

# SEARCH PROFILE:



President



STELLA AND CHARLES  

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GUTTMAN  

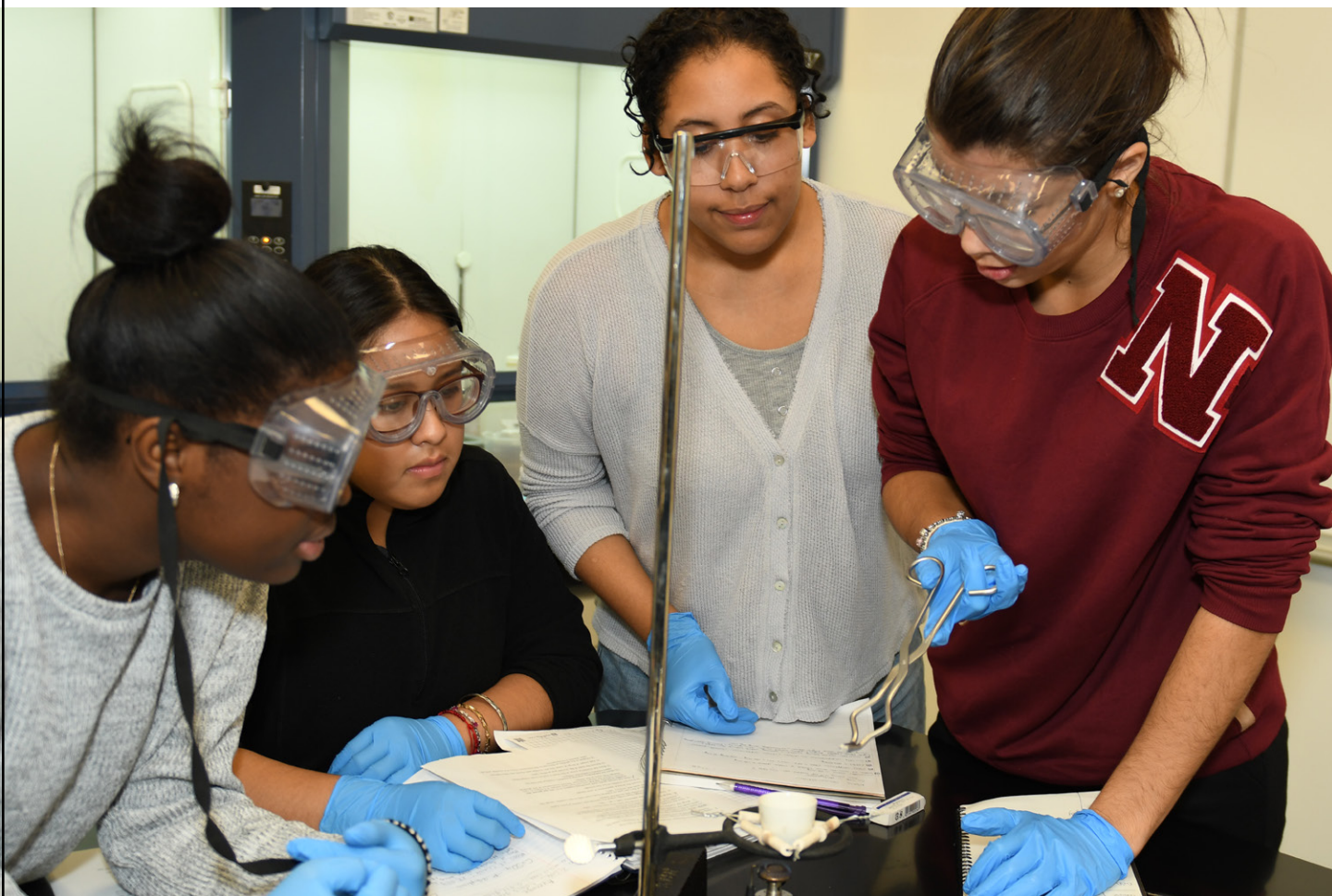
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COMMUNITY COLLEGE

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## THE SEARCH FOR A PRESIDENT

Chancellor Félix V. Matos Rodríguez, The Board of Trustees of The City University of New York (CUNY), and the Presidential Search Committee invite nominations and applications for the position of President at Stella and Charles Guttman Community College, CUNY. The College seeks an experienced, visionary, innovative leader who has a

passion for teaching, learning, and student success; a demonstrated commitment to diversity, equity, and inclusion; and the ability to lead this renowned community college in the transition from its founding to its next phase. For details about the opportunity and the process for applications and nominations, please see pages 13-15 of this profile.

## THE CITY UNIVERSITY OF NEW YORK (CUNY)

Guttman Community College is the newest community college within The City University of New York, the nation's leading urban public university. Founded in 1847, CUNY counts 13 Nobel Prize and 23 MacArthur ("Genius") grant winners among its alumni. CUNY students, alumni, and faculty contribute to the advancement of the sciences, business, the arts, and many other fields. The University comprises 25 institutions: 11 senior colleges, 7 community colleges,

William E. Macaulay Honors College at CUNY, CUNY Graduate Center, CUNY Graduate School of Journalism, CUNY School of Labor and Urban Studies, CUNY School of Law, CUNY School of Professional Studies, and CUNY Graduate School of Public Health and Health Policy. The University serves more than 272,000 degree-seeking students. CUNY offers online baccalaureate and master's degrees through the School of Professional Studies.

# ABOUT GUTTMAN COMMUNITY COLLEGE

CUNY's first new community college since 1971, Stella and Charles Guttman Community College has a remarkable story to tell. After four years of planning beginning in 2008, the College opened its doors to students on August 20, 2012. Created to deliver a community college education with a focus on student achievement and timely completion, Guttman's innovative model has delivered success. Its high graduation rates have won the College considerable recognition and accolades.

## MISSION STATEMENT

The following Mission Statement was developed collaboratively by all employees of the College:

"Stella and Charles Guttman Community College is an urban public institution that offers associate degree programs in an environment that nurtures student success. Based on extensive research, Guttman Community College integrates excellence in teaching, proactive and responsive student supports, and external partnerships. Our primary objective is to increase the number of students, especially those not effectively served in higher education, who persist in their programs of study and attain a degree in a timely manner. We offer a clearly defined educational pathway, including an integrated first-year curriculum that is inquiry-based and majors that prepare students for careers and baccalaureate study. Guttman programs are academically rigorous, multidisciplinary, and experientially based.

Community is at the center of Guttman Community College's mission, and students are at the center of the College. Guttman fosters an environment of cooperation and collaboration, where students, faculty, and staff respect and appreciate each other's perspectives, commonalities, differences, and contributions. Students address compelling urban issues and move into the wider community through experiential learning and internships. Graduates will have the intellectual tools and confidence to be engaged citizens and responsible leaders.

College is a time and a place and an idea—an opportunity to cultivate the knowledge and experience required to meet intellectual, creative, and professional goals. Guttman Community College supports students in developing the capacity to interpret and evaluate ideas they encounter both in and out of the classroom and to make informed judgments. Students will learn to express their ideas effectively and know that their voices are valued. They will graduate with a greater sense of responsibility for their academic success and personal growth, prepared to pursue additional studies, a career and lifelong learning."

## VISION STATEMENT

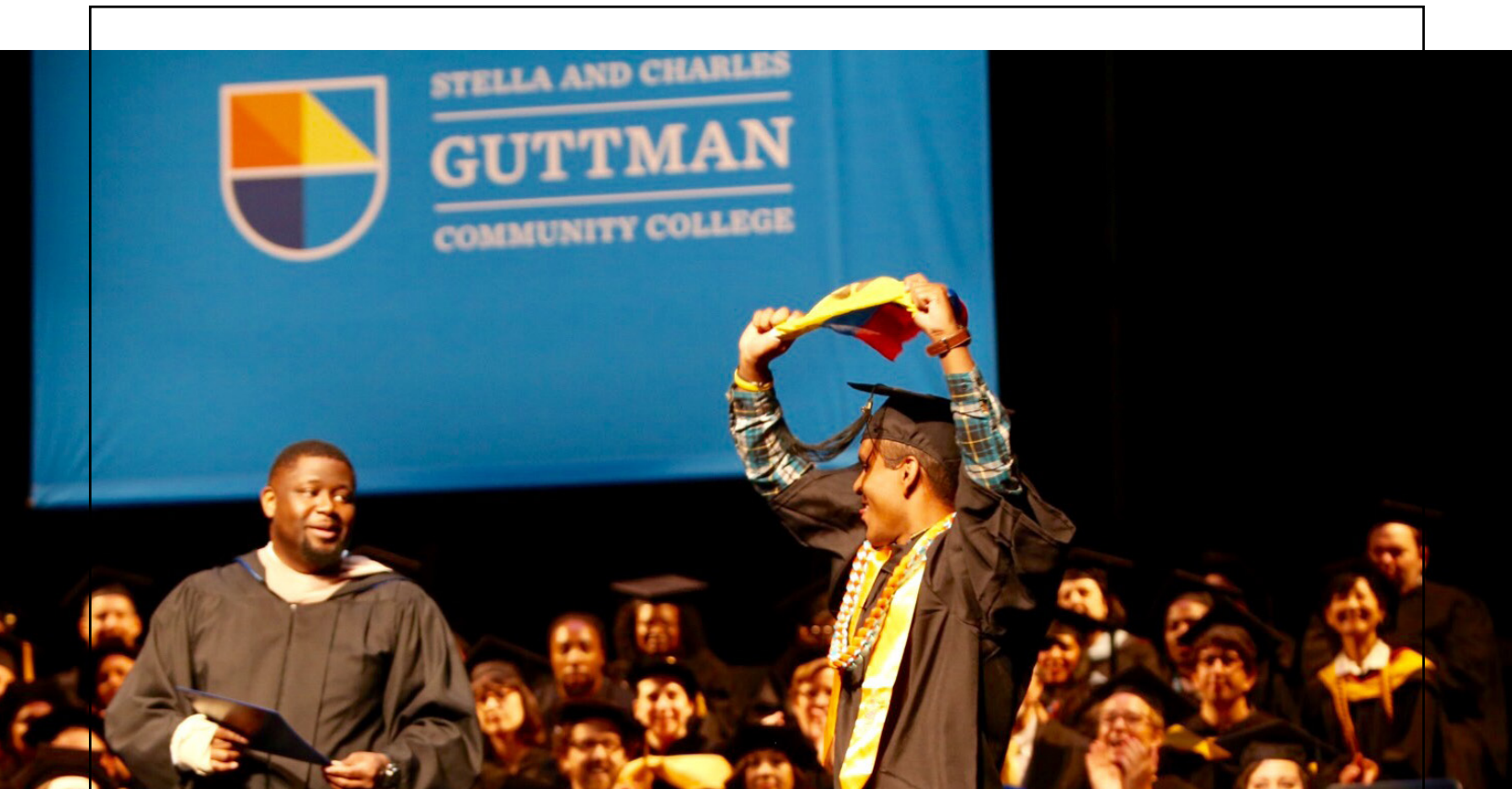
Founded in the CUNY tradition of access to excellence, Stella and Charles Guttman Community College will support student achievement in a dynamic, inclusive, and intellectually engaging environment. We will be recognized for the contributions of our students, faculty, staff, and graduates to our communities and to a thriving, sustainable New York City.

## VALUES

Stella and Charles Guttman Community College seeks to create a culture that values

- Creativity, innovation, nimbleness, and teamwork.
- Diversity in all its complexities, inclusion in practice, and equity in outcomes.
- Openness to multiple perspectives.
- High expectations for all members of its community.
- The multiple roles and varied contributions of every member.
- A collective commitment to student success.
- External partnerships and community engagement.
- Teaching and learning in and out of the classroom.
- Assessment that informs learning and professional development and improves institutional practice.
- The potential of all of its members to be agents of change.





## POINTS OF PRIDE

- Guttman has been known for innovation and attracts researchers, faculty, and staff because of its approaches to student learning, including culturally responsive pedagogy, First-Year Experience, and distinctive courses, such as *Ethnographies of Work*.
- The Guttman community celebrates its identity as a Hispanic-Serving Institution (HSI) and a Minority-Serving Institution (MSI) that is committed to providing a culturally engaging campus environment for students. The GCC mission is to create a community in which all students, staff, and faculty can thrive.
- Faculty and staff demonstrate their commitment to diversity, equity, and inclusion through the use of multicultural pedagogies and a dedicated effort to support learners of all abilities.
- Relationships are an important part of life at Guttman, where the motto “one student at a time” guides learning and student success.
- Guttman has achieved notable recognitions:
  - Selected as a candidate for the prestigious Aspen Prize for Community College Excellence (2019)
  - Ranked by niche.com as the #1 community college in the U.S. and in New York State (2019)
- Ranked #1 community college in New York State by Best Colleges.com (2018)
- Ranked by EdSmart.org as a top community college in New York State (2016)
- Guttman has produced three Kaplan Scholars and an America Needs You Fellow.
- The College is committed to robust faculty and staff professional development. The Guttman Professional Development (PD) framework, based on the assets as an institution, works in tandem with the College’s student-centered model and enacts a theory of change.
- According to CUNY data for 2014-2019, Guttman consistently ranks highest among CUNY community colleges for the average number of pieces of scholarship/creative activity produced annually by each faculty member.



## ACADEMICS: DISTINCTIVE FEATURES, COMMITMENTS, ACHIEVEMENTS

### AN INNOVATIVE AND UNIQUE ACADEMIC MODEL

The design of Guttman Community College focuses on supporting students as they pursue their associate degree. These are the defining features of the College's academic model:

- Interactive and required individual and group admissions meetings to help students understand the College's unique features prior to enrollment;
- A mandatory Summer Bridge program for every incoming student, with the entire entering class starting in the fall only;
- Required full-time attendance in the first year, with students, organized into cohorts, following a block schedule together for the entire first year;
- Integrated first-year courses that merge developmental and disciplinary coursework and focus on building college-level reading, writing, and math skills;
- Statistics as the backbone of the mathematical curriculum;
- A commitment to experiential learning within New York City;
- Fully integrated use of technology, including computers in every classroom, an extensive electronic library collection, and digital pedagogy, including ePortfolio;
- Internships and/or capstone experiences for every student;

- A modified quarter system (the "12/6" calendar) to improve retention and speed credit accumulation; and
- Integration of advising and peer-supported learning into the entire academic experience.

### A DISTINCT, APPRECIATIVE APPROACH TO ADVISEMENT

The College's high-touch advising model applies strengths-based, proactive, and appreciative approaches, motivational interviewing techniques, focus on self-efficacy, and holistic student support. Ultimately, students are responsible for their success, but their advisors help them build and use their strengths, tools, skills, and strategies to stay on track.

Advising professionals at Guttman use a three-tiered advising framework rooted in the Appreciative Advising model, which serves as a support throughout a student's entire educational journey at the College. During the First Year Experience (FYE), advisors use a Proactive Advising approach and gradually shift to a Coaching model as students enter their programs of study. The Peer Mentoring Program is an integral component of the academic and co-curricular student experience at Guttman Community College. Peer Mentors help ease the transition from high school to college and then coach students through their continued educational career at Guttman.

# ACADEMICS: DISTINCTIVE FEATURES, COMMITMENTS, ACHIEVEMENTS (CONTINUED)

In the first-year, students have a Student Success Advocate (SSA), who helps them smoothly transition to college life. During Summer Bridge and throughout the first year, students meet with their SSAs weekly in group advising sessions called *Learning about Being a Successful Student* (or LaBSS). One SSA is assigned to each first-year house, which means the advisor to student ratio is approximately 1:75, extending to as high as 1:90 under certain circumstances. SSAs are full members of the FYE Instructional Teams.

After the first year, continuing students are assigned to a Career Strategist dedicated to their major, who guides them as they progress toward completing their degree and transition into a baccalaureate program and/or career. Each Career Strategist works with 150 – 175 students, assisting each with individual advising, scholarships, professional skills training, and transfer planning. They collaborate with the campus-based Center for Career Preparation & Partnerships as well as CUNY Leads, which is a university-wide effort “linking employment, academics, and disability services” to support students’ career planning.

## A COMMITMENT TO ASSESSMENT CULTURE: CONTINUING ATTENTION TO STUDENT SUCCESS

Guttman has maintained the dynamic, fast-paced energy of a start-up; and, as any good start-up model grows, the faculty and staff capitalize on opportunities to enhance and adjust the model. Through thoughtful data analysis, reflection, and dedication to finding solutions, committees interrogate and modify the model. Guttman remains a nimble institution because the College community understands that student success is an equity issue, requiring all to be open and flexible. The faculty and staff also know that student achievement and institutional effectiveness are based on these practices:

- *Reliance on Data-Informed Decisions.* The College is committed to making decisions based on proven data. The College’s Center for College Effectiveness is a valued and important working partner, as is CUNY’s Office of Institutional Research and Assessment.
- *Wide-scale Use of Academic Technology to Map Student Progress.* Faculty and staff regularly use data dashboards on the Tableau for Students tool to identify disparities, which allows analysis to be

performed at the course level, where trends can be observed and responses can be crafted quickly. CUNY’s Office of Institutional Research also provides data. Faculty and advising staff also track each student’s engagement on the Starfish EARLY ALERT™ system.

## A COMMITMENT TO EQUITY, DIVERSITY, AND INCLUSION

The Guttman community’s commitment to equity, diversity, and inclusion is wide and deep. Faculty, staff, and students are engaged in both an Equity, Diversity, and Inclusion Task Force and an HSI Taskforce. In a truly evolving community like Guttman, such work is an on-going process that encourages individuals to bring their full, authentic selves to the academic space, thereby enriching the educational environment. Thus, faculty and staff view student success through an Equity Lens and regularly examine their own practices and results. The current interrogation of the model is driven by two major equity challenges:

- The one-year retention rate, particularly for male students of color; and
- Vertical transfer success for graduates who matriculate to senior colleges.

## A COMMITMENT TO ROBUST FACULTY AND STAFF PROFESSIONAL DEVELOPMENT

The College is dedicated to having a robust professional development program for faculty, administrative staff, and leadership that is culturally responsive and sensitive to students’ needs. The College encourages and compensates participation in these kinds of important workshops and trainings:

- Culturally responsive pedagogy;
- Culturally responsive leadership;
- Safe Zone training;
- Addressing the needs of neuro-diverse and other student populations; and
- Support for scholarship of teaching and learning.



# ACADEMICS: DISTINCTIVE FEATURES, COMMITMENTS, ACHIEVEMENTS (CONTINUED)

## A DISTINCTIVE SUMMER BRIDGE PROGRAM

Guttman's Summer Bridge program is designed to prepare students for the transition to college. Whether they have just finished high school or earned their GED or are entering college after some time away from academics, the program helps them hit the ground running in the fall. To ensure that all new students are prepared to do well, successfully completing the Summer Bridge program is an enrollment requirement. Summer Bridge introduces Guttman's high academic expectations and the strategies and study skills that will help students meet them. It is a time of self-discovery and commitment to excellence as students prepare to fulfill their potential in the years ahead.

## UNIQUE PRE-COLLEGE PROGRAMS TO ENSURE ACADEMIC SUCCESS

The Pre-College Programs at Guttman offer students a variety of options to enhance their college readiness.

- [Guttman Language Academy Summer Seminars \(GLASS\)](#). This program is a new college-transition reading, writing, and critical thinking program for ESL and multilingual students.
- [Math Start](#). Guttman features the CUNY Math Start program as an important pillar in future students' successful transition to college.
- [College Now](#). This CUNY program at Guttman gives qualified New York City public high school students the opportunity to enroll in a credit course, *Ethnographies of Work*, and to participate in academic enrichment workshops to strengthen the foundation for their academic success.

## THE FIRST-YEAR EXPERIENCE (FYE) AT GUTTMAN

Guttman's FYE program is the springboard for students' future success in higher education and the professions, leveraging the social, emotional, and cognitive dimensions of learning to promote the development of the whole student. Embracing cutting-edge best practices and a robust, integrative curriculum, the FYE program establishes an inclusive, rigorous model for Guttman students to become confident owners and authors of their educational, professional, and life paths. Students examine current world issues in their courses and use New York City as a living text and laboratory, thus connecting information and concepts across multiple disciplines, contexts, and perspectives. This immersive approach equips Guttman scholars with the foundation of knowledge and skills essential to their intellectual, social, civic, and professional endeavors in and beyond the classroom.

## PROGRAMS OF STUDY

There are five programs of study at Guttman:

- A.A., Business Administration
- A.A., Human Services
- A.A.S., Information Technology
- A.A., Liberal Arts and Sciences: STEM track and Humanities and Social Sciences track
- A.A., Urban Studies







## REGIONAL AND SPECIALIZED ACCREDITATION

Stella and Charles Guttman Community College is fully accredited and approved by the Middle States Commission on Higher Education, with the next accreditation site visit being planned for Spring

2021. Before 2013, Guttman was known as The New Community College at CUNY. All academic programs of the College are registered by the New York State Education Department.

## FACULTY AND STAFF

Faculty and staff join Guttman Community College because they believe in its mission and are dedicated to students and their success. Many of those employed at Guttman have been part of the institution from its founding, and they take pride in what it has accomplished. Through the stay-home orders of the pandemic, faculty and staff moved quickly and ably to online delivery of instruction and student services, keeping their focus on what students most needed for the transition and beyond.

Guttman faculty (54 full-time, 28 part-time) know their students well and ensure that their courses and mentoring prepare students not only for their academic careers at Guttman and beyond but also for their careers and for their roles as citizens. Staff in the Student Engagement division know that the work they do is an important part of student development, persistence, and achievement. Each area emphasizes culturally responsive pedagogy and leadership, based on respect for students and their identities, and they are particularly proud of the College's role as a Hispanic-Serving Institution (HSI) and Minority-Serving Institution (MSI). Faculty and staff would like to see greater diversity among their ranks and the College leadership, reflecting the student population's racial, social, and linguistic diversity. They also look to the next President

to ensure greater stability in the Provost's Office, as there have been several leadership changes in recent years.

Faculty and staff are eager to see where Guttman's model might change to serve students even better. In its conception more than a decade ago, Guttman's academic model was based on best practices at other institutions, primarily residential, predominantly White liberal arts colleges. Although there are many aspects of that model that work well, they look forward to asking hard questions about how to best serve Guttman's population—improving student outcomes and strengthening the College's role as an HSI. They seek strong governance and collaboration with senior leaders in continuing to be innovative and to adjust this model where needed. Faculty are also committed scholars in their disciplines and innovative teachers in the classroom and online; they look forward to having a new President understand their roles and support their continued efforts in pedagogical advancements, scholarly research, and grants.

# STUDENTS

GCC is truly a student-centered institution. Guttman students are eager, ambitious, loyal, and curious. All first-year students attend on a full-time basis, and most continuing students do as well. The two- and three-year graduation rates of Guttman students are the highest among CUNY community colleges.

- With two-year graduation rates between 23%-31%, Guttman far exceeds the 4% national average of large city public two-year colleges.
- Guttman's three-year graduation rate of 40% or higher has been better than the national average since the first graduating class in 2014.
- GCC is clearly the beginning of students' academic careers, as 86% of Guttman graduates go on to baccalaureate programs, with most transferring to CUNY senior colleges.

## 2019 – 2020 STUDENT DEMOGRAPHICS

- Age: ~70% age 19 or younger; ~25% age 20-21
- Ethnicity: 55% Hispanic; 32% Black; 7% White; 6% Asian
- Home borough: 34% The Bronx; 22% Brooklyn; 21% Manhattan; 17% Queens
- Gender: 55% female, 45% male
- Documented need for accommodations: 26% of all students

Other characteristics: ~66% Pell eligible; 41% first generation in college; 14% ESL

- Alumni total: 1,200 (through 2020 graduates)

## STUDENT GOVERNMENT ASSOCIATION AND STUDENT CLUBS AND ORGANIZATIONS

Guttman has strong and growing student programming and [clubs](#). Leadership is provided through the [Student Government Association](#), which disburses student activity fees, coordinates extra-curricular activities, and charters student clubs and other student organizations. Some distinctive organizations are Phi Theta Kappa Honor Society (PTK), the United Men of Color program (UMOC), and the Women of Gratitude, Resilience, Integrity, and Talent (GRIT) mentorship program.

## PEER MENTORING PROGRAM

The Peer Mentoring Program is an integral component of the academic and co-curricular student experience at Guttman Community College. All Peer Mentors help ease the transition from high school to college and coach students through their continued education at Guttman. Peer Mentors are found across campus, from the Admissions Office to the Information Commons.





## ALUMNI

As of the end of the 2019-20 academic year, Guttman has approximately 1,200 alumni. About 80% of Guttman graduates transfer to CUNY senior colleges. The top six transfer destinations are Hunter College, Lehman College, John Jay College, Baruch College, Brooklyn College, and City College. Guttman is a key participant in the Bronx Transfer Affinity Group (BTAG), a collective

whose charge is to create more effective articulation agreements between degree programs, forge cross-institutional advising relationships, and build sustainable transfer bridge programs. Additionally, Guttman has been an active participant in several university-wide transfer research studies, funded by the Mellon Foundation.

## THE CAMPUS AND CAPITAL BUDGET PLANNING

Guttman Community College is currently located in the Bryant Park area of midtown Manhattan. Around the corner from the main branch of the New York Public Library and occupying one building on the south side of Bryant Park, Guttman sits in the middle of the city's busiest neighborhood. Extremely close to the Times Square and Bryant Park subway stations, Port Authority Bus Terminal, Penn Station, and Grand Central Station, the campus has easy access to many NYC subway, bus, and railroad lines.

Bryant Park is a non-residential area. Students come to Guttman from around the city—primarily from The Bronx, Queens, Brooklyn, Manhattan, and Staten Island, with a small percentage commuting from New Jersey and Westchester County. As a result, Guttman enjoys a geographic diversity unique among CUNY community colleges.

The College currently occupies one building at 50 West 40th St., a rented space which is not adequate. All offices, first-year classes, the Library/Information Commons, and all student services are located at this address. Faculty offices, in open areas with partitions, do not allow for the quiet and privacy needed for mentoring students. Classes for continuing students have met offsite in CUNY's School for Professional Studies, and beginning in fall 2020, at CUNY's nearby School of Labor and Urban Studies. To accommodate the learning needs of the current student population and to allow for growth, CUNY System leadership and city and state officials are committed to finding a permanent home for the College as soon as possible, with a goal of identifying Guttman's new home before the start of the 2021-22 Academic Year. The next President will be instrumental in establishing the campus in the new location.

Guttman Community College has not yet received any significant capital funding. In CUNY's five-year capital budget plan, 2021-2025, Guttman's building initiative is represented at \$175M. Under this initiative, the College will move to a permanent site to be determined. Financing strategies are being explored, including a public-private partnership, to construct an approximately 350,000-SF facility to accommodate the classrooms, labs, and student/faculty and support spaces required by the College.



## FINANCES

Guttman Community College's 2019-2020 revenues were \$36.7 million, primarily from city and state funding, grants and contracts, endowment income, and student tuition and fees. Tuition is \$2,400 per semester for full-time students who are residents of the City of New York. Non-resident tuition is \$320/credit.

The Stella and Charles Guttman Community College Foundation, Inc., founded in 2015, is a private 501(c)(3) entity, and its holdings include both unrestricted and restricted funds, generated by grants and fundraising. The College has received more than \$5M in private grants from the beginning of its planning in 2008 to the present. Most current fundraising dollars from grants and

private donations support a range of student-focused initiatives.

The Guttman Student Success Fund, housed in the CUNY-wide Investment fund, holds the corpus and earnings of the \$15M endowment fund given to CUNY in 2013 in the agreement between CUNY and the Guttman Foundation. Recent annual spending of endowment interest has been approximately \$500,000, dedicated to a variety of student success initiatives and equity work.

Guttman's percentage of tax-levy budget spent on student services, instruction, and departmental research increased to 54.18% over the last five years.

## GOVERNANCE AND ADMINISTRATION

Guttman Community College was founded to create a culture conducive to student success, and this is reflected in its organizational structure and practices, from the academic and student affairs units to the administrative departments. In 2017, after operating five years with its opening interim governance plan, the College engaged in a highly participatory process to write a new Governance Plan. This Plan, approved by the CUNY Board of Trustees on October 23, 2017, provides for a College Council and seven standing committees, all of which meet regularly each semester to discuss and approve motions and proposals for the full Council. The governance plan also provides for a faculty-led Academic Senate.

The preamble to this Governance Plan states, "The Stella and Charles Guttman Community College, founded in 2011, is committed to implementing innovative practices in community college education to best prepare its students with guided pathways to senior college and the world beyond. The curriculum is built on a first-year experience (FYE), interdisciplinary programs of study, and methods of student engagement designed to ensure student success. Shared governance is a Guttman community commitment that encourages interdisciplinary and interdepartmental collaboration while honoring the strengths, interests, and responsibilities of our faculty, staff, administration, and students." The Governance Plan provides a clearly articulated and transparent governance structure that outlines the roles, responsibilities, and accountabilities for each constituency's decision-making, including the governing body, administration, faculty, staff, and students.

The Plan also operationalizes Guttman's non-departmental, interdisciplinary organizational model with respect to reappointment, promotion, and tenure

through the creation of discipline-based practice areas.

The College Council is the governing body of the College and, subject to the authority of the Bylaws of the CUNY Board of Trustees, is responsible for the establishment of College academic policy and goals pertaining to its operations and CUNY-mandated activities. The College Academic Senate was created to serve as the voice of faculty and members of the Office of Student Engagement. Subject to the guidelines of the CUNY Board of Trustees and their own bylaws, the Senate provides a forum for discussion, review, and recommendation of procedures, policies, and practices related to academic matters. Senate recommendations are referred to the Council or Standing Committee, as appropriate, for review and action.

Guttman's administrative structure was created to maintain optimal focus on decisions that enhance student success and to avoid the separation of academic and student support services. The College is comprised of three divisions: the Office of the President; the Office of Academic Affairs (OAA), which includes the Office of Student Engagement (OSE); and the Office of Administration and Finance. Under the current structure, the Dean of Student Engagement and Student Success reports to the Provost/Vice President of Academic Affairs and is part of the Academic Affairs Leadership team. The OAA and OSE and their respective leaders work very closely to ensure seamless collaboration between the two areas. The President's senior executive team, known as the Senior Staff, is comprised of the President, Provost and Vice President of Academic Affairs, Vice President for Finance and Administration, Dean of Student Engagement and Student Success, Chief of Staff, and Executive Counsel.



## THE PRESIDENT

The President serves as the College's chief academic and administrative officer, reporting to CUNY Chancellor Félix V. Matos Rodríguez and working within the [policies](#) set by the CUNY Board of Trustees. The President's primary responsibility is to provide leadership to the College community to both conserve and enhance the high-quality educational programs. That responsibility

encompasses ensuring the quality of faculty and staff, student services, and outcomes; preparing the College budget and allocating funds; preparing and implementing the College Strategic Plan; and increasing resources of the College through fundraising and partnerships.

## THE OPPORTUNITY

With the Summer 2020 retirement of Founding President Scott Evenbeck, Guttman is at an inflection point of moving from a start-up to a more mature institution, with needs for new organizational structures, financial models, and space. Guttman's small size has been a strength, so in scaling up, the next President will need to find ways to preserve the intimate aspects of learning that have been evident in the College's values, culture, and curriculum. Guttman Community College was founded using an experimental model based on high-impact practices in higher education. The next President will need to lead the discussions about examining and modifying this model, keeping

the innovative qualities embraced by the College community even as it prepares to serve new students and strengthen its role as a Hispanic-Service Institution. The challenges of the COVID-19 pandemic, particularly in New York City, and the recent racial violence have affected the Guttman community in profound ways. The College seeks an empathetic President who can lead healing and social justice commitments through education and secure career pathways. This is a remarkable opportunity for an experienced leader to shape a strong, innovative institution and guide the College, in its next stage, to a more sustainable future.



## THE CHALLENGES

The next President of Guttman Community College is expected to address several challenges facing the College in the next few years:

*Leading the College from its founding stage to the next level.* As the College plans to move from rented space to a permanent home, there is other work to be done to ensure that Guttman is transitioning to its next phase. This will require looking closely at data about current results to determine what has worked and what has not—and making adjustments consistent with Guttman’s identity, reputation for innovation, and vision for the future. The Middle States review in 2021 will be helpful in identifying possible areas of focus, but the next President will surely have a deep impact on the shaping of the College in its next phase.

*Expanding philanthropy and cultivating new revenue sources and partnerships.* Guttman has had grant

support for its founding and for student program support. However, there is a clear need for a President who will develop strong relationships with individual and corporate donors whose financial support will be essential in the years ahead. A good storyteller—a personable advocate for the mission of Guttman and CUNY—is needed to cultivate new revenue sources and leverage intermediary partnerships.

*Strengthening the student-centered pedagogy central to Guttman’s innovative approaches to learning.* This has been a key to Guttman’s success, so having a President who understands and can further support this approach to pedagogy is essential. There is a need to strengthen further the bridges to four-year programs. In addition, the need for academic experiences that link students to career options and work opportunities will also be reinforced by a President who intentionally connects the College to the business and professional communities in New York.

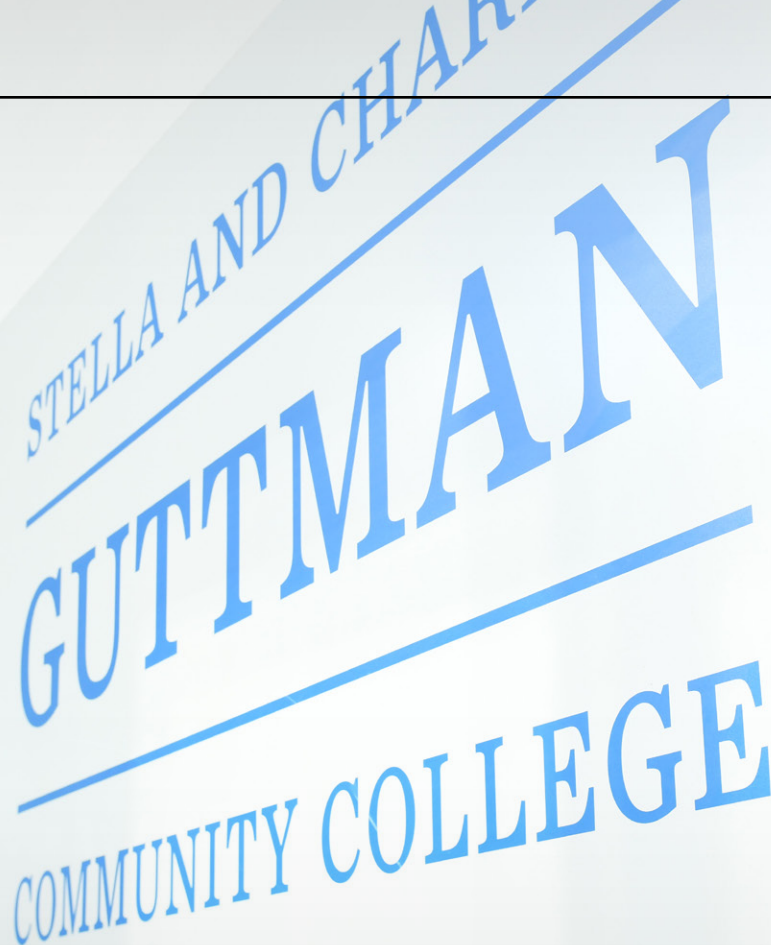
## QUALIFICATIONS AND CHARACTERISTICS

Guttman Community College seeks a talented, passionate leader to become its second President. An earned doctorate or professional equivalent appropriate to leading Guttman Community College is preferred.

The next president of Guttman Community College will be

- A proven leader, of the highest integrity, with experience in community college leadership and effective management in urban settings.
  - An individual with deep understanding of and commitment to diversity, equity, and inclusion, who can model ways to work actively toward social justice in a troubling time.
  - An effective fundraiser who advances the culture of philanthropy at Guttman Community College and can actively diversify the college budget by attracting external funding and strongly advocating for support from city, state, and federal governments.
  - A person with the skill, determination, and courage to lead change and crisis management at a critical point in the College’s history.
  - A leader who understands and embraces the mission of a Hispanic-Serving Institution.
  - A respected student-centered advocate who respects and is inspired by teaching, connects with students in authentic ways, and is committed to creating successful pathways to education, career training, and lifelong learning.
- A person who understands and respects both the scholarly work of faculty and their practices in the classroom and online.
  - An individual with experience in a union environment and with deep knowledge of and commitment to shared governance, respectful consultation, and transparency within a collective bargaining environment.
  - A person who, embracing the Guttman mission and its role within a public system, collaborates with CUNY leadership, leveraging the System to the advantage of both Guttman and CUNY.
  - A skilled communicator who listens and engages effectively with multiple and diverse constituencies, who uses many forms of data to make thoughtful decisions and to communicate them in meaningful ways.
  - A person who understands well the uses of technology in higher education, particularly after the impact of the pandemic on learning and collaboration.
  - A caring internal leader and the external face of Guttman, telling its powerful story to those in CUNY, New York City, and beyond who can support the College’s mission and programs.



The logo for Stella and Charlene Guttmann Community College is displayed in blue text on a white background. The text is arranged in three lines: "STELLA AND CHARLENE" at the top, "GUTTMAN" in the middle, and "COMMUNITY COLLEGE" at the bottom. The text is flanked by horizontal lines. To the left of the text, there is a grid of small, colorful photographs.

# STELLA AND CHARLENE GUTTMAN COMMUNITY COLLEGE

## APPLICATIONS AND NOMINATIONS

Applicants should send these PDF documents to the email addresses below: (1) a letter expressing their interest in the position and addressing how they meet the listed qualifications and characteristics and how they will address the institution's leadership challenges, as described in this search profile; (2) their curriculum vitae; and (3) a list of names, titles, and contact information for eight references (two individuals who report/reported to the applicant, two individuals to whom the applicant reports/reported, two faculty members, and two community/business leaders). References will not be contacted without applicants' prior permission. Nominators are encouraged to send a letter of nomination and, if possible, the nominee's curriculum vitae, to the email addresses below.

The position is available on **July 1, 2021**. Salary and benefits are competitive. The Search Committee will begin to review applications in September 2020; submission of applications is encouraged by September 10, 2020, for full consideration.

Academic Search is assisting the Guttman Presidential Search Committee. All inquiries, nominations, and applications will be held in the strictest confidence. Applications and nominations should be sent electronically to Guttman Community College Presidential Search at [GuttmanPresident@academicsearch.org](mailto:GuttmanPresident@academicsearch.org) AND [executivesearch@cuny.edu](mailto:executivesearch@cuny.edu). To learn more about this opportunity, nominators, nominees, and applicants may contact executive search consultants Dr. Ginny Horvath at [ginny.horvath@academicsearch.org](mailto:ginny.horvath@academicsearch.org) or Mr. John Garland at [john.garland@academicsearch.org](mailto:john.garland@academicsearch.org).

To learn more about this dynamic and renowned institution, please visit the Guttman Community College [website](#).

*CUNY encourages people with disabilities, minorities, veterans, and women to apply. At CUNY, Italian Americans are also included among protected groups. Applicants and employees will not be discriminated against on the basis of any legally protected category including sexual orientation or gender identity. EEO/AA/Vet/Disability Employer.*

# ABOUT ACADEMIC SEARCH

Academic Search is assisting Guttman Community College in this work. For more than four decades, Academic Search has offered executive search services exclusively to institutions of higher education. Academic Search was founded on the principle of strengthening higher education leadership through professional search services. We are the only search firm in the nation with a formal relationship to a premier leadership development program. As the subsidiary of the American Academic Leadership Institute (AALI), Academic Search provides substantial financial support to a number of leadership identification, development, and support programs across all sectors of public and private higher education. For more information, visit [www.academicsearch.org/](http://www.academicsearch.org/).



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