

1996

Job Description, President of the College of Wooster 1996

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Recommended Citation

"Job Description, President of the College of Wooster 1996" (1996). *Campus Council Records*. 82.
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THE COLLEGE OF
WOOSTER

LOCATION

The College of Wooster is in Wooster, Ohio, an attractive, thriving town of approximately 23,000, situated sixty miles southwest of Cleveland and 90 miles northeast of Columbus.

HISTORICAL BACKGROUND

The College was founded in 1866 by Presbyterians who believed in the power of education, convinced that the responsibly educated were the ones "to mold society and give shape to all its institutions." Though it is a secular institution, the college community's attitudes and assumptions were influenced strongly by its initial close affiliation with the Presbyterian Church. The expectations which emerged from this relationship in the 19th century were liberating expectations. Wooster was one of the nation's first institutions to award a Ph.D. degree to a woman, to Anne Irish in Germanic Philology in 1882. The first African-American student, Clarence Allen, was admitted in 1888.

In its early decades Wooster was a university with seven divisions, including a school of medicine. In 1915 a heated debate erupted over a proposal to add yet another division to Wooster University. The resulting discussion forced trustees, faculty, and administrators to be realistic about the relationship between their aspirations and their means. They changed the name of Wooster University to the College of Wooster, declaring that henceforth it would be an undergraduate institution offering degrees in the liberal arts and sciences, a decision which in subsequent years has never been challenged.

For its first one hundred years, the College was owned by the Presbyterian Synod of Ohio. In 1969 the Synod voted to relinquish ownership and to transfer its assets to the College's Board of Trustees. Wooster is now an independent institution which maintains a voluntary relationship with the Presbyterian Church (USA). Currently, students and faculty of many faiths compose the college community.

CHARACTER

A four-year liberal arts college, Wooster was founded with the explicit purpose of preparing men and women for responsible citizenship in the world. Though the appearance of the College has changed over the years, its mission to encourage students to engage the mind's adventure and to provide them with necessary skills and methodologies has not. Through time we have learned more effective ways to enable instructors to teach, students to learn, and administrators to manage their diverse responsibilities. Moreover, this constant effort to improve upon the successes of the past has been conducted in an atmosphere marked by unrestricted inquiry, academic freedom, and open exchange.

Wooster's presidents have played significant roles in creating this atmosphere. Committed to coeducation, first president Willis Lord stated that the institution's standards of quality applied equally to women and to men. Charles Wishart vigorously defended academic freedom when he debated William Jennings Bryan over the

examination at Wooster of the subject of evolution. Howard Lowry argued in the early 1940s that independent thought and expression should permeate a student's education; Wooster's Independent Study Program began with the class of 1948.

In the last 75 years The College of Wooster has had only four presidents. This reflects good leadership, positive interaction with the Board of Trustees about institutional means and objectives, a sustained and attractive educational program, and strong students to take advantage of it. It also reflects the power granted to Wooster's presidents and the freedom they have had to use it.

ACADEMIC PROGRAM

One of four institutions in the country (Swarthmore, Princeton, and Reed) to require Independent Study of all of its students, Wooster has made it the keystone of its curricular arch. Students take one I. S. course in their junior year and a two-semester sequence in their senior year. Preparation for this responsibility begins immediately in the First-Year Seminar. Faculty are encouraged in all courses to provoke critical thinking and engaged learning. A student/faculty ratio of less than 12 to 1 enables this ideal to become a daily reality.

Challenging to both students and their instructors, Independent Study at Wooster is labor intensive and thus expensive. Despite its costs and pains, we are committed to individualized instruction. In today's competitive arena of higher learning, this may be the fundamental difference between the small liberal arts college and the public-funded university. In the years ahead, this difference may become crucial.

Although the value of Independent Study is difficult to quantify, students, alumni, and faculty have been strongly influenced by their experience with it. Before their graduation students discover the excitement of collaborating with an authority. The fruit of their increased responsibility for learning is more apparent after graduation. Mean test scores for the College's entering classes have been respectable but not exceptional (538 SATV and 584 SATM this year). Yet a study of the number of baccalaureate origins of Ph.Ds. in all fields from 1920 to 1980 ranked Wooster 11th out of 867 four-year, private, undergraduate institutions. This study also confirmed the balance of quality in Wooster's education; its three curricular divisions (Humanities, Natural Sciences, and Social Sciences) were equally represented. Wooster's high ranking is probably related to the long-term confidence Independent Study instills in its students as well as the methodological tools it requires of them.

FACULTY

Approximately 95% of the College's 143 faculty members hold either the Ph.D. or the terminal degree in their fields. Most Wooster faculty members are active publishing scholars, verifying that scholarship is not the antithesis of fine teaching but an essential part of it. A direct consequence of Independent Study for faculty is Wooster's unique leave program. Howard Lowry contended that instructors could not advise students on diverse topics unless they left Wooster to mix with the larger world of scholarship. He created that opportunity; faculty may apply for a year's leave at full pay every fifth year. During 1995-1996 nineteen faculty members are on leave. Supported by the generous leave system as well as summer research grants, instructors at Wooster publish a surprising number of articles and books each year.

STUDENTS

Wooster's 1700 students come from more than 40 states and 35 foreign countries. Approximately 50% are from Ohio. For the class of 1999 the College received 1823 applications; 522 students enrolled. African-American students represent 5.6% of this class, non African-American minority students account for 2.3%, and International and International-American students for 7.3%. One member of the Admissions staff devotes full time to minority recruitment, and another full time to international recruiting.

The 1995-1996 comprehensive annual charge for tuition, fees, and room and board is \$22,240. Between 70% and 75% of enrolled students currently receive need-based financial aid from Wooster.

Though it is difficult to type Wooster's graduates, many of them, particularly in the College's first hundred years, entered vocations of service--teaching, medicine, the ministry, social work. They served not only in the United States but also abroad. Wooster had the third highest per capita participation among colleges and universities in the Peace Corps of the 1960s. One by-product of Wooster's international thrust is the continuing presence of large numbers of international students on campus. The legacy of service expresses itself today through a volunteer network of hundreds of students who contribute their time to support agencies of the city of Wooster.

AFFILIATIONS

Wooster is an active member of one of the most respected regional consortiums in the country, the Great Lakes Colleges Association, 12 schools in Ohio, Indiana, and Michigan (Albion, Antioch, DePauw, Denison, Earlham, Hope, Kalamazoo, Kenyon, Oberlin, Ohio Wesleyan, Wabash). The GLCA sponsors internship programs for its students in Philadelphia and New York and a comparative urban semester in European cities. It schedules conferences for instructors from member institutions to discuss pertinent pedagogical and thematic issues, often interdisciplinary in nature. Administrators from the twelve schools meet yearly to share common concerns and to find collaborative ways to become more efficient. Wooster has become a popular choice of faculty children from other GLCA schools who take advantage of the consortium's mutual tuition waiver.

In 1995 Wooster, along with Denison, Kenyon, Oberlin and Ohio Wesleyan, formed the Ohio College Consortium. Its aim is to increase the quality of the programs at each institution while reducing operating cost through a wide range of collaborative efforts beginning with the libraries of the five institutions and moving to cooperation in other areas.

Wooster is also a member of the North Coast Athletic Conference (Allegheny, Case-Western Reserve, Denison, Earlham, Kenyon, Oberlin, Ohio Wesleyan, Wittenberg), created in 1983 to encourage a complementary relationship between intercollegiate athletics and the athlete's intellectual and emotional development. The Conference requires equality in men's and women's athletics at all member schools.

CAMPUS AND FACILITIES

Visitors, seeing the campus for the first time, often conclude from its spaciousness that Wooster's enrollment must be double the regular number of 1700 students. They also remark

about its well-tended appearance--the plantings of trees, flowers, and shrubs, unlittered grass, old buildings in excellent condition, new buildings that still look new. Fortunately, these first impressions do not fade at second glance. Its buildings and grounds confirm that the College has been a well-run institution. Buildings added during the tenure of Henry Copeland have not crowded its space. Currently, four buildings are in various stages of design or construction--a library primarily for I. S., an art building, a science library, and a renovated structure for chemistry. Trustees insist that no construction begin until each project is fully funded.

Buildings and facilities enable students to learn and faculty to teach. There are enough dormitories to insure Wooster will remain a residential college. Departments in all three academic divisions function in adequate office and classroom space supported by contemporary technology. Balanced concern for the arts is evident in fine buildings for theater and music and the pending art complex. The body is also respected. The gymnasium, pool, stadium, all-weather track, tennis courts, and golf course are all in excellent condition.

There is also strong material and technical support for Independent Study research. Student dormitory rooms and faculty offices, connected to a campus-wide network, have full access to Internet and other external electronic information services. The College libraries contain more than 850,000 volumes. The just completed Flo K. Gault Library for Independent Study provides seniors with private work space, each equipped with access to the campus computing network. In two years the original library of the College, Frick Hall, will be renovated to house in one building the overflowing libraries of Wooster's science departments.

THE FINANCIAL CONDITION

The College has both financial strengths and weakness. There are solid reasons for reaching positive conclusions. Since 1977 Wooster's endowment has grown from \$15.2 million to its present market value of \$116.4 million, approximately \$72,700 per student. Leadership from the Board of Trustees, a close working relationship among trustees, president, and the development staff, loyal alumni and supportive friends, and a favorable market have been the principal reasons for the sharp rise. The trustees have scheduled a reduction of the endowment payout rate from 7.0 to 6.0 percent for the five-year period from 1993 to 1998. In 1993-1994 the combined total of endowment earnings and current gifts and grants applied to the current operating budget exceeded \$11.0 million, and financed fully 22 percent of the College's \$50.5 million operating budget (see appendix).

On the other hand, Wooster has to rely heavily on students and their families to finance its operating budget; in 1993-1994 approximately 75% came from these sources. This dependence on student-based revenues has pushed the comprehensive yearly cost (tuition, fees, and room and board) to \$22,240. Admitted students have required steadily increasing levels of financial aid; in 1995-1996 the allocation for financial aid will be over \$13 million. If the budget for student aid is reduced, the cuts will primarily affect students from lower-and middle-income families, insuring a less diversified student body.

Though these challenges are serious, Wooster addresses them from strength rather than weakness. Its reputation, stability, leadership, and loyal alumni and friends enabled Wooster in the 1980s to complete successfully a campaign to raise \$32 million for the endowment, salaries, and capital expenditures. More than \$37 million was raised. Currently, more than \$60 million of the projected \$65 million Campaign for the 1990s, ending on June 30, 1996, has been raised.

CHALLENGES FOR THE NEXT PRESIDENT

Among the many challenges which await Wooster's new president, the following are most important:

Strategic vision: The president will need to possess the strategic vision to meet the various challenges outlined below and create and implement the necessary plans to address those goals.

Building national awareness: Wooster will look to its new president for leadership in projecting and representing the College beyond its region, where it is highly respected. The College's further development will require that the President be an effective spokesperson, articulating and marketing the individualized education it offers, with the aim of increasing the number and diversity of student applicants and enlarging the base of financial support.

Academic development: Wooster seeks a new president who will lead the College with imagination and realism, while celebrating its strengths and articulating the value of an exceptional liberal arts education to prospective students, to parents, to potential donors, and to its friends and alumni. The President will be expected to provide educational oversight in the ongoing process of curriculum development that is consistent with educational needs in the next century, and in the replenishment of a faculty that will experience an unusually large number of retirements over the next decade.

Community building: In an effort to focus Wooster's human and financial resources effectively in carrying out its educational mission, the President will need to demonstrate appreciation of the contributions of all constituencies of the College, encourage teamwork throughout the College, and strive for administrative structures and processes that are efficient and economical.

Stewardship: The president provides management oversight to a corporation with assets and plant valued at \$200 million. Maintenance of the College's financial equilibrium entails raising \$7-10 million a year in operating and capital funds, a development effort that requires substantial leadership and time on the part of the President.

PROFESSIONAL AND PERSONAL QUALIFICATIONS

The College of Wooster is searching for a president with significant academic and administrative experience. An earned doctorate or its equivalent is preferred. A distinguished record of leadership in higher education and/or other professional fields is essential.

This individual will have demonstrated the ability to articulate and champion the mission, aspirations, needs, and achievements of the liberal arts college or comparable organizations to a wide range of internal and external constituencies. Demonstrated excellence in teaching and scholarship is desirable.

The president must also be:

- An effective leader, able to work with all members of the campus community, with trustees, and with alumni;
- Open and accessible on campus to students, faculty, and staff;
- An active member of the community of the City of Wooster who is comfortable interacting with members of the business and industrial sector;
- Committed to the long-term success of the College as an undergraduate institution of the liberal arts and sciences;
- Committed to traditions of student volunteer and community service;
- Able to appreciate the College's history and be sensitive to the traditional relationship of the College of Wooster and the Presbyterian Church;
- Committed to race and gender equality; and
- Able to demonstrate the highest degree of personal integrity combined with common sense and a sense of humor.

REPORTING RELATIONSHIPS

The President is the Chief Executive Officer of the College, reporting directly to, and serving at the pleasure of, the 43-member Board of Trustees. The President currently has three Vice Presidents on a direct reporting line—Academic Affairs, Development, and Finance and Business. The Deans of Faculty, Students, and Admissions report to the Vice President for Academic Affairs. The President serves as a member of the Board of Trustees and as an ex-officio member of some faculty and student committees.

COMPENSATION

Open and competitive.

STARTING DATE

July 1, 1996

DEADLINE

Nominations and expressions of interest will continue to be accepted until a select list of candidates is presented for final consideration by the Board of Trustees. Since the Search Committee will begin the screening of candidates in mid-November, such submissions are especially encouraged prior to that date.

CONTACTS

John C. Dowd, Trustee Chair
Presidential Search and Screening Committee
The College of Wooster
Wooster, OH 44691

and/or

John W. Chandler
Phone (202) 332-4049
FAX (202) 234-7640

All inquiries, nominations, and applications will be held in strictest confidence.

The College wishes to ensure that the search includes qualified women and minority candidates. Applicants are encouraged, but not required, to so identify themselves. The College of Wooster is an equal opportunity/affirmative action employer. The search will not discriminate on the basis of age, sex, race, creed, national origin, disability, sexual orientation or political affiliation.

APPENDIX

CURRENT FUND REVENUES, EXPENDITURES AND OTHER CHANGES (1993-94)

REVENUES

Tuition and Fees	\$25,637,861	(50.61%)
Endowment and Payout	5,913,192	(11.67%)
Gifts and Grants	5,096,563	(10.06%)
Auxiliary Enterprises	12,498,509	(24.68%)
Other Revenues	1,509,656	(2.98%)
TOTAL REVENUES	\$50,655,781	(100.00%)

EXPENSES

Instruction	\$12,820,549	(25.52%)
Library	1,806,949	(3.60%)
Student Services	3,467,614	(6.90%)
Administration & General	1,650,984	(3.29%)
Public Service and Information	1,803,274	(3.59%)
General Institutional	2,787,647	(5.55%)
Scholarships and Student Aid	12,299,662	(24.78%)
Operation and Maintenance	3,672,920	(7.31%)
Research Grants	188,874	(.34%)
Auxiliary Enterprises	9,752,501	(19.40%)
Transfers to Other Funds	17,363	(.02%)
TOTAL EXPENSES	\$50,233,611	(100.00%)

NET INCREASE IN FUND BALANCE (422,170)

Current Fund Balance (7/1/93)	4,319,937
Net Increase in Current Fund	(422,170)
Current Fund Balance (6/30/95)	4,742,107