



**Dean, College of Health and Behavioral Sciences**  
**University of Central Arkansas**  
*Position Description*

**The Opportunity**

The University of Central Arkansas invites applications and nominations for the position of Dean of the College of Health and Behavioral Sciences (CHBS). As UCA's largest academic college by declared majors and a leading contributor to Arkansas's healthcare and behavioral health workforce, CHBS offers an exceptional opportunity for an accomplished and entrepreneurial academic leader.

With more than 3,000 declared majors, a substantial portfolio of undergraduate, graduate, and professional programs, dedicated faculty, innovative clinical facilities, and strong community partnerships, the College is well positioned for its next chapter.

UCA seeks a dean who will build on this foundation of excellence while bringing the vision, energy, and initiative to expand enrollment, strengthen academic and clinical capacity, develop new partnerships, and extend the College's impact across Arkansas and beyond.

The next dean will join a university with significant recent investments in facilities and clinical education and a new long-range strategic plan that creates a clear framework for institutional growth and discovery.

**The University of Central Arkansas**

Founded in 1907 and located in Conway, UCA is a comprehensive public university with a longstanding commitment to excellent teaching, meaningful scholarship, student success, and service to Arkansas. Its location in Central Arkansas provides access to a growing regional community and a broad network of clinical, educational, nonprofit, and industry partners.

Fall 2026 enrollment totaled almost 9,500 students with over 1,500 of those being graduate students. UCA welcomed over 1,900 incoming freshmen, marking a third consecutive historically strong freshman class. The student body represents all 75 Arkansas counties, 48 states, and 63 countries.

First-year retention stood at approximately 73%, while the reported six-year graduation rate increased to 54%.

UCA Commitment, the university's student opportunity initiative, supports Arkansas students through an integrated approach to affordability and student success.

UCA is investing in its faculty and staff, professional development, modern learning environments, and applied experiences. The university values meaningful shared governance, academic excellence, and partnerships that support student success and the region's future.

Approved by the Board of Trustees in May 2026, UCA 2035 provides the institution's direction through 2035. Its four strategic imperatives (Centering Student Success; Arkansas Campus of Innovation; Discovery in Action; and Future-Ready Foundations) create opportunities for a dean who connects academic excellence to workforce needs, faculty scholarship, external partnerships, and responsible institutional growth.

### **The College of Health and Behavioral Sciences**

CHBS brings together a broad range of health, behavioral science, clinical, human development, and professional programs. The college includes Communication Sciences and Disorders; Exercise and Sport Science; Health Sciences; Military Science and Leadership; Nutrition and Family Sciences; Occupational Therapy; Physical Therapy; Psychology and Counseling; and the School of Nursing.

Across these disciplines, students pursue undergraduate, graduate, and professional preparation in learning environments that combine rigorous academic study with practice, fieldwork, clinical experience, and service.

### **CHBS at a Glance**

UCA's institutional data underscore the college's scope. In fall 2026, CHBS reported 3,074 declared undergraduate and graduate majors (2,419 undergraduate and 655 graduate), making it the university's largest academic college by declared majors. The college's instructional reach extends much further: 4,543 UCA students (approximately 48.0% of the university's total enrollment) took at least one CHBS course in fall 2026.

In fall 2025, the college employed 127 full-time faculty (65 tenure-track and 62 non-tenure-track) and 88 part-time faculty.

In 2025–26, CHBS generated 80,769 student semester credit hours (approximately 29.9% of the university total), more than any other UCA college. That figure grew from 74,771 in 2021–22, an increase of approximately 8.0%.

During the 2025–26 academic year, CHBS awarded 880 degrees and certificates, including 610 bachelor's degrees, 125 master's degrees, 117 professional doctorates, five research doctorates, 11 specialist degrees, eight graduate certificates, and four certificates of proficiency. The College accounted for approximately 35.3% of university awards during that period.

The College is a principal contributor to Arkansas's healthcare and behavioral health workforce. Its mix of professional and academic disciplines supports faculty scholarship, innovative curriculum, collaborative practice, continuing education, and new partnerships. Its graduates strengthen the state's talent pipeline and the communities they serve.

### **Distinctive Facilities, Clinical Learning, and Community Impact**

The 80,000-square-foot Integrated Health Sciences Building is a major institutional investment and an anchor for the college's future. It houses the School of Nursing, Communication Sciences and

Disorders, an expanded Nabholz Center for Healthcare Simulation, and the Interprofessional Teaching Center. Together these facilities support academic preparation and enable meaningful connections between students, faculty, practitioners, and community members.

The Nabholz Center for Healthcare Simulation earned full accreditation from the Society for Simulation in Healthcare in April 2026, becoming the first collegiate simulation center in Arkansas to achieve this distinction. The center facilitated more than 15,500 student learning hours during the preceding academic year and supports high-quality clinical decision-making, patient safety, team-based practice, and interdisciplinary learning.

The Interprofessional Teaching Center creates a platform for integrated education, research, and community service. Its Community Care Clinic serves Faulkner County and surrounding areas through a whole-person approach that includes preventive care, chronic-disease support, health education, and services made more accessible through a sliding-scale model. Its interdisciplinary team includes nurse practitioners, mental health counselors, dietitians, occupational and physical therapists, care coordinators, and students working with professionals.

The Speech-Language-Hearing Center has served individuals and families for more than three decades. It provides assessment and intervention across the lifespan for speech, language, hearing, voice, and swallowing needs, while training graduate clinicians under licensed, certified faculty supervision. Specialty clinical offerings extend the center's reach to specific community needs.

The School of Nursing offers baccalaureate, master's, Doctor of Nursing Practice, and post-graduate advanced-practice nursing certificate preparation, with programs accredited by the Commission on Collegiate Nursing Education and approved by the Arkansas State Board of Nursing. Programs across CHBS also operate in environments that require attention to specialized accreditation, professional licensure, clinical placements, and strong partnerships with practice sites.

### **The Leadership Opportunity: Build on Strength and Expand Impact**

The next dean will be expected to sustain a culture of excellence while taking an active, forward-looking approach to opportunity. UCA seeks a proactive, engaged leader who translates ideas into action: working with faculty, staff, department chairs, university leadership, and external partners to set priorities, develop credible plans, secure resources, and demonstrate measurable progress in enrollment, student success, academic quality, external partnerships, and community impact. Entrepreneurial leadership means purposeful growth grounded in academic quality, workforce needs, fiscal responsibility, and the College's service mission.

- Advance a compelling strategic vision for the college that aligns with UCA 2035 and is owned and supported by its academic community.
- Grow enrollment, retention, and student success by strengthening recruitment pathways, partnerships, advising coordination, delivery options, and the distinct value of CHBS programs.
- Build sustainable instructional, clinical, and professional-program capacity while protecting academic standards, accreditation requirements, faculty well-being, and student progression.
- Identify and develop high-potential programs, interdisciplinary offerings, professional education, online and flexible formats, and new audiences.

- Provide effective leadership and oversight of the College's clinical operations, ensuring quality patient and client care, regulatory and licensure compliance, sound management, and strong integration with student learning.
- Extend the reach and financial sustainability of the Community Care Clinic, Speech-Language-Hearing Center, Interprofessional Teaching Center, and simulation enterprise where mission-aligned.
- Expand partnerships with healthcare systems, schools, employers, community organizations, alumni, donors, and public agencies to support clinical education, employment pathways, external investment, and public impact.
- Strengthen faculty research, scholarly productivity, external funding, and opportunities for students to participate in discovery and applied work.
- Lead an inclusive, high-trust organization through visible engagement, clear communication, collaborative governance, leadership development, and sound stewardship of resources.
- Serve as an engaged member of the University's academic leadership team, bringing forward ideas, identifying opportunities for collaboration, and working proactively with fellow deans and university leadership to advance shared institutional priorities.

### **Position Responsibilities**

Reporting to the Provost and Executive Vice President for Academic Affairs, the dean serves as the college's chief academic and administrative officer. The dean provides leadership for academic programs, faculty and staff, budgets and resource planning, personnel processes, program quality and assessment, specialized accreditation, clinical operations and partnerships, enrollment and student outcomes, interdisciplinary initiatives, scholarship, advancement, and engagement with the university and broader community.

### **Required Qualifications**

- An earned doctorate in a discipline in or closely related to the College, together with a record of teaching, research, and scholarly achievement that merits appointment as a tenured full professor in one of the College's academic units.
- Demonstrated academic leadership and progressively responsible administrative experience at the level of department chair, school director, associate dean, dean, or comparable level.

### **Preferred Qualifications**

- Proven ability to manage the budget, personnel, facilities, and other resources of a complex, multi-unit academic organization with fiscal responsibility and transparency.
- A demonstrated record of success in fundraising and securing external support from donors, alumni, foundations, corporate partners, and public sources, or a genuine and demonstrable commitment to engaging in that work.
- A commitment to shared governance and to transparent, collaborative decision-making that engages faculty, staff, and students.
- A record of recruiting, retaining, developing, and mentoring high-quality faculty and staff, and of rewarding excellence in teaching, research, and service.

- Outstanding communication and interpersonal skills, with the ability to serve as the principal internal and external spokesperson and advocate for the College across multiple constituencies.
- A demonstrated commitment to student success at every stage of the academic experience, including access, retention, persistence, graduation, and career outcomes.
- The ability to foster interdisciplinary collaboration within the College and across the university, to build a shared identity and sense of common purpose among different academic units, and to contribute to institutional priorities.
- The highest standards of personal and professional integrity and ethical conduct.
- A strong record of research, scholarship, or creative activity, including success in obtaining external funding, and experience advancing a college's research productivity and impact.
- In-depth knowledge of clinical and professional programs, including clinical placements, affiliation agreements, specialized program accreditation, and the delivery of community-based services.
- Experience leading or overseeing clinical operations, such as university-based clinics, community health services, or simulation centers, including attention to quality of care, regulatory compliance, and financial sustainability.
- Experience building partnerships with healthcare systems, community organizations, government agencies, industry, and nonprofit partners that advance the academic and service missions of the College.
- Fluency in enrollment management, demographic and workforce trends, and the range of curriculum delivery modes, including online, hybrid, and accelerated formats at the undergraduate and graduate levels, needed to keep programs competitive and relevant while maintaining academic rigor.
- An entrepreneurial orientation toward enrollment growth, program development, continuing and professional education, and mission-aligned revenue generation that supports the long-term financial health of the College.
- A record of supporting high-quality teaching, faculty scholarship, student success, and academic or professional program quality.
- Ability to lead collaboratively across multiple disciplines, build trust, communicate effectively, and manage complex decisions with integrity.
- Experience leading across multiple campuses, sites, or delivery locations and addressing the needs of stakeholders in each.
- Working knowledge of faculty personnel processes, including reappointment, promotion, and tenure, and of faculty governance structures.
- Experience leading organizational change.
- Comfort using data from multiple sources, including enrollment, workforce, financial, and academic performance data, to inform strategy, program development, resource allocation, and policy.
- A relational and approachable leadership style characterized by active listening, empathy, humility, and a visible, engaged presence with faculty, staff, and students.

### **Conway and Central Arkansas**

Located in Conway, UCA offers the advantages of a closely connected university community within reach of the Little Rock metropolitan region. The area provides opportunities to develop

relationships with healthcare providers, school districts, businesses, public agencies, and community organizations throughout Central Arkansas.

### **Application Process**

The Search Committee invites letters of nomination and applications (letter of interest, full resume/CV, and contact information of at least five references) to be submitted to the search firm assisting the University. References will not be contacted without prior permission of the applicant. Review of materials will begin immediately and continue until the appointment is made. It is preferred, however, that all nominations and applications are submitted before **Monday, January 25, 2027**. Please submit electronic applications directly to Parker Executive Search. For additional information, please contact:

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The search will be conducted in accordance with the Arkansas Freedom of Information Act. For additional information about the University and the Conway community, please visit [www.uca.edu](http://www.uca.edu) and [www.cityofconway.org](http://www.cityofconway.org).

*The University of Central Arkansas is an equal opportunity institution. In keeping with its nondiscrimination policy in employment, admissions and other functions and programs, the university considers employees and students on the basis of individual merit and will not discriminate against a person on the basis of gender, race or color, ethnicity, religion, spiritual beliefs, national origin, age, familial status, socioeconomic background, sexual orientation, disability, political beliefs, intellectual perspective, genetic information, military status, or other factors irrelevant to participation in its programs.*