THE SEARCH

Stevens Institute of Technology (Stevens) is seeking an energetic and experienced academic and administrative leader as Provost and Vice President for Academic Affairs (Provost). The next Provost will join Stevens at a time of unprecedented positive momentum. The successful candidate will be a key leader at Stevens as the Institute continues to increase its impact and to fulfill its vision of being a world-class, student-centric research university.

Stevens is a vibrant private research university located in Hoboken, New Jersey, overlooking the Manhattan skyline. The university is on a steep, upward trajectory:

- Undergraduate applications have more than doubled since 2010, and the academic profile of incoming students has improved dramatically.
- Graduate applications have risen nearly 80% since 2010, concurrent with increased selectivity.
- Research awards — focused on complex problems with great potential for improvement in the human condition and profound societal significance — have increased more than 40% since 2010.
- Campus, classroom, laboratory, library and technology infrastructure enhancements have improved and modernized Stevens’ academic environment and its work.
- A resurgence in alumni engagement and philanthropic support has confirmed a renewed pride in Stevens: total annual giving has increased more than five fold since 2010.
- Discipline, sound management and progress on a steady growth trajectory have put Stevens in the most stable financial position in recent memory.

Since the university’s founding in 1870, technological innovation has been the hallmark of Stevens’ educational and research programs. Stevens comprises four schools: the Charles V. Schaefer, Jr. School of Engineering and Science; the School of Systems and Enterprises; the College of Arts and Letters; and the School of Business. Across these four schools, more than 6,800 undergraduate and graduate students collaborate with over 380 full-time and part-time faculty members in an interdisciplinary, student-centric, entrepreneurial environment to advance the frontiers of science and leverage technology to confront global challenges. Stevens is home to three national research centers of excellence, as well as to joint research programs focused on critical industries such as healthcare, energy, finance, defense and security, STEM education, and coastal sustainability. Stevens is in the midst of implementing a 10-year strategic
plan entitled *The Future. Ours to Create.*, which is designed to further develop Stevens into a forward-looking and far-reaching institution with global impact. National attention to the outstanding quality and outcomes of a Stevens education continues to grow, and Stevens is consistently ranked as one of the nation’s top universities for return on investment for students, career services programs, and mid-career salaries of alumni.

Reporting to the President and acting as the second highest administrative leader at the Institute, the Provost and Vice President for Academic Affairs serves as Stevens’ chief academic officer. He or she is responsible for the academic integrity of the institution, for all programs and administrative offices related to the academic enterprise, and—in consultation with faculty, officers, and trustees—for long-range academic strategic planning and new initiatives. The Provost leads, in consultation with the Deans of the schools and the leaders of numerous centers, programs, and institutes, cross-disciplinary activities and improvements and innovations in teaching and research. In addition to an outstanding record of scholarly achievement, the successful candidate will possess a deep interest in shaping the future of higher education through innovative, collaborative, and bold leadership.

Stevens Institute of Technology has retained the executive search firm Isaacson, Miller to assist in this recruitment. All inquiries, nominations, and applications should be directed to the search firm as indicated at the end of this document.

**STEVENS INSTITUTE OF TECHNOLOGY**

*Mission and History*

The mission of Stevens is to inspire, nurture, and educate leaders of tomorrow’s technology-centric environment while devising solutions to challenging problems of our time.

Stevens is named after a family with a distinguished reputation in American engineering that dates from the early days of the Industrial Revolution. John Stevens, a colonel in the Revolutionary War, purchased what is now known as the City of Hoboken, including the site of the present-day 55-acre campus in 1784 from the new American state of New Jersey. Colonel Stevens became a pioneer in the development of the steamboat and designed the first American-built steam locomotive. He also petitioned Congress in 1790 for the establishment of the U.S. patent law. Two of his sons, Robert and Edwin, invented the
predominant form of railroad track that is in use today and operated the first commercial railroad in the United States.

When Edwin Stevens died in 1868, his will provided for the establishment of the institute that now bears his family’s name. Two years later, Stevens Institute of Technology opened its doors. The original Institute trustees determined that Stevens should offer a single rigorous engineering curriculum leading to a baccalaureate degree they designated as "Mechanical Engineer." The course of study, grounded in fundamental scientific principles and the humanities, represented the nation’s first school of mechanical engineering. Over subsequent decades, Stevens evolved from a relatively small four-year undergraduate college of engineering into a larger, multifaceted institution. Stevens now offers undergraduate and graduate programs in an array of engineering disciplines, science, management, the humanities, and the arts, and has significant cross-disciplinary research activity. Educating leaders who create, apply, and manage innovative technologies while maintaining a deep regard for human values has been at the core of Stevens’ mission since its founding.

The Institute has witnessed several key milestones. In 1908, the Stevens student body adopted a student-governed Honor System that, to this day, sets the expectations for and enforces academic integrity at the Institute. Women first matriculated as undergraduates at Stevens in 1971, and in 1982, Stevens became the first major educational institution in the U.S. to implement a personal computer requirement for its students. A pioneering technology project at Stevens created one of the nation’s first Intranets by networking the entire campus.

Stevens is well known for its distinctive partnerships with industry and government. These partnerships have been recognized by the award of three National Centers of Excellence from the Department of Homeland Security, the Department of Defense, and the Office of Naval Research. The Institute has also been home to several Nobel Prize winners.

Stevens has accreditations from the Middle States Commission on Higher Education, the Accreditation Board for Engineering Technology (ABET), the American Chemical Society (ACS), and the Association to Advance Collegiate Schools of Business (AACSB).

**Location**

Stevens is located on a scenic 55-acre, park-like campus in Hoboken, New Jersey with breathtaking views of the Hudson River and Manhattan. The residential campus encompasses estate-like grounds, traditional and modern academic and research buildings, residence halls, and athletic facilities.

With a shared history over 145 years, the Stevens Institute of Technology and the City of Hoboken are inextricably linked. The Stevens community is a vital member of the City with more than 175 faculty and staff, 650 Stevens alumni, and more than 2,000 students residing in Hoboken. Stevens is the fourth largest employer in the City and remains committed to ensuring a thriving future for Hoboken.

Hoboken, often referred to as the “mile-square city” because of its small size, has a population of over 50,000 and is part of the vibrant New York City metropolitan area, just 10 minutes from Manhattan by subway, bus, and ferry. Hoboken is rated a Top 10 College Town by *The Princeton Review*. 
Leadership

President

Dr. Nariman Farvardin became the seventh president of Stevens Institute of Technology in July 2011. Since joining Stevens, President Farvardin has been the driving force for the development and implementation of an ambitious 10-year strategic plan entitled The Future. Ours to Create., which aims to increase the university’s stature, impact, and size through growth and increased selectivity in its undergraduate and graduate student populations; targeted investments in research and educational areas of societal benefit; and an unyielding commitment to excellence across all sectors of the university.

President Farvardin joined Stevens from the University of Maryland, where he was a member of the faculty for 27 years. He served as Maryland’s Senior Vice President for Academic Affairs and Provost from 2007-2011 and prior to that as the Dean of the A. James Clark School of Engineering. He is a fellow of the Institute of Electrical and Electronics Engineers (IEEE), holds seven U.S. patents, and co-founded two companies. A passionate advocate of technological innovation, President Farvardin has served on the boards of companies and educational non-profit organizations. In December 2013, he was named a Fellow of the National Academy of Inventors, which honors academic innovators who have contributed to the invention of products, goods, and services that have positively impacted quality of life, economic development, and societal welfare. He has served as Chairman of the New Jersey Presidents’ Council Task Force on Alignment of Higher Education Programs and New Jersey Workforce Needs, is a member of the Board of Directors of the New Jersey Technology Council, Choose New Jersey, and the Business Higher Education Forum.

THE STEVENS COMMUNITY

Stevens has 2,976 undergraduate students and 3,623 graduate students across four schools. Students benefit from an atmosphere of close interaction with faculty due to low student-to-faculty ratios at both the undergraduate and graduate levels. For undergraduates, the first year retention rate is 94%. The 6-year graduation rate is 82% and is climbing. Stevens’ programs of study include 34 undergraduate majors, more than 40 master’s degree programs, 22 Ph.D. programs, and over 100 graduate certificates. Stevens has approximately 1,000 total employees, including 291 full-time faculty members.

Stevens has recently received many awards and honors, including a first-place finish in the prestigious U.S. Department of Energy Solar Decathlon in 2015. In addition, the National Science Foundation, for example, annually recognizes young Stevens faculty members with NSF Career Awards. In 2011, the Center for Innovation in Engineering and Science Education received the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring from the White House. Stevens had previously been honored with the same award in 1998 to recognize the Stevens Lore-El Center for Women. Over the past three years, five faculty members from Stevens have been inducted into the New Jersey Inventors Hall of Fame. The New Jersey Technology Council has recognized President Nariman Farvardin as CEO of the Year—Non-Profit; Ms. Kathy Schulz as General Counsel of the Year—Non-Profit; and Mr. David Dodd as CIO of the Year—Non Profit, all in the past three years. Stevens also received the New Jersey Technology Council’s prestigious Knowledge is Power award in 2015. In 2015, Director of Athletics Russell Rogers was named the Division III Administrator of the Year by the Eastern College Athletic Conference.

In 2013, Stevens received an NSF-funded Advance grant to increase the participation and promote the career advancement of women faculty members, as well as non-tenure-track faculty members, in Science,
Technology, Engineering and Mathematics (STEM) and the Social and Behavioral Sciences (SBS). ADVANCE Stevens aims to enhance diversity and diversity awareness at Stevens through increased fairness, transparency and clarity of recruitment, retention and promotion policies and practices.

An energized alumni body (nearly 40,000 living alumni, about half of whom live and work in New Jersey) are engaged in Stevens through record-breaking philanthropic support, participation in academic advisory boards, the Board of Trustees, and through research and corporate partnerships.

THE STUDENT ACADEMIC EXPERIENCE AT STEVENS

Stevens is known for its rigorous and broad-based engineering curriculum and its School of Business, School of Systems and Enterprises and College of Arts and Letters are also distinguished by the rigorous, technology-centric programs and course offerings.

Student immersion in a comprehensive innovation and entrepreneurship experience begins in the freshman year and encompasses the research and development (R&D) phase through commercialization. Entrepreneurial experiences are thoughtfully integrated throughout the undergraduate curriculum through a freshman course on entrepreneurial thinking and a senior-level capstone course through which many students develop IP, file patents, and launch startup companies. A sophomore- and junior-level program, called IDE@S (Innovation, Design and Entrepreneurship at Stevens), has recently been added.

All undergraduate students participate in the Freshman Experience, a sequence of two common courses: Writing & Communication Seminar and Humanities Colloquium. Together, these courses develop critical thinking, confidence and creativity, all of which are important attributes of successful leaders. The Freshman Experience also orients students to college life while providing a common foundation across majors and schools. The universal syllabi for the courses ensure that every student reads and discusses the same material, regardless of section or instructor. This commonality helps to build and reinforce a sense of solidarity and community among the student body.

At the heart of the engineering curriculum is a unique series of eight core design courses referred to as the Design Spine. The first five are taken by all engineering students and are taught by professors who bring the benefit of industry-based design experience into the classroom and laboratory. The last three courses are taken within the student’s discipline—a junior course followed by a two-semester capstone senior project. The Design Spine is a major vehicle for developing a set of competencies to meet educational goals in creative thinking, problem solving, teamwork, engineering economics, project management, communication skills, ethics, and environmental awareness. The Design Spine is also linked to the engineering science courses taken concurrently each semester. The design and science courses are coordinated so that design projects provide a tangible context for science lecture topics.

Studying business, science, the humanities, or the arts at Stevens is a unique experience not available at other universities, because these disciplines are integrated within the overall technology-centric environment characteristic of Stevens. Business, science, humanities, and art students, just like engineering students at Stevens, are exposed to the complete innovation cycle from conception to commercialization.

Stevens’ business programs are designed to prepare students for the complex, cross-functional, and highly technical businesses approaches of today. In addition to the unique business and technology major, Stevens paved the way for undergraduate studies in quantitative finance as one of the first universities to launch an undergraduate major in this discipline.
Career Development and Cooperative Education

Stevens’ Office of Career Development has relationships with hundreds of top employers who appreciate the characteristics of a Stevens education—including experiential and project-based learning—and routinely recruit Stevens graduates. Stevens’ location places students just minutes from New York City, the hub of world commerce and industry. Every year, more than 300 companies actively recruit on the Stevens campus offering full-time employment and summer internships. These companies include Exxon Mobil, Goldman Sachs, Amazon, Walt Disney World, Johnson & Johnson, Turner Construction, and many more. For the last two years, 95% of Stevens graduates secured job outcomes or entered graduate school within six months of graduation. In addition, Stevens was ranked #3 in the nation for return-on-investment, #9 in early-career salaries, and #10 for mid-career salaries according to a recent study of 1,500 colleges and universities by Payscale.com.

More than a third of Stevens undergraduates participate in the Stevens Co-operative education program. The typical undergraduate Co-op curriculum lasts five years and affords the opportunity for each Co-op student to have two 7-month work experiences. Accommodating the Co-op program academically requires that a great many undergraduate courses be taught in both the fall and spring semesters as well as at least once in the summer. Many student internships and cooperative education placements lead to permanent placement upon graduation. There is also increasing interest in and demand for more Co-op experiences by both master’s and PhD students.

The Honor System

Founded in 1908, the Stevens Honor System was the first student-run honor system at an engineering college. It is a vital part of Stevens and an important tradition that institutionalizes one of the university’s core values - integrity. The Honor System is run by the Honor Board, which is composed of a group of elected undergraduates who oversee the Honor System operation across campus. As a reminder of their commitment to upholding the Honor System, students are required to write the Honor pledge on all undergraduate assignments, quizzes, and exams. The pledge reads “I pledge my honor that I have abided by the Stevens Honor System.” Work submitted without this pledge may not be graded.

Schools and Colleges

Charles V. Schaefer, Jr. School of Engineering and Science

Engineering and science have been at the university’s core since its inception in 1870. In fact, the only degree at Stevens for its first one hundred years was that of an engineer, specifically a mechanical engineer. Mechanical Engineering remains a core discipline at Stevens. However, since the late 1960’s, discipline-specific engineering and science degrees have been introduced at both the undergraduate and graduate levels. Nevertheless, there has been a commitment in all of these disciplines to maintaining the broad-based, credit-intensive engineering education historically associated with a Stevens degree.

The Schaefer School of Engineering and Science was named in 1997. Enrollment and research activities within the School are now at all-time highs. The School's dedication to a hands-on, entrepreneurial, creative experience provides an ideal environment for learning and development. The School of Engineering and Science consists of the following eight departments that offer 17 bachelor’s degrees, 26 master’s degrees, and 14 PhD degrees:
• Biomedical Engineering, Chemistry and Biological Sciences
• Chemical Engineering & Materials Science
• Civil, Environmental & Ocean Engineering
• Computer Science
• Electrical & Computer Engineering
• Mathematical Sciences
• Mechanical Engineering
• Physics & Engineering Physics

**College of Arts and Letters**

The College of Arts and Letters (CAL) at Stevens engages in research and scholarship at the intersection of science, technology, the arts, the humanities, and the social sciences with the objective of having a positive and long-lasting impact on society and the world. Students gain knowledge of the development of science and technology in the past while acquiring the skills necessary to become proficient in their use into the future. This goal is achieved chiefly in two ways: (1) by educating humanists and artists to be knowledgeable about science and technology, so they may become leaders in the fields that encompass them, and (2) by educating engineers, technologists, entrepreneurs, and scientists to be literate, articulate, creative, and ethically responsible. Most importantly, CAL teaches students to bridge the theoretical and practical in productive and meaningful ways.

The College of Arts and Letters offers the following bachelor’s degrees:

• Philosophy
• History
• Literature
• Music and Technology
• Science Communication
• Science and Technology Studies
• Social Sciences
• Visual Arts and Technology

CAL also offers a Master of Arts and a graduate certificate in Policy & Innovation.

**School of Business**

The School of Business leverages strengths in analytics, finance, information systems, and management to provide a forward-looking business education that prepares managers for the future through an emphasis on technology. The School of Business traces its roots to the Howe School of Technology Management at Stevens, which for nearly 20 years developed advanced skills in leaders of technology organizations. The School of Business was fully accredited by AACSB in 2015. Education and research emphasize crucial business disciplines like marketing, business intelligence, entrepreneurship and leadership development—and especially the ways in which technology is reshaping what it means to possess expertise in these areas.

The School of Business offers seven bachelor’s degrees across the following four program areas:

• Economics, Finance and Accounting
• Information Systems
• Management and Marketing
• Quantitative Methods and Decision Sciences

The following graduate degrees are offered:

• Master of Business Administration
• Master of Science in Business Intelligence and Analytics
• Master of Science in Enterprise Project Management
• Master of Science in Finance
• Master of Science in Information Systems
• Master of Science in Management
• Master of Science in Network and Communication Management and Services
• Master of Science in Technology Management

**School of Systems and Enterprises**

The School of Systems & Enterprises (SSE), founded in 2007, is a leader in systems innovation and research. Ranked among the top 50 graduate engineering programs by *US News and World Report*, the SSE is dedicated to addressing complex systems and enterprise challenges of the 21st Century. The School is grounded in an Open Academic Model, which develops meaningful alliances with best-in-class partners from academia, industry, and government. These partnerships blur traditional boundaries to foster intellectual breakthroughs that are both academic and have the ability to be translated and applied to a wide range of industry initiatives. SSE provides students with an inter-disciplinary and trans-disciplinary education embedded in systems research and thinking.

The SSE offers the following undergraduate degrees and programs:

• Engineering Management
• Software Engineering
• Systems Engineering Minor

The SSE offers the following master’s (*only) and PhD programs:

• Engineering Management
• Financial Management
• Socio-Technical Systems
• Software Engineering*
• Space Security Engineering*
• Systems Analytics*
• Systems Engineering
• Systems Security Engineering*
RESEARCH, ENTREPRENEURSHIP AND INNOVATION

Stevens has been at the forefront of innovation and entrepreneurship since the late 1800s, following the footsteps of its entrepreneurial founding family.

In Fiscal Year 2013, the value of Stevens’ research awards exceeded $30 million including funding from federal agencies (NSF, DoD, DHS, NIH, DOE, NASA), foundations, and industry. That amount grew to over $40 million in Fiscal Year 2015.

Because of its size, Stevens is able to define and implement rapid changes. Importantly, during the 1990’s, Stevens exploited this agility to redefine the culture within which research is done by creating an environment in which students, faculty, and industry jointly nurture new technologies from concept to marketplace. This has been an important cultural shift within the academic community and has led Stevens to: (1) introduce the concept of entrepreneurship in undergraduate and graduate education; and (2) transform the traditional technology-transfer process into a technology-driven innovation process. Stevens is well ahead of many universities trying to make this same shift now.

Throughout the university, research and scholarship are pursued both at the individual investigator level and within research centers of varying size.

Research at the Schaefer School of Engineering and Science

Research in engineering and science at Stevens is propelled by internationally recognized faculty members, laboratories, research centers, and shared facilities. Stevens’ researchers are defining the future of engineering with groundbreaking innovations in diverse areas of application including nanotechnology, multi-scale systems, biomaterials and precision medicine, secure systems, maritime security and coastal resiliency, mobile computing and communications, cyber security, and big data analytics.

The School has three National Centers of Excellence:

The Maritime Security Center is a Department of Homeland Security Science & Technology Directorate Center of Excellence in port and maritime security that leverages the physical infrastructure and intellectual capital of its academic, industrial, and government partners. The Center focuses on maritime domain awareness; space-based wide area surveillance; vessel detection, tracking, and monitoring; environmental and organizational factors influencing Marine Transportation System (MTS) security and coastal safety; resiliency; and MTS recovery and continuity of operations.

The Center for the Advancement of Secure Systems and Information Assurance is a National Center of Academic Excellence in Information Assurance Education and a National Center of Academic Excellence in Information Assurance Research. The mission of the Center is to foster collaboration and act as a catalyst for research, education, and entrepreneurship in information assurance and cybersecurity.

The Atlantic Center for the Innovative Design and Control of Small Ships integrates all engineering disciplines related to ship system architecture to catalyze innovations in knowledge and education related naval architecture. The Center further uses this unique educational and research environment to recruit, train, and develop some of the brightest young naval engineers in the United States.
The School of Engineering and Science also has two shared facilities with state-of-the-art instrumentation which are open to the Stevens community and to outside investigators:

The Laboratory for Multiscale Imaging houses imaging capabilities and expertise to study the structure of both synthetic and biological materials from microscopic to macroscopic length scales.

The MicroDevice Laboratory houses instrumentation within a class 100 cleanroom for nano and micro fabrication in support of research activities in nanoelectronics, nanophotonics, nano/micro sensors and actuators, microchemical systems, nanoenergetics, and nanoscale energy harvesting.

Other Centers within the Schaefer School include: the Davidson Laboratory, which is focused on marine monitoring/forecasting and on ship design; the Center for Environmental Systems, which is focused on environmental research, technology development, and technology commercialization with particular emphasis on the remediation of contaminated soil and water and on environmental sustainability; and the Institute for Cognitive Networking, which addresses fundamental challenges related to low cost, reliable, wireless broadband access technologies in traditionally underserved areas. In addition, the Center for Healthcare Innovation is a university-wide initiative that supports multidisciplinary research related to advancing biomedical technology and healthcare delivery and serves as a focal point for integration of external strategic partnerships, most notably with the Hackensack University Medical Center and Georgetown University School of Medicine.

Research and Scholarship at the College of Arts and Letters

The College of Arts and Letters prides itself on the caliber of its faculty, who are actively engaged in research and scholarship that reflects the virtues of the traditional arts, humanities, and social sciences in the midst of technological innovation, such as the philosophy of life sciences and the history and sociology of science and technology. The opportunity to do experimental and innovative research continues to be a primary factor in attracting talented faculty to CAL. The following are CAL’s research centers:

The Center for Technology, Policy, and Ethics is an interdisciplinary center sponsored by CAL with the aim of promoting research, education, and intra-university dialogue in areas of applied ethics and policy.

The Center for Science Writings was created in 2005 to draw attention to writings, from books to blogs, that shape public perceptions of science. The Center sponsors free public events at which prominent writers, including journalists, scientists, engineers, philosophers, and other scholars visit Stevens to discuss science-related issues.

The Sound Synthesis Research Center studies, explores, and develops electronic music through the lens of science and technology. The Center is used by students, faculty, visiting artists, and lecturers to focus on the artistic cultivation, academic advancement, and research and development of electronic music. The Center also utilizes Stevens’ multifaceted recording studio.
Research at the School of Business

Research at the School of Business is driven through its research centers and corporate partnerships:

**The Center for Business Process Innovation** investigates how to improve business processes to increase efficiency.

**The Center for Decision Technologies** investigates ways to help decision makers integrate information through training and visualization, perspectives from information systems, cognitive psychology, social network analysis, and computational sciences.

**The Financial Systems Center** supports research into finance and financial systems, including the development, testing, and evaluation of software for financial networks and the investigation of cybersecurity challenges in the financial domain.

**The Consortium for Corporate Entrepreneurship** aims to increase the success of transformational and disruptive businesses, products, processes, and services through an evidenced-based approach.

**The Stevens Alliance for Innovation and Leadership** explores best practices in management through shared experiences and academic research.

Research at the School of Systems and Enterprises

The following research centers are associated with the School of Systems and Enterprises:

**The Center for Coastal Resilience and Urban eXcellence** is dedicated to the proposition that coastal cities can increase their resilience to climate change and extreme events while simultaneously improving their quality of life.

**The Center for Complex Adaptive Sociotechnological Systems** focuses on the study of complex sociotechnological (human-engineered) systems and organizations. The vision of the Center is to advance the state of knowledge in complex sociotechnological systems through contributions to the fundamental science of adaptive complexity and to emerge as one of the top centers nationally and internationally for complex systems research.

**The Center for Complex Systems and Enterprises** focuses on four key domains: healthcare delivery, financial systems, urban resilience, and national security. This transdisciplinary center connects and mobilizes the research visions, experience, talent, creativity, and capabilities that exist across Stevens and many of its collaborators. These collaborations foster new research and education in systems science and engineering to enable deep understanding of complexity and create innovative approaches to managing complexity.

**The Hanlon Financial Systems Center** is a state-of-the-art financial research and teaching facility that supports programs at the undergraduate, master’s, and doctoral levels. The first of its kind in the country, the Center serves as a platform for financial systems research; the development, testing, and evaluation of software for financial networks; and the investigation of cyber-security challenges in the financial domain. The Center was formed to apply systems thinking and related methods to analyze, understand, and characterize the behavior of the complex global financial system.
The Systems Engineering Research Center (SERC) was founded in 2008 when Stevens was awarded the nation's first Department of Defense-funded University Affiliated Research Center (UARC) to focus on systems engineering research. SERC recently earned a five-year, $60 million renewal. This award represents the largest initiative focused in systems engineering in the nation. The Systems Engineering Research Center is led by Stevens, with the University of Southern California serving as its principal collaborator. The SERC draws its resources and expertise from a collection of senior lead researchers from 18 leading collaborator schools and research organizations throughout the U.S.

THE PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS: OPPORTUNITIES AND CHALLENGES

Serving as the senior member of the President’s cabinet, the Provost and Vice President for Academic Affairs reports directly to the President and is the chief academic officer of the Institute. The Provost plays a significant role, in close partnership with the President, in long-range, strategic planning and implementation. The Provost is responsible for, in coordination with the academic Deans, supporting and advancing the teaching and the scholarship of the faculty. The Deans report directly to the Provost. The Provost’s direct reports also include eight other functions: the Vice Provost for Research, Innovation and Entrepreneurship; the Vice Provost for Academics; the Vice Provost for Strategic Initiatives; the Dean of the Center for Corporate and Professional Education; the Dean of Graduate Admissions and Enrollment Management; the Dean of Academic Administration; the Executive Director for Institutional Research and Effectiveness; and the Associate Dean of International Student and Scholar Services.

As an integral member of the President’s team, the Provost will ensure the vitality and distinction of Stevens’ academic enterprise by addressing key opportunities and challenges:

Advocate for faculty and foster scholarship and innovation

The Provost will realize that in order to be a student-centered research university, the institution must be both student-centric and faculty-minded. The Provost will represent academic values and have the respect, trust, confidence, and support of the faculty.

The Provost will understand the research, teaching, and service demands facing faculty members, both tenure-stream and non-tenure stream, and will implement appropriate faculty load policies to support and expand Stevens’ research enterprise. He or she will seek innovative opportunities to augment the research mission and stimulate discovery and will work with leaders, both within and beyond the university, to build a robust and diversified set of revenue streams to support research activities.

The Provost will move ever-greater responsibility and authority to the Schools. Resources must be allocated as closely as possible to school-specific issues and responsibilities, and Deans will be held accountable for results. Resources will also be allocated transparently to both sustain and exploit a plethora of faculty-led, entrepreneurial, revenue-generating initiatives in both education and research.

Align resources and invest in the recruitment, retention, and development of faculty

The Provost will nurture and grow the current faculty and attract talented new faculty from diverse backgrounds. Stevens has had a successful track record in recent years of hiring impressive, rising-star assistant professors, including a higher than average percentage of women. Recruiting outstanding faculty from underrepresented groups remains a challenge that needs to be addressed. The Provost will invest
efforts in hiring senior faculty whose experience will strengthen the academic environment and who can mentor junior faculty. The Provost will set a tone for recruitment and promotion that will inspire and raise the expectations of the faculty for their individual and collective success.

**Lead a collaborative and transparent academic strategic planning process**

The Provost will be a strategist and thoughtful leader. The Provost will make difficult decisions about resource allocations in a sensible, comprehensive, and transparent fashion that balances strategic initiatives with operational needs based on programmatic revenue generation. He or she will engage the Deans and the faculty in the creation of strategic plans for the academic enterprise that complement and amplify the institutional strategic plan and lead the institution toward higher levels of academic achievement and prominence as well as better use of both physical and financial resources. Transparency will be an essential component of the strategic decision-making and planning processes. The Provost will be an adept communicator who is able to articulate a vision that connects to clear goals and who recognizes the importance of gaining consensus among the faculty.

**Effectively manage the academic enterprise during a time of transition and momentum**

Stevens is exceptionally well positioned as a distinctive institution that has gained significant momentum in an increasingly technology-centered society and economy. The Provost will build on the progress of recent years, focus on near-term strategic needs, and look over the horizon five to 10 years ahead. The Provost will master the balance of being a visionary and creative thinker with being logistics-focused and detail-oriented. The Provost will have the capacity to help set and implement the President’s vision and address the academic programs’ needs. He or she will be an informed, collaborative, and influential partner for other senior administrators and a judicious delegator of appropriate tasks.

**Establish recruitment strategies to diversify graduate enrollment and enhance selectivity**

Diversification of the graduate student body will ensure stable enrollment by buffering against fluctuating international relations. The Provost will devise strategies to increase the recruitment and matriculation of domestic graduate students. He or she will find ways to increase and leverage financial aid resources to strategically maximize enrollment in growth areas and to attract graduate students with increasing academic credentials. The Provost will work with faculty to develop distinctive programs and experiences that differentiate Stevens in a competitive environment.

**THE SUCCESSFUL CANDIDATE**

The position of Provost and Vice President for Academic Affairs provides a rare opportunity for an academic leader to amplify the momentum at Stevens Institute of Technology and significantly impact the future of the institution. The ideal candidate will possess the following personal and professional qualifications:

- An energetic, entrepreneurial, and collaborative leadership style that inspires faculty, students, and staff and can build pride in, and commitment to, the Stevens vision;

- A commitment to building a strong learning environment for students—both undergraduate and graduate—that stresses academic quality, experiential learning, technology, and global perspectives;
• An ability to identify and nurture excellence within programs, departments, and schools that includes the ability to recruit, develop, and retain superb faculty members;
• A respect for all disciplines and a desire to work collaboratively with faculty and administrators to promote the collective goals of the institution;
• An ability to set and meet high expectations for himself/herself and for the Stevens academic community;
• An impeccable record of integrity with strong commitment to high ethical standards capable of earning the trust of the community;
• Strong financial management skills including the ability to manage university finances, communicate the relationships between academic priorities and budgeting, and transparently align strategic initiatives with long-term budget planning;
• The fortitude and confidence to make leadership decisions when faced both with exciting opportunities and significant challenges while operating within a largely tuition-driven budget model;
• An appreciation for the importance of balancing outstanding scholarship and high-quality teaching with a faculty comprising tenure-track, teaching-track, and research-track members;
• A commitment to diversity, relying on individual action and institutional leadership to advance diversity and inclusion;
• Experience and determination in guiding implementation of a strategic plan, establishing metrics, measuring progress, and adapting as necessary;
• The ability to think strategically and tactically at both the macro and micro levels with keen attention to detail;
• The ability to build bridges between academic disciplines and a commitment to facilitating collaborative activities across institutional and disciplinary boundaries;
• The ability to describe and to garner both engagement and support for academic priorities as part of an impending university capital campaign;
• A record of mentorship and capacity-building to cultivate the next generation of academic leadership;
• Effective communication and interpersonal skills; a good listener and active learner who appreciates multiple perspectives;
• A record of leadership;
• An earned doctorate and a record of distinguished scholarship and teaching appropriate for appointment as a tenured full professor;
• Creativity, passion, openness, and flexibility.
TO APPLY

Please direct nominations, inquiries, and application materials—including a cover letter, curriculum vitae, and a list of references—in confidence and online to:

Gale Merseth, Vice President
Kate Barry, Managing Associate
Courtney Thomas, Associate
Isaacson, Miller
www.imsearch.com/5679

Stevens values diversity and seeks candidates who can contribute to a welcoming climate for students, faculty and staff of all races and genders. Stevens is an NSF ADVANCE institution committed to equitable practices and policies.

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