



**An Invitation to Apply for the Position of
Dean, LIU Global College and International Education
Long Island University**

THE SEARCH

Long Island University (LIU) seeks a dynamic and enterprising leader as Dean of LIU Global College and International Education. This is an exceptional opportunity for an academic administrator with experience in international education and curricular innovation in internationalization. As LIU Global College's chief academic and administrative officer and the University's primary administrator for internationalization, the Dean will have the opportunity to promote an environment of cross-disciplinary collaboration throughout the University and to encourage students who have chosen to take their entire college curriculum in international settings as well as students from throughout the University to engage in international experiences.

LIU Global College is a unique college within Long Island University, an independent comprehensive university with undergraduate, graduate, and professional programs located on two residential campuses and five other non-residential campuses. LIU Global College's World Headquarters are based on the Brooklyn campus. Founded 46 years ago, the College offers the only program in the world that integrates three year-long cultural immersions into a progressive, four-year Bachelor of Arts degree. Today it is recognized as a leader in experiential education, providing students with an individualized international experience as well as a broad-based liberal arts education from one of the largest and most comprehensive private universities in the country. Reporting to the University's Vice President for Academic Affairs, the Dean is LIU Global College's chief academic and administrative officer and the University's primary administrator for internationalization. As head of the College, the new Dean will play a key role in articulating a dynamic vision for LIU Global College. As leader of LIU's internationalization efforts, the Dean will work collaboratively to foster and sustain an environment of commitment to international education within the University community and increase international awareness and academic programs throughout LIU. To lead these important efforts, LIU is seeking an innovative and accomplished international educator who possesses a strong commitment to educational excellence and curricular innovation and has the creativity and energy to inspire and lead the faculty.

Long Island University has retained Isaacson, Miller, a national executive search firm, to assist in the recruitment of the Dean of LIU Global College and International Education. After extensive consultation with campus stakeholders, the firm prepared this document, which

describes the University, the challenges and opportunities the new Dean will approach, and the personal and professional characteristics that the ideal candidate should possess. All applications, inquiries, and nominations, which will remain confidential, should be directed to the search firm as indicated at the end of this document. For more information about LIU and LIU Global College, please visit: <http://www.liu.edu/> and <http://www.liu.edu/Global.aspx>.

LIU GLOBAL COLLEGE

LIU Global College's mission is to provide its students with the knowledge, experiences, and skills that will enable them to become socially responsible, engaged leaders in a richly diverse and increasingly complex world. It fulfills this mission through its Bachelor of Arts in Global Studies program, the only degree program of its kind in the world. This program integrates three year-long cultural immersions at the College's overseas centers and programs in Costa Rica, China, India, Australia, South America, and New York. In the final year, students undertake an independent study in the country of their choice and complete a capstone seminar and senior thesis at the main campus in Brooklyn to help students share and integrate their experiences.

LIU Global College, which believes that how students study is as important as what and where students study, combines rigorous academics with community service and independent study. In highly individualized programs, students engage with the host country's culture and people through course work, field work, in-service learning, internships and independent study. Through these experiences, students learn to work collaboratively with people from other cultures and backgrounds. They take on projects where the requirements are not always clear, and learn how to act assertively in uncertain situations to get things done, and, in the process, how to make the world a better place. The College's learning goals include four areas:

1. Global Knowledge

Global knowledge involves an understanding of the interdependence of social, cultural, environmental, and political systems. Students identify the global repercussions of particular events and trends observable in the local environment, drawing out the human consequences, ethical implications, and calls for responsibility and action.

2. Cross-Cultural Competence

Students learn to respect and understand the diversity of elements that shape the beliefs and practices they encounter. They identify the general patterns that inform a culture – their own and that of others – as well as the worldview within which those patterns make sense. Gaining the ability to interpret experience from multiple perspectives, along with language proficiency and an appreciation for cultural norms of communication, students learn to adapt their thought, behavior, and speech to match particular contexts.

3. *Personal and Social Responsibility*

Students learn ethical awareness, including the ability to articulate and analyze their core values and those of others, recognize the ethical dimensions of complex situations, and apply an ethical understanding independently and in full view of its implications. Through civic knowledge and engagement, students identify the principles of government and social justice within their own society, and that of others, promote an engagement with diversity among their peers, and apply the knowledge they gain to participation in civic life, leading ultimately to an articulation of the rights and responsibilities of global citizens. Such development requires leadership and teamwork skills, including independent initiative, collaborative spirit, inclusivity and the ability to synthesize and articulate a diversity of viewpoints within a group.

4. *Intellectual and Practical Skills*

In developing proficiency in writing, oral presentation, and digital communication, students will provide an appropriate vehicle for critical and creative thought. Skills will range from mastery of grammatical expression to effective use of stylistic technique to sensitivity for audience and context. Ability to independently formulate complex and well-grounded analyses and apply them in novel situations will help to develop aptitude in qualitative research, with projects clear in scope and solid in methodology.

During its over 40 year history, LIU Global College has established itself as a leader in experiential education, providing students with both an individualized international experience as well as a broad-based liberal arts education from one of the largest and most comprehensive private universities in the country. In addition, visiting students can take advantage of the LIU Global College centers for a semester-long or year-long study abroad option.

Students enrolled in the Bachelor of Arts degree program spend their first year at the Costa Rica Center in Heredia City, Costa Rica. In the second year, students can choose to study at the India Center or can participate in the Comparative Religion and Culture Program (CRC), a year-long program that brings students to Taiwan, India, Thailand and Turkey. As juniors, students have several options. They can spend a year at the China Center or travel with CRC. Alternatively, they can spend the fall semester in Ecuador and Peru as part of the Global Issues in South America (GISA) program and the spring semester in Byron Bay, Australia. The final year of the program begins with an independently designed research project in a country of the student's choice and culminates in a semester in New York City at LIU Brooklyn, where students complete a series of capstone experiences and a senior thesis. The College's focus on cross-cultural communication, collaborative work, seeing issues from multiple perspectives, and leadership approaches gives graduates experiences that anticipate and prepare them for the challenges and opportunities of the world in the 21st century.

LONG ISLAND UNIVERSITY

Long Island University was founded in 1926 with a mission to open the doors of the city and the world to men and women of all ethnic and socioeconomic backgrounds who wish to achieve the satisfaction of an educated life and to serve the public good. One of the largest and most comprehensive private universities in the country, LIU today is a multi-campus, diverse, doctoral institution of higher learning that continues to attract students new to America and who are often the first in their families to seek a college education. It offers more than 575 undergraduate, graduate, and doctoral degree programs and certificates and educates over 24,000 credit-seeking and continuing education students (including secondary students enrolled in degree-credit courses) in Brooklyn, Brookville, Brentwood, Riverhead, Rockland, West Point, and Westchester. The institution's two largest campuses are the Brooklyn campus and the Post campus in Brookville, NY. Each enrolls about 7,000 students, including over 2,500 graduate students.

LIU's nearly 630 full-time faculty members provide outstanding instruction, supplemented by internships and cooperative education opportunities. The accomplishments of nearly 186,000 living alumni are a testament to the success of its mission – providing the highest level of education to people from all walks of life. The University's NCAA Division I and II athletic teams, nationally renowned George Polk Awards in journalism, and Tilles Center for the Performing Arts provide enrichment for students and the community.

Long Island University envisions a learning community dedicated to empowering and transforming the lives of its students to effect a more peaceful and humane world that respects differences and cherishes cultural diversity; improving health and the overall quality of life; advancing social justice and protecting human rights; reducing poverty; celebrating creativity and artistic expression; rewarding innovation and entrepreneurship; honoring education and public service; and managing natural resources in an environmentally-responsible, sustainable fashion.

HISTORY OF LIU GLOBAL COLLEGE

LIU Global College was founded as Friends World College by the New York Yearly Meeting of the Religious Society of Friends (Quakers) in 1965 as an alternative to traditional higher education. The vision of the founders was to create a college that would bring the students to the world, rather than abstractly present bits of the world to students in the classroom. The Quaker Heritage of Friends World College was reflected in the ideal that students studying in diverse cultures at home and abroad bear witness to the lives and experiences of other people. Formerly based in Lloyd Harbor, Friends World College relocated to Southampton when it became a part of LIU in 1991 and was renamed Friends World Program. The merger allowed the College to strengthen its programs and gain full regional accreditation. In the fall of 2005, the program moved to Long Island University's Brooklyn campus. In March 2007, the Friends World Program revised its curriculum and became Global College, and, in January 2012, Long Island University launched an institution-wide rebranding campaign and Global College became LIU Global College. In its 46 year history, LIU Global College has continued to be grounded in its

founding traditions including experiential learning, global studies, and multiculturalism while simultaneously responding to larger societal and educational changes.

THE FACULTY

LIU has a distinguished faculty who are committed to the mission of LIU Global College. Many are local and international scholars or Americans living abroad who have a broad experience in experiential education. Their disciplinary background ranges through the humanities in English literature, language study, and philosophy; through the social sciences covering areas such as rural development, anthropology, and ethnography; and the sciences including chemistry, soil science, and sustainability. Many College faculty are full time; while others are adjunct faculty, maintaining their connections with other academic institutions and with other sectors in their global settings. The College faculty have broad, cross-cultural experience in the local settings where they teach.

All faculty are specialists in their particular field of study, and many have doctoral degrees from top institutions including the University of Wisconsin-Madison, Nanjing University, University of California Santa Barbara, Agra University, Bangalore University, University of Iowa, National University of Costa Rica, and University of New Mexico. Professors who are based in the centers or at the campus in Brooklyn serve as mentors and academic advisors to students throughout their education.

THE STUDENT BODY

LIU Global College attracts a diverse group of independent, creative students. Most are from the United States and enter the program directly from high school. They are drawn initially to the program by a strong desire to travel and to become immersed in cultures other than their own. Once in the program, they discover and pursue new interests – often very different than those that drew them to the program.

Like graduates from other institutions, LIU Global College graduates pursue a wide range of careers. Over fifty percent attend graduate or professional school, some at prestigious institutions including Columbia University, Johns Hopkins University, Harvard University, and The University of California, Berkeley. LIU Global College alumni have also received distinguished awards including the Pew Grant, Truman Scholarships, MacArthur Grants, Marshall Scholarships and Fulbright Fellowships.

Others enter the workforce immediately after graduation. They become teachers, social workers, journalists, psychologists, and artists. Many alumni pursue careers here and abroad in international relations or government. Whatever their chosen career path, LIU Global College graduates are distinguished by their global and intercultural skills, as well as their ability to analyze issues from multiple perspectives and their ability to lead in uncertain situations.

BUDGET AND REVENUE STREAMS

The budget of LIU Global College is self-sustaining and heavily dependent on the number of students in the program. The current fiscal year general fund budget for the College is \$4.0 million, with an instructional budget of \$1.49 million and an additional Academic Support budget of \$858,000. The largest expense categories are “salaries and wages” and “general expenses.” The College’s income derives almost exclusively from student tuition, fees, and sales of auxiliary services (residence hall revenue), which covers the room and board expenses in programs abroad.

LIU Global College derives its tuition from students enrolled in its degree programs and, under an agreement with the University, from students throughout the University who enroll in study abroad programs at the centers of LIU Global College. Looking forward, the Dean of LIU Global College and International Education can look to growth in the budget and the program by attracting and retaining students to fill the capacity of the existing degree programs, and by fulfilling the University’s academic goal of growing the number of students attracted to study abroad.

With the broad interest of LIU to internationalize its educational programs and the recognition in the governmental and corporate sectors that we live in an increasingly global economic, cultural, and social community, this is an advantageous time to attract external support for LIU Global College. The College’s unique programs, its centers in Asia and South America, and its expertise in preparing students in multi-cultural understanding, issues, and communications make LIU Global College an attractive investment opportunity for international corporations, the State Department, and major foundations. It is anticipated the Dean will seek to increase LIU Global College revenue streams in each of these areas.

LIU GLOBAL COLLEGE GOVERNANCE

There are three levels of governance at LIU Global College: the center level, the college level, and the university level. Center level governance involves Student Meetings, Community Meetings, the Student Representative, Staff/Faculty (Team) Meetings and the Center Director. College-level governance involves Student Council, Academic Council, Student Success Action Council, the Council of Overseers and the Dean of LIU Global College. University-level governance involves the Vice President for Academic Affairs, President, and Board of Trustees of LIU. Their roles are described below:

Center Level

Though program-wide decisions are made at the university or college level, LIU Global College exists in practice through its individual centers. At the center level, LIU Global College is very much a student-centered program which encourages a great degree of involvement by students. Student Meetings and Community Meetings promote greater communication and the opportunity for student participation in the governance of the College. Community Meetings operate in the same way as Student Meetings, except that center faculty/staff are included. If any issues cannot be resolved at the center level, the appropriate person will be designated to raise the issues at the college level. In addition, students are asked to participate in numerous center-based committees.

College Level

While all larger academic and financial decisions regarding LIU Global College are taken at the university level, most week to week and month to month operating issues are addressed at the college level. The Dean is supported by and works closely with an Academic Council (AC) and the Student Success Action Council (SSAC). The AC and SSAC act as recommending bodies that suggest courses of action to the Dean of LIU Global College. The AC consists of the Dean, Director of Global Studies, Academic Directors of each center and program, with additional members appointed by the Dean. The SSAC consists of the Director of Student Success, Director of Global Studies, Student Service staff at all centers and programs, with additional members appointed by the Dean. The Dean also receives support from a Board of Overseers which meets on an occasional basis with the Dean and senior staff.

Student representatives from each center work together as a Student Council to represent the concerns of students at program-wide faculty and administrative meetings. The Council of Overseers is an advisory body (with neither budgetary nor decision-making authority) that meets with the Dean on an annual or bi-annual basis to review the overall progress and status of LIU Global College.

University Level

LIU Global College is an academic unit within LIU. As such, the LIU Global College budget is part of the budget of the Vice President for Academic Affairs (VPAA), one of the nine officers of the University. The Dean of LIU Global College is one of thirteen deans reporting directly to the VPAA. The LIU Global College Dean must work within the framework of LIU, Middle States (the regional accrediting body), and the New York State Department of Education in charting the academic and financial direction of the College.

LIU GLOBAL COLLEGE'S CENTERS AND PROGRAMS

LIU has four global centers strategically selected to give students access to the world's most dynamic regions, the global south and Asia. In addition, LIU Global College has three programs in six additional countries. Each center and program has a particular focus:

The Costa Rica Center is located in the northeastern part of Heredia City, across the street from the National University, ten miles north of San José, Costa Rica's capital city. This center hosts all of LIU Global College's freshman class. The curriculum introduces students to cross cultural skills and increases their understanding of global issues from a Latin American perspective. In addition to attending regularly scheduled seminars and Spanish language classes, students learn how to plan, evaluate, and document field work with the support and guidance of faculty members based at the center. Students interact with the local people through homestays, service learning and field trips, internships, and field research. They explore the tension between environmental and economic issues and begin to understand how individuals at the local level are affected by decisions made at the global level. The center has eight faculty, two language instructors, and eight additional staff members. Its facilities include an administrative area,

computer room, library, kitchen and dining room, garden, hall for community meetings, and rooms for seminars, Spanish language courses, and academic advising.

The India Center is located in Bangalore, India. Set in a quiet enclave, the city's restaurants, supermarkets, and hospitals are a stone's throw away. Students may study at the India Center during their second year. The curriculum focuses on exploring issues in global development and its impact on one of the most populous countries in the world; to educate students about the region, its history, and its unique character and provides a frame of analysis to enable students to understand their experiences in a larger global context. LIU Global College students take a Global Studies Seminar; Hindi language classes; seminars on Theory, Culture, and Representation; and on Globalization, Development, and Change, plus several electives. Locations for field trips are chosen bearing in mind rich historic and cultural traditions, the present global situation, and bearings of the local issues on the global realities. The Center has nine faculty and eight staff.

The China Center is located on the Jade Spring (Yuquan) Campus of Zhejiang University, one of the largest and most comprehensive universities in the country. With over 6.4 million people in the metro area, Hangzhou is one of the most livable cities in China.

At the China Center, a crucial component of the way students connect to the local environment is language study. Courses in Mandarin Chinese account for a substantial portion of the curriculum. In addition, the China Center encourages students to develop extracurricular interests to enhance their opportunities to learn the language by participating in language exchanges or becoming involved in Chinese student groups. There are ten faculty and staff at the China Center.

The New York City Center is on the Brooklyn campus of Long Island University. Students spend their last semester at this center in the Senior Capstone Semester and writing a senior thesis. This semester builds upon the cross-cultural skills that students have acquired throughout their four years in the program. Classes draw upon the rich and varied learning resources of New York City and the expertise of LIU Global College and faculty across LIU Brooklyn, an urban campus recognized for its ethnic, racial, and international/intercultural diversity. During this semester, students continue to develop self awareness and deepen their appreciation of diverse cultures and customs. In addition, students participate in career preparation workshops.

LIU Global College also has three programs based in different parts of the world which students may choose as an alternative to time in one of the centers:

The Comparative Religion and Culture Program (CRC). In this year-long program which combines theoretical investigation with extensive exposure to religious cultural life, students travel to India, Taiwan, Thailand, and Turkey. Students are immersed in the teachings, practices, and institutions of major world religions and study the patterns of thought and behavior that characterize their encounter with new environments. During this year, students build the skills necessary to adapt to any new culture. Through this focus on the shift from one culture to another, the CRC stands as a microcosm of LIU Global College education as a whole. This work culminates in a year-end portfolio that integrates theory, method, and interpretation in the study of religion and culture, documenting the students' learning over the course of the year.

The Australia Program. In this program which is offered during the spring semester, students reside near Byron Bay, a small South Pacific beach community located in the unique subtropical region of northern New South Wales. Students study Australian society and environmental history, Aboriginal ecology, the destruction of old growth forests due to logging and cattle grazing, land degradation and salt accumulation in soils, irrigation and water resource issues, uranium mining in Kakadu National Park, coastal zone development, ocean pollution, ecological medicine, bio-diversity and the conservation of Australian native plants and wildlife, and appropriately designed architecture for hot humid and desert regions. There are two faculty in this program.

The Global Issues in South America (GISA) Program. In this semester-long program, students travel throughout Ecuador and Peru, focusing on the global issues that impact cultural and ecological diversity from the Andean highlands to the Amazon lowlands. During the program, students integrate environmental sustainability, indigenous traditions, and the arts while working, living, and studying in local communities.

INTERNATIONAL EDUCATION

In addition to LIU Global College, Long Island University has a long tradition of international engagement. A substantial number of international students pursue undergraduate and graduate degrees and many LIU undergraduates participate in study abroad programs. The University has 68 international agreements with colleges and universities worldwide. LIU is committed to leveraging its existing resources to further the internationalization of its curriculum and students' exposure to an education that prepares them to live and work in a global society. As part of that commitment, in 2009 LIU became a member of the American Council on Education (ACE) Internationalization Laboratory to further its initiatives in a comprehensive and strategic manner. As part of this effort, the University will be exploring ways to expand the internationalization of the curriculum, including building on existing international, intercultural, and global content in the curriculum; aligning responsibilities, policies, and procedures for all international initiatives and promoting the centrality of international, intercultural, and global issues in campus and student life. The new Dean of LIU Global College will take a leadership role and work closely with faculty and University leadership to realize this important effort.

CHALLENGES AND OPPORTUNITIES

The new Dean will join Long Island University at a pivotal time. Institutions of higher education must prepare students to lead in a global world in which pressing social, economic, and environmental issues require a multi-disciplinary approach and an understanding of the ways different cultural values affect decision-making. LIU is committed to preparing its students to meet these challenges by becoming an international institution and attracting a strong, diverse international student body; strengthening and expanding its study abroad presence to attract not only LIU students, but students from other institutions; and building strong mutually beneficial alliances with academic institutions world wide.

LIU Global College is the only program in the world with an internationally based curriculum that integrates transcultural and cross disciplinary learning as a primary goal and is uniquely positioned to enable LIU to realize this ambitious vision. The overarching challenges for the next Dean will be to lead LIU Global College, increasing both its student population and financial viability, and to work closely with all LIU colleges, the University administration, and the faculty to help the University internationalize in terms of curriculum, academic affiliations, and student population. S/he will engage administrators, faculty, students, staff and other key constituents in addressing strategic priorities, attracting resources, and setting and meeting shared goals and objectives. S/he will support and cultivate a collaborative culture across the institution. To achieve this, the Dean must develop a clear understanding of the mission and scope of LIU Global College and the programs/departments of the University's multiple campuses. Additional specific challenges include:

Improve the Visibility and Vigor of LIU Global College

Since becoming part of LIU, LIU Global College has strengthened its curriculum and attracts a highly creative, independent, and intellectually curious student population. The College, which prides itself on providing an exceedingly supportive and individualized international experience, has been small by design. However, in recent years, maintaining stable, strong, enrollment numbers and high retention rates has been a challenge and has made it difficult to develop new programs. The College's goal is to double enrollment over the next several years to expand its global learning centers, and broaden its curriculum to provide students increasingly diverse and rich experiences that will prepare them to be successful citizens. The challenge for the new Dean will be to work collaboratively with the University to develop a vision and articulate a strategy that will effectively leverage the College's resources to enable LIU Global College to meet its goals.

Build Innovative Study Abroad Programs

The College, with its centers world wide and commitment to experiential education, is positioned to help LIU create unique, nationally recognized study abroad programs. The challenge for the new Dean will be to collaborate with university administration, deans, and faculty to develop innovative study abroad programs that incorporate the College's unique service mission and leverage the College's international centers to provide unique opportunities for students to engage in foreign cultures. Such a thrust should be used to attract students from LIU and institutions nationwide. The Dean will also work collaboratively with the deans and faculty across the institution to identify new revenue streams supporting these efforts.

Collaborate with deans and faculty across the campuses to develop a vision for internationalizing the curriculum that aligns with individual program needs

LIU currently offers more than 575 undergraduate, graduate, and doctoral degree programs and certificates and educates over 24,000 students in degree-credit and continuing education programs. LIU is committed to developing curricular opportunities for students in all programs to further their understanding that the future is a world not limited by national borders and that we live in an increasingly multi-cultural world.

A challenge for the Dean will be to work across the campuses to create a framework for understanding student needs and program specific issues to facilitate the development of

compelling international education programs. The Dean will work with faculty groups University-wide to develop curricular materials that provide students with a multinational view and opportunities to participate in international activities, including the opportunity to study abroad.

Collaborate with deans and faculty across the campuses to develop templates to help the University evaluate opportunities for partnerships world wide

LIU has a strong faculty actively engaged in research and educational programs, much of which is done with institutions worldwide either on a project by project basis or within a more formal alliance. Historically, these relationships have been developed with individual scholars and departments. As part of its internationalization efforts, the new Dean will work in collaboration with university administrators and deans across the campuses to create a framework for evaluating the feasibility of these programs. This assessment should consider the educational goals, their sustainability over time, and the financial viability of these international partnerships. It should also evaluate the legal, student safety, and other risks associated with proposed affiliations. The overall review should assure that a program aligns with the needs and strengths of LIU and that the program furthers the strategic goals of the department or college.

Personal and Professional Qualities

The Search Committee understands that no single candidate will have all of the qualifications listed below, but it seeks candidates with a strong combination of the following experiences and abilities:

- The vision, energy, and optimism to advance LIU Global College, working successfully with and inspiring faculty, students, staff, trustees, alumni, parents, and other stakeholders. A strong work ethic, flexibility, and an entrepreneurial spirit are essential.
- A deep commitment to an international education experience for undergraduates and significant experience and leadership in the global higher education arena. Familiarity with experiential learning and the strategic ability to connect international education with the needs of global economy would be an added strength.
- The ability to communicate with diverse groups within and beyond the university is essential. A high-level of self-awareness, excellent intercultural communication skills, and the ability to work within diverse cultural contexts.
- Significant management experience, understanding of academic administration, finances and process, respect for the role of university administration and faculty in governance, and the ability to advocate effectively for LIU Global College with external organizations. Skills at synthesizing, blending, and balancing competing ideas and goals to arrive at a common purpose are necessary. The desire to build consensus and the ability to understand, help define, and articulate the needs and interest of the Global College and LIU is paramount.
- A respect for young people and a passion for the education and development of students and diverse future leaders from across the globe. Visibility and access will be required.

- Integrity, confidence, and respect for others with a strong sense of stewardship towards LIU Global College's assets and history and its exceptional role in the world of higher education.
- The experience, capacity, and will to secure resources for LIU Global College – human and financial – to attract significant financial investments for the College and to recruit and retain outstanding faculty, students, and staff.
- Experience in living and working in more than one country and the mindset of a global navigator who is comfortable in foreign cultures is desired.
- Cultural awareness and sensitivity, diplomatic skills, and the ability and desire to maintain and strengthen the critical relationships between LIU Global College and its host countries.
- A clear understanding of, and preferably a personal record of scholarship, with a demonstrated commitment to the enduring value of a high quality teaching. The ability and desire to both extend and secure mutual respect with faculty members is critical.
- A leadership style that is engaging, warm, collaborative, open, and skillful with the ability to act decisively and communicate effectively with a variety of stakeholders
- A doctoral degree in an appropriate field.

TO APPLY

Review of nominations and applications will begin immediately and will continue until the position is filled. All inquiries, nominations/referrals, and applications (including resumes and letters of interest responding to the position challenges and objectives outlined above) should be sent electronically and in confidence to:

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Long Island University is an Affirmative Action/Equal Opportunity employer with a strong commitment to the principles of diversity and inclusion