



Dickinson

PRESIDENTIAL SEARCH

Request for Applicants

Dickinson College
Carlisle, Pennsylvania
www.dickinson.edu





Dickinson College, one of the oldest and finest liberal-arts colleges in the nation, seeks a visionary, engaging and enterprising leader to serve as its next president.

Chartered just days after the conclusion of the American Revolution in 1783, Dickinson was established to educate leaders for the newly emerging democracy. The college's founders believed that an education in the liberal arts and sciences was essential preparation for citizenship. That revolutionary idea, rooted in a spirit of innovation, remains at the core of the Dickinson education and is as compelling today as it was in the early years of the republic. In recent times, Dickinson's trajectory of innovation has included its nationally recognized leadership in global education, sustainability programming, inter- and trans-disciplinary scholarship and engaged learning.

Contemporary world events such as globalization, environmental threats and rapid technological and sociological change call for leaders to think critically, respond nimbly and communicate clearly. Dickinson answers that call, remaining committed to its roots and history as a leader in providing a useful education in the liberal arts and sciences, preparing individuals to be positive contributors to local and global society.

The next president will build on Dickinson's distinctive strengths to unite its community around an ambitious narrative and vision for the college's future. He or she will embrace Dickinson's culture of community by building meaningful relationships with students, faculty, staff, parents and alumni. The president will serve as the college's ambassador to local and national audiences and will oversee the execution of key strategic objectives. Finally, as the chief fundraiser, the president will expand, leverage and wisely manage the college's resources.

Dickinson's Board of Trustees seeks a president who has passion for the mission of the college and its distinctive qualities. The next president will be skilled at bridging relationships, building partnerships that advance the well-being of the college and deploying resources to advance the institution's mission.

Dickinson has engaged Isaacson, Miller, a national executive search firm, to assist with this recruitment. Inquiries, nominations and applications should be sent in confidence to the firm as directed at the end of this document.

DICKINSON COLLEGE

The mission of the college is to prepare young people, by means of a useful education in liberal arts and sciences, for engaged lives of citizenship and leadership in the service of society.

Founded by Dr. Benjamin Rush, a signer of the Declaration of Independence, Dickinson traces its roots back to the American Revolution. The college was chartered in 1783 with the specific purpose of preparing the leaders who would ensure the success of the new American democracy. A vocal opponent of slavery and a proponent of equal education for women, Rush called for an education in the arts and sciences that was innovative, forward-thinking, useful and grounded in a strong sense of civic duty. To further this educational enterprise, Rush asked that John Dickinson, the governor of Pennsylvania, lend his name to the college being established in the western frontier of his state. Dickinson, known widely as the "penman of the Revolution," created the seal of this new college and the motto "Pietate et Doctrina Tuta Libertas," a Latin phrase meaning "Freedom is made safe through character and learning."

Dr. Rush's original concept of a useful liberal-arts education remains relevant today. Dickinson has retained its revolutionary roots—unafraid to take risks and speak out on important issues—while ensuring an academically rigorous experience for its engaged, talented and diverse student body. The college prepares its graduates to become global citizens, creating a community of inquiry that encourages students to cross disciplinary boundaries and make new intellectual connections.

Today, Dickinson espouses a culture of pluralism and freedom to pursue one's curiosity, passions and aspirations. Faculty and students are constantly exploring new questions through research, innovative pedagogy and artistic performance. New ideas are rarely in short supply at Dickinson.

Dickinson prepares students for future productive lives in whatever career or life path they choose. The school offers a wide range of opportunities that enhance students' classroom learning with off-campus experiences. Alumni play an important role in connecting students with internships and mentoring them through the transition from college to career or postgraduate study.

The college is consistently recognized as one of the nation's top liberal-arts institutions. The value of a Dickinson education is reflected in the college's national reputation and in the global contributions of its graduates.

With 43 majors and a 9:1 student-faculty ratio, Dickinson's academic program provides a student-centered, rigorous learning environment. The college confers the bachelor of arts and bachelor of science degrees, and the 10 most heavily enrolled majors among the most recent graduating class were international business & management, psychology, economics, biology, political science, English, international studies, history, biochemistry & molecular biology and art & art history.

From their first days on campus, students experience the essence of a Dickinson education—close student-faculty interactions, encouragement of creativity and openness to exploration. The First-Year Seminar is designed to help students make the transition to Dickinson's academic culture, and all seminars emphasize the critical analysis, writing and information literacy skills that are essential to liberal learning. Faculty members teaching in the First-Year Seminar program are empowered to select their own topics (sample courses include *How America Eats: Food and Culture in America*, *Unfinished Business: Education and the American Civil Rights* and *The Code of Life: Promises and Progress of the Human Genome Project*) and serve as academic advisors to the students enrolled in their courses. Active learning continues across the four years of a Dickinson education. Mirroring the First-Year Seminar, seniors have a diversity of capstone experiences that allow them to apply what they have learned. For example, in art & art history not only do the studio majors produce and exhibit their work, but the art history students work with faculty to research, organize and curate an exhibition along with writing an accompanying catalog.

Dickinson encourages students to explore how they can make a difference in their communities in informed, thoughtful and reciprocal ways. All divisions of the college offer pathways to civic engagement, such as service learning and community-based research. Additionally, the college supports a robust range of internships, volunteer service programs and other civic engagement initiatives, including a variety of domestic and international service trips. The Andrew W. Mellon Foundation recently awarded Dickinson a \$650,000 grant to launch a four-year initiative to enhance civic learning and engagement on campus and in the global community.



GLOBAL STUDY AND ENGAGEMENT

Dickinson is a top institution for global and language study. The college emphasizes the importance of global learning to confront the most critical issues of our time. The three components of Dickinson's global approach are foreign language study, regional and area studies, and the interdisciplinary investigation of the causes and consequences of globalization. The global study program at Dickinson is both knowledge- and skills-based. Students can enhance their foreign language skills while developing a deep historical knowledge of a country, region or global theme.

The college offers study opportunities in 13 world languages, and the Carlisle campus serves as the hub of the college's worldwide network of study and research centers. Across all academic departments, more than 40 percent of all enrollments at the college are in international dimensions of the curriculum, and 26 percent of students graduate with majors in international fields.

Dickinson is distinctive in operating its own programs abroad, typically in partnership with foreign universities. At present Dickinson has 15 programs in foreign locations, including Australia, Cameroon, China, England, France, Germany, Italy, Japan, Korea, Russia, Spain and South America. Due to these strong international partnerships abroad, the college has a total of 20 to 30 exchange students and visiting faculty on its Carlisle campus every year.



More than 40 percent of faculty members personally have led one of the college's renowned study-abroad programs. All majors have pathways to study abroad and are linked closely with academically relevant study-abroad opportunities. Nearly 60 percent of Dickinson students study abroad during their academic careers, and 20 percent of Dickinson students who study abroad do so for an entire academic year or longer. The college is particularly proud of the unusually high percentage of science majors and students of color who study abroad.

A distinctive program that exemplifies the emphasis on active learning and interdisciplinary perspective in international education at the college is its award-winning Global Mosaics initiative. Mosaics are intensive research programs designed around ethnographic fieldwork and immersion in domestic and global communities typically focusing on compelling contemporary issues. Recent examples include "Meltdowns and Waves: Responding to Disasters in the U.S. and Japan" and "Inequality in Brazil: An Exploration of Race, Class, Gender and Geography."

SUSTAINABILITY

Dickinson is recognized as a leader among educational institutions committed to sustainability and green initiatives. The college signed the American College and University Presidents' Climate Commitment in 2007 and operates with the goal of carbon neutrality in mind. For example, all recently erected buildings have been constructed to LEED gold standards. Dickinson's approach is particularly distinctive for making sustainability a part of every student's education, infusing it across the curriculum and using active learning methods that empower students to connect their classroom studies with sustainable campus operations. Dickinson's commitment to sustainability is manifested in the college's history, planning documents and recent and ongoing transformations advancing and demonstrating sustainable solutions for the 21st century in its curriculum, campus facilities, operations, culture and civic engagement efforts.

The Center for Sustainability Education (CSE) provides leadership as Dickinson integrates sustainability into its academics, facilities, operations and campus culture. The College Farm, a 50-acre, USDA-certified organic farm, provides food to the campus and local community and serves as a living laboratory where students can gain hands-on learning experience in sustainable food production, renewable energy, animal husbandry and managing the campus composting program. Additionally, the College Farm

supports students from all disciplines in their pursuit to incorporate its resources into their academic interests. From art majors to biology majors, students have worked with faculty and the farm to develop relevant research topics that address sustainability, from food production to public art.

Other examples of hands-on learning opportunities include the Alliance for Aquatic Resource Monitoring (ALLARM), where student and professional staff work with community organizations across Pennsylvania to provide training for monitoring water quality; the Center for Sustainable Living, also known as the Treehouse, a residence hall for students committed to reducing their ecological footprint; and biodiesel and biogas production, which turns waste into fuel for farm equipment and cookware. The Dickinson Energy Dashboard measures real-time energy use across 20 campus buildings to educate Dickinsonians about energy conservation and the college's work toward carbon neutrality. The college has received the highest awards from the Association for the Advancement of Sustainability in Higher Education, Sierra Club, Sustainable Endowments Institute, Princeton Review and Second Nature.

ENROLLMENT AND FINANCIAL AID

Dickinson currently enrolls 2,370 students, of whom 58 percent are women. The student body hails from 44 states and territories and 46 foreign countries. Nineteen percent are domestic students of color, and international students make up 10 percent of Dickinson's student body. Eleven percent of students are eligible for Pell Grants.

Admission to Dickinson is competitive. In 2016, the college accepted 43 percent of its 6,173 applicants with a 23 percent yield. The class of 2020 academically exceeded previous classes, boasting an average SAT score of 1304 and an average ACT score of 29. Dickinson's first-to second year retention rate is 90 percent, and 81 percent of students graduate in four years.

Tuition for the 2016-17 academic year is \$51,180, and the estimated cost of attendance is \$66,854. In 2015-16 Dickinson contributed more than \$45.9 million in grants and scholarships (\$65.4 million in total financial assistance processed) in support of students.

Over 75 percent of the most recent entering class received grant aid and/or scholarship assistance from the college. The total need-based package for domestic grant recipients averaged \$39,844 (grant, loans and work study), and the average institutional grant/scholarship for first-year students with need was \$32,254.

CAMPUS LIFE

As a residential college, Dickinson has a four-year residency requirement. All full-time enrolled first-year, sophomore, junior and senior students live in college housing, with the exception of a modest number who are given special permission to reside off-campus. The college currently offers 77 general and special-interest residential options, including traditional residence halls, houses and apartments, themed areas and community-based housing. The Division of Student Life supports the advancement of the academic mission of the college through the residential model, leading programs that contribute to students' cognitive, interpersonal and intrapersonal development.

To help students create a cohesive four-year experience, the college launched the Dickinson Four program in fall 2016, an innovative way for students to map their educational experience over their four years of enrollment. The program is designed to ensure that students reflect on their academic and co-curricular experiences with purpose, depth and support. The Dickinson Four connects the offices of advancement and admissions, Academic Advising, the Career Center, New Student Programs, Student Leadership & Campus Engagement, Residential Life, the Center for Global Study & Engagement, a virtual Center for Civic Engagement, the Center for Sustainability Education, the Women's & Gender Resource Center, the Office of LGBTQ Services and the Center for Service, Spirituality & Social Justice.

Dickinsonians have access to a broad range of activities that complement their academic life. Students develop their leadership skills in more than 100 curricular and extracurricular clubs and organizations, including music, drama and publications, as well as religious, political, special interest and community service organizations. The college has a long-standing tradition of fraternity and sorority life. There are currently 10 Greek-lettered organizations at Dickinson, and 25 percent of students are affiliated with a fraternity or sorority. Athletics are also an important part of student life at Dickinson. A member of the Division III Centennial Conference, the college has 25 varsity athletic teams. In recent years, several of Dickinson's teams have made appearances in national tournaments, including men's and women's cross country, men's and women's track and field, men's basketball, men's lacrosse and men's soccer. The college is also home to dozens of club and intramural sports, including volleyball, football, soccer, equestrian, ice hockey and basketball.

FACULTY

At the core of Dickinson's academic experience are its 272 faculty members. Ninety-seven percent of tenure-line faculty hold a terminal degree in their field. Fifty percent of the faculty are women and 11 percent are faculty members of color. Additionally, the college attracts faculty members from across the globe adding to the campus' international emphasis. Classes are taught by full-time faculty, with few adjuncts and no student teachers or assistants serving as primary instructors. The college's small classes and low 9:1 student-faculty ratio allow students and professors to get to know each other, fostering a spirit of collaboration and partnership. Dickinson's faculty members are recognized in a variety of ways for going above and beyond both in and out of the classroom. For example, many faculty members actively volunteer for admissions and advancement events and initiatives.

The college is a hub for innovative pedagogy and active learning, including a strong and widely held commitment to student-faculty research and artistic performance. As scholars, faculty members often receive recognition for their expertise, including grants from the American Council of Learned Societies, National Geographic Society, U.S. Department of State's U.S.-Russia Peer-to-Peer Dialogue Program, the Fulbright Scholar Program, National Endowment for the Arts, National Endowment for the Humanities, National Institutes of Health and the National Science Foundation.

Engagement between students and faculty is a hallmark of a Dickinson education. All faculty (and staff) see themselves as mentors and typically get to know their students outside of class. Most students conduct undergraduate research during their four years. Professors and students frequently collaborate on research projects from first-year seminars to senior-year capstones. Over the past 10 years, there has been an average of 225 student-faculty research projects per year at Dickinson. These have resulted in an average of 218 public presentations of research on campus and at national and international conferences and an average of 15 publications in peer-reviewed journals, books, etc.





ALUMNI

Graduates leave Dickinson prepared to start careers with impact. Ninety percent of recent graduates are either employed or have been accepted into a graduate program one year after graduation. Graduate school acceptance rates are strong: 97 percent for law school and 83 percent (of those recommended) for medical school within all health professions. Among Dickinson's prominent alumni are a U.S. president, Supreme Court justices, a co-founder of America's oldest weekly magazine (*The Nation*, founded by abolitionists in 1865), second secretary of the Smithsonian Institution, retired chairman and CEO of Wyeth, first editor of *USA Today* and chairman and CEO of Gannett Co. Inc., CEO of L.L. Bean, president of the Philadelphia Phillies, agents for professional athletes, Tony and Jeff award winners, Lemelson-MIT Prize and 2013 Linus Pauling Medal Award winner, several U.S. representatives and other elected officials, founder and CEO of one of the fastest-growing natural product companies (Justin's), three elected members of the National Academy of Sciences, member of *Time* magazine's 2006 list of 100 most influential people and award-winning poets, novelists and photographers.

Community engagement and service are key components of the Dickinson experience, and these values extend beyond students' four years at the college. Dickinson was listed at No. 6 among small schools in the Peace Corps' 2016 ranking of the top volunteer-producing colleges and universities across the country. In total, 238 Dickinson graduates have served in the Peace Corps since 1961. More than 35 Dickinson alumni have participated in Teach for America. According to a 2009 survey, nearly 90 percent of Dickinson alumni participated in volunteer work, and in 2008, a year marked by global recession, 95 percent of the respondents said they made a financial contribution to a nonprofit organization.

Dickinson graduates have also been recipients of some of the nation's top competitive scholarships and fellowships. The U.S. Department of State has named Dickinson a top Fulbright-producing college five times in the last decade, and in the past two years, 10 graduating seniors have earned Fulbright awards to conduct research or teach English across the globe, from Brazil to Mongolia. The college is a leader in students winning prestigious EPA/GRO awards and Dickinson students have also been awarded the Mitchell, Gilman, Goldwater and Udall scholarships.

COLLEGE GOVERNANCE

One of Dickinson's most distinctive elements is its governance system, which invites the participation of all constituents through a comprehensive committee structure and through open-planning sessions that help the college's leadership develop the strategic plan and operational budget. This committee structure covers everything from the budget to academic planning, giving faculty, staff, students and alumni a voice in the college's governance. Shared governance is more than a slogan at Dickinson; it is the way the college works, from academic issues to operational issues. The president and all administrators find their work supported and improved through the well-articulated systems and processes that bring all parts of the campus together to set expectations, solve problems and plan for the future. The college has a culture of transparency and has long valued close working relationships between campus administrators, faculty and the Board of Trustees.

The board meets three times a year and has sole fiduciary responsibility for the college, oversees matters of basic policy, elects and reviews the performance of the president of the college and is empowered to appoint board committees and to elect board officers. The minimum (25) and maximum (50) size of the board is established by the bylaws (there are currently 30 members). The president of the college is a voting member of the board and is included in the total membership. Ex-officio voting members include the president of the Alumni Council and the immediate past president of the Alumni Council. In 2011, the board created the Young Alumni Trustee position to bring a younger alumni voice to the table. Each spring a member of the graduating class is elected to serve a two-year term. The new position has been successful in enhancing board discussions and creating a valuable connection to the current student body and young alumni. The program has also had the secondary benefit of developing a cadre of young alumni leaders who are highly knowledgeable about the college and committed to remaining engaged as alumni volunteers after their trustee positions have concluded.

The work of the board is conducted through its Executive Committee, its nine standing committees and several ad hoc committees and special task forces focused on specific issues. In all aspects of its governance, Dickinson is committed to transparency. The work of the board is no different. With the exception of those few committees in which representation is limited to members



only, there are student and faculty representatives appointed to every board committee. They have full voice in discussion but no vote. Student representatives are primarily drawn from the Student Senate; faculty representatives are invited based on their leadership on all-college committees. The president of the college is charged with keeping the board apprised of significant issues confronting the college. The president meets this requirement through regular contact with board leadership and individual members in addition to three written reports a year, a verbal report at each meeting of the board and through special communications throughout the year.

STRATEGIC PLAN

Unlike many institutions, Dickinson's strategic plans are familiar documents, well used by many members of the campus community. They serve as a significant guide for the college's decision-making processes and actions. Dickinson recently completed its Report on Strategic Direction rather than a more comprehensive strategic plan. Developed by the Strategic Planning Committee (SPC), the report captures the input of the community and the deliberations and analysis of the SPC. While the report has approval of the full committee, it has been shared with faculty and the Board of Trustees but not formally presented for ratification; it is meant to be a resource for decision making and planning and not an absolute guide. The report is intended to be aspirational and to magnify the college's strategic priorities, yet it also allows optimal flexibility for the new president to assess the college's next steps.

The Report on Strategic Direction identifies three conceptual anchors for the work of the college: inquiry, inclusion and engagement. The SPC affirms that the college's historical mission and its educational pillars of global engagement and sustainability remain relevant but identifies a need for the community to think about these themes in a more focused way to better live their values. Framing Dickinson's endeavors through the lens of inquiry, inclusion and engagement is a means of bridging and connecting its work in innovative ways that better serve students.

Dickinson's most recent full strategic plan, known as Strategic Plan III, covered 2011-15 and is an update to an original plan developed in 2001 and refined in 2006. In keeping with prior plans, the process of developing Strategic Plan III embraced transparency and sought to build consensus by soliciting appropriate input from members of the community: extensive on-campus discussion among faculty, staff and students, as well as valuable input from trustees, alumni and parents.

FINANCES

The FY2017 budget is \$126 million, a slight increase of 0.7 percent from the FY2016 budget. Through June 30, 2016, Dickinson has increased its cumulative financial reserve balance to \$8.7 million after approving over \$2 million in strategic reinvestments. These reserves provide a vital financial buffer for emergency expenses (including a segregated reserve for health care) and strategic investments in the near future.

Net tuition and student room and board revenues fund more than 77 percent of the operating budget. The overall discount rate is 41 percent, and for the current first-year class the discount rate is budgeted at 47 percent.

At the close of the 2016 fiscal year (July 1, 2015, through June 30, 2016), Dickinson's endowment totaled \$413 million (of which \$338 million was in the college-managed "pooled endowment"). The college's pooled endowment has earned an average annualized return of 6.7 percent over the 10 years ended June 30, 2016. This return compares favorably to the passive benchmark (5.6 percent) but falls short of the college's strategic target of spending plus inflation (the college's 5 percent spending plus the Consumer Price Index plus 1 percent). Although returns over the past year were not strong (negative 4.4 percent), the college expects to remain in the top quartile (top 25 percent) of annualized 10-year returns reported as part of the 2016 National Association of College and University Business Officers/Commonfund Study of Endowments when these figures are released in early 2017.

ADVANCEMENT

The Office of College Advancement builds relationships and secures the resources needed to move Dickinson forward. The office enhances the connections among alumni, parents and Dickinson through regional and on-campus events, its website and a focused outreach strategy. Over the past two years, the college saw an increase in event attendance as well as a record-breaking single day of support on the Day of Giving, April 19, 2016, which generated 2,580 gifts amounting to \$765,124. This helped lead to over \$8 million in gifts and pledges for the 2016 fiscal year.

Dickinson's most recent capital campaign concluded in 2014, raising \$208.9 million to support 75 endowed scholarships, 16 endowed faculty chairs, new faculty lines and building and renovation projects. Nevertheless, at nearly 27 percent, levels of alumni giving remain below the college's desired target in the mid-30 percent range. Additionally, the endowment, while substantial, is well below the level needed for Dickinson to reach critical milestones—modern infrastructure, scholarships to expand access and innovative program support.

An experienced vice president joined the college in June 2016 to provide leadership for our advancement efforts. In recent years the college has shifted to a more personalized and affinity-based approach for communication and engagement with alumni and parents, including 905 personal visits last year. This shift has yielded increased traffic to the alumni website; the establishment of regional alumni and parent leadership councils in Washington, D.C., New York City and Philadelphia; and the recruitment of almost 250 new advancement volunteers. The 25 student members of the Devils' Advocates Student Philanthropy Council raise awareness about contributing to the Dickinson Fund.

CAMPUS AND LOCATION

Dickinson's beautiful 144-acre main campus is a few blocks from the center of downtown Carlisle, Pennsylvania. The college is often described as one of the most beautiful in the country, with many buildings dating to colonial times. Dickinson recently underwent the most extensive campus-enhancement effort in its history, with six construction projects aimed at expanding and improving facilities for academics, athletics and student life completed between 2012 and 2014. Additionally, construction on a new 129-bed residence hall is set to begin in spring 2017 and be completed by fall 2018.

Close working collaborations exist between Dickinson and two other higher education institutions in Carlisle—the U.S. Army War College and Penn State Dickinson Law. Dickinson enjoys a strong working relationship with the military as reflected in its recent Mellon grant to bring liberal-arts colleges and leading military higher education institutions into collaborations. Dickinson also hosts an active ROTC program.

Carlisle, a historic town in south central Pennsylvania, is part of the metropolitan region of Harrisburg, the state capital. Carlisle is a vibrant town with small-community charm and an urban, international flair. The local area features the nearby Appalachian Trail and King's Gap Environmental Education Center, where miles of pristine hiking trails offer spectacular views. The 969-acre Pine Grove Furnace State Park features a beach and areas for camping and boating. The Carlisle region has been named one of the country's best places to raise a family by *Forbes* magazine and voted one of America's "most livable cities."

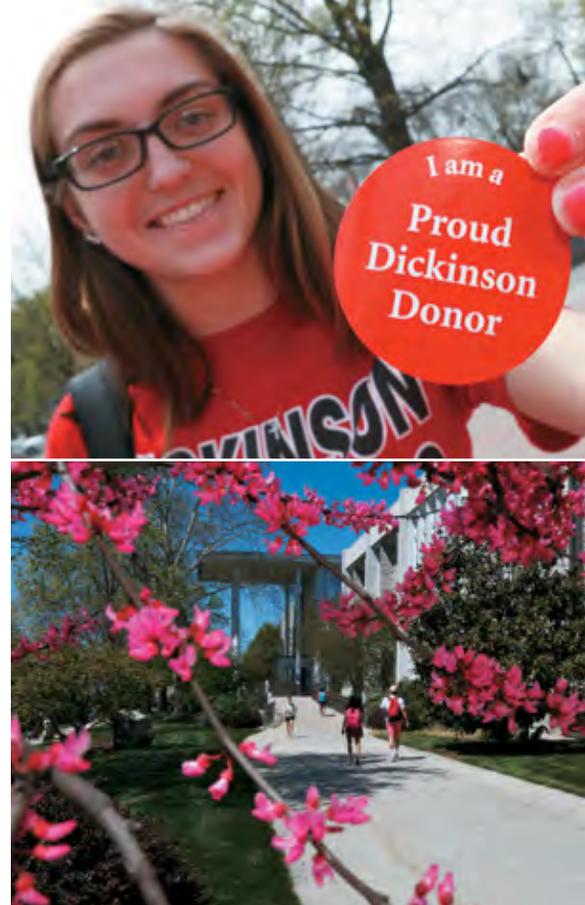
LEADERSHIP OPPORTUNITIES AND CHALLENGES

Dickinson is a small but vibrant, engaged and caring community. The president gives voice to its aspirations and guidance to its operations, inspires dialogue and discussion, and advocates for Dickinson's educational model and for the liberal arts. Distinctively, Dickinson's shared governance model creates strongly collegial and cooperative working relationships among all parts of the campus community. Consensus is strongly valued, while the president, with guidance and support from the Board of Trustees, holds the ultimate decision-making role.

The college has been exceptionally well served by a strong and talented senior leadership team. They are seasoned professionals

who bring a genuine commitment to Dickinson and whose collective talents substantially strengthen the college. They are complemented by a staff of 620 dedicated employees committed to the college's goals and aspirations. Sixty percent of the staff have been employed by the college for five or more years.

By leveraging Dickinson's exceptional academic profile, dedicated Board of Trustees and a highly engaged community of students, faculty, staff, parents and alumni, the next president will continue to lead the college on its upward trajectory. Specifically, the president will be expected to address the following opportunities and challenges.





VISION AND STRATEGY

In an increasingly competitive higher education environment, the president must unite the Dickinson community around a shared narrative that powerfully communicates the compelling attributes of a Dickinson education, creates a clear roadmap to further define and differentiate the college and sets an aspirational vision for the future.

Dickinson's next president will lead a conversation that energizes the community and unifies it to take on challenges and pursue new opportunities in a spirit of shared responsibility and accountability. Building on the Report on Strategic Direction, the next president will assume a primary and critical leadership role in shaping the next strategic plan, developing priorities and case for the next capital campaign and achieving desired outcomes. He or she will provide the leadership to make difficult decisions in the best long-term interests of the college while empowering senior administrators to bring expertise to the table and gather information to make these decisions.

FINANCE

Dickinson is financially strong but wants to substantially improve its financial standing to provide increased access, support future scholarship and sustain programmatic innovation. The president must ensure a strong financial future for the college.

Engaging actively with parents and alumni is critical, as is the ability to seek out and inspire giving from a wider range of stakeholders. Exploring other revenue streams and seeking ways to maximize resources is integral to securing financial well-being. Like other small colleges, Dickinson is tuition dependent, and ensuring well-managed enrollment is fundamental to financial success.

The continued growth of the college's endowment is critical to future stability of the college and to supporting the college's aspirations. The president must work with the Board of Trustees and senior members of the finance division to make informed decisions that maximize the value of the endowment.

DIVERSITY, ACCESS AND INCLUSION

Dickinson values and embraces diversity in all forms and has an unusually high degree of civil discourse when different perspectives

surface around challenging topics and conversations. Like other colleges, Dickinson has experienced student protests. Unlike other campuses, the protests, in typical Dickinson fashion, have yielded what students primarily call "asks" versus solely as demands. Collaborative conversations and positive action continue to take place among students, faculty and administration around issues of equity and inclusion.

A top priority for the next president is to continue to increase diversity among students, staff and faculty. The president must ensure that all recruitment efforts elevate diversity as a priority and must provide the resources to support those efforts. That said, diversity for the sake of simply increasing numbers of various populations fails to garner the benefits of a truly diverse community. Dickinson strives to be a community that provides the necessary support and resources for all students and community members to thrive, participate and feel fully included. The president must lead and live this value of inclusion. The president must work with senior administrators, faculty and staff to ensure that the academic and social needs of the college's diverse student population are met and that every student feels included in the campus culture. Inclusion does not stop at the campus boundaries, and the president must engage productively with the Carlisle community to enhance its receptivity to diverse populations.

COMMUNITY

While the president will have a very significant external role, he or she must also recognize the importance of community cohesiveness on the Dickinson campus. The president will be a visible presence at the college, interacting openly and genuinely with multiple constituencies. The president will ensure that all groups are heard, balancing consultation with appropriate and timely decision making. To achieve these goals, the president must be an active participant in the life of the college in both presence and communication style.

Simultaneously, the president also must build on the strong partnerships that exist in the Carlisle community. Located in downtown Carlisle, the college is inextricably linked with the local community, and Carlisle leaders are eager to increase collaborations in ways that strengthen both Carlisle and Dickinson.

VISIBILITY

The Dickinson experience is transformative for its students and alumni, and while the college is highly regarded in the Northeast and Mid-Atlantic, its reputation is less established in other parts of the country. The next president will raise Dickinson's national visibility by serving as its chief advocate and spokesperson to internal and external constituencies. The president will broadcast Dickinson's shared narrative and build on its strengths to enhance the reputation of the college. As part of this work, the president will also be a vocal and articulate advocate for the liberal arts and an astute leader in enhancing public understanding of the benefits of a liberal-arts education.

CAMPUS

Dickinson's historic campus is a point of attraction for many prospective students, faculty and staff. A number of essential improvements have been made in the past decade to upgrade and renovate classroom and residential facilities. Yet there are still substantial maintenance issues to be addressed. Dickinson has developed a plan for attending to deferred maintenance, and the president must ensure that sufficient resources exist for the plan's success.

It is critical that the physical plant be enhanced to ensure that Dickinson can meet its academic mission in a way that continues to advance its commitment to sustainability, inclusion, scholarship and engaged learning. In the short term, the college looks forward to breaking ground on the new residence hall and anticipates major renovations to the Holland Union Building, Dining Hall and Allison Hall.

QUALIFICATIONS AND EXPERIENCE

The successful candidate will demonstrate the vision and leadership necessary to meet the challenges listed above. The following qualifications are essential:

- Vision, insight and energy to advance Dickinson toward its highest aspirations and goals; a demonstrated ability to communicate a strategic vision and the skill to execute that vision in a practical and inspiring way.
- A deep understanding of and commitment to the liberal arts; the desire and ability to speak to the challenges facing higher education and to advocate for the liberal arts, in an evolving national context and an increasingly globalized society.
- A track record of creative problem solving and ambitious and inspirational administrative leadership, including oversight of senior leaders, and a record of effectively recruiting and retaining strong executives.

- A genuine commitment to diversity in all its forms; an appreciation for diversity of perspectives, experiences and traditions; and a history of fostering inclusive communities.
- Exceptional talent and appetite for leading productive advancement in an academic environment. An established background of fundraising success and campaign experience is highly desired.
- Proven efficacy in working with a governing board, as a group and as individuals; experience in building and maintaining an engaged and supportive board.
- A strong appreciation of the academic world and its scholarly values and professional culture.
- A deep engagement with and commitment to global citizenship, including support for programs that enrich student understanding and involvement in the complex, interconnected environment in which they will live and work.
- Experience serving as a gifted and effective communicator in diverse settings, ranging from large groups to one-on-one conversations; an excellent listener who can build strong relationships and maintain open, accessible lines of communication with students, faculty, staff members, alumni and parents. Experience and comfort with using technology as a communication tool would be a plus.
- A record of building and maintaining external relations and advancing an organization's profile and reputation regionally, nationally and internationally.
- Energy, integrity and a sense of humor.

TO APPLY

Dickinson College has engaged Isaacson, Miller, a national executive search firm, to assist with this search. Inquiries, nominations and applications should be directed via the firm's website, in strict confidence, to:

Jane Gruenebaum, Jeff Kessner or Jennifer Carignan
Isaacson, Miller
www.imsearch.com/5931
1300 19th Street, NW, Suite 700
Washington, DC 20036

The college is committed to building a representative and diverse faculty, administrative staff and student body. We encourage applications from all qualified persons.