



HIRAM COLLEGE

Vice President and Dean of the College

Hiram College invites applications and nominations for the position of Vice President and Dean of the College. The Vice President is the College's chief academic officer and provides leadership for the College's distinctive educational programs. Hiram is a 158-year old institution located in northeast Ohio's Western Reserve, a beautiful region in the heart of the American Midwest known for its friendliness and community life. Hiram is among the oldest private, co-educational colleges in the United States and throughout its long history has been a leader in liberal arts education. In more recent years, Hiram has effectively incorporated a Weekend College, several new undergraduate and graduate programs, and six Centers of Excellence. It regularly produces graduates who have combined rigorous coursework with multiple internship and research experiences and who successfully enter graduate schools and a wide range of professions. This attractive leadership opportunity is available as early as January 2009, but the position may be assumed as late as July 1, 2009. It will follow the successful but too-brief service of the late Katherine L. Feather, who was also Professor of Education. As the result of her leadership and that of President Thomas V. Chema, inaugurated in 2004, the College is in a strong position for continued growth, for pursuit of its strategic plan, and for making significant additional contributions to American higher education.

BACKGROUND

Founded in 1850 by members of a church body that today is known as the Christian Church (Disciples of Christ), Hiram was originally chartered as the Western Reserve Eclectic Institute. This charter was modified in 1867 to change the name to Hiram College and to permit the institution to pursue a full collegiate program. Although the College maintains a covenant relation with the Disciples Church, it is ecumenical and fully non-sectarian in its mission and teaching and is privately endowed and supported.

In its very first year, Hiram enrolled a remarkable total of 300 students, and by the end of its first decade the College's population had grown again by half. The foundation for the College's future was laid by the dedicated work of many accomplished teacher-scholars, under the lead of distinguished presidents. Hiram is one of only three colleges in the United States to claim a former U.S. President as head of the institution: James A. Garfield, also a former student, was principal of Hiram College from 1857 to 1861. Hiram dedicated itself early in its history to academic excellence and high standards of achievement and is today categorized as a Baccalaureate College-Liberal Arts (previously

Baccalaureate I) by the Carnegie Foundation for the Advancement of Teaching.

THE MISSION OF HIRAM COLLEGE

The mission of Hiram College is to foster intellectual excellence and social responsibility, enabling our students to thrive in their chosen careers, flourish in life, and face the urgent challenges of the times.

So effective has Hiram been in pursuing its mission that well-known education writer Loren Pope has featured the College in his volume, *Colleges that Change Lives*, by stating, “No college anywhere, and certainly no university, works more good magic on young minds and souls than beautiful Hiram College in a lovely Ohio village of the same name. In short, it is a national asset, and one that deserves recognition of the challenges it asks its students to meet.” An historical commitment continues today to serving first-generation college students, who comprise a substantial proportion of its graduates.

ACADEMIC PROGRAMS

Foremost among Hiram’s strengths is its 70-member faculty, recognized for their deep commitment to an educational community characterized by the close relationships with, and genuine respect for, their students. The student/faculty ratio is 14:1, with 72 percent of classes having fewer than 20 students and 93 percent with fewer than 30. Many classes are taught in the seminar style, and numerous opportunities are available for independent study and undergraduate research; original scholarship or research is incorporated across the curriculum and in an integrative capstone project required of all graduates. These features have contributed to a powerful culture of student support at Hiram, one that has produced the “proud sense of ownership” that students feel for the College.

The academic program at Hiram is characterized by the chosen phrase, *Intimate Learning. Global Reach*, and has a number of features that in combination provide a distinctive approach to education that has earned the attention of many educational writers, such as Loren Pope quoted above. It has been so successful that the College was awarded a chapter of the national honorary society, Phi Beta Kappa, in 1971. Alongside thirty strong undergraduate major programs, the College offers a distinctive core curriculum in the liberal arts oriented around a commitment to the need for interdisciplinary approaches to complex problems.

The Hiram Plan. While many colleges simply divide the academic year into two 15-week semesters, Hiram modifies the traditional 15-week semester to create more opportunities for engaged, hands-on learning such as internships, off-campus field experiences, and travel. Fall and spring semesters are divided into two sessions—a 12-week session, when students normally take three courses, and a 3-week session, when one can choose to study abroad, complete an internship, work in an off-campus setting, or

stay on campus and take one intensive course. The Hiram Plan thus allows students to study abroad while still staying on pace to graduate in four years; as a result nearly half of Hiram students are able to study abroad in a program that has strong faculty support and participation.

First Year Programs. Entering students begin their Hiram experience with the New Student Institute, a three-day program designed to acquaint them with the College's programs and expectations. This is followed by the first semester's Colloquium, taught by the student's academic advisor as an introduction to college writing and discourse. Finally, in the second semester, new students enroll in the First Year Seminar, a continuing introduction to the examination of substantial intellectual issues and an essential part of the College's Writing Across the Curriculum initiative.

Weekend College. The Weekend College program, a vital part of the College since 1977, is an undergraduate program that offers classes every-other weekend and is ideally suited for adults with family or occupational commitments. The program makes it possible for students to earn a Hiram College B.A. degree in any of eight different majors, and by serving non-traditional students with a liberal arts education, it fulfills a significant dimension of Hiram's traditional mission.

In more recent years, Hiram has established a number of new academic programs that form an important part of the excitement created by the new leadership team and the construction of new campus facilities.

Centers of Excellence. Since 2005, Hiram College has created six distinct Centers of Excellence in which teaching, learning, and novel scholarship occur collaboratively, capitalizing on the College's longstanding experience in applying interdisciplinary approaches to complex, multi-faceted questions that do not lend themselves to straightforward solutions.

- Center for the Study of Ethics and Values,
- Center for Literature, Medicine, and Biomedical Humanities,
- Center for Deciphering Life's Languages,
- Center for the Study of Nature and Society,
- Lindsay-Crane Center for Writing and Literature, and
- Garfield Institute for Public Leadership.

The Centers are directed by faculty, focused on areas of existing curricular strength, and provide vehicles for undergraduate research and for bringing visiting scholars to campus.

Master's in Interdisciplinary Studies. In 2004, Hiram established a graduate program in interdisciplinary studies in the same convenient weekend format followed by the Weekend College. There are approximately 35 students in the program, with an average age of 40; 95% of them are employed outside the home. Under investigation is the establishment of a second graduate program, a master's in education, in response to the

need for high-quality professional development and licensure at the graduate level and the requirement that practicing teachers at all levels receive advanced education.

Nursing Degree and Major. In 2006, Hiram established a new major and degree program for the Bachelor of Science in Nursing (BSN), and the Ohio Board of Regents and the Ohio Board of Nursing have approved the program. The first class of students was welcomed into the program in the fall of 2007, and a new series of courses for the program was approved by the faculty in March 2008. In the words of its new director, the vision of the nursing program “draws on the liberal arts tradition—with a strong foundation in the sciences, biomedical humanities, and even study abroad experiences—and incorporates a distinctive nursing curriculum. This is unique in nursing, and Hiram has put all the puzzle pieces in place.”

Entrepreneurship Program. Through a \$1 million major grant in 2006 from the Burton D. Morgan and Ewing Marion Kauffman Foundations, Hiram is a participant in the Northeast Ohio College Entrepreneurship Program. This program brings Hiram into contact with four other awardees—Baldwin-Wallace, Lake Erie, Oberlin, and Wooster—and exposes students to entrepreneurial thinking, providing the spark to help them transform a passion into a new venture. A subsequent grant of \$2 million from the Morgan Foundation is supporting the incorporation of a center for entrepreneurship in the residence hall currently under construction.

THE CAMPUS

The main campus of Hiram College consists of 110 acres located in the rolling hills of northeast Ohio’s Western Reserve, an historic region that lies only forty-five minutes from downtown Cleveland. Newer buildings complement the traditional red brick campus buildings, themselves examples of distinguished nineteenth-century architecture that sits amongst the quaint and attractive homes of the small and safe village of Hiram. Since its founding, Hiram has had a close and comfortable relationship with its surrounding village.

Only three miles from the main campus is the J. H. Barrow Field Station, 360 acres of mature forest, streams, and ponds, with a lake, nature trail, observational building, and teaching laboratory with greenhouse. It is complemented by the Northwoods Field Station, a College-owned facility in Michigan’s Upper Peninsula used regularly for field trips in the spring, summer, and fall.

Recent and soon-to-be-completed additions to the campus will meet acknowledged needs and promise to provide new opportunities for academic and extra-curricular programming:

- *Gerstacker Hall for Science* (2000)
- *Sports, Recreation, and Fitness Center* (2005)
- *Henry C. Gelbke Fine Arts Center* (2007)

- Extensive addition and renovation to the *Barrow Field Station* and its *Observation Building* (2007)
- *102-bed Residence Hall*, under construction, also housing the *Burton D. Morgan Entrepreneurship Center* (Fall 2008)
- *New Dining Hall* (Spring 2009)

STRATEGIC PLAN

Hiram College has recently completed a new strategic plan, “Education that Works.” While looking ahead to the challenges confronting all liberal arts colleges in the 21st century, it is built on a traditional foundation of five core values: community, learning, responsibility, diversity, and innovation. There are six primary goals of the strategic plan:

- Deliver a unique education that fully integrates the liberal arts and preparation for success in work and life;
- Focus on recruiting and serving students who will thrive at Hiram;
- Help graduates of Hiram College pursue successful careers or advanced study;
- Differentiate Hiram by building our distinctive strengths, tying them to core strategy, and marketing them effectively;
- Assure excellence in Hiram’s physical facilities and technology; and
- Assure a sound financial foundation for Hiram’s future.

President Chema embraces this Plan and has assembled an energetic leadership team which will be complete with the appointment of the new vice president and dean. The Plan has strong Trustee support, and it has been guiding tactical planning and decision making for the past three years, one result being the development of the Centers of Excellence.

STUDENTS AND ALUMNI/AE

There is excitement at Hiram arising from welcoming in fall 2007 the largest entering class in more than a decade. Applications and enrollment for the undergraduate program have been increasing for several years under the new strategic plan, and in the past fall Hiram welcomed 334 new traditional students, 35 transfers, and 39 new students in the Weekend College, for a total of 408 new undergraduate students. Hiram draws its talented undergraduate student body of nearly 1000 from 26 states and 23 countries. Twenty percent of students in the fall 2007 entering class were in the top ten percent of their high school graduating class, and incoming students averaged a 3.36 grade point average and an 1086 SAT.

Ninety-five percent of undergraduates live on campus in the College’s eleven residence halls, and Hiram considers the residential experience an integral part of students’ education. Though the College’s location is rural, it is only twenty minutes from the suburbs of Cleveland, and the Hiram community enjoys the multiple cultural, civic, and

social opportunities of the greater metropolitan area. There are more than 70 student clubs, organizations, and honor societies on the campus.

Hiram's 14,500 alumni and alumnae are living evidence of a college that changes lives. They are well known for having dedicated their learning, leadership, and energy to the service of their professions, their communities, their nations, and the world.

FINANCES

Hiram College's endowment stands currently at \$77.3 million, and the annual fund brings in \$1.3 million with an alumnae participation rate of 21 percent. The College expects to embark upon a comprehensive capital campaign within the next few years.

OPPORTUNITIES AND CHALLENGES FOR THE VICE PRESIDENT

The new Vice President and Dean at Hiram will find a number of opportunities for providing leadership to the College community and for making significant contributions to the institution's development.

Joining a Professional Administrative Team. The Vice President and Dean of the College reports directly to the President and is one of three corporate officers whose appointment is approved by the Board of Trustees, the governing entity of the institution. The Vice President works collaboratively with the Vice President and Dean of Students, the Vice President for Business and Finance, and the Vice President for Institutional Advancement. This new administrative team of experienced professionals has been recently assembled by President Chema to pursue the strategic plan and the opportunities for institutional growth that Hiram has foreseen.

Leading and Shaping a Faculty. Hiram's greatest strength is its faculty, a dedicated group of teacher-scholars, one of whose members put her finger on the key to the Hiram ethos by saying, "We teach students, rather than subjects." Students say that the concern that Hiram professors have for their welfare outside of class is "amazing" and "incredible," and one has said, "These are incredible people. They love to teach..... I've never had to work so hard in my life; this place is great!" The new Vice President will have the opportunity to lead and inspire this remarkably committed group and at the same time to mold its evolution. Through the addition of the academic programs described above, and through the natural cycle of retirements, nearly a third of the faculty have been appointed in the past few years, and the Vice President will be called upon to mentor the faculty, to facilitate the realization of their professional goals, and to collaborate with them in maintaining high academic standards in the curriculum and in promotion and tenure decisions. It will also be important to inspire the new and younger faculty especially to deep involvement in all phases of campus and community life, including the recruitment, enrollment, and retention of new students.

Building Academic Programs. An exciting course of development for the strengthening of Hiram’s academic standing has been set by the establishment of the various new programs outlined above in entrepreneurship, nursing, and centers of excellence. The Vice President will have the opportunity to guide this development and to add his or her own vision to the College’s growth. In particular, the incorporation of these programs into the fabric of Hiram’s traditional liberal arts community offers the potential for increased national reputation and for new strength in the College’s recruitment of outstanding new students, new faculty, and new members of the administrative staff.

As at every institution, these opportunities for growth and development are accompanied by challenges. At a time of such rapid growth and change, Hiram is at an important crossroads with respect to its identity as a liberal arts college; in the context of these opportunities, the Vice President will also find expectations among the Hiram community for this next stage of the College’s development.

The Academic Program: Vision, Integration, and Balance. The successful Vice President will be one who can sustain and strengthen the tradition of the liberal arts at Hiram while integrating the new programs—nursing, entrepreneurship, and the Centers of Excellence—into the fabric of the institution. The philosophical challenges central to this incorporation, in light of the many and varied responsibilities of the Vice President’s position, will be significant. In general, there is the challenge of determining and maintaining appropriate overall balance in the institution. Specifically, it is important to determine and achieve appropriate balance among old and new programs and among departments and Centers, as well as between traditional and professional disciplines and between graduate and undergraduate programs—always recognizing the centrality of the latter. An appropriate balance must also be achieved among the obligations that faculty have to their department, to all-College programs, and to scholarship. The primary challenge, then, is to engage the campus in an ongoing fruitful conversation about the best ways both to accomplish the incorporation of the new programs and to support excellence in all of the College’s programs.

Prioritization. No college ever has, in its own mind, resources sufficient to support all of its various programs. An important challenge for the Vice President is to lead in productive campus discussions about the setting of priorities in the academic area and about the fair and effective allocation of campus resources, in keeping with these priorities. Important in these efforts is the Vice President’s ability to temper the inclination of faculty members and administrators to add to the list of new activities. One issue entering into these discussions is that of faculty workload, and the Vice President will be expected to contribute both wisdom and technical analysis to making satisfactory progress towards better resolution of what are seen to be challenges in this area.

Accreditation and Assessment. Hiram College will undergo its 10-year accreditation through the Higher Learning Commission in the spring of 2010, and the self-study is to be submitted in September 2009. Thus, the new Vice President will likely take office after the major portion of conducting and writing the self-study but before the campus visit. Assessment is a significant theme of current accreditation efforts, and it is therefore

important that the Vice President be prepared to become well acquainted with the College quickly through the self-study and be experienced in the effective application of assessment principles.

Community and Communication. At a time of significant change and growth at Hiram, and at a time that there is energetic discussion of Hiram’s identity as an institution, the College seeks a Vice President who will work effectively with the senior administrative team in maintaining open communication with all campus constituencies—faculty, staff, students, and trustees—in an atmosphere of reciprocal trust and openness.

Expansion of Resources. Beyond the fair and effective allocation of existing resources in accordance with priorities established collaboratively, the successful Vice President will also be one who can partner effectively with the President and the Vice President for Institutional Advancement in identifying new sources of financial support and in obtaining funds from such sources. Such new support is deemed essential for the success of Hiram’s academic programs, for faculty development, and for student financial aid.

DESIRED ATTRIBUTES FOR THE VICE PRESIDENT AND DEAN

The successful candidate for Hiram College’s vice presidency will bring a combination of professional experience and personal qualities that will enable the new appointee to take best advantage of both the opportunities and challenges that exist for the College. In addition to such required personal characteristics as honesty, integrity, and the energy and stamina for the rigors of the office, Hiram will consider important the following:

- An earned Ph.D. in a liberal arts field, evidence of excellence as a teacher and success as a scholar in a tenured faculty appointment, and substantial accomplishment in broad academic leadership with particular experience in an undergraduate liberal arts setting;
- A strong commitment to the traditional conception of the liberal arts combined with an openness to innovation and entrepreneurship consistent with that commitment, particularly with respect to the potential success of the various newly adopted programs;
- Breadth of vision and commitment, coupled with an appreciation for creativity and new ideas, the ability to work productively with the ideas of others rather than imposing his or her own ideas, a willingness to experiment and explore, and no fear of change;
- The desire and capability to “lead from within,” building consensus through collaboration and with a combination of tact, diplomacy, self-confidence, and appreciation of process;
- An open, friendly, and transparent style of leadership, characterized by high principles and frequent communication with all segments of the College community;

- The capability for “effective efficiency”: listening closely, being a quick-study, making decisions firmly, communicating them clearly and effectively, delegating responsibility with trust in others, and following through;
- The eagerness to be an active participant in an exceptionally close-knit community, to follow an open-door policy, and to be accessible and a regular presence on campus;
- A natural inclination to recognize the good work of colleagues, show appreciation for their contributions, and exemplify compassion for others;
- A sense of perspective and humor, accompanied by fortitude and a thick skin for the unavoidable tough decisions; and
- The common sense necessary to balance intellectual arguments with practical reality.

Additional information about Hiram College may be found at:

www.hiram.edu

NOMINATIONS AND APPLICATIONS

Review of nominations and applications will begin immediately, and such nominations and expressions of interest will be welcomed until an appointment is made. Applications received by August 1, 2008 will be assured of full consideration and should include a letter of interest, curriculum vitae, and names of five professional references with e-mail addresses and telephone numbers. All submissions will be treated in confidence and should be sent electronically (MS Word format preferred) to:

HiramVPDean@academic-search.com

The committee is assisted by:

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