ABOUT GUILFORD COLLEGE

Guilford College is a nationally distinguished liberal arts institution in Greensboro, North Carolina. Perennially recognized among the select group of Colleges That Change Lives for empowering students to design a personalized education focused on their interests and passions, Guilford provides uncommon engagement in real-world learning for every student, every semester. Faculty, staff, and students are on a first-name basis in Guilford’s welcoming, diverse community.

With the Guilford Edge, a new curriculum launched over the past several years, students explore their passions while discovering the power of collaboration through team-based learning projects on campus, in the community, throughout the country, and around the world. Utilizing the continual guidance of a personal team of expert advisers – the Guided Discovery program – students chart a wise course toward rewarding career opportunities and prestigious graduate school programs. Along the way, students develop ethical leadership skills and gain a deeper sense of their purpose and potential.

In addition to its central quad with brick path walkways, renovated residence halls, and reimagined communal spaces, Guilford’s 350-acre campus includes a farm, a small lake, meadows, and woods with trees more than 300 years old – including the historic “Underground Railroad Tree.” Produce grown on the farm is served in the dining hall and shared with the community. Two hundred solar panels produce 9,000 gallons of hot water each day, further reducing the College’s carbon footprint. Because of its dedication to sustainability, Guilford College has been included in the Princeton Review’s Guide to 353 Green Colleges.

The College has historically been a key cultural and economic institution in the city of Greensboro, and it will continue to expand on this important role in the future.

READY TO LEAD

Guilford College seeks a new President who is forward-thinking, unifying, inclusive, and a principled manager of people and resources.

The next President will embrace the role and the opportunities of the College as a leading transformational liberal arts institution among its peers. They will lead a community of constituents who embody a commitment to academic achievement and a determination to serve the complex and changing demands of higher education on students, faculty, staff, alumni, employers, and benefactors. And they will have the ability to work collaboratively to foster a collegial culture of clearly communicated decision-making that is essential to success.

Additionally, a deep understanding of current issues in higher education, sensitivity to contemporary cultural, political, and financial forces, and a demonstrated track record of successfully implementing change are highly desirable in the next President. They will also need to empower, guide, and engage internal and external leaders through strategic management, transparency, and critical listening skills.

Established in 1837 by the Society of Friends, Guilford is the only Quaker-founded college in the Southeast. Guilford is highly regarded for delivering a principled, practical liberal arts education defined by exceptional teaching and mentoring from 325 faculty and staff. The College’s curriculum features 40-plus major areas of study and more than 50 minor programs to serve 1,429 students from 37 states and 11 countries. The student population has become increasingly diverse with nearly 49 percent of the student body identifying as students of color.

For information about how to apply, please review the last page of this document.
THE ACADEMIC PROGRAM

A Guilford education engenders breadth and rigor. The undergraduate educational experience emphasizes the inter-relatedness of the world’s knowledge, environments, and cultures through values-based inquiry. In addition to more than 40 undergraduate majors, Guilford also offers one master’s degree in criminal justice.

A classroom at Guilford may include not just traditional first-time undergraduates (roughly 1,000), who primarily reside on campus, but also non-traditional students returning to college to complete a degree. In addition, nearly 100 11th- and 12th-grade high school students from the nationally recognized Early College at Guilford take a full course of college classes as part of their requirements. Finally, Guilford’s academic program extends to serve incarcerated men and women through the Wiser Justice Program with the opportunity to learn from Guilford College faculty as they work toward completing a certificate. While taught exclusively within prison facilities, such an extension of Guilford’s learning community reflects an ever-expanding understanding of the College’s mission and values.

Because all students find value in different methods of instruction, Guilford coursework offers a selection of experiences delivered by faculty who are experts in the subject and in educational methods that best support student learning. In a single semester, a Guilford student may experience a science classroom centered on active learning with laboratory sessions that add hands-on experience, an interdisciplinary seminar that demands and benefits from their direct and frequent participation in each class, and an independent study or internship mentored by a trusted faculty member. And that’s just in the 12-week session of each 15-week semester at Guilford.

HISTORY AND VALUES

Guilford’s history is rooted in North Carolina Quakerism, and the College is situated on a landscape cared for by the Keyauwee, Saura, and Saponi Peoples and settled by Europeans in the 1700s. New Garden Boarding School opened as a coeducational institution in 1837. The boarding school founders were abolitionists and the New Garden community was known as a place of refuge. Enslaved people came to the woods of New Garden, and were aided in their flight to freedom in the North by Quakers, including famed abolitionist Levi Coffin, and African Americans, both free and enslaved. Lavina Curry, a free African American woman who worked as a laundress at New Garden Boarding School in the 1830s, was a key partner assisting people to freedom. The College’s woods are a National Park Service National Underground Railroad Network to Freedom site.

The campus is a National Historic District with core buildings dating to the institution’s transformation from school to college. The first college faculty in 1888 included both women and men mentoring a coeducational class of students. As the College developed, it offered an innovative curriculum with full accreditation, athletics, and an active residential student population. It evolved from an exclusively Quaker boarding school to an institution that served young people of every religious affiliation or those with none at all.

International students and those from other areas of the United States were welcomed, but those of African descent were limited to staff roles only until 1962 when Kenyans Washington Rakama and Ayub Whatakila became the first students of African decent, and James McCorkle became the first African American student. While some aspects of campus operations mirrored other historically white institutions of the era, Quaker values informed inclusion of Japanese American students during World War II and support for conscientious objectors who often struggled to find a place as pacifists during the eras of active drafts. This history and the Core Values arising from a long held Quaker identity continue to inform the campus ethos to present day.
Learning With an Edge

With the recent development of the Guilford Edge, the College enhanced its long-standing commitment to collaborative and experiential learning, especially by instituting three-week intensive sessions at the start of the fall and at the end of the spring semesters. Students take only one course during these sessions, which provide multiple opportunities for engaged learning through study away and study abroad courses as well as such high-impact learning pedagogies as project-based learning, immersive research projects in science labs or in the community, and career-focused programs related to professional development workshops, internships, and job shadowing.

Students complete a disciplinary or interdisciplinary major and complete a rich general education program. Coursework in these categories emphasizes critical bases of knowledge and skill development for a Guilford liberal arts graduate:

- in writing, language, and historical perspectives to develop skills to engage and communicate knowledge;
- in Embodied and Creative Engagement, Evaluating Systems and Environments, Numeric/Symbolic Engagement, and Sociocultural Engagement;
- and in Social/Behavioral Science, Arts/Humanities, and Natural Science/Mathematics.

PROGRAMS OF STUDY

Accounting
African and African American Studies
Art
Biology
Business Administration
Chemistry
Community and Justice Studies
Comprehensive Secondary Science Education
Computing Technology and Information Systems
Creative Writing
Criminal Justice
Cyber and Network Security
Economics
Education Studies
English and Media Studies
Environmental Studies
Exercise and Sport Sciences
Experience Design
Forensic Biology
French
Geology and Earth Sciences
German
Health Sciences
History
Integrative Studies
International Studies
Mathematics
Music
Peace and Conflict Studies
Philosophy
Physics
Political Science
Psychology
Public Health
Religious Studies
Sociology and Anthropology
Spanish
Sport Management
Sustainable Food Systems
Theatre Studies
Women’s, Gender, and Sexuality Studies
Master’s in Criminal Justice

Most distinctively, each Guilford student engages in their Collaborative Quest (CQ) through coursework that fosters the discovery of their own curiosities and passions and leads them through an integrated, collaborative, and interdisciplinary process to complete their Contribution, an individual or collaborative culminating experience that can be a research paper, a performance, a portfolio of “signature work,” an exhibition of artwork, significant community service, or another creative project. The CQ builds a path to the Contribution through structured metacognitive assignments and self-reflection seminars, taught by Guilford Guides and faculty, whereby academic and career goals are defined and refined throughout a student’s time at Guilford.

The Guilford education results in students who:

- Communicate effectively with others using listening, speaking, and writing;
- Organize and analyze quantitative and qualitative information;
- Interpret problems and solutions using a broad range of knowledge and disciplines;
- Think creatively and critically using evidence, questioning assumptions, and generating integrative solutions;
- Discern their roles and responsibilities beyond themselves through reflection on Guilford’s Core Values of community, diversity, equality, excellence, integrity, justice, and stewardship;
- Demonstrate responsible civic and global engagement beyond Guilford College.
CAMPUS LIFE AND COMMUNITY ENGAGEMENT

Guilford is well known for its enduring commitment to community partnerships and providing students with multiple avenues for active engagement in critically important social justice and equality issues.

Guilford’s Office of Diversity, Equity, and Inclusion (DEI) provides campus-wide leadership for diversifying the student body, faculty, staff, curriculum, and programming to create an inclusive campus environment for all. DEI is home to the Intercultural Engagement Center and Bonner Center for Community Service and Learning, while also working closely with the Center for Principled Problem Solving and Excellence in Teaching. These centers provide rich opportunities for students to engage, collaborate, and contribute to inclusive excellence on campus, throughout the Greensboro community, and around the world.

DYNAMIC LIVING, LEARNING, AND PERFORMING

Community is central to the Guilford College experience, and as such, the on-campus residence halls and apartments are an integral aspect of our liberal arts education. As a residential campus, students must live on campus unless exempted to live off campus. Guilford recently beautifully renovated its two main first-year residence halls to improve the initial living experience.

Guilford boasts a robust collection of co-curricular options for its students including 30-plus student organizations and clubs, including student government, campus programming, student media (newspaper, radio station, and literary magazine), club sports, cultural organizations, and special interest clubs. The Office of Student Leadership and Engagement serves as the hub for student involvement.

Students also enjoy a wide variety of opportunities in theatre arts and music. Mainstage theatre productions are a vibrant part of the College calendar each year, along with musical performances from the Guilford College Choir and other groups, from the Lumina Treble Ensemble to Jazz and Guitar ensembles.

Guilford College Athletics has a strong history of pinnacle accomplishments, including three national championships in men’s golf and national titles in women’s tennis and men’s basketball. Today, roughly 40 percent of Guilford’s student body competes in one or more of 20 varsity women’s and men’s programs. The Quakers play in the 16-member Old Dominion Athletic Conference.

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VARSITY ATHLETICS TEAMS

Men’s Baseball
Men and Women’s Basketball
Men and Women’s Cross Country
Men’s Football
Men’s Golf
Men and Women’s Lacrosse
Women’s Rugby
Men and Women’s Soccer
Women’s Softball
Women’s Swimming
Men and Women’s Tennis
Men and Women’s Track and Field
Women’s Triathlon
Women’s Volleyball
MORE ABOUT CAMPUS

Friends Center: The Friends Center at Guilford College is a collaborative endeavor between the school and the Religious Society of Friends. Its programs nurture servant-leaders both at Guilford and in the wider community through activities grounded in prayer, informed by Friends’ faith and practice, nourished by worship and spiritual formation, and brought to fullness in Quaker community. The Quaker Leadership Scholars Program serves about 50 students in exploring Quaker history, testimonies, faith and practice; personal spiritual experience and growth; avenues of service; facets of leadership; living in community; and experiences through which the participants prepare to be of service in the Quaker community and beyond.

Hege Library Academic Commons: The Hege Library Academic Commons is a symbol of Guilford’s academic excellence and institutional distinctiveness in furthering innovation through collaboration. As a dynamic learning environment, it fosters a culture of scholarly exploration and experimentation, promotes creativity and innovation, and provides information and technology resources to advance Guilford’s unique liberal arts experience. Resources include Library and Learning Technologies, the Accessibility Resource Center, the Learning and Writing Center, and more.

Art Gallery: Upon entering Hege Library, one of the first things visitors encounter is an astounding array of visual art. The library offers an ideal location for the Guilford College Art Gallery, which promotes interdisciplinary approaches to the study and interpretation of art. Galleries and study areas throughout the library display original works of art, offering students an incomparable opportunity to live with and view works of art, to analyze and study them in a variety of contexts, and to write about and discuss them. Student gallery space in the recently renovated Hege-Cox building complements the permanent collection.

Fresh Campus Spaces: First-year students live in either Binford or Milner halls, both recently renovated. Binford Hall, constructed in 1962, was restored to its beautiful mid-century style. Features include its original untouched walnut paneling and terrazzo floors. Milner Hall had several features restored to their original beauty, including granite entrances, ceramic tile, and solid iron railings. Additional recent renovations include changes to the dining hall, Rachel’s Rose Cottage (the on-campus coffee shop), Hege-Cox art complex, and the women’s athletics locker rooms.
THE CITY OF GREENSBORO

Guilford College is located in Greensboro, North Carolina’s third-most populous city and the largest city in the Piedmont Triad metropolitan region, in which Guilford’s next President will find a multitude of educational and cultural assets.

With more than 47,000 undergraduate and postgraduate students studying here, Greensboro is an educational community where opportunities begin, grow, and thrive. It is home to five four-year colleges and universities, a growing two-year community college, a law school, and a collaborative joint campus operated by two of its largest universities.

The corporate community includes American Express, FedEx Express, Lincoln Financial Group, Bank of America, Truist Financial, Honda Aircraft Company, The Volvo Group, Procter and Gamble, and VF Corporation. Nationally recognized Cone Health, a private, not-for-profit, health-care delivery system, gives patients access to the latest developments in medical care.

Long ago, Greensboro was best known as a textile town, saturated with mills, factories, and blue-collar workers. Today, the city is known as “Tournament Town” for its wealth of athletic venues – courts, fields, stadiums, and even pools that are the center of attention and impact the area’s economy in significant ways.

Downtown Greensboro is revitalized, and a centerpiece of activity beginning in 2021 is the new $90 million Steven Tanger Center for the Performing Arts that hosts touring Broadway shows, concerts, and Guilford’s Bryan Series lectures.

Greensboro is ideally located as a transportation hub and crossroads with four major interstates – I-40, I-85, I-73, and I-74 – passing through the area. Piedmont Triad International Airport is just 10 minutes from Guilford’s campus, and the mountains and the coast are a few hours away.

THE GUILFORD COLLEGE MISSION

Guilford’s longstanding mission is clear and distinctive: Provide a transformative, practical, and excellent education that produces critical thinkers in an inclusive, diverse environment guided by Quaker testimonies of community, equality, integrity, peace, and simplicity and emphasizes the creative problem-solving skills, experience, enthusiasm, and international perspectives necessary to promote positive change in the world. A focus on ethical leadership anchors all facets of Guilford’s mission.

THE PATH FORWARD

With more than nine months of active, purposeful planning and execution, the Leadership Succession Initiative is on track to identify a new President who will meet the College where it is, build on its past, and lead it into the future. Priority areas include program reorganization, enrollment, fundraising, faculty and staff collaboration, and community engagement.

The Board of Trustees established four working teams made of faculty, staff, alumni, and trustees to identify and achieve key milestones that have allowed the College time to develop a sustainable path forward.

Through this Quaker principled time of discernment, Guilford’s strategic direction has been strengthened by open dialogue, a highly respected Interim President, innovative recruiting, relevant curriculum design, disciplined financial management, campus life re-visioning, and the success of an aggressive institutional advancement campaign. This progress has been reinforced by meaningful engagement and unprecedented fundraising galvanized by alumni and others.

STRATEGIC PRIORITIES

The Board of Trustees endorsed the following nine areas of focus for development, assurance, and implementation.

- Enrollment
- Student Experience
- Faculty and Staff Investment
- Campus Facilities and Spaces
- Financial Foundations
- Institution Profile and Reputation
- Dynamic Learning
- Accreditation Reaffirmation
- the Guilford Edge
KEY AREAS OF FOCUS FOR THE NEW PRESIDENT AND THE GUILFORD COMMUNITY

Program Reorganization and Enrollment

Like many small liberal arts colleges, Guilford endeavors to refine and articulate what makes it distinctive and attractive to undergraduate and graduate students in a competitive marketplace.

In 2018, the College launched the Guilford Edge, the first step in building a dynamic, adaptive co-curricular experience. Emerging from the global pandemic of 2020-21, faculty and staff are building on the Guilford Edge’s student-centered initiative and attending to the efficiency of academic and co-curricular programs. In assessing and evaluating resource capacity, redundancy, demand, and other competitive forces, the new President will lead the community in developing a programming model that reflects a commitment to liberal discovery through principled learning and a recruitment model that values universal collegial traditions and treasures the unique ways that bind generations of members of Guilford’s diverse community.

Guilford community members have expressed their desire to continue to build a premier liberal arts college for the 21st century, to live the College’s Core Values, to amplify what is working well at Guilford and what needs to change, and to help shape — not just react to — the market.

Philanthropy

Philanthropy has been woven into Guilford’s traditions from the very beginning. During the Civil War, due to the generosity of the College (at the time, New Garden Boarding School) community, a significant debt was paid off that allowed the school to be one of a few higher education institutions to remain open in the South. Several campaigns throughout the College’s history have facilitated programmatic support, building and remodeling of academic and extracurricular facilities, scholarships, and professorships, as well as creating and growing an endowment fund that is about $90 million today.

More recently, the College has focused on improving systems, processes, and infrastructures in Advancement to work in tandem with rigorous expense management decisions to make significant improvements in data, alumnae/i and benefactor communications, and activities that enrich constituent experiences. Simultaneously, through a thoughtfully and collaboratively created multifaceted Advancement Plan, fundraising has grown by 280 percent in FY20 compared with FY16. While fundraising in FY21 was off to a slow start, thanks to appropriate decisions by the Board, a surge of giving has helped successfully launch the Guilford Forward Fund with a goal of $6 million for budget-relieving purposes, of which more than half has been raised.

Collaboration with Faculty and Staff

Guilford’s success is due in no small part to individuals who express a significant and abiding love for the College and the impact it has had on their lives and careers. The ideal President will assure current staff and faculty, and ensure prospective candidates, that they are an integral part of the College’s leadership and long-term plans.

Members of the Guilford community anticipate that the next President will work in conjunction with faculty and staff to build a 21st century Quaker higher education academic institution, to be a model of shared leadership that is refined and operationalized to support a community of co-learners in the process of discovery, and to lead cooperatively at the forefront.

The Advancement Plan calls for a comprehensive campaign to be conceptualized in FY23 with a needs assessment and feasibility study and to be launched into a silent phase in FY24. The new President will strategically emphasize Advancement and Alumni Relations, both to strengthen key stakeholders’ confidence in the college and to generate financial resources to address critical priorities. These priorities include direct student assistance and faculty development, as well ongoing programing and operations.

Guilford’s Office of Advancement also includes the Bryan Series lecture program. Their efforts have been recognized with several awards from CASE.
Constituent Engagement

Guilford’s strong community of stakeholders, including students and parents, faculty and staff, alumnae/i and benefactors, as well as retired staff and faculty, have articulated the need for inclusive and authentic engagement by the President. Some describe this time of discernment as one of healing and rebirth for Guilford College.

The President will need to act decisively to align Guilford with its constituents to achieve early success and to assert themselves as a servant-leader and ambassador for the values that the College represents. The President should care for the hearts and minds of students and encourage all members of the community to do so, as well. Through effective team-building, communication, and consensus-building, the President will inspire the trust and commitment needed to foster an inclusive move towards Guilford’s future. In sum, a President who brings authentic care for the community will be welcomed and embraced at Guilford College.

QUALITIES AND QUALIFICATIONS

The next President of Guilford College will be an accomplished, mission-driven leader with a strong record of achievement, creative innovation, and relationship-building. The President will demonstrate a deep commitment to understanding the Quaker tradition of process and decision-making, will be well-versed in current issues in higher education, and will present a strong track record of implementing change in response to cultural, political, and financial forces.

The individual called to this role will be one who finds joy in the pursuit of learning and in the opportunity of leading the Guilford community to achieve its full potential. Personal characteristics of clarity, integrity, transparency, and a strong interest in others are essential. The President must be a seasoned administrator with proven leadership prowess, a deep knowledge of and the ability to promote the Guilford mission, and a clear sense of the diverse challenges and opportunities of liberal discovery through principled learning. A terminal degree is preferred.

In addition to the qualifications stated above, the following qualities are desired:

- An aspirational leader who will execute the strategic plan and refine and promote Guilford’s unique institutional vision for uncommon engagement in real-world learning for every student, every semester;
- An effective team-builder with the ability to lead and manage a deeply committed community and someone who is effective at delegation and working at a high strategic level with accountability and purpose;
- An experienced financial steward who has overseen complex budgets and has worked with campus leaders and a governing board to develop and implement strategies to sustain and, over time, strengthen an institution’s financial position;
- A committed and compelling fundraiser with experience in developing trust and cultivating long-term relationships with potential donors and community partners to ensure strong financial support for the College;
- A consensus-builder and inspiring communicator who will facilitate collaboration across the institution and who has the skill to listen, understand, and unify multiple perspectives;
- A learner who understands current trends and priorities in higher education, including enrollment, retention, consolidation, and alternative options in education;
- A visionary willing to boldly propose strategies for higher education institutions to thrive in a rapidly evolving, post-pandemic, more socially responsible, and increasingly diverse world;
- An advocate for student success and well-being, in a learning-centered environment.
NOMINATION AND APPLICATION PROCESS

Interested candidates must submit a letter of interest that addresses the leadership opportunities, key priorities, and attributes outlined in this leadership profile, a current CV or résumé, and the names and contact information of five professional references. References will not be contacted without prior authorization from the applicant.

For full consideration, applications must be received by July 16, 2021. The Search Committee will continue its work until an appointment is made.

Application materials should be sent electronically to GuilfordPresident@agbsearch.com.

AGB Search is assisting Guilford College with this important search. Please direct nominations and inquiries to AGB Search consultants:

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