



Executive Director of Career Services

Princeton University invites nominations and applications for the position of Executive Director of Career Services. Reporting to Vice President for Campus Life W. Rochelle Calhoun and serving on her senior leadership team, the executive director will join the Princeton community at a time of great momentum. The Office of Career Services recently completed a strategic relaunch of its services, which significantly increased the breadth and depth of the ways in which it engages with students and alumni. The executive director will have the opportunity to harness this positive energy as the office continues to evolve and grow under this individual's leadership. As part of these efforts, the executive director will also deepen existing—and create new—relationships with internal stakeholders across campus to expand the impact of the office's efforts on behalf of students. The executive director will serve an important external role as well by building creative and productive alliances with a wide range of external partners, including alumni, employers, foundations, and other organizations. Ultimately, the executive director will be charged with leading a staff of 20+ flexible, knowledgeable, and highly motivated career services professionals to develop and realize a shared vision for becoming the most nimble, innovative, and mission-driven organization of its kind.

University Mission and Values

Princeton University is a worldwide leader in education and research. According to *U.S. News & World Report*, Princeton has been ranked first among national universities for 15 out of the past 17 years. Reflective of Princeton's commitment to provide an education that shapes the whole person, fosters civic engagement, and prepares future leaders, the *U.S. News & World Report* has also placed Princeton first in "best undergraduate teaching" over the past three years. According to *The Princeton Review*, "Princeton combines the strengths of a major research university with the qualities of an outstanding liberal arts college."

The Princeton community is large and diverse, with a deeply felt, shared sense of mission. Its extraordinarily talented faculty and students are drawn to its campus from across the globe. The University has an unyielding dedication to the pursuit of knowledge, the diversity and inclusivity of the entire campus community, and the ideal of service. Princeton's commitment to service is reflected in its unofficial motto: "Princeton in the Nation's Service and the Service of Humanity."

The values and ethos of Princeton University are clearly articulated in its mission statement:

"Princeton University advances learning through scholarship, research, and teaching of unsurpassed quality, with an emphasis on undergraduate and doctoral education that is

distinctive among the world's great universities, and with a pervasive commitment to serve the nation and the world.”

The University's defining characteristics and aspirations include:

- a focus on the arts and humanities, the social sciences, the natural sciences, and engineering, with world-class excellence across all of its departments;
- a commitment to innovation, free inquiry, and the discovery of new knowledge and new ideas, coupled with a commitment to preserve and transmit the intellectual, artistic, and cultural heritage of the past;
- a faculty of world-class scholars who are engaged with and accessible to students and devoted to the thorough integration of teaching and research;
- a focus on undergraduate education that is unique for a major research university, with a program of liberal arts that simultaneously prepares students for meaningful lives and careers, broadens their outlooks, and helps form their characters and values;
- a graduate school that is unusual in its emphasis on doctoral education, while also offering high quality masters programs in selected areas;
- a human scale that nurtures a strong sense of community, invites high levels of engagement, and fosters personal communication;
- exceptional student aid programs at the undergraduate and graduate level that ensure Princeton is affordable to all;
- a commitment to welcome, support, and engage students, faculty, and staff with a broad range of backgrounds and experiences, and to encourage all members of the University community to learn from the robust expression of diverse perspectives;
- a vibrant and immersive residential experience on a campus with a distinctive sense of place that promotes interaction, reflection, and lifelong attachment;
- a commitment to prepare students for lives of service, civic engagement, and ethical leadership; and,
- an intensely engaged and generously supportive alumni community.

About The University

Essential facts and figures about the University include the following:

Faculty

The University's exceptional faculty includes more than 1,200 scholars working at the frontiers of knowledge across the disciplines. Each year, Princeton faculty members receive numerous

national and international honors recognizing their scholarship and research. The current faculty includes 10 Nobel laureates. Demonstrating the University's distinctive commitment to teaching, all faculty members are expected to teach both undergraduate and graduate students. The undergraduate student-to-faculty ratio is 5:1.

Undergraduate Education

There are more than 5,200 undergraduate students at Princeton who come from a wide variety of backgrounds and groups. The University offered admission to 6.1 percent of the applicants for the class of 2021. Of the students offered admission, 50.5 percent are women and 49.5 percent are men; 53.4 percent have self-identified as people of color, including biracial and multiracial students; 63.8 percent of the admitted students come from public schools, and 18.9 percent will be the first in their families to attend college. Students receiving offers of admission to the Class of 2021 come from 49 states, plus Washington, D.C., Guam, Puerto Rico, American Samoa and the Virgin Islands. International students represent 12.1 percent of the admitted students and are citizens of 76 countries.

Princeton supports students from all socioeconomic backgrounds with a financial aid program designed and resourced to support the University's commitment to equality of opportunity, regardless of financial circumstances. Twenty-two percent of the Class of 2021 was eligible for Pell grants for low-income students and 60 percent of undergraduates receive financial aid. As a result, 84 percent of undergraduates are able to graduate without debt.

Undergraduate students participate in more than 300 student organizations. Eighteen percent of the undergraduate student body participates in intercollegiate athletics through one of the 37 varsity sports teams.

Graduate Education

Princeton's graduate school encompasses nearly 2,700 students who work closely with distinguished faculty in their research and scholarship. With a focus on doctoral education that emphasizes original and independent scholarship and a select number of master's degree programs, students receive degrees across the humanities, social sciences, natural sciences, and engineering. Forty percent of graduate students are women, and 43 percent are international citizens.

Princeton guarantees full funding (tuition, fees and a generous stipend) for its regularly enrolled, degree-seeking Ph.D. candidates for all years of regular program enrollment, which comes in the form of fellowships, teaching assistantships, and research assistantships.

Budget

The University is a large economic entity, with an annual operating budget over \$1.9 billion. The Princeton endowment is the fourth largest in the country, valued at \$23.8 billion in June 2017. Princeton has a substantial impact on the New Jersey economy as an employer, research and innovation leader, sponsor of construction projects, purchaser of goods and services, and financial and civic contributor to local communities. The economic output of Princeton University in 2015 was \$1.58 billion, resulting from its employment of nearly 7,000 individuals, visitor spending, research expenditures, construction spending, and off-campus student spending.

University Leadership

The University is led by Christopher L. Eisgruber, who took office as Princeton University's 20th president on July 1, 2013. A renowned constitutional scholar, he served as a member of the Princeton faculty for 12 years and as Princeton's provost for nine years before being named president. Under President Eisgruber's leadership, the University is pursuing initiatives that increase the socioeconomic diversity of the undergraduate student body. The University seeks to attract and enroll talented individuals from all backgrounds, and to ensure that all students have the support they need to flourish on campus. The University aims to add an additional 500 undergraduates to its population, and continue to enhance its academic instruction and exploration of various global regions and cultures.

In addition to expanding the undergraduate population and increasing the socioeconomic diversity of its students, President Eisgruber's strategic priorities include:

- achieve unsurpassed quality in all fields;
- emphasize service;
- exercise visible leadership in the arts and the humanities;
- undertake a bold interdisciplinary initiative centered on the environmental sciences;
- invest in engineering and information sciences; and,
- improve Princeton's connections to the innovation ecosystem.

W. Rochelle Calhoun began her appointment as vice president for campus life on September 1, 2015. A graduate of Mount Holyoke College, she continued her graduate studies at Columbia University School of the Arts, where she earned an M.F.A. Vice President Calhoun worked at Mount Holyoke College for twenty-three years, where she served in many roles including as acting dean of the college, before moving to Skidmore College as dean of student affairs and, most recently, vice president for student affairs. In addition to her work as a college administrator, Vice President Calhoun is an educator and consultant. She has worked on her own as well as with Diversity Works, Inc. of Amherst, Massachusetts; the National Conference for Community and Justice of Connecticut, and Romney Associates of Amherst, Massachusetts to conduct multicultural organizational training. Rochelle has also been invited to speak and train on issues of diversity and conflict resolution at regional and national conferences.

About the Office of Career Services

The mission of Career Services is to help students define a unique career and life vision, and then connect them in multi-dimensional, personalized ways to the resources, people, organizations and opportunities that will enable them to make their visions a reality. Beginning the first year at Princeton, Career Services engages students in self-exploration and reflection, helping them learn how to use their experiences—classwork, co-curricular activities, jobs and internships—to develop a better understanding of themselves and their interests.

Over the last several years, the staff of Career Services have embraced and brought to life a newly holistic approach to the work of advising students. A signature program has emerged—and will continue to evolve based on participant feedback—which encourages students to explore their values, aspirations, and beliefs as part of the work of imagining their future lives. The program

begins with a group session focused on identifying one or two critical questions for follow-up in an individual session with a career adviser.

In the 2015-16 academic year, over 27,000 applications were submitted through Handshake, the office's online career management system, and over 3,200 on-campus interviews for jobs and internships took place. 72.2 percent of the Class of 2016 reported accepting an offer of employment and 18.5 percent reported that they would be pursuing further education after they graduated.

In 2017, 39 percent of the 2011-12 Ph.D. degree recipients reported that they were engaged in nonacademic career opportunities. At the academic division level, 56 percent of the engineering Ph.D. degree recipients held nonacademic positions five years out.

Role of the Executive Director of Career Services

A creative, diplomatic, and visionary leader and manager, the executive director of Career Services will continue the current bold trajectory of Career Services. With a deep commitment to partnership and collaboration both internally and externally, the executive director will ensure that Career Services continues to push toward the cutting-edge in the field and serve as a model across higher education. The executive director will serve not only as a source of inspiration, but of practical and operational expertise, and be prepared to directly facilitate the realization of the office's ambitious goals.

The executive director is supported by an expert staff of more than twenty, including the following direct reports:

- director of Career Services
- senior associate director of career advising
- senior associate director of career education
- senior associate director of strategic communications & marketing
- senior associate director of IT, assessment & finance
- senior associate director of employer & alumni engagement & outreach

The culture within Career Services is markedly positive, professional, and collegial. The staff pride themselves on their openness and adaptability, and are proud of the changes they have made in recent years to expand the scope and depth of their services. They are eager to continue assessing and refining their programs and practices in order to achieve even greater results for the students and alumni they serve.

The executive director reports to the vice president for campus life and serves on her leadership team, which also includes:

- executive director for planning and administration
- dean for diversity and inclusion
- director of athletics
- dean of undergraduate students
- executive director of the Pace Center for Civic Engagement

- dean of religious life and the chapel
- executive director of University Health Services

Other important partners for the executive director include the dean of the college, the dean of the Graduate School, the staff within the offices of alumni affairs, the residential colleges, and many others. The executive director will also be expected to serve as the outward face of Career Services with external partners including alumni, trustees, employers, foundation leaders, and others across the country and around the world.

Opportunities & Challenges

The executive director of the Office of Career Services should be prepared to embrace the following opportunities and challenges:

- **Building internal and external support for and leading the implementation of a strategic vision for the Office of Career Services that will secure Princeton's position as a national leader in the field.** The executive director will embrace and build upon the current successes of the office and harness the momentum of recent years. The executive director will be skilled at translating bold and innovative ideas into targeted initiatives that are both powerful and achievable. This individual will ensure that the office's future direction is one that is developed in collaboration with existing staff and campus partners, as well as with due consideration for best practices within the field, emerging technologies, feedback from students, alumni, and employers, and the changing needs of Princeton's diverse and heterogeneous undergraduate and graduate student bodies.
- **Expanding and deepening the range of experiences and opportunities that students and alumni can explore through Career Services.** In order to keep pace with the changing interests and demographics of the Princeton student and alumni population—and their desire to engage in meaningful service as well as to explore less traditional fields such as entrepreneurship—the executive director will work with internal and external partners to cultivate a wider range of jobs, internships, service opportunities, and other experiences than found in most traditional career services operations.
- **Fostering richer partnerships throughout the Princeton campus community.** To best support effective programming that meets the needs of undergraduate and graduate students and employers in today's fast-paced marketplace, the executive director will maintain strong relationships with the residential colleges, the dean of the college, the dean of the Graduate School and graduate departments/programs, the Office of Alumni Affairs, and the Pace Center for Civic Engagement among many others. The executive director will also pursue increased international career opportunities through collaboration with the Office of International Programs and overseas alumni associations.
- **Continuing to support the diverse needs of Princeton students and alumni—both undergraduate and graduate—with appropriately tailored holistic advising and programming.** While the Princeton undergraduate student body is widely recognized for its academic excellence, it may not be universally known that Princeton's commitment to

educating talented students regardless of background has transformed the makeup of the student body over the last decade. More than 46 percent of the Class of 2021 are students of color, and a record 22 percent of this class are eligible for Pell grants (approximately 60 percent of undergraduates receive financial aid). The leader of Career Services must therefore be attuned to and supportive of the widely varying needs of Princeton undergraduates, and thoughtful about designing and delivering a broad and inclusive range of programs and services. In addition, the executive director should have deep and nuanced understanding of the unique challenges facing graduate students and be prepared to partner particularly closely with the Office of the Dean of the Graduate School in creating programs.

- **Serving as the public face of the Office of Career Services in order to build new partnerships and attract additional resources.** The executive director will be an engaging and persuasive advocate for Career Services with the ability to meaningfully connect with constituents ranging from domestic and international students, parents, alumni, faculty, employers, trustees, and foundation and higher education leaders. The executive director will also have the opportunity to collaborate with development, alumni affairs and the vice president for campus life in building important partnerships.
- **Providing continued growth and development opportunities to a staff of exceptionally talented and dedicated career management professionals.** Since embarking on a structural reimagining of Career Services four years ago, Princeton University's investment in the office has grown steadily and strategically. The executive director will ensure that these highly skilled, knowledgeable, and passionate career management professionals are supported and mentored, and that their current culture of innovation and exploration is sustained.

Desired Qualities and Characteristics

The executive director will be a visionary leader and manager with strong interpersonal and communication skills, coupled with the ability to think creatively, holistically, and practically about career and life planning for a diverse student population entering a complex and fast-changing world. An advanced degree is preferred and the ideal candidate will bring many of the following complementary abilities and experiences to his or her work:

- Experience leading an organization through the process of developing and achieving a shared strategic vision;
- A passion for enabling even more bold and innovative ways for Princeton students and alumni to use their talents in the service of the nation and the world and for imagining possibilities well beyond the confines of a traditional career services operation;
- The foresight to set and achieve long-term strategic goals as well as the pragmatism to anticipate and prepare for more immediate needs and priorities;
- Demonstrated skill in forging new institutional relationships, marshaling professional networks, and building new partnerships both internally and externally;

- The boldness and equanimity to move confidently through ambiguous, non-hierarchical situations as well as the sensitivity to recognize when one should proceed slowly;
- Sufficient quantitative ability to interpret and convert data into a compelling narrative and present it persuasively;
- An appreciation of the complexities of how identity and circumstance may influence an individual's ambitions and experiences as well as a deep, demonstrated commitment to working with students and parents from a wide range of backgrounds;
- An ability to communicate persuasively and connect genuinely with everyone from individual students to alumni groups to university administrators to national thought leaders;
- Experience mentoring and leading a staff and ensuring a healthy and inclusive workplace climate for all;
- Knowledge of current best practices in career development and employer relations, including National Association of Colleges and Employers ("NACE") standards; and,
- A leadership style which appropriately balances diplomacy with transparency, vision with pragmatism, and the desire to serve students with an understanding of how to forge partnerships with a wide range of constituencies on their behalf.

Contact

Please send nominations, applications, and queries in confidence and electronically to:

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