



**Dean
A. James Clark School of Engineering
College Park, MD**

The University of Maryland, College Park (UMD), the flagship University of the state of Maryland, seeks an energetic scholar, leader, and innovator to serve as Dean of the A. James Clark School of Engineering. UMD, located just outside of the nation's capital, is a Carnegie "Highest Research Activity" University and a member of the prestigious Association of American Universities. UMD's 12 colleges and schools serve more than 30,000 undergraduate and 10,000 graduate students. The College Park campus's annual research expenditures stand at \$550 million. The A. James Clark School of Engineering ranks among the top 20 of all engineering programs nationwide is a national leader in student diversity, and is a model for access and equity in education and research. It serves as the catalyst for high-quality research, innovation, and learning, delivering on a promise that all graduates will leave ready to contribute to the grand challenges of the 21st century.

Reporting to the Senior Vice President and Provost, the Dean will lead the School's 218 distinguished faculty members building on the School's remarkable growth and successes, raising its standing among the world's great engineering schools. The School enrolls approximately 6,000 undergraduate and graduate students across eight departments. The Dean will champion the Clark School across the campus and beyond, engaging stakeholders within the UMD community, throughout the state of Maryland and the Washington, D.C., area, as well as nationally and globally. They will promote the accomplishments of the School and connect it deeply across this flagship public, land-grant institution. As the chief academic and administrative officer of the School, the Dean is responsible for the educational and entrepreneurial experiences of the School's outstanding students and will oversee the research, economic, and community engagement activities across the School. The School has an \$82 million operating budget and research expenditures of approximately \$137 million annually.

The University of Maryland has retained Isaacson, Miller, a national executive search firm, to assist a university search committee. All applications, inquiries, and nominations, which will remain confidential, should be directed to the search firm as indicated at the end of this document.

For further information about the University of Maryland, please visit: www.umd.edu. To learn more about the A. James Clark School of Engineering, please visit: <https://eng.umd.edu>

UNIVERSITY OF MARYLAND

The University of Maryland, College Park, the flagship institution of the University System of Maryland, is dedicated to serving its state, the nation, and the world. The University's role is to educate future leaders to be engaged and thoughtful citizens in a complex, vibrant, and

democratic society. It anticipates and prepares for the opportunities that will enhance the economic, social, and cultural vitality of the state and the nation.

The University's more than 40,000 undergraduate and graduate students participate in more than 100 bachelor's programs and 120 graduate programs within its 12 colleges and schools. Many of the University's academic programs are highly ranked, with more than 90 in the top 25 and 20 in the top 10. Maryland's academic strength spans virtually all major disciplines.

The University is widely known and respected for its academic stature and impact and is ranked among the top 20 public institutions in the country by U.S. News and World Report. More than 20 percent of the physical campus was built in the last 10 years. Faculty members are preeminent in virtually all fields of research and scholarship. Maryland is home to three Nobel laureates, seven Pulitzer Prize recipients, and more than 40 members of the national academies. Competitively awarded research grants total more than \$500 million. It has been a member of the Association of American Universities (AAU) since 1969, and on July 1, 2014, UMD joined the Big Ten Athletic Conference and the Big Ten Academic Alliance (BTAA).

UMD's location is an exceptional strength across all the University's disciplines. It sits less than ten miles from Washington, D.C., and its departments, agencies, and research centers; embassies, think tanks, and nonprofit organizations; and the legislative, executive, and judicial centers of power. Students and faculty have ready access to the people and organizations of the nation's capital. UMD is the only university with a major science, technology, and engineering research capacity located within the Capital Beltway. The University is fortunate to be in close proximity to Baltimore, the state capitol of Annapolis, the Chesapeake Bay, the I-270 biotechnology corridor, numerous major corporations, international organizations, and an unmatched array of governmental research entities. Through the Clark School, UMD also maintains a strong presence at its Shady Grove campus, with a primary focus in health and biotechnology research through the Institute for Bioscience and Biotechnology Research (IBBR); and has seeded a valuable presence at the University System of Maryland at Southern Maryland (USMSM) Unmanned Aerial Systems (UAS) Test Site, in close partnership with the U.S. Navy's Naval Air Warfare Systems Command (NAVAIR).

By any measure, Maryland is one of the nation's preeminent public research universities and is committed to becoming one of the world's best. The institution seeks to capitalize on this momentum, promote its competitive advantages, and pursue ambitious goals with focus and entrepreneurial spirit.

Leadership

In July 2020, President Darryll J. Pines, the Nariman Farvardin Professor of Engineering and former Dean of the Clark School, assumed the Presidency of UMD. He has been on faculty at the Clark School since 1995 and continues to teach. As dean for 11 years, Pines instituted sweeping changes to improve the student experience, including revamping teaching in fundamental undergraduate courses; encouraging participation in national and international student competitions; emphasizing sustainability engineering and service learning; and expanding innovation and entrepreneurship activities. He has been a champion for diversity and access to engineering education and research opportunities, serving as co-principal investigator on UMD's NSF ADVANCE grant, among many other initiatives which led to the Clark School's ranking in the top 10 nationally for conferring degrees to students of color. Prior to his promotion to dean, Pines led the Department of Aerospace Engineering for four years, taking a leave of absence from the University of Maryland from 2003 to 2006 to serve as a program manager for the Tactical

Technology Office and Defense Sciences Office at the Defense Advanced Research Projects Agency (DARPA).

In 2019, Pines was elected to the National Academy of Engineering for his “inspirational leadership and contributions to engineering education.” He earned M.S. and Ph.D. degrees in mechanical engineering from the Massachusetts Institute of Technology.

Dr. Mary Ann Rankin, Professor of Biology, became Senior Vice President and Provost on October 1, 2012. Prior to assuming this position, Dr. Rankin was CEO of the National Math and Science Initiative (NMSI) in Dallas. NMSI is a public-private partnership dedicated to expanding the pipeline of STEM (Science, Technology, Engineering, and Math) graduates and STEM K-12 teachers. Previously, she spent 36 years at The University of Texas (UT) at Austin, where she served for six years as Chair of Biological Sciences and for nearly 17 years as Dean of the College of Natural Sciences. In 2016, Dr. Rankin was elected a Fellow of the American Academy of Arts and Sciences.

THE A. JAMES CLARK SCHOOL OF ENGINEERING

The A. James Clark School of Engineering is the only engineering program of its magnitude embedded in the nation’s capital. It has connections and collaborations throughout the state of Maryland and the Washington, D.C., area, including with numerous FFRDCs and the country’s major funding agencies, from the NSF and the NIH to DARPA, NIST, the Army Research Laboratory, and the Office of Naval Research, among many others. Its far-reaching 2020 Strategic Plan has structured strategic research themes around some of the most exciting areas of research in engineering today: additive and advanced manufacturing; autonomy and robotics; bioengineering; cybersecurity; transportation; energy and sustainability; quantum technology; and virtual and augmented reality. It is among the most powerful forces for transformative scholarship, education, and socioeconomic impact in the national capital region, and serves as a model for access in engineering education and research opportunities for under-represented groups. It has also led the University of Maryland in development and advancement to ensure an enduring, sustainable academic and scholarly enterprise for the citizens of the state of Maryland and for students and researchers across the country.

For more information on the 2020 Strategic Plan, please visit: <https://eng.umd.edu/2020-strategic-plan>

Building Together: An Investment for Maryland

In 2017, the A. James Clark School received the largest single gift in the history of the University of Maryland: \$219.5 million from the A. James and Alice B. Clark Foundation. This transformative investment has propelled UMD and the Clark School to the forefront of education and research worldwide by establishing and funding an array of scholarships and fellowships, professorships, and operational and capital projects.

The Clark Gift’s mission focuses on three core goals: increasing college access and affordability; solving daunting problems facing the nation and the world; and building the next generation of engineering leaders. To achieve these goals, the A. James and Alice B. Clark Foundation has directed resources towards such initiatives as expanding need-based aid across campus through the Clark Challenge for the Maryland Promise; endowing distinguished chairs at the Clark School; seeding the Clark School’s 125th Anniversary “MPact” moonshot engineering program; and expanding the Clark School’s physical capabilities—beyond the existing Clark Hall and imminent

opening of the “IDEA Factory”—through a commitment of tens of millions of dollars to the construction of a new interdisciplinary engineering building which is in its planning phase now.

The Clark Foundation’s historic support for engineering at the University of Maryland underpins a bright future for the School and for its broader impact on the institution and on the people of Maryland.

Academics and Research

The Clark School consists of the eight departments of Aerospace Engineering; Bioengineering; Chemical and Biomolecular Engineering; Civil and Environmental Engineering; Electrical and Computer Engineering; Fire Protection Engineering; Materials Science and Engineering; and Mechanical Engineering. The Clark School’s 218 faculty members are nationally recognized and highly respected in their fields. More than 100 faculty members are fellows of engineering professional societies, and more than 50 are recipients of National Science Foundation Early Career Awards. The Clark School has 21 affiliated faculty who are members of the National Academy of Engineering.

The School offers full-time undergraduate programs leading to the Bachelor of Science degree, and full-time graduate programs leading to the Master of Science, Master of Engineering and Doctor of Philosophy degrees. In the 2019-2020 academic year, the Clark School awarded 1,077 bachelor’s, 612 master’s, and 131 Ph.D. degrees across departments. In addition to its core curricula, the Clark School’s Maryland Applied Graduate Engineering (MAGE) program aims to provide world-class engineering education and training to working engineers and technical professionals through professional master’s programs as well as certificate programs. In addition, the School supports innovative distance programs at two, unique Regional Higher Education Centers (RHECs) of the University System of Maryland at Southern Maryland in St. Mary’s County—in close partnership with the U.S. Navy’s autonomous systems group—and at the Universities at Shady Grove (USG) in Rockville, Maryland, nearby the NIH, NIST, and major industry clusters.

The Clark School is a research powerhouse, with more than \$137 million in annual research expenditures through its departments, six institutes, more than 130 laboratories, 23 research centers, innovative programs for undergraduates, and active research relationships with major engineering firms, government labs, and academic centers. A major, institutional connection with the University of Maryland, Baltimore (UMB) and its leading medical campus has yielded groundbreaking opportunities for biomedical engineering research in both fundamental and clinical settings. Four distinct Department of Defense Multidisciplinary University Research Initiative (MURI) awards are currently supported across the Clark School. A small sample of research programs include the Institute for Systems Research (ISR), a graduated NSF Engineering Research Center (ERC) that was among the very first ERCs in the nation and serves at the forefront of interdisciplinary research and education in system sciences and systems engineering. The Center for Advanced Transportation (CATT) Laboratory manages a substantial amount of transportation data for the region, and its data and analysis are used by federal, state, and local agencies. The Maryland Cybersecurity Center (MC2) is proximate to, and closely aligned with, the National Cybersecurity Center, an NSF ERC and first-of-its-kind University System of Maryland (USM) and NIST joint partnership. The Quantum Technology Center (QTC) leverages the world-leading quantum physics group at UMD’s College of Computer, Mathematical, and Natural Sciences (CMNS) in order to translate quantum physics research into innovative technologies. For more information on the Clark School’s research institutes and centers, please visit: <https://eng.umd.edu/featured-institutes-and-centers>.

Innovation and Entrepreneurship

The Clark School has a rich history of major cultural, structural, and physical investment in UMD's innovation ecosystem. In 2021, the campus will see the opening of the Clark School's E.A. Fernandez "IDEA Factory," a 60,000-square-foot addition to the Jeong H. Kim Engineering Building, whose unique spaces and labs will enable students, faculty, and staff to address 21st century challenges while also serving as venues to translate basic research into invention and invention into product.

The Clark School has been home to the Maryland Technology Enterprise Institute (Mtech) since its founding in 1983. Mtech is a national leader in entrepreneurship and innovation education, venture creation, and has been a pioneer in building successful university-industry partnerships. Its programs arm top students from around the world with the knowledge of how to successfully launch companies and guide aspiring and existing entrepreneurs through the entire lifecycle of launching and maintaining technology-based ventures.

Mtech's history is long, rich, and profoundly impactful. Mtech has served as a critical bridge from the Clark School to the UMD Agricultural Extension through the University of Maryland Manufacturing Assistance Program (UMMAP)—and from 2000 to 2012, yielded an overall economic impact of nearly \$400 billion and helped more than 500 Maryland companies create or retain over 2,000 jobs. Mtech Ventures was the state's first technology business incubator, with a full staff of seasoned startup and VC veterans who have collectively helped to graduate more than 100 companies, including two with billion-dollar exits. A Scholars Program for Industry-Oriented Research in Engineering (ASPIRE) seeks to broaden the educational experience of undergraduates through direct involvement in real-world engineering projects and gives them a competitive edge when applying for jobs or for graduate study. In 2013, Mtech became home to the NSF's DC Innovation Corps (I-Corps) program, a joint effort of UMD, George Washington University, Virginia Tech, and Johns Hopkins and a member of the larger National Innovation Network.

The Clark School's interconnectivity with its broader geography and its national partnerships are furthered through the tremendous efforts of its Board of Visitors. The Board assists the Clark School in gaining recognition and support as a leader in engineering education and research. Members provide the Dean and School leadership with advising on a wide range of issues that include strategic planning, corporate relations, fund raising initiatives, communications strategies and other opportunities. As knowledgeable and dedicated advocates of the School, members help attract and engage a diverse group of supporters and serve as liaisons between the Clark School, industry, government, and other academic institutions.

For more information about innovation and entrepreneurship at the Clark School, please visit: <https://eng.umd.edu/innovation-entrepreneurship>

Students

The Clark School's Fall 2020 undergraduate student enrollment totaled 4,228 students, and its graduate student enrollment totaled 1,732 students. Students have consistently taken top honors in the U.S. Department of Energy's Solar Decathlon, placed fifth in Elon Musk's global Hyperloop pod design competition, and hold the world record for human-powered flight duration. Among other out-of-the-classroom opportunities, the Clark School's Engineers without Borders chapter

is considered one of the nation's best. The School also launched Startup Shell, the first student-run business incubator on a university campus in the United States, and its students helped create two major hackathons, Bitcamp and Technica, the first all-female and non-binary hackathon on a university campus.

As a result of investments in targeted recruitment, advising, STEM outreach, and its signature Keystone Engineering Program, the Clark School's one-year undergraduate retention rate stands at 89.6% and its five-year graduation rate at 70.7%, significantly higher than ASEE averages for schools of engineering nationwide.

The A. James Clark Scholars Program is the A. James and Alice B. Clark Foundation's signature academic program, combining engineering, business, leadership, and community service. As part of its commitment to building the pipeline of future engineers, the Foundation has partnered with some of the nation's leading engineering institutions, financially supporting students who exhibit strong academic and leadership potential.

Diversity

Under the tenure of Dean Darryll J. Pines, the Clark School became home to UMD's NSF ADVANCE grant in order to further develop a culture of inclusive excellence, focused on improving work environments and retention and advancement of tenured and tenure-track women faculty in ways that improve the culture for all faculty. The Clark School has also been a longtime participant in the Louis Stokes Alliance for Minority Participation (LSAMP) Leadership and Academic Enhancement Program. From 2009 to 2019, the number of tenured/tenure-track women faculty more than doubled from 18 to 37, and the number of under-represented minority faculty increased from 11 to 19. At the undergraduate student level, the percentage of enrolled women undergraduates rose from 20% to 27%, and the number of enrolled underrepresented minority undergraduate students grew from 10% to 15%. According to *Diverse Issues in Higher Education*, the Clark School ranks among the top 10 in conferring the most B.S., M.S. and Ph.D. degrees to African-American students. The American Society for Engineering awarded the Clark School Diversity Plan exemplar status, its highest level of recognition.

The School sustains a number of programs and centers to advance its mission of turning fearless ideas into innovations for the public good, through embracing differences and ensuring that students and scholars of all backgrounds find a path to success. The Women in Engineering Program (WIE) dates to a 1995 Sloan Foundation grant and sustains initiatives like the Clark School Academy of Distinguished Professors, and the Dr. Marilyn Berman Pollans Women in Engineering Living & Learning Community. The Center for Minorities in Science and Engineering provides counseling and advice to underrepresented minority pre-college, undergraduate, and graduate students in engineering with a focus on recruitment, retention, development, and graduation. And the Engineering for US All (E4USA) is a first-of-its-kind, nationwide pre-college course on engineering principles and design made possible through a \$4 million NSF grant, which is a national pilot program for authentic, design-based experience in support of growing the high school student STEM pipeline.

For more information about diversity at the Clark School, please visit: <https://eng.umd.edu/diversity>

COVID-19 Response

In response to the COVID-19 pandemic, Clark School researchers, students, and staff worked tirelessly to create solutions in efforts to minimize the spread of the disease, provide critical aide to health care workers and their patients, and monitor the impact of social distancing and travel restrictions.

Using datasets from mobile devices such as smartphones, GPS devices, and sensors located on area highways and roads, Clark School researchers are providing a real-time picture of where people are traveling and how their behaviors affect the spread of the virus. Led by the Clark School's Maryland Transportation Institute (MTI), the Society and Economy Reopening Assessment (SERA) tool provides state and county-level data on social distancing, testing capacity, hospital bed and ICU utilization, along with other measures and metrics.

Clark School researchers have collaborated with Johns Hopkins University and the Baltimore City Health Department to develop low-cost, rapidly deployable mobile testing booths, similar to traditional phone booths in size and shape.

Clark researchers are currently testing a promising new approach to early detection, using sampling of stool in wastewater for sentinel surveillance, which could provide public officials with a five to seven day lead time in identifying outbreaks.

For more information about the Clark School's response to the pandemic, please visit: <https://clark.covid.umd.edu/>

ROLE OF THE DEAN

The challenges of the pandemic and an already-constrained federal funding environment have placed strains on tier one education and research programs across the country, but the Clark School is uniquely positioned to weather the challenges of the current day and emerge in a strong position. A new Dean, serving under a dynamic new President steeped in the demands and opportunities of a leading engineering program, will find and fund innovative initiatives to address societal challenges, bridge physical, virtual, and cultural distances, and bring an inclusive and equitable approach to engineering education and research into reality in the years ahead. The Clark School has distinct geographic advantages in its proximity to the major federal funding agencies, FFRDCs, leading industry clusters in the national capital region, and benefits from the state of Maryland's historically strong commitment to funding higher education, and College Park in particular.

The Dean will lead a strong central administrative office, with 21 direct reports—including the eight department chairs, three institute directors, and nine associate, senior, and assistant deans overseeing major School functions. The Dean has responsibility for an \$82 million operating budget and research expenditures nearing \$140 million annually. They are responsible for the support and development of the School's tenure-track faculty, support and advancement of its research faculty and talented lecturers, and its undergraduate and graduate students.

OPPORTUNITIES AND CHALLENGES

Renew and advance the School's longstanding commitments to diversity, inclusion, equity, and belonging and promote it as a national leader in these efforts

While the School has a historic and widespread commitment to addressing issues of diversity, access, and support for underserved students, these issues have never been more salient than

today. The University of Maryland sits in Prince George's County, Maryland—a majority-minority county that ranks among the most racially and socioeconomically diverse regions in the country. The county and the city of College Park recognize that UMD's future is inextricably linked to theirs, and that UMD's commitments to their people and economies are significant. The Clark School's unique strengths in technology transfer and economic impact, coupled with its singular appeal as a nationally renowned engineering program in one of the country's most diverse geographies, necessitates deep engagement by a Dean who is invested—and who invests—in sustaining and strengthening an equitable community for BIPOC and LGBTQ students, staff, and faculty across the School.

Link the Clark School's tier one research enterprise and innovative pedagogy to national and international dialogues on technological advancement

Drawing from its unique location in the D.C. metro area, the next Dean will push the School to engage in the national dialogue on the grand engineering challenges and solutions of the 21st century, linking scholarship and education to real-world impact. The Clark School's faculty and students can play key roles in interfacing with policymaking and regulatory regimes at the national level, and the Dean will ensure that the School is seen as an invaluable resource in these conversations. The Dean will be a champion for the School's tremendous rise, and will showcase its successes while leveraging accomplishments into mutually beneficial relationships with external partners who value the Clark School's research and count on its excellent graduates. In keeping with the land-grant commitment of UMD, the Clark School will continue to be a valuable and valued resource for the state of Maryland and the other constituent institutions of the University System of Maryland. As a singular force for economic impact in one of the most diverse counties in the United States, the Clark School will continue to serve its community in innovative ways, and in concert with community leaders and their goals.

Acquire resources and develop strategies for the School to ensure a strong, sustainable future

The Clark School has long been considered the powerhouse fundraising unit on campus, with its own, in-house, dedicated major gifts office. The Clark School raised \$241 million out of the \$1 billion prior UMD capital campaign. In the current \$1.5 billion "Fearless Ideas" campaign, it already exceeded its goal of \$500 million, with more than a year left in the campaign. Deans of the Clark School are expected to take active, hands-on roles as leaders in University campaigns and are instrumental in the fundraising and alumni engagement success of the School. The School is planning for a significant expansion of its physical space in the next five years, with the "IDEA Factory" and an Interdisciplinary Engineering Building (IEB) planned. Additionally, the School has a great need for endowed professorships, graduate fellowships, undergraduate scholarships and support for major diversity and access programs. The next Dean will continue the Clark School's success in raising support and continuing to transform the lives of its students and wider constituencies.

Sustain the School's deep engagement with learning innovation, entrepreneurial education, and the student experience

The School of Engineering's undergraduate and graduate students are outstanding, and they come to the Clark School because of its superb learning environment and its connectivity with its environs. At a moment of dramatic and accelerating change in society and its implications for technology-based learning, the next Dean will need to continue the emphasis on developing novel pedagogical approaches that will set the School apart nationally and internationally. The

University's COVID-19 response has been unified, forceful, and effective; the School has continuously demonstrated its values for students throughout this difficult period and has made tremendous efforts to leverage technology to fulfill the student experience. The next Dean will continue to support and expand pedagogical innovation and will remain keenly attuned to the needs of students. The Dean should promote faculty engagement and interest in technology-enabled education and other advanced learning tools and methodologies.

Lead and transform the engineering discipline and the profession

The Dean will recognize and embrace the fast-changing nature of both scholarly and professional endeavors in the technical fields. Artificial intelligence, automation, and data analytics are changing the ways in which students learn, discoveries advance, and technologies develop to market. The Clark School stands at the nexus of discovery and policy in one of the most dynamic geographies anywhere in the world, and the next Dean will showcase the School as a thought-leader on national and international topics that affect society in the 21st century. By strengthening partnerships with government agencies, foundations, corporations, educational partners like the University of Maryland, Baltimore (UMB), and others, and through investing in transformative classroom experiences and infrastructure, the Clark School has the opportunity to create and empower the next generation of transformative scholars. With significant resources—material and intellectual—devoted to key, emerging interdisciplinary research areas like quantum technology, neuro-engineering, and data science, the Clark School will lead the way in solving some of engineering's most complex challenges and advancing the frontiers of technology.

PROFESSIONAL AND PERSONAL QUALIFICATIONS

The Dean of the A. James Clark School of Engineering will be a creative, focused, empathetic, and inclusive leader with a national and international vision, a collegial and consultative leadership style, and a deep commitment to student success and to creating an equitable and welcoming environment for students, staff, and faculty. Candidates should have a history of scholarly excellence, administrative leadership in a large and highly complex enterprise, and the ability to build and cultivate consensus within the School and beyond. While no single candidate will have all the ideal qualifications, the committee seeks candidates with the following qualifications and abilities:

- A terminal degree in a represented field and the scholarly achievement to attain the rank of full professor in a Clark School department;
- An intellectual leader; a distinguished teacher, scholar, and academic visionary who can articulate the transformative potential of engineering research and education;
- A demonstrated track record of enhancing diversity, equity, and inclusion at all levels, the ability to articulate its value with confidence and authority, and a deeply held belief in its power to transform education, scholarship, and service for the betterment of the School and the University as well as the critical importance of diversity in enabling engineers to solve society's most pressing challenges;
- Deep devotion to student-centered, experiential learning, and the ability to implement the latest pedagogical models conscientiously and effectively;
- An experienced administrator with a track record of success in a large, complex unit, college/school, or similar environment; an astute understanding of finances and the relationship between academic priorities and budget;

- An open and consultative leader; an excellent collaborator who can support, partner with, and motivate faculty, staff, and students who have experienced significant challenges from the ongoing pandemic and enable them to return stronger and take the School to a greater level of success;
- A technologically adept communicator who can inspire and cultivate key external constituencies, attract partners, raise funds, generate enthusiasm, and obtain substantial commitments to further support the School;
- Integrity, honesty, and enthusiasm, and a sense of humor;
- An interest in being a visible member of University life and connected to civic life in the Washington, D.C., Metropolitan area, the state of Maryland, and on the national and international stage

TO APPLY:

Review of candidates will begin immediately and continue until an appointment is made. All inquiries, nominations, and applications (including—as separate documents—a cover letter, resume, and list of references) should be directed in confidence to:

Gale Merseth, Partner
Vijay Saraswat, Managing Associate
Isaacson, Miller

www.imsearch.com/7729

Electronic Applications are strongly encouraged.

The University of Maryland, College Park, actively subscribes to a policy of equal employment opportunity, and will not discriminate against any employee or applicant because of race, age, sex, color, sexual orientation, physical or mental disability, religion, ancestry or national origin, marital status, genetic information, or political affiliation. Minorities and women are encouraged to apply.