

PRESIDENTIAL SEARCH OPEN FORUM WITH STAFF – 4/14/08

TRACI NORDBERG, CHIEF HUMAN RESOURCES OFFICER: The session is being recorded. And for those of you coming in the door, please continue to come toward the front. We do have a lot of extra chairs, but we just wanted to make sure this was one of many forums that people could give feedback, so don't feel badly about being closer to us.

Okay, well let's go ahead and get started. Good afternoon, and welcome to this special session on the presidential search. I'm Traci Nordberg, your Chief Human Resources Officer at Dartmouth. I want to start by thanking Board chair, Ed Haldeman and Al Mulley of the search committee for giving employees this opportunity to present input as the search begins for the next president of Dartmouth.

As you know, your input will help guide the trustees when they meet in May to develop the statement of leadership criteria. The purpose of the meeting is to give input on the three questions the Board has posed to the Dartmouth community. The questions are listed on the cards you received when you entered. If you didn't get one, please raise your hand and we'll get one to you. We've scheduled 90 minutes for the session, we may not need all of that time. It is a public forum. Members of the press are here, including reporters from *The D*.

Again, a reminder for those just coming in, this session is recorded. We plan to share your input with the entire Board of Trustees. In addition, Dartmouth's communications outlets will cover this session and present excerpts. If you wish to ask a question without identifying yourself, you may also write your question on a card, and we will retrieve it. You may also use the input form on the trustees' website. You can write on the back of the card you were given at the door, and leave it at the table by the door when you leave.

Before introducing Ed Haldeman and Al Mulley, here are a few guidelines for the session to allow an opportunity for those of you who want to speak. You'll line up at one of the three microphones. And please introduce yourself and your department or program. The goal is to enable as many people to speak as possible. Please keep your remarks brief, about one to three minutes. You can make a statement or recommendation. You don't need to ask a question, although you're welcome to. If you're running long, I will remind you to come to your point again to enable more of you to speak. As we near the end of the session, I'll ask for final statements so that we're able to end on time. Stay as long as you like, but feel free to leave if you need to.

I'll take a moment and tell you a little bit about our two trustees. Ed Haldeman is from the class of 1970 and has been a member of Dartmouth's Board of Trustees since 2004 and was elected as chairman in 2007. He is the President and CEO of Putnam Investments. Al Mulley, also from the class of 1970, is Chief of the General Medicine Division of Massachusetts General Hospital, an associate professor of medicine, and associate professor of health policy at Harvard Medical School. He's been a member of the Dartmouth Board of Trustees since 2004. Thank you all in advance for coming and sharing your views. And now without further adieu, I'd like to introduce Ed Haldeman and Al Mulley.

ED HALDEMAN, CHAIR OF THE BOARD OF TRUSTEES: Thanks so much, Traci. Thanks so much to all of you for taking time out today to come and visit with us. As Traci indicated, we're very, very early in the beginning stages of our presidential search. In some sense, it's almost too early to have one of these sessions, but we wanted to get the chance to visit with you and each of the major constituencies of the Dartmouth community early in the process so we could seek your input before we made many decisions. We wanted your thoughts, your input, on how we could do this search well. After all, choosing the president of Dartmouth is the single most important thing that the Board of Trustees does. If we get that right, and I'm sure we will, Dartmouth has a bright future.

Again, this session is early. We don't have a lot of answers or decisions made yet. I hope we don't sound like we don't know anything as we try to respond to issues that you might have. It really is just the beginning stage of this process. We have not put together a search committee, for example. In fact, we've only made one decision so far, and that is choosing the head of the search committee, Al Mulley, not just a fellow Board member, but actually a classmate of mine going back to the late '60s here at Dartmouth. And he's particularly well qualified to lead the search because of his sense of inclusivity and his desire to get input.

Before I turn it over to Al to talk to you for just a few minutes about where we are in the search process, and what we can see going into the future a little bit in that search process, I thought I might spend just a couple minutes making sure that everybody fully understands what the Board of Trustees does and, equally important, what it doesn't do. The Board of Trustees is responsible for helping the president of Dartmouth set the mission, the vision, the direction of the institution. But what the Board of Trustees does not do is manage the college on a day to day basis. That's the job of the president working with this administration, the management team, to run the college on a day to day basis. The Board is heavily involved in mission, vision, direction, long-term strategic direction of the institution, not day to day management of the college.

With that as background, I'd like to ask Al to give you just a few preliminary thoughts on where we are in the search process and what we hope to do here today with you.

AL MULLEY, TRUSTEE AND CHAIR OF THE PRESIDENTIAL SEARCH

COMMITTEE: Thank you, Ed. I, too, want to thank you all for being here, taking time out from your day to give us input. Ed mentioned that the perhaps most important responsibility of any Board of Trustees, is to choose the president of the organization. And this is only the 17th time in Dartmouth's long history that a Board bears the responsibility to choose the leader in the Wheelock succession. What I want you to know

is that Ed and I and the entire Board take this responsibility very seriously. We commit to you to seek your input early and often, and as Ed suggests, this is the early part. We will be back, we will be back after a search committee is formed.

The Board met in early March and had a good discussion about preparation for the search, and that's the stage that we're currently engaged in. We'll be meeting again the first week in May and the last week in May to talk more about process. So as Ed described, we're not in a position now to talk about the composition of the search committee, the timing of the search process. Those matters will be decided by the Board later, after further discussion.

So we really are here today to listen, to hear from you, and just to remind you of the kinds of questions we have been posing, and these are on the website as well. And I want you to know that more than 150 replies to these questions have been received already. Ed and I have read them all, we will continue to read them, so please use that channel as well. Today is an opportunity to just put some faces with the kinds of responses that we're receiving.

The questions, what do you see as Dartmouth's significant opportunities and challenges over the next few years that a new president will address? What qualities of leadership should the next president have in order to assure Dartmouth's continued preeminence in higher education? And also, are there other considerations for the search that you would like to share? Do we have somebody with some input or with some related questions?

TRACI NORDBERG: Someone help us get started. Any of the three mics.

ED HALDEMAN: Great, thank you. And while you're coming to the mic, in the short time that I've been chair of the Board, I've probably heard it all, so I've got very thick skin. So you all should feel very free to make any observation. It doesn't have to be flattering, anything is fair game. Please?

MARGARET FANNING: Hi, my name is Margaret Fanning, I'm a 1979 graduate of Thayer School, and I work there now as a research engineer. And climate change is the largest challenge that our species, our world, our country, our college has ever faced. And I think that it's very important that the next president really be somebody who is willing to address that, both for the college's sustainability and for educating students to go out and face that challenge once they graduate. Thank you.

ED HALDEMAN: Well, thanks very much for that input. As Al indicated, we have opened up a website and we're getting lots of input online, and we've gotten between 150 and 200 responses. And as I've read them, it has been interesting to me how many times the point that you made has been raised throughout the messages that we received. It is obviously top of mind here on campus. So thank you for making that point in person, and I want you to know that many, many people have cited that in some of the input that we've gotten online. Who's going to be next? Great, thank you.

MIKE AMICO: Hi, my name is Mike Amico, I'm an '07, and I also work for the college in the Hopkins Center, I'm the student marketing coordinator. Can you hear me okay?

ED HALDEMAN: Yup.

MIKE AMICO: I'm sure when we discuss qualities for leadership, a lot of sort of generic qualities will be mentioned, necessary qualities for any leader in any position. But I just wanted to mention three things that I thought were specific to Dartmouth. One is a president who can maintain the position of president of Dartmouth as a national, of national prominence. We have had in our history presidents who articulated what education means to our society at large, so I would think it would be beneficial in instilling pride in our school, amongst all constituencies, faculty, administration, and students, and alums, to have a president who can sort of, I don't know, take positions on

issues of education and issues that are pertinent to Dartmouth's mission, but might not be specific to what's going on at Dartmouth, but what's going on in higher education in general.

Number two would be, I would think much of Dartmouth's sort of unique and distinguishable features are tied to its history. And when we talk about Dartmouth today, we usually mention all these great characteristics that exist today and how we compare with our peer institutions in those matters. But I think it's as worthy to begin to constantly remind students and alums and all these constituencies of Dartmouth's past and how these qualities have been represented throughout our history. So a president who can make that part of his message, his or her, excuse me, message to the community.

And number three would be someone who has shown interest in or involvement with Dartmouth or higher education in general in the past. Not necessarily someone who's worked here for 20 years, but just someone we can look at their biography and know that that person has an investment in the future of higher education in America and around the world. Thank you.

AL MULLEY: So to paraphrase, just to be sure that we're putting some punctuation on these points, the first was you're looking for somebody who is a serious thought leader and can lead nationally, particularly in the area of higher education. The second is somebody who understands the importance of history and tradition as a foundation and platform for leading into the future. And the third is somebody who has shown a life commitment to higher education in some way?

MIKE AMICO: Yes, that's correct, thank you.

ED HALDEMAN: Mike, as you were making your comments, I was, particularly the first one, thinking what a great example Jim Wright is of that first point in terms of national leadership, the work that he's done with veterans and the national recognition

that he has received, the honors he's received as New Englander of the Year, he's about to receive an award from the Marine Corps in Philadelphia in a few weeks, and the recognition he's got on "Dateline," "60 Minutes," whatever it was, the prominence that he's brought because of his involvement in that national issue, is a perfect example, I think, of what you're talking about in your first point. Other input? Great, thank you.

CAROL OLMERT: Hi, I'm Carol Olmert, and I'm a fairly new employee in the development office of the medical school and medical center. I wanted you to talk more about that issue of what Dartmouth is doing to help returning veterans. I agree that President Wright has done some remarkable work in that area, and if he goes, does that mean that that issue goes as far as a concern of Dartmouth?

ED HALDEMAN: Yeah, that's an interesting issue. First of all, what we've done there is, what Jim has done, is remarkable, both at the micro level and the macro level, I guess. At the micro level, realizing that we have some students here who otherwise wouldn't be because of the work that Jim did and the wounded veterans that we have on campus and the impact they're having on this campus as they interact with other students. That's at the micro level. At the macro level, the recognition that he has brought not just to this institution, but also to the impact of trauma on young people and the need to support them.

So, I think it is an interesting issue for us to deal with at Dartmouth, is how we continue that work when we choose a new president. Because so much of it is identified with Jim, and rightfully so. He is an ex-Marine and he can relate with young Marines in a way differently than perhaps somebody who was not a Marine. So, I think we're going to have to work with Jim and the Board's going to have to focus on how we keep that mission alive, even after Jim steps down.

The good news, of course, is that Jim is going to be president through June of 2009, so that gives us some runway. And, of course, I'm going to suspect that he and Susan will

stay very, very connected to Hanover and this institution for a very, very extended period of time in one manner or another. And so, we will have an opportunity to make sure that the legacy he has started continues into the future.

AL MULLEY: I agree with everything that Ed just said. We still have 15 months of Jim's presidency for this program to build. I was fortunate enough to be in the president's office after convocation last year when there was a reception for the matriculating Marines. And others on campus besides Jim have Marine backgrounds, and this is a program that clearly has momentum and a life of its own, although it will continue to be nurtured through Jim's continuing ties to the school, I'm sure.

JONI MCRAE WIREDU: Hi, my name is Joni McRae Wiredu. I'm actually a former class member of 1992. I work with the Office of Human Resources with our recruitment team. So we do recruiting for staff and administration. One of the things I'm hoping that our next president will continue to do, and that is to increase awareness and also commitment of the college to diversity and inclusion. And it's important, not only for students, but also for staff and administration in order to continue with that as well. Thank you.

AL MULLEY: I think it's important to recognize that the Board worked with Jim this past year to restate Dartmouth's mission statement and included in that mission statement is a set of core values. And one of those core values is that Dartmouth embraces diversity. Clearly, our search for Dartmouth's next president will include careful attention to their commitment to diversity since we as an institution do embrace it in that way, thank you.

PAM MISENER: My name is Pam Misener, and I'm a member of the Office of Pluralism and Leadership, and as long as we're talking about diversity, I'll offer a bit of input for your consideration. I have been here since the fall of 1999, and when I first told friends and colleagues that I was applying to a position at Dartmouth and possibly living in Hanover, they asked me why on earth I would consider doing that. They asked first

why I would ever want to do social justice education work at a place like Dartmouth. And too, as an openly lesbian professional, they suggested that I was going to be the only lesbian in New Hampshire. I'm happy to say that neither has proven to be true. First of all, there are a lot of LGB identified folks here throughout the community, both on campus and off, which is part of why I stayed so long.

And two, to my surprise, and to the surprise of many others, Dartmouth has actually been an amazing place to do social justice education work. However on the issue of diversity, the current president, for all the good that he has done, seems to feel that it's simply enough to bring a diverse group of students and faculty and staff to this place in Hanover, and that the work of diversity will then take care of itself. I know from my experience, both personally and professionally, that this is not true. People come here having learned an awful lot already about racism, for example, heterosexism, homophobia. And until we provide them the opportunity to notice and name what it is they've learned, they may not be able to learn anything different despite their really good intentions and their best motivations.

One of the things that's kept me here is this ideal that Dartmouth is a place where all students can thrive, both in the classroom and out. However, I've learned in the years that I've been here that many students have actually learned this from the alums, simply survived their experience here if their experience was one of difference.

My hope, and I believe it's shared by President Wright and many others at this time in Dartmouth's history, is that the values that alums hold so dearly will continue, although they must manifest themselves differently for Dartmouth to remain vibrant and to continue to hold this place of national and international excellence. So skills are needed to teach current students and colleagues about this work that we call diversity. Students deserve an opportunity to not just survive their experience here, but to thrive so that they can continue to be connected. And the test that I often give my young students now is, and my young alums as well, is to ask them the question, "Would you send your children

to Dartmouth?” And if they answer no, I know there's lots of work to be done, and sadly, many of them do answer no. I want all of them to answer yes, and I hope that you will help us in the search for a new president realize that dream. Thank you.

ED HALDEMAN: Thank you.

TRACI NORDBERG: Are there any longer-term employees who've been through a presidential transition? Your comments about the search might be helpful to us.

BRIAN KUNZ: Hi, my name's Brian Kunz, and I'm the assistant director of outdoor programs and have worked here since 1984 under McLaughlin and Freedman and Wright. And every time there's been a transition, I think a new president has been able to steer the ship in a new direction, and I've seen the change in—Great changes in students and faculty and the institution every time we get a new president. It's hard to think about, there's so many challenges, but where do you go next, is a hard one for me to answer. Part of me says, against some of the alumni who may not want this institution to grow, but I could see some growth in the size of the student body just because it's such a privilege and a wonderful place to be. And if we could have a few more students, so it's only—So 13 percent of the applicant pool getting in is pretty high. I mean, it could be an expansion of the student body.

But I think the new president should appreciate the sense of place that Dartmouth sits in and seeing that as a huge advantage, which it is and not really a deficit. And I work, luckily, I get to work with both some of the professional school students and a lot of the undergraduates and get to present the outdoor experience, present this as a place to them. And I know they really value it, and some don't quite know how to experience it and they need opportunities to do so. Thanks.

NELS ARMSTRONG: My name is Nels Armstrong from the class of 1971. I'm lucky enough to hold the title of Special Assistant to the President, I work out of the Office of

Human Resources. We are very, very lucky, I think, as an institution to be able to talk about a faculty that is top notch. We've been in newspapers quite recently, and there's a great deal of talk about how special our undergraduate school and our graduate students are, as well. I think we talk about our alumni in the most wonderful ways when we talk about loyalty and everything else. So our faculty, our students, and our alumni are often talked about with great reverence and they do a great deal to give us a strong and loyal sense of who we are.

As I look around this room, I'm actually stunned that the crowd is as small as it is. And I wonder if one of the reasons might be that other constituency that we just don't talk about enough and that we might not give enough recognition to, and that's the staff at Dartmouth College. I hope the next president will consider that constituency and think about how we recognize us as well.

ED HALDEMAN: Nels, thanks for that comment. We agree, that there has not been as much involvement with that constituency as there should be, and that's why we're having this session. And it's the first one, too. It's before students, it's before faculty, it's before alumni, it's number one on our schedule today. So we agree with your point of view.

AL MULLEY: Early and often, and you're the earliest.

TRACI NORDBERG: This is also an opportunity to give them a flavor of your work day. What are the complexities that you face and the challenges, so that they're really aware of what it's like to be here every day. I know that I hear from you through the human resources, the changes in skills that are required, the new complexities that face us due to technology or regulations and so forth, and I really want to make sure the voices of employees are heard. And I know it's early and often, but there's some great stories about what you're working on and dealing with out there.

TIM DUGGAN: Hi, I'm Tim Duggan. I've worked at the Collis Center for nine years, I'm the Assistant Director. For the last nine years, we have been talking about rebuilding a student center, and I don't know what the status is right now on that project. But, I would hope that the next president would see the importance of a quality student center as part of the campus and social scene. Thank you.

ED HALDEMAN: I'm really glad to get that input. One of the great things that we can all be thankful for is the wonderful condition of our physical plant generally. We've done a great job over the past decade in many areas. We still, obviously, have some areas to work on, I think you raise an important one. Obviously, we're not where we need to be in terms of life sciences and the visual arts, and those are our priorities as well. So, we certainly have some work to do, but we have a wonderful legacy of the work that Jim Wright did in terms of the beauty of this campus. And if we were in this room ten or twelve years ago and we listed some of our physical needs, it would be a pretty lengthy list. Certainly, dormitory space would be an important part of it. And I think Jim and the Board have done a good job over the years, clearly the point that you mentioned is one that we've got to deal with in the future. And we need to make sure we find a president that can help us with the vision of the physical plant over a very long period of time, and help us prioritize the needs.

AL MULLEY: That was an issue that has been raised directly in some of the email responses. We've gotten at least one or two mentions of the need for a student center. It's also raised indirectly more often. I'm talking about social spaces on campus and the need for different kinds of social spaces. Thank you.

JONI MCRAE WIREDU: I'm sorry, I'm going to speak again.

ED HALDEMAN: That's perfectly all right.

JONI MCRAE WIREDU: It's wonderful listening to everyone and kind of being able to sit back and take in a lot of what everyone is saying. And one of the things that I wanted to highlight, as a recruiter, for staff administration, my job is to go out and talk about the wonderful place that Dartmouth is, not only to work, but people have to live here. And hopefully, they have a good time while they're here in the area as well. But one of the things that I noticed, and I'm happy that Nels got up and spoke, and that is we also don't pretty much talk about the community in which we live in, the Upper Valley. And I'm hoping that maybe the president that comes in can kind of attach themselves more to the community, be more embracing so that people don't feel like Dartmouth has this invisible wall that they can't come here and actually work and thrive and it be welcoming to them because of that invisible wall about it being such an Ivy League institution, that it has kind of a stigma that, "Oh, it's Dartmouth. Oh my gosh, can I really go there and survive and be an employee there and be a student there?"

So I'm hoping there'll be that talk, that engagement with the overall community and actually helping to prepare the community for opportunities that the community will become more diverse and that we'd be more engaging. Not just as an institution, but as an Upper Valley community as well. So does that make sense?

ED HALDEMAN: Yeah. Are there specific examples that you could give of things that the college or the president could do more of to have a greater connection with the community, to make it a better place? Some things affirmatively that we could do more of, or some things that we are doing that maybe inadvertently are sending the wrong signals?

JONI MCRAE WIREDU: I think what we're currently doing, I could name a couple of things, for instance with the Hood and with it being like a teaching museum, inviting, like, the area's teachers that do art with their classrooms, coming into the Hood and actually doing tours with the students and letting them see that, hey, you know, Dartmouth is a possibility. It's a place where I can be. I think more interactions like that.

We just participated in a job shadow day with the community where students from local middle schools, they actually came to the campus and followed us around, or they sat down with some people in different areas to see what their jobs were all about. I think if we did more outreach like that, not only to the schools in our immediate area, but even to kind of branch out a little bit, look a little beyond the four counties that surround Dartmouth, maybe in Claremont, Sunapee and those regions, so that they can see that this place is also open to them as well. Thank you.

RABBI MOSHE GRAY: Hi, my name is Rabbi Moshe Gray. I'm the Executive Director of Chabad at Dartmouth, which is one of the religious organizations, Jewish religious organization. And I'm kind of, you know, surprised not to see any of my colleagues here. We are under the umbrella of the Tucker Foundation and there are 28 religious groups on campus.

Dartmouth has done, I think, on one level, a very good job at welcoming all these different, diverse religious groups. But on some level, I feel like it's kind of a passive acceptance. The religious and spiritual life office under the chaplain is one—Is sort of one room in the Tucker Foundation and sort of the rest of the Tucker Foundation is dedicated to wonderful things. But religious and spiritual life, and specifically these 28 groups, cater to hundreds, if not thousands, of students at Dartmouth on a weekly basis. You know, there was just obviously a celebration of the Roth Center this past weekend, but I can tell you that many of the smaller groups don't necessarily feel that the college does enough for them.

You know, I don't think anybody's asking for a building for each group, and you might say that, well, there's Rollins Chapel, but unless you've sort of tried to do a small service for 20 students in there, you would know it's not a great space for that. So I think one of the things that would be important, especially with this sort of resurgence of not just religious life, whether you're Catholic or Jewish or Muslim, but sort of spiritual life, that there be some space on campus that could be more of a welcoming space for these

students who want to engage in that. Because there obviously some buildings, Aquinas House, Roth Center, the Lutherans, but like I said, there's 28 groups.

And if I may make one more point, sort of addressing what I think Pam said before, I used to have a lot of conversations with Ozzie Harris back while he still worked at the college, I'm sure you guys know of or know, and one of the things we used to talk about was sort of it's great that there is this diversity and kids come here and whether they're African-American or Asian American or from Asia or from Africa, wherever, but one of the things we agreed on, not enough resources are made for them once they get here.

One example that always sticks out in my mind is that when an African-American kid comes to Dartmouth, can he get a haircut? And for a lot of us, that might not seem like a big deal, but you know, given the time that I've thought about it, I think it is a big deal. And that—Sort of, I'm sure you can find examples in sort of every group. Thank you.

ED HALDEMAN: Thank you. I've actually, at some point, either through the web, I'd like to hear more. You mentioned building space, and I'm wondering whether space or programmatic support for the multiple faith communities that are on campus is more pressing.

RABBI MOSHE GRAY: Well, programming wise, I mean, it really depends on each group and how willing they are to sort of go after all the different avenues of support on campus, whether it be going to the president's office, to the Dickey Center, or what not, if you can sort of spin whatever program you want to do that way. I do feel space, though, even though we've gone out and sort of gotten our own space, but not every group is capable of doing that. I mean, I'd be the first person to vote yes if we were to build— Doesn't have to be a huge building, but sort of a library, a place where students can worship, can hold classes, different types of things, would be, I think, very beneficial to Dartmouth. You know, sort of separate from the Tucker Foundation building. But I know

that at other schools, I mean, these types of sort of things do exist. Office space for the campus ministers who don't get paid but are considered staff at Dartmouth.

ED HALDEMAN: Just coming back to the earlier comment about working at diversity, whether it's racism or various forms of sexism, one would think that these faith communities would be a major resource for that kind of working at and reconciliation. And that's what I was getting at with regard to the programmatic support, whether or not these groups feel supported by the institution.

RABBI MOSHE GRAY: Some, I think, feel—I mean, obviously I can't speak for everybody. I think some do, there's a very well defined—When we moved here, if I can continue for a minute, when we moved here, I basically walked into the chaplain's office and I said, “Okay, we want to open up this Chabad house on campus, how do we go about doing it? We want to be a team player, play by the rules.” And he handed me a booklet and said, “These are the guidelines, learn them. You're going to have to present.” And as I was going through this sort of booklet, there were a lot of ambiguities, nothing was really laid out. I probably sent Richard an email once a week with a list of questions. “What does this mean?”

So as soon as we were recognized, he said, “Okay, I'm creating a new committee to rewrite these guidelines, and you're chairing the committee.” [laughter] So, I think on one level, Dartmouth has done a very good job at sort of welcoming anybody new who wants to come in and establish themselves. I feel, though, that maybe some of the small organizations, national organizations, whether, let's say, I don't know, the Quakers, for example, I'm not so sure they feel once they get here that there's that much institutional support for what they're doing other than saying, “We welcome you and good luck.”

ED HALDEMAN: Thank you.

JOSIE HARPER: Hi, Josie Harper, Director of Athletics and Recreation, and I've been here since '81. First, I just want to state up front how grateful I am for Jim Wright, not only just as value, but as support for the out of the classroom experiences for our students, and particularly in my realm of the world of athletics. However, I would really encourage the Board to work with the new president to take an inventory, an inventory of our true resources, both financial and person power, as they relate to expectations and present, as well, in the present and the future offerings. It was so interesting to hear the young man speak, but being in my position now, we offer so many things to so many people and it's wonderful, but I think someone needs to step back and take a real inventory of the cost, both financially and in person power for all of the things that we do, because there comes a point in time if we have to have, heaven forbid, fewer athletic programs or fewer offerings in other areas, I think Dartmouth has always been known for doing everything first class. And I just want to make sure we don't continue along making the offerings and not providing the resources, both financially and in person power. I think that's a self-perpetuating, pretty dissatisfying situation.

But again, Jim Wright has been wonderful in his support for the out of the classroom. It just so happens, many of these programs take a lot of people, take a lot of money, and I'm not so sure we've come to grips with the inventory of all that we do. There is just sometimes might be the time to say no, and that could be to me. That's okay, too.

ED HALDEMAN: So Josie, it sounds like you're asking for an inventory for the sake of being able to make decisions that sometimes include no, yes?

BARBARA STERLING: My name is Barbara Sterling, and I work in the library in the acquisitions department. I've been here almost 20 years. I don't remember much about when Freedman left and Wright came, so. I have a couple of things. One is about the Upper Valley being involved, and one thing that Dartmouth doesn't do for its employees is offer any kind of volunteering, paid time or reimbursement or even matching funds for

any money you want to spend, and I think that would be a nice way to be involved in the community.

In regards to what TRACI was saying about our jobs, well, one of the major issues, of course, is parking, but-- [laughter] Not much will probably be done about that that we'd all like. My job has changed tremendously in 20 years. I mean, everything is computerized now, and we have a lot more—We've learned a lot more skills, but our salaries have not increased with that skill. There have been years when my actual take home pay has gone down, not because I'm working less, not because I'm working badly or anything, it's just the salary's not gone up versus the benefits have gone up and my salary has not gone up to match that. And many years when you get your raise, you're like, "Well, that'll be good for a couple of months until the new benefits come in and takes away the raise, basically." And we don't have a cost of living raise here, I know, but the little amount of raise we get, which I think this year is somewhere around 2.5 percent, is the pool, the cost of gas has gone up 2.5 percent in the last week. So, you keep working and learning and do more and more and doing better things, but you're not getting compensated for it.

And I feel there's a big difference, and I know they're working on it, human resources, but the type of benefits between exempt and nonexempt employees, things like the exempt can use some of the facilities here in the Hop that the nonexempt can't, it seems like that, I think, could be looked at. And, some things like—Which might help the community, or personally the employees, to charge for FLIP classes at the gym, or to go to the gym, can be quite taxing on a person if you want to take a few classes a year. And to go to Hop events, I usher at them because I cannot afford to go to them. And if you go to most of them and you see the audience, you know that they're mostly older people because those in a younger grades group cannot afford to pay \$25, \$50 to see some of these wonderful events. Thank you.

ED HALDEMAN: Thank you. I think the points that you raise indicate that, in a president, we have to find someone who, amongst their qualities, is good at running places, management and figuring out the best way to allocate the resources that we have. And there are clearly some difficult decisions that you talk about in terms of making sure that we compensate people fairly and solve the parking issue. It's a tough—That aspect of the job, that is the management side, is a really difficult challenge and we've got to make sure we get somebody who's up to the task. Yes, sir?

WILLIAM BEAN: Hi, how are you? My name is William Bean, I work for safety and security here at the college. It's been an honor and a privilege for me to work for two presidents, and a bunch of comments out here about the education. We're all teachers, it doesn't matter what we do, from safety and security all the way down to people washing the dishes and everything else. And I hope that the next president continues to look at everyone at Dartmouth College, even down to the little man. Because everyone behind the scenes helps to make everything that Dartmouth does look so much better. And the education that the last woman was speaking about, I'm actually looking forward to going back to school. I grew up in this community, I've lived in this community all my life, a brief moment away for the Air Force. I was an aerospace ground equipments technician, and my job doesn't have anything to do with the education that I received from the United States military. I have received a tremendous amount of education through Dartmouth College, and the reimbursement for taking college courses here at Dartmouth College, I think is a little slim, especially when people who work for Home Depot can get reimbursements up to \$5,000 a year, and here at the college, it's only \$2,000.

So we're all educators, we all learn, and it's always a good day when you learn something new. And I just hope the next president continues to look at everyone as running the college. Thank you.

ED HALDEMAN: Thank you.

NORA YASUMURA: Hi, my name is Nora Yasumura, I work for the Office of Pluralism and Leadership, and I just wanted to actually tag onto that comment, less about the qualities of the president, but perhaps a little bit about the process. So, I appreciate, actually, the opportunity to come here. I find this a little intimidating, Alumni Hall feels very intimidating, this seems very formal to me, so I appreciate the opportunity to find ways to give feedback in other ways than just in person. Those who know I like to talk, but I actually don't like to talk in front of a lot of people.

So I think ways that you can get feedback from people, but also for me, I'll be honest, I'll be transparent. There's a part of me that said, and I'm sure there are other people who didn't come today because it felt like it doesn't really matter what I think, doesn't really matter what I say. And that somebody at my level on the administrative staff is likely never going to be invited to participate and never even probably see the person. And, you know, I'm really trying to kind of work through that myself and say, "Well, of course, if people don't participate, then that will actually become the reality." So, I really hope that the process will really think about ways to make it accessible to people at all levels. You know, I noticed the student one is at 3:00 and there are a lot of students who are in classes, who, you know, really perhaps aren't going to be able to participate. And I know you're not just limiting to that.

And the other piece is I don't know who will be on that decision making piece, but just what the gentleman was saying, I've learned from people who are union employees and support staff, or people who often, I think, people walk right past them and they don't even say hello at this college. I think that's really quite horrible. And when you sit and you really listen to people's lives and their wisdom and what they notice about the college and the function, I find that they tend to be the most wise and insightful people at this college.

And so I really hope that we'll think about having people who are in the decision making on this search committee, who are at all different levels, who have different insights, who

have innovation and ideas that could really be valued and could really, I think, also set a tone to the person who might be looking at our college about how we value people.

I mean, the other sort of transparent fear is that the next president would be somebody who's really seeing this as a corporation. And I don't work here, I've been here for almost nine years, and I've stayed here because I feel like people do matter and that people do try to sort of not just walk by each other, and that I try to do that. And I feel people do try to do that for me, and I think we need to continue to do that. I take pride that I can see Jim Wright in Collis Café. He knows my name, he says hello to me, he stops and makes eye contact with me. And my fear is that we may not have a next president who will really, really listen to people at all different levels. Thank you.

AL MULLEY: Thank you, Nora.

ED HALDEMAN: One thought I have following up on that point, Nora, is that the, just to make it explicit, the ultimate decision of who the person will be to succeed Jim will be the Board of Trustees. That will be the body that finally makes the decision and casts the votes and determines it. There will be a search committee that Al heads that runs the process and will ultimately make a recommendation. The nature of that recommendation is undetermined at this point. That is, it could be one person and the Board decides yes or no, or it could be two candidates or three candidates and the Board decides. So that kind of process is yet to be determined.

But Al, you might want to speak about the range of qualities that needs to be part of the search committee as we're thinking about putting together that search committee.

AL MULLEY: Well, we will be looking carefully at institutional history, institutional precedent with regard to composition of search committees. And also, best practices at comparable institutions around the country. The last search committee had a total of 14 individuals, there were 7 trustees, 7 faculty member, a student and an alumnus. The prior

search committee had a total of 18, roughly the same kinds of proportions. The question about further composition, further questions about composition and the way individuals are chosen for the committee have yet to be decided by the board. We're going to be doing that in May.

TRACI NORDBERG: Hi, I asked earlier about longer-term employees. Any newer employees who might bring a perspective that we don't have about the organizations you've been in?

CARA WALLACE: Hi, I have to go back to work, so I'm going to—And I'm really tall, so let me try to work this out here. My name is Cara Wallace, and I work at the Native American program. I'm also a member of the class of 2003. And ever since graduation, I've been working at Dartmouth, which has been really amazing. But, I won't tell you about my experiences as a student, or as an alumna. I will talk a little bit about kind of the needs I perceive from students, I work primarily with Native American students, but I think this probably applies to a lot of other students in our community.

One of the needs that I—Or, one of the qualities I think would be great of the next president is someone who I think can really bridge, I think, the gap that exists between the classroom experience and the out of classroom experience for students. And I can't pretend that I know what past presidents have done at Dartmouth, or how they've gone about that, but I do see that there is a real gap, I think, in the kinds of experiences students are having when they're with the faculty and then when they're outside of that.

At Dartmouth, we put a lot of stock in this word community, that we have this community, and I think sometimes, you know, I think while it's loaded in terms of what we mean by that, or who's included in that community, I also think we should make considerations for how, I guess, we treat knowledge in the classroom and also how we interact with one another.

Last year, I worked in the admissions office, and a lot of my time was spent working on issues outside of admissions. As you know, all of the events that took place last fall with the rally against hatred and several incidents of bias against Native students. And one of the things that constantly came up is that students were able to engage in an intellectual dialogue in the classroom. They could express a diversity of ideas, they could talk and debate in the classroom. And outside of the classroom, somehow, they weren't able to that and instead, they treated each other in ways that I'd say were in violation against the principle of community.

And so there hasn't been a dialogue around what that means. I think students are really, really great about engaging in kind of the intellectual culture at Dartmouth. But how does that translate elsewhere? And I think as we start to think about Dartmouth students as global leaders, as scholars, as leaders for tomorrow, I think that skill of being able to take an intellectual exercise and actually apply it in your life, and maybe this is some of what Pam Misener was sharing earlier, about finding ways to help students understand what it means to be in a diverse community rather than just expect that things work out, I think would be really great.

And that's not just the work of one person, and so I think it takes the support of the trustees and the president, as well as hiring really competent staff, and also for students, having diverse staff on campus. I know that many of them look to mentors outside of the faculty who maybe identify with their personal experiences a little bit more, and some support in that area would be really great as well.

So I have a lot of other things to share as an alumna, but I won't today, and I have to get back to work to work with my students. But something to consider, I think, as you're looking at qualities. I know that academics are often looked to provide leadership for this institution, but someone who can bridge that gap, or help us to begin a dialogue and conversation about how to do that would be really appreciated. Thanks.

ED HALDEMAN: Well, what kind of person do you think would be best suited for that job, or what are some examples of what the person might do to try to foster that kind of activity?

CARA WALLACE: That's a really great question. I don't know if there's a—I don't know that I've thought enough about it to go through it. But earlier, when someone brought up the climate change issue, I'm like, “We need a scientist to be the president,” because this is an important issue facing the world and society. But, I think if there were opportunities for faculty and staff to collaborate on some issues, I think that's an individual effort on the part of particular departments and faculty members to try to bridge the gap.

So for example, Native American program, we do a lot of work with the Native American studies program, but I think that's been kind of more of an individual effort rather than something that has galvanized a lot of support institutionally. And I could see that happening in a lot of other avenues. I think the OPAL office, especially, has a lot of opportunities to work across academic departments, to have a conversation and bring some of the conversation happening in the classroom outside of that. There are lots of leadership opportunities.

So, I'm sure if Sylvia Spears was here, she'd have a lot more ideas, but something to think about. I'll think about it some more, too, and offer some more feedback if I think of something.

AL MULLEY: That would be great. You can do it through the web.

ED HALDEMAN: Not to keep you too long from going back to work, but it sounds like the good news in what you're describing is you do see community work in classroom discussions when faculty are involved. You do see disagreement that mutual respect and constructive dialogue, is that—And you're wondering how that magic ingredient that

makes it happen there could somehow be moved over towards out of classroom discussions and make the communities there a little bit more constructive, open, tolerant.

CARA WALLACE: I think so. I mean, with the students who I sort of particularly—I think, by far and large, most of them will say that that occurs. I'm not sure that even in the classroom it always does. And kind of my point around community was that sometimes, we talk all about this community and the boundaries are really very rigid around the social experience, the academic experience. And so for some students, even, sometimes we turn off this idea that there's even a community in the classroom. And when you're in a residential campus and you're in a living and learning community, respecting one another and how you respect other people's ideas and what they might bring to the table I think is just as important, both in and out.

So I think there is a lot of that happening. I'm sure if you have the chance to talk to faculty, I know I've talked to countless faculty who we were particularly close with who I think also feel challenged by this. That sometimes they'll have these great discussions in the classroom and then they'll hear about a series of incidents and find themselves at the rally against hatred, like last fall and thinking, "How did this happen? We just had this really productive conversation in class. What's going on outside of it?"

And I think there is some disconnect that I experienced working on the project last year. There is some real disconnect sometimes between staff and faculty and students in terms of how we address these issues as a community, then. Yeah, I think there's some really great stuff being done in other areas, some real areas for improvement and some leadership that's needed that isn't just a bunch of individuals saying, "Let's do this." I mean, it has to be also a top down as well as, you know, more grass roots or bottom up, too. Thank you.

AL MULLEY: Great, thank you.

ED HALDEMAN: Thank you.

REX MOREY: Hi, my name is Rex Morey, I'm a Dartmouth '99. I work in class activities and alumni relations with our young alumni and student programs. And I would encourage the committee to look at the whole picture of the candidate, not only their academic qualifications and their managerial qualifications, but what else they bring to the table. I think the interpersonal skills are really important. I don't think as many people know how much President Wright does outside of the office, going to student events, athletic events. So someone who doesn't think of it just as a job from a certain time to a certain time, but really enjoys going out into the community and participating in these programs.

And then something else I think would be hard for you to do, but something to consider is the partner that they bring with them. Because Susan Wright has been as big an ambassador for the college with students and alumni and with the general community. And so if that person brought that as well, I think that would be really helpful. Thanks.

ED HALDEMAN: Thanks, Rex.

TRACI NORDBERG: I'll make the call for any final statements or comments? And remind you that you do have cards if you want to write anything and leave it at the table. Or, of course, again use the website. It's here on the card, before I turn it over for closing?

ED HALDEMAN: Well, one thought I want to leave you with is how much everyone on the Board appreciates all that you do for Dartmouth. We really do get how important you are to this institution and to the educational work that goes on here. We really do value everything that you do, we appreciate it. We know that your lives will be impacted significantly by who the next president is, and we're going to do our best to make sure

that we find someone who can make your lives better and more satisfying. So thanks very much for all you do, and thanks for being here with us.

AL MULLEY: Thank you. [applause]

END OF SESSION