

**STATE UNIVERSITY SYSTEM OF FLORIDA
BOARD OF GOVERNORS**
March 22, 2012

SUBJECT: Confirmation of President for New College of Florida

PROPOSED BOARD ACTION

Confirm appointment of the fifth president of New College of Florida as recommended by the Board of Trustees of New College of Florida.

AUTHORITY FOR BOARD OF GOVERNORS ACTION

Board of Governors Regulation 1.001 University Boards of Trustees Powers and Duties; Section 7, Article IX, Florida Constitution.

BACKGROUND INFORMATION

On March 10, 2012, the Board of Trustees of New College of Florida selected Dr. Donal O'Shea to serve as the fifth president of New College of Florida.

New College has provided a summary of the search process and criteria, a search timeline, the names of the Search Committee members, the position announcement, the Curriculum Vitae of the candidate, the candidate's letter of application, a nomination letter, and the Presidential Search Leadership Profile.

Supporting Documentation Included: Search Process and Criteria, Search Timeline, Names of Search Committee Members, Position Announcement, Candidate's CV, Candidate's letter of application, Nomination Letter, Presidential Search Leadership Profile

Facilitators/Presenters: Dean Colson, Chair, Board of Governors
Robert M. Johnson, Chair, New College
Board of Trustees

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THE PRESIDENTIAL SEARCH



Presidential Search Documentation
Submitted to the Florida Board of Governors
in support of the confirmation of

Dr. Donal O'Shea
As the fifth President of New College of Florida

by the

New College of Florida Board of Trustees
March 2012



Board of Trustees
New College of Florida

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(1) New College of Florida Presidential Search Process and Criteria

New College of Florida's Presidential Search Process benefitted immensely from the expertise and guidance of Board of Trustees and Search Committee Chairman Robert M. Johnson. He appointed a diverse 16-member Search Committee encompassing representatives for all significant College constituencies: Trustees of the College and of the Foundation, faculty members, students, alumnae/i, and community and business leaders. The Committee was supported by the executive search firm of Archer~Martin Associates which did a phenomenal job of wide-ranging recruiting without compromising either the Sunshine Laws or the confidentiality requested by their many potential high level prospects. They had the guidance of our General Counsel throughout the search.

Archer~ Martin's site visit to campus in October enabled them to discuss the College's needs with not only the Search Committee and the Board of Trustees, but also with a wide variety of faculty members, students, administrators, staff and alumnae/i. The insight and input they received enabled them to work closely with the Search Committee, their staff liaison and the Director of Public Affairs to develop an attractive 23-page *Leadership Profile for the Presidential Search* which brought to life in print and online the opportunities and challenges of leading New College into its second fifty years .

The energy and dedication of the Search Committee members to the tasks at hand was admirable. The Chairman invested well over 100 hours in the course of the ten-month effort and many of the other Committee members came close to that. Everyone realized the critical importance of the finding the right president for New College and pitched in to help, whether it was reviewing applications, reading summary bios identified only by number, conducting fact-finding phone interviews or actually sitting across the table from a finalist.

Not surprisingly, the Criteria for the Presidential Search were easily developed, adopted by the Search Committee, and used on our Candidate Review Sheet which is found on the next page. The Criteria are listed as "Qualities/Areas of Expertise."

ARCHER~MARTIN ASSOCIATES

Candidate Review Sheet New College of Florida Presidential Search

Prospect _____

QUALITIES / AREAS OF EXPERTISE

COMMENTS

- I. Intellectual stature; teaching experience, credentials to garner respect from the faculty, staff, and students
- II. Successful experience in a college/university/not-for-profit and evidence of understanding of how to improve areas of ethnic diversity, retention, graduation rates, and service learning
- III. Experience to lead an institution through strategic directions and their implementation; capacity to affect change internally with minimal disruption and to attract support externally
- IV. Understanding of the issues facing liberal arts colleges and capacity to serve as a passionate and eloquent spokesperson for the liberal arts and the institution, internally and externally; understanding of the importance of raising the national profile of the College
- V. Experience in aligning an administrative organization to serve the needs of an institution that must increase enrollment and revenue streams
- VI. Expertise in managing finances, facilities, and organizational and technological complexity while working collaboratively with the campus community
- VII. Experience and acumen to develop and enhance relationships within an organization and its external communities; ability to secure funds from both public and private supporters
- VIII. Evidence of good judgment balanced with humility, sense of humor, and persistence in solving problems
- IX. Outstanding interpersonal and communication skills that sustain relationships and create an environment where people feel valued and have fun
- X. Overall comments/observations

MOVE FORWARD

HOLD

RELEASE

Search Committee Member Name _____

Where search meets excellence



(2) New College of Florida Presidential Search Timeline

2011 - 2012

June 18, 2011 – Board of Trustees Meeting

Board Chair Robert M. Johnson announced the establishment of an Ad Hoc Board of Trustees Presidential Search Committee to mount a national search for the fifth president of New College to succeed President Gordon E. Michalson, Jr. when he steps down at the end of the 2011-12 academic year. Mr. Johnson will chair Search Committee, which will be comprised of New College trustees, faculty, Foundation board members, students, alumnae/i and local business and community leaders. He announced the names of the Committee members.

July 21, 2011

The Search Committee met and agreed on a Request for Proposals for executive search firms to apply and assist with the search for President Michalson's successor.

August 24, 2011

The Search Committee met and selected two of the four firms that had responded to the RFP for campus presentations and interviews.

September 13, 2011

Dr. Roger Bowen and Nancy Martin of the executive search firm, Archer~Martin Associates of Nantucket, MA, made a presentation and interviewed with the Search Committee.

September 14, 2011

Mr. Charles Bunting of the executive search firm Storbeck/Pimentel of Washington, DC, made a presentation and interviewed with the Search Committee. The Committee subsequently decided to retain Archer~Martin Associates to guide the New College Presidential Search.

September 20, 2011 – Special BOT Teleconference Meeting

At this special BOT Teleconference, the Trustees by unanimous vote authorized Chairman Johnson to negotiate a contract on behalf of the Board of Trustees with Archer~Martin Associates, as recommended by the Search Committee.

October 16-19, 2011

The Archer~Martin team, Dr. Roger Bowen and Ms. Nancy Martin, made a site visit to New College of Florida to meet with as many groups on campus as possible. They met with the Search Committee, the Board of Trustees, the officers, and held open lunch forums on two consecutive days with faculty and staff, as well as meetings with students. They met with senior staff, with New College Foundation officers, with Student Government representatives, with the Academic Administrative Council, and with the Foundation Board Chair and with President Michalson. Their purpose was to outline the search process and to gather input on the desired qualifications and characteristics of New College's next president.

November 4, 2011

By this date, the New College position announcement had appeared in print and online in the *Chronicle of Higher Education* and approximately twelve other on-line educational venues, in addition to being posted on the New College Presidential Search Website. Shortly after this date, a *New College Presidential Search Leadership Profile*, developed jointly with Archer~Martin, was also posted online, to provide more in-depth information and analysis of the position's opportunities and challenges. A website was opened for direct applications to New College, presidentialexarch@ncf.edu.

November - December, 2011

Archer-Martin contacted more than 500 individuals in their proprietary data base and beyond, seeking qualified nominations and recruiting prospective applicants. The team spoke with sitting presidents and provosts, and contacted those who were recommended to them. Archer~Martin continued conversations with interested individuals on a frequent basis during this period. A number of direct applications were submitted to the presidentialexarch@ncf.edu mailbox at New College and passed along for vetting by the search firm.

December 2, 2011

The Search Committee met and received instructions for accessing the applications in the NCF presidentialexarch@ncf.edu mailbox. Archer~Martin participated in the meeting by teleconference. Nancy Martin advised that there were a number of qualified "potential applicants" who were interested but not willing to make their interest in the New College presidency public at this early stage. Committee members were urged to read the applications that had come in to the College and evaluate them using the criteria developed by the Committee with Archer~Martin on the Candidate Review Sheet. The Committee requested that the fundraising criterion be moved up to second place on the Candidate Review Sheet and it was.

January 6, 2012

Three members of the Search Committee over the holidays individually, separately and without communicating with each other reviewed the dossiers of the potential applicants and provided their own feedback individually to Nancy Martin and Roger Bowen. The Search Committee met and considered the bios of two candidates who had applied directly to New College and a dozen bios of potential applicants identified by number only by Archer~Martin as individuals who represented a good overall fit with the College's needs based on the feedback and search criteria approved by the Committee and who might be interested in formally applying for the presidency of a small liberal arts college. The Committee then selected 10 bios from the 14 bios for additional individual, separate, one-on-one fact-finding conversations with each of four members of the Committee. These separate, individual fact-finding discussions occurred over the next three weeks (40 separate individual discussions).

February 1, 2012

After the individual fact-finding calls were completed, the four Committee members separately reported their findings to Archer~Martin, who found strong alignment in the separate independent findings and invited five potential candidates to make formal application. Four of the five formally applied on January 31, 2012. A total of 41 actual applications were finally

received at New College for the position of President. At a February 1st 2012 meeting of the full Search Committee, five finalists were identified and approved for further consideration by a unanimous vote of the Committee. The Committee released the remaining candidates. A template schedule for the finalists' campus visits was presented and approved by the Search Committee.

February 13, 2012

At this meeting of the Search Committee, the protocols for the campus visits were established and reviewed. Reference checking assignments were made to Committee members and deadlines established. Faculty members at the meeting requested that more time on two days be set aside for faculty interaction with each candidate. Committee members volunteered to serve as escorts and hosts, and to attend the Faculty and Student meetings with the candidates. Committee members were asked to send the names of business community invitees to the receptions to the Chairman.

February 19 – March 6, 2012 Final Candidates Visit New College of Florida

Four candidates came to campus for three-day interviews during this time. (The fifth candidate withdrew from the search prior to his visit to accept another presidency.) All campus visit schedules were identical. The first day included a campus tour and a small dinner with the Board Chair and a few Committee and faculty members. The second day started with an hour and a half initial meeting with the Search Committee, an hour meeting with senior staff, a 90 minute lunch with faculty, an a hour meeting with staff, an hour meeting with students, and a 90 minute reception with board and community members, faculty members, students and staff, followed by a one-on-one dinner with President Michalson. On the third day, the candidate met with the Board of Trustees for an hour, followed by hour-long meetings with the VP for Finance & Administration, an hour with the Provost, and an hour with the Foundation staff, followed by a 90 minute lunch with faculty and an exit meeting with the Search Committee. In total, the Search Committee spent at last 2.5 hours with each candidate, and many Committee members were with them many more hours, at dinner, at the reception, or at additional meetings. Evaluation forms were available to everyone participating in the group meetings, in paper form and also on line. This feedback was available to the Committee at its final meeting.

March 8, 2012

At the final 3.5 hour Search Committee Meeting, all sources of feedback and impressions were considered. By unanimous vote, the Search Committee selected Dr. Donal O'Shea for recommendation to the New College of Florida Board of Trustees as the fifth President of New College of Florida.

March 10, 2012

At their March 10, 2012 regular meeting, the New College of Florida Board of Trustees considered the Search Committees' recommendation and unanimously adopted the Committee's recommendation, selected Donal O'Shea as New College's next president and authorized the Chairman to present Dr. O'Shea to the Board of Governors for confirmation at its next meeting.

(3)

New College of Florida Board of Trustees

Ad Hoc Presidential Search Committee Members

The Hon. Robert M. Johnson, Search Committee Chair, Trustee, and Board Chair

Susan Burns, Community leader, Biz 941 editor, alumna

Dr. Charlene Callahan, former Provost & VP Academic Affairs

Kathy Coffey, New College Foundation Board member

Audrey Coleman, Trustee

Dr. Aron Edidin, Professor of Philosophy, alumnus

Cindy Hill, Immediate Past President, New College Alumnae/i Assn.

Renee Hamad, New College Foundation Board member

Rolland V. Heiser, past President, New College Foundation; former Trustee

William R. Johnston, Trustee

Michael Long, 2nd year student, Student Body President, Trustee

Dr. Patrick McDonald, Professor of Mathematics, former Faculty Chair and Trustee

Felice Schulaner, Trustee, New College Foundation board member, alumna

Stewart Stearns, Community leader, former head of Sarasota Community Foundation

Tom Towler, community leader, elected member Sarasota Memorial Hospital Board

Alexander Wyllie, 2nd year student



New College
THE HONORS COLLEGE of Florida

PRESIDENT

New College of Florida (NCF) seeks expressions of interest and nominations for the position of president. After a dozen years of outstanding service, President Gordon “Mike” Michalson has announced he is stepping down, effective July 1, 2012. New College, which in 2010 celebrated the 50th anniversary of its founding, is the public honors college in the State University System of Florida and a member of the Council of Public Liberal Arts Colleges and the Consortium for Innovative Environments in Learning. Dedicated to the liberal arts and highly selective, New College enrolls about 800 students who are taught by 71 very productive full-time and 28 part-time faculty members.

The 110-acre NCF campus sits on the shore of Sarasota Bay on the Gulf of Mexico and consists of fifty-five buildings, the newest of which, Academic Center (2011), is LEED certified. Adorned by sculptures, stunning landscaping, and a rebuilt historic seawall, the campus features the Charles Ringling mansion and the Hester Ringling Sanford mansion at its heart and is part of the Ringling-Caples Historic District, which includes the John and Mable Ringling Museum of Art. The College’s Caples Fine Arts campus was constructed in 1992. Since 2000, the College has replaced all of its science facilities and added specialized labs for nanocomposite materials (2008) and plant genome research (2009). The Marine Biology Research Education Center (2001) uses seawater piped directly from Sarasota Bay; the Public Archeology Lab was built in 2010. Five new residence halls opened in 2007. The College intends to add a Center for International and Area Studies in the near future.

NCF is rated highly by *U.S. News & World Report*, *Forbes*, *Kiplinger*, and *Fiske* as one of the leading liberal arts colleges in the nation and as a “best buy.” *Newsweek* claims that NCF is the 8th most “Free-Spirited” college in the nation, thus recognizing the centrality of students, as active learners, to the College’s founding principles, which themselves were modeled after New College, Oxford University. The College uses narrative evaluations in assessing student performance. NCF proudly stands among the nation’s leading institutions for students awarded Fulbright grants on a per capita basis (50 in the last ten years) and produces impressive numbers of Gates, Goldwater, Gilman, Marshall, Udall, and NSF grant recipients. The Florida Legislature has recognized New College as a “Center of Excellence.” The ratio of students to faculty is 10:1 and the average class size is 18. The average GPA of entering first year students is 4.03, the average SAT score 1310. NCF students come from 40 states and 22 nations. Nearly all full-time faculty members have terminal degrees. More than half the students receive need-based financial aid, and nearly all receive some kind of aid.

New College seeks a president who celebrates the life of the mind, values intellectual intimacy, and appreciates and rewards faculty dedication to student learning. It seeks in its next president someone committed to serving the campus community internally and championing the college externally; and an experienced executive who is a true scholar, an avid teacher, and an effective fund-raiser who works with the campus community strategically to advance the College’s reputation nationally. S/he should have a Ph.D./terminal degree and experience in and passion for the liberal arts and a demonstrable ability to work collaboratively with the governing boards and state legislature.

Consideration of nominees and candidates will begin on December 1 and continue until the position is filled. The full leadership profile may be accessed at www.ncf.edu/presidentialsearch. Please send materials in support of candidacy, electronically, to presidentialsearch@ncf.edu.

New College of Florida has retained Archer~Martin Associates as its executive search counsel. Inquiries from prospects and nominations are welcome at 207-963-2507 (Roger W. Bowen) or 508-325-6161 or 508-498-2663 (Nancy Martin).

New College of Florida is an EEO/AA employer and actively solicits nominations of and applications from people of all nationalities, ethnicities, races, religions, sexual orientations, and political affiliations.

The presidential selection process is subject to Florida's Government In The Sunshine Law. Written and electronic communications and transmittals are subject to public disclosure under Florida's Public Records Law. Additional information pertaining to these laws may be found at <http://myfloridalegal.com/pages.nsf/Main/DC0B20B7DC22B7418525791B006A54E4>.

DONAL O'SHEA

ADMINISTRATIVE POSITIONS

1998-Present. Dean of Faculty and Vice President for Academic Affairs, Mount Holyoke College. This is the second ranking position in the college after the president (and corresponds to the COO position in most corporate entities and the provost position in larger academic institutions). Duties include: hiring, evaluation, and retention of faculty and academic support staff; oversight and implementation of academic and curricular programs; development and direct management of about 55% of the college's 110 million dollar (net of financial aid) operating budget; working with president and trustees to oversee long-term health of the organization; working with the president and other VPs (finance and administration, student affairs, enrolment management, development) to manage institution; collaborating with development and alumnae offices to solicit and steward gifts; working with faculty and staff to develop academic program. Direct reports include all academic departments, center directors, library and information services (including administrative computing), athletics, and art museum.

Achievements include diversifying faculty (MHC now has the highest percentage of tenure/tenure-track faculty of color among all COFHE schools), increasing external funding (MHC has received more funding from NSF in the last decade than any other liberal arts college), introducing post-tenure review, bettering leave policies, making teaching load equitable, setting up professional programs, shepherding creation of a fiber optic network linking five colleges, introducing a first year program, overhauling faculty advising of students, leading curricular review, internationalizing curriculum, forming a group of presidents and deans of women's universities around the world, starting collaborative programs among northeast liberal arts colleges for department chair development, overseeing four building projects including a 32 million dollar science construction and renovation project, consolidating science and arts programming and planning, and implementing careful academic financial and capital budgeting. I am currently directing an 11.5 million dollar project, funded by the Mellon foundation, to allow students to couple their academic experience with the off-campus pre-professional experiences.

1994-1997. Sponsored Research Officer. Mount Holyoke College. Duties included: encouraging faculty members to write proposals, running grant-writing workshops, advising on budget development and attending to regulatory issues. Achievements include: moving "control" out of the office into the hands of those who carried out the actual work; rewriting grants manual, patent policy, conflict of interest policies, and human subjects' policies; removing unnecessarily bureaucratic oversights on spending and policy; putting large college grants under the management of faculty members most interested in the outcome; satisfying government regulation in as minimally intrusive ways as possible; tripling proposal submissions in the sciences and quadrupling proposal submissions in humanities and social sciences.

1993-1996. Chair, Department of Mathematics, Statistics, and Computer Science, Mount Holyoke College. Accomplishments include complete reworking of curriculum, raising national profile of the department, and helping secure over one million dollars to endow department programs (especially undergraduate research).

1990-1993. Director, NSF/Five Colleges Regional Geometry Institute. This was one of two NSF-funded, vertically integrated, national institutes in mathematical sciences. Its purposes were to advance research and to forge links and a feeling of shared responsibility among members of different sectors of the mathematics profession. As director, I provided oversight, direction, and design of four parallel programs bringing to campus each summer 60 researchers from

universities around the world, 24 high school teachers from around the country, 30 grad students, and 8 undergraduates. The focus was on differential, algebraic and discrete geometry in years one, two and three, respectively. I was final authority on budget (.5 million/yr), participant and program selection, and reporting. Setting up and running the Institute required a careful effort at consensus building between individuals with very different backgrounds and agenda.

ACADEMIC POSITIONS

1980-present. Mathematics faculty member, Mount Holyoke College, various ranks.

Elizabeth T. Kennan Professor of Mathematics 1996-present. Professor 1991-96. Associate Professor 1986-91. Class of 1926 Assistant Professor 1986-91. Assistant Professor 1980-83. The Mathematics Department at Mount Holyoke College was one of ten departments (only three of which were departments at four year schools) to be written up in a Mathematics Association of American study of ten exemplary mathematics departments in the country. While the credit for our collective achievements lies squarely with the members of our department, I think that I can legitimately claim to have provided a good part of the intellectual leadership and sheer drive which made those achievements possible. In 1988, I founded our summer research institute that draws undergraduates from across the country to work in one of three groups on cutting-edge, mainstream research problems. I secured and directed a large number of grants (totaling more than 3.5 million dollars).

Visiting Positions

University of Cambridge, Fall 2011.

University of Miami, Fall 2004, and University of Edinburgh, Spring 2005.

University of Hawaii Manoa 1997-98 and 1991-92.

Universität Kaiserslautern, Germany 1988-89.

University of Massachusetts at Amherst 1984-85.

Institut des Hautes Etudes Scientifiques, Bures-sur-Yvette, France 1983-84

Other Academic Administrative Positions

Member: Nominating Committee, American Mathematical Society, 1/2011-12/2013

Member: (and co-founder) Executive Committee, Women's Education Worldwide, 2007-present.

Member: CIC (Council of Independent Colleges) CAO Task Force, 2005-08. (Chair 2007-08.)

Member: ACE (American Council of Education) Internationalization Forum, 2006-08.

Member: Committee on exemplary departments, American Mathematical Society, 2004-07.

Member: Board of directors of Canadian Mathematical Society 1995-99.

Reviewer: Various journals, publishers, proposals (NSF, FIPSE), math depts.

Member (and former chair and co-founder): Valley Geometry Seminar

Member and former chair: Five College Applied Mathematics Group.

Translator for American Mathematical Society Russian Translation Project, 1978-1996.

Editor and translator: Encyclopedia of Math. Sciences (Springer-Verlag).(1986-2007).

EDUCATION

Harvard University, A.B. (Mathematics) 6/74

Queen's University (Canada), M.Sc. (Mathematics) 1/77

Queen's University (Canada), Ph.D. (Mathematics) 1/81

RESEARCH AND SCHOLARLY INTERESTS

Much of my scholarly work has centered on the geometry of singularities of real and complex hypersurfaces, work that mixes differential and algebraic geometry and that has resulted in collaborations and invitations to speak around the world. I continue to work with a group on the

geometry of singularities. Until I crossed to the dark side, becoming a full-time administrator, this work was consistently supported by the National Science Foundation. My mathematical interests are broad: I continue to work collaboratively with a few others on medical imaging with a focus on algorithms to detect polyps on CAT images of the colon and on analysis of functional MRI images of the human cortex. I am also considered an authority on computational methods in algebraic geometry.

TEACHING INTERESTS

I love teaching, and have taught most of the standard undergraduate mathematics courses, as well as a number of interdisciplinary courses. At Mount Holyoke, I am the only mathematics professor, and one of a mere handful of science faculty members, to have been chosen by the students to give the seniors' baccalaureate address. I'm also well known nationally for my curricular efforts. I'm one of the authors of *Calculus in Context*, an influential "reform" calculus text; of *Laboratories in Mathematical Experimentation*, a text which uses computer exploration to have students conjecture, discover and defend mathematical results; of *Ideals, Varieties and Algorithms*, a text for undergraduates which introduces and explains the recently discovered algorithms and computer algebra techniques that have revolutionized research in algebraic geometry; of *Using Algebraic Geometry*, a graduate-level text, the second edition of which has just appeared, and which explores and explains very recent applications of computational algebraic geometry to other areas of mathematics and science. *The Poincaré Conjecture: In Search of the Shape of the Universe*, my first book for a generally educated audience, appeared the year before last and has since been translated into twelve languages. It relates the story of a recent proof of a century-old conjecture, and discusses not just the mathematics and the individuals involved, but the educational institutions and societies that supported them

PUBLICATIONS

Books and monographs:

The Poincaré Conjecture: In Search of the Shape of the Universe, Walker Books, New York: March, 2007 and in UK by Penguin (April, 2007). Translated into German (S. Fischer), Italian (Rizzoli), French (Dunod), Greek (Travlos), Japanese (Nikkei), Hebrew (Aryeh Nir), Portuguese (Editoria Record), Korean (Kachi), Spanish (Tusquets), Czech (Academia), Chinese (Hunan Science); all in 2007 except Hunan (2010). Vietnamese translation, to appear 2011. Peano prize, 2008.

with David Cox and John Little, *Using Algebraic Geometry*, New York: Springer, 1998. Japanese Translation, Springer-Verlag Tokyo, 2000. *Second Edition*, 2005.

with J.W. Bruce and MHC Math Department, *Laboratories in Mathematical Experimentation: A Bridge to Higher Mathematics*, New York: Springer Verlag, 1997; *Instructors' Guide*, 1997. Chinese Translation, Chinese Higher Education Press Beijing and Springer-Verlag Berlin Heidelberg, 1998.

with D. Cox and J. Little, *Ideals, Varieties, and Algorithms: An Introduction to Computational Algebraic Geometry and Commutative Algebra*, New York: Springer, 1992. *Second Edition*, 1996. Russian Translation, Mir Moscow, 1998. Japanese Translation, Springer-Verlag Tokyo, 2000. *Third Edition*, 2007.

with J. Callahan, D. Cox, K. Hoffman, H. Pollatsek, and L. Senechal, *Calculus in Context* New York: W.H. Freeman, 1995; *Instructors' Manual for Calculus in Context*, 1996.

An Introduction to Dynamical Systems and Mathematical Modelling, Stony Brook: Sloan NLA Monographs, 1992.

An Exposition of Catastrophe Theory and its Applications to Phase Transitions, Kingston: Queen's Papers in Pure and Applied Mathematics, no. 47, 1977 (Second Printing, 1980).

Research articles (mathematics):

(with A. Durfee). Polynomial Knots (preprint). [arXiv:math/0612803](https://arxiv.org/abs/math/0612803)

(with L. Wilson). Limits of Tangent Spaces to Real Surfaces. *Amer. J. Math.* **126** (2004) 951-980. http://muse.jhu.edu/journals/american_journal_of_mathematics/v126/126.5oshea.pdf

(with H.D. Tagare, D. Groisser). Non-rigid Shape Comparison of Plane Curves in Images, *Journal of Mathematical Imaging and Vision*, **16**: Feb (2002) 57-68.

Computing Invariants of Hypersurface Singularities, in S. Sertöz (ed.), pp. 296-347 in *Algebraic Geometry*, Marcel-Dekker, 1997.

(with C. Teleman) Limits of tangent spaces and a criterion for μ -constancy, pp. 78-85 in D. Trotman, L. Wilson (eds.) *Stratifications and Topology of Singular Spaces*, Paris: Hermann, 1997.

(with A. Rangarajan and H. Tagare) A geometric criterion for shape-based non-rigid correspondence, *Proceedings International Conference on Computer Vision*, Boston, June, 95, 434-439.

(with L. Wilson) Normal and conormal cones of real surfaces, *Chinese Quarterly Journal of Mathematics*, vol. **10**, No. 4, (1995) 62-71.

Limits of Tangent Spaces: Effective Computation in Singularity Theory, pp. 549-573 in D.T.Lê, K. Saito, B. Teissier (eds.), *Singularity Theory*, Cambridge: World Scientific Publishing Co., 1995.

(with L. Wilson), Computing Limiting Normals to Real Surfaces, *Proc.Symp.Appl.Math.* **48** (1994) 349-54.

(with P. J. Giblin) The bitangent sphere problem, *Amer. Math. Monthly*, **97**(1990) 5-23.

Spaces of limiting tangent spaces, *Contemp. Math.*, **90** (1989) 229-239.

Topologically trivial deformations of isolated quasihomogeneous singularities are equimultiple. *Proc. Amer. Math. Soc.*, **101**, no. 2 (1987) 260-2.

The Bernstein-Osserman-Xavier theorem, *Asterisque*, **154** (1987) 95-113.

Elementary catastrophes, phase transitions and singularities, *Math.Modeling*, **7** (1986) 397-411.

Vanishing folds in families of singularities, *Proc. Symp. Pure Math.* **40**, Part 2 (1983) 293-304.

Finite jumps in Milnor number imply vanishing folds, *Proc. Amer. Math. Soc.*, **87** (1983) 15-18.

(with A.J. Coleman). The local classification of phase diagrams, *Phys.Rev. B*, **22** (1980) 3428-3442.

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“A review of Perfect Rigor,” *Notices Amer. Math. Soc.*, **58** Jan. (2011) 56-59.
<http://www.ams.org/notices/201101/rtx110100056p.pdf>

“The Surprising Resolution of the Poincaré Conjecture” in D. Rowe (ed.), *Beyond Einstein: Perspectives on Geometry, Gravitation, and Cosmology*, New York: Springer, to appear 2010.

“What Do Mathematicians Do?” (A review of three books.) *Nature*, Oct 25, 2007.
<http://www.nature.com/nature/journal/v449/n7165/full/449982b.html>

“Jacques Hadamard, Pontigny-en-Amerique and creativity in the sciences” in C. Benfey, K. Remmler (eds.), *Artists, Intellectuals, and World War II*, U. Mass. Press, 2006.

(with H. Pollatsek) Are Prerequisites Necessary? *Notices of Amer. Math. Soc.*, May 1997, 210-221. <http://www.ams.org/notices/199705/comm-holyoke.pdf>

(with Les Senechal), Student Learning Difficulties and Calculus in Context in M. Artigue and G. Ervynck (eds.), *Proceedings of Working Group 3 on Students' Difficulties in Calculus*, Collège de Sherbrooke, 1993.

Difficultés des étudiantes en calcul différentiel et intégral in *Proceedings ICME-7*, Birkhauser Verlag.

L'analyse et les sciences, *Actes du Colloque sur les Objectifs de l'Enseignement Scientifique, Palaiseau, Avril 1990*, Soc. Math. de France (1991) 101-113.

Calculus en contexte: un nouveau cours d'introduction a l'analyse, *Gazette des Math.*, **48** (1991) 25-29.

(with J. Callahan, D. Cox, K. Hoffman, L. Senechal, F. Wattenberg, Calculus in Context: The Five Colleges, in *Calculus Reform and the First Two Years*, MAA Notes, 1991.

Summer Mathematics Research at Mount Holyoke College, in *Models for Undergraduate Research*, (ed. L. S. Senechal) MAA notes, 1990.

Mount Holyoke's Laboratory in Mathematical Experimentation, in *Mathematics Curriculum: Towards the Year 2000*, (ed. J. Malone, H. Burkhardt, C. Keitel), Austin University Press (1989)

Translations of Books:

from Russian (with Dawson), V.I. Arnold and D.V. Anosov, *Dynamical Systems I*, (Encyclopedia of Mathematics, vol 17), Heidelberg: Springer Verlag, 1988.

from Russian: Arkhangel'skii and Fedorchuk, *Topology I*, (Encyclopedia of Mathematics, vol 50), Heideberg: Springer Verlag, 1990.

from French: R. Séroul, *Programming for Mathematicians*, Berlin: Springer-Verlag, 2000

Over 130 translations of Russian language mathematics articles.

Recent (since 2005) op-eds that are available online:

Convocation Address, Sept 2005

<http://www.mtholyoke.edu/offices/comm/news/convocation05/oshea.shtml>

“Pick a Number, Any Number: On the perils of bad math education.” *Forbes*, Mar 12, 2007
<http://members.forbes.com/forbes/2007/0312/040.html>

“High-stakes tests do maths no favours.” *Times Educational Supplement*, Apr 27, 2007
http://www.tes.co.uk/search/story/?story_id=2376208

“Interview with Donal O’Shea.” Scientists Nightstand. *American Scientist online*, June 7, 2007.
<http://www.americanscientist.org/template/ScientistNightstandTypeDetail/assetid/55552>

GRANTS (from 1990):

1989-91 PD and co-PI with R. Weaver on the NSF ILI grant USEME-8951358 for \$83739 entitled *Laboratories in Advanced Mathematics*. 1988-91 co-PI with D. Cox and J. Little on NECUSE (Pew Charitable Trusts) grant in 1988 for \$35,000 entitled *Computational Algebraic Geometry*; supplements of \$15,000 and \$10,000 received in 1989-90 and 1990-91. 1988-91 PD and co-PI with J. Gifford and M. Peterson on three-year NSF REU grant DMS-88049962 for \$144,000 entitled *Mount Holyoke Undergraduate Mathematics Summer Research Institute* renewed twice with an additional \$290,000 in funding for two additional three year periods. 1988-94 co-PI with J. Callahan, D. Cox, K. Hoffman, L. Senechal and F. Wattenberg on the five year *Calculus in Context* grant DMS-8814004 for \$714,000 1990-93 PD and co-PI with H. Pollatsek on a three year DOE FIPSE grant P116B00468 for \$208,000 entitled *Increasing Accessibility to Advanced Mathematics*. 1990-94 PD on three year NSF RGI grant DMS-9013220 for \$1,469,607 entitled *Geometry in the Machine Age* 1992-93 PD and co-PI on NECUSE (Pew Charitable Trusts) grant in 1992 for \$18,000 entitled *Guided Exploration in Geometry for Beginning Undergraduates*. 1992-95 co-PI with J. Callahan, K. Hoffman, and H. Pollatsek on three year NSF grant DUE-9245065 for \$205,000 entitled *Disseminating Calculus in Context*. 1994-96 PD on two year NSF grant DMS-9404497 entitled *Effective Methods in Analytic Geometry* for \$28,900. 1994 PD on NECUSE (Pew Charitable Trusts) grant in 1994 for \$18,500 entitled *Mathematics Laboratories for Sophomores*. 1995-98 PD on NSF grant DUE-9554646 entitled *Mount Holyoke's Laboratory in Computer Experimentation* for \$99,990. 1996-98 PD on NSF grant DUE-9555132 entitled *Computational Algebra and Geometry* for \$45,004. 1996-98 PD and co-PI with H. Pollatsek and R. Weaver on NSF grant entitled *Laboratories for a Mathematics Minor* for \$50,000. 1998-01 co-PI with H. Pollatsek on NSF grant DUE 9752750 entitled *Multiple Entry Points to the Mathematics Major and Minor* for \$38,597. 1998-02 co-PI with H. Pollatsek, L.M. Hsu and Stan Rachootin on NSF grant DUE 9850028 entitled *Institution-Wide Reform of Science Laboratories at Mount Holyoke*. In addition, before becoming chief academic officer, I was senior staff and/or author on other grants to Mount Holyoke totaling more than \$2 million from Dana Foundation, Sloan Foundation, NSF DUE, NEH, IBM, Hewlett-Packard and Mellon Foundation. Since becoming chief academic officer, I have been taken the lead on numerous successful grant applications to private foundations, including the Sloan,

Mellon, and A.V. Davis Foundations. Most recently, I conceived and am the principal investigator on a \$2.5 million grant from the Andrew Mellon Foundation Centers of Excellence program. We have just completed the 3-1 match (for a total of \$12 million) and the implementation of the program (a series of attractive experientially based minors that allow students to link their study of the liberal arts and their career aspirations is well underway. I am also the principal investigator on a \$200,000 Sloan grant to the college (administered through ACE) to enhance Faculty Career Flexibility.

AWARDS

Queen Elizabeth II Dissertation Fellowship 1978, NSERC Postdoctoral Research Fellowship 1981 (declined) and 1983-85, Alexander von Humboldt Fellowship 1986-87, Council of Independent Colleges CAO Service Award 2007, Peano Prize 2008.

MEMBERSHIPS

Through Mount Holyoke: American Association of Colleges and Universities, the American Council of Academic Deans, the Council of Independent Colleges, and NEASC.

Individual memberships: American Mathematical Society, Canadian Mathematical Society, European Mathematical Society, London Mathematical Society, Mathematical Association of America, NERCH Academic Affairs Think Tank, Société Mathématique de France, and the Society of Industrial and Applied Mathematicians.

LECTURES

Complete list on request. About 20 in the last two years. Here are some recent public addresses to large national or international audiences:

“The unexpected resolution of the Poincaré Conjecture,” University of Mainz, DE (9/08, 100+ in audience), <http://www.beyond-einstein-2008.de/program.html>

“The three dimensional sphere,” Torino (IT, Nov 20, 2008, 1300+ in audience), video of webcast on www.giovediscienza.org/ (navigate to 23d Edition, Nov 20, 2008)

“Limits of tangent spaces, separating sets and exceptional tangents at singular points of complex surfaces,” Universitet Aarhus, Aarhus (DK, 8/09, 40+ in audience), pdf of notes on: http://data.imf.au.dk/conferences/SING09IA/beamer_presentations/Oshea_presentation.pdf

“The Mathematical Brain,” St. Ann’s College, Oxford, (UK, 9/09, 70+ in audience), <http://alumnae.mtholyoke.edu/events/euro2009/eurospeakerbios.php>

“Mathematics, Content, and Gender” Fields Institute, Toronto (CA, 10/13, 100+ in audience) <http://www.fields.utoronto.ca/programs/scientific/09-10/shape-of-content/>

SOME OTHER PROFESSIONAL ACTIVITIES (2010, 2011)

(Excluding campus activities and alumnae events and lectures.)

- Organizer Women’s Education Worldwide meeting in Sydney, Australia (Jan 6-8)
- Consulting for Effat University, Jeddah, Saudi Arabia (Jan 9-12)
- AMS strategic planning, Joint Mathematics Meetings, San Francisco (Jan 13-16)
- Organized planning meeting for joint CAO-CFO meeting, Barnard (Feb 6),
- External reviewer for SUNY, Plattsburgh math department (Mar 5)
- Member NEASC reaccreditation visiting team, St. Michael’s College, Colchester VT (Mar 12-14)

- Member: press briefing team for Millennium Prize Award, Paris (Jun 7)
(<http://www.claymath.org/poincare/trombinoscope.pdf>).
- Lecture and book-reading, Vassar College (July 11)
- Research member and lecturer, Real and Complex Singularity International Symposium, Sao Carlos, Brazil (July 24-31)
- Delegate, International Conference of Mathematicians, Hyderabad (Aug 19-27)
- External Reviewer: Emmanuel College mathematics departments, Boston (Sept 29)
- Mentor program for new CAOs, Williamsburg (Nov 6-8)
- Organizer of joint conference for chief academic officers and principal business officers of - Northeast Deans and Selective Liberal Arts Colleges to discuss challenges of the financial models of research liberal arts colleges, New York (Nov 11-13)
- Panelist on liberal arts, Seven Siblings Meeting, Wellesley (Nov 29)
- AMS Nominating Committee: New Orleans (Jan 5-6)
- ACAD workshop organizer: "Educating for Global Citizenship at Baccalaureate Liberal Arts Institutions: Maximizing the Benefits of International Student Integration," San Francisco (Jan 26, 2011)
- AAC&U presentation: "Globalizing Community Engagement and Liberal Learning: Two Case Studies," San Francisco (Jan 27, 2011)
- J. James Woods Lecture: "In Search of the Shape of the Universe", Butler University, Indianapolis, IN (March 29, 2011) (<http://www.butler.edu/absolutenm/templates/?a=1884&z=20>)
- American Mathematical Society: "Exceptional Lines and Separating Sets at Singular Points of Complex Surfaces", College of the Holy Cross, Worcester, MA (Apr 9, 2011)
- Plenary for Twenty-First Century Liberal Education: A Contested Concept: "Geometry, Space and the Liberal Arts," Transylvania University, Lexington, KY (July 28, 2011)

PERSONAL INFORMATION

Married to Mary O'Shea (née Barker). Four Children: Seamus, Brendan, Sarah, Kathleen, ages 32-24. **Citizenship:** US, Canada, Ireland (so EU)

CONTACT INFORMATION

Home Address: 73 College Street, South Hadley, MA 01075
 Phone: 413-532-6040 (H); 413-538-2372 (O); 413-210-7487 (Cell);
 Fax 413-538-2661
E-mail: doshea@mtholyoke.edu

NOMINATION LETTER FOR DONAL O'SHEA

October 25, 2011

Dear Nancy and Roger,

I highly recommend Don O'Shea, Vice President for Academic Affairs and Dean of Faculty at Mount Holyoke College, for the position of President of New College.

Don brings a formidable array of talents and abilities to the table. He would be a brilliant, outstanding president. Do not overlook him!

He is an unassuming person, but he is also more astute, savvy, and wise than any other person I have ever encountered during my long academic career. He is also the most generous and kind hearted. He is simply sui generis. It would be a lucky institution that would lure him as president. And he would be extremely ambitious, creative, and successful in advancing the fortunes of that institution. Altogether, his temperament and values would be a perfect match with New College. (And it helps that his wife Mary has always wanted to be in Florida!)

I had the pleasure to work with Don O'Shea for over twelve years until I stepped down as President of Mount Holyoke in July. I conducted during this time two five-year reviews of his deanship. He was then and continues to be beloved by the faculty, students, staff, trustees, and colleagues across higher education. He received the most extraordinary accolades about his creative and energetic leadership, his humane collegueship, his absolute trustworthiness, his compassionate soul.

Deeply intellectually curious, he is an omnivorous reader conversant across the arts and sciences. Particularly noteworthy is his careful stewardship of the intellectual life of the College, and unwavering attention to both the big picture – the overall shape of academic departments and the curriculum — and to the professional life and interests of each individual faculty member. He has been and continues to be the creative force among the deans in Five Colleges, Inc., and in many other organizations from CIC to Northeast Deans. He is a font of ideas and energy. And he knows how to get things done. Don is also an exceptionally able and responsible budget manager, a byproduct no doubt, of his mathematics acumen. (He is an internationally renowned scholar in mathematics.) He is also very effective at fund raising because he is so passionate, charming and winning with trustees, donors, and funding agencies.

I could go on about this man and would be happy to do so on the phone. I hope it is not too late for him to be considered in your search.

It would be most wonderful to see such a creative and brilliant man leading such a spirited and unique institution as is New College.

Please give him serious consideration. Let me know if I can be of further assistance.

My very best,

Joanne V. Creighton
President Emeritus
Mount Holyoke College
Interim President
Haverford College

73 College St
South Hadley, MA 01075
January 31, 2012

Archer-Martin Associates
P.O. Box 792
Nantucket, MA 02554

Dear Nancy,

Thanks again for many conversations. I write to ask that that you convey my interest in the presidency of New College of Florida to the members of the search committee.

One might ask why any sane person would want to be a liberal arts college president in these uncertain years following the worst recession since the great depression. Public perception, the realities of the marketplace, and the global financial crisis have challenged the (often unstated) assumption that state revenues or tuition in constant dollars can continue rising indefinitely and, thus, the sustainability of many of our business models. There can be no doubt that the old status quo is gone for good and we have entered a period of continuing instability. Some educational institutions will fail in the next decade and many more will be damaged irreparably. The challenges for residential liberal art colleges are particularly acute: we have high fixed costs and do not have the economies of scale that large universities enjoy. Moreover, we occupy a miniscule segment of the educational market. Fewer than two hundred of the more than 5000 educational institutions in this country are residential liberal arts colleges. Collectively, we enroll less than one half of one percent of all undergraduates, and our combined enrollment (about 40000 students) is less than that of the main campus of the Ohio State University or any one of the other ten largest educational institutions in the U.S. today. Many educators, let alone parents and policy makers, cannot define liberal arts.

So a president of any liberal arts college will have to struggle with constrained resources and branding problems. Why seek these types of headaches?

For me, the answer grows out my experience over the last thirteen years as vice-president for academic affairs and dean of faculty at Mount Holyoke College, the oldest women's college in the world. Put simply, residential liberal arts colleges, with their strong faculties committed both to undergraduate education and to scholarly and artistic work, offer the finest educational experience in the world. Future generations of students need the sort of education we provide, and the state, the country and the world need our graduates. I can think of no more worthwhile and no more exciting job than helping New College of Florida survive and thrive as a place of learning and growth for generations to come. And I think that I have the skills and acumen to do it well.

I am aware of how immodest the last statement must seem. Nearly everyone who has been or is associated with as vital an institution as New College will care deeply about it. The resulting web of rich and complicated relationships means massive complexity and

creates an enormous leadership challenge. To ensure continued excellence, a lot has to go right, and it falls to the president to make sure it does. Given the tiny market share and financial challenges, a successful president must successfully articulate the case for a liberal arts education; heighten New College's local, state, national and international visibility; and successfully raise funds and enhance revenue. From an internal, operational point of view, the president is ultimately responsible for institutional change and the operations that manage student life, enrollment, retention, and persistence to graduation; that build and sustain diversity; and that guarantee and strengthen academic excellence, including, but not limited to, establishing collaborations with other institutions and community partners. This is a huge portfolio. Happily the extended New College community is a reservoir of talent, and a president who shares a college's deepest values and is able to draw together its diverse constituents can accomplish great things. The claim I make is that I am good at getting people to work well together and I have a deep understanding of how different parts of a college can and should function. I elaborate a bit on my track record as it pertains to the various responsibilities and challenges listed above.

Liberal arts and visibility: I am articulate, am relatively shameless, and speak and write well. I have a good ear for tone, and am adept at engaging audiences where they are (as opposed to where I wish they were – one must make the case for the liberal arts differently for different audiences). At Mount Holyoke, I have worked to keep academic matters at the forefront of the college consciousness (which is surprisingly difficult these days). I find opportunities to talk and write about faculty work, both teaching and scholarship, for trustees, for alumnae, for faculty and students, for the community at large and for deans and presidents at other schools. I have talked extensively about the liberal arts and the educational landscape to prospective students, to parents, to foundation funding officers, and to policy makers. I interact frequently with my local congressman and the two state representatives responsible for the Five College area. Although my current duties leave little time, I have managed to contribute to national conversations about issues involving higher education, and know that I could do much more. I would welcome the opportunity, and obligation, the New College presidency would bring to speak and write about the liberal arts and the unique role played locally, statewide and nationally by our best colleges.

Fund-raising: I enjoy raising money and am good at it. I have a lot of experience with foundations, both government and private. My first administrative role other than department chair was as sponsored research officer at Mount Holyoke. I think I can claim credit for creating a culture where applying for grants is second nature. I had inherited a bureaucratic office that used a half time staff position to produce a thick newsletter that no one read (but everyone said they liked) and a .72 faculty position mostly devoted to regulatory stuff and convening meetings. I reorganized it into to an open, welcoming office that used a .11 faculty position (me) and no dedicated staff. We streamlined the regulatory stuff, took care of routine procedures, and began pro-actively identifying funding opportunities for individual faculty. I found ways to support humanists, social scientists and artists as well as scientists. In three years, the number of proposals submitted and grants received had more than tripled. Over the last decade, Mount Holyoke has received more National Science Foundation (and NASA and DOE) funding than any other elite liberal

arts college. I work closely with our development office in cultivating and stewarding gifts and, where appropriate, soliciting them. We ended a capital campaign in 2003 that raised \$257 million and are in the throes of another aimed at raising \$300 million. On account of Mount Holyoke's unusually dispersed fund-raising model (where two other senior staff members and I shared responsibility with the president for the planning and execution of capital campaigns), I have more experience than most other chief academic officers in soliciting gifts from potential donors. The president makes the largest asks, but I certainly make my share of significant ones. I would work with the boards, the senior staff and the development office to set and achieve objectives for capital campaigns, and to tie those objectives to the strategic plan. A college has much to gain from, and to offer, the local community. A college in a relatively affluent and well-educated community has some especially good possibilities for both revenue enhancement and fund-raising by deepening its ties to the local community. I have a strong entrepreneurial streak, a willingness to try things, and an eye for value.

Enrollment management: A college's chief obligation (as well as its chief source of revenue) is its students. It must do well by them. This requires high quality programming, of course, but excellence and curricular coherence also require high retention and graduation rates. At Mount Holyoke, I've worked with our faculty, our student affairs people and the academic deans to increase retention significantly by introducing and fine-tuning the sometimes subtle practices that allow first and second year students to anticipate and see themselves as juniors and seniors.

Fiscal Management: I understand well the critical importance of sound management, quality, lean staffs and faculties, highly competitive salaries, net tuition revenue, strategic planning, expense control and good capital budgeting. I hire and mentor well, and make sure that others do as well. It is important that a college be sized right. Too small, and staff and faculty wind up too thinly stretched, and students insufficiently challenged. Too large, and an institution will lose some of its intimacy and the sense of the community as a whole. Changes in size need to be managed carefully, and I have a lot of experience managing institutional change.

Academic Excellence: I care deeply about academic quality and have a strong record of improving the quality of every academic entity of which I have been a part. When I joined the Mount Holyoke mathematics department in 1980, it was a somewhat sleepy department with some gifted teachers. Five years later, the department was the center of two five-college seminars and was coordinating mathematical activity in the valley. A few years later still, it was producing more mathematics majors than any department at a school our size in the nation. By the early 1990s, it was one of the wealthiest departments in the college and nationally recognized as one of the finest small departments in the country for its teaching, its curricular innovation, its graduates, its research, and its different programs. When I started as dean, faculty morale was in the trough and the office was viewed with resentment. Mount Holyoke had a relatively new president and a freshly minted strategic plan calling for financial retrenchment, endowment growth, and a small number of new initiatives. The president did a superb job, and most of the credit for the upswing in the institution's fortunes belongs to her. But I think that I can claim

responsibility for implementing the plan in a way that improved faculty morale and catalyzed a blossoming of academic and co-curricular programs.

Civic engagement: I love the liberal arts, but I am impatient with the notion that usefulness somehow taints a discipline—doing is necessary for learning, and finding ways to allow students to link their academic experience with the community and what they wish to do in life is good education. I was instrumental in conceiving, securing, and implementing a large grant from the Mellon Foundation to support an innovative program that will allow students to link their education with the world of work. I've pushed Mount Holyoke in the direction of better serving the needs of our students by offering well-taught courses in carefully selected pre-professional areas; I've nudged our faculty into setting up dual degree programs in engineering and in public health with the University of Massachusetts, and am currently exploring a number of join B.A./M.B.A. programs.

Diversity and Internationalization: I care deeply about diversity, which is critical to excellence. Shortly after becoming dean, I appointed myself as the affirmative action officer for the faculty (a move that many initially thought wrongheaded, but that proved symbolically and practically highly effective). Of the over eighty tenure-track assistant professors hired since I became dean, 41% are persons of color and 68% are women. They are a spectacular group of scholars. (Mount Holyoke is now the highest among all COFHE schools in proportion of faculty of color.) Mount Holyoke's students are very diverse (about a quarter are domestic students of color and another quarter are international). Diversity also brings challenges and I have a lot of experience with the charged situations that identity issues pose from time to time on residential campuses. I have worked with other administrators and faculty to shape a climate that provides opportunity and support for all students to excel. Internationalization is also critical to excellence, and I have significant international experience. I conceived of the idea of creating a group of women's colleges around the world, did the initial legwork with the former Smith provost to get the Women's Education Worldwide collaborative launched, and interested the presidents of both Smith and Mount Holyoke in it. We hosted its founding conference, interested our presidents, secured funding, and coordinated subsequent biennial conferences in Dubai, Pavia, and Sydney. The group has organized student exchanges, and in June we hosted the first conference to bring faculty together. I've consulted with numerous start-up institutions in Asia, the Middle East and Africa (a partial list includes Effat University, Aga Khan University, Asian University for Women, Kiriri Women's University for Science and Technology, and Dubai Women's College). I've played a key role in establishing partnerships between Mount Holyoke and the Berlin School for Economics and Law, and between Mount Holyoke and Shanghai University of Finance and Economics, that allow our students to take a year of business and economics courses (in English, but with serious instruction in German, or Chinese) in the heart of the two major economic zones outside the United States.

I hope you will forgive me for saying a few words about my pre-decanal life. By training I'm a mathematician. Much of my scholarly work has centered on the geometry of singularities of real and complex hypersurfaces, work that mixes differential and algebraic geometry and that has resulted in collaborations and invitations to speak around the world. Until I

crossed to the dark side, becoming a full-time administrator, this work was consistently supported by the National Science Foundation. My mathematical interests are broad: I continue to work collaboratively with a few others on singularities and the mathematical problems that arise in the analysis of MRI and fMRI medical images. I am also considered an authority on computational methods in algebraic geometry. I love teaching and have taught most of the standard undergraduate mathematics courses, as well as a number of interdisciplinary courses. At Mount Holyoke, I am the only mathematics professor, and one of a mere handful of science faculty members, to have been chosen by the students to give the seniors' baccalaureate address. I'm also well known nationally for my curricular efforts. I'm one of the authors of *Calculus in Context*, an influential "reform" calculus text; of *Laboratories in Mathematical Experimentation*, a text that uses computer exploration to have students conjecture, discover and defend mathematical results; of *Ideals, Varieties and Algorithms*, a text for undergraduates that introduces and explains the recently discovered algorithms and computer algebra techniques that have revolutionized research in algebraic geometry; of *Using Algebraic Geometry*, a graduate-level text, the second edition of which has just appeared, and which explores and explains very recent applications of computational algebraic geometry to other areas of mathematics and science. *The Poincaré Conjecture: In Search of the Shape of the Universe*, my first book for a generally educated audience, appeared in 2007 and has since been translated into eleven languages. It relates the story of a recent proof of a century-old conjecture, and it discusses not just the mathematics and the individuals involved, but the educational institutions and societies that supported them.

Let me close with two comments about my desire to serve as president of New College of Florida during these challenging times. The first is that financial crises bring not only peril, but also opportunity. It is difficult to gain ground against well-managed wealthy competitors. The recession has changed the rules: it has hit the endowments of the wealthiest schools hardest, and the wealthier the school, the more difficult it is to scale anything back. This creates an opportunity for liberal arts colleges willing to focus on what they do best. I believe that I would be very effective in advancing New College's fortunes in this kairotic time. The second is that great colleges and universities are places where the ideas and discoveries of our time meet those of the past, where today's generations transform our common intellectual heritage. They stretch students intellectually, socially and personally. But the very greatest institutions ought to do more: they should be places where students find not just knowledge, but meaning; where students prepare not just for careers, but to serve. New College can, and should, be such a place, and I believe that faculty, staff, students, parents, alums, friends, other stakeholders and I would enjoy working together to make it so.

Very sincerely yours,

Donal O'Shea



New College
THE HONORS COLLEGE of Florida

PRESIDENTIAL SEARCH
Leadership Profile



THE OPPORTUNITY

New College of Florida (NCF) seeks expressions of interest and nominations for the position of president. After a dozen years of outstanding service, President Gordon “Mike” Michalson has announced he is stepping down, effective July 1, 2012. New College, which in 2010 celebrated the 50th anniversary of its founding, is the public honors college in the State University System of Florida and a member of the Council of Public Liberal Arts Colleges and the Consortium for Innovative Environments in Learning. Dedicated to the liberal arts and highly selective, New College enrolls about 800 students who are taught by 71 very productive full-time and 28 part-time faculty members.

The 110-acre New College campus sits on the shore of Sarasota Bay on the Gulf of Mexico and consists of fifty-five buildings, the newest of which, Academic Center (2011), has Gold LEED certification. Adorned by sculptures, stunning landscaping, and a rebuilt historic seawall, the campus features the Charles Ringling mansion and the Hester Ringling Sanford mansion at its heart and is part of the Ringling-Caples Historic District, which includes the John and Mable Ringling Museum of Art. The College’s Caples Fine Arts campus was constructed in 1992. Since 2000, the College has replaced its science facilities and added specialized labs for nanocomposite materials (2008) and plant genome research (2009). The Marine Biology Research Education Center (2001) uses seawater piped directly from Sarasota Bay; the Public Archeology Lab was built in 2010. Five new residence halls opened in 2007. The College intends to add a Center for International and Area Studies in the near future.

NCF is rated highly by *U.S. News & World Report*, *Forbes*, *Kiplinger*, and *Fiske* as one of the leading liberal arts colleges in the nation and as a “best buy.” *Newsweek* claims that NCF is the 8th most “Free-Spirited” college in the nation, thus recognizing the centrality of students, as active learners,



to the College's founding principles, which themselves were modeled after New College, Oxford University. The College uses narrative evaluations in assessing student performance. NCF proudly stands among the nation's leading institutions for students awarded Fulbright grants on a per capita basis (50 in the last ten years) and produces impressive numbers of Gates, Goldwater, Gilman, Marshall, Udall, and NSF grant recipients. The Florida Legislature has recognized New College as a "Center of Excellence." The ratio of students to faculty is 10:1 and the average class size is 18. The average GPA of entering first year students is 4.03, the average SAT score 1310. NCF students come from 40 states and 22 nations. Nearly all full-time faculty members have terminal degrees. More than half the students receive need-based financial aid, and nearly all receive some kind of aid.

New College seeks a president who celebrates the life of the mind, values intellectual intimacy, and appreciates and rewards faculty dedication to student learning. It seeks in its next president someone committed to serving the campus community internally and championing the College externally; and an experienced executive who is a true scholar, an avid teacher, and an effective fund-raiser who works with the campus community strategically to advance the College's reputation nationally. S/He should have a Ph.D./terminal degree and experience in and passion for the liberal arts and a demonstrable ability to work collaboratively with the governing boards and state legislature.

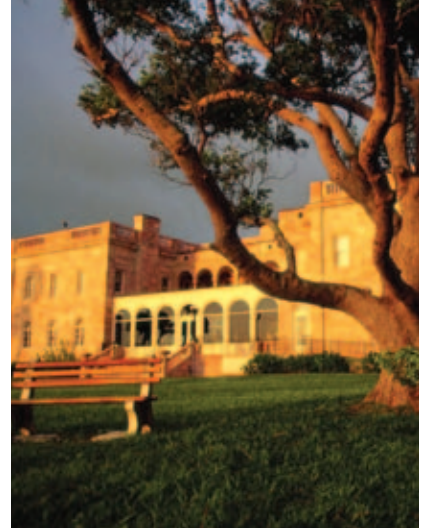
Consideration of nominees and candidates will begin on December 1 and continue until the position is filled. The full leadership profile may be accessed at www.ncf.edu/presidentialsearch. Please send materials in support of candidacy, electronically, to presidentialsearch@ncf.edu.

New College of Florida has retained Archer~Martin Associates as its executive search counsel. Inquiries from prospects and nominations are welcome at 207-963-2507 (Roger W. Bowen) or 508-325-6161 or 508-498-2663 (Nancy Martin).

U.S. News & World Report, Forbes, Kiplinger, and Fiske have rated New College as one of the leading liberal arts colleges in the nation.

New College of Florida is an EEO/AA employer and actively solicits nominations of and applications from people of all nationalities, ethnicities, races, religions, sexual orientations, and political affiliations.

The presidential selection process is subject to Florida's Government In The Sunshine Law. Written and electronic communications and transmittals are subject to public disclosure under Florida's Public Records Law. Additional information pertaining to these laws may be found at <http://myfloridalegal.com/pages.nsf/Main/DC0B20B7DC22B7418525791B006A54E4>.





PERSPECTIVE ON THE COLLEGE AND THE PRESIDENCY

As a public honors college, New College has few peers nationally. To find comparable institutions, in terms of the academic profile of both students and faculty, you need to look at the “little ivies” that dot the Northeast. New College, in fact, more closely resembles the established but philosophically less conventional larger colleges, such as Brown University. Yet New College is unique. Its founding principles inform its singularity as a purposely small liberal arts college that places primary emphasis on active learning, intellectual self-reliance, and the pursuit of new knowledge even as it values traditional knowledge. New College is a college that is as warm about the value of learning as the tropical climate that envelopes its breathtakingly beautiful campus.

The New College educational philosophy requires that students be active learners, key to which is the intense focus by both faculty and students on the structuring curriculum and tutorials to prepare students to write a senior thesis. Both faculty and students, respectively, enjoy remarkable freedom to design and teach the courses as they wish and to structure their courses as their interests suggest. Teaching is labor-intensive: students are seldom reluctant to approach faculty for assistance, and faculty are always eager to respond positively to student requests.

New College has had only one president – Mike Michalson – since gaining its independence as a freestanding institution within Florida’s State University System in 2001. President Michalson came from the faculty and had previously served for five years as dean and warden of New College when it was part of the University of South Florida. In its first decade of

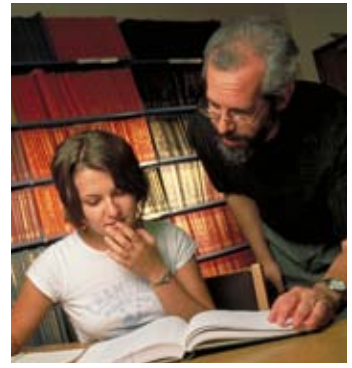
independence, the College has endeavored to build its administrative infrastructure; this process is ongoing and will require the next president to define the role of provost, in particular.

Balancing these internal responsibilities is especially important in light of declining state support and the consequent need for the next president to devote more time to external relations and fundraising. Therefore, it will be necessary for the provost to devote more time to internal, curricular, faculty and student matters.

What strikes any observer new to the New College campus is the fervent devotion

The New College educational philosophy requires that students be active learners.

and allegiance of faculty and students to the educational model that the College has developed over the past fifty years. Respect for teaching and learning has reached greater heights at New College than any outsider can imagine. The next president will demonstrate to the New College community that s/he shares that devotion, while at the same time possesses the vision to work within the liberal arts environment to shape cost-effective means of making the existing model work as well as it has historically. The new president will also possess high-order listening and communication skills in order to meet these objectives.





THE ROLE AND OPPORTUNITIES FOR LEADERSHIP

The Position

The president of New College of Florida is the chief executive officer, as specified in Section 1001.75 of the Florida Statutes and in the *New College of Florida Regulations Manual*. S/He is neither the presiding officer nor a member of the New College of Florida Board of Trustees. The president has primary responsibility for the institution's well-being and is responsible for the operation and administration of the College. By law, the president shall:

- Recommend adoption of rules to the board of trustees
- Prepare a budget request and an operating budget for approval by the board
- Establish and implement personnel policies and procedures
- Govern admissions
- Approve, execute, and administer contracts for licenses; the acquisition or provision of goods and services; leases of real and personal property; and planning and construction
- Act as custodian of all College property
- Establish the academic calendar of the College
- Recommend undergraduate programs to the board of trustees
- Award degrees
- Recommend to the board of trustees a schedule of tuition and fees

- Organize the College to achieve its goals efficiently and effectively
- Periodically review College operations and meet the goals of the strategic plan
- Enter into agreements for student exchange programs
- Provide budgetary review processes for student government organizations
- Ensure compliance with federal and state laws, rules, regulations and other requirements
- Maintain all data about the College's operation and report on performance accountability goals
- Have vested with the president or the president's designee the powers, duties, and authority that are vested with the College

In addition to strictly legal obligations, the president is responsible for ensuring that adequate resources, both public and private, are available for advancing the academic mission of New College. S/he must also oversee the development and execution of strategic plans, be approachable and accessible to students and faculty, work collaboratively with the board, faculty, and staff, and consistently demonstrate a personal ease and sense of humor in his/her daily interactions with members of the College, Sarasota, and Florida communities.



Strategic Plan, 2008-18

In light of New College's traditional focus on academics, the current strategic plan focuses almost entirely on "enhancing student learning." This plan for the future builds upon four founding principles:

- Each student is responsible, in the last analysis, for his or her own education
- The best education demands a joint search for learning by exciting teachers and able students
- From the outset, students should have opportunities to explore, in depth, areas of interest to them
- Students' progress should be based on demonstrated competence and real mastery, rather than on the accumulation of credits and grades

These founding principles remain authoritative and define the cultural and intellectual ethos of the College. In turn, they are underpinned by seven core values: (1) freedom to be creative and innovative, (2) responsibility

to self and others, (3) respect for differences, (4) intellectual rigor and academic achievement, (5) individualism and independence, (6) community, and (7) civic engagement.

Out of these principles and values, the most recent strategic plan emerged and shaped the College's goals for the next ten years.

These goals are to strengthen the curriculum that includes building interdisciplinary programs; to ensure professional development for the faculty and to balance workload; to enhance diversity of the entire College community; to use technology to enliven the curriculum; to preserve a teachable enrollment of 800 in light of limits to growth of the faculty; to improve shared governance to ensure good communication in times of change; to assess infrastructure regularly for its adequacy; and to assure adequate resources, both public and private, to attain these goals.

Opportunities and Challenges for the Next President

Befitting a college that praises critical thinking, the New College Strategic Plan reveals a community that understands its strengths as well as its weaknesses, and it provides a roadmap of those issues that will inform the next president's agenda.

The principal opportunities for the next president are:

- Articulating with passion and intelligence the centrality of the liberal arts and the value of small classes and tutorials to legislators, potential donors, and the local community
- Bringing greater diversity of race, ethnicity, geographic origin, and economic strata to both the faculty and the student body
- Working with the board of trustees and the faculty to improve student retention and persistence to graduation rates
- Working with the New College Foundation to expand the donor base, to raise the annual level of philanthropic support, and to elevate NCF's standing in the Sarasota community
- Identifying institutions offering graduate degrees and forming partnerships in articulated 3-2 programs, ensuring greater career opportunities for New College graduates
- Addressing deferred maintenance of the Pei dormitory complex to elevate student residential living there to a level comparable with the five new dormitories built in 2007
- Creating service learning opportunities in Sarasota, across the United States and abroad in keeping with the College value of civic engagement
- Implementing the campus master plan in a way that honors the College's commitment to environmental sensitivity, "walkability," recreation and preference for small-scale facilities
- Promoting interdisciplinary academic programs and supporting the necessary consensual decision-making structures that ensure program sustainability
- Working with the board of trustees and faculty to enhance New College's reputation nationally while remaining sensitive to the importance of sustaining community locally
- Bringing the current capital campaign of \$60 million to a successful conclusion (\$13 million has been raised thus far)
- Working with the new provost to delineate clearly the division of responsibilities
- Demonstrating accessibility and approachability to all campus constituencies without becoming a "problem-solver-in-chief"
- Working with all stakeholders on the challenge of increasing the student body size from its current level of 800 to 1,200 over the next five years, while maintaining NCF's historic commitment to small classes and tutorials
- Striving, along with the faculty and administrative team, to improve first- and second-year retention and persistence to graduation





*New College believes
that learning
should be a highly
personalized and
individual experience.*





LEADERSHIP QUALITIES AND CAPABILITIES

The next president of New College will embrace its student-centered educational philosophy, lead the faculty in imagining a constantly improving academic culture, and feel comfortable in the presence of free-thinking faculty and students. The next president will feel equally comfortable addressing local business leaders, engaging philanthropists in Sarasota and around the nation, and speaking directly and passionately with Florida state legislators about New College’s vision for academic excellence.

New College’s president will have solid academic credentials, a record of outstanding teaching and published scholarship, and the talents of a gifted speaker and a seasoned administrator. S/he will value New College’s traditions and resonate with its vision, as portrayed in the 2008-18 strategic plan, *Enhancing Student Learning*.

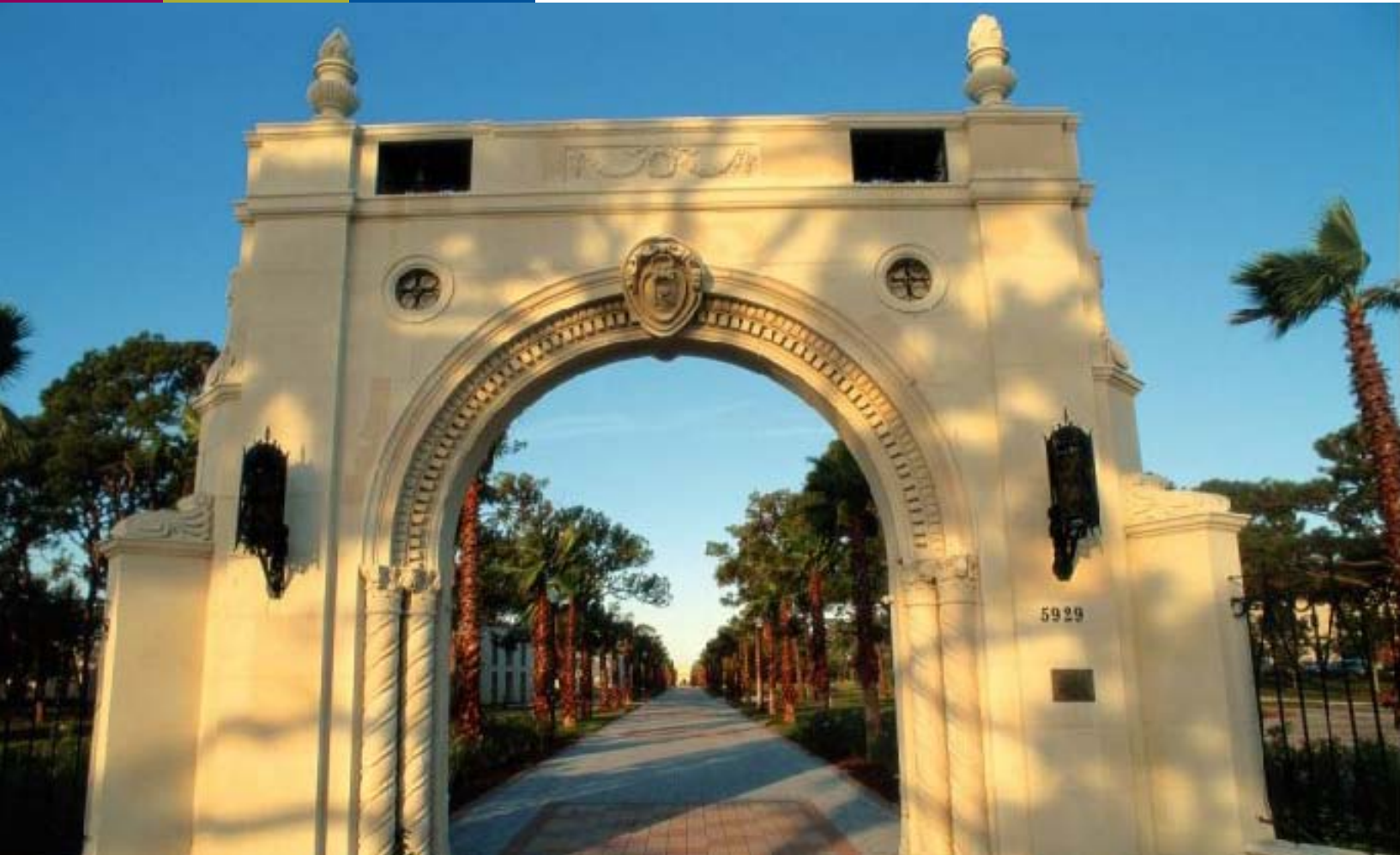
The next president will need to address declining support from the State of Florida – currently, 73% of the operating budget comes from state appropriations – and the internal tensions arising from the current economic climate’s “new normal” of annual budget stress. Improving fundraising, with the help of the New College Foundation and the New College of Florida Board of Trustees, will be a priority. Equally important, the next president will communicate clearly and consistently with the campus community on how best to sustain past academic practices in this challenging economic climate. In brief, the campus community is devoted to New College’s intensive learning-teaching culture. This culture, where faculty have “assigned research leave” in place of sabbaticals, is constant in its desire to deliver the best possible academic program. With the provost, the new president will continue to make sure that the core values of the College’s liberal arts program are appropriately presented and accurately perceived in the external environment by prospective students and families, the local community, and potential supporters.

The next president will demonstrate the necessary political acumen to protect New College’s mission. S/He will also be expected to communicate earnestly and diplomatically with state legislators about the importance of preserving the liberal arts honors college model amidst turbulent budgetary distress, which recently has prompted some government officials to question the value of the liberal arts.

Next Stop... The World

Anthony Circharo
International Relations

As co-president of the New College student alliance, Anthony put the diplomacy skills he learned as an international studies major to good use working with New College’s board of trustees and with student leaders from around the state. But why stop there? With some help from his advisor, political science professor Barbara Hicks, he devised two ISPs to China and received a Fulbright Grant to conduct research there in 2008-09.





Fulbright Success

New College is consistently named a top producer of Fulbright scholars with one of the highest number of Fulbrights per capita among all colleges and universities in the United States. In fact, 65 students have traveled to 30 countries since the College's founding in 1960, with 35 grants in the last five years alone.

THE COLLEGE AND ITS RESOURCES

Mission Statement

New College offers an undergraduate liberal arts education of the highest quality in the context of a small, residential public honors college with a distinctive academic program which develops the student's intellectual and personal potential as fully as possible; encourages the discovery of new knowledge and values while providing opportunities to acquire established knowledge and values; and fosters the individual's effective relationship with society.

The president is charged with safeguarding and advancing the mission of New College, updated by the board of trustees in March 2008.

College academic policies require annual assessment of progress made toward satisfying mission goals as well as helping to determine budgeting for the next two years.

Brief History

New College was founded in 1960 as a private college, but in 1975, when faced with an unsustainable budget, assets were transferred and it was joined by the state to the University of South Florida as a public branch campus, New College of USF. After 25 years under this parent institution, the College in 2001 was designated New College of Florida by the state legislature and made a freestanding public honors college and the eleventh member of the State University System of Florida. In its 50+ years, New College has graduated about 5,000 students. Now firmly established as the state's designated honors college for the liberal arts and sciences, the College is poised for future growth and development when resources become available.

Accreditations

New College of Florida is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, telephone number 404-679-4501) to award the Bachelor of Arts degree. The next reaffirmation is scheduled for 2018, with a Fifth Year Report due in 2014.

Governance

The president is responsible to the board and is charged with carrying out the policies and plans of the board in achieving the stated goals and objectives of the College. The president is selected by the board of trustees and serves as corporate secretary to the board as a non-voting member.

By constitutional mandate, the New College of Florida Board of Trustees consists of 13 members, with six appointed by Florida's governor and five citizen members appointed by the Florida Board of Governors. The president of the faculty and the president of the student body also serve on the board. (Currently, the board has two trustees serving beyond their term limits; replacements will be appointed by Governor Rick Scott.) The board is charged with ultimate governing authority and possesses the specific powers to make cost-effective policy decisions, adopt rules, acquire and dispose of real and personal property, control college-owned property, and establish degree programs: generally, the authority and responsibility to do all things needed to administer the College.

The board has fiduciary responsibility to ensure that financial resources are adequate to provide a sound

educational program. All board issues are decided by majority vote. Florida's strict rules on conflict of interest ensure that every member of the board is free of contractual, employment, personal, or family interests in New College.

The board has delineated the faculty's role in administering the academic program and role in governance and recognizes the faculty's right to engage in collective bargaining through Florida statute and the faculty's role in discussing and voting on any proposed changes to the academic program.

Administrative Team

Reporting to the president are the provost and vice president for academic affairs, the vice president for finance and administration (who also serves as executive director of the New College Development Corporation by virtue of his position; the president is the chairman), the general counsel, the New College Foundation president, the dean of enrollment services and information technology, the dean of the library, the dean of students, the director of public affairs and the special assistant to the president.

Academics and Faculty

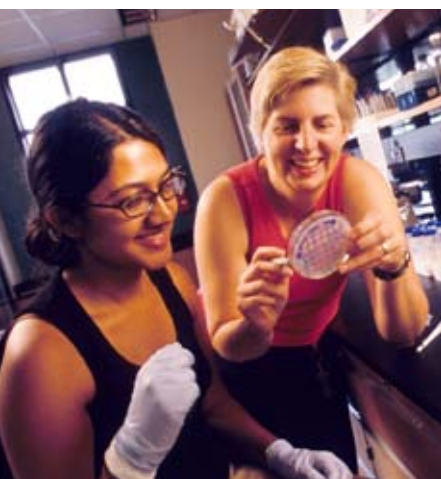
The founding and guiding principle of New College is that "Student progress should be based on demonstrated competence and real mastery rather than on the accumulation of credits and grades." Academic courses are not assigned credit hours, and student progress is denoted by semester-long contracts rather than by credit hours. All courses are taught at the honors level and "graded" by written evaluation. Faculty

members serve as "contract sponsors" and work with each student to individualize his or her course of study. Faculty members decide whether each contract has been fulfilled.

New College offers optional first- and second-year seminars that introduce students to foundational research and writing skills through a focus on evaluation of evidence, argument, and revision. These seminars help prepare students for the required senior thesis/capstone experience, and they underscore the College's goals of ensuring that all students demonstrate both competence in one area and autonomous learning and that they enjoy close learning relationships with faculty experts.

While faculty mentorship and outstanding teaching are expected, faculty are "under special obligation to improve [the] mastery of [their] discipline[s], to keep up with new trends and developments in [their] field[s] and incorporate new findings in [their] teaching as appropriate. Original scholarly research, contributions to learned journals, creative works in print, performance or display, and presenting papers at professional meetings are among the most visible means of demonstrating such growth." The College provides generous professional development support, on a competitive basis, to the faculty. Sixty-nine of the 71 full-time New College faculty members hold the Ph.D. or highest degree in their respective fields, and 48 hold tenured positions.

New College takes seriously its mission "to offer an undergraduate liberal arts education of the highest quality" in the form of "a joint search for learning by exciting instructors and able students." Students are





required to be active learners and to accept intellectual risks as the norm in producing good scholarship. The College’s 10:1 student-to-faculty ratio, and an average class size of 17, mean that close intellectual relationships develop between students and faculty. Because New College believes that learning should be a highly personalized and individual experience, students receive detailed narrative evaluations rather than grades from their professors at the end of every course. Each student also works one-on-one with faculty to research and write a senior thesis, the culmination of the academic program.

The faculty members at New College, as throughout the Florida State University System, engage in collective bargaining as members of the state-recognized United Faculty of Florida (UFF). The collective bargaining agreement uses the same language to describe academic

freedom and responsibility as does the New College faculty handbook. Both must, by law, be approved by the New College of Florida Board of Trustees.

Degrees and Baccalaureate Areas of Concentration (Majors)

New College offers a single degree, the Bachelor of Arts degree. However, students select an Area of Concentration for their studies from the list below, or an interdisciplinary area, such as Environmental Studies or International and Area Studies, that is supported by courses taught by faculty from multiple disciplines and supervised by faculty committees. Students also have the option of graduating with a double major by fulfilling the requirements for two areas of concentration, or a joint area of concentration for which they combine substantial coursework in two areas of concentration.

Areas of Concentration¹ offered leading to a bachelor’s degree at New College:

Anthropology	French Language and Literature	Natural Sciences
Applied Mathematics	French Studies	Philosophy
Art	Gender Studies ²	Physics
Art History	General Studies	Political Science
Biology	German Language and Literature	Psychology
Marine Biology	German Studies	Public Policy
Neurobiology	History	Religion
Chemistry	Humanities	Russian Language and Literature
Biochemistry	International and Area Studies	Social Sciences
Chinese Language and Culture	European Studies	Sociology
Classics	Latin American Studies	Spanish Language and Literature
Computational Science ²	Literature	Spanish Language and Culture
Economics	Mathematics	Theater ²
English	Medieval and Renaissance Studies	Urban Studies
Environmental Studies	Music	

Notes: 1 Students may arrange double and joint-disciplinary areas of concentrations. With faculty approval, they may also design their own areas of concentration.
 2 Computational Science, Gender Studies, and Theater are available only in conjunction with another area of Concentration.



Students come from 40 states and 22 different nations. The average SAT score of entering students is 1310.





Enrollment and Student Profile

Since 2001, enrollment has grown steadily from 634 and today stands at slightly over 800. Students come from 40 states and 22 different nations. The average SAT score of entering students is 1310. More than 50 student groups and organizations, ranging from politics and religion to academics, sports, hobbies, and food, provide a vibrant co-curricular life. Two current student favorites are Acapellago and the Anarchy Death Sticks Club (knitting). The College has no fraternities or sororities, nor does it participate in an intercollegiate athletics program, with the exception of a collegiate sailing program that began in 2010. The campus's Four Winds Café provides informal opportunities for students to socialize. In addition, the students organize and hold Friday and Saturday "Walls" (informal gatherings along the wall in Palm Court). There is often a theme and entertainers for these events, and the entire community is invited to attend. New College students, in brief, tend to be inspiringly intellectual, free-thinking and experimental – making them naturally inclined to embrace the active learning philosophy of the College – and engaged learners who willingly take guidance from faculty while resisting spoon-feeding of dry academic data.

The College received almost 1,300 applications for AY 2011 and admitted 56%, of which 33% enrolled. In keeping with the gender-mix trend of recent years, 61% are women, 39% are men. The average high school GPA is 3.98, and the average SAT of new students is 1301 in 2011. The first-year class includes fourteen National Merit Scholars. Eighty-one percent of all new students are Florida residents.

New College, in recent years, has produced more Fulbright Scholars per capita than any Ivy League college and ranks second in the nation among public colleges and universities in sending graduates on to elite law, medical, and business schools. Within six years of graduation, 80% of New College graduates enroll in graduate school, and their acceptance rate is 87%.

Retention

A major challenge for the next president will be to work with faculty and staff in improving student retention rates. While New College's student academic profile compares favorably with such top-tier, independent, liberal arts colleges as Colgate, Colby, Mount Holyoke, and Bowdoin, both its four-year average freshman retention and its actual graduation rate are markedly lower. New College loses a

Seeking a Cure

Stephanie Hudey
Biology/Chemistry

Before being diagnosed with Juvenile Rheumatoid Arthritis, Stephanie knew little about autoimmune diseases that affect millions of Americans each year. As a New College student, she was the only undergraduate student in the state invited to participate in a \$500,000 NIH research grant with scientists and researchers from the University of South Florida and All Children's Hospital in St. Petersburg, Florida, studying how B-cells act and react to autoimmune diseases.





large number of first-year students but also a large number of students between the first year and completion of the degree at the fourth or sixth year. The freshman retention rate is currently 83%, and the 2007 graduation rate was only 57%. Moreover, 90% of New College's first-year students expect to earn a postgraduate degree. With such high academic goals, equaled by high SAT and ACT scores, it is anomalous that the College does not enjoy higher retention and graduation rates. The next president will need to evaluate the Academic Master Plan (2008-2018), in collaboration with the faculty, and to address the problem of mediocre student retention and persistence to graduation rates.

Scholarly Work

New College faculty members are expected to be outstanding teachers and, indeed, to devote most of their work time to teaching. Yet the faculty, collectively, has an outstanding record of producing publishable scholarship, of securing prestigious grants, and of winning competitive awards. In recent years, grants to the faculty have come from Army Research Lab, EPA, FIPSE, Fulbright, National Science Foundation, NEH, and NOAA.

Facilities and Housing

The College consists of three campuses: the Bayfront Campus sits on Sarasota Bay, the former estate of circus magnate Charles Ringling; the hub of student life is the Pei Campus, designed by world-renowned architect I. M. Pei; and the Caples Campus is located on Bay Shore Road, to the south of the Ringling Museum, and includes a fine arts complex built in 1992. The oldest buildings date to 1926 and include the Charles Ringling mansion (College Hall), Cook Hall, Robertson Hall, the Ralph Caples Historic Mansion, and the Four Winds Café, now a gourmet coffeehouse and vegetarian eatery. Other notable facilities are the Heiser Natural Sciences Complex; the Pritzker Marine Biology Research Center, in part funded by an NSF grant; the Caples Fine Arts Complex, south of the Ringling Museum; the Anthropology Lab and the new Public Archaeology Lab; the Foundation's Keating Center; the Greenhouse, where NSF-funded research takes place; and the new Academic Center and Koski Plaza, completed in 2011. Eighty percent of all students live on the campus in the original Pei Dorm Complex, in Dort and Goldstein Halls, or in one of the five new halls opened in 2007. A Campus Master Plan was adopted in 2008 to guide future growth and development.



The Right Equation

Josh Abbott

Mathematics, 2008

*Barry M. Goldwater
Scholar*

Working with math professor Pat McDonald, a graduate of MIT and former Florida College Math Teacher of the Year, Josh developed the code for a genetic algorithm related to networks as part of his senior thesis. For his research, he was awarded a 2008 Barry M. Goldwater Scholarship, making him one of only 321 students nationwide to be selected for one of these prestigious prizes in mathematics, engineering and the natural sciences.





Finances

Over the last five fiscal years, the State of Florida has experienced a significant downturn in revenues, resulting in extreme belt tightening in order to ensure a constitutionally mandated balanced budget each year. During this period, the College has experienced a reduction in recurring state appropriations totaling \$5 million (from \$19 million to \$14 million, a decrease of 26.3%), with the state softening the reduction with non-recurring revenue (\$630,000 in FY2011-12). Significant progress has been made during the period in reducing operating costs, producing savings through improved efficiencies and generating new tuition revenue, which has resulted in reducing the recurring shortfall to an estimated \$1.5 million projected for the conclusion of the current fiscal year. The College is covering the shortfall with cash reserves.

The College's FY11-12 total operating budget (all sources) is approximately \$30 million, of which state unrestricted appropriations and tuition/fees comprise the Education & General (E&G) portion of the budget, totaling \$20.6 million. Tuition and fees, in FY11-12, cover 27% of the E&G operating budget. In 2010, assets stood at over \$102 million, and liabilities totaled approximately \$42 million. Compensation and benefits for employees together constitute in excess of 76% of the College's E&G operating budget.

During the period 2001-02 through 2011-12, the State of Florida also gave New College almost \$55 million for land acquisition, construction, and renovation. The College bonded an additional \$32 million in 2005-06 to construct five new residence halls, make improvements to existing dorms and the student center, and refinance some existing debt. Student fees have helped fund construction projects related to the student activity center, cafeteria, and fitness center. Another effect of the economic downturn is the state's recent decision to mandate a co-payment system for retirement plans for college employees, resulting in a 3% reduction in the salaries of all faculty and staff. The state's economic recovery continues to be slow, and it is possible that the College will experience additional reductions in appropriations next fiscal year.

The state's outlook regarding capital funding over the next three years, desired for new construction and to address deferred maintenance, is not encouraging. It is unlikely that the College will receive any significant capital funding during this period.



How Do Dolphins Think?

*Dr. Heidi Harley
Professor of Psychology*

As one of the world's leading experts on dolphin cognition, New College psychology professor Heidi Harley is helping scientists gain a better understanding of how dolphins process sensory input to map their environment. Her research has been published in *Nature* and featured on CNN, NPR and *Who Wants to Be a Millionaire*.

Major challenges for the next New College president will be to identify satisfactory funding alternatives and to gain buy-in from various constituencies for managing with significantly fewer state-appropriated dollars (at least for the next several years), factoring in an appropriate balance between tuition and financial aid to ensure steady enrollment, while maintaining the academic program's unique characteristics that make it so outstanding.

Fundraising and Capital Campaigns

The New College Foundation, a legally separate 501(c)(3) entity that exists to provide support to New College ("a direct support organization"), raised about \$3 million each year between 2003 and 2008 and, in 2010, provided \$1 million in support of programs and student aid. In 2007, the endowment stood at about \$40 million, but the effects of the recession have dropped its value to about \$30 million. A major challenge for the next New College president will be to lead a capital campaign, named "The New College Promise," which has already raised \$13 million towards its \$60 million goal. The foundation's board consists of 26 members, and the president of the foundation reports to the president of New College, as well as to his own board.

Athletics

New College has one intercollegiate team: sailing, which has performed well against Division I opponents.

Financial Aid

Almost all students receive some aid. Institutional aid in last year's budget was \$2.8 million, and the total aid awarded from all sources was \$8 million.

Tuition and Fees

Room, board, and tuition for in-state students in 2011 total about \$15,000, for out-of-state students about \$38,000.

Alumnae/i

New College has almost 5,000 graduates of record and a total of 6,700 alumnae/i. The New College Alumnae/i Association (NCAA) was founded in 1985, and there are 13 alumnae/i chapters across the nation. The association's mission is to promote communication among alumnae/i and between alumnae/i and New College; to sponsor programs, activities, and events for

alumnae/i; to advise the president of New College of Florida and the president of New College Foundation, Inc., of alumnae/i concerns; and to leverage and deploy the talent, knowledge, enthusiasm and financial resources of the alumnae/i to support New College in carrying out its educational mission.

Fundraising is important: 29 percent of alumnae/i contributed to NCAA in the past fiscal year. NCAA initiated a project in 2007 to increase funding for out-of-state students and met its goal of \$250,000 in 2009, creating the Palm Court Endowed Scholarship Fund.

Some NCAA programs and services include: the Alumnae/i Fellows Program, under which alumnae/i supplement the academic and co-curricular experience of students by teaching an Independent Study Project, a semester or half-semester course for credit, or by leading a not-for-credit workshop; the Student Research and Travel Grant Program, which provides funding for students to support their research, and travel grants for tutorials and thesis work; the NCAA Mentoring Program, which provides alumnae/i and community friends the opportunity to learn about and talk with current students about "Life After New College"; the NCAA Chapter Program; *Nimbus*, the alumnae/i newsletter published three times per year; and the "Four Winds Forum," an alumnae/i networking site.

Community Outreach

More than 50 percent of New College seniors report that they engaged routinely in volunteer efforts during their college careers, generally contributing thousands of hours to a wide range of 100+ community organizations in the Sarasota-Bradenton area, in their home communities, and overseas. "Educational work with youth" tops the list of student categories of service. While all volunteer activities are important, it is not surprising that so many New College students choose to share their intellectual capital with young people from disadvantaged backgrounds. Altruism is common among New College students, and many strive to make their communities better places by lending a helping hand.

As a member of Florida Campus Compact, New College has benefited greatly from the services of Americorps VISTA volunteers coordinating the student outreach and access activities during the past several years. Students, faculty, and staff have a long tradition of individual community service and, with the support of the VISTA

coordinators, an increasing number of opportunities to engage in volunteer work that is educationally and personally meaningful to them as well as to those who are served. Through Alternative Fall and Spring Breaks, New College students help out in such places as New Orleans; Immokalee, Florida; Knoxville, Tennessee; and other locales in need.

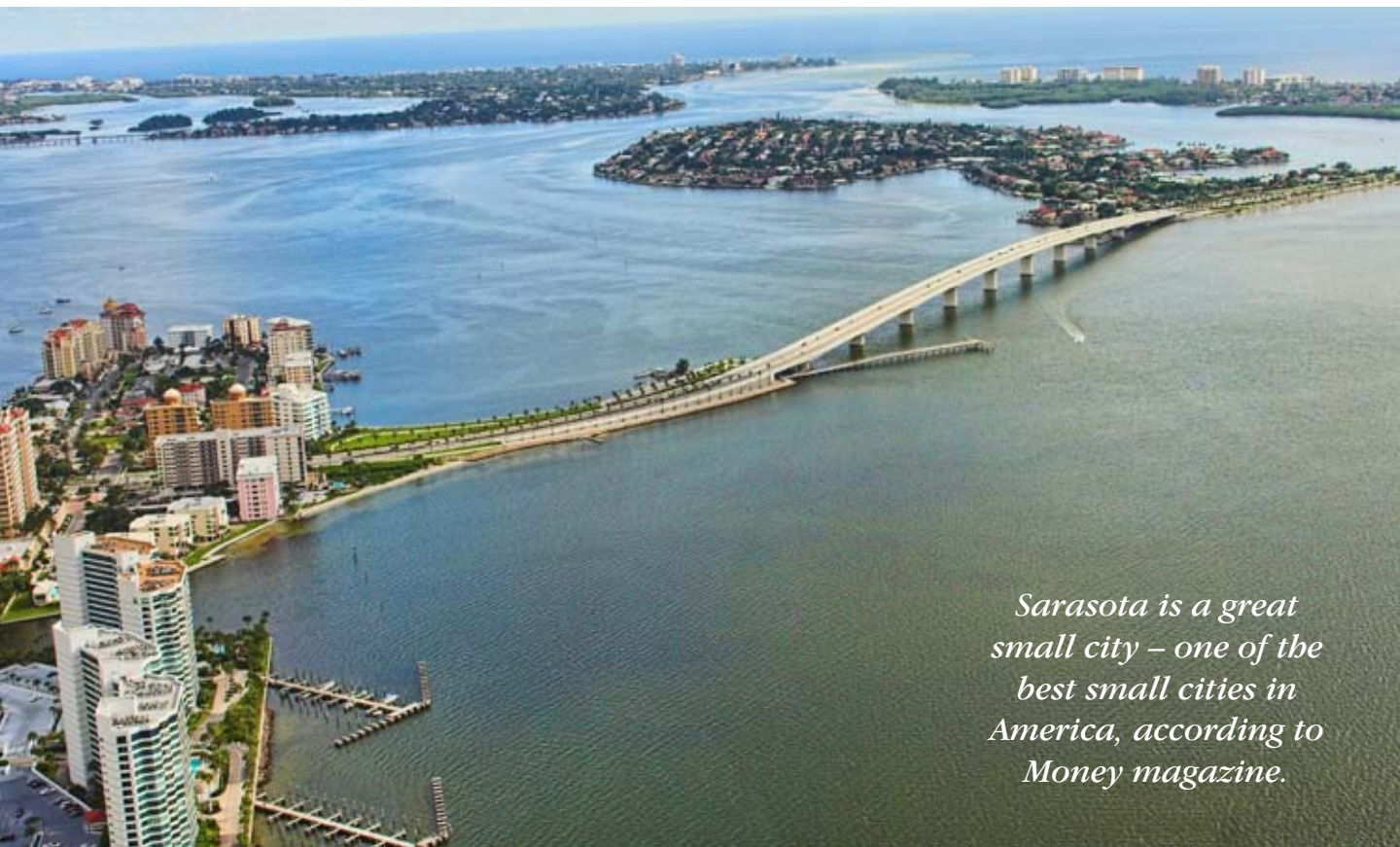
Sarasota, Florida

Sarasota is a great small city, one of the best small cities in America, according to *Money* magazine. It boasts an exciting arts scene, white sand Gulf beaches – including world famous Siesta Beach, which was voted the best beach in the U.S.A. for 2011 – and acres of protected wetlands and state parks.

The community's many cultural attractions include the John and Mable Ringling Museum of Art, the Van Wezel Performing Arts Center, the Sarasota Orchestra, the Sarasota Opera, the Asolo Repertory Theatre, and scores of other live theatre and entertainment venues. With more than 10,000 species of orchids and native plants, Selby Gardens is a leading center of plant research. Mote Marine Aquarium and Laboratory is

world famous for its sea turtle, shark and manatee research. The Sarasota Film Festival, held each spring, is one of the nation's premier showcases of new domestic, foreign, independent and studio films, and the weekly downtown Sarasota Farmer's Market attracts food vendors and artisans from throughout Southwest Florida.

Shopping and restaurants are plentiful in the arty downtown area, at trendy St. Armand's Circle on Lido Key and at new-growth shopping centers east of the city. Interstate 75 is just 15 minutes from the center of town and provides access to points north and south, including Tampa, Fort Myers, Naples, Miami and scenic Key West. Housing choices are diverse, from the Museum District, with its historic homes on the bay that sit adjacent to New College, to the beaches of Siesta and Longboat Keys, to thriving new communities "out east," like Lakewood Ranch. The modernist homes built when the Sarasota School of Architecture thrived can still be found throughout the area. Sarasota is also a very philanthropic community, which translates into opportunities to attend an array of fundraisers and galas to raise money for good causes.



*Sarasota is a great
small city – one of the
best small cities in
America, according to
Money magazine.*



New College
THE HONORS COLLEGE of Florida

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