An Invitation to Apply

PROVOST AND DEAN OF THE FACULTY

Hobart and William Smith Colleges
Geneva, New York


OVERVIEW

Hobart and William Smith Colleges are dedicated to a mission of providing a student-centered, residential learning environment, globally focused and grounded in the values of equity and service, educating young men and women to lead lives of consequence. Located on 176-acres in the Finger Lakes region of New York in a setting of incomparable beauty, Hobart and William Smith Colleges enjoy a rich heritage based on a two-college coordinate system with a long history in inter-disciplinary teaching and research.

Under the leadership of President Mark D. Gearan and a strong and supportive Board of Trustees, the Colleges have experienced tremendous growth and development which have produced a sense of momentum and excitement about the Colleges’ future. Since 2004, the student body has grown from 1,873 to over 2,200 and applications for admission have increased more than 60 percent. More students are winning nationally competitive fellowships such as the Rhodes, Gates Cambridge Scholarship, Udalls, Fulbrights, and Goldwaters. The number of permanent faculty has increased since 2001 with the addition of 45 new faculty lines, supporting a student-faculty ratio of 11:1. The Colleges have added more than $100 million in new and renovated facilities across the campus, including academic buildings, residence halls, athletic fields and facilities and a significant expansion of the Campus Student Center. The endowment has grown substantially over the past eight years which has created greater access through scholarships.

The Colleges’ academic program creates a highly interactive environment and its excellence in teaching and research distinguishes it among peer institutions. Education takes place not only in classes but also in off-campus programs and service projects in the region and abroad. Approximately 60 percent of the Colleges’ students participate in study-abroad opportunities, many led by the Colleges’ faculty, and nearly all participate in community service.

In these times of economic uncertainty the Colleges remain committed to continuing an ambitious upward trajectory. The Colleges are launching a new strategic plan, HWS 2015, and completing a $200 million capital campaign focused on securing resources adequate for meeting their aggressive strategic goals. The next Provost and Dean of Faculty will have the opportunity to help the Colleges fulfill these aspirations. In particular, s/he will promote and support academic rigor by continuing to foster an outstanding, research-productive, motivated and effective faculty; promote a culture of evidence-based assessment of teaching and learning; strengthen student advising; and demonstrate that inclusive excellence is a core value of the institution. Among the first of the Provost and Dean of Faculty’s responsibilities will be guiding the Colleges through their re-accreditation process.

Hobart and William Smith Colleges are seeking a Provost and Dean of the Faculty who is energized by the opportunities presented and who will work collaboratively with the Colleges’ entire community to sustain its forward momentum enabling the Colleges to attain another level of excellence.
The Colleges have retained Isaacson, Miller, a national executive search firm, to assist with this important search. Inquiries, nominations, and applications should be directed in confidence to the firm as indicated at the end of this document.

THE COLLEGES

Hobart and William Smith Colleges are independent, coordinate liberal arts colleges. Hobart College for men was founded in 1822; William Smith College for women, in 1908. The two share the same 176-acre campus and faculty and the men and women attend classes together. Each College, however, awards its own degrees, has its own dean’s office, and maintains its own student traditions, government and athletic programs, fostering unique collaboration and equality between genders.

The Colleges’ mission is to provide a student-centered learning environment, globally focused and grounded in the values of equity and service and committed to developing citizens who will lead in the 21st century. Through a challenging inter-disciplinary liberal arts curriculum, the Colleges prepare students to think critically. In partnership with the Geneva and global communities and through robust programs in career development, study-abroad, service, leadership and athletics, the Colleges foster an environment that values global citizenship, teamwork, ethics, inclusive excellence, social justice and cultural competence.

The Academic Profile

The Colleges offer more than 40 majors and 60 minors leading to Bachelor of Arts and Bachelor of Science degrees.

Hobart and William Smith offer several joint degree programs for students of promise who are interested in pursuing pre-professional certifications. The Colleges have joint degree programs in engineering with the School of Engineering and Applied Science at Columbia University and the Thayer School of Engineering at Dartmouth College. The Colleges have agreements with The Simon School of Business at The University of Rochester; The Whitman School of Management at Syracuse University; Clarkson University; and the Saunders School of Business at the Rochester Institute of Technology (RIT) allowing students to complete the requirements for a Master of Business Administration (M.B.A.) degree in one year rather than the usual two or more. Hobart and William Smith and the University of Rochester School of Nursing have established a 4+3 program that provides third-year students a guaranteed seat in either the one-year post baccalaureate program leading to RN licensure or the three-year program leading to nurse practitioner certification.

The Education Department offers programs leading to certification and a Master of Arts in Teaching in childhood education (grades 1-6), childhood and special education (grades 1-6) and several disciplines at the adolescent level (grades 7-12).

To ensure that students receive an education based on multiple perspectives and experiences, all undergraduates must complete a major and a minor or a second major to graduate. Of the major and minor (or second major), one must be disciplinary and the other inter-disciplinary. In the case of a student completing two disciplinary majors, the student may elect to design an individual inter-disciplinary minor. Students must also meet eight specific curricular goals. These goals represent an understanding of the skills, areas of knowledge, and qualities of mind and character that identify a liberally educated man or woman. Students must demonstrate: critical reading and listening; effective speaking and writing; skills for critical thinking and argumentation; experience with scientific inquiry; quantitative reasoning; an appreciation of artistic expression based in experience; an intellectually grounded understanding of race, gender, and class; critical knowledge of the multiplicity of world cultures; and an intellectually grounded foundation for ethical judgment and action.
Admissions/Student Profile
This year the Colleges enrolled 2,200 undergraduate students from 40 states and 11 foreign countries. Fifty five percent are women, and 56 percent are from out-of-state. Nearly 90 percent live on campus. Selectivity has increased across a variety of metrics including rank in class and overall diversity.

The Colleges attract students who value multiple perspectives, respect differences and are committed to assuming an active role in the global community. Although nationwide only two percent of students study abroad, a majority of Hobart and William Smith students study abroad. Those who do not go abroad have the opportunity to connect with diverse cultures and languages on campus.

Athletics and wellness play an important role at the Colleges. The Colleges believe that robust and well-integrated sports and recreation programs provide students opportunities to develop critical leadership and team-building skills, and enhance students’ ability to be successful in the workplace and in life. Approximately 80 percent of the Colleges’ students participate in intercollegiate sports, intramural, club sports and outdoor programs. With 22 national championships since 1972 and 68 conference championships since 1995, the success of the Colleges’ intercollegiate teams is celebrated.

Students interested in becoming involved in student groups or organizations can choose from more than 70 clubs. In addition, many choose to live in residence halls organized around particular themes or causes including Pride House, Writers House, Hope House, Sustainable Cooking House, Honors House, Arts and Social Change House, Community Service House.

Teaching and Scholarship
The Colleges attract and retain exceptional faculty who are committed to teaching, scholarship and service to college and community. The faculty consists of 189 full-time tenured or tenure-track faculty as well as part-time members who teach on average 2.5 courses a semester. Ninety-seven percent hold PhDs.

The number of permanent faculty has continued the growth initiated in 2001, resulting in 45 new faculty lines, enabling the Colleges to maintain a student-faculty ratio of 11:1. The new faculty bring inter-disciplinary graduate training, innovative pedagogical and technological skills. Their interest in undergraduate research, emerging academic fields, service learning and other educational practices complements the talent and expertise of senior faculty.

The faculty are recognized for the quality of their research, much of it done in collaboration with students. In recent years faculty have been awarded grants from funders which include the Department of Education, National Institutes of Health, National Science Foundation, the Research Corporation, Mellon Foundation, Luce Foundation, the New England Foundation for the Arts and the Mid Atlantic Arts Foundation. Support for faculty scholarship and teaching from foundation and government grants has tripled over the past 10 years.

Global Education
Today, nearly 60 percent of students study abroad and the Colleges rank in the top 15 nationally among liberal arts institutions for the percentage of students participating in off-campus study. The Colleges have programs in locations that include: Auckland, New Zealand; Dakar, Senegal; Galway, Ireland; London, England; Hanoi, Vietnam; Madrid, Spain; Queensland, Australia; Quito, Ecuador and Rome, Italy. Hobart and William Smith faculty from various disciplines design courses utilizing the sites and resources of the host countries. The Colleges are also part of three consortia, involved with several affiliate programs, and have established a number of direct enrollment exchanges at partner universities around the world.

The Princeton Review recently ranked the Colleges’ Abroad Program 18th in the nation and NAFSA: Association of International Educators awarded Hobart and William Smith the prestigious Senator Paul Simon Award for Campus Internationalization, one of five recipients nationwide. The Colleges’ Center for Global Education provides students with academically challenging study abroad experiences that foster an in-depth understanding of another culture, with the aim of encouraging them to embrace the concept of global citizenship.
Environment and Sustainability

At Hobart and William Smith part of the commitment to taking an active role in the global community extends to protecting the earth itself. In 2007, President Gearan signed the American College and University Presidents’ Climate Commitment, making the Colleges a charter member of a national effort to reduce emissions of the gases responsible for global warming. Through President Gearan’s Climate Commitment Task Force, the campus community continues to make the environment a priority, working to become carbon neutral by 2025.

With an innovative program that allows students and faculty to use the physical campus as a laboratory to explore environmental impact mitigation strategies, the Colleges’ Sustainability Program enables and encourages students to link classroom learning to real world application. And, with a campus situated in a unique setting on the edge of a small city, a few blocks from vast agricultural lands and on the shores of one of the deepest lakes in the United States, the applied sustainability opportunities are endless and act as micro-examples of issues beyond the Colleges.

The Finger Lakes Institute is an initiative of the HWS 2005 Strategic Plan dedicated to the promotion of environmental research and education about the Finger Lakes and surrounding environments. In collaboration with regional environmental partners and state and local government offices, the Institute fosters environmentally-sound development practices throughout the region, and disseminates the accumulated knowledge to the general public.

Community Engagement

Nearly every student takes part in community service projects and, by the time they graduate, the majority of students recognize that their obligation to the community extends to making civic engagement a part of their daily lives. In recognition of the strength of its community engagement programs Hobart and William Smith were named in Colleges with a Conscience published by the Princeton Review.

This commitment to civic engagement has also been recognized with the 2010 Community Engagement Classification designation by the Carnegie Foundation for the Advancement of Teaching, one of 28 baccalaureate colleges selected. Washington Monthly named Hobart and William Smith 17th overall among the nation’s liberal arts colleges in the area of service in its 2010 “College Guide” rankings. The Colleges were one of 114 institutions to be named to the President’s Higher Education Community Service Honor Roll by the Corporation for National and Community Service, the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning and civic engagement.

To deepen the relationship with the city of Geneva, Hobart and William Smith Colleges launched an initiative uniting the greater Geneva community with the Colleges in 2007. The goal of the Geneva Partnership is to enhance the Colleges’ engagement with the community to support community life and develop students who will be agents for change in their own communities throughout their lives.

Geneva Location

The Colleges are located in Geneva, New York, an ethnically and socio-economically diverse city of 13,000 residents on the shore of Seneca Lake in the heart of New York State’s Finger Lakes region. Traditionally known as a rich agricultural area, the region has exploded in the last decade with world-renowned wines and wineries and the area is a rapidly growing tourist destination. Geneva offers a wide variety of opportunities to enjoy performing and visual arts and a wealth of historic and cultural experiences. The historic Smith Opera House, which has been heralded as one of the most acoustically phenomenal performance venues in the U.S., hosts hundreds of programs ranging from live performances by national acts to showings of locally produced independent films. The Cracker Factory, one of Geneva’s historic industrial buildings, has been converted into a mixed-use facility that houses artisan-quality production facilities, but also plays host to small scale music, visual art, and dance performances.

With 27 colleges and universities in the region, the post-secondary educational environment rivals larger communities throughout the United States. The cities of Rochester, Syracuse, and Ithaca, New York are all within an hour drive.
OPERATIONS

Budget and Financial

Over the last several years the Colleges have celebrated remarkable enrollment and financial achievements which have been recognized with a Standard and Poor’s A rating, reflecting the firm’s assessment of a stable outlook for sound financial performance. Like all institutions of higher learning Hobart and William Smith Colleges have had to be nimble to adjust to budget variances during recent periods of economic uncertainty.

With the exception of the fiscal year following the economic downturn, 2008-2009, the Colleges have achieved consistent growth in their overall financial position. The endowment exceeds $183 million – a 50% increase since 2003. Between 2009 and 2010, the endowment increased by $25 million.

The annual operating expenses are $85.6 million against operating revenues of $86.3 million.

For the 2011 – 2012 academic year, total student costs are $53,767. Tuition is $42,014, room and board is $10,852, and fees are $901. The discount rate ranges from 40-42% annually. Hobart and William Smith Colleges are committed to offering the finest private liberal arts educations available to young men and women from any background based on their talent and promise to achieve rather than their ability to pay. More than 80 percent of students receive some form of financial assistance. More than 75 percent of first-year students receive institutional grants and scholarships. In 2010-11, the average first-year award was $21,319 and the average total aid package was $34,031. SmartMoney has recognized Hobart and William Smith as an exceptional investment, listing the Colleges as 10th in its ranking of “Colleges that Help Grads Get Top Salaries” in the category of private colleges.

Hobart and William Smith Colleges have long been committed to recognizing academic and personal excellence and have an extensive list of merit-based scholarships for first-year and transfer students that recognize students’ outstanding academic accomplishments and significant contributions to their communities. In the 2010-11 academic year need, non-need and academic merit awards exceeded $36 million.

STRATEGIC LEADERSHIP

In 1999 Mark D. Gearan was named President of Hobart and William Smith Colleges. At the close of his first year, President Gearan initiated the first of what have become three collaborative strategic planning efforts involving the Board of Trustees as well as the campus community.

HWS 2005, the first comprehensive strategic plan, laid out initiatives that would benefit the Colleges and the Geneva community. The recommendations were numerous, affecting academic engagement, student life and physical and financial resources. The outcomes included the establishment of the Finger Lakes Institute and the Center for Teaching and Learning.

HWS 2010 recommended the growth of the student body to 2,000 students while maintaining the 11:1 student to faculty ratio, the completion of new and renovated capital projects, an increased endowment, and sustained annual giving. The growth of the student body was achieved one year in advance of the five-year goal, and the growth in new faculty achieved two years in advance. Despite the effects of the recession, the Colleges are close to achieving all of the objectives outlined in Campaign for the Colleges.

The momentum the Colleges enjoy today can be attributed to the success of these two strategic plans, each of which emerged from community-wide engagement around issues of critical importance.

HWS 2015 commenced in December 2010 charting the course for the next level of excellence. Like the earlier plans, HWS 2015 emerged from a collaborative, inclusive process. This plan focuses on three areas:

Liberal Arts in the 21st Century: The Colleges are committed to educating men and women in the liberal arts tradition, by providing them the knowledge and skills necessary to become active and engaged members of society who will go on to lead lives of consequence. As the nature, pace and structure of life and learning both inside and outside the classroom continue to change rapidly, HWS 2015 includes a focus on evaluating the curriculum and enhancing it as needed to ensure that the Colleges can realize their mission in the 21st century.
**Community:** The Colleges’ community is one of its most enduring and powerful strengths. *HWS 2015* elevates the concept of community by committing to community engagement as a tangible, measurable goal.

**Inclusive Excellence:** Inclusive excellence is a core value of the Colleges and it is threaded throughout initiatives related to *Liberal Arts in the 21st Century* and *Community*. *HWS 2015* emphasizes a need to continue to build a diverse community of faculty, staff, students, alumni/alumna and affiliates.

**The Capital Campaign**

The *Campaign for the Colleges* was launched with a goal of $200 million to provide the resources to enable the institution to achieve its strategic goals. It focused on three primary fundraising objectives: capital building projects, the endowment, and the Annual Fund. The campaign is on target to reach its goal of $200 million this academic year.

The remaining capital project is a space for the performing arts. To date more support has been committed than any other capital project in the institution’s history. It will be the first of its kind at the Colleges and will create a dynamic theater, dance and music complex. Standing across from the Scandling Campus Center and next to the Quad, the new performing arts center will be a geographic intersection of culture and creativity for the Colleges and Geneva communities.

**The Provost and Dean of the Faculty**

The Provost and Dean of Faculty of Hobart and William Smith Colleges serves as the institution’s second-in-command and is the chief academic officer charged with stewardship of the academic program, including personnel decisions regarding hiring and evaluation of faculty, as well as oversight of the curriculum and departmental majors, the registrar, academic schedule and the Library. The Provost and Dean of Faculty is the administrative supervisor of the academic budget, including departmental budgets and funds for faculty and program development. As a member of the President’s senior staff, the Provost and Dean of Faculty works closely with other Vice Presidents, Deans and administrative staff supporting the mission of the Colleges.

Reporting directly to the Provost and Dean of the Faculty are the faculty members, Associate Dean of Academic Affairs, Associate Dean of the Center for Global Education, Associate Dean/Director of Teaching and Learning Center, Director of the Centennial Center for Leadership, Director of the Warren Hunting Smith Library, Director of Academic Opportunity programs, Director of the Finger Lakes Institute, Director of Community Engagement and Service Learning, Associate Dean of Institutional Renewal/Retention, Interim Associate Provost, Assistant Provost for Faculty Support and the Assistant to the Provost and Dean of Faculty.

**OPPORTUNITIES AND CHALLENGES FOR THE PROVOST AND DEAN OF FACULTY**

While the Colleges have seen enrollment and student satisfaction rise and institutional financial, physical and personnel resources expand, the Colleges’ strategic plan, *HWS 2015*, envisions a bold future of expanded access, enlarged engagement with external communities, enhanced academics, and broadened opportunities for student success.

The most recent Provost and Dean of Faculty, Teresa Amott, left after six successful years to become President of Knox College. President Gearan welcomes a creative, active, thoughtful partner who will embrace the challenges ahead and help ensure that the Colleges reach current goals.

The overarching challenge for the next Provost and Dean of Faculty will be to work closely with the Colleges’ administration and faculty to sustain its growth momentum and realize the vision of *HWS 2015*. S/he will engage faculty, students, staff and other key constituents in addressing strategic priorities, attracting resources, and setting and meeting shared goals and objectives. S/he will support and cultivate a collaborative faculty culture. To achieve this, the Provost and Dean of Faculty must develop a clear understanding of the mission and scope of all the programs/Departments that form the academic backbone of the Colleges. Additional specific challenges include:

**Promote and support academic rigor by fostering an outstanding, research-productive, motivated and effective faculty.**

Hobart and William Smith boast a strong faculty of teacher-scholars and the Colleges’ continued success depends on maintaining a productive and engaged faculty. The Colleges have a large cohort of junior faculty who are rising through the promotion ranks and require ongoing mentoring and support. Mid-career and senior faculty, who are deeply engaged in research, teaching and advising, require development initiatives that support their continued growth as scholars, teachers and community leaders.

The Colleges seek a Provost and Dean of Faculty who will take a deep and genuine interest in supporting faculty development and
in promoting inter-disciplinary work. Getting to know the faculty, learning about their interests, and creating strong relationships of understanding, respect and shared aspiration will take time and diligence. The Provost and Dean of Faculty will be expected to establish consistent, systematic professional development opportunities and programs for both new and experienced faculty. Faculty development includes supporting and mentoring teaching excellence, scholarly research, and creative endeavors.

**Advance diversity and an inclusive campus culture.**

The Colleges are committed to a diverse community and inclusive culture. In 2006 the Provost and Dean of Faculty created a strategic hiring initiative that had as a central goal increasing the diversity of its faculty and creating best practices for diversity hiring and retention. This strategy coincided with decisions made in *HWS 2005* and reaffirmed in *HWS 2010* to add faculty lines to maintain an 11:1 student faculty ratio. Since 2005, 18 percent of the faculty hired into tenure track lines have been from domestic groups historically underrepresented in the academy and 14 percent have been international.

President Gearan, who believes that responsibility for diversity is shared broadly across the campus, created a Commission for Inclusive Excellence to develop strategies to address these issues systematically. The Commission, comprised of students, faculty, and staff focused initially on admissions and retention. The Colleges have already begun to implement Commission’s recommendations and have seen immediate results: approximately 25 percent of the incoming first year class will come from historically underrepresented groups, the highest in the Colleges’ history.

While the goal of student enrollment growth has been achieved and the resulting cohort of new faculty members hired, Hobart and William Smith remain committed to attracting and retaining a diverse student body and faculty. The challenge for the new Provost and Dean of Faculty will be to develop new efforts to continue to build and expand diversity in faculty, staff and students.

**Achieve strong enrollment and retention rates.**

Reaching and maintaining stable, strong, and diverse enrollment numbers and high retention rates have been ongoing challenges for the Colleges and they have taken decisive steps to address these challenges.

The Colleges reorganized student affairs into a single division headed by a Vice President for Student Affairs, appointed a new Vice President of Enrollment Management, and hired directors of admissions and communication. The Colleges adopted a growth initiative as a major focus of *HWS 2010* which called for an expansion of the student body to 2000 while maintaining an 11:1 student faculty ratio. Applications are up 61 percent since 2004, while the accept rate has decreased by 15 percent. In the fall 2011, the Colleges welcomed its largest class of 694 students with overall enrollment at 2200.

Retention rates at Hobart and William Smith Colleges have also improved reaching historic highs in the last two years.

*HWS 2015* calls for recruitment and retention as a balance with each affecting the other. It spreads the responsibilities for both recruitment and retention across the institution, to be jointly owned by all faculty, staff and students. The challenge for the Provost and Dean of Faculty is to work with senior administrative leaders to sustain strong enrollment numbers and to improve retention.

The Provost and Dean of Faculty will provide leadership to ensure that from recruitment to enrollment to graduation, the Hobart and William Smith experiences are aligned.

**Provide leadership for three critical campus initiatives: evidence-based assessment, curriculum review, and student advising.**

**Assessment:** Since 2004, the Colleges have made significant strides identifying relevant assessment results for decision making, disseminating the results and linking programmatic renewal and action to the results. The past few years have shifted conditions in favor of a sustainable culture of assessment, including an updated enterprise information system that is starting to produce real-time reports for managerial action; a Senior Staff team dedicated to finding and sharing outcomes data; and two Teagle grants that support faculty development in the area of student outcomes assessment. A faculty and staff culture of evidence-based assessment of teaching and learning outcomes is evident and is deepening.

**Curriculum Review:** A key component of *HWS 2015* is to complete “a faculty-driven general education curriculum review that is evidence-based and that considers ways in which we can promote diversity, inclusivity, integration and coherence of student-learning experiences.” To meet this challenge the Colleges will need to sharpen a governance structure of committee work that too often frustrates rather than facilitates results. In the past the general curriculum work has been particularly challenging; changing that pattern will be a high priority for the next Provost and Dean of Faculty.
Student advising: In HWS 2015 the Colleges state their “intention to improve, enhance and extend advising so that it connects to the broader context of student outcomes.” These goals are focused on strengthening the faculty-student relationships to improve guidance regarding majors and minors, the inter-disciplinary orientation and the very rich and ever-expanding opportunities for internships, research and scholarship.

The Provost and Dean of Faculty will be expected to provide leadership in ascertaining best practices, in facilitating review and discussion and in building consensus on the appropriate paths in each of these three strategic initiatives.

Guide the Colleges through the Accreditation Process

The 2013-14 reaccreditation review will be among the first on the next Provost and Dean of Faculty’s list of duties. S/he will be tasked with overseeing the development of a self-study and organizing the site visit. The Colleges are prepared for the upcoming reaccreditation and have developed a plan which positions the Provost and Dean of Faculty as a leader in the process.

Since the 2004 accreditation, every corner of the campus has undergone change: admissions and enrollment, faculty and administrative staff and organization, academic life, student services, the built and the virtual environment, and the financial resources that undergird the life of the institution have all been transformed and improved.

The Periodic Review Report reflected those achievements and the challenges ahead which include: raising retention and graduation rates; strategic review of existing academic departments and programs as well as investment in new initiatives; recruiting and retaining a diverse staff, faculty and student body.

QUALIFICATIONS AND EXPERIENCE

Hobart and William Smith Colleges seek an enterprising and experienced academic leader with strategic capacity who will demonstrate outstanding interpersonal, negotiation, and communication skills. S/he will bring optimism, imagination, and a willingness to accept and meet challenges. Specifically the Colleges seek:

• An experienced administrator with strong management and financial skills and a record of success in academic administration, capable of leading with innovative vision to enhance the mission of academic excellence;
• A dynamic and creative change agent with the vision, energy, and commitment to be a leader in helping the Colleges reach their ambitious goals;
• An accomplished scholar-teacher with a record of achievement in his/her respective field that will qualify the candidate for tenure; a person who has the ability to encourage, develop, and evaluate teaching, scholarly research, and creative activity across the Colleges;
• The successful candidate will possess a combination of the following skills and qualities:
  • A principled view of the world and the confidence to make pragmatic decisions, founded upon those principles and committed to a transparent decision-making process based on rigorous analysis;
  • An excellent mind; a thinker with a broad vision, varied interests, a global perspective, balanced judgment, systemic thinking, and creativity;
  • A leadership style characterized by openness, flexibility, integrity, and humor; someone who is approachable, who desires to be part of and interact with the Geneva community and who is committed to maintaining the Colleges’ culture of including students and staff as an important component of that community. An academic leader who excels in a consultative environment by establishing trust and drawing on expertise at all levels within the Colleges;
  • A strong commitment to building an inclusive community demonstrated by success in affirming these values in hiring practices, curriculum and program development;
  • Outstanding communication skills; demonstrated ability to listen write and speak with credibility and clarity and ability to speak effectively on behalf of the Colleges’ academic programs internally and beyond;
  • An appreciation for the intellectual integrity of each of the disciplines, understanding and support of inter-disciplinary strategies where appropriate, and respect for and understanding of the range of research, instruction and service needs of all departments;
• An informed commitment to the Colleges’ mission; a willingness to embrace and implement the strategic plan and an appreciation for how service to the community locally, regionally and globally is integral to the Colleges’ values and identity;
• The ability to work effectively with the Board of Trustees, administrators, faculty, students, staff, and external constituencies; an appreciation and understanding of the need for collaboration and synergy among these groups in order to make critical decisions on academic priorities and the allocation of resources
• A demonstrated commitment to and experience in the recruitment and development of excellent faculty, staff, and students, including all underrepresented groups; sensitivity to the international, cultural and economic dimensions of diversity

TO APPLY

All inquiries, nominations/referrals, and resumes with cover letters, should be sent electronically and in confidence to:

Jane Gruenebaum or Gail Gregory
Isaacson, Miller
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E-mail: 4341@imsearch.com

Hobart and William Smith Colleges are an Affirmative Action/Equal Opportunity employer with a strong commitment to the principles of diversity and inclusion.