



Dean, Marsal Family School of Education
University of Michigan
Ann Arbor, MI

THE SEARCH

The University of Michigan, one of the world's great public research universities and an intellectual force with far-reaching societal impact, seeks a collaborative and strategic leader to serve as the next dean of the Marsal Family School of Education ("Marsal" or "SOE"). The new dean will join a top-ranked, widely regarded, and highly energized school of education with a committed community of talented scholars, students, and staff. As part of this exceptional institution, the dean will have an unparalleled platform to advocate for and create meaningful change, not just for Michigan students, but for educator preparation, educational leadership, and education policy at the local, state, and national levels. The dean will build on Marsal's legacy and strengths, advance innovative programming, and elevate the School's academic excellence and impact while reinforcing the critical role of education as a powerful force in addressing critical societal challenges and creating a more democratic, just, and sustainable world.

Ranked second on *US News and World Report's* list of top education schools and located on the university's flagship campus in Ann Arbor, 35 miles west of Detroit, the Marsal Family School of Education has a long-standing international reputation for excellence in research, teaching, and public engagement. Its top-flight faculty, including members of the National Academy of Education (11), the National Academy of Sciences (1), and the American Academy of Arts and Sciences (2); lead nationally recognized programs in higher education, educational psychology, curriculum and instruction, teacher education, and education policy; and contribute to \$11 million in annual research expenditures. As of fall 2025, the School enrolls nearly 500 students across undergraduate, master's, and doctoral programs, who maintain close connections to their educators as evidenced by a 7:1 student-faculty ratio.

The Marsal Family School of Education is well positioned to continue as a leading voice in education across the state of Michigan and in the national and international ecosystems, serving as a beacon from which cutting-edge research and schools of thought evolve into practice. The dean will lead Marsal, uniting and

energizing the community around a shared identity and the potential to further strengthen its diversity of existing program areas and research expertise, while also selectively exploring new opportunities and initiatives that align with Marsal's mission and priorities. The School seeks a new dean with an outstanding record of leadership in the field, superb communication and interpersonal skills, strong administrative abilities, demonstrated commitment to inclusive excellence, common sense, and a personal style that engenders trust and respect. The successful candidate will be a good listener, well organized, and visible on campus and in the community. The dean will have a great passion for the role of public higher education and be equally passionate about the future growth and excellence of the University of Michigan. The Marsal community looks forward to partnering with a new leader who can harness the energy and expertise of its talented faculty, staff, and students and its resources to be maximally effective, leveraging its many strengths and seeking ways to make a great school even better than it is today.

The University of Michigan has retained Isaacson, Miller, a national executive search firm, to assist in this recruitment. A list of the qualifications and characteristics desired, as well as instructions for submitting applications and inquiries, can be found at the conclusion of this document.

ABOUT THE MARSAL FAMILY SCHOOL OF EDUCATION

The Marsal Family School of Education at the University of Michigan is a nationally recognized leader in preparing educators, researchers, and policymakers to improve learning and expand opportunity. Established in 1921 as the twelfth school and college at University of Michigan, the School has long been grounded in a commitment to rigorous scholarship and meaningful practice, bringing together the study of teaching, learning, and human development to address pressing challenges in education. From its earliest days, it has emphasized the importance of equity, access, and innovation, viewing education as a powerful force for social change.

In 2023, the School was renamed the Marsal Family School of Education in recognition of more than \$55 million in philanthropic support from the family of Kathleen and Bryan Marsal, two University of Michigan alumni deeply committed to the transformative power of education. The historic gift strengthened the School's ability to prepare educators, support research, expand access to educational opportunity, and advance innovative programs for future generations of learners. The School has operating revenues of \$43 million and, as of June 2025, an endowment of \$92 million.

Today, the Marsal Family School of Education enrolls nearly 500 students (170+ undergraduate and 320+ graduate) who are deeply passionate about building a society where all children, youth, and adults have access to a robust education that empowers them in their lives, careers, and communities. Students have access to dedicated academic and career advising resources within the School. They also participate in several different student organizations within Marsal, including Future Educators at the University of Michigan, Kappa Delta Pi, Opportunities to Educate Children, and Student Rights Project.

The School's work is supported by a dedicated community of over 100 faculty (49 tenure-track, 9 research-track, 9 clinical-track faculty members, 33 lecturers, and 15 other instructional faculty) and over 90 professional staff whose expertise, mentorship, and day-to-day contributions sustain the School's teaching, research, and outreach missions. Together, they foster a collaborative environment where research and practice intersect, supported by strong partnerships with schools and organizations and rich, hands-on field experiences. Through this collective effort, the School of Education equips its graduates with the knowledge and skills to transform education in an ever-changing world.

With approximately 40,000 alumni working across more than 80 countries, the Marsal Family School of Education continues to build on its long tradition of leadership while advancing a vision of education that is rigorous, collaborative, equitable, and life changing.

Academic Programs

Marsal offers a robust portfolio of academic programs to support its mission. Over the past several years, enrollment growth has come by way of new undergraduate programs that faculty developed, including LEAPS, which is described in detail below. In fall 2026, Marsal will welcome over 120 first-time undergraduate students in the educator preparation program, marking the first time the School has enrolled first-time undergraduates on the Ann Arbor campus. This new demographic may require different pedagogical approaches from faculty, academic and social support from staff, and a need for building the intentional communities that undergraduates seek.

Marsal comprises two primary academic units: Education Studies (ES) and the Center for Higher Education and Postsecondary Education (CSHPE). These units house Marsal's six academic programs, detailed below in alphabetical order. Additionally, faculty hold tenure appointments in one of the two units, regardless of their affiliation with the below degree programs at Marsal.

Center for the Study of Higher Education and Postsecondary Education (CSHPE)

Both a primary academic unit and an academic program, the [Center for the Study of Higher and Postsecondary Education](#) (CSHPE) is one of the country's first and most highly regarded centers for research and leadership development in higher education. CSHPE, currently ranked first in Higher Education Administration programs by *U.S. News and World Report*, offers Master of Arts and Doctor of Philosophy degrees in a variety of concentrations including policy, organizational leadership and governance, and teaching and learning. The program's alumni include higher education faculty, policy leaders and advocates, institutional leaders, practitioners, research analysts, and other professionals committed to advancing the role of higher education in supporting the public good. While comparatively the smaller of Marsal's two academic units, CSHPE consists of a close-knit and engaged faculty who attract significant research funding.

Combined Program in Education and Psychology (CPEP)

The [Combined Program in Education and Psychology](#) offers a Doctor of Philosophy degree in Education and Psychology. Currently ranked #1 by *U.S. News and World Report*, CPEP is an interdisciplinary unit

within the university's Horace B. Rackham Graduate School, supported and co-sponsored through a collaboration between the Department of Psychology in the College of Literature, Science, and the Arts and the Marsal Family School of Education. The program is known for its focus on scholarship exploring how the social context (schools and classrooms) interacts and affects the developmental trajectories of student identity, cognition, and motivation. Through coursework in education, psychology and methodology, students build the knowledge base to apply in research apprenticeships with diverse faculty across areas of theory and practice.

Education for Empowerment Minor

The [Education for Empowerment minor](#) is designed for students interested in examining the critical role of education in building individual and collective capacity to advance the aims of justice and democracy in society. The program is open to students majoring across the University and is administered by Educational Studies at Marsal.

Educational Studies Program (ES)

The [Educational Studies Program](#) is a leader in cutting-edge research and practice in reforming and transforming educational organizations and systems. As an intellectual community, ES is known for research and practice in teaching and teacher education across school subjects; critical educational studies; language, literacy and culture; learning across contexts; design and technologies; and educational leadership and policy. Through critical and interdisciplinary study, in partnership with schools, communities, youth, educators and leaders, ES students and faculty build knowledge and create systems-wide educational change for a more democratic, just, and sustainable society and world. ES offers Master of Arts degrees, including through a new online program, and Doctor of Philosophy degrees in a variety of concentrations. ES faculty teach and direct the majority of Marsal's academic programs, including CPEP, Education for Empowerment, EPP, JPEE, and LEAPS.

Educator Preparation Program (EPP)

The [Educator Preparation Program](#) welcomes those interested in becoming teachers and who want to learn and master the craft of teaching, recognizing the importance of teachers and teaching for the growth and improvement of individuals, communities, and the entire world. EPP excellently prepares teachers who are in high demand by schools and districts locally, nationally, and internationally. Starting in Fall 2026, EPP now offers first-year admission to its undergraduate teacher education program. EPP also offers one-year master's degrees with teacher certification programs in elementary and secondary education, as well as non-degreed certification programs.

Joint Program in English and Education (JPEE)

The [Joint Program in English and Education](#) is an interdisciplinary program that provides students an opportunity to take courses in both the Marsal Family School of Education and the Department of English, as well as explore the rich offerings in other departments and programs at the University of Michigan, in pursuit of a Doctor of Philosophy in English and Education. The program has an outstanding placement record for graduates who have chosen to pursue tenure-track faculty positions in education and English

departments in colleges and universities; graduates also assume a broad range of careers in K-12 administration, educational nonprofits, and government-sponsored agencies.

Learning, Equity, and Problem Solving for the Public Good (LEAPS)

Marsal's newest program, [LEAPS](#), is a living-learning community in which all students in the program spend their first year living, studying, and working together in Detroit as a cohort before defining individualized concentrations toward future careers. The program blends the world-changing capabilities of a leading public research university with community-based learning on the [Marygrove campus](#) in Detroit. The result is a Bachelor's degree in education that prepares graduates for a wide range of professions and career paths including education, policy, community development, STEM, health sciences, and business.

Research and Engagement

Ranked first in Education and Education Research by the Center for World University Rankings, and with over \$11 million in annual research expenditures, Marsal is dedicated to studying and improving education practice, policy, and the contexts of teaching and learning. Supporting this work in part is the [Center for Education Design, Evaluation, and Research \(CEDER\)](#), a Marsal Family School of Education center devoted to offering high-quality designs, evaluations, and research on teaching, learning, leadership, and policy at multiple levels of education; as well as the [Weiser Center for the Learning Sciences](#), which aims to strengthen the connections between research and practice by engaging numerous partners to study the many places and ways that learning happens.

The School of Education's research is strengthened by numerous successful partnerships in Detroit and in southeast Michigan, detailed in the following section. These partnerships help translate research into action and advance impact in the local community.

Community Partnerships

From its inception, SOE has been committed to partnerships with schools and communities to collaborate on advancing their goals and to provide supportive environments to prepare teachers, school leaders, policymakers, and researchers. Marsal has two powerful and long-term institutional partnerships with public school districts in Michigan. One is the Mitchell Scarlett Huron Teaching and Learning Collaborative. The multifaceted nature of this partnership allows Marsal faculty and students to work shoulder to shoulder with classroom teachers and school administrators to create transformative, inclusive, and just learning opportunities.

The second robust and long-standing partnership is with the Detroit Public Schools Community District, Starfish Family Services, the Marygrove Conservancy, and the Kresge Foundation—the Detroit P-20 Partnership. Together, this public-private collaboration created the Marygrove Learning Community (MLC) in 2019, which features a prenatal-through-early-childhood education center, a K-12 public school, the Michigan Education Teaching School, and a wide range of health and human services. On the MLC

campus, families have the uncommon opportunity to send their children to schools with an evidence-based, aligned curriculum from infancy through high school. Children and youth benefit from a holistic approach to education, one that accounts for their health and developmental needs while providing outstanding academic opportunities.

ROLE OF THE DEAN

With primary oversight of the academic and research enterprise of the Marsal Family School of Education, the next dean has the opportunity to lead a top-ranked education school that is known for its academic excellence, grounding in impactful research and scholarship, and strong community partnerships. Reporting to the provost, the dean is expected to provide visionary and strategic leadership for the School as well as exercise influence and leadership across campus, working closely with the deans of the other 18 schools and colleges at the University of Michigan. The dean is also the face of the School externally, fostering and developing relationships with local school districts, state government, donors, funders, alums, and other stakeholder groups.

The dean holds financial and operational responsibility for Marsal, managing an annual operating budget, excluding grants and contracts, of \$33 million in revenues. The School development office raises on average \$5-6 million annually but greatly exceeded this with a generous \$50 million Marsal family naming gift in 2023, which has helped the School raise \$112 million toward a \$140 million goal as part of the university's current *Look to Michigan* campaign.

The dean's office staff includes a very talented group of three associate deans (research and graduate studies, undergraduate education and educator preparation, faculty and student development), one assistant dean for K-12 recruitment and special projects, a director of development and alumni relations, a director of marketing and communications, a chief of staff and strategic advisor to the dean, an executive communications and faculty affairs assistant, and an executive assistant. Six program chairs and directors report up through the associate deans. The dean also relies on strategic counsel from the Dean's Advisory Committee, a dedicated group of approximately 28 alumni and friends of the School committed to advancing Marsal's ambitions and impact.

KEY OPPORTUNITIES AND CHALLENGES FOR THE DEAN

The new dean of the Marsal Family School of Education will be charged with addressing the following opportunities and challenges:

Galvanize the Marsal community around a cohesive, forward-looking strategy for the School of Education

The next dean will lead Marsal into its next chapter and uplift the critical role of education in addressing important and timely societal issues. Marsal is in a position of immense strength as it relates to enrollment

and academic output, even as schools of education around the country face numerous threats. Much of this success is owed to SOE's talented faculty, staff, and leadership, who have recently developed and implemented several new initiatives and programs. The next dean has a distinctive opportunity to build on these recent successes, keeping Marsal on the leading-edge of education pedagogy, research, student support, and community engagement.

To be successful in this effort, the next dean must bring a compelling and optimistic future orientation while understanding the realities facing schools of education in the current moment. In consultation with faculty, staff, students, and advisors, the dean will need to strike a balance between launching new initiatives and seeing through consequential legacy programs that are already underway, all while cultivating a vision that creates throughlines across programs and a shared sense of identity and common purpose for the Marsal community. The dean must make strategic decisions and employ a high level of administrative and financial acumen to effectively and successfully accomplish this important task.

Further elevate Marsal's distinctive culture of academic excellence and scholarly research impact

The next dean will be a transformative leader who supports and elevates the scholarly work of the Marsal community. Marsal faculty are top researchers in their respective fields across PK-12 and higher education, producing transformative scholarship that influences research, policy, and practice locally, nationally, and globally. SOE faculty also have a rich tradition of producing public scholarship and community-engaged research, which is a distinctive strength and source of impact. The next dean will be able to leverage these immense strengths to shape and guide the field across Marsal's many areas of expertise.

Even with this strong foundation, the work ahead will not be without its challenges given the current moment of volatility and uncertainty in the research funding ecosystem, coupled with rapid technological advances and other shifts in the demands and expectations for scholarship. While it is essential for the next dean to be a champion and promoter of faculty research, the dean will also need to develop and strengthen the infrastructure that supports a strong research community and productive environment for scholarship. This includes support to ensure Marsal's doctoral programs thrive as foundational to a healthy research ecosystem, despite current economic and political challenges. In further growing research productivity and impact, the dean will assess opportunities to double-down on existing centers of excellence as well as identify new and interdisciplinary opportunities for collaborative research across departments in the School and across colleges at the university. The dean will be aided in these efforts by partnering with a congenial group of peer deans, a rich culture of interdisciplinary collaboration at the University of Michigan, and highly ranked programs across the institution.

Exemplify and foster a culture of collaboration, trust, and transparency among all constituents at the School of Education

Faculty, staff, students, and administration at SOE are passionate about and invested in the School's mission, values, and impact. The Marsal community expects a dean who will foster a culture that is

characterized by collaboration, transparency, mutual respect, shared purpose, intellectual rigor, shared governance, belonging, flourishing, and engagement, and who actively supports the success, well-being, and professional growth of students and staff alongside faculty. The next dean will tap into the expertise of these stakeholders across the School, alumni, community members, and other interested parties, create opportunities for input from all, and keep the SOE community abreast of significant developments at the School as it relates to budget, program development, and future direction.

Align Marsal's organizational structure and systems to meet the moment and its future ambitions

Marsal's ability to innovate and grow has kept the School in strong standing, and with a new dean comes the opportunity to assess which systems, policies, processes, and structures have grown with SOE, and which may no longer be optimal. Such systems may include organizational structures, technical infrastructure, and operational policies and procedures.

On the academic side, while Marsal offers six degree programs, faculty tenure homes reside either within the Center for the Study of Higher Education and Postsecondary Education (CSHPE) or the Educational Studies Program (ES). The organic growth of programs at Marsal, while exciting and innovative, has also created a complicated reporting matrix that can blur decision making and communication channels and lead to inequities across the School. Working with faculty and staff, the dean will assess the School's current organizational structures, identifying strengths and challenges, and ensuring that the structures support Marsal's long-term goals and aspirations. In doing so, the dean will engage the community in considering whether adjustments or new approaches may be needed to enhance sustainability and effectiveness.

Steward and grow Marsal's resource base to ensure a strong, sustainable future

As Marsal's chief administrator, the successful dean will be a sophisticated budget manager, revenue planner, and fundraiser. The dean will sustainably manage the School's budget in a decentralized model, with a goal of ensuring the School is in a financially strong position for years to come. In addition, the next dean will need to solicit and close significant gifts for various institutional and school-level priorities, both to close out the current campaign and to invest in existing initiatives and future directions. This work includes recouping the University's initial startup investment at Marygrove to support the development of the LEAPS program, addressing deferred maintenance and growing space needs in the SOE's historic building in Ann Arbor, and continuing to drive strategic enrollment coupled with generous scholarship aid access.

Act as a compelling ambassador for Marsal, its values, and its impact across the University of Michigan and beyond

As the field of education receives increased scrutiny from external forces, the next dean will work to defend and uphold Marsal's mission and contributions. As the face of Marsal, the dean will be a powerful advocate, emissary, and public speaker who will further enhance SOE's profile and resources. The University of Michigan also seeks a new dean who is active in public scholarship and engagement as a

contributor to the national dialogue and policy around the greatest challenges facing the future of education. The dean, as a thought leader and engaged member of the civic community, will elevate Marsal's reputation, voice, and opportunities for impact both on campus and externally. They will foster and deepen relationships with the State of Michigan, Detroit partners, school districts, and district leaders, as well as national policymakers, leveraging the School's voice and impact not just for the benefit of Michigan students but for the field broadly.

QUALIFICATIONS AND CHARACTERISTICS

While no individual candidate will possess all the desired qualifications, prospective candidates should present a strong and compelling combination of the following relevant professional experiences and leadership achievements:

Academic Accomplishments

- An earned doctorate in education or a related field and a distinguished scholarly record commensurate with a tenured appointment at the rank of full professor in the Marsal School at the University of Michigan.

Leading with Purpose and Impact

- A demonstrated commitment to the Marsal School's [vision, values, and mission](#).
- The strategic vision, stature, energy, and leadership presence to inspire and mobilize a diverse community of faculty, staff, and students.
- Successful management and leadership experience within a large and/or complex organization, including management of large teams and fiscal operations at scale as a plus.
- A demonstrated ability to lead an intellectually engaged and accomplished faculty, including astute judgment of academic excellence and a deep understanding of the forces shaping faculty recruitment, retention, advancement, and research productivity.
- An appreciation for all academic disciplines within Marsal, and a demonstrated commitment to academic freedom, intellectual pluralism, and fostering an environment where all faculty, staff, and students can thrive and learn, research, and teach respectfully across difference.
- A bias toward collaboration and teamwork, and a deep commitment to a shared governance culture that engages, listens to, and works with colleagues within the Marsal School and across the university.
- A record of ethical, evidence-informed, transparent decision-making and accountability that fosters trust and an inclusive, collegial, and professional environment.

Communication Skills, External Engagement, and Fundraising

- Strong interpersonal communication skills and emotional intelligence to build relationships with students, faculty, staff, and external stakeholders, as well as effective presentation and public speaking skills for diverse audiences.

- Skill in fundraising, alumni relations, and building connections with K-12 partners, community organizations, and public/private entities.
- An interest in being a visible member of university life and connected to the civic life of Ann Arbor and the Detroit metropolitan area, the State of Michigan, and on the national and international stage.

Knowledge of the Education Landscape

- A nuanced understanding of the current landscape of higher education and the education profession and the ability to articulate its value compellingly and successfully across the university and with the public.

APPLICATIONS, INQUIRIES, AND NOMINATIONS

Screening of complete applications will begin immediately and continue until the completion of the search process. Inquiries, nominations, referrals, and CVs with cover letters should be sent electronically and in confidence via the Isaacson, Miller website: <https://www.imsearch.com/open-searches/university-michigan-marsal-family-school-education/dean>.

Jeff Kessner, Partner
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The University of Michigan, including the Ann Arbor, Dearborn, Flint campuses as well as Michigan Medicine, as an equal opportunity employer, complies with all applicable federal and state laws regarding nondiscrimination. The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions.

Inquiries or complaints may be addressed to the Equity, Civil Rights and Title IX Office (ECRT) at 734-763-0235 and ecrtoffice@umich.edu, and as follows:

Sex/Gender Identity/Gender Expression/Sexual Orientation, including sexual misconduct: ECRT Sexual and Gender-Based Misconduct Director and Title IX Coordinator

Disability: ECRT Disability Director and ADA Coordinator

Race/Color/National Origin/Age/Marital Status/Religion/Height/Weight/Veteran Status: ECRT Civil Rights Director

Land Acknowledgement

The University of Michigan is located on the traditional territory of the Anishinaabe people. In 1817, the Ojibwe, Odawa, and Bodewéwadmik (Potawatomi) Nations made the largest single land transfer to the University of Michigan. This was offered ceremonially as a gift through the Treaty at the Foot of the Rapids, so that their children could be educated. Through these words of acknowledgment, their contemporary and ancestral ties to the land and their contributions to the university are renewed and reaffirmed.

APPENDIX: ABOUT THE UNIVERSITY OF MICHIGAN

The University of Michigan has a long and distinguished history dedicated to public service and engagement. The university was founded in 1817, 20 years before the territory became a state and 45 years before the Morrill Act of 1862 established the modern, public land-grant university system. It was one of the first public universities in the nation, and throughout its 200+ year history, it has maintained the highest levels of distinction in education, scholarship, and research while remaining broadly accessible to a range of students.

The university combines a scale that exceeds all but a handful of American universities, with a level of scholarly excellence that is equally rare. It consistently ranks among the top three U.S. public universities, and with over 68,000 undergraduate, graduate, and professional students on three campuses, the breadth and scale of intellectual strength is something that few public or private institutions can match. Its \$2.1 billion in research and development activity leads all but one of America's public universities and is fourth in the nation among all universities.

U-M is one of the state's largest employers, with 55,000 employees. The Ann Arbor campus draws an exceptional student body, in-state, nationally, and globally, attracting over 109,000 undergraduate applicants annually in recent years. Its athletic teams produce Olympians and win national championships with great regularity. It has 710,000 loyal and committed alumni, whose generosity is a source of pride for the university as well as its philanthropic success.

U-M launched the \$7 billion [Look to Michigan](#) campaign in 2024, following up on the highly successful *Victors for Michigan* campaign that raised \$5.3 billion. The *Look to Michigan* campaign priorities align with the university's *Look to Michigan* vision and Campus Plan 2050, supporting the future of the University in its mission to serve the public good. Specific priority areas include support for life-changing education; health and well-being; democracy, civic, and global engagement; and sustainability and climate action. The endowment now stands at more than \$21 billion, placing Michigan among a very small set of institutions that are as highly endowed.

University of Michigan, Ann Arbor Campus

U-M's flagship campus in Ann Arbor includes more than 3,200 tenured and tenure-track faculty; nearly 5,300 additional academic personnel; and more than 53,000 undergraduate, graduate, and professional students. Nearly 11,500 students live in the Ann Arbor campus housing. Student life takes advantage of the many green spaces, recreational areas, and study spaces found throughout campus, as well as the many clubs, organizations, and fraternities and sororities. Big Ten athletics provide an opportunity for students to cheer on the Wolverines playing on any of the 29 varsity sports teams. U-M is known for having the largest football stadium in the country, known as The Big House. It brings U-M students, alumni, and Ann Arbor community members together throughout the season.

The University of Michigan recently engaged in an inclusive planning process to realize the future of the Ann Arbor physical campus, [Campus Plan 2050](#). Through this strategic visioning process the university is actively working to define how it will evolve in the coming years and how the campus' physical spaces and places should be designed to support the university's mission and vision. Aligned with the Campus Plan 2050, the university is also charting a pathway to meet the commitment to becoming [carbon neutral by 2040](#). The university is making ambitious, multifaceted progress — advancing climate action through innovative operations, community partnerships, applied research, campus involvement, and sustainable investments.

Ann Arbor is widely recognized as one of the best college towns in America, and the area boasts exceptional scenery, arts, culture, and industry. The Detroit airport is easily accessible for travel. In and around Ann Arbor, there are plenty of sites to explore as well as scenic strolls along the Huron River or spots where locals can be found kayaking, snowshoeing, and biking when they aren't attending a U-M athletic event.

Academic Affairs Leadership

Dr. Laurie McCauley serves as provost and executive vice president for academic affairs at the University of Michigan, one of the world's leading public research universities and a global center of education, research, creativity, and public impact.

As the university's chief academic officer, Provost McCauley works closely with the deans of Michigan's 19 schools and colleges to advance academic excellence, support scholarship and discovery, and position the university to address the most consequential challenges facing society. She is deeply committed to creating the conditions in which academic leaders, faculty, staff, and students can do their most ambitious and meaningful work.

Provost McCauley has led the development and implementation of *Look to Michigan*, the University of Michigan's strategic vision for the future, in partnership with U-M's other two executive vice presidents. During her time as provost, she has strengthened institutional leadership in undergraduate education, sustainability and climate action, and access and opportunity.

As members of the university's academic leadership team, deans, vice provosts, and directors are entrusted with shaping the future of their disciplines, fostering intellectual communities of distinction, advancing research and creative practice, and preparing the next generation of leaders and citizens. Provost McCauley views the relationship between the provost and leaders in Academic Affairs as a collaborative partnership grounded in shared purpose, academic excellence, and institutional ambition.

Before her appointment as provost, Dr. McCauley served as dean of the School of Dentistry, where she led major investments in academic programs and facilities, championed efforts to reduce student debt, and oversaw a \$142 million expansion and renovation of the school's clinical and educational spaces.

A distinguished scholar and educator, Provost McCauley is the William K. and Mary Anne Najjar Professor of Periodontics in the School of Dentistry and professor of pathology in the Medical School. She joined the University of Michigan faculty in 1992 and has maintained an active National Institutes of Health-funded research program for more than 30 years. Among her accolades are membership in the National Academy of Medicine, fellowship in the American Association for the Advancement of Science, and Distinguished leadership awards from multiple professional organizations.

This document has been prepared based on the information provided by University of Michigan. The material presented in this leadership profile should be relied on for informational purposes only. While every effort has been made to ensure the accuracy of this information, the original source documents and information provided by University of Michigan would supersede any conflicting information in this document.