ACADEMY

The Academy

VOLUME 17.2 Summer

LEADERSHIP

JOURNAL FOR POST-SECONDARY LEADERS

REFLECTIVE LEADERSHIP

MARICOPA COMMUNITY COLLEGES®

The college of you.

The Maricopa County Community College District is one of the largest educational systems in the nation. The district consists of ten colleges, two skill centers, and numerous centers and satellites located throughout the Greater Phoenix, Arizona area.

MCCCD provides affordable, quality education and training services to more than a quarter million students every year in both credit and non-credit programs. MCCCD delivers effective teaching and learning through innovative occupational programs and extensive partnerships with business and industry, and through a vast array of courses that transfer to baccalaureate-granting institutions.

For more information about the Maricopa Community Colleges visit:

maricopa.edu

LinkedIn

MARICOPA COMMUNITY COLLEGES®
The college of you.

Chandler-Gilbert | Estrella Mountain | GateWay | Glendale | Mesa | Paradise Valley
Phoenix | Rio Salado | Scottsdale | South Mountain | Skill Centers

MCCCD is an EEO/AA Institution.

THE JOSSEY-BASS DEPARTMENT CHAIR LEADERSHIP INSTITUTE

- 90-minute online seminars led by thought-leaders and recognized experts
- Interact directly with presenters and peers from the convenience of your desktop

SERIES ONE: THE ESSENTIALS

Designed for department chairs in their first term (1 to 3 years).

September 15, 2011
The Most Important Things You Need to Know (and Do) as a Department Chair

September 29, 2011
A Quick and Practical Guide to Managing Your Time and Stress

October 13, 2011
Best Practices in Effective Communication and Conflict Management

October 27, 2011
What Department Chairs Can Do to Foster Excellent Teaching

November 10, 2011
Best Practices in Budgeting, Resource Management, and Planning for Results

SERIES TWO: BEST PRACTICES

Designed for department chairs with more experience who want to know how to deal successfully with the key challenges of their position.

September 22, 2011
Best Practices in Strategic Leadership and Decision Making

October 6, 2011
Strategies for Leading and Managing Change

October 20, 2011
Keys to Effective and Fair Faculty Evaluation

November 3, 2011
Creating a More Collegial and Harmonious Department

November 17, 2011
What Department Chairs Need to Know About Legal Issues and Risk Management

SIGN UP FOR A COMPLETE SERIES (ALL 5 SESSIONS) FOR $399.00 AND RECEIVE:

- A complimentary copy of either ***The Academic Chair's Handbook 2nd Edition*** (with Series 1) or subscription to ***The Department Chair*** quarterly periodical (with Series 2)
- 30% off all Jossey-Bass & Wiley books
- Instant subscription to ***The Jossey-Bass Department Chair Insider*** e-newsletter
- Additional discounts and offers!

**$99 for any single session*

CAN'T ATTEND THE LIVE ONLINE SEMINAR? Recorded versions are available to registrants for 6 months after the final session in the series, so you can review your session(s) after the event.

Visit www.departmentchairs.org for special early bird discount pricing, program information, and to register!

THE CHAIR ACADEMY

Editor, Dr. Idahlynn Karre
IdahlynnKarre@aol.com

The Academy Leadership Journal
Volume 17.2 Summer
Executive Director, Dr. Gary L. Filan
gary.filan@chairacademy.com

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher.

Leadership is indexed in Current Index to Journals in Education (ERIC).

ISSN# 1086-1149

Postmaster
Send address changes to:
The Chair Academy
Membership Coordinator
1025 North Country Club Drive, Suite 313
Mesa, AZ 85201

Membership Rates
U.S. One Year Institutional - $500
(includes 10 Journal subscriptions)

Outside U.S. One Year Institutional
$600 (includes 10 Journal subscriptions)

U.S. One Year Individual - $60
Outside U.S. One Year Individual - $75

Individual Journal Rates
Purchase a single copy - $30

Editorial Correspondence
Send comments, editorial material, and manuscripts for review to:
Idahlynn Karre
Editor, Leadership
The Chair Academy
1025 North Country Club Drive, Suite 313
Mesa, AZ 85201
or to idahlynnkarre@aol.com.

Include your name, title, institution, and phone number. All manuscripts receive anonymous reviews by the Editorial Board.

Advertising Rates
To advertise in Leadership please visit our website at: www.chairacademy.com/membership/journal_rates.html or call us at: 480.461.6270

EDITORIAL BOARD

Robert Benson
Director of Library Services
Roane State Community College
Harriman, TN
bensonrm@roanestate.edu

Helen Burnstad
Director Emeritus,
Staff and Organizational Development
Johnson County CC, Overland Park, KS
helenb@jccc.edu

Mike Felker
Chair, English Department
South Plains College, Levelland, TX
mfelker@southplainscollege.edu

Paula Gribble
Chair, Nursing and Allied Health
Coastal Carolina CC, Jacksonville, NC
gribblep@coastal.cc.nc.us

Kathi Hiyane-Brown
President
Whatcom Community College,
Bellingham, WA
khiyane-brown@whatcom.ctc.edu

Sue Kater
Director, Research and Planning
GateWay CC, Phoenix, AZ
sue.kater@gwmail.maricopa.edu

Bill Lamb
Vice President, Instruction
Kirkwood Community College,
Cedar Rapid, IA
bill.lamb@kirkwood.edu

Elizabeth (Libby) LeVatte
Manager, Learning Initiatives
Organizational Learning
Nova Scotia Community College
Nova Scotia, Canada
libby.levatte@nscc.ca

Andrew Rezin
Administrator, Automotive
& Applied Technology
Columbus State CC, Columbus, OH
arezin@cscc.edu

Marilyn Rhinehart
Vice President of Instruction
Johnson County CC, Overland Park, KS
marilynr@jccc.net

Alan T. Seagren
Director, Center for Study of Higher and Post-Secondary Education
University of Nebraska, Lincoln, NE
aseagren1@unl.edu

TABLE *of* CONTENTS

EDITORIAL
Reflective Leadership
Idahlynn Karre 2

LEADERSHIP AND THE MIRROR
A Personal Journey in Leadership
Carl Haynes 3

CONNECTING PLANNING AND RESOURCE ALLOCATION TO MISSION ACHIEVEMENT:
A Framework for Institutional Effectiveness
Joe Shaffer 15

UNDERSTANDING THE NEWS GATHERING PROCESS
The Role of Faculty in Institutional Image Building
Marc Chikinda 26

STRATEGIC LEADERSHIP
Recognizing the 2011 Idahlynn Karre Exemplary Leadership Award Recipients 31

Reflective Leadership

By Idahlynn Karre

Follow effective action with quiet reflection. From the quiet reflection will come even more effective action.

– Peter Drucker

Effective action through reflective leadership is the lesson of this issue of *Leadership*.

We begin with Dr. Carl Haynes, President, Tompkins Cortland Community College, Dryden, New York, sharing his keynote address from our 21st Annual International Leadership Conference held in Dallas, Texas. Dr. Haynes' personal journey in leadership opened our hearts and minds to the power of reflective practice in leadership. His stories of challenge and success coupled with his reflections on lessons learned throughout his journey touched us deeply.

Leadership and the Mirror captures the compelling stories and soulful wonderings of Carl's message on reflective leadership. While this is Carl's journey, we can all learn valuable lessons about our own work in post-secondary leadership. Our role and function, work and range of influence, tasks and achievements, may be decidedly different from Carl's. Yet, we can identify with his concerns for making clear and ethical decisions, appreciate his desire to serve his colleagues and community, and wonder at our ability to be the right leader at the right time. What is the role of reflection in transformational leadership? As leaders in post-secondary education are we "digging deep" and engaging in the purposeful, intensive process of analyzing, reconsidering, and questioning our decisions and work? Do we have the courage and wisdom to look in the mirror?

Carl references the difficult decisions he had to make on a day in December 2010. Those decisions were direct behavioral outcomes of his personal values and core beliefs about post-secondary leadership. They were also anchored in rigorous organizational planning, clear performance measures, and data-driven decision-making at his college.

Our next author helps us all understand the critical importance of integrated planning to lead our teams and colleges through the opportunities and challenges before us. Dr. Joe Shaffer, Dean and CEO of Montana State University-Great Falls College of Technology, provides a framework for institutional effectiveness in his article, *Connecting Planning and Resource Allocation to Mission Achievement.* Dr. Shaffer affirms the essential nature of our work to enact our strategic planning within an integrated framework of mission, vision, values, and resource allocation. Joe helps us understand the importance of connections and synergy.

Through Joe's research and insights we see how we can gain clarity in our organizational leadership through careful, clear, and integrated planning and resource allocation. Joe helps us understand and appreciate what Carl did on that day in December.

Now, back again to Carl. With all that he had going on that day. He also had to manage his time, energy, and message as he prepared to speak with the media. Crisis in cash flow, concerns for colleagues, consternations from community and now the media! Would we be able to manage the media request with the competence and confidence that Carl did? Our next article is a chance to learn from one of our own distinguished leader scholars who is also a respected journalist.

Dr. Marc Chikinda, Dean of the Faculty of Communication Studies at Mount Royal University in Calgary, Alberta, Canada, helps us with his article, *Understanding the News Gathering Process*. Dr. Chikinda walks us through reporters' motivations, shares a formula to judge newsworthiness, alerts us to potential pit-falls, and affirms the greater benefit that can come from competent and confident exchanges with the media. With Marc's help, we can enhance our institution's image and reputation through expert interaction with the media.

Our journal closes with colleagues who are honored as Exemplary Leaders and Exemplary Leadership Teams by the Leadership Academy for 2011. In our yearbook of Exemplary Leaders and Leadership Teams you will find the leaders who give life to the plan, achieve excellence in outcomes, help our students realize their positive futures, and serve as vital friends to us all. We honor them as leaders among leaders.

On a personal note, I am honored and humbled by the recognition of having my name added to the title of the Exemplary Leader Award. I treasure this gift of remarkable kindness because I know the devotion, courage, and hard work of these honorees.

For years, I have watched dear friends and colleagues cross the stage receiving the Exemplary Leader Award. As with the 2011 Exemplary Leaders, I marvel at their energy, dedication, enduring masterly work, and achievements. Recognized as exemplary by those with whom they work. Could there be a greater honor? In our grand enterprise of hope, dreams, and futures, these leaders live out lives of service to our cause, colleagues, students, and communities.

Congratulations Exemplary Leaders! You are an inspiration!

Leadership and the Mirror

Keynote Address by Dr. Carl Haynes

In my remarks today I would like to engage with you on a personal journey-my personal journey of leadership. I believe that leadership is inherently personal in nature. I'm always comfortable speaking about Tompkins Community College (TC3) and all that we do. I've been persuaded that sharing a few stories of a personal nature to illustrate the important connection between our leadership effectiveness and the personal dynamics that play out in that process could be helpful, maybe even encouraging to others. I hope so because for me this is plowing new ground and causing me to stretch out of my comfort zone—not a bad thing—just uncomfortable.

I'll share three stories of many that influenced my journey as a leader in significant ways. I'll begin by sharing a recent but not necessarily typical day in the life of a Community College and conclude my remarks with one final story that will hopefully not only highlight key lessons learned along the way but amplify for all of us why these leadership journeys that we're all on are so vital to our colleges and the students that we serve. My journey, by the way, is still a work in progress.

To begin I would like to provide a brief overview of my 42-year career at Tompkins Cortland Community College (TC3) with the purpose of helping to set a context for the stories that I'll share later:

I began as a faculty member in the business department the second year the College was open in 1969.

These were exciting times building a new College—planning a new campus—growing by leaps and bounds.

Various administrative restructuring occurred as the College grew and I moved from a department chair, elected by the faculty to a division head appointed by the Dean and President—ultimately fulfilling a 12-month administrative position.

The Board of Trustees hired an Interim President who served for two years when our founding President took a two-year leave. Following a series of departures of key administrative people at the College, this Interim President asked if I would serve as Interim Dean of Administration. I agreed.

Our founding President returned from the two-year leave. Searches were under way for both the Dean of Academic Affairs and the Dean of Administration. I was a finalist for both and though I really wanted the Dean of Academic Affairs position, the President wanted me to stay as Dean of Administration. I agreed and served four years.

In four years a new President arrived and I was appointed Dean of Academic Affairs a position in which I served for eight years.

This President was recruited to a neighboring Community College and left with relatively short notice and the Board of Trustees asked if I would serve as Interim President of TC3. I did.

Ultimately I applied for job of President and have been in position ever since—now 17 years.

That all may sound like a nice smooth climb up the proverbial corporate ladder. It certainly didn't start out that way. The journey itself has resembled a roller coaster ride more so than anything else—ups and downs, twists and turns; at times feeling like you are meeting yourself coming back around a sharp curve—almost like a reflection in a mirror.

Leadership is very personal in nature and therefore to be effective we need to be almost constantly reflecting on where we are on our journey and what else we see as we look in that mirror.

While I was preparing my remarks I had occasion to attend an awards dinner for a local family owned machine shop company that employs about 150 people. They were honoring retirees and long serving employees.

The people receiving recognition for 20 or more years of service got to say a few words if they wanted. One fellow, Joe, received his award and gift graciously and then stepped hesitantly to the microphone. You could tell he was nervous and uncomfortable. He said, "When Bob hired me 30 years ago I was a production worker. Thirty years later I'm still a production worker." But then with a bit more conviction in his voice he said, "I'm one of the ones who make all those others climbing the corporate ladder look good."

As you will learn in my stories today I've been blessed with dozens, if not hundreds, of "Joes" who have excelled in all their respective roles and responsibilities. Nothing illustrates that more vividly than what I want to share next regarding a not so typical day in the life of a President.

I begin with a day in the life of a College President, December 18, 2010. I was preparing for a major budget announcement to our College community that was scheduled for the afternoon. In that meeting I'd be summarizing both staff and operational budget cuts including additional layoffs. There would be a room full of anxious and stressed out people. I was busy preparing, reviewing the PowerPoint presentation, clarifying key points with our Provost and Deans, trying to anticipate questions and concerns – all so that I could both inform and reassure our employees.

I was interrupted by a phone call from our Director of Budget and Finance. The College was experiencing a cash crisis. She had kept me informed of the situation for the past few weeks. Our September state aid payment of $1.7 million had still not been received. Our December payment of $2.3 million was now past due. We had used up all our cash reserves. We'd had numerous promises from the State Controller's Office and the state officials said "the check was in the mail," but we still, after numerous promises, had not received the money. Our Director, in commenting on her most recent conversation, detected that her contacts at in the state system just weren't sure when we could expect payment. They finally acknowledged problems related to the fact that part of our aid payment was coming from US Federal Stimulus money.

The College has no borrowing authority! Our county sponsors are ultimately responsible for any financial

problems and legally have an obligation to help. However, the counties were in similar a situation.

One county could advance us some money but not nearly enough and the other county was broke until tax receipts started coming in during January and could not help at all. We had $20,000 in our account and a nearly million-dollar payroll coming up. If no help arrived we would not make payroll on December 31. We could not wait until January for relief. I needed to take the matter to a higher level at the state system and appeal for some type of intervention and help. In the meantime one of our local county administrators was attempting to politicize the matter in the local press with good, but in my view, misguided intentions. All I could imagine was the next day after my meeting with all our employees announcing the latest round of layoffs and cutbacks that the headline in the local papers would read: "Tompkins Community College is out of cash and unable to make payroll." I couldn't imagine the level of additional anxiety that would cause.

In the midst of those phone calls another matter came to a head. We had held a major July 4th fireworks on our campus the previous summer for the first time following a 40-year history of the event at Cornell and then later at Ithaca College. Due to build outs on their campuses they could no longer host the event so we agreed to do so. However, what I didn't know until today was that there were two factions at odds with each other; one wanting it to continue at our campus and the other wanting it to continue in Ithaca at a city park. Somehow I wound up in the middle of their conflict. It came to a head on this particular day because there was a need to reconcile the matter prior to a scheduled meeting the next day. I was close to people on both sides of the matter and nearly all of are supporters of the College in one way or another. Through a series of telephone calls in the middle of my budget preparation, I managed to get this matter reconciled and cancel what was likely to be a very difficult meeting.

That sounds like a fairly full plate for one day, however, that wasn't all. Four days prior we had experienced a fight at our residence hall complex with the usual local media coverage. Two students were stabbed and fortunately only received minor wounds. But other issues were coming out during the investigative stage regarding possible gang activity and some racial tension between our students and our neighbor post-secondary institution in Cortland, New York. I needed to get our crisis management team together to address judicial aspects of some of the students involved, general campus safety concerns, and decide what and how to share all this publicly. It was a concern likely to come up in the afternoon College-wide budget meeting.

> ***"The journey itself has resembled a roller coaster ride more so than anything else—ups and downs, twists and turns; at times feeling like you are meeting yourself coming back around a sharp curve—almost like a reflection in a mirror."***

It was finally time for the College-wide meeting. Just as I was about to walk into the meeting I learned that both local city newspapers had learned about the meeting and the budget topic and wanted to interview me as soon as it was over. Clearly they smelled a good story. I would

have liked more time to prepare for these interviews but that wasn't going to happen this day.

The meeting with employees had its challenging moments. Clearly there was fear and anxiety regarding our budget situation layered with new fear and concern about violence on campus and personal safety.

There were some tough and legitimate questions about what we were doing and the impact of some of the budget cuts. One person upon learning of one of the people being laid off became quite emotional with tears trying to understand the situation. Through her heartfelt sobbing she said, "I thought we were a family." That was very difficult for people to hear because that sense of "we are all in this together" does reflect how we relate to each other. It certainly wasn't what any of us wanted; to see fractures within the family. The other tough part for me was when I was accused of being an "immoral leader" for the way we had handled a particular personnel matter. That too, set me back, and really hurt. The meeting, however, quickly turned from a focus on budget to the weekend fighting incident and concerns about overall safety on campus.

All this happened on one day—not necessarily a typical day--but days like this happen and you depend on the support of key people to help you. I am blessed with a very talented executive group of senior leaders. Each of them pitched in as appropriate to their respective function. On days like this you also draw heavily on the 'trust bank account" that you have built up over time.

As that day finally came to a close and I got to go home to my loving, supportive wife I found myself looking in the mirror while preparing for bed that night wondering, "Am I an immoral leader?" "Should I have handled some of those personnel matters differently?" "Have I inadvertently and unintentionally caused cracks to develop in our sense of 'we', our sense of family, on campus?" "How am I going to explain this cash crisis in context of our other problems and should I get out of front of it somehow?" "Are we indeed doing all we can to keep our campus safe?"

The image looking back at me reflected doubt. The mirror helps us see what's going on inside of us, which, of course, is important. We need to think about what we've done and said and learn and grow from what we see looking back at us from the mirror.

The mirror was also filled with images of all the people at the College who were helping to address these many challenges; talented people in what they do and working hard to respond as appropriate in these many and varied situations. If you look deeply enough in the mirror you also see all the other people who have been impacted by what was happening. You see those who, a couple days prior, had gone home from their jobs to inform their families that they no longer had a job. While they are provided a reasonable financial transition, that doesn't

> ***The image looking back at me reflected doubt. The mirror helps us see what's going on inside of us, which, of course, is important. We need to think about what we've done and said and learn and grow from what we see looking back at us from the mirror.***

completely address the hurt, pain, angst, the sense of loss and grief and probably anger they felt for having to leave the TC3 family for circumstances that largely were not their fault.

I mentioned earlier this is not a typical day. But indeed, a day like this tests us as people and challenges us as leaders. We all have days like this and reflecting on how we respond helps us learn and grow as leaders.

The three stories that I have chosen to share with you today have helped define me as a person and as a leader. I hope that what I've learned along my journey will encourage you in some way on your respective journeys. These stories illustrate my journey, which while still in progress, allowed me to work productively throughout the day I just described.

The first story is about an hour that changed my life and goes back about 25 years. In the mid-1980s, our founding President of eighteen years announced that he would be retiring within the year. I had addressed a number of challenges including relationships with our county sponsors, the formal unionization of our faculty, and numerous other challenges while supporting both our previous Interim President as well as our retiring and founding President.

During those seventeen years, I had also completed my doctoral work at Cornell University, focusing specifically on community college leadership and community development. The combination of these experiences instilled in me a belief that not only was I qualified to be our College's next President, but also that the range of experiences over the previous seventeen years had uniquely prepared me for the position.

The Board of Trustees conducted a national search and I was the only internal applicant. I was excited about the prospect that I could lead our College in the years ahead, addressing our challenges at that time. The interview process allowed me to articulate a vision for our College community nurtured by a belief in my abilities and my potential to lead our community college to a compelling future.

As the Presidential search process reached its final stages I was one of three finalists, then one of two finalists as one candidate withdrew. I had the credentials, I knew the College, I knew the community, I loved this College, and I had given it my all for my entire higher education career. While trying hard not to be over confident, I nevertheless, felt like the Board's choice should be obvious.

On an overcast, rainy, early spring morning, the Chair of the Board of Trustees visited my office to let me know that the Board had selected the other candidate to be the College's next President and he had just let her know that he intended to accept the position. The Board was "grateful for my service to the College," but, at this time, they "felt they needed new blood to lead the College." I was devastated. As soon as she left my office I closed the door and I cried.

The College's colors are green and white and I felt I had bled green for our community college. I had given my all for seventeen years and yet my blood wasn't good enough. The pain of rejection, the grief of having lost an opportunity that I felt I deserved, that I felt was inevitable, was palpable. Why didn't I deserve the opportunity to lead this College? I'm sure many of you have had similar experiences where the rejection notification, for many unique reasons like those I describe above in my case, cuts deep into your soul and the cries of unbridled grief just come pouring out.

Within the hour I received a telephone call from the man who had just accepted the position as our next President. He couldn't have been more gracious and he informed me that he understood how I felt. He, at one time in his career, had been in the same position of having been rejected as an internal candidate for a leadership role. He told me that he had learned a lot about me during the interview process and that he wanted me on his team as he assumed the presidency.

I was grateful for this reassuring call, however, I was still reeling from the hurt, pain, grief, and anger at the Board for their decision.

My hour of learning about the Board's rejection and hearing from the College's next President and his desire to have me on his team is an hour that ultimately changed my life. In looking back, it was probably the best thing that could have happened to me. Lessons in humility are always good for aspiring leaders. In supporting our new President, I gained valuable new experiences by serving as Academic Dean for eight years. I was the right person at the wrong time. I was the right person at the wrong time. However, these opportunities to mature as a leader made me, eight-years later, the right person at the right time.

That night, however, as I looked in the mirror all I saw was hurt, anger, and pain in my reflection. As I looked deeper in the mirror, I saw a Board Chair and some of the board members who just plain didn't appreciate my devotion, my accomplishments, and my passion for TC3. I also saw my colleagues—some of whom supported my candidacy and some who didn't—but in looking at their images in the mirror I felt embarrassment—I'd bared my heart and soul in that selection process and had failed.

I was tempted to leave, pursue other jobs—I'd show them!! But the new President helped make my decision easy by embracing me. I'd have to swallow a big chunk of pride. In doing so I learned lessons in humility that have served me well in the years that followed.

> ***Sometimes it's good to keep coming back to the mirror. When you look deep enough, long enough, and given some time, the image begins to shift. I began to realize that all those initial reflections were all about me; my feelings, my embarrassment, my unrecognized accomplishments. It's not about me. It's about what's best for the College.***

Sometimes it's good to keep coming back to the mirror. When you look deep enough, long enough, and given some time, the image begins to shift. I began to realize that all those initial reflections were all about me; my feelings, my embarrassment, my unrecognized accomplishments. It's not about me. It's about what's best for the College.

The second story is what I learned from a kids movie character--RAFIKI –in The Lion King - hakuna matata—no worries for the rest of your days!! Hope should have filled the air. It was late August, always an exciting time of year as we welcome new students and faculty and kick off another academic year. By this time I had served the College for 26 years in a variety of faculty and administrative roles, but this was my first year as President. Eight years after that earlier rejection, I competed again and was successful in becoming the President of TC3. The risk of losing a second time weighed heavily, but at the last minute I finally applied and this time won the job in another national search. I wanted nothing more than to walk in to our opening day meeting, my first as our new President and inspire the college community with an exciting vision for our future.

Times were hard. The college was experiencing an alarming decline in enrollment and, along with it, a dramatic drop in revenue. As I thought about what I would say on that opening day, I had more questions than answers. "How do I create excitement about the future in a time of tremendous difficulty?" "Could we survive the College's first ever layoffs?" "How should we change and grow and prosper?" "What could I say as a former colleague and now our new President to inspire hope for the future?" People were depending on me for leadership, inspiration, and vision. I felt like it was our time and we needed to move, but how?

One afternoon that summer, as these questions were swimming in my brain, I was enjoying a video with my children who were excited about a new movie "The Lion King." One particular scene in this film seemed to be speaking directly to me as I listened to the dialogue:

The scene: Simba (the lion) saw his father's image disappearing in the cloud of a great windstorm.

Rafiki, the great wise baboon, walked by and made reference to the winds.

Simba: "Looks like the winds are changing."

Rafiki: "Change is good."

Simba: "Yes, but it is not easy...I know what I have to do, but going back means I will have to face my past. I have been running from it for so long."

WHACK! Rafiki hits Simba over the head with his walking stick.

Simba: "Ouch! What did you do that for?"

Rafiki: "It doesn't matter. It is in the past (with his silly baboon laugh)."

Simba: "Yeah, but it still hurts."

Rafiki: "Oh yeah, the past can hurt. But the way I see it, you can either run from it or learn from it."

The dialogue struck me like a bolt of lightning. The winds of change were blowing at our community college. We needed a new beginning, a way to collectively envision our future while, at the same time, addressing unprecedented financial challenges. Simba thought he was afraid to return to his past, but he was really afraid of his future, he was afraid of change. In the end, he embraced his future, just as our college had to embrace its future. We had to change.

I had dreams for what our College could become. As the new President, particularly given my long tenure at the college, I knew it was vital that I convey that change is good. With the help of Simba and Rafiki, I came to recognize the intimate connection between change and hope, that hope is nested in change and within hope is the fuel and energy to move us with passion toward an exciting future.

I told the story of Simba and Rafaki at that opening day meeting and change became a hallmark of my early Presidency. We came out of that financial crisis a much stronger college, focused on the success of our students.

the sixty-year history of our community college system in New York State, we experienced a mid-year budget cut and for only the second time, we experienced an additional budget-year to budget-year cut. The combined impact of these two cuts was severe, unprecedented, and eroded the College's ability to continue to function without significantly reducing the employment base at the College.

At this point in time, I have served the College for nearly forty-two years, and seventeen years as its President. I know our employees, some of course better than others, and have been responsible in one way or another for

"I came to recognize the intimate connection between change and hope, that hope is nested in change and within hope is the fuel and energy to move us with passion toward an exciting future."

With the help of the mirror I came to realize how a baboon character in a kid's movie had crystallized for me both the importance of change and the connection between change and hope.

My last story is about the mirror itself and the image of failure. To help with the context of this story we're now approaching the December 18th time frame mentioned earlier. It didn't happen suddenly. There wasn't any particular event or even criticism that was particularly directed at me. However, I was experiencing a gnawing sense of failure as President of our College. It was beginning to eat away within me.

Our College was growing; fifteen plus years of continuous growth; each year hitting new record levels. However, the impact of a sagging economy was having a devastating impact on state and local tax resources, which combined were supposed to make up two-thirds of our operating budget each year. For the first time in

supporting the creation of a number of new positions and approving specific hires for these positions over the years as the College grew and prospered. I described our budget meeting earlier but over a 6-8 month time period we would eliminate 30 positions—9% of our employment base through retirements, vacancies, non-renewals, and layoffs.

How do we continue to meet the challenges of significant expected ongoing growth and the obvious increased demand for our services while shrinking our employment base by over nine percent? These are challenges that community colleges all over the country are facing but somehow that didn't make it any easier for me.

A men's room at the College is outside my office and oftentimes I find myself washing up, looking into the mirror, and wondering: "What am I doing?" "Why am I in this position as President?" "Do I still have what it

takes to lead this College effectively?" "Have I been here too long?" "Have I really screwed up this time by failing to see these difficult times coming?" "How did I allow our staffing base to grow to a point that would be unsustainable?" "Have I failed the individuals that joined our College with hope and anticipation of a long career that would soon, unexpectedly, undeservedly, and abruptly be ending for many of them?"

I still have strong core beliefs that change is good; that in these challenges are opportunities. We indeed can grow strong out of whatever challenges confront us. Nevertheless, within me there was a growing sense that I had failed as President and that I had let this College down. The image in that men's room mirror increasingly looked back at me with a sense of failure. I had failed the College by allowing it to get to the point where the trauma, anxiety, and pain of staffing cutbacks and layoffs was spreading around the campus like a virus causing morale to suffer and anxiety levels to simmer and boil. I felt I had failed this College and the people who had trusted in my leadership.

The private doubt and sense of failure washed through my heart, soul, and spirit as I looked at that image in the mirror. While I know that it wasn't my fault that the economy tanked; that our state resources are insufficient to support our college and that the local communities are unable to do what they would like to do to support the College. It is easy to point the finger at these circumstances that are causing all of this to happen. (Unfortunately I've been around all together too long to be able to blame on the last President.) Yet, it doesn't seem to provide sufficient comfort when I observe the impact on people whose jobs are being eliminated and whose lives are being disrupted.

I looked deeper in the mirror, I realized that I couldn't be driven by my sense of failure, my sense of having hurt other people, my sense of having caused pain in their lives. I can only hope that they can forgive me for whatever imperfections, inadequacies, and mistakes that my leadership has brought to these circumstances. I have a sense that some, of course, will do that more readily than others. However, the one most important person for me to forgive - is me. "How do I find the forgiveness that is needed deep within my heart?" "Did I give it my best?"

Once again, I look deeper in the mirror at all the other people I see other than me. Yes, I saw those who were leaving and trusted that as the TC3 door was closing in their lives another perhaps even better one will open. I also focused on all those people who were staying and how can we help them achieve their hopes and dreams for their life's work. I also saw all the students - current and future - and that we needed to serve them well in their academic and nonacademic needs so they can achieve their dreams. I needed to lead a renewal process, for our College, for all who will continue to serve it, and most importantly for those we serve.

I have found that focusing beyond my reflection and looking deeper in the mirror at all the other people around me, helps to overcome my sense

failure. Yes, it's another lesson in humility. (For some reason I keep getting these opportunities to learn this lesson.) When your focus is on how to engage and serve others, your inner fears and doubts, though they may peak in the mirror at you, by and large they dissolve and fade out of focus as images of other people and their needs become more clear.

Back now to "A Day in the Life of a College President": What happened on December 18th, 2010? I know I left you hanging and you're probably wondering how some of that turned out.

Cash Crisis: On December 23rd, the last day before our Holiday break we received our September payment. We never went public with this matter.

County Administrator: I persuaded him not to go public or contact State Legislators—the State system was doing their best to help and did.

Fireworks: We got temporary reconciliation of groups; cancelled the meeting—crisis avoided. This matter, however, is back on my desk.

Student Behavior: Our crisis management team worked well. Coverage in newspapers was fair and well done. This event led to strengthening a number of initiatives on campus to address concerns that had been raised. We also used our data analytic tools to develop a series of reports that challenged a number of myths that were apparent at our meeting.

Overall Reaction to Budget Presentation: While emotions ran high for some, there was little if any significant issue or challenge to the cut backs that were announced. The credit for this goes to a combination of the "trust bank" that others and I have established with the College community and the broad-based team engagement that we used throughout the process. The emotional reactions had more to do with how we had handled a couple of personnel matters. Most understood the reasoning as I got a chance to share my perspective.

Newspaper Reporters: I did have enough time following the College-wide meeting to develop our key points. Each interview went well and the front-page stories in each paper the next day couldn't have been better if we'd written them ourselves.

I'd like to wrap up today by telling one last story; a story about one of those students who is always in my mirror. The story has been told numerous times around our campus and has come to be known simply as the "Rosemary" story.

Over six years ago one of our counselors passed away unexpectedly. All who knew her both at the College and throughout our community loved her. A memorial service was held at one of the parks in the nearby City of Ithaca. A few days later I received a letter in the mail from Rosemary explaining why, when she learned of Rere's passing, that she left her home in Minnesota and driven cross-country to attend the memorial services. I'll share a few excerpts from her letter.

Dear President Haynes,
On Wednesday, July 21 I received notice of Rere Hassett's death. By 10:00 that evening I was on the road heading East. By 7:00 the next evening I arrived from my home in Duluth, Minnesota to Stewart Park, just it time to attend the celebration of Rere's life. It is regretful that I did not have an opportunity to greet you, as we were both in attendance. When asked why I would make such a difficult journey on such short notice, without hesitation I replied. "Rere was such a tremendous influence in my life, that it was an incredible blessing to be there for her memorial."

In the fall of 1990 I arrived at Tompkins Cortland Community College as a part-time student. On that hazy hot and humid August morning I sat in the TC3 parking lot with a white knuckled grip on my car's steering wheel. My toddler son in his car seat. Just as clearly as if these words were spoken today I remember my internal dialogue. "I don't have to do this (go to college). I can go home and just take good care of my children. No one will think less of me - if I just turn

When your focus is on how to engage and serve others, your inner fears and doubts, though they may peak in the mirror at you, by and large they dissolve and fade out of focus as images of other people and their needs become more clear.

around and go back home." Somehow I peeled my fingers off that wheel and entered the school.

There was nothing in my life that indicated that I would be a successful college student. Everything pointed to the contrary. I arrived at TC3 as a single mom with five young children under the age of ten years. Spending my early adult years as an at-home mom left me with no marketable skills. Aid to Families with Dependent Children, and a very small amount in child support were my only means of caring for family and myself. Education was my key out of a devastating poverty that was thrust upon me at the termination of my marriage. Poverty was one legacy that I would not pass on to my children.

When I arrived on her caseload I had suffered tremendous loss; a failed marriage; the death of a close family member. I had far more than the fear of academic failure on my mind.

Highlights of Rosemary's academic career are evidence of her dedication and success: elected by student body to represent them on the College Board of Trustees, graduated from TC3 with Honors, accepted with scholarship at Cornell University where she graduated with honors, accepted into and attended graduate school at the University of Minnesota. At the time she wrote this letter Rosemary was serving as Program Manager for the Lutheran Social Service of Minnesota where she had just authored and secured a $789,000 federal grant for the expansion and continuation of her HIV prevention education efforts. More recently she had broaden her responsibilities and was serving as a Training Specialist for the STD/HIV Prevention Training Center based in Denver and serving a 16 state region. She continues in that position today.

Now, for the rest of the story; her five children—3 sons and 2 daughters—now all in their mid to late 20's have all either attended are attending College and enjoy successful careers of their own. For all of her

> ***Every college and university represented here today, whether based in the U.S. or one of our many friends from other countries around the world, all have thousands of Rosemary stories.***

many professional successes I'm sure for Rosemary this represents her greatest accomplishment She has broken the legacy of poverty in her family and her children have developed a legacy of learning. Her children are developing their own unique talents and abilities and are all applying them productively in their respective life's work. Remember she pried her white knuckled fingers off that steering wheel in our parking lot, for them.

Why am I sharing Rosemary's story in this wrap up of a series of stories of my leadership journey? One very simple reason. As faculty, administrative leaders, presidents-for all of us throughout our post-secondary organizations, Rosemary's story represents the essence of why we do what we do. Every college and university represented here today, whether based in the U.S. or one of our many friends from other countries around the world, all have thousands of Rosemary stories. As leaders on our respective campuses it is incumbent on us to help create the environment--the culture--indeed the passion-- to serve others and to make a difference in the lives of those who may have just "pried their white knuckled hands" off their own steering wheel and made it inside the doors of our campuses where help awaits.

Our journeys of leadership is personal. They are personal in terms of our own growth and development and they are personal in terms of how they impact the lives of those we serve. As a leader you will experience a December 18th types of days. You will experience the highs and lows during your own roller coaster ride. As you look in the mirror during your journey you will see reflections of all kinds. But always looking over your shoulder is a "Rosemary," developing and preparing her story.

Thank you for all you do to support the "Rosemarys" on our campuses everyday.

Dr. Carl Haynes is President of Tompkins Cortland Community College, Dryden, New York. In addition to many local, state, and national awards for his college and his work as a leader, Carl has been honored by the Academy with the Paul A. Elsner International Leadership Award. Carl can be reached at: haynesc@tc3.edu.

Connecting Planning and Resource Allocation to Mission Achievement:

A Framework for Institutional Effectiveness

By Joe Shaffer

Institutions of Higher Education (IHE) are complex social organizations constantly under the influence of both internal and external culture and bureaucracy (Hoy & Miskel, 2008).

Far too often the political and bureaucratic pressures force administrative leadership to develop specialized systems and processes to efficiently manage the work of the institution. As a result, IHE have developed rational systems designed to perform specific functions that are frequently led through top-down implementation and fail to connect core factions of the institution. This approach minimizes the human component inherent in the work of IHE and ultimately jeopardizes the ability of organizations to create synergy between the various institutional functions such as planning, assessment of institutional effectiveness, and resource allocation. Yet it is the interdependence, not independence of these elements that ensure mission achievement.

Although the concept of connecting resource allocation and the assessment of institutional effectiveness is not complex, establishing an integrated process has proven difficult in higher education (McPhail, 2005). Campuses bemoan the broad standards and expectations of accrediting bodies that evaluate IHE on their ability to link strategic planning, resource allocation and mission achievement but fail to leave clear examples of how integration might work or what it might look like. Leaders look for a rational systems approach to developing a process where the organization can be structurally designed to achieve the desired outcome (Hoy & Miskel, 2008). However, there is a natural component, the individuals and groups that comprise the organization, which must be considered. Because of the myriad of different relationships – human, structural, or environmental –unique to each organization, identifying a universal model that will work with any amount of predictability is nearly impossible (Wheatley & Kellner-Rogers, 1998).

Many IHE that have developed and implemented integrated processes of planning, assessment of institutional effectiveness, and resource allocation would consider their models fluid and constantly evolving as

the external environment and individual players change. As Fullan (1993) states "change is a journey and not blueprint" (p. 21) and the analogy is appropriate for this conversation. There is however a general framework that can be consistently found in these institutions and should be considered for organizations looking to initiate the development of an integrated process. This article is intended to identify and describe the various elements within that framework and offer suggestions for a chronology of implementation.

First Who, Then What

The natural tendency of administrative leaders is to dive directly into the development of policy, process or procedures of an integrated model. The typical outcomes of this approach are lack of understanding, lack of commitment, and heightened levels of resistance from the people within the organization who are critical to the successful implementation of the model. In his bestselling book Good to Great, Jim Collins (2001) stressed the concept of "First who…then what" as being paramount to the ability of organizations to achieve greatness. While most individuals believe vision and strategy should come first in any major change movement, Collins countered that great organizations place the right people in the right place first.

"The typical outcomes of this approach are lack of understanding, lack of commitment, and heightened levels of resistance from the people within the organization who are critical to the successful implementation of the model."

Drucker (2005) stressed one of the most important jobs an executive must do is to place people in the right role. Doing so defines the organization's capacity to perform. Organizational success "depends primarily on whether people are being placed where their strengths can perform or whether, as is only too common, they are being placed for the absence of weakness" (Drucker, 2005). Similarly Fullan (1993) suggests that relationships among the right people come first, and vision and planning come later. Administrative leaders would do well by adhering to these concepts.

Fortunately for IHE, shared governance and collaborative work has historically been a key component of college and university business. Unfortunately the composition of shared governance groups has often focused on the representation of each classification of employees (e.g. faculty, staff, unions, etc.) rather than selection of effective leaders from key constituencies on campus. IHE interested in establishing an integrated model should begin by establishing a shared governance group responsible for the key components of organizational planning, resource allocation, and assessment of institutional effectiveness.

A shared governance group's composition should first ensure adequate representation of all functional units on campus (e.g. academic divisions, student affairs, business and finance, etc.), followed by equitable distribution among employee classifications. For IHE starting this process, considerable deliberation should be given to the individuals chosen so they not only represent their respective areas but also possess the credibility and capabilities necessary to perform in a shared governance capacity. In community colleges membership may be comprised of the chief executive, chief financial, chief academic, chief student affairs officers, deans, faculty or staff from academic units, staff from key

co-curricular areas such as the library, continuing education, or student services, and faculty and staff senate representatives.

In general the shared governance group should be charged with ensuring shared governance throughout the planning, resource allocation and assessment process by: (1) communicating the process to their respective campus stakeholders and constituencies; (2) collecting and analyzing institutional data to evaluate effectiveness at various levels within the institution; (3) leading the development and aggregation of budget projections, strategic and operational goals and objectives; and (4) working with the college's leadership to allocate resources strategically to improve overall institutional effectiveness and achieve the priorities set by the institution. Depending on the institution's size, level of departmentalization and specialization, campuses may choose to implement a quasi-legislative process allowing broader representation with a stronger focus on each element in the integrated model. This can be accomplished through the use of sub-committees, work groups or task forces.

If You Don't Define It, You Can't Measure It

It would be difficult to imagine a college or university without a mission statement. Yet it is surprising how many IHE do not have institutionalized metrics they measure on a frequent basis to assess how effectively they are meeting their mission. With increased scrutiny given by external stakeholders, IHE without these metrics find themselves at the mercy of measures externally imposed upon them and haphazard interpretation of irrelevant data. Today, more so than ever, it is crucial that IHE have plainly articulated and widely promulgated measures of institutional effectiveness so it is clear internally and externally what is of most importance to the organization.

Alfred, Shults and Seybert (2007) explain the difficulty in defining and measuring institutional effectiveness is a result of a "construct involving multiple constituencies that hold specific (and sometimes conflicting) expectations about what a college should be doing and the results it should produce" (p. 9). Further challenges are mounted when the current decline in fiscal resources and new calls for accountability and increased productivity are considered. However, "the heart of any definition of institutional effectiveness remains the ability of an institution to match its performance to the purposes established in its mission and vision statements and to meet the expectations of its stakeholders" (Alfred, Shults, & Seybert,, p. 9). Without the use of clear measures of institutional effectiveness, external mistrust is raised about the adequacy and appropriateness of the institution's actions, and internal confusion and inefficiency results from misguided efforts.

"The general conversation and visibility of using KPIs as organizational performance measures has increased with advances in business intelligence and data visualization technologies."

The private sector has long led the way with the use of indicators, or Key Performance Indicators (KPIs) to measure the success of an organization. KPIs are "a set of measures focusing on those aspects of organizational performance that are the most critical for the current and future success of the organization" (Parmenter, 2007, p. 3). The general conversation and visibility of using KPIs as organizational performance measures has

increased with advances in business intelligence and data visualization technologies. In the past KPIs were typically the domain for executive management teams and the boardroom whereas today the ability to more easily share KPIs data and analysis have made their use more ubiquitous across the entire organization.

The use of performance indicators in the public sector of the United Kingdom (UK) has been a common practice since the early 1980's (Smith, 1990). Initially this movement centered on the national industries, healthcare, human services, and education. Higher education in the UK has been subject to performance indicators for accountability reporting for the past three decades (Cave, 2006). This trend is a result of externally mandated accountability practices by government more so than internally driven desires to improve institutional effectiveness. In the United States the concept of externally mandated performance indicators has become widespread through the National Center for Education Statistics (NCES) Integrated Postsecondary Education Data System's (IPEDS) Fall Enrollment Survey and the No Child Left Behind legislation. Numerous other benchmarking projects exist which attempt to utilize the most common performance measures in higher education. The National Community College Benchmarking Project (www.nccbp.org) allows community colleges to share effectiveness data while providing peer measures as benchmarks for performance in key areas.

There is significant dialog in the literature about the difference in types of performance indicators. Parmenter (2007) distinguishes between key results indicators, performance indicators, and key performance indicators. Cave (2006) discusses the differences in simple indicators, performance indicators, general indicators, and management statistics. The exploration of these dichotomies is beyond the scope of this paper, but IHE creating performance measures are encouraged to explore the relevant literature pertaining to the differences in terminology. For the purposes of this paper, the general concept of performance indicators is that they "provide a measurement for assessing the quantitative or qualitative performance of a system" (Cuenin, 1986, p. 7).

IHE should begin the exploration of adopting performance measures by first examining their mission. A fatal flaw in the performance measure development process is getting too far down the road to what is

to be measured, only to find those measures are not connected to the institution's mission. The re-evaluation of an organization's mission is the first opportunity to engage the external stakeholders (e.g., boards of trustees, legislators) and also to build relationships with the shared governance group of the institution.

Alfred, Shults and Seybert (2007) provide a solid foundation for community colleges in their book Core Indicators of Effectiveness for Community Colleges. A core indicator is a "regularly produced measure that describes a specified condition or result that is central (or foundational) to the achievement of a college's mission and to meeting the needs and interests of key stakeholders" (Alfred, Shults, & Seybert, p. 12). The authors identified sixteen core indicators of effectiveness centered on the six major mission prongs of the comprehensive community college. These include; student progress, general education, outreach, workforce development, contribution to the public good, and transfer preparation. Their indicators are outlined in Figure 1 below. If appropriately designed and applied comprehensively, these indicators establish the foundation for a model of institutional effectiveness allowing colleges to effectively assess and document their performance.

While the sixteen core indicators Alfred, Shults and Seybert (2007) suggest are a good starting point, it should be noted that they are basic constructs community colleges should build from. Final identification and adoption of core indicators for a community college should be dependent on: how an individual college interprets and defines the concepts of performance indicators; the specific prongs of the community college mission that are relevant to the institution; and the level of physical and fiscal resources available to the institution for data collection, analysis and dissemination.

It is natural that these indictors may evolve and be refined as the maturity of the organization increases and it becomes better at assessing institutional effectiveness. All indicators are essentially assessed by the measurement

Figure 1

Core Indicators of Effectiveness for Community Colleges

(Alfred, Shults, & Seybert, 2007)

Mission: Student Progress
- Core Indicator 1: Student Goal Attainment
- Core Indicator 2: Persistence
- Core Indicator 3: Graduation Rates
- Core Indicator 4: Student Satisfaction

Mission: General Education
- Core Indicator 5: Success in Subsequent and Related Coursework
- Core Indicator 6: Program Learning Outcomes and Mastery of Discipline
- Core Indicator 7: Demonstration of General Education Competencies

Mission: Outreach
- Core Indicator 8: Regional Market Penetration Rates
- Core Indicator 9: Responsiveness to Community Needs

Mission: Workforce Development
- Core Indicator 10: Placement Rates
- Core Indicator 11: Licensure and Certification Pass Rates
- Core Indicator 12: Employer Satisfaction with Graduates
- Core Indicator 13: Client Satisfaction With Programs and Services

Mission: Contribution to the Public Good
- Core Indicator 14: Value Added to the Community

Mission: Transfer Preparation
- Core Indicator 15: Transfer Rates
- Core Indicator 16: Performance After Transfer

> *All planning is strategic and occurs at various levels within an organization. Plans may be comprehensive or issue-specific.*

of specific statistics an organization will collect and assess. However, no statistic will be perfect or measure everything. The point is to be strategic about measuring the most important and most relevant outcomes to the organization. In addition, there will always be the need to collect more data at various organizational levels. As institutions get better and being data-driven they naturally will become more inquisitive. Resource constraints will continue to be an issue therefore it is critical to match the importance of an indicator with what the institution can manage. Drucker (2005) provides a succinct suggestion for organizations as they embark on the development of performance measures. He believes organizations must define what results are meaningful to the institution. To accomplish this, administrative leaders must first determine what business the organization is in and what business it is not. These answers become the underpinnings for an organization's performance measures, and ultimately result in the ability of an organization to successfully plan for continuous improvement.

Simplify Strategic Planning

Strategic and institutional planning are commonplace in IHE, and both are often requirements for accreditation. There is no shortage of literature on the topics, and decades of case studies exist for the design, development, and implementation of strategic and institutional plans. Knowing this begs the question "why do organizations struggle with successfully implementing and accomplishing items set forth in institutional plans?" According to Babich (1995) the primary reason strategic plans fail is because those plans "are never used to run the business" (p. 3). Babich suggests five primary reasons why strategic plans fail within organizations.

These are:

1. Daily management not distinct from breakthrough objectives
2. Vague mission/values and weak organizational linkage
3. Vague vision/strategic intent and weak organizational linkage
4. Lack of data analysis during plan creation
5. Lack of periodic review and process improvement

Identifying these concepts in higher education is all too easy. Strategic plans of IHE tend to become complex documents with lofty goals and razor-sharp activities. The problem however is the work outlined in strategic plans becomes as intricate as the daily operations of the institutions. When push comes to shove, most individuals prioritize their primary work while the strategic plan collects dust on the shelf. Worse yet, strategic planning becomes an exercise in creativity and imagination – fun work, but often times irrelevant to the vision, mission and values of the organization. The lack of clear institutional performance measures and the analysis of those data in strategic planning are common and IHE often set priorities based on anecdote and emotion, rather than being strategically data-driven. Finally, the development of strategic plans is typically viewed as a linear process, with the majority of efforts focused on the development of the plan and a waning exertion of resources throughout implementation and near depletion by the time evaluation should be occurring.

Organizational culture in IHE is as driven by human components as it is structural components. Yet strategic planning, especially in the private sector, typically considers only the latter and the result is a product that never becomes inherited in the work of the human resources of the institution. The adoption of traditional private-sector models of strategic planning is the primary reason IHE are low on strategic planning capacity. Thus colleges and universities "are basically good at operations, that is, efficiently doing the same thing day after day" (Kotler & Murphy, 1981, p. 470).

Changing this paradigm won't happen overnight. There are, however, some incremental steps IHE can take in moving the organization towards a simplified planning approach, and ultimately the foundation for an integrated model of planning, assessment of institutional effectiveness, and resource allocation. The first and perhaps easiest step is to develop a common institutional vernacular for the planning process. Planning is a complex process and it is critical IHE "establish clear operational definitions when launching a planning process" (McPhail, 2005, p. 159). Terms such as priorities, goals, objectives, strategies, and activities have all been used, interchanged and confused in planning processes. Dissecting the most common definition of each of these is not within the scope of this paper however, organizations that take the time to adopt and define a common glossary of planning terms will simplify the development and communication components of institutional planning.

All planning is strategic and occurs at various levels within an organization. Plans may be comprehensive or issue-specific. IHE will, and should, have other types of plans for a variety of reason such as academic planning, technology planning, facility planning, and/or human resource planning. However, when implementing an integrated model of planning, assessment of institutional effectiveness, and resource allocation, IHE should focus their attention on two types of planning; strategic and operational. McPhail (2005) defines the strategic plan's purpose as "determining the nature of the environment in which an institution operates, assessing its internal strengths and weaknesses, and developing a vision of its future character given these assumptions" (p. 158). The purpose of operational planning is "establishing short-range objectives, determining their relative priorities, and deciding the kinds and levels of resources to be devoted to each objective" (p. 158).

In an integrated model of planning, assessment of institutional effectiveness, and resource allocation, strategic planning should be conducted by the shared governance group of the campus. Its focus should be on addressing big-picture opportunities or threats and the ability of the institution to improve or sustain the desired level of effectiveness as measured by its performance indicators. Snowden (2005) found that the use of key performance indicators flowing from the mission of the organization takes planning to new levels at institutions.

identify short-term objectives for the major operational units of the institution (Schmidtlein, 1990, p. 12). Operational plans may be considered annual plans of the institution which outline the specific initiatives or activities various units of the organization will be working on to contribute to the improvement of institutional effectiveness. They are referred to as "annual" because the activities outlined are often initiated, completed and evaluated as part of an annual process. In tandem a macro-level strategic plan provides the over-arching

"An integrated model flows from the institution's mission, through the assessment of the organization's performance measures, further guided by strategic priorities. The resource allocation and operational planning processes run in tandem as their processes are intricately connected in an integrated model."

Strategic plans should not provide program, operational, or budget details for specific activities or unit-level objectives (Schmidtlein, 1990). They should provide over-arching strategic priorities of the institution that are clearly linked to the mission and shared vision of the organization's future, tied to, and driven by assessment of the performance measures. Strategic plan priorities create a "context for…operational planning and budget decisions" (McPhail, 2005, p. 159). Because of the broad-based perspectives within strategic plans, they should be limited to a few (three to five) priorities that span multiple years.

Operational planning, on the other hand, is the nuts and bolts of the organization's work that addresses strategic plan priorities, improvement on the institution's performance measures, and ultimately mission achievement. "The primary function of operational planning is to develop consensus on specific items to be included in a budget, or at least the new items" and

vision, whereas a micro-level operational plan allows individuals and groups within a college or university to link their immediate work to the strategic direction and key performance measures of the institution.

The Budget Process

The budgeting process will receive only minor attention in this paper for two reasons. First, the procedural steps involved in the development of an institution's budget are typically mechanistic, often times driven by external policy or mandates from legislative or governing bodies, and generally are the actions that result from decisions made about resource allocation. Second, there is considerable coverage in the literature regarding budget design, development and monitoring in the public sector and higher education (see for example Massey, 1996; Meisenger & Dubeck, 1984).

This paper does address resource allocation. Budgeting and resource allocation are not the same. Budgets

themselves are "strategic documents and not merely spreadsheets" (Hurt in Johnson, Hanna, & Olcott, 2003, p. 106). Budgets are the result of decision making concerning the allocation of resources to target the work of the organization towards achieving the institution's mission. They are one outcome of an integrated process of planning, assessment of institutional effectiveness, and resource allocation. They become the fiscal equivalent of the institution's value statements.

Numerous resource allocation models exist in higher education. These include incremental budgeting, planning, programming and budgeting systems (PPBS), zero-based budgeting, performance budgeting, formula budgeting, and cost-center budgeting (Meisenger & Dubeck, 1984). According to Meisenger and Dubeck "these approaches are not mutually exclusive – aspects of each may overlap" (p. 181). Another model frequently used by both IHE and systems of higher education is the base plus/minus model. It is not uncommon to find IHE that employ a variety of these models in a hybrid formula.

The specific model is not necessarily critical to the implementation of an integrated model of planning, assessment of institutional effectiveness, and resource allocation. However, two components are required to be part of the specific allocation model being used. First, the model must include a component for the strategic allocation/reallocation of resources to the areas and activities prioritized by the shared governance group and outlined in the operational plan. It is paramount that institutions commit to funding strategic activities most likely to improve institutional effectiveness. This is accomplished by ensuring some level of resources are available to fund strategic initiatives put forward by units of the college.

The second component required is a mechanism to evaluate the appropriateness of ongoing base-level funding of a budget unit. Frequently, units of the institution view continuance of previous year's budget as an inheritance or right, and often time those resources are treated by the institution that way. Unfortunately,

just as often as new resources are required for continuous improvement, the reallocation of existing resources from under-performing areas must be considered. McPhail (2005) asserts that "unit management needs to understand that resources will flow in relation to market demand and assessed performance" (p. 161). The concept is easy to state, but difficult to accomplish. For instructional areas such as academic programs or departments, the use of an enrollment-based formula for assessing base budget needs may be appropriate. This is a limited assessment and does not allow for the evaluation of other performance measures such as graduation rates. IHE with objective program review processes tied to the institution's performance measures have another tool for assessing the effectiveness of academic areas. Colleges and universities should strive to use multiple assessment tools for assessing base budget needs and unit effectiveness.

Evaluating the base budget needs of co-curricular areas proves more complex. For some units such as student affairs an enrollment formula may be appropriate. Base budget adequacy and unit effectiveness for business and institutional support areas may not be served well by assessing enrollment trends. In addition, it could be argued that some core level of funding is necessary to sustain the operational needs of the institution in key co-curricular areas. The use of peer benchmarking is one alternative to comparing staffing levels and budget allocation for these harder to assess areas. Regardless of the complexity, all units should have their effectiveness

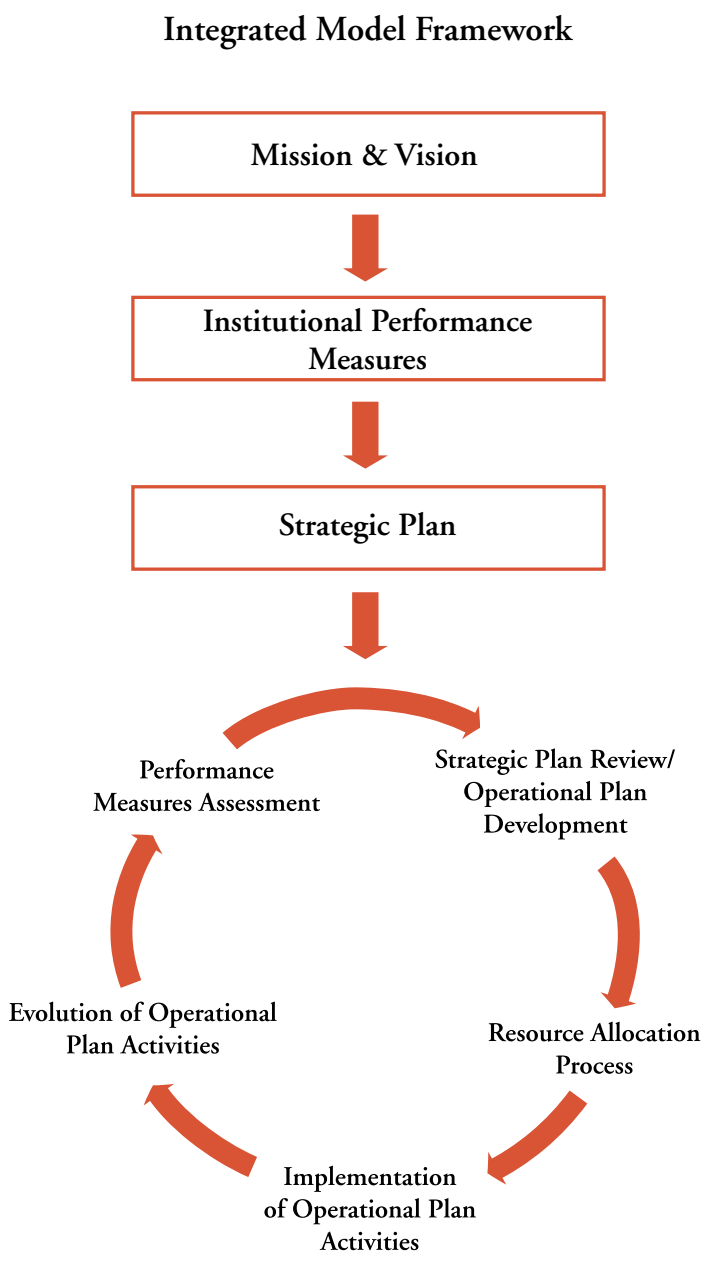


Figure 2

assessed in relevance to their contribution to the institution's performance measures and their continuing base-budget needs appropriately adjusted.

Putting It All Together

Colleges and universities that effectively implement any component outlined in this paper will be well on their way to increasing institutional effectiveness. In fact, numerous IHE already do. However, it is the systematic integration of all these concepts that will result in a successfully connected model of planning, assessment of institutional effectiveness, and resource allocation. The cumulative impact of each component working in synergy is what distinguishes average institutions from great ones.

Figure 2 illustrates the conceptual framework of an integrated model of planning, assessment of institutional effectiveness, and resource allocation.

Instead of the traditionally linear approach to planning and budget setting, an integrated model should be employed in a cyclical manner. An integrated model flows from the institution's mission, through the assessment of the organization's performance measures, further guided by strategic priorities. The resource allocation and operational planning processes run in tandem as their processes are intricately connected in an integrated model. Implementation of operational plan activities then occurs over the course of the cycle, with opportunities for formative and summative evaluation. At the conclusion of the cycle, performance measures are again analyzed to gauge changes in institutional effectiveness. Finally, strategic plan priorities are checked for relevance and those that have been satisfied are removed and new strategies may be added. The cycle then repeats.

Conclusion

Establishing an integrated model of planning, assessment of institutional effectiveness, and resource allocation is an iterative process. Integrated models are unique to the institutions themselves and to the people that comprise them. Their implementation is a painstakingly slow process, and one that effective colleges and universities rarely feel is perfected. While no blueprint exists for the design of an integrated model, IHE should find the framework provided in this paper useful in conceptualizing and implementing an appropriate model for their specific institution.

References

Alfred, R., Shults, C., & Seybert, J. (2007). *Core indicators of effectiveness for community colleges* (3rd ed.). Washington, DC: Community College Press.

Babich, P. (1995). Why strategic plans fail. Retrieved February 1, 2010, from Total Quality Engineering Inc.: http://www.tqe.com/papers/planfail.pdf

Cave, M. (2006). *The use of performance indicators in higher education: The challenge of the quality movement.* London: Jessica Kingsly Publishers.
Collins, J. (2001). Good to great: Why some companies make the leap... and others don't. New York, NY: HarperCollins Publishers Inc.

Cuenin, S. (1986). *International study of the development of performance indicators in higher education*. Paris: paper presented at OECD, IMHE Project, Special Topics Workshop.

Drucker, P. F. (2005, January 2). *The American CEO: An idea about leadership is a major U.S. export.* Retrieved January 30, 2010, from The Wall Street Journal: http://www.opinionjournal.com/editorial/feature.html?id=110006100

Fullan, M. (1993). *Change forces: Probing the depths of educational reform.* New York, NY: Routledge.

Hoy, W. K., & Miskel, C. G. (2008). Educational administration. New York, NY: McGraw Hill.

Johnson, M. J., Hanna, D. E., & Olcott, J. D. (2003). *Bridging the gap: Leadership, technology, and organizational change for deans and department chairs.* Madison, WI: Atwood Publishing.

Kotler, P., & Murphy, P. E. (1981). *Strategic planning for higher education.* The Journal of Higher Education, 53 (5), 470-489.

Massey, W. F. (1996). Resource allocation in higher education. Ann Arbor, MI: The University of Michigan Press.

McPhail, I. P. (2005). *Aligning strategic planning, budgeting, and resource allocation in learning FIRST*. In C. J. McPhail, Establishing & sustaining learning-centered community colleges (pp. 155-180). Washington, DC: Community College Press.

Meisenger, R. J., & Dubeck, L. W. (1984). *College and university budgeting: An introducation for faculty and academic administrators.* Washington, DC: National Association of College and University Business Officers.

Parmenter, D. (2007). *Key performance indicators: developing, implementing, and using winning KPIs.* Hoboken, NJ: John Wiley and Sons, Inc.

Schmidtlein, F. A. (1990). *Why linking budgets to plans has proven difficult in higher education*. Planning for Higher Education, 18 (2), 9-24.

Smith, P. (1990). *The use of performance indicators in the public sector.* Journal of the Royal Statistical Society. Series A (Statistics in Society), 153 (1), 53-72.

Snowden, S. L. (2005). *The Vangaurd Learning Colleges: Lessons in strategic planning.* In C. J. McPhail, Establishing & sustaining learning-centered community colleges (pp. 45-62). Washington, DC: Community College Press.

Wheatley, M. J., & Kellner-Rogers, M. (1998). Bringing Life to Organizational Change. Journal for Strategic Performance Measurement, April/May. 5-13.

Dr. Joe Schaffer is the Dean/CEO of Montana State University-Great Falls College of Technology, a comprehensive community college located in Northcentral Montana. He has served the College since 2002 in various roles including Director of Outreach, Assistant Dean of Outreach and Workforce Development, Associate Dean and Chief Academic Officer.

He can be reached at: jschaffer@msugf.edu.

UNDERSTANDING *the* News Gathering Process:

The Role of Faculty in Institutional Image Building

By Marc Chikinda

It is understandable that academics often fear/loathe the idea of doing a media interview. After all, the world academics dwell in is one of research, deliberative discussion, thorough-going analysis and obeisance to logic. Journalists, however, dwell in a world of ever-looming deadlines (in broadcast journalism, many deadlines) in just one 24-hour day. While trying to pay due journalistic diligence to the need for research on or about a topic or individual of interest, the journalist can get swept up into a maelstrom of events and actions that can demand quick analysis and rapid reportage. Can these two separate solitudes be brought together for the mutual benefit of both?

Having once been a journalist and now dwelling in the academic world as I do, I believe the answer is a resounding yes!

I am confident of this, because I have seen academics, who previously were shy and fearful of media encounters, now embrace the opportunity to do interviews. Was there a conversion on the road to Damascus or was something else at work that facilitated this change in attitudes towards the media? It was, of course, the latter. After all, when fear is conquered much seems possible. It has been my experience that when people fully understand the news gathering process and then, having gained such knowledge, they can then begin to prepare for interviews for radio, TV and newspapers in a far more receptive mood than when they struggle to understand what motivates journalists.

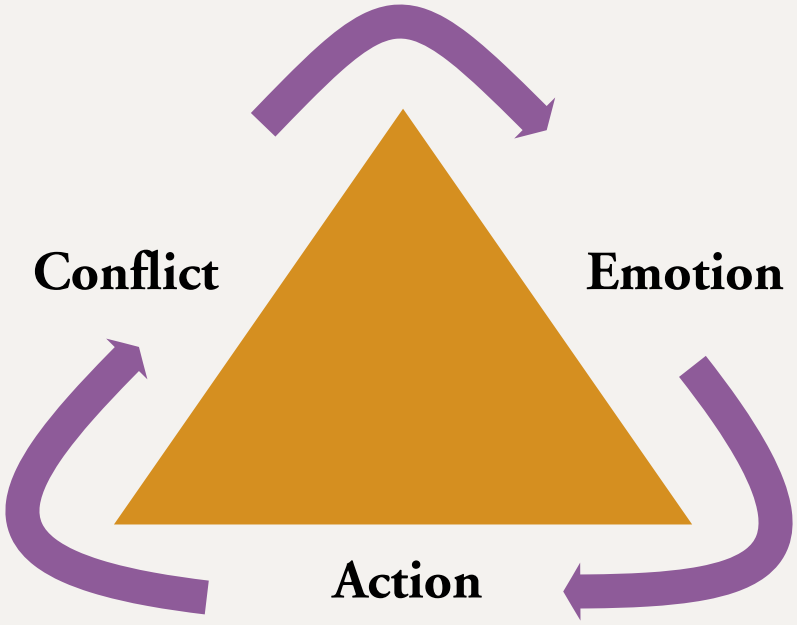
So what does motivate journalists? The blatantly obvious response is a story of course; but what kind of story? How and why do journalists choose to pursue one story over another? How do newscasts and newspapers get

constructed on a daily basis? In coming to know the answers to these questions, the process of fear-lessening amongst academics can begin.

Nearly all newscasts both TV and radio, and newspapers have their daily genesis spawned through a vehicle known as a story meeting. Typically these meetings are held early in the day and involve all newsroom personnel—reporters, news directors, assignment editors and the like. Each meeting participant is expected to bring an idea for a story to the meeting for discussion/analysis/criticism by the group. Only those story ideas that can survive running the gauntlet of questions from the assembled are allowed to be pursued for broadcast and publication. Tough questions are asked about the credibility of sources, originality of the story idea, whether an articulate source can be found to opine on the story. All of these questions and more must be answered in a convincing way before a media entity unleashes its reporters and resources to pursue a story. Academics, and indeed the general public, might be more confident of journalists and their craft if they believed there was some sort of template or formula in use by journalists to determine if a story truly was a story. Sadly, I have found no such template that could be applied uniformly in all cases under consideration.

However, there has existed for some time, a formula that journalists can use to help them determine if a story has true news value. Its origins are unknown and certainly this writer can claim no parentage, but wary as I am of formulaic expressions, it has worked for me in helping to choose if a story belonged in a newscast. It is called the ACE formula and is depicted below:

Every news story begins with someone or something taking or making an Action. As a result of that action a Conflict can arise. It follows then, that where



conflict is found, Emotion will soon follow. No greater example of this can be found than in the health care debate America is engaged in. President Obama took an action in presenting a plan to Congress. Conflict soon arose between the political right and left that was punctuated by bitter and emotional rancour throughout the legislative process. This was/is a story that presents a perfect example of the ACE formula at work and explains, to a great extent, why the media found coverage of the story an irresistible duty. At the writer's own institution in Canada, we experienced a similar media firestorm when our Students' Association made a decision to take down the Canadian flag that had adorned its building for several years. They did so after a single complaint from a student about it potentially being a political symbol and not completely representative. When the flag was taken down, the local media got wind of the action and everyone from the Canadian Legion, the armed forces, outraged citizenry and politicians chimed in about the horrible thing Mount Royal had done. In fact, the institution had nothing to do with the decision; it was solely the responsibility of the Students' Association. Nevertheless, the public could not/would not make a distinction between the aforementioned groups and thus our switchboard operator was the target of venting from outraged citizens. The result of the all of this at Mount Royal was that the flag was replaced and that the Dean of the Faculty of Communication Studies gave a seminar to the student association leadership group on media relations. That seminar contained a full explanation of the ACE formula.

Equally important, in the writer's view, to understanding how a journalist determines if a story is newsworthy, is how to prepare, as an academic, for an encounter with a reporter. The type of media a reporter represents should be a consideration for anyone preparing to be interviewed. I strongly believe the most dangerous type of interview is a radio interview conducted while the interview subject is in his/her own home. How could this be so? After all, you as the person being interviewed, are in the complete safety and warmth of your home surroundings while the reporter is on the phone from

some distant place. Therein lays the danger. The danger exists because you feel you are safe and are (you may have even had a modest libation or two) in anticipation of supper, when the phone rings and a reporter needs to speak to you right away because he or she has a deadline. The reporter may tell you that you are the only one they want to speak to because you have the expertise they need to tell the story. When I was a reporter, I used the home call technique to great success with politicians and business leaders. I frequently got unguarded comments that, for the most part, would not have come during a more formal in-studio interview, or even at the place of work of the individual I was interviewing. It would be my advice that no one should acquiesce to doing an immediate interview without giving themselves time to reflect on the subject BEFORE being interviewed. If the reporter truly wants your opinion, they will wait for thirty minutes and call you back. Meanwhile, you will have had time to think about the issue or the focus of the reporter's story. In this way, you will not shoot from the hip or even the lip!

Television presents another layer of complexity that needs to be taken into account when being interviewed. The aspect of being seen and not just heard portends the need for preparation on the part of those being interviewed, for a visual sense of how they will appear on camera in addition to what they will say while being interviewed. Perhaps the most disconcerting form of TV interview is referred to as a "double-ender". In this type of interview, the interviewee is either sitting or standing in front of a camera, with an earpiece affixed to their ear. The reporter is not physically present but rather, is some distance away asking the interviewee questions from afar which are heard through the earpiece. The interviewee must stare at a camera which may, or may not, be operated by a cameraperson. In such a circumstance, it is difficult, though hardly impossible, to relate with the camera as if it were a real person asking you questions. The interviewee can look cold and impersonal in such a circumstance. When involved in a "double-ender", the trick is to smile and pretend that there is someone in front of you instead of a piece of technology.

Interviews with print reporters should engender the least amount of fear (and therefore preparation) for someone preparing for an interview. Most print reporters will record an interview on tape as an aide-memoire during the interview. By the way, there is nothing to stop you, as the one being interviewed, from recording the interview as well. In fact, I tell everyone I work with while doing media seminars, to let the reporter know you are taping too. In this way you have offered a somewhat subtle hint that you will know if you are taken out of context in any subsequent story that is published. Even better, is that you will have a tape of the interview to play back at a later time for the purpose of grading yourself on how well you answered each question. In this way, you will be even better prepared for your next media encounter.

Interviews with print reporters should engender the least amount of fear (and therefore preparation) for someone preparing for an interview.

It is fair to ask what good comes to an institution where faculty members are routinely being interviewed on a variety of subjects. Every time a faculty member's name and connection to his/her institution is seen on a TV screen, announced on a radio station or published in the newspaper, it begins to cement that institution in the

minds of the general public as a bona fide location for their child's possible future education. If your faculty members are the ones seen most often, heard most often and read most often, you can, I would postulate, over a period of years, enhance the reputation and cachet of the institution purely through your community's awareness of your institution. Scholarly work needs to be done to see if this is so and to see if student application numbers rise in a way that is traceable back to the preponderance of interviews being done by members of the academy. This much I do know, however, in the Calgary market a 30-second TV commercial extolling the virtues of Mount Royal University and run during the high audience period of a supper hour news program, would cost between six and seven hundred dollars per airing. In comparison, a 12-second clip featuring a Mount Royal University professor and embedded in a reporter's story would cost the institution nothing. Repeat that experience over an entire year and you have the institution, at no cost to itself, enhancing its place in an ever more competitive post-secondary market.

In sum, I believe academics can play a vital role in enhancing their institution's image and reputation. However, it is up to all institutions to help the professoriate overcome their natural or unnatural fear of media encounters.

Marc Chikinda is the Dean of the Faculty of Communication Studies at Mount Royal University in Calgary, Alberta, Canada. Before coming to Mount Royal, Marc was a journalist with the Canadian Broadcasting Corporation (CBC).

He is the recipient of several national teaching awards and in 2006 was named by the Radio Television News Directors Association (RTNDA) the first ever recipient of the Michael Monty award for "… his outstanding contribution to the development of broadcast journalism in Canada."

Marc can be reached at MChikinda@mtroyal.ca.

Strategic Leadership

Recognizing the 2011 Idahlynn Karre Exemplary Leadership Award Recipients

Renea Akin
Dean Institutional Planning, Research & Effectiveness, West Kentucky Community & Technical College, Paducah, KY

Cindy Amerongen
Vice President, External Relations, Keyano College, Fort McMurray, Alberta, Canada

Linda Austin
Program Manager, Tri-IT Grant, Florida State College at Jacksonville, Jacksonville, FL

Dick Bourne
Academic Chair, School of ICT, Southern Alberta Institute of Technology, Calgary, Alberta, Canada

Peggy F. Jackson Bradford
Dean of Academic Affairs, Cuyahoga Community College, Cleveland, OH

Margaret Brigham
Dean of Equity, Centennial College, Toronto, Ontario, Canada

Cynthia A. Crable
Faculty and Coordinator of Developmental Reading, Allegany College of Maryland, Cumberland, MD

Terri Daniels
Director of Program Development, Florida State College at Jacksonville, Jacksonville, FL

Patricia Dray
Instructor, Dental Hygiene, Sheridan College, Sheridan, WY

Cheryl Fante
Associate Vice President, College of Central Florida, Ocala, FL

Robin Fisher
Vice-President Academic & Provost, Mount Royal University, Calgary, Alberta, Canada

Andre Freeman
Chair, Science and Mathematics, Capital Community College, Hartford, CT

Shirley Galenza
Director, Centre for Professional Nursing Education, Grant MacEwan University, Edmonton, Alberta, Canada

Jeralyn Jargo
Academic Dean, Century College, White Bear Lake, MN

Phyllis Jones
Dean, Education, Natural & Social Science Division, Laramie County Community College, Cheyenne, WY

INTERNATIONAL EXEMPLARY LEADER AWARD RECIPIENTS

Michael Laman
Dean of Allied Health Sciences,
Roane State Community College,
Harriman, TN

Linda Leuhrs-Wolfe
Associate Vice Chancellor,
Curriculum & Instruction,
Lone Star College System,
The Woodlands, TX

Chad London
Associate Dean, Faculty Health &
Community Studies,
Mount Royal University,
Calgary, Alberta, Canada

Robert Loth
Dean of Business Division,
Mott Community College,
Flint, MI

Theresa Lott
Director of Information Systems,
Florida State College at Jacksonville,
Jacksonville, FL

Mary Mahony
Professor of English,
Wayne County Community
College District,
Detroit, MI

Karen Martley
Executive Director, Community/
Workforce Development,
Johnson County Community
College,
Overland Park, KS

Mick McDaniel
Director of Athletics and
Recreation,
Tompkins Cortland
Community College,
Dryden, NY

Fran Mohr
Director of Customer Services,
Geogia Perimeter College,
Clarkston, GA

Feleccia Moore-Davis
Vice President, Student Learning,
Lone Star College-CyFair,
Houston, TX

Jeffrey Partridge
Chair, Humanities,
Capital Community College,
Hartford, CT

Heather Perfetti
Vice President of Instructional
Affairs,
Allegany College of Maryland,
Cumberland, MD

Susan Radke
Executive Advisor,
Southern Alberta Institute
of Technology,
Calgary, Alberta, Canada

Alan Roberts
Vice President, Applied Science and
Technology,
Indian River State College,
Fort Pierce, FL

Larry Rosia
Dean, School of Construction,
Southern Alberta Institute
of Technology,
Calgary, Alberta, Canada

Rena Shuchat
Chair, Dental Hygiene,
Sinclair Community College,
Dayton, OH

Dale Simon
Associate Vice President,
Kirkwood Community College,
Cedar Rapids, IA

Jerry Zdrill
President, Faculty Association,
Grant MacEwan University,
Edmonton, Alberta, Canada

Florida State College at Jacksonville Degree and Career Programs Team

From left to right - **Debbie Berbig, Caren Coleman,** & **Julie Stein**
Florida State College at Jacksonville, Jacksonville, Florida

Southern Alberta Institute of Technology eCampus Alberta Administrative Team

Jesal Odedra, Operations Manager; **Tricia Donovan,** Executive Director; **Joanna Bossert,** Executive Assistant; **Craig Lawson,** Finance and Operations Coordinator; **Paul Rescanski,** Marketing and Communications Coordinator and **Sheila Whitmore,** Quality Manager.
Southern Alberta Institute of Technology, Calgary, Alberta, Canada

Northwestern Michigan College Educational Services Instructional Management Team

Bottom Row: **Sean Ruane,** Social Science Academic Chair and **Jean Rokos,** Health Occupations Academic Chair

Second Row: **Deirdre Mahoney,** Communications Academic Chair and **Susan DeCamillis,** Business Academic Chair

Third Row: **Ernie East,** Science/Mathematics Academic Chair; **Ed Bailey,** Technical Division Director; and **Jim Press,** Humanities Academic Chair

Fourth Row: **Aaron Cook,** Aviation Division Director

Top Row: **Stephen Siciliano,** Vice President for Educational Services; and **Jerry Achenbach,** Great Lakes Maritime Academy Superintendent
Northwestern Michigan College, Traverse City, Michigan

West Kentucky Community and Technical College
The Employee First Year Experience Program

Bridget Canter and **Dr. Renea Akin**
West Kentucky Community and Technical College, Paducah, Kentucky

Georgia Perimeter College Business Leadership Team

Seated L-R: **Tina Philpot, Karen Wheel-Carter** and **Ingrid Thompson-Sellers**
Standing: **Dean Phil Smith, James Kahiga** and **William Moon**
Georgia Perimeter College, Clarkston, Georgia

Germanna Community College Nursing Team

From left to right. **Samantha Wilson RN.,MSN** Assistant Professor of Nursing/Dept Chair; **Dr. Patti Lisk RN,** Professor of Nursing/Dept Chair; **Mary Blessing Gilkey APRN.,BC.,MSN** Dean of Nursing and Health Technology; **Professor Karen Mittura RN.,MSN** Professor and Director of Clinical and Lab
Germanna Community College, Locust Grove, Virginia

The Adult Education Team - GED Department
at West Kentucky Community and Technical College

(Back Row L - R) **Sandra Bowen, Matthew McDermott, Cathy Hasty, Betty Myrick, Linda Moore**
(Front Row, Seated L-R) **Stephanie Scheer, Michelle Ertle**
West Kentucky Community andTechnical College, Paducah, Kentucky

THE CHAIR ACADEMY WISHES TO CONGRATULATE ALL OF THE 2011 IDAHLYNN KARRE EXEMPLARY LEADER HONOREES.

YOUR LEADERSHIP IS AN INSPIRATION TO ALL OF US.

NOMINATE AN EXEMPLARY LEADER FOR 2012

As part of our commitment to recognize exemplary organizational leadership, the Chair Academy is inviting names of exceptional post-secondary leaders and/or leadership teams. We recognize that one of the highest levels of recognition that a person can receive is to be honored by colleagues. The Chair Academy would like to team up with you and your college to celebrate those individuals or teams who you believe best exemplify and support academic and administrative excellence in leadership.

All Leaders will be honored at our 2012 International Leadership Conference.

Do you know someone who...

- Has developed a program to enhance the learning community in your organization
- Has created programs to enhance diverse offerings and meet the needs of the ever changing college population
- Has created an environment in which others are empowered and is viewed as an exemplary leader by their colleagues
- Has modeled loyalty, commitment, integrity, acceptance, and open communication to enhance the overall effectiveness of their department/area in their institution

We will recognize your outstanding leaders or leadership teams at the Chair Academy's 21st Annual International Leadership Conference scheduled for March 26-29, 2012 in Atlanta, Georgia. The award presentation is scheduled for Thursday, March 28 during our third general session.

Your Exemplary Leader or Leadership Teams will be featured in the Summer 2012 edition of the Chair Academy's journal, *Leadership*.

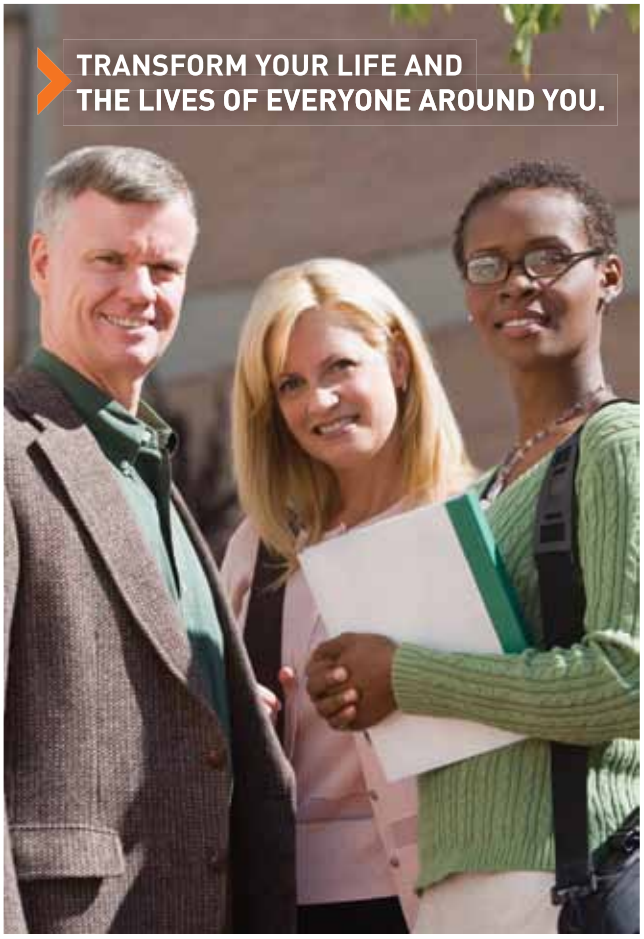
Your Exemplary Leader's or Leadership Teams' picture will also be featured on the Chair Academy webpage for one year.

Your Exemplary Leader's or Leadership Teams' college president will receive a formal notification of the leadership honor being bestowed.

Submit your Exemplary Leader(s) nominees online at:
www.chairacademy.com
Deadline to submit nomination:
December 20, 2011

Submission deadlines subject to change

RECOGNIZE AN EXEMPLARY LEADER FOR 2012



For more than 35 years, NSU's Fischler School's ideas, approach, and programs have inspired leaders to inspire the people around them to change the world.

BECOME A LEADER AT A COMMUNITY COLLEGE.

These courses were developed and are taught by community college chancellors, presidents, and deans with worldwide experience. Course content is research based and infuses best practices in education.

- Minor in Community College Leadership
  [15-21 credits as part of the Doctor of Education degree]
- Certificate in Community College Leadership [15-21 credits]

APPLY FOR A HIGHER EDUCATION PROFESSIONAL ENGAGEMENT GRANT (HEPEG)

The Fischler School, as a Hispanic Serving Institution, has been awarded a Title V-B Grant. In partnership with the Chair Academy we are offering prospective and current doctoral students in the Higher Education Leadership program, scholarships to attend a Chair Academy Training and/or attend the Annual International Chair Academy conference.

NOVA SOUTHEASTERN UNIVERSITY
FISCHLER SCHOOL OF EDUCATION & HUMAN SERVICES

› www.FischlerSchool.nova.edu › 888.857.4785, ext. 28437 › debbien@nova.edu

Nova Southeastern University admits students of any race, color, sexual orientation, and national or ethnic origin. Nova Southeastern University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097, Telephone number: 404-679-4501) to award associate's, bachelor's, master's, educational specialist, and doctoral degrees.

SOON, THERE WILL BE A LOT MORE ROOM AT THE TOP.

A recent study shows that 60 to 80 percent of community college leaders will retire within 5 to 10 years.* Which makes now the perfect time to earn your Doctor of Management (DM) in community college policy and administration from University of Maryland University College (UMUC). The program includes a three-year leadership component featuring leadership assessments and team-based executive coaching.

- Build your network by working with the same cohort of students throughout the program
- Courses are offered online with a two-to-three-day residency each semester
- Financial aid and an interest-free monthly payment plan available

UMUC
University of Maryland University College
Copyright © 2011 University of Maryland University College

Enroll now.
**Study by the American Association of Community Colleges.*

800-888-UMUC • umuc.edu/ccadministrator
Program is not available to Maryland residents.

MacEwan

Innovative. Inspired. Involved. This is

MacEwan Now.

Grant MacEwan University, located in Edmonton, Alberta, is home to more than 11,000 students who are enrolled in over 50 programs: four-year undergraduate degrees, diplomas and certificates.

Our programming

As Alberta's newest university, MacEwan offers degree programs that build on our long tradition of offering certificates, diplomas, university transfer and applied degrees.

Our degrees are: a Bachelor of Arts with eight majors, a Bachelor of Commerce with four majors, a Bachelor of Science in Nursing, a Bachelor of Science with six majors, a Bachelor of Child and Youth Care, a Bachelor of Communication Studies, and a Bachelor of Music in Jazz and Contemporary Popular Music.

We are focused on our students, and the results show: in the 2010 National Survey of Student Engagement, senior students rated MacEwan higher than other western Canadian institutions for our supportive environment, student/faculty interaction, and level of academic challenge.

Our faculty

The excellence of MacEwan's faculty has always been—and continues to be—a hallmark of our success. Our faculty come to MacEwan from around the world to engage their passion for teaching and committment to student success.

The university's small class sizes offer students excellent oportunities to connect with faculty – and to become engaged in research and scholarly activity.

Our facilities

Grant MacEwan University's City Centre Campus is located in the heart of the city, in close proximity to Edmonton's nationally renowned arts and culture district and a wide selection of retail and restaurants.

To support new programming initiatives, MacEwan recently added new science labs, completed a major expansion of our library, built a 860-bed residence and opened the Robbins Health Learning Centre – a state-of-the-art teaching facility widely recognized for its integrated-simulation technology.

For 100 years we've put students first.

Now, they've returned the favour.

Students come first at Mount Royal University. According to the National Survey of Student Engagement (NSSE), we also come first with them.

In 2010, our students gave Mount Royal University top rankings in six separate NSSE categories.

But don't take our word for it — or theirs.
Read more about Mount Royal's NSSE scores at **mtroyal.ca/NSSE**

MOUNT ROYAL UNIVERSITY
1910

MOUNT ROYAL