



PROVOST SEARCH





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The International Institute for Restorative Practices (IIRP) seeks an innovative and experienced leader in higher education as Provost for our graduate school. The ideal candidate will have a passion for facilitating adult learning, a collaborative approach to program development, and a commitment to restorative practices.

An Exceptional Opportunity

Serving as the chief academic officer, the Provost of the IIRP will support our strategic vision to expand the field of restorative practices across disciplines and to foster the intellectual growth and competencies of adult learners. The IIRP seeks an accomplished leader who values the praxis of restorative processes and finds excitement working with others. The Provost will possess a commitment to diversity, equity, and inclusion that will be evident in how they develop opportunities for our academic and continuing education programs. This includes new graduate-level certificates, and expanding the faculty and curriculum of our Master's degree program to support a new generation of inclusive practice and professional leadership.

The ideal candidate will enjoy working with diverse perspectives, encouraging social connection, embracing the transformational nature of conflict, and fostering collaboration for positive social change. They will possess the experience, skills, and drive required to help shape the future of this innovative and progressive institution, and exemplify the character and ethics expected in a highly visible and trusted educational leader.

ABOUT THE IIRP

The Mission

The mission of the International Institute for Restorative Practices Graduate School is to strengthen relationships, support communities, influence social change, and broaden the field of restorative practices by partnering with practitioners, students, and scholars.

Restorative Practices

Human beings are instilled with the need to connect and grow with each other. Restorative practices is a field within the social sciences that studies how to strengthen relationships between individuals as well as social connections within communities. We provide our students with the tools they need to change their lives, schools, organizations, and communities. Through intimate learning groups of faculty and students, we teach together, learn together, and strive to effect positive social change.

Overview of Academics and Continuing Education

The International Institute for Restorative Practices (IIRP) Graduate School was established in 2006 as the world's first graduate school devoted entirely to the study, teaching, and development of restorative practices. As the field of restorative practices grows and evolves, we are dedicated to always being at the forefront of exploring new concepts, new approaches, and new methods. As scholars and practitioners, we focus on improving relationships, responsibility, and respect. We empower our students to take this thinking outside of their classes and share it with their families, friends, schools, workplaces, and communities. In every course, students engage in useful projects, draw on the expertise of faculty, and form supportive networks of peers. Our graduates emerge as seasoned

changemakers who bring their own understanding of restorative practices with them wherever they go, and lead others by their example.

We offer a 30-credit online [Master of Science in Restorative Practices](#) degree. Students may choose to pursue one of two specializations, Education or Community Engagement, and the option to complete a thesis in which they conduct original research. The Master of Science program concludes with RP 699 Integrating Seminar, which serves as a capstone to their coursework. A 12-credit Graduate Certificate is also offered, and credits earned toward the certificate can be applied to the degree program. Online instruction allows us to transcend geography and aggregate curious students from across the globe.

The majority of our adult learners pursue professional, noncredit continuing education provided in various learning formats and modalities. Each year, we provide online, in-person, and onsite learning experiences to thousands of individuals, schools, and organizations.

Strategic Plan 2020-2025

In 2019 faculty, students, trustees, and staff developed a five-year Strategic Plan. To set our sails for 2025, we mapped a course through a participatory process designing a future that anchors the IIRP in the world of higher education. We have four strategic goals:

- **Goal 1:** Education is to be transformative and influential.
- **Goal 2:** Deliver consulting processes valued for organizational learning and adaptive change.
- **Goal 3:** Create research initiatives that generate new knowledge and spur innovation.
- **Goal 4:** Our work culture explicitly models restorative practices.



Each goal has measurable objectives to achieve by 2025 and underlying initiatives designed to move us toward achieving them. This has led to the creation of a thesis option and specializations in our Master's degree program. We are currently assessing options for new graduate certificates and have allocated resources to hire additional faculty, pursue educational partnerships across disciplines, and expand our development functions. Our strategic plan is a living document that led us through the pandemic and has served to align resources within a dynamic culture.

Our vision, to meet our mission and achieve our goals guides us to:

- **Act nimbly:** Encourage creativity by moving quickly and taking risks,
- **Work boldly:** Create the capacity to mount projects that are unique, scalable, and relevant,

- **Share openly:** Influence through generosity to accelerate the advancement of social health, and
- **Reach globally:** Include key stakeholders whose diverse knowledge and experience are critical to our success

In order to more effectively work toward the goals in our strategic plan, the IIRP has adapted a multidimensional organizational model.

Multidimensional organizations assemble resources around their key outputs in order to emphasize the dynamic interactions supporting the mission. From employee orientation to biannual budget, planning, and assessment meetings, the strategic plan becomes a living document referenced in monthly meetings and bimonthly team builders; it is assessed and reported on each term.

Location

[The IIRP Graduate School](#) is located at the corner of Main and Walnut Streets in historic downtown Bethlehem, Pennsylvania, in the heart of the Lehigh Valley. This area is home to a variety of attractions and historic and cultural sites. [Bethlehem](#) has been named one of the ten best main streets ranked by USA Today and is within driving distance of New York City, Philadelphia, the Pocono Mountains, and scenic Bucks and Lancaster Counties. To make our education accessible to a global audience, our graduate curriculum is fully accessible online.



Accreditation

The IIRP is accredited by the Middle States Commission on Higher Education, 1007 North Orange Street 4th Floor, MB #166, Wilmington, DE 19801 (267-284-5011). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation.

Our Students

Since our accreditation in 2011, we have awarded 324 Master of Science degrees and 291 Graduate Certificates. More than 250 students attend the IIRP Graduate School each year.

They are:

- Motivated by a sense of justice to create a fairer and more participatory world,
- Determined to learn how to manage conflict and foster respect and empathy,
- Eager to engage individuals to have voice in decisions that impact them, and
- Driven to proactively build relationships through a collaborative spirit.

In accordance with our mission, the ideal candidate for admission is dedicated to improving their work setting or community through the use of restorative practices. The application process for admission to the Master of Science in Restorative Practices program encourages students to articulate their personal, professional, and educational goals.

Once admitted, students tailor their studies through electives and specializations, and have an option to complete a thesis. Because this degree is offered online, students from around the world may enroll.

Our students are adult learners from diverse backgrounds. This past year, 22% of our student body resided in Pennsylvania, 71% were from out of state, and 7% of our students were international.

We believe there should be no surprises regarding tuition when students begin their graduate work at the IIRP. As the hallmark of our Transparent Tuition program, we guarantee admitted students that their tuition will not increase through the completion of their program and that there are no hidden costs. We do not charge fees for course registration, graduation, or transcripts.



Leadership, Shared Governance, and Faculty

Our restorative ethos is embedded within governance structures, policies, and decision-making processes with defined reciprocal roles and responsibilities for students, staff, faculty, administration, and trustees.

The Committee of the Whole is the IIRP's shared governance structure. It is comprised of the President, Provost, full-time faculty, librarian, and unit leaders. This wide engagement ensures that all parties actively participate in decision making and have a substantial voice in issues of governance. Since 2021, there has been a commitment to transparency and all employees of the IIRP are welcome to attend and participate in COW Meetings.

Our six full-time faculty members and our librarian are well regarded restorative practitioners, scholars, and researchers. The delivery of the curriculum is enhanced by a dedicated group of adjunct faculty members who are also invited and encouraged to participate in monthly faculty business meetings and creative "faculty chews" to discuss the field itself.

The faculty is a critical part of the culture of assessment at the IIRP and oversees the curriculum of both credit and noncredit offerings. Members of the faculty are frequent presenters at conferences and are engaged in helping to create our research agenda.

Finances

The IIRP is in a strong financial position, able to confidently expand its administration, faculty, and staff. As a stand-alone nonprofit graduate school, we have decided not to rely on federal funding. The majority of our revenue comes from the continuing education services we provide throughout the US. For the fiscal year ending June 30, 2022, the IIRP's annual operating revenues were approximately \$8.4 million, with assets totaling \$11.0 million and liabilities of \$211 thousand and ample reserves.

CONTEXT AND OPPORTUNITIES

Developing the Field of Restorative Practices

The Provost will be a curious learner, eager to understand the applications, principles, and processes of restorative practices and other allied fields across cultures and context. They will possess a true affinity for restorative practices, an appreciation for both training and graduate education, and an understanding of the roles teaching and research play in the Institute. The Provost will oversee the expansion of faculty with the fields and experiences needed to develop a robust curriculum in the Master's degree program.

Leadership in a Unique Academic Environment

To encourage collaboration in our small graduate school, the Committee of the Whole brings faculty and administration together monthly to participate in shared learning and decision making. The Provost reports directly to the President and advises the Trustee educational subcommittee. The Provost is highly invested in the curriculum, learning environments, course design, and how learners interact with our institution. Our inclusive environment values both faculty and staff participation in meetings, research, events, and projects. Adjuncts provide different perspectives to our students while potentially teaching at other international institutions. Together, continuing education instructors, faculty, and students are collectively responsible for developing the field of restorative practices and aspiring to impact meaningful change.



Evolving Demands in Higher Education

As a newer field of study, it is essential to articulate the benefits of the education we offer to advance in one's chosen career. While personal motivations might revolve around reciprocity and resilience, the value of our degree needs to translate and meet the needs of employers to foster innovation in diverse teams and manage conflict in a manner that upholds institutional values. Parsing learning goals into easily attainable certificates is essential and will allow learners to build skills and qualifications tailored to their own demands. Noncredit learning opportunities must also be accessible to community leaders, established professionals, and those wanting to create a more just and compassionate future.

QUALIFICATIONS & QUALITIES OF THE NEXT PROVOST

The Position

Serving as the chief academic officer, the Provost supports our strategic vision to expand the field of study across disciplines, fosters the intellectual growth and competencies of adult learners, and advises the President on all academic matters. The Provost advises the Education Committee of the Board of Trustees, oversees academic strategic planning, and is charged with expanding our curriculum and faculty to ensure that learning goals meet the expressed needs and interests of learners in the graduate program and in continuing education. The Provost is committed to diversity, equity, and inclusion, which is evident in how they collaborate to expand the field and faculty across disciplines, assess programs, and allocate resources.

Required Job Qualifications

- Exemplifies the character and ethics expected in a highly visible and trusted educational leader, acting with integrity and expressing consistency between words and deeds.
- Doctoral degree from an accredited institution in a relevant field.
- Experience in and commitment to the field of restorative practices and its curriculum.
- Empathetic and leads with transparency and humility, empowers colleagues, fosters collaboration, and invites the engagement, voice, and influence of all within the institution, sharing credit and showing gratitude.
- Teaching experience in accredited institutions of higher learning using online modalities for instruction, preferably with adult learners at the graduate level.
- Demonstrated commitment to valuing diversity, equity, inclusion and contributing to an inclusive working and learning environment.

- Proven business acumen developing and implementing innovative student-centered programs that build enrollment.
- Strong record of working on a collaborative basis in a setting of shared governance and creating a vibrant and inclusive academic community.
- Demonstrated leadership in a diverse academic community, excellent communication and interpersonal skills to engage learners, colleagues, and external constituencies.
- Ability to discern and formulate sound policies and demonstrated ability to identify, resolve, and consult on a wide range of administrative and personnel issues with a clear sense of institutional needs and priorities.
- Strong organizational, presentation, assessment, and managerial skills.
- Success in supporting faculty development and other activities that lead to excellence in teaching and creative and scholarly activities among faculty.
- Eligible to work in the US (The IIRP does not sponsor H-1B visas).

Location

This position is in Bethlehem, Pennsylvania. To cultivate relationships, the Provost will need to be able to commute to the office as well as travel to represent the Institute at other venues. Relocation benefits will be provided to the selected candidate based on IRS guidelines.

Academic Year and Time Off

The academic program at the IIRP is year-round. Work schedules are flexible, and time off occurs throughout the year.

Compensation and Benefits

- The IIRP offers competitive compensation.
- The IIRP provides outstanding benefits with 100% paid medical, dental, and eye insurance.
- Employees enjoy fifteen paid holidays and a flexible paid time off policy with a minimum of five weeks paid time off for all employees.

THE APPLICATION PROCESS

The IIRP Provost Search Committee will begin reviewing and evaluating applications as they are received. To ensure fullest consideration, candidates need to submit their materials by **August 31, 2023**.

Applications should be submitted electronically to ProvostSearch@iirp.edu

All inquiries and applications will be received and evaluated in confidence. Materials must include:

- A **Letter of Interest** that reflects your motivations, aspirations, and qualifications to embrace the current opportunities and serve as Provost,
- A current **CV or resume**, and
- The **names and contact information** (telephone and e-mail) **for five references**, none of whom will be contacted until a later stage of the search and only with the permission of the candidate.

Equal Opportunity Statement

The International Institute for Restorative Practices (IIRP) is an equal opportunity entity that employs individuals, admits students, and provides educational services, programs, scholarship, and loan programs without regard to race, color, religion, sex (including pregnancy, gender identity, gender expression and sexual orientation), disability, age, national origin, military service, limited English proficiency, genetic information or other legally protected category.