



## **Dean, College of Education and Human Development**

George Mason University invites applications and nominations for the position of Dean of the College of Education and Human Development. Reporting directly to the Executive Vice President and Provost of the University, the Dean serves as the principal academic and administrative officer of the College and leads faculty and staff who are committed to providing all students with extraordinary educational opportunities, to conducting high impact research, and to fostering a community that extends beyond the university throughout the region.

### **George Mason University: About Mason**

Today, as Virginia's largest and most diverse public research university, Mason is setting the benchmark for a bold, transformative learning experience through an experiential and global education that serves the needs of students and communities locally, nationally, and internationally.

Each year, Mason welcomes thousands of future healers, builders, authors, educators, explorers, leaders, and inventors. They come to learn and grow; they leave ready to change the world. George Mason University is committed to inclusive excellence, and it defines success by the number and quality of opportunities provided to students, alumni, faculty, staff, and the community. The institution is proud that 35 percent of its graduates are the first members of their family to earn a four-year degree. It is the largest public research university in Virginia with three campuses in Virginia and one in Songdo, Korea. Mason is responsible for 64 percent of the net enrollment growth in Virginia public universities over the last eight years. The University has grown to more than 37,000 students from 130 countries and all 50 states, over 4,000 faculty and staff, and 200,000 alumni. In 2016, George Mason University moved into the highest research category (R-1) as determined by the Carnegie Classification of Institutions of Higher Education.

Mason is the top-ranked public university in Virginia for ethnic diversity and tied for 15th nationally. The University has made significant gains in several high-profile categories in the past year, including its rank among national universities (143, up 10 spots) and public universities (65, up seven spots). It reached the top 100 best schools for veterans as well.

Located near Washington, D.C., one of the most important political, economic, and intellectual hubs in the world, the University honors its responsibility to serve others: to help students succeed, to enrich the life of the community, and to contribute to solving some of the most complex global problems of our time. George Mason University has [10 schools and colleges](#) devoted to a variety of areas of study and was also the first university in the country to offer doctoral programs in conflict resolution, information technology, bioinformatics, and computational social science.

## **George Mason University: Values**

*Our students come first* – Our top priority is to provide students with a transformational learning experience that helps them grow as individuals, scholars, and professionals

*Diversity is our strength* – We include and embrace a multitude of people and ideas in everything we do and respect differences

*Innovation is our tradition* – We strive to find new and better ways to deliver on our mission while honoring time-tested academic values

*We honor freedom of thought and expression* – We protect the freedom of all members of our community to seek truth and express their views

*We are careful stewards* – We manage the economic and natural resources entrusted to us responsibly and sustainably

*We act with integrity* – We hold ourselves to the highest ethical standards as educators, scholars, students, and professionals

*We thrive together* – We nurture a positive and collaborative community that contributes to the well-being and success of every member

## **Alumni**

George Mason University has seen the most committed and talented individuals from across the world pass through its doors. Many Mason graduates have gone on to become leaders in their respective fields, to achieve top levels in their careers, to win prestigious awards, and to make important contributions to the world. Approximately one third of Northern Virginia's K-12 teachers are alumni of a CEHD program. With total [alumni](#) numbers inching near 200,000, Mason Nation is a force to be reckoned with.

## **Governance**

George Mason University is governed by its 16-member [Board of Visitors](#), a corporate body serving under the leadership of a rector, vice rector, and secretary. The members of the board are appointed by the governor of Virginia on a rotating basis to serve four-year terms. The Faculty Senate Chair sits on the Board as a non-voting faculty representative. As a result of their respective elections to the positions of president of the Student Government and president of the Graduate and Professional Student Association, two non-voting student representatives are appointed by the Board of Visitors each year at the May meeting to serve a one-year term.

## **Strategic Planning**

George Mason University has grown in both size and stature, not only becoming the largest public research university in the Commonwealth, but also gaining prominence in the United States and throughout the world. Mason's location near Washington, D.C., affords the University access to unique opportunities, resources, and audiences, as it strives to be the best university for the world.

Under the previous president, Angel Cabrera, the University set an ambitious course for the future through its [2014 Strategic Plan](#). That plan was structured around four constituencies – students, faculty and staff, the community, and the world. While not mutually exclusive, each embraces the [Mason IDEA](#) – Innovative, Diverse, Entrepreneurial, and Accessible – and is representative of the University’s commitment to serve. The university is currently embarking on an updated [Strategic Planning Initiative](#). As an indicator of Mason’s strong market brand, this past fall Mason welcomed its largest freshman class of approximately 3,530 students. Mason continues to serve a large student population with a headcount of over 39,000 across all campuses. Mason has accounted for 48 percent of public university enrollment growth in Virginia over the past decade.

### **President Gregory Washington**

Gregory Washington became the eighth president of George Mason University on July 1, 2020. He is the former dean of the Henry Samueli School of Engineering at the University of California, Irvine (UCI), and former interim dean of the College of Engineering at The Ohio State University. In his seven years at UCI, Washington expanded undergraduate and graduate enrollment in the engineering school and recruited and hired one of the most diverse engineering faculty cohorts in the country. Washington created new graduate and undergraduate programs with the UCI business and humanities schools and led the development of the Horiba Institute for Mobility and Connectivity to advance next-generation advanced mobility systems.

Washington began his academic career in 1995 as an assistant professor in the Department of Mechanical and Aerospace Engineering at The Ohio State University and served as interim dean of the engineering school from 2008 to 2011. A first-generation college graduate, Washington is a New York City native. He earned three degrees in mechanical engineering, including his PhD, at North Carolina State University.

The first African American dean of engineering at any University of California campus, Washington established an Office of Access and Inclusion at UCI to enhance campus life for all students and chaired the Task Force on Ensuring a Positive Climate for the Campus’ Black Community. At Mason, Washington developed the [ARIE Task Force](#) to ensure the University’s ideals around anti-racism and inclusive excellence are supported and lived each day.

### **Provost and Executive Vice President Mark Ginsberg**

Mark Ginsberg joined the University in 2010 as the dean of the College of Education and Human Development and became provost in 2020. Ginsberg’s career spans more than [35 years](#) as a professor, psychologist, and skilled administrator. He has published extensively in the areas of education, psychology, human development, and human services. In addition, he has lectured and presented at over 200 conferences, seminars, and other educational meetings and professional development events, both within the United States and internationally.

Dr. Ginsberg served as the Executive Director and Chief Executive Officer of the National Association for the Education of Young Children (NAEYC) from January 1999 until June 2010. Prior to joining NAEYC, Dr. Ginsberg was chair of the Department of Counseling and Human Services in the Graduate Division of Education at The Johns Hopkins University and a member of the faculty of both the Department of Psychiatry and Behavioral Sciences and the Department of Medicine in the School of Medicine. He served as a member of the Hopkins full-time and part-time faculty for more than 25 years. Before joining Johns

Hopkins, Dr. Ginsberg held the position of Executive Director of the American Association for Marriage and Family Therapy (AAMFT) from 1986 to 1993. From 1981 to 1986 he was a senior member of the management staff of the American Psychological Association (APA), after having been a faculty member in the Department of Psychology at the University of Rochester.

Dr. Ginsberg serves as an appointed member of the Fairfax County (VA) Successful Children and Youth Policy Team. He is a past chair of the Board of Directors of the American Association of Colleges for Teacher Education (AACTE) and served as a member of the Executive Committee of the Council of Academic Deans of Research Education Institutions (CADREI) and the Board of Directors of the Virginia Early Childhood Foundation (VECF). Dr. Ginsberg's graduate degrees were earned at The Pennsylvania State University, after having been awarded a bachelor's degree from the State University of New York at Cortland in 1975. He also completed a fellowship in Clinical Psychology at the Yale University School of Medicine.

### **The College of Education and Human Development**

The College of Education and Human Development (CEHD) inspires undergraduate and graduate students to promote learning and development across the life span. Innovative, inclusive, and cutting-edge, the College and its three schools prepare professionals who improve lives and make a difference for the community locally, nationally, and for the world. The College is a nationally recognized leader in educator preparation, special education, counseling, and school leadership and is home to nine centers engaged in groundbreaking research. Guided by a [comprehensive strategic plan](#), CEHD takes pride in its history of bringing innovative approaches to serving its students and the communities where they will practice. CEHD scholarship shapes understandings and practices across the country and around the world.

The [School of Education](#) – the largest and most comprehensive in Virginia – is the alma mater for one third of teachers and administrators in Northern Virginia's world-class school systems. Each year, more than 3,000 undergraduate and graduate students enroll in the School's [innovative academic programs](#), which include advanced study for teachers and school leaders and in the areas of learning design, technology, and international education.

The [School of Sport, Recreation, and Tourism Management](#) features outstanding [career ready academic programs](#) and centers of research excellence that support a wide range of vibrant sport, recreation, and tourism service industries and organizations. Undergraduate students after interning, earn a bachelor's degree in Recreation Management with a Therapeutic Recreation, Parks and Outdoor, or an Individualized concentration; Sport Management; or Tourism and Events Management. The School offers many interdisciplinary minors featuring partnerships across the University. Graduate students can pursue their scholarly interests at the master's degree level in Sport and Recreation Studies with dynamic concentrations or, through an innovative partnership with the School of Management, earn an MBA in Tourism and Events Management. Students in the School also pursue doctoral studies through the College's interdisciplinary doctoral program

The [School of Kinesiology](#) offers exceptional [academic programs](#), distinguished faculty, and vibrant research centers dedicated to promoting optimal health and enhancing the quality of life through physical activity. An undergraduate program prepares students for a host of professional careers and opportunities related to Athletic Training and Kinesiology. Students interested in graduate study can pursue a Master of Science degree. The PhD in Education program offers a [concentration in kinesiology](#) as well. At both the undergraduate and graduate levels, dedicated faculty are engaged teachers and leaders

in their fields, guiding educational advances, promoting growth in their professions, and engaging in innovative research.

Instrumental to CEHD's success are [130 distinguished faculty members](#), each committed to creating life-changing experiences that allow students to go faster and farther in their careers. The faculty includes many nationally prominent scholars, endowed professorships in special education and science education, and four professors who have received the highest honors from the State Council of Higher Education for Virginia.

The College's [innovative research](#) and pace of performance has resulted in a research portfolio that has grown dramatically compared to peer institutions, with expenditures exceeding \$16 million annually. This research of consequence, undertaken by faculty in all three schools, advances knowledge in the learning and developmental sciences, benefiting the greater community in Virginia and beyond.

### **CEHD's Organizational Structure and Academic Programs**

The College of Education and Human Development is somewhat unique in that traditional departments do not exist. Nine divisions host the College's 30 academic programs and nine centers. Each program is hosted by one of CEHD's three schools, and faculty from across CEHD's three schools are aligned to multiple divisions and programs.

CEHD intentionally has no departments to allow faculty to be able to move across permeable boundaries with respect to teaching, research, and team building for grants, partnerships, service activities, and so on.

Instead of departments, CEHD has academic divisions. Recently two of the former divisions were renamed as schools to promote their unique identity (School of Kinesiology and School of Sport, Recreation, and Tourism Management). The other seven divisions make up the School of Education. Divisions and schools are defined clusters of academic programs that share some common thematic, disciplinary, or professional characteristics. Research and service centers are also placed within divisions and schools for oversight purposes.

Each division and school has a division/school director. Unlike a department chair, this appointed individual (each of whom is a regular instructional faculty member with an administrative assignment) does not supervise or evaluate the division faculty. Nor does the director manage a large budget. Most, though not all, of CEHD's budget is managed centrally. The director is an extension of the Dean's Office with oversight responsibilities and some delegated authority for primarily instructional functions (e.g., approves course schedules, runs division faculty meetings, makes independent hiring recommendations to the Dean).

Each academic program has an Academic Program Coordinator (APC). These programs are defined by the degrees, licenses, and certificates that students seek through coursework. Each APC is the peer leader of a self-managed work team.

The nine divisions, with the academic programs and the centers they host, are listed below. The PhD in Education Program is the lone exception in that it serves the entire College and is not clustered within a division.

- Division of Advanced Professional Teacher Development and International Education
  - Advanced Studies in Teaching and Learning (ASTL) Program
  - Mathematics Education Leadership Program
  - Teaching Culturally and Linguistically Diverse and Exceptional Learners Program
  - Transformative Teaching Program
  - Mathematics Education Center
  - Center for Outreach in Mathematics Professional Learning and Educational Technology
  - Global Online Teacher Education Center (GOTEC)
- Division of Child, Family, and Community Engagement
  - Counseling Program
  - Diversity Research and Action Consortium
  - Early Childhood Education Program
  - School Psychology Program
- Division of Education Leadership and Policy
  - Education Leadership Program
  - EdPolicy*Forward*: The Center for Education Policy @George Mason University
  - Center for International Education
- Division of Educational Psychology and Research Methods
  - Educational Psychology Program
- Division of Elementary, Literacy, and Secondary Education
  - Elementary Education Program
  - Literacy Program
  - Health and Physical Education Program
  - Secondary Education Program
  - Center for Social Equity Through Science Education
  - Elizabeth G. Sturtevant, PhD, Center for Literacy
- Division of Learning Technologies
  - Learning Design and Technology Program
  - Learning Technologies in Schools Program
- Division of Special Education and disAbility Research
  - Adapted Curriculum Program
  - Applied Behavior Analysis Program
  - Assistive Technology Program
  - Autism Program
  - Blindness and Visual Impairments Program
  - General Curriculum Program
  - Mason LIFE Program
  - Helen A. Kellar Institute for Human disAbilities (KIHD)
- School of Kinesiology
  - Athletic Training
  - Kinesiology (BS) Program
  - Kinesiology (MS) Program
  - Sports Medicine Assessment Research and Testing (SMART) Laboratory
- School of Sport, Recreation, and Tourism Management
  - Sport Management Program
  - Recreation Management Program
  - Tourism and Events Management Program

- Sport and Recreation Studies Program
- Center for Sport Management

## Rankings

According to the latest *U.S. News & World Report* rankings, Mason's [online education curriculum and instruction master's degree program](#) ranks ninth nationally, while [online special education](#) and [online education administration](#) graduate programs rank 10th and 11th, respectively. In addition, the special education graduate program ranked 19th, breaking the top 20 for the third year in a row, and the elementary education program ranks 20<sup>th</sup> nationally.

Mason ranks 71st overall among undergraduate teaching programs in the country and is tied with the University of Virginia for 20th among public institutions. In 2019, Mason became one of seven public universities in Virginia that were approved to add undergraduate teaching degrees.

## Research and Research Centers

The College of Education and Human Development is home to an array of research centers and a diverse array of faculty research interests. Recent faculty research successes are catalogued [here](#). Opportunities for student research are supported through collaboration with faculty and CEHD programs linked [here](#). CEHD's research centers include:

[The Elizabeth G. Sturtevant, PhD, Center for Literacy](#) (SCL) supports academic programs at Mason that offer degree, licensure, and certificate credentials directly associated with literacy education and outreach.

[The Center for International Education](#) (CIE) is committed to developing international partnerships, delivering high-quality academic programs and building the capacity of domestic and international institutions to better serve children, family, community, and educators.

[The Center for Outreach in Mathematics Professional Learning & Educational Technology](#) (COMPLETE) provides high-quality professional development for teachers.

[Center for Social Equity through Science Education](#) (C(SE)2) is a group of researchers, educators, and students who are dedicated to helping all people have a richer understanding of science through research and outreach.

The mission at the [Center for Sport Management](#) (CSM) is to advance the study and practice of sport management in all of its dimensions.

[EdPolicyForward: The Center for Education Policy @George Mason University](#) promotes equity and improved educational outcomes for all students, preschool through college and beyond.

[The Helen A. Kellar Institute for Human disAbilities](#) (KIHD) develops and conducts comprehensive research, implements innovative teacher training programs, and develops state of the art technologies that improve the lives and productivity of individuals with disabilities.

[The Mathematics Education Center](#) conducts research, provides professional development, and designs instructional materials to support mathematics teaching and learning.

[The Sports Medicine Assessment Research & Testing \(S.M.A.R.T.\) Laboratory](#) strives to enhance the quality of life for all physically active individuals through the development and improvement of methods for the prevention, recognition, and treatment of injury and disease.

Global Online Teacher Education Center (GOTEC) advances research and pedagogy in online teacher education and professional development around the world that is inclusive, accessible, and culturally and linguistically responsive and sustaining.

## **Campuses and Region**

The Fairfax campus, on 677 wooded acres within 25 minutes of downtown Washington, D.C., offers academic programs in 10 colleges and schools. The Fairfax campus is Mason's original campus and principal center for undergraduate studies with residence halls that house more than 6,000 of the University's 37,000-plus students. The Fairfax campus is home to CEHD's School of Education and School of Sport, Recreation, and Tourism Management.

The Science and Technology Campus in Manassas is in Innovation Park, the largest research business park in Northern Virginia, home to technology companies and government agencies conducting cutting-edge research. The Science and Technology campus is also the site of the Freedom Aquatic & Fitness Center, which serves as a laboratory for Kinesiology students, two SMART labs, and Mason's Hylton Performing Arts Center.

Mason's Arlington Campus, in the Virginia Square neighborhood of Arlington County near Washington, D.C., focuses on graduate and professional programs. Working adults can advance in their current professions or chart a new career course. Class schedules are set to accommodate the hours of working professionals, with most starting no earlier than 4 p.m. during the week. Some classes are held on Saturday.

As a major economic force and innovation engine, the University has contributed substantially to the growth and development of Northern Virginia. Mason has been recognized as an industry leader in producing innovative and prepared graduates. Organizations such as Amazon are relocating to Northern Virginia in order to capitalize on the talent ecosystem encapsulated in the well-trained students and world-class faculty at the University.

## **The Role**

The College of Education and Human Development seeks a distinguished scholar, with credentials appropriate for a tenured appointment at the rank of professor, to continue developing and building the College as a national and international leader. The Dean serves as the chief academic and administrative officer for the College of Education and Human Development and reports to the Provost and Executive Vice President of the University, Mark Ginsberg.

The Dean will provide insightful leadership to further develop the reputation and impact of CEHD both locally and globally through collaboration and cross-disciplinary communication among the faculty, staff, and students of all CEHD divisions. The Dean will foster [the core values of the College](#) and its deep



commitment to student centeredness. The Dean will also affirm a commitment to staff roles and the imperative to advance an inclusive model of excellence.

Building upon the significant support the University has had from the community for decades, the Dean will advocate for CEHD and Mason with community partners in the business, industry, and civic sectors. Mason's significant engagement with partners across CEHD's three schools will be an important role of the next Dean.

### **Opportunities and Challenges**

**Outstanding Communication.** CEHD's relative size and diversity of programs have always been strengths, both internally and externally. In addressing new issues as well as old, the Dean must play an active, engaged, and transparent role with the faculty, staff, and students within the College. The Dean will need to successfully represent the entire College, while working cooperatively to advocate for the College with other deans and university officials. The Dean must also network successfully with outside constituencies, including hospitality and hotel leaders in the region, professional sports teams, school districts, legislators, and national policy advisors. These efforts will strengthen the buy-in for strategic directions among internal constituents and increase the array of potential partners. The CEHD community recognizes that Mason and the College specifically can bring a great deal to traditional and non-traditional partners. The next Dean will collaborate with faculty and staff to seize these opportunities.

**Transparent Planning and Resource Allocation.** As CEHD nears the end of the current strategic planning cycle, the Dean and College community will have the opportunity to identify and develop strategies to achieve greater levels of success. Regardless of the goals and strategies that will be pursued, the CEHD community seeks a high level of transparency regarding the relative priority and interrelation between the College's pursuits. The CEHD community recognizes that there will be many more good ideas and directions than the resource base can support. This is not controversial or problematic. The Dean must trust that colleagues within CEHD understand that clear articulations of resource allocations across initiatives and programs are in the best interest of all as CEHD moves forward. Similarly, the Dean will be responsive to concerns that CEHD central administration roles be accessible to a variety of faculty and staff who seek to grow their contributions and leadership.

**Recruitment and Retention Emphasizing Inclusion.** Diversity and inclusion are valued and need to be further strengthened in all dimensions, including areas such as race/ethnicity, gender, disability, and economic background. Mason's ARIE Task Force and related efforts are a centerpiece of this commitment. To achieve these expanded goals, CEHD and its Dean must play a key role in continuing efforts to attract, enroll, and retain a diverse workforce and student body. Demonstrating appreciation of the important roles staff members play in the life of CEHD is important and fundamental to any college of education and human development. The COVID-era's disproportionately significant impact on staff compounds the importance of acknowledging staff members' daily and unique contributions as well as developing solutions for the issues these talented professional colleagues face. Embracing an orientation of appreciation will attract talented new faculty and staff and simultaneously refill the glasses of CEHD colleagues who engage in the emotionally taxing labor that is a part of CEHD's mission.

**Resource Development.** The Dean will be fully engaged in fundraising initiatives partnering with all constituencies, including individuals, corporations, foundations, and other revenue sources. The College is recognized as a leader in the D.C. metro area and increasingly across the U.S. opportunities abound with the growth and prosperity that Northern Virginia has experienced in the last decade. With the launch of

Amazon's new headquarters nearby and related partnership opportunities, the future is even brighter. Through all of these avenues, CEHD must acquire new resources to continue to attract and retain the best students, staff, and faculty, develop and support key programs and research initiatives, and be prepared to meet future challenges.

**Support Research and Scholarship.** Building on the clear strengths of current faculty, the College of Education and Human Development will need to find creative means to support, strengthen, and diversify scholarly contributions. Promising directions may include identifying multidisciplinary research opportunities, soliciting greater resource support from both internal and external funding, and diversifying workload expectations. These challenges and opportunities are keenly felt in all areas, as faculty seek to find the right balance between preparation of practitioners and advancing their disciplines.

**Champion the Constituent Professions of CEHD.** CEHD's newest graduates are entering their professions during a time when many will experience challenging conditions and beleaguered colleagues. The next Dean will take initiative to herald these careers with legislators, influential civic and business leaders, and the public. Proactive and spirited advocacy of all CEHD-related professions is essential for a region that is likely to place even greater demands on human development and education professionals in the years ahead.

**Promote Community.** The next Dean joins a College community that includes diverse Schools and programs. The Schools overlap in their commitment to the fullest development of human potential, but each has unique strengths and ambitions. The Dean must genuinely and thoroughly seek to understand the common threads that bring the Schools together as well as the unique factors that contribute to their independent identities. The Dean's appreciation for both the synergies and the distinctions between the units is important to the CEHD community, as is a desire for the Dean to facilitate greater opportunities for faculty and staff engagement among Schools, divisions, and programs. After the challenges the nation and world have faced over the last two years, CEHD faculty and staff seek leadership in creating a College culture that promotes a strong sense of community.

### Key Qualities and Attributes

The Dean will be an effective collaborator and an engaged and visible leader on both Mason's Fairfax and Science and Technology campuses and beyond, actively advancing the missions of the College and the University. Additionally, the Dean will bring many of the following experiences, qualities, and attributes to the role:

- Ability to articulate a shared and compelling vision for CEHD, to establish clear goals for the future, and to deploy resources in order to achieve strategic ends in a transparent manner;
- An approachable, inclusive, engaging, and transparent leadership style;
- A student-centered approach to education with a demonstrated commitment to student success;
- Demonstrated willingness to take calculated risks, think entrepreneurially, and be nimble and decisive when appropriate to facilitate movement through the institutional academic processes;
- Significant career accomplishments, with a background of academic and professional experience that provides the foundation for strong, credible leadership as a dean of a college of education and human development;
- Demonstrated interest and success in external fundraising and developing strategic alliances and collaborations with the community;
- A record of successfully supporting faculty and staff development;

- Dedication to faculty engagement and shared governance, including thoughtful discussion with faculty to envision and implement institutional change;
- A track record of utilizing business acumen and financial and marketing skills in an academic environment;
- Demonstrated ability to manage a complex organization and work effectively with colleagues in the College, University, and community;
- Demonstrated ability to encourage and nurture research and teaching excellence among faculty to continue to further the academic reputation of the College;
- Demonstrated understanding of the role of existing and emerging technologies and how to integrate these technologies into a successful, recognized research portfolio;
- A management style driven by consensus-building and teamwork;
- Demonstrated experience in revenue generation and the ability to actively diversify revenue streams;
- Strong commitment to diversity, equity, and inclusion, especially in closing diversity gaps in education and human development fields by providing key opportunities for underrepresented groups in these areas;
- Ability to establish and cultivate relationships with donors, corporate and foundation partners, and others;
- Experience with accreditation and with outcomes assessment that is critical to successful accreditation efforts;
- Strong communication, conflict resolution, and interpersonal skills;
- Fair, firm, and consistent management and decision-making abilities; and,
- High motivation, a team-first orientation, and a sense of humor.

## Nominations and Applications

The review of candidates will begin immediately and continue until the position is filled. Nominations, inquiries, and application materials, including a letter of interest and curriculum vitae that includes a description of one's leadership responsibilities and achievements, should be forwarded in confidence to:



Jim Sirianni, Managing Director  
 Mark Halligan, Senior Associate  
 Storbeck Search  
[CEHDdean@storbecksearch.com](mailto:CEHDdean@storbecksearch.com)

For more information on George Mason University please visit <http://www.gmu.edu>

*George Mason University is an equal opportunity/affirmative action employer, committed to promoting inclusion and equity in its community. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, gender identity, sexual orientation, national origin, disability, or protected veteran status.*