

Fielding Graduate University

(Santa Barbara, CA)

Virtual Position



Position Profile

Program Director

Infant and Early Childhood Development

February 2019

This search is managed in partnership with Summit Search Solutions, Inc.

The Institution

Fielding Graduate University is an accredited nonprofit leader in distributed graduate education, combining face-to-face and online learning. Its global, distributed community of professionals is dedicated to lifelong learning, social justice and innovation, and advancement for individuals, organizations, communities, and society. Fielding offers quality degrees and courses for professionals living and working anywhere in the world. Fielding faculty members represent a breadth of scholarship and practice within the fields of psychology and leadership.

- 45-year-old institution with almost 1,000 students, 190 faculty, and 79 staff.
- Student to faculty ratio 5:1.
- Offers graduate programs in psychology, leadership, and education.
- Ranked a Best Value School by *University Research & Review* for four years (2014 – 2017).
- Carnegie Foundation designee for community engagement--the only graduate school in the country to be so honored.

Fielding's founders envisioned a nationally recognized graduate school based on two notions:

- 1) Changing demographics were altering the world of higher education. The founders speculated that students seeking advanced degrees would be mid-career adults who wanted to enhance already well-established academic and professional skills; who would be committed to effecting a mid-life career change; and who would be interested in being part of a lifelong-learning community.
- 2) Adults learn differently than adolescents and young adults. The traditional pedagogical method of education—active teacher, passive learner—would not be appropriate for this new experiment. To accommodate and capitalize on the learning styles of its students, Fielding developed a rigorous, supportive learning model that today remains flexible, adult-centered, self-directed, practice-oriented, global, and competence-based.

For more than 40 years, Fielding has applied these ideas to educating passionate, motivated students and transforming them into gratified, successful graduates who go on to make positive changes in their organizations and communities.

Read more: <http://www.fielding.edu>

Location: Virtual

This position can be home-office based with travel as needed to key locations and events. Fielding has its headquarters in Santa Barbara, CA and an office in Washington, DC.



The Position

The Program Director, Infant and Early Childhood Development, will lead, grow, and manage Fielding's national and distinctive doctoral, masters, and certificate programs:

- A **PhD in Infant and Early Childhood Development** is a multidisciplinary degree with an emphasis in mental health and developmental disabilities. This program is based on the work of Stanley Greenspan, MD and Serena Weider, PhD, who initially developed the Interdisciplinary Council for Development and Learning Disorders (ICDL) and DIRFloortime® to promote relationship-based practices for working with infants, children, and their families. IECD continues in this relationship-based tradition and has expanded the program to include and integrate brain development and culture. Through Fielding's progressive doctoral program, professionals from the fields of mental health, education, occupational therapy, speech and language, nursing, music therapy, physical therapy, and other disciplines broaden their knowledge, develop a holistic view of children and their families, and learn to assess and treat children with developmental disabilities through a multi-disciplinary lens.
- A **Masters in Infant and Early Childhood Development** with an emphasis in mental health is another multidisciplinary degree that provides students with the tools, skills, and training to manage the challenges in their everyday work of supporting early relationships, regulation, and behavior in infants, young children, and their families. This program is also relationship-based and integrates brain development and culture. The unique distributed learning environment in this program combines live online instruction and self-directed learning, allowing students maximum flexibility.
- A **Certificate in Reflective Practice and Supervision** offers a developmentally based, relationship approach to reflective practice processes, including parallel processes.

The Program Director of IECD is expected to support the mission, vision, and values and to help create a positive and diverse community culture. As a member of the academic leadership team, the Program Director participates in proposing, developing, refining, and adopting academic policies for the institution. Program directors coordinate with and support each other in carrying out their responsibilities by solving problems, sharing best practices, identifying variations in practices and processes across programs, and implementing standardized policies and practices when appropriate.

The Program Director will also be expected to travel from time to time to Santa Barbara and to national Fielding events held elsewhere. The Program Director is an academic leader with administrative and teaching responsibilities and will initially report to the Dean of Academic Affairs.

Principal Responsibilities:

The Program Director provides overall leadership which includes the following responsibilities:

- Manage programs including enrollment planning, budgeting, and open communication with academic leadership, faculty, students, alumni, and staff.
- Manage outreach and enrollment of students.
- Hire, supervise and evaluate faculty.
- Oversee curriculum development and evaluation.
- Manage overall program assessment and improvements.
- Ensure student satisfaction, engagement, and success.
- Maintain required documents in compliance with accrediting and regulatory agencies.

Program Management:

- Develops and oversees the delivery of high-quality, innovative academic programs that help to differentiate Fielding in a competitive higher education market.
- Assumes accountability, at the program level, for achieving strategic goals related to the academic enterprise, in collaboration with faculty.
- Plans program curriculum in consultation with faculty, and assesses student learning outcomes for continuous program improvement.
- Oversees a regular program review process, in collaboration with faculty, to ensure continuing academic quality, and implements strategies to address issues or recommendations emerging from such reviews and from the accreditation process.
- Partners with the Provost and CFO to develop annual program budget and manage program costs; assumes accountability for achieving net income targets, growing revenue, suggesting new business opportunities, and ensuring cost-effectiveness of program delivery.

Student Recruitment and Admissions:

- Engages faculty in program marketing, student recruitment, screening, and admission efforts. This includes faculty participating in reviewing applications, interviewing potential students, and participating in informational sessions and recruitment events.
- Represents the program and university at regional and national conferences to create awareness of and share materials about the programs in Infant and Early Childhood Development.
- Identifies potential institutions and organizations and develops relationships with said institutions that can serve as pipelines for new student enrollment.
- Collaborates with Recruitment, Marketing, and Enrollment Operations departments to develop program collateral, generate leads, convert leads, and cultivate new students.
- Attends to Fielding's mission to recruit and enroll from diverse and underrepresented populations.

Faculty Selection, Development, Engagement, and Evaluation:

- Recruits and retains a high-quality, diverse faculty with appropriate credentials, ensuring that: faculty content expertise aligns with academic offerings; faculty expertise and instructional skills positively contribute to Fielding's distinctive position in the market; faculty have the capacity to help Fielding achieve its vision, goals, and strategies.
- Manages faculty workload norms, in order to support faculty in optimizing their productivity and responsiveness, achieving workload balance and coverage of curriculum, providing opportunities for faculty time off and professional development, and ensuring adherence to institutional and program policies.
- Oversees annual faculty reviews, and 3-year and 6-year faculty evaluations, ensuring that they are timely, equitably administered, and result in opportunities to enhance faculty development and engagement.

Scholarship and Teaching:

- Attends all face-to-face sessions for the assigned program(s).
- As needed, may teach up to one course per term (three terms/year).
- Serves a limited number of students as assessor, mentor, and/or doctoral committee member as appropriate.
- Continues their own scholarship, including publications, conference presentations, and the development of extramural grant proposals, as well as participation in professional associations.

Qualifications

Required:

- Earned doctorate in a mental health field from an accredited institution (psychology, social work, counseling, or psychiatry).
- Extensive experience in the infant mental health field and with families and children with developmental psychopathology (such as, but not limited to, attachment disorders, autism spectrum disorder, sensorimotor processing disorders, disruptive behaviors, and mood disorders).
- A minimum of five years of administrative and teaching experience in graduate education; must have taught in a doctoral program.
- Experience with online and blended teaching and learning methodologies.
- Actively involved with the profession through research, professional associations, or other services.
- Familiarity with a multi-disciplinary approach to working with infants, young children, and families.
- Relational-based orientation.
- Familiarity with DIRFloortime® method of working with children.
- Collaborative leadership style.
- Experience teaching graduate students of diverse backgrounds.

Preferred:

- Evidence of successful supervisory and management experiences in previous roles.
- Student recruitment experience.
- Maintains appropriate licensing in the field.

Knowledge, Skills, Abilities, and Characteristics:

- Work well in a distributed environment.
- Comfortable in a collaborative environment.
- Demonstrated computer literacy and skills working in distributed and online learning environments.
- Demonstrated ability for scholarly research, writing, and professional presentations with a scholar-professional orientation.
- Responsive leader on issues of diversity, equity, and inclusion.
- Proactive communicator with superb verbal, written, and online communication skills.
- Skilled at effective management of budgets, program development, and continuous improvement.
- Ability to lead faculty and evaluate effectively.
- Ability to work collaboratively with other academic leaders and staff.



To Apply

Confidential review of application materials begins immediately; parties who apply before **April 2, 2019** will be given first consideration. Please submit a resume and letter of interest upon application. Between your resume and your letter, please address those qualifications noted above as “required” so that the details of your related experience are clear. All applications and nominations will be held in confidence.

To apply, go to: <https://theapplicantmanager.com/jobs?pos=su134>

For more information or to offer recommendations or nominations:

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Equal employment opportunity is a fundamental principle at Fielding. Fielding is committed to a work environment in which relationships are characterized by dignity, courtesy, and respect. Employment is based upon personal capabilities and qualifications without discrimination based on race, color, religion, gender (including gender identity and gender expression), sexual orientation, marital status, age, national origin, citizenship status, military or veteran status, disability, or any other protected class as established by law.



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