



HVERFORD COLLEGE

Vice President and Dean of the College
Haverford, Pennsylvania

THE SEARCH

Haverford College, one of the nation's leading liberal arts colleges, located just outside Philadelphia, seeks an accomplished and collaborative student affairs leader to serve as its next Vice President and Dean of the College ("Dean"). Haverford provides an intensely personal undergraduate education inspired by intellectual depth, integrity, collaboration, and dedication to preparing students for lives of service and leadership. Reporting directly to the President, the next Dean will join a close-knit community that combines the values of trust, concern, and respect with a rigorous academic program led by world-class faculty.

The Dean serves as Haverford's senior officer most directly concerned with the academic progress, health and well-being, and personal and professional development of Haverford students. The Dean oversees pre-major academic advising and the provision of various academic policies and programs, including [Student Life](#), [Student Success](#), [Athletics](#), [Health Services](#), [Career and Professional Advising](#), [Counseling & Psychological Services](#), and [Campus Safety](#). The Dean oversees an operating budget of approximately \$14 million and around 110 full-time employees.

This is a tremendous opportunity to play a leadership role in shaping the distinctive Haverford student experience at an important moment in the College's history. The next Dean of the College will steward continuity while helping guide the College through meaningful change, serving as a key partner on the senior leadership team. In this role, the Dean will advance Haverford's commitment to academic excellence, support the whole-person growth of students, and help bring to life the College's recently approved 2030 strategic plan, [HC2030: Better Learning, Broader Impact](#).

Grounded in a strong tradition of shared governance and student-led responsibility, the next Dean will foster an inclusive and equitable community and support a vibrant intellectual culture through an integrated academic and campus experience. The Dean will bring deep familiarity with trends and challenges in student affairs, a demonstrated commitment to advancing equity and inclusion for students across socio-economic backgrounds and intersecting identities, a record of successful consensus and community building, and a proven ability to forge sustaining and effective relationships with students, faculty, staff, and college leadership.

A search committee composed of students, staff, and faculty, and co-chaired by Helen White, Provost, and Jess Lord, Vice President & Dean of Admission and Financial Aid, has been formed to lead this important search. The national executive search firm Isaacson, Miller, has been retained to assist the search committee. All inquiries, applications, and nominations for this opportunity should be directed to the search firm as indicated at the end of this document.

ABOUT HAVERFORD COLLEGE

Haverford College was founded in 1833 by Quakers for whom academic excellence, offered in a setting of tolerance and mutual respect, would serve a larger goal of “educating the whole person.” Although Haverford no longer has a formal religious affiliation, its Quaker origins still inform many aspects of life at the College. This is shown most clearly in the close relationship among members of the campus community, the emphasis on integrity and ethical leadership, the interaction between the individual and the community, the commitment to shared governance, and the care the College demonstrates for how students use their expanded knowledge base.

Haverford’s core values further illuminate the College’s enduring ethos, rooted in its Quaker heritage and commitment to educating the whole person. Guided by a culture of mutual trust, integrity, and respect, the College upholds academic excellence and open inquiry as essential to intellectual growth and ethical engagement with the world. Haverford embraces freedom of expression and the importance of reasoned, respectful dialogue across differing perspectives, while fostering an inclusive community in which every individual’s inherent worth and contributions are recognized. The College encourages ethical inquiry and leadership that consider the societal impact of scholarship, creativity, and community engagement, and affirms its responsibility as a steward of the natural environment for present and future generations. Together, these values animate Haverford’s educational mission and inform the principles that shape Haverford’s current strategic plan, HC2030: Better Learning, Broader Impact.

Haverford College is in the implementation phase of [HC2030: Better Learning, Broader Impact](#), a strategic framework guiding the College’s academic and institutional priorities for the coming decade. At the heart of HC2030 is a capacious, curious, and probing liberal arts education that combines rigorous inquiry and sustained practice with listening, expression, and lifelong exploration inside and outside the classroom. Through sustained collaboration with local and global communities, Haverford prioritizes an experiential learning model that situates students in the world as ethical thinkers and leaders. With a commitment to inclusive excellence, HC2030 emphasizes strengthening the financial, material, and organizational resources that undergird the educational mission, stewarding environmental impact, and investing in the next generations of students upon whom the College’s mission depends. The framework guides institutional decision-making, resource allocation, and future philanthropic priorities.

STUDENTS

Haverford students are characterized by their intellectual curiosity, collaborative spirit, and commitment to improving the world. The College does not have as many formal rules or as much formal supervision as

many other colleges; rather, it offers students the opportunity to govern their affairs and conduct themselves with respect and concern for others.

Haverford's tradition of student involvement in shared governance and self-governance means students have a strong voice in the College's operations. Drawing on its Quaker roots, Haverford emphasizes consensus-based decision-making and values the student voice as an equal partner in many decision-making settings. In addition to independently governing the Honor Code, students serve on hiring committees, manage budgets, and run more than 160 clubs and organizations. Students are colleagues in stewarding the institution and experience an unparalleled degree of autonomy and responsibility.

The College is home to approximately 1,479 undergraduates currently representing 48 U.S. states and 52 foreign countries. 45% of the student body identifies as students of color, 37% as domestic students of color, and 11% as international students. The community is close-knit: typically, 98% of students live in college housing alongside about 40% of faculty members who also live on campus. Nearly half of students study abroad or take advantage of international internships or projects during their time at Haverford.

Haverford invests substantially in financial aid, committing nearly \$43 million annually to remove the cost of attendance as a barrier to enrollment and success. In addition to meeting the full demonstrated financial need of all admitted students, the College has invested in partnerships to attract and support students from diverse socioeconomic backgrounds. 51% of students receive some form of financial aid, and more than 47% receive a college grant, with an average grant of just over \$68,000. Haverford is also committed to minimizing debt upon graduation, including a no-loans policy for students with family income below \$60,000/year. Haverford is committed to improving access and success for first-generation and low-income students. Beyond financial aid, this includes the LIFTFAR fund, which provides financial assistance to low-income students facing emergency or unexpected expenses; the Nest, a student-run food pantry addressing food insecurity at Haverford; and the Chesick Scholars program, which offers extensive support, advising, and community building.

Honor Code

Haverford's commitment to ethical engagement is most directly embodied in its [Honor Code](#), which covers both academic and social life. The Honor Code, in tandem with a long-standing tradition of shared governance, plants in students the seeds of leadership and responsibility. Each semester, students commit themselves to reviewing and refining the Honor Code through a process of collective discussion, deliberation, and revision. Students take responsibility for shaping and upholding the code, affirming their shared commitments to integrity, care, and accountability. In recent years, students have engaged campus climate issues directly within this framework, [including a recent, student-led, community-wide revision and reaffirmation of the Honor Code](#), underscoring the depth of student ownership and the enduring role of shared governance at Haverford. In this setting, students become deeply invested in one another and in fostering a diverse and inclusive community that values every person and challenges all members to the highest levels of growth, responsibility, and development.

ACADEMICS

Haverford's rigorous [academic program](#) focuses on individual growth, intellectual exploration, and the push to expand disciplinary boundaries. Haverford's small size – with a student-to-faculty ratio of 8:1, and 76% of class sections having fewer than 20 students – makes possible a highly personalized, hands-on educational experience. Noted for their strengths in both scholarship and teaching, Haverford faculty members are internationally recognized thought-leaders dedicated to working closely with undergraduates. Most classes are taught as seminars, emphasizing respectful debate and discussion. As a culmination of their academic experience, every Haverford student completes a senior capstone project (usually a thesis) in direct collaboration with a faculty member.

Academic Partnerships

Haverford has long enjoyed a close cooperative relationship with Bryn Mawr College and Swarthmore College. The consortium relationship gives students from all three colleges access to courses and most academic facilities across the three campuses. Through the Bi-College Consortium, Bryn Mawr and Haverford share a course registration and advising system, and the major programs at each institution are open equally to all students on both campuses. Through the Tri-College Consortium, Bryn Mawr and Haverford share an academic calendar and wide cross-registration with Swarthmore, allowing students to take classes and, in some cases, major at Swarthmore. In addition, Haverford, Bryn Mawr, and Swarthmore have an arrangement with the University of Pennsylvania, known as the [Quaker Consortium](#). Full-time Haverford students are permitted to have library privileges and enroll in up to two courses per semester at the University of Pennsylvania without additional expense.

LEADERSHIP & GOVERNANCE

President | Dr. Wendy E. Raymond

Wendy Raymond became the 16th president of Haverford College on July 1, 2019. President Raymond has led the creation and implementation of the Haverford 2030 strategic plan, positioning Haverford for its third century through renewed investment in its academic mission and institutional capacity. Current priorities include launching the Michael B. Kim Institute for Ethical Inquiry and Leadership, developing a new entrepreneurship program and FORD Life, increasing faculty and staff compensation, and significantly growing the College's endowment.

Prior to joining Haverford, Raymond served for six years as vice president for academic affairs and dean of faculty at Davidson College. She also served as Davidson's chief diversity officer and as chair of the Committee on Equal Opportunities in Science and Engineering, a Congressionally mandated advisory committee to the National Science Foundation.

Raymond began her teaching career at Williams College in 1994 as a molecular geneticist with an active research laboratory funded by the National Science Foundation and the National Institutes of Health. She was program director of the Howard Hughes Medical Institute's undergraduate science program at

Williams, and served as co-director of the Symposia on Diversity in the Sciences at Harvard University, the University of Washington, and the University of Louisiana at Monroe. Raymond earned the rank of full professor at Williams and went on to serve as the College's first associate dean for institutional diversity.

Raymond is a Phi Beta Kappa graduate of Cornell University. She earned her PhD in biochemistry from Harvard and completed an American Cancer Society postdoctoral fellowship in genetics at the University of Washington.

The Corporation of Haverford College

The Corporation holds legal title to the College assets and elects members and officers of the Corporation, members of the Board of Managers, the Corporation Standing Nominating Committee, and the Advisory Committee of the Corporation. The Corporation entrusts fiduciary and strategic oversight of the College to the Board of Managers. The main priority of the Corporation is to assist the College in strengthening and enriching Haverford's Quaker character. The Corporation consists of approximately 200 people and meets once a year. The Corporation's Advisory Committee functions like an executive committee of the Corporation, meeting approximately four times per year with the President of the College. The Corporation also has multiple working groups that meet throughout the year and share recommendations with the full Corporation.

The Board of Managers

The Board of Managers is responsible for selecting the President of the College and for establishing policies related to the governance, the course of study, and the management of the College's resources. The Board meets four times each year and has fiduciary responsibilities to manage the College's resources.

LEADERSHIP TRANSITION

This search follows the announcement that Vice President and Dean of the College John McKnight will depart Haverford later in the 2025-26 academic year to serve as the inaugural Dean of Undergraduate Student Affairs in the School of Arts and Sciences at Dartmouth College. Since joining Haverford in July 2021, Dean McKnight has had a significant and positive impact on the College, reshaping the Dean's Division, strengthening the residential and co-curricular experience, and advancing a holistic, data-informed approach to student success. His leadership has emphasized community building, inclusive practice, and thoughtful implementation of new initiatives that support student learning and well-being.

The departure of Dean McKnight presents an opportunity to build on this strong foundation as Haverford seeks its next Dean of the College, who will be an experienced and collaborative leader and will guide the student experience during a period of institutional transition and continued strategic focus on academic excellence, ethical engagement, and an inclusive community.

In addition to Dean McKnight's departure at the end of the 2025-26 academic year, President Wendy Raymond has announced her decision to retire in June 2027. In her message to the community, President

Raymond reflected on the honor of serving as the College's 16th president and highlighted key accomplishments during her tenure, including advancing the Haverford 2030 strategic plan, strengthening inclusion efforts, launching the Michael B. Kim Institute for Ethical Leadership and Inquiry, and guiding the institution through periods of national and campus-wide challenge. She shared her decision with "a full heart", offering early notice to ensure ample time for a smooth and successful presidential transition. President Raymond's announcement can be found [here](#).

ROLE OF THE DEAN OF THE COLLEGE

The Dean of the College is Haverford's chief student affairs officer, overseeing academic advising and student support. The division is complex and functionally diverse, facilitating experiences and environments in which students can achieve their maximum potential through the provision and continuous improvement of student engagement opportunities and student support services.

As a member of the senior staff, the Dean reports directly to the President and helps formulate College policy with other members of the senior leadership team. The Dean supervises seven areas of direct reports, along with other administrative services: Athletics, Campus Safety, Career and Professional Advising, Counseling and Psychological Services, Health Services, Student Life, and Student Success. The Dean oversees an operating budget of approximately \$14 million and a staff of over 110 full-time employees.

The Dean works closely with members of the faculty to oversee academic advising, implement academic regulations, and sustain support structures that enable student success. In doing so, the Dean acknowledges and benefits from the faculty's extensive knowledge of the student experience, while helping faculty deepen their understanding of the evolving needs of today's student body, serving as a bridge to amplify students' needs to faculty and faculty's needs to students. While the Dean does not hold a formal position on the Committee on Student Standing and Programs, the Dean collaborates with its members and plays a key role in determining the committee's chairs. The Dean also works closely with Honor Council, a student-elected committee that oversees the academic and social Honor Code governing student life. The Dean also serves as liaison to the Student Affairs Committee of the Board of Managers. Together with neighboring Bryn Mawr College, the Dean helps cultivate strong channels of communication and supports evolving collaborations in administrative and student-life areas.

KEY LEADERSHIP OPPORTUNITIES AND CHALLENGES

Haverford's commitment to an inclusive and equitable student experience has never been stronger. The Dean will join a community of students committed to the ideals of the College and a senior leadership team prepared to navigate institutional transition, evolving student needs, and the ongoing work of strengthening the residential liberal arts experience. As the chief student affairs officer, the Dean will ensure that the student experience remains central to institutional decision-making and will work closely with the provost and faculty to support both the social and academic life of the campus.

The primary leadership opportunities for the Dean will include the following:

Provide visionary leadership to shape the Haverford student experience.

The Dean will play a central role in shaping and advancing a coherent, integrated vision for student life that aligns with *HC2030: Better Learning, Broader Impact*. This leader will provide strategic direction across programs, policies, and departments that support student learning and well-being, while honoring Haverford's distinctive culture of shared governance and student agency.

The Dean will bring deep knowledge of best practices in student affairs, creativity in addressing the challenges facing residential liberal arts colleges, and a nuanced understanding of how to lead within a highly engaged academic community. The Dean will contribute a data-informed perspective to decision-making, enable thoughtful allocation of resources, and make targeted investments that enhance the student experience and strengthen a vibrant campus community.

While Haverford students exercise significant responsibility and voice, they also look to the Dean of the College as a trusted guide, advocate, and institutional partner, someone who supports their development and advances a campus environment where all students can thrive.

Cultivate Student Belonging, Respect, and Constructive Engagement

The Dean will lead ongoing efforts to build an inclusive and equitable campus environment in which all students can thrive. As the student body becomes increasingly diverse in socioeconomic backgrounds, identities, and life experiences, the Dean will ensure that structures, policies, and resources evolve to meet students' needs.

Haverford, with its Quaker roots, has a longstanding commitment to a community grounded in trust, concern, and respect. These values are central to the lived experience of the Haverford community and extend far beyond aspirational language.

They serve as active guideposts for how community members engage one another with integrity, empathy, and accountability. The Dean will help uphold and strengthen this shared foundation, reinforcing a culture in which individuals understand their responsibilities to one another and feel supported when they or others fall short of these ideals.

This work includes strengthening systems of support; partnering closely with the Provost, faculty, and academic leadership; and sustaining a campus culture that can engage difference thoughtfully and constructively. The Dean must appreciate both the intellectual demands inherent in difficult conversations and the practical leadership skills required to guide them productively.

Leveraging Haverford's intimate living and learning environment, the Dean will help foster respectful discourse and debate, serving as a steady facilitator of community dialogue and a champion of a campus where all students feel seen, supported, and challenged to grow.

Serve as a trusted colleague and member of the senior leadership team

In addition to working closely with students, staff, and faculty, the Dean will also serve as a trusted advisor and thought partner to the Board of Managers, the President, the Provost, and other members of the senior leadership team. The Dean will contribute to strategic and institutional decision-making, particularly in discussions related to the student experience. Drawing on a broad and nuanced understanding of academic and student affairs, this Dean will represent the best interests of students and the Division of Student Affairs in leadership deliberations. In moments of crisis, the Dean will rely on both expertise and creativity to offer constructive ideas and develop effective solutions.

Lead and develop a talented and collaborative team

The Dean will continue to support the development and retention of a committed, high-performing professional staff. As an experienced manager, the next Dean will bring exemplary organizational development skills and a proven record of building and sustaining strong, vibrant teams. Building on recent advancements in streamlining office functions and fostering collaboration across the division, the incoming Dean will harness the considerable talent across the division, uphold high performance standards, and encourage a culture of partnership within and across offices. This leader must also design and implement effective systems that continue to enhance operational efficiency, bolster strategic resource management, increase productivity, and strengthen staff capacity to serve the Haverford community while continuing to grow professionally.

Expand and enhance external partnerships to enrich the student experience

Haverford's consortial relationship with Bryn Mawr College and Swarthmore College, and alignment with the University of Pennsylvania, provides a tremendous asset for the next Dean of the College. The next Dean will build upon existing relationships with counterparts across these campuses, share and support evolving best practices, and encourage further collaboration among teams. Given Haverford's proximity to Philadelphia, the new Dean will also explore ways to deepen relationships in the city that expand student experiences and create lasting bonds between the College and the surrounding community.

THE SUCCESSFUL CANDIDATE

Haverford College seeks a Dean of the College who brings the highest standards of excellence and integrity and a demonstrated commitment to advancing inclusive excellence and equity in higher education. While no one person may possess all of the qualities enumerated below, the ideal candidate will have many of the following professional and personal characteristics:

- Demonstrated success as a senior manager, with the ability to develop staff and provide effective oversight of people, complex budgets, and a wide range of programs and initiatives.
- A sustained commitment to fostering an inclusive, diverse campus community that supports the academic and personal success of all students.

- A strong record of leadership in responding to student issues and crises, offering constructive outcomes and steady guidance.
- Understanding of current research and national trends in student mental health and well-being, and experience developing or implementing responsive programs, policies, and structures.
- Extensive experience working directly with and mentoring college students, building effective support programs, championing student agency, and collaborating successfully with staff and faculty.
- A genuine love of working with college students, with a palpable enthusiasm for engaging in their intellectual and personal growth.
- Experience with data-informed assessment and outcomes measurements, with demonstrated experience in student learning outcomes in student affairs programs.
- A deep appreciation for the enduring value of a liberal arts education, and the ability to articulate its relevance and strengths. Prior liberal arts college experience is welcome but not required
- Demonstrated experience fostering academic excellence and success, working in close collaboration with faculty to support the academic mission of the college.
- Ten or more years of experience in higher education administration, with significant experience within student affairs.
- An advanced degree in college student personnel, educational leadership, counseling, or a related field; an earned doctorate or terminal degree is preferred.

APPLICATIONS, INQUIRIES, AND NOMINATIONS

Screening of complete applications will begin immediately and continue until the completion of the search process. Inquiries, nominations, referrals, and CVs with cover letters should be sent via the Isaacson, Miller website below:

Kate Barry, Managing Partner
Liz Braun, Managing Associate
Lehman Robinson, Senior Associate
Kaitlin Cruz, Managing Search Coordinator
Isaacson, Miller

<https://www.imsearch.com/open-searches/haverford-college/vice-president-and-dean-college>

Haverford College is an Equal Opportunity employer committed to diversity, equity, inclusion, social justice, and providing equal opportunities and access to all individuals regardless of race, ethnicity, religion, gender identity, sexual orientation, national origin or ancestry, age, marital status, disability, or veteran status. Women, non-binary and transgender individuals, people of color, Indigenous people, and those with other or multiple historically marginalized and/or underrepresented identities are especially encouraged to apply.

We at Haverford College recognize that we live and work on Lenape land and pay respect and honor to the caretakers of this land, from the time of its first human inhabitants until now, and into the future. We seek to maintain and build upon our current and ever-evolving connections with members of Lenape tribes and communities, in recognition of our intertwined histories and with a goal of moving toward right relationship between the Haverford of today and Lenape peoples.

This document has been prepared based on the information provided by Haverford College. The material presented in this leadership profile should be relied on for informational purposes only. While every effort has been made to ensure the accuracy of this information, the original source documents and information provided by Haverford College would supersede any conflicting information in this document.