



WESTMINSTER

SALT LAKE CITY • UTAH

SEARCH PROFILE

The Opportunity

The next president of Westminster College will take this distinctive private institution to new levels of excellence. As the national and international reputation of the college continues to grow, the next president will have the opportunity to lead our engaged and dedicated community of learners while we formulate the strategic vision for the future of our institution.

Westminster's faculty and staff are committed to student learning and the concern for students and their education. With a strong foundation in the liberal arts and cutting-edge professional programs at both the undergraduate and graduate levels, we prepare graduates with the skills and attributes critical for their success, enabling them to lead lives of learning, accomplishment, and service.

The College

Westminster College is a private, comprehensive liberal arts college founded in 1875. Impassioned teaching and active learning are the hallmarks of the Westminster experience. Located where the magnificent Rocky Mountains meet the vibrant city of Salt Lake, Westminster blends classroom learning with innovative educational experiences made possible by its unique learning environment to help students develop skills and attributes critical for success in a rapidly changing world. Deeply committed to each student's success, Westminster College is a challenging and supportive community of learners where students take full advantage of our unique learning environment: our campus, the city, and the mountains.

- The college enrolls approximately 2,600 undergraduates and 800 graduate students.
- Students come from 47 states and 37 countries.
- The average age of undergraduates is 22; graduate student average age is 33.
- The average ACT score for incoming freshmen is 24.8 (SAT equivalent 1121), well above the national freshmen average of 21.1.
- The average GPA of incoming freshmen is 3.504.
- The student - faculty ratio is 10:1.

The college is committed to the following core values:

- Impassioned teaching and active learning
- Respect for diverse people and perspectives

- Collaboration and teamwork
- Personal and social responsibility
- College-wide excellence
- High ethical standards

College-wide Learning Goals:

- Critical, analytical, and integrative thinking
- Creative and reflective capacities
- Leadership, collaboration, and teamwork
- Writing and other communication skills
- Global consciousness, social responsibility, and ethical awareness

Mission

Westminster College is a private, independent college dedicated to student learning. We are a community of learners with a long and honored tradition of caring deeply about students and their education. We offer liberal arts and professional education in courses of study for undergraduate, selected graduate, and other innovative degree and non-degree programs. Students are challenged to experiment with ideas, raise questions, critically examine alternatives, and make informed decisions. We encourage students to accept responsibility for their learning, to discover and pursue their passions, and to promote more equitable and sustainable communities.

Our purposes are to prepare students to lead lives of learning, accomplishment, and service and to help them develop skills and attributes critical for success in a diverse and interdependent world. We promote distinctive approaches to engaged learning that emphasize theory and practice in our academic and co-curricular programs. Grounded in a culture of creativity and innovation, we work to pursue excellence while promoting inclusiveness and respect for differences.

Programs of Instruction

Westminster's instructional programs are characterized by an experienced and available faculty and staff; liberal arts, interdisciplinary and professional programs emphasizing both theoretical and practical learning; an administration committed to academic excellence; a genuine concern for each student's plans and aspirations; small classes that encourage involvement and active learning; and a diverse and friendly student body.

The college welcomes students from all backgrounds and ages, and believes that the knowledge and discipline acquired through the rigors of higher education will lead to new and expanded opportunities.

The college's instructional programs are organized and administered through four schools: the School of Arts and Sciences; the Bill and Vieve Gore School of Business; the School of Education; and the School of Nursing and Health Sciences. Close working relationships among the faculty in all four schools are of utmost importance to the college in assisting its students.

Each school is directed by a dean and has its own faculty. Instructional programs and procedures are recommended by the faculty members of each school and approved by the entire college faculty. The four academic deans and the provost and vice president for academic affairs constitute

a Council of Deans who are responsible for the day-to-day administration of the instructional programs.

Undergraduate and Graduate Programs

Westminster offers 41 undergraduate majors conferring BA, BS, BBA and BFA degrees. In addition to a multitude of minors, Westminster offers various areas of emphasis and special programs such as our honors program, the scholars program, pre-professional programs (pre-med, pre-law, pre-dental), the McNair Scholars program, and our unique Winter at Westminster program.

Westminster also offers the following graduate degrees:

- Master of Accountancy (MACC)
- Master of Arts in Community Leadership (MACL)
- Master of Arts in Teaching (MAT)
- Master of Business Administration (MBA)
- Master of Business Administration – Project Based (PMBA)
- Master of Business Administration in Technology Management (MBATM)
- Master of Education (MED)
- Master of Science in Nurse Anesthesia (MSNA)
- Master of Science in Nursing (MSN), Family Nurse Practitioner (FNP)
- Master of Science in Nursing Education (MSNED)
- Master of Professional Communication (MPC)
- Master of Science in Professional Counseling (MSPC)
- Master of Public Health (MPH)

Accreditation and Affiliation

Westminster College is accredited by the Northwest Commission on Colleges and Universities; the Bill and Vieve Gore School of Business by the Association of Collegiate Business Schools and Programs; the Teacher Education Programs by the Teacher Education Accreditation Council; and the Nursing Program is accredited by the Commission on Collegiate Nursing Education and is approved by the Utah State Board of Nursing. Programs at Westminster College are approved for veterans benefits, and the College is authorized under Federal law to enroll non-immigrant students.

In addition, the college is a member of the National Association of Independent Colleges and Universities, American Association of Colleges, American Council on Education, Western Interstate Commission on Higher Education, Council for Independent Colleges, Council for Adult and Experiential Learning, National Collegiate Honors Council, Council for the Advancement and Support of Education, American Association of Colleges of Nursing, and the Western Institute of Nursing. Westminster is an independent, freestanding, nonsectarian, self-governing college.

The Faculty

There are approximately 147 full-time faculty and 249 adjunct instructors who teach at Westminster College. Of the full-time faculty, more than 95% hold a Ph.D. or professional terminal degree. Among the members of the faculty are published writers, active scholars, and many who left successful professional careers in order to teach. The Genevieve W. Gore Distinguished Residents Program and the Weldon J. Taylor/American Express Executive Lecture Series bring noteworthy faculty, scholars, and business leaders to campus every year. The Anne Newman Sutton Weeks

poetry series brings distinguished poets from around the world. The Tanner-McMurrin Lecture Series attracts an outstanding scholar in the history and philosophy of religion each spring, the Diversity Lecture Series helps focus the College's commitment to diversity and respect for differences, and the Kim T. Adamson Chair and annual lecture helps bring international perspectives to disciplines and majors throughout the college. The Westminster Concert Series features Westminster music faculty and other superb local and out-of-state musicians many of them nationally or internationally respected in the Vieve Gore Concert Hall.

The Students

A combination of approximately 3,358 full-time and part-time students representing 45 states and 41 foreign countries are enrolled in the college's daytime, evening, and weekend classes. 76% percent are undergraduate students, 24% are graduate students.

About 90% of undergraduate students attend full time (12 hours per semester or more), and 10% attend school part-time. About 46% of graduate students attend part-time. Approximately 97% percent of freshmen receive some form of financial assistance with an average undergraduate total financial aid award (federal, institutional, loans) of over \$23,000.

Students are offered a choice of undergraduate programs and majors or minors, as well as graduate degrees in business administration, technology management, education, teaching, community leadership, professional communication, professional counseling, nursing, anesthesia, and public health. Westminster students publish a weekly newspaper and a nationally recognized literary magazine, are active in student government and college committees, and are members of both special interest and honorary clubs.

The Campus

The Westminster College campus is situated on 27 acres in a residential area of Salt Lake City within the shadows of the Wasatch Mountains. Students residing in the coeducational residence halls or nearby local housing are just 10 minutes from downtown, 15 minutes from nearby canyons, and only 30 minutes from spectacular ski slopes. Many cultural events, including symphony, ballet, theatre, and opera; as well as professional sports, are available to students year-round.

The campus has nineteen major buildings, including a performing arts center; student union; gymnasium; and residence halls, three of which have been built since 1998. The Bill and Vieve Gore School of Business building was completed in 1988 and expanded with a 32,000 square foot addition in Fall 2002. The flagship building of the campus, Converse Hall, was built in 1907 and renovated in 1989. It features classrooms and art studios, and houses a carillon. Foster Hall, renovated 1993-94, houses Arts and Sciences faculty and classrooms. Converse Hall and Foster Hall, together with the Jewett Center for the Performing Arts, compose the Jewett Center for the Arts and Humanities. The student union--the Shaw Center--was remodeled in 2001. In addition, there are computer labs, a flight simulator lab, a print shop, a theater, and a nursing laboratory. Classes in wheel-thrown and hand-built pottery are held in the Eccles Ceramics Center. Stately old trees, flowering shrubs, a mountain stream, and a towering water fountain in the center of the campus plaza enhance the overall beauty of Westminster's campus.

The Giovale Library, completed in 1997, is a 50,000-square-foot state-of-the art library and information services center. The collection presently includes 123,552 volumes; 256,182

microform items; 5,733 audio/video/CDs and DVDs, and 20,117 periodical subscriptions. Students have access to over 90 online electronic databases (most of which are available from off-campus via a proxy server). The Giovale Library has seating capacity for 290 people, group study areas, a multimedia classroom, media viewing areas, a computer lab, an information commons area where multiple students can work together, and individual study carrels, all with wireless internet access. The library staff is well-trained to assist students, staff and faculty in formal classes or on an individual basis in accessing various databases and locating materials and information. The library also includes the Writing Center and an Assistive Technology Lab. The Giovale Library is a member of the Utah Academic Library Consortium.

The dedication of the library marked the first in a series of master-planned campus improvements, which include a tiered parking structure on the northwest end of campus behind the Jewett Center as well as an apartment-style residence which were both opened for Fall Semester 1998. A second apartment-style residence was opened for Fall Semester 1999, and a third was opened for Fall Semester 2001. In the administration building, Bamberger Hall, the Registrar's, Financial Aid, and President's Offices were renovated in Summer 2002.

The Bill and Vieve Gore Center for Business, Aviation, and Entrepreneurship is one of the most technologically advanced facilities for business education in the nation. Interactive classrooms facilitate discussion and case analysis; the Entrepreneurship Center provides opportunities for students to mentor and consult with early-stage companies; the Center for Financial Analysis enables students to bridge the theoretical and practical components of finance; the Behavioral Simulation and Team Learning Lab simulates group, teamwork, and interpersonal relationships; mentor-team rooms provide space for students working on company-specific projects; and, in the Aviation Simulation Center, students practice their flying, instrument, and procedural skills.

The Emma Eccles Jones Conservatory, completed in Fall of 2004, adjoins the Jewett Center for the Performing Arts and helps meet the growing needs of our students in the performing arts. Some of the highlights of the new conservatory include a new concert hall with seating for 285, a rehearsal facility, seven practice rooms, a black box student theatre and a larger foyer to allow for public receptions and art exhibits.

The Dolores Doré Eccles Health, Wellness, and Athletic Center was completed in February of 2006. This 84,500-square-foot, three-story building houses a fitness complex featuring a gymnasium, climbing wall, swimming pool, fitness and training center, and lockers and training space. The third floor of the new facility is home to the college's growing Center for Nursing Education, which provides classrooms, offices, and a Skills Center that includes a state-of-the-art simulation laboratory to support experiential learning for students at all levels of nursing education.

Dumke Field and parking structure, originally Dane Hansen Memorial Stadium, was completed in Fall 2006. This underground parking structure and elevated field houses Westminster's soccer and lacrosse teams, as well as other intramural and club sports.

The Meldrum Science Center, completed in Fall 2010, is a four-story, 60,000-square-foot facility featuring 14 high-tech classrooms with integrated laboratories and five dedicated research labs. The new building provides state-of-the-art space for undergraduate research, an important aspect of our faculty's inquiry-based curriculum and a significant factor in the success of our graduates. The building is designed to support active, hands-on learning, which prepares our students to be critical thinkers and problem solvers. The building's layout clusters faculty offices and student workspaces to promote interaction and cross-disciplinary learning.

A LEED® Platinum certified building; the Meldrum Science Center is the college's newest and most visible example to the community of sustainability in action. Among its many energy-saving features are the 20kW solar panel system on its roof, use of ambient light and recycled water, and locally sourced building materials.

Background

For most of its 140-year history, Westminster College has been a small, independent college with a talented and dedicated faculty, motivated students, an attractive campus, and an academic environment that is both challenging and supportive. The college has long been known as a caring community where the faculty and staff have an unusually strong dedication to students and their learning. Students from every generation report that they have been touched deeply and irrevocably by the Westminster experience. In fact, if the historic mission of the college were to be summarized into three words, those words might be “we change lives.”

Westminster College was selected as one of the Chronicle of Higher Education’s 2011 Great Colleges to Work For and was named to the Chronicle’s Honor Role. The Princeton Review’s “Best 373 Colleges” for 2011 ranked Westminster College #13 for Quality of Life and #15 for Town-Gown Relations. The Princeton Review also ranked Westminster College as one of the nation’s Best Values for undergraduate education.

Under the leadership of President Michael Bassis and the Westminster College Board of Trustees, Westminster College has developed a national reputation as a leader in higher education based on its distinctive programs, its ongoing transition from teaching to learning pedagogies, and its systems for assessing student learning outcomes. Recent academic accomplishments include establishing 19 new undergraduate programs and nine new graduate programs, project-based programs that enhance learning while creating the potential to substantially reduce program costs, an E-Portfolio program to be phased-in over the next several years and a growing number of international partnerships. The College’s strategic vision and goals related to building a distinctive and nationally recognized community of learners through a wide range of educational initiatives will be substantially achieved ahead of schedule.

Over the period of President Bassis’ tenure, the College also has significantly improved its resource base and financial position. Accomplishments with respect to resources include raising over \$63 million, construction and funding of five new facilities, including the Meldrum Science Center, and the annual expansion of revenue through the growth of enrollment at both the undergraduate and graduate levels. The college has achieved an operating surplus every year for the past 28 years. These results have been achieved in the face of financial, demographic, and other headwinds that buffet the higher education landscape. Further, the College has commenced initiatives to generate revenues from strategic ventures and to expand its urban campus to assure the availability of resources and facilities to keep the College on its successful track. The College currently manages an endowment of over \$53 million.

The substantial programmatic and resource improvements have combined with our special location to attract increasing numbers of undergraduate and graduate students. As a tangible demonstration of Westminster’s growing national reputation, this fall, for the first time, more than half of the record enrollment of entering freshmen will be from locations other than Utah. Our student body is the most diverse of any higher educational institution in Utah.

The College has partnerships and offers study abroad programs with Nankai University in Tianjin, China; Donghua University in Shanghai, China; Universidad Argentina de la Empresa in Buenos Aires, Argentina and University of Glasgow in Glasgow, Scotland.

Trends

Despite the College's strong record of success and its momentum, College leadership is mindful of the trends and issues that are likely to affect the College over the next decade. These trends and issues include the following:

1. Cost, Quality, and Value. Decades of tuition increases in excess of the growth in average family incomes and a currently weak job market have students, parents, and tuition-funding agencies asking: "Is the cost of college education worth it?" At the core of this question is the increasingly untenable business model of higher education that equates academic quality improvement with increasing levels of costly inputs to programs delivered through traditional teaching methods. Westminster's leadership believes the transition from the traditional (and higher-cost) teaching-based paradigm to a learning assessment-based educational paradigm holds the potential to deliver superior learning results while reducing the cost of delivering improved quality. The College has also experienced the need to enhance facilities and co-curricular programming to accommodate its student base, which increasingly is from out-of-state and in need of near-campus residences, services and other resources.
2. Need for New Revenue Sources. College leadership has recognized the need to develop new revenue opportunities to meet the requirements of core undergraduate and graduate programs and has established the institutional framework to develop and implement such opportunities. Westminster's project-based business program is one example of an opportunity that is being expanded, but more must be developed and implemented in a way that does not adversely impact core programs.
3. Strategic Vision and Goals. Under the leadership of President Bassis, Westminster's strategic vision and goals have effectively shaped the College's work priorities and programs. As the College achieves significant academic and institutional accomplishments driven by the existing vision and goals, the College needs to coalesce around elements of strategy that will take the College to the next level.
4. Uncertainty and New Competition. In addition to the uncertainty resulting from the push-back in the market to tuition cost increases, higher education is increasingly impacted by new forms of competition from for-profit institutions and corporate universities, the broad availability of on-line educational content, a high likelihood of reduced federal student aid and other factors driving uncertainty. The College will need to become more innovative and entrepreneurial to respond to these forces.
5. Student Demographics and Mix. Our applicants are becoming ethnically and economically more diverse. We expect to continue to promote diversity by expanding the enrollments of international students and students from underrepresented backgrounds. At the same time, federal student aid has been reduced and the tuition discount rate has risen in recent years. These trends are likely to continue and increase financial pressure on the College.

6. Complexity and Change. The sheer complexity of higher education and the challenges created by often-conflicting interests of its stakeholders are compounded by the high rate of change in financial, economic, social, and educational market conditions affecting the industry. Westminster College is not immune from these factors and must adapt in real time to changes that cannot be fully anticipated.

Future Direction of the College

Although the College will be required to continue to progress and adapt, the trustees believe that the mission and core themes of the college are sound. Further, the direction of the college will continue to emphasize certain features that have been the basis for our success, including preserving high levels of faculty/student engagement, transitioning from a teaching to a learning paradigm, and addressing the cost/quality issue while maintaining a solid financial footing. Further, continuing to build the college's reputation for academic quality, distinctiveness, diversity and global learning is another important objective of our ongoing efforts. The next president will be expected to maintain the college's focus on these issues while also expanding the college's vision and strategy, leading innovation, capturing opportunities, and addressing emergent issues.

Qualifications

We believe that the agenda of the new college President will be shaped by the "Future Direction of the College," as described above, the trends and issues facing the college, and the vision, capabilities, and the experience of the person in the position. While a terminal degree and executive experience in higher education is preferred, it is not required.

Westminster College is dedicated to continuous improvement and leading the shift from teaching to learning, and is unwilling to accept the traditional cost/quality models. We are looking for a leader to take us to the next level in these endeavors.

The following is a list of some of the areas of focus that the Board believes will be critical for the next President's success:

Special Focus

1. Embrace, build upon and promote the Vision of the College and update the strategic plan to refine the ability to achieve it.
2. Promote a culture of innovation, collaboration, and continuous improvement.
3. Strengthen the value proposition and distinctiveness of the college.
4. Demonstrate the courage and capability to think and act entrepreneurially, foster an entrepreneurial institutional environment, and actively support innovation.
5. Be or become a higher education thought leader in the transition from teaching to learning and cost/quality. Effectively communicate these ideas to the college, its key stakeholders and the higher education community.

6. Be an articulate spokesperson in support of core liberal arts values.
7. Build strong and enduring relationships and partnerships locally, nationally and internationally.

Traditionally Important

1. Act as the college's most visible fund and friend raiser.
2. Maintain, develop and support a strong leadership team; build faculty and staff leadership capability.
3. Demonstrate and model the highest standards of integrity.
4. Establish effective Board relationships and help build an exemplary Board.
5. Possess the financial acumen to make wise resource allocation decisions, maintain financial discipline and develop alternative revenue sources.
6. Raise Westminster's level of aspirations for itself and its constituencies.
7. Strengthen the presence, visibility and reputation of the college within Salt Lake City, State of Utah, nationally and internationally.
8. Demonstrate a commitment to institutionalizing a focus on diversity and global learning.
9. Consistently assess and ensure the academic quality and caliber of programs and faculty.
10. Maintain and enhance student learning focus and quality of student life.
11. Assure enrollment strategy implements the strategic goals of the college.
12. Be committed to sustainability.

Application Process

The Search Committee will accept applications and nominations until the position is filled. Applicants must submit a current resumé and a letter describing relevant experience and interest in the position. Submission of materials via e-mail is strongly encouraged. Nomination letters should include the name and contact information of all nominees. Nominations and applications will be handled in strict confidence unless otherwise directed by the nominator.

Applications and letters of nomination should be submitted to:



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Managing Partner

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Email: apsearch@storbeckpimentel.com
Refer to code "Westminster" in subject line