

RESPONSE 1

November 12, 2009

To Members of the Presidential Search Committee:

Three of us [recently] returned from [a conference], where we have had an opportunity to talk with others from the United Kingdom, Canada and Australia. We believe what we have learned is important in our choosing a new president.

In our conversations with educators from around the world, there seems to be a consensus that we need to have immediate change in the way our institutions work. We need global and local innovation at this time of crisis. We need to create rules, policies, and structures that encourage and support caring for ourselves, others, and nature.

If we truly believe in our vision to be “...*a progressive educational resource, actively engaged with its community and known for innovation and responsiveness*”, we need a leader who does not dominate but brings us together to create caring partnerships. The structures we have inherited have been oriented toward rigidity and domination by those at the top. We believe it is essential that we take this opportunity to shift those structures dramatically to embrace partnerships and caring in all aspects of our institution.

This is a call for a president who embraces the ethical ideal of a nurturing college where dialogue, practices and affirmations maintain and enhance partnerships. Whether one is an employee, student, or member of the wider community, our new president must be able to create a community in which everyone is cared for and listened to. The focus is less upon management efficiencies and more upon relationships and reciprocity.

We need opportunities where we find each other again and start talking about what we care about together. It is in our coming together that we can forge a path forward toward a more hopeful future not only for North Seattle Community College but also our planet. This will require imagination, courage and commitment to the partnership principle. We need to reclaim time together. We need time to sit together. We need deep and significant conversations in conditions of trust and safety.

This is in our mission. We hope it is personified in the president you choose.

RESPONSE 2

Besides working with the community, the legislature, and the district, a president must be **willing to learn about the college** – its programs, its employees, its history. No need for an expert knowledge, but a working knowledge. I can't imagine how a president could 'represent' us to any external groups if s/he doesn't know us!

We need a president **willing to make hard decisions**. During last year's budget discussions, I continually feared that budget cuts would be made in the worst way: across the board. We need a president willing to work with other college administrators but willing to back them up if it's necessary to make programmatic cuts in a way that is best for the college. Some positions and programs on campus have been historically under-enrolled, which transfers an FTE burden to the rest of the college. We need an administration willing to notice this and do something about it. Program cuts or reform pertain not only to instruction, but to student services and other parts of the college.

We need a president who **does not operate by fiat**. Last year's decision to move the Watch Technology program was made without sufficient regard for its impact on other parts of the college... some of which is still not resolved. To upset historical classroom usage by moving over 150 FTE's to smaller rooms for the relocation of an independent program (it has no affinity to any resources around it) with 50 FTE's is a perfect example of how NOT to manage instruction. And the DSHS.....?

Now the only hard part for the search committee: finding and filtering for these qualities!

RESPONSE 3

Please do not require prior experience as a college president. Why?

- 1) Doing so is racist and sexist. How many women are college presidents? How many people of color are college presidents? Even fewer than there are women presidents. Requiring prior experience as a college president guarantees 86% - 90% of your applicants will be white. (see following links)
http://www.accessmylibrary.com/coms2/summary_0286-33673551_ITM
http://www.nacubo.org/Business_and_Policy_Areas/Human_Resources/News/Presidents_Age_and_Tenure_Increasing.html
- 2) Prior experience is no indicator of future success (or past success for that matter). The issues facing our new president are vastly different from even a couple years ago. Ability to effectively lead the diversity of cultures and economic backgrounds at a community college does not necessarily go hand and hand with prior college president experience.

RESPONSE 4

After some thought, here are a few qualities I feel would be highly desirable in our next President:

- A good working ability to fundraise from among corporations, private, family foundations and high-net worth individuals.
- And a strong, active relationship in using the development office and its staff to make the fundraising happen.
- Highly desirable is someone who brings with them relationships to the civic and business leaders of Seattle/King County/WA State.
- A person with a good ‘working’ memory for names, faces and conversations and high emotional intelligence to ‘read’ people.
- Someone who is driven by solving problems. Someone who follows through on promises and holds people accountable.
- A friendly, open personality that reads as sincere and interested in everyone they meet.
- A Diplomat. A decision maker that applies transparency to the decision-making process. A leader that models the way.
- A leader who hears all sides and acts in the best interest of the College.
- A person who is a highly visible and effective ambassador for the College, the faculty/staff, students and mission.

RESPONSE 5

Please include that the applicant must be culturally competent with a firm commitment to addressing issues of how privilege and power impact our work with the diversity of students and employees on our campus. See below for additional information.

Working Definition of Diversity

(Developed by the Diversity Subcommittee of the Professional Development Operations Team; December, 2008)

Definition:

Our understanding of diversity recognizes biases based on historical, institutionalized mechanisms that privilege people in some categories while oppressing/disadvantaging people in other categories, including race/ethnicity, religion, physical ability, age, sexual orientation, indigenous background, national origin, and gender. Our goal for diversity training is to actively work to undo such biases, learn to respect cultural differences, and build a community in which all have equitable roles and opportunities to thrive. Please see “Rank Categories and Rank Roles” developed by Dr. Leticia Nieto, below, for more information regarding this frame of reference.

Learning Outcomes for now, and we expect that these will evolve over time, are that administration, faculty and staff learn to be culturally competent, which includes:

- Recognize bias in self and others based on institutionalized privilege for some and limitations on others
- Respond effectively to support equal learning opportunities for all students, especially those in traditionally limited/oppressed groups such as those listed above
- Talk and listen responsively, communicate effectively to create positive relationships with students and co-workers from all backgrounds
- Demonstrate understanding and knowledge of different cultural perspectives
- Engage in an on-going learning process of developing understanding and skills regarding relating to people from a wide variety of cultures and backgrounds
- Actively engage in changing teaching practices and institutionalized systems to better address diverse views.

We would like to see joint efforts by all of the entities setting up professional development opportunities on campus to further develop comprehensive guidelines and trainings in the area of cultural competency and diversity.

Rank Categories and Rank Roles

Nine Categories of Rank

The nine categories of Rank are age, disability, religious culture, ethnicity, social class, sexual orientation, indigenous background, national origin, and gender. We use the acronym “ADRESSING,” developed by Pamela A. Hays, to remember the categories, as follows:

Social Rank Category	Agent Rank	Target Rank
Age	Adults (18 – 64)	Children, Adolescents, Elders
Disability	Able-persons	Persons with Disabilities
Religion (relates to religious culture)	Cultural Christians, Agnostics and Atheists	Jews, Muslims, and all other non-Christian religions
Ethnicity	Euro-Americans	People of Color
Social Class	Owning and Middle Class (more than enough & enough)	Poor and Working Class (less than enough)
Sexual Orientation	Heterosexuals	Gay men, Lesbians & Bisexuals

Indigenous Background	Non-Native	Native
National Origin	US Born	Immigrants and Refugees
Gender	Male	Female, Transgendered, and Intersexed

Developed by Dr. Leticia Nieto; ADRESSING acronym by Pamela A. Hays

Rank Roles

- The ranking system sorts each of us into Target and Agent ranks.
- Rank is an essentially artificial or cultural marker, something determined by society, based on socially ascribed memberships, such as age, ethnicity, religion, and gender.
- Individuals have little or no influence on how they are ranked.
- The ranking mechanism reflects programmed behavior, convention, role-bound consciousness.
- This ranking mechanism acts very fast, before our conscious thought can catch up.
- The rank role is a prescribed script, given to each individual early in life, which determines how that person is supposed to behave in the world.
- As individuals, we cannot change the way the rank machine sorts people out.
- Becoming aware of the operation of the rank system enables us to act as free human beings, regardless of prescribed rank roles.

Truth versus Reality

- The rank mechanism cannot tell the difference between perception and reality.
- The *Truth* is that human beings cannot actually be sorted into dyadic, dualistic, binary categories. This is not a meaningful way to organize human beings. People are much too complex, and the possible categories are infinite.
- Yet the *reality* of daily life is that people's experience, and their chances of getting their needs met, are strongly influenced by the rank ascribed to them. To be defined by the Rank machine as White or Black, as Straight or Gay, as Male or Female, as Able or Disabled, has a tremendous effect on people's lives. That's reality.
- These categories are not True, but they are real. They make a difference. We may criticize these terms, analyze them, and challenge them, but they remain as powerful influences on our daily experience.
- Understanding how the mechanism operates is essential to changing how it affects us.

Source:

Nieto, L., Boyer, M., and Johnson, G. *Beyond Inclusion: A Developmental Strategy to Liberate Everyone*. Unpublished manuscript draft, June 2006.

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RESPONSE 6

The selection criteria in the last Presidential search asked candidates to “address” things like “commitment”, “knowledge”, “ability to articulate”. I believe this allows candidates to make global statements like: “I have a commitment to...” “I have knowledge of...” and “I’ve worked with...” North might be better served if we investigated: What did you do? What was the goal? How did it fit systemically? What were the results? Who benefited? What were the costs? How was it evaluated? Was it sustained?

The former job description seems to list job duties (“work with unions”, “fiscal management”, advocate at district state fed levels”). This seems fine for hiring a manager of Kinko’s but a president’s effectiveness requires more than performing prescribed duties. We don’t elect a national president who can “work with cabinet members whose values may conflict”, or “who presents the needs of the country to local, state, national, and international leaders”. I’m not wedded to wording below but urge the committee to search for concrete evidence of *Leadership* (which differs from management) encompassing the general notions in the key dimensions below. I also suggest the committee assess concrete accomplishment advancing the domains the candidate will supervise (see below).

2010 Presidential Search criteria

Key Dimensions of Leadership: For each dimension of leadership, please describe history of specific actions evidencing achievement. [We are] looking for evidence of broad, systems-wide, sustained *strategic actions* (rather than multiple projects in isolation)

- Community Building: Developing and sustaining shared commitment to mission and institutional values
- Congruence: Actions consistently demonstrate that the “values used” are the same as “values espoused” and that they serve North’s institutional values of: caring, collaboration, diversity, innovation, integrity, quality.
- Commitment: Life long evidence of purposeful, effective, increasingly far-reaching actions directly benefiting diverse students, community college education, and equality.
- Communication: Seeks varied perspectives, Listens deeply, Conveys respect, Maintains trust, Clarifies issues, Explains own thinking, Inspires commitment to shared goals, Encourages autonomy and creativity, Models examination of outcomes and willingness to change, Identifies win-win solutions, Responds non-defensively to challenge, Advocates within and beyond campus.
- Complexity and agility of thinking: Has broad and deep grasp of research (can critically assess the soundness of methodologies and conclusions. Understand the dynamics of teaching/learning, multi-cultural advancement, institutional vitality, and transformational leadership. Can problem-solve effectively and simultaneously with diverse issues, population and levels of influence (within campus, district, state, federal).

Demonstrated Achievements in Advancing (Domains of Supervisory Responsibility):

- Institutional Strategic Planning and Evaluation: Has facilitated transformational, paradigm shifting, visionary institutional change
- Academic Excellence: Has promoted and sustained diverse and vital programs
- Student Development: Has advanced student development and student support services
- Diversity: Has increased the presence and promotion of diverse populations among students, and all employment classifications.
- Staff Development: Has systematically evaluated the satisfaction of employees. Has successfully promoted opportunities for employees: to learn and interact collaboratively.
- Institutional Climate: Has systematically evaluated effect of his/her leadership on constituent groups. Students, employees, and community give high marks for: trust, transparency and fairness of process mission-driven decision making, integrity, and effectiveness.
- Fiscal Management: Fiscal decisions clearly linked to institutional mission. History of keeping costs within budget, generating emergency reserve, and securing additional funding.
- Leadership beyond campus: Local, state, and national leadership in organizations related to education and/or human welfare.

RESPONSE 7

North needs a president who can *relate to and listen to each person in the community*, rather than the top-down, linear, bureaucratic approach that has been used recently.

We need an *educator*, not someone who sees college education as a business, as all candidates did in the last search.

We need a president who will listen to and act on the repeated requests of faculty, such as that of the English faculty for a schedule that works well for their teaching needs and goals.

Before the bevy of presidents after David Mitchell, this college was seen as the best academic community college in and around Seattle. That eminence was punctured to the present lowered status. "Liberal arts education" is a phrase I almost never heard at North. Critical thinking and ability to relate to others (as can be gained in good seminars) are an essential part of academic and other programs.

We need a president who will fully support our best programs, including what integrated studies was and can be. If it is financially inefficient, means can be found to change that—I don't know how at the moment, but surely something other than cutting the strong program to barest bones.

(In my work with assessment of seminars over 15 years, after each seminar I asked for self-assessment of seminar behavior with reflection based on several criteria. I think seminars are to learn to interact responsibly with others of differing viewpoints and to be able to articulate one's own ideas responsibly to a small group--and for a student to have the opportunity to see his or her change in behavior in moving toward these goals.)

Since I just veered off, I'll pause here for now.

Finally, from what I read online, we need a president who conveys the inclusive, open, and intelligent attitude of this chancellor.