Position Specification

Drew University
Madison, NJ
Associate Provost for Professional Development and Experiential Education

Institutional Background

Drew University, a Phi Beta Kappa liberal arts university, includes the College of Liberal Arts, the Drew Theological School, and the Caspersen School of Graduate Studies. Drew is located on a beautiful, wooded, 186-acre campus in Madison, New Jersey, a thriving small town close to New York City. It has a total enrollment of more than 2,000 students and has 145 full-time faculty members, 94 percent of whom hold the terminal degree in their fields. The Theological and Caspersen Schools offer MA and PhD degrees, as well as a variety of professional master’s degrees, and the College confers BA degrees in 32 disciplines.

Drew is dedicated to exceptional faculty mentorship, a commitment to connecting the campus with the community and a focus on experiential learning. A particularly noteworthy example for undergraduates is the Charles A. Dana Research Institute for Scientists Emeriti (RISE), home of 2015 Nobel Prize Winner for Medicine and Drew Fellow William Campbell.

Founded in 1867, the Theological School prepares scholars, ministers, educators, activists, and not-for-profit professionals for leadership in the academy, church, and civil society. The Caspersen School of Graduate Studies, founded in 1955, has an extraordinary configuration of six programs that focus on “the humanities at work.” These programs put disciplinary and interdisciplinary content into academic, social, and professional contexts. In addition, new and enhanced programs in teacher education and in finance represent the start of the expansion in graduate programs that will be happening in the years ahead.

The university also houses several interdisciplinary centers, including the Center for Civic Engagement, the Center on Religion, Culture & Conflict, the Center for Holocaust/Genocide Study and the Shakespeare Theatre of New Jersey, an independent professional theater, as well as the United Methodist Archives and History Center, home to a rare 1611 printing of the King James Bible. In addition, the Rose Library has one of the country’s leading concentrations of materials on American novelist Willa Cather.

Madison, New Jersey

Madison, a quaint, charming town, is in northeastern New Jersey. It lies 25 miles west of New York, and includes the communities of Montville, Wood Ridge, and Hopewell Valley. The center of a greenhouse industry and nicknamed the “Rose City,” it is the site of Drew University (chartered 1868) and the Florham-Madison Campus of Fairleigh Dickinson University. The community, settled about 1685 and originally called Bottle Hill for Bottle Hill Tavern (rebuilt 1812), was renamed for President James Madison in 1834 and incorporated in 1889. The manufacture of jewelry and textiles is also important to the economy. In 2010, the population of Madison was 15,845.
Based on an analysis of FBI crime statistics, city public safety records, public health, and educational offerings, SafeWise has listed Madison, New Jersey, among the 100 safest cities in America. Madison is also rated among the 20 safest communities in New Jersey. With its thriving downtown restaurants, coffee shops, boutiques and gyms, plus a train station that connects the town to New York City in less than an hour, Madison is an attractive community to call home. Both the downtown and train station are about a ten minute walk from Drew's wooded campus.

For more information about Madison, please visit the Chamber of Commerce at http://www.madisonnjchamber.org/

Mission

Drew University’s mission is to offer its diverse community of learners a challenging and individualized education shaped by a deep-rooted culture of mentoring, thoughtful engagement with the world beyond its campus, and a steadfast commitment to lifelong cultivation of the whole person. Through its distinctive emphasis on the reciprocity of knowledge, experience, and service, Drew prepares its students to flourish both personally and professionally as they add to the world’s good by responding to the urgent challenges of our time with rigorous, independent, and imaginative thought.

Leadership

MaryAnn Baenninger, President

MaryAnn Baenninger was drawn to Drew for many reasons: its innovative approach to the arts and humanities, its emphasis on hands-on learning in the STEM fields, its pioneering international learning models, and its deep commitment to social justice and civic engagement, which reflect the University’s history as a Methodist institution. She sees Drew's strengths as centering on deep student-faculty relationships, rich mentoring experiences and strong engagement with “our cities”—New York, Madison, Newark and Morristown—as well as the cities of origin of our community members.

Since arriving at Drew in July 2014, Dr. Baenninger and her leadership team have worked to raise Drew’s visibility, expand its cutting-edge programs, enhance its reputation as a global learning destination, and plan for the future of facilities that enhance learning.

Dr. Baenninger came to Drew with a rich set of experiences to guide her. As President of the College of Saint Benedict for a decade prior to coming to Drew, Dr. Baenninger led a successful capital campaign, diversified the student body, completed multiple construction projects, and increased the college’s identity at the forefront of global education.

Before becoming a college president, Dr. Baenninger was executive associate director with the Middle States Commission on Higher Education in Philadelphia, where she consulted with numerous institutions on obtaining and maintaining their accreditation status. She is considered an expert in higher education assessment and has lectured widely on the topic.
Dr. Baenninger came to the Drew Presidency with a teaching and scholarly background in higher education. She was a tenured faculty member in the psychology department at The College of New Jersey during most of her teaching career and prior to that, held teaching positions at Philadelphia University and Washington College. She earned her bachelor's degree, summa cum laude and Phi Beta Kappa, at Temple University, where she also completed her PhD. She also earned professional certificates in higher education administration from Bryn Mawr College and Harvard University. Dr. Baenninger has published extensively in the field of gender and cognition.

The Academic Program

Drew University consists of three schools: the College of Liberal Arts, the Theological School, and the Caspersen School of Graduate Studies.

The College’s general education program serves the University’s mission to offer its diverse community of learners a challenging and individualized education shaped by a deep-rooted culture of mentoring and thoughtful engagement with the world beyond its campus. Students discover their passions by exploring a rich and varied curriculum that fosters a deep understanding of the world while simultaneously immersing themselves in a specific area of interest to develop disciplinary or interdisciplinary expertise. Drew’s commitment to experiential learning encourages students to actively engage with the academic and co-curricular communities on-campus by learning through action.

- Undergraduate Majors - All are available as minors.
  - Anthropology
  - Art
  - Art History
  - Biochemistry & Molecular Biology
  - Biology
  - Business
  - Chemistry
  - Chinese Studies
  - Classics
  - Communications
  - Computer Science
  - Creative Writing
  - Economics
  - English
  - Environmental Studies & Sustainability
  - French
  - German Studies
  - History
  - International Relations
  - Italian Studies
  - Mathematics
  - Music
  - Neuroscience
  - Pan-African Studies
  - Philosophy
  - Physics
  - Political Science
  - Psychology
  - Religion, Comparative
  - Sociology
  - Spanish
  - Theatre Arts
  - Women’s & Gender Studies
  - Writing & Communication Studies

- Undergraduate Minors
  - American Studies
  - Applied Leadership
  - Applied Performance (Theatre & Dance)
  - Archaeology
  - Arts Administration & Museology
  - Dance
  - Data Science
  - European Studies
  - Film Studies
  - Holocaust Studies
  - Humanities
  - Italian
  - Jewish Studies
  - Latin American Studies
  - Law, Justice, & Society
  - Linguistic Studies
  - Medieval Studies
  - Middle East Studies
  - Photography
  - Public Health
  - Russian
  - Statistics
  - Western Heritage
  - World Literature
  - Writing
The most popular majors at Drew University include:
  • Business Administration and Management
  • Biology/Biological Sciences
  • Psychology
  • Drama and Dramatics/Theatre Art—Drew’s theater program is ranked among the top five in the U.S.
  • Political Science

The undergraduate student to faculty ratio is 11:1.

The incoming class arriving in fall 2019 will be the first class of undergraduate students to have two assigned advisors—an academic advisor and career advisor—to work with them on the integration of career and experiential learning into their academic program.

2018 Quick Stats
  • Tuition & Fees $49,168 (2017-18)
  • Room and Board $13,694 (2017-18)
  • Total Enrollment 2,129
  • Undergraduate enrollment 1,521
  • Classes with fewer than 20 students 72.7 percent
  • Undergraduate admissions rate 63 percent
  • Students who are athletes 25 percent
  • Average freshman retention rate 85 percent

Office of the Provost

Leadership – Debra Liebowitz, Provost and Dean of the College of Liberal Arts (CLA) & Caspersen School of Graduate Studies (CSGS)

Dr. Debra Liebowitz joined Drew in the academic year of 2000 as an Assistant Professor of Women’s & Gender Studies and Political Science. In academic year 2007, she was promoted to Associate Professor, and to Professor in academic year 2016. Liebowitz has received the President's Award for Distinguished Teaching in the College of Liberal Arts and the Faculty Leadership Award from the Center for Civic Engagement. Her extensive service to the College and University has included her time as: Director of the CLA Women’s & Gender Studies Program; Director,
Semester on the United Nations; Director, Thomas H. Kean Summer Intern Program; Chair, University Grievance Committee; Co-chair, CLA Diversity Committee; and membership on the CLA Dean’s Council, Honors Committee, and the University Sexual Harassment Committee. In 2014, Deb became CLA Associate Dean for Curriculum and Faculty Development. In February 2017, Liebowitz was named Associate Provost in anticipation of the new structure and became the Provost in July 2017.

Liebowitz’ scholarly work focuses on gender, political organizing, global governance, and the United Nations’ human rights system. Her most recent scholarship includes, “Due Diligence and Gender Violence: Parsing its Power and its Perils” in the *Cornell International Law Journal* 48:2 (2015) (with Julie Goldscheid); “Gender Equality Oversimplified: Using CEDAW to Counter the Measurement Obsession” in the *International Studies Review*, (December 2014 with Susanne Zwingel); “Comprehension Obscured: Feminist Ideas and Policy Directives,” in *Politics & Gender* (2013). She has worked for the past 20 years conducting gender and human rights related training and research. In this capacity she has trained women’s rights activists from more than 60 countries on using the UN human rights system to advocate for political change at home. She has worked closely with IWRAW Asia Pacific, a Malaysia-based international women’s rights NGO. In collaboration with IWRAW Asia Pacific, she received grants from the Rockefeller Foundation (Bellagio Conference Center), the United Nations Development Fund for Women (now UN Women), and the Global Fund for Women for international projects related to women’s human rights. Liebowitz has been a leader in several academic associations including as a previous President of Women and Politics Research Section of the American Political Science Association and a Program Chair of the Feminist Theory and Gender Studies Section of the International Studies Association.

**Organizational Structure (2018-2019 Academic Year)**

Reporting up to the Provost are the following leadership positions and units:

- **Vice Provost/Dean of the Theological School**
  - Associate Dean for the Theological School and CSGS Curriculum
  - Associate Dean for Vocation & Formation
  - Center on Religion, Culture, and Conflict
- **Associate Provost & Director of the Center for Academic Excellence (CAE)**
  - Assistant Director of CAE & Director of the University Writing Center
  - Assistant Director of CAE & Director of the Math & Science Resource Center
  - Director of Accessibility Resources
  - Student Success Specialist
  - Director of Educational Opportunity Scholars (EOS) Program
  - Director of the Theological School Language/Learning Center
- **Associate Provost for Academic Administration**
  - Registrar
  - Director of Student Learning Assessment
  - Director of Baldwin Honors
  - Student Research
- **Associate Provost for Professional Development and Experiential Education**
  - Director of Internships and Career Development
  - Director of Research Institute for Scientists Emeriti (RISE)
  - Director of the Center for Civic Engagement
  - Director of the Center for Global Education
- **Associate Dean Faculty Affairs (CSGS and CLA)**
- **Associate Dean Curriculum (CSGS and CLA)**
  - Center for Holocaust & Genocide Studies
There are 123 full-time undergraduate faculty. Full-time faculty teaching exclusively in graduate degree programs numbers 23.

**An Overview of the Center for Professional Development and Experiential Education**

The Center for Professional Development and Experiential Education (CPDEE) is newly created and reflects a restructuring of academic programs and services aligned to support institutional strategic priorities. The intent of this realignment is to form a core group of high impact, experiential learning programs and services that work synergistically to support professional development, career readiness, and successful outcomes for graduates of both undergraduate and graduate degree programs.

**Organizational Structure**

This new center to be led by the inaugural Associate Provost for CPDEE will bring together the following entities under single administrative leadership:

- **Center for Internships and Career Development**
- **Center for Civic Engagement**
- **Center for Global Education**
- **Research Institute for Scientist Emeriti—RISE**

Going forward, with this new structure firmly in place and a visionary leader at the helm, it is expected that Drew University will continue to increase student participation and engagement in meaningful experiential learning that will distinguish the educational experience and bring a more intentional and strategic approach to helping students connect these experiences with academic coursework, strengthen their career preparation, and build competencies in high demand by a global marketplace.

Currently most Drew College of Liberal Arts (CLA) students, as well as graduate students in the master of divinity program, engage in at least one experiential learning opportunity prior to degree completion. In future years, the Associate Provost for Career and Experiential Education will work to enhance the wealth of resources and opportunities available on campus, throughout local communities, New York City, the District of Columbia, in other domestic locations, and internationally for students to learn through immersive and reflective experiences and to build the skills necessary to confidently articulate how these have shaped their career interests and direction. In time, this is expected to lead to individual students securing multiple experiential learning opportunities (e.g., two or more) prior to graduation.

- **Center for Internships and Career Development (CICD)**

**Mission**

The mission of the Drew University Center for Internships and Career Development is to help students to explore, clarify, and achieve their career goals. Career-related services and programs are provided to assist liberal arts students in making the transition from the University to their future careers; from student to professional. The Drew University Center for Internships and Career Development teaches students to:

- Understand the relationship between their academic studies and careers
Make sound career decisions based on an evaluation of their goals, interests, abilities, and values
Test possible career choices through internships and part-time jobs
Prepare for the job search process
Research post-graduate educational opportunities

**Staffing**
At present, there are seven staff members in the CICD:

- **Director**
  - Associate Director of Career Counseling
  - Assistant Director of Internships
  - Assistant Director for Student Employment
  - Part-Time Coordinator of Pre Professional Advisement
  - Part-Time Employer Relations Coordinator
  - Part-Time Administrative Assistant

- **Center for Civic Engagement**

**Mission – To connect education and action for the common good**
The Center for Civic Engagement at Drew University was established in 2008 to infuse civic engagement as a value and practice throughout the university. The Center connects community-focused, experiential education across all of Drew's Schools, while also strengthening student-led community engagement outside the classroom. We believe that well-informed civic participation and the active pursuit of a just and humane society are crucial to a strong democracy and the vibrant communities that make up its fabric. Further, we believe that higher education has a responsibility to educate not only productive workers, but also engaged and effective citizens. This responsibility is met at Drew through integrated and collaborative programs that connect the educational mission of the university with action for the public good.

**Values**

- **Reciprocity:** civic engagement builds on the work of many constituencies, both inside and beyond Drew's campus. Successful engagement is reciprocal, attending to the goals of all participants through transparent and collaborative planning and implementation.

- **Respect:** the time, priorities, and diverse missions of our partners and communities demand our respect, and we expect the same from our partners. Civic engagement cannot thrive without civility, decency, and trust.

- **Efficacy:** true civic engagement creates and increases the power to act knowledgeably and effectively in the world

- **Impact:** without demonstrable impact, civic engagement cannot succeed. We chose our projects and partners carefully in order to ensure true benefit to all participants in whatever we undertake

**Staffing**

- **Director**
  - Assistant Director
  - Administrative Assistant
  - Work-study students and AmeriCorps volunteers

- **Center for Global Education**

The Institute of International Education has ranked Drew University in the top 10 percent nationally in enrolling international students and top 15 percent in students studying abroad.

**Mission**
The Center for Global Education connects students in the College of Liberal Arts, Caspersen School of Graduate Studies, and Drew Theological School to the world.
Programs

- College of Liberal Arts Programs
  - nycTREC (TREC – Think, Rethink, Explore, Connect)
    - Semester-long courses taught by Drew faculty complement two days a week in the city learning from professionals. Explore Contemporary Art, Communications and Media, Social Entrepreneurship, Theatre, the United Nations and Wall Street. The nycTREC programs are expanding and are truly signature, credit-bearing experiential learning opportunities.
  - shortTREC
    - Short-term, one to two week learning and exploring opportunities in places like Belize, Paris, Barcelona, South Africa (to name a few).
  - longTREC
    - Semester or year-long immersive programs to study topics such as British culture in London, national politics in Washington, D.C.—plus dozens of other subjects and destinations around the globe.

- Caspersen School of Graduate Studies Programs
  - ShortTRECs help graduate students build cultural affinity and global awareness through out-of-the-classroom experiential learning.

- Drew Theological School Programs
  - The next generation of faith leaders need theological imagination and courage to constructively engage the challenges and opportunities of the real world. TheoTRECs prepare students for the real world IN the real world.

Staffing

- Director
- Assistant Director
- Student Employees
- Faculty Advisory Committee

- Charles A. Dana Research Institute for Scientists Emeriti (RISE)

The Charles A. Dana Research Institute for Scientists Emeriti (RISE) is composed of retirees who have had distinguished research careers in industry. Members of RISE mentor high-achieving Drew undergraduates who want to get involved in scientific research. The program has been in existence for 35 years and has served more than 400 students during that time. Experiential learning at its finest, RISE projects cover topic areas, including drug discovery, industrial microbiology, mathematics, and more. Most of the students continue on to graduate schools in the sciences or to medical schools. RISE is unique: there is no other program like it in the U.S. or any other country.

Staffing

Current members of RISE include two members of the National Academy of Sciences, William Campbell and Arnold Demain. Campbell also received the 2015 Nobel Prize in Medicine and Physiology for research he did on River Blindness while at Merck.

- Director
  - 10 RISE Fellows and Associates
  - Administrative Assistant

Responsibilities of the Position

Drew University seeks an Associate Provost to lead its new Center for Professional Development and Experiential Education (CPDEE). Contributing a creative, collaborative, and strategic skill set, the Associate Provost will advance Drew University’s mission of preparing graduates who are intellectually nimble, ethically grounded, and professionally prepared to engage with their communities and add to the world’s good by responding to the urgent challenges of our time. The Associate Provost will provide vision and leadership for the CPDEE that encompasses internships and career development, civic
engagement, global education, and various units responsible for undergraduate student research and other forms of experiential learning. The Associate Provost will collaborate with directors of each unit to support their distinctive areas of excellence and to build an integrated model that helps students connect their experiential education, post-college planning, and career and professional development experiences with their academic learning into a cohesive educational experience that prepares them for future success.

Increasing undergraduate and graduate student participation and engagement in, as well as expanding opportunities for, meaningful experiential learning that strengthens their career development are important priorities of the Associate Provost. Additional responsibilities include: engaging faculty, staff, alumni, parents, and intern and employer partners to support students’ post-graduation success; leveraging state-of-the-art practices for student career counseling and preparation to enhance learning and development of in-demand competencies; partnering with direct reports, academic colleagues, and advancement officers to convey opportunities and raise external funds to expand CPDEE’s initiatives; enhancing current assessment efforts and analyzing data to determine programmatic strategic direction; designing high visibility programs that showcase and promote the value of experiential learning; planning facility requirements that will optimize collaboration, synergy, and efficiency of shared mission and resources, space, and access for students and campus partners to engage with the CPDEE. The Associate Provost will serve as a key member of the Provost’s senior leadership team and will work cooperatively with academic program directors, faculty, student affairs, and other campus colleagues in supporting institutional strategic priorities and advancing the mission of the Center for Professional Development and Experiential Education.

Characteristics of the Successful Candidate

A master’s degree is required; a terminal degree in a relevant field is preferred. The successful candidate will demonstrate a knowledge of best practices in experiential education and developing career oriented initiatives for college students. A proven track record of large-scale program development and implementation, preferably within an academic environment, is also required. Other important considerations in the selection of the Associate Provost include: experience motivating, facilitating, and supporting collaboration across teams and working effectively with both internal and external constituencies; a record of proven administrative and management experience; demonstrated skills working with a diverse student population; and evidence of excellent oral and written communication skills. A track record of successful fundraising is also preferred.

Additional capabilities and attributes identified as important by Drew stakeholders include:

- possess a track record of accomplishment that demonstrates vision and innovation, coupled with the relational abilities to build widespread support among institutional stakeholders;
- be an advocate and vocal champion for engaging students early in their undergraduate education in a comprehensive, four-year career/professional development and experiential learning process;
- understand the critical role that a career development office plays in helping students translate their experience and aspirations into meaningful and rewarding internships/experiential learning opportunities, further education, and post-graduate employment;
- through prior work experience, demonstrate successful management experience—supervision and professional development of staff, creation of shared vision and strategic priorities, fiscal management, and stewardship of resources;
• understand the current generation of college students and the expectation for fusing high touch and high tech to fully engage this critical constituency;
• be comfortable serving as a visible ambassador—reaching out and connecting with others, including with diverse student groups such as first-generation students, students of color, pathway students, international students, and others who have often been underserved, under-resourced, and/or marginalized;
• must be forward thinking and comfortable leading change—able to anticipate trends, opportunities, and challenges and bring forth innovative solutions that will produce continual improvement and ensure currency of programs, services, and outcomes;
• model a high degree of cultural competency and sensitivity that promotes positive relationships with individuals of varied backgrounds;
• have a frame of reference and/or set of experiences and values that demonstrate an understanding and appreciation for the liberal arts;
• possess strong communication, public relations, and organizational ability;
• understand and value the role of faculty and academic administrators—possess a record of successful partnerships with these stakeholders;
• demonstrate skills of diplomacy and political acuity—capable of managing expectations of multiple stakeholders, articulating a clear strategy, and developing buy-in among varied constituents;
• support professional development for self and entire administrative organization—model active contribution to professional associations and to national and regional conversations regarding the role that career services, experiential learning, global education, undergraduate research, and civic engagement provide in strengthening student success;
• understand the evolving dynamics of the global marketplace, desired workplace competencies, and recruitment strategies, as well as the changing interests and values of contemporary students;
• must be collaborative, transparent, and inspirational—able to connect individuals and their passions to mission-driven goals and objectives.

Likely Opportunities, Priorities, and Challenges of the Position

Chief among the priorities and leadership challenges that await the Associate Provost for Professional Development and Experiential Education is the need to foster a common culture with shared mission, values, and goals across all reporting units that will form the newly created Center for Professional Development and Experiential Education. Identifying existing commonalities and opportunities to build greater collaboration/teamwork, synergy, and efficiency between the existing Center for Internships and Career Development, Center for Civic Engagement, and Center for Global Education, as well as RISE are important objectives that will require the Associate Provost’s attention.

Beyond the broad, overarching priority noted above is the need to evaluate and strengthen the career readiness of students and the services, staffing, and delivery model in place to support that. It will be essential to examine current strategies and ensure that best practices are employed to engage students in career building experiences beginning in their first year of undergraduate studies right through degree completion. A rebranding of the Center for Internships and Careers is needed to build confidence and respect among Drew students and faculty. As part of this effort, the Associate Provost will also need to work collaboratively with institutional senior leadership to expand the engagement of faculty as well as other campus partners in supporting and infusing career-related competencies into the curriculum and co-curriculum to build a common language around career readiness and to facilitate intentional student learning.

Additional challenges and opportunities for the Associate Provost for Professional Development and Experiential Education as articulated by stakeholders are listed below.

• Following a period of assessment and focus on building relationships with direct reports and key faculty and campus colleagues, the Associate Provost must develop a strategic plan that supports
student success, enhances career-related outcomes, and fosters a campus culture that engages all
students in career readiness and experiential learning initiatives. It will be important that the
strategic plan reflect a participatory process, build on current strengths and capabilities, and also
address deficiencies.

- As part of a rebranding and unifying effort to firmly establish reporting units under a single umbrella,
  the new leader will be engaged in planning efforts to identify, design, and/or renovate space
  requirements for the Center for Career and Experiential Education. By bringing units physically
together, routine administrative tasks could be centralized, some staff could be cross-trained, and the
breadth of services and resources available to students would take on a heightened visibility, vastly
improving current operations in separate campus locations. (RISE is the one exception to co-located
services, as the laboratory research focus of this program demands it remain embedded in the Hall of
Sciences.)

- Conduct a thorough analysis of budgets—including restricted funds—supporting each unit, determine
  priorities for current budget allocation, develop a data informed projection of additional financial
  resources needed to advance the work the Center for Professional Development and Experiential
  Education, and work with advancement officers to build a case for targeted fundraising.

- Work collaboratively with the directors of Global Education and Civic Engagement as well other
  academic partners to expand experiential learning opportunities for Drew students. Where possible
and logical, replicate and expand currently successful initiatives (e.g., short & long TRECs and
community-based partnerships), as well as analyze data to support new and creative offerings that
will enhance learning, develop competencies, build and positively impact communities, and further
career preparation among both undergraduate and graduate students.

- Implement high visibility programs to showcase the value of experiential learning (internships,
  research, off-campus study, leadership engagement on campus, and community-based service
  learning) in an effort to broadly promote awareness; recognize individual and group
  accomplishments, advocacy, and support; elevate the work of each reporting unit; and optimize
  learning for the entire campus community.

- Assess current utilization of technology among reporting units—including CRM systems, web-based
  information, and social media—and determine options for enhancing the impact of these tools, as well
  as find integration strategies to improve data management, constituent engagement, messaging, and
data informed decision-making.

- Support and recognize high performing personnel while promoting a culture of shared responsibility.

- Take a key role in convening campus partners to enhance the University’s efforts to develop and
  expand, aggregate, manage/monitor, and evaluate student internships and other experiential learning
  opportunities. The Center for Professional Development and Experiential Education must position
  itself as a resource that is ready and poised to add value to initiatives that are already in place as well
  as an incubator of innovation that actively expands opportunities for students to learn in settings
  beyond the traditional classroom. It will be critical, as well, to ensure that the center is seen as a
  solution provider in terms of information access and management, policy development, expansion of
  opportunities, and preparation of students who are well-equipped to benefit from these experiences
  that integrate academic and career interests.

- Expanding alumni and parent engagement in support of Drew’s goals for strengthening career
  readiness and experiential learning opportunities will also be important for the Associate Provost to
  address. Additionally, there is a need to evaluate options for providing career services support to
  recent graduates and other alumni experiencing transitions. By extending services in this manner, the
University could strengthen its continuum of care and involvement throughout the student/alumni lifecycle.

- While current undergraduate students remain the core focus, the strategic plan for the Center for Professional Development and Experiential Education must also consider the career development and experiential learning needs of graduate degree candidates.

**Measures of Success for the Position**

The following items will define the new Associate Provost CPDEE’s success throughout the first year of employment:

- A thorough assessment of all units—staffing, mission, programs, and budgets—has been conducted.
- Specific attention is directed at strengthening the Center for Internships and Career Development.
- A strategic plan for the integration of all reporting units and enhanced integration of CPDEE initiatives into the student curricular experience is devised with phased-in objectives, including the fall 2019 rollout of a new advising program that will assign specific career and academic advisors to each new student and projections for spring 2020 programmatic initiatives to support heightened engagement in professional development and experiential learning among Drew students.
- A plan for the physical co-location of reporting units has been drafted and work with advancement officers to build a case statement in support of fundraising efforts is advancing.
- A sincere effort has been invested in building and broadening collaborative working relationships with faculty across all academic departments.

**Benefits Overview**

The mission of the Human Resources office at Drew is to support the overall educational goals of the university through effective, fair, and efficient administration of recruitment, career enhancement and benefit programs for the Drew University community. These benefits include, but are not limited to the following:

- Medical plan
- Dental plan
- Retirement plan
- Supplemental retirement plan
- Life insurance
- Long-term care insurance
- Personal accidental death and dismemberment insurance
- Vision insurance
- Childcare center
- Tuition remission and assistance
- Employee assistance program

For more details about benefits at Drew, visit the website at [http://www.drew.edu/human-resources/](http://www.drew.edu/human-resources/)
Application and Nomination

Applications, including a position-specific cover letter and resume, may be submitted online at www.spelmanjohnson.com/open-positions. Nominations for this position may be emailed to Valerie Szymkowicz at vbs@spelmanjohnson.com. Applicants needing reasonable accommodation to participate in the application process should contact Spelman Johnson at 413-529-2895.

Visit the Drew University website at www.drew.edu

In compliance with Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VI of the Civil Rights Act of 1964 and other federal, state, and local laws, Drew University does not discriminate on the basis of age, race, color, sex, gender, sexual orientation, gender identity or expression, religion, national or ethnic origin, disability, or veteran status in employment, admissions, financial aid, or its educational programs and activities. Drew’s Title IX Coordinator and AA/EEO Officer is designated to coordinate the University’s efforts to comply with Title IX, Section 504 and other equal opportunity and affirmative action regulations and laws.

Spelman Johnson has prepared this document based on personal interviews and information copied, compiled, or quoted in part from source documents obtained from our client institution, and as such, the contents of this document are believed to be reliable. While every effort has been made to ensure the accuracy of this information, the original source documents and factual situations govern, and the material presented here should be relied upon for informational purposes only.