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CORRECTION FROM ISSUE 19.2
This diagram, depicting Change Initiatives Embraced by VVM Statements, appeared incorrectly in Wm. Berry Calder's article "Powerful VVM Statements for Embracing Change" on page 14 of *Leadership* Volume 19.2, Fall.

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LEADING THE ENTERPRISE
Big Business, Bigger Challenges, Great Opportunities

BY RICHARD STRAND

I've been involved in post-secondary education for a number of years; more than I'd like to admit to in some cases. Back in the mid-1970s I started as adjunct faculty teaching business transfer classes at Central Texas College in, of all places, Pisa, Italy. Twenty years later I was a professor and program coordinator at National Defense University in Washington, DC. As I reflect back on these experiences, I recall that the overriding focus of my attention was teaching, developing lesson plans, perfecting ways to engage students in the learning process, and refining assessment practices. I gave little, if any, thought to the actual enterprise of education itself.

That changed in a big way when I became an instructional dean at a mid-size college in Washington State. Budgets, class schedules, short and long-term planning, facilities management, personnel issues, etc., dominated my time and attention. On top of that, I was tasked with equipping and staffing a newly constructed satellite campus location and, if that wasn't enough, assuming responsibility for the college food service program - a program that had incurred over $500,000 in debt and needed more operational oversight than had previously been provided.

But the realization that really brought to light the importance of this theme was the initial exposure I had to the landscape of education when I first arrived in Phoenix back in the winter of 2010. I was surprised to learn that three of the largest employers in this sprawling metropolis were none other than the University of Phoenix, the largest private university in the nation with some 370,000 students registered linked to 200 campus locations; Arizona State University, the largest public university with some 70,000 students registered; and, last but not least, the Maricopa County Community College District with its 10 colleges and two skill centers, 270,000 students and 10,000 employees. In each of these organizations there are a cadre of staff, faculty, and administrators who are charged with managing and leading the enterprise itself, in addition to all the things they must do to teach, mentor, and assess student competency.

Suffice it to say, education is a business – a big business. In many cases, the organizations involved in post-secondary education are among the largest business entities in their communities. For this reason alone we felt it important to provide some time and attention on the subject. We are pleased that in this edition we are able to address the topic from many different perspectives. Provost Patrick Burkhart provides an expansive overview of the enterprise as it has evolved over time from his perspective as a Campus Executive Manager; John Bonner and Becky Nickoli expound on the growing importance and role of the Corporate College, while Keith Houck weighs in with his perspective as a Vice President of Operation and Finance from his perch in central Florida; and finally, Shelley Ballantyne, Manager of Business Development at Nova Scotia Community College shares valuable insights on the need to look beyond conventional community boundaries to increase market share.

We hope and trust you'll find the theme relevant to those involved in post-secondary education, regardless of your position or perspective. The fact is that while to some of us education may be a calling, indeed an industry filled with people who are more singularly focused on student learning and success—none of that would be possible if it weren't for those who are dedicated to maintaining, managing, and leading the enterprise itself. We invite you to read and learn from the perspective of those who know.

As always, let us know what you think in response to what you read. Happy New Year!

Voices of Leadership…
On The Enterprise of Education

The *Enterprise of Education* encompasses a wide spectrum of responsibility, organizational challenges, financial management, and community partnerships all with the purpose of enabling students to achieve their educational, personal, and professional goals. We asked leaders throughout our global community about the most pressing issues confronting higher education in sustaining the enterprise for the future. We also asked them to share the leadership challenges that are at the forefront of leading and managing the enterprise and, finally, for their views on the health of the enterprise in the next few years. We hope their reflections, insights, and experiences inspire you to examine the ways in which the *Enterprise of Education* impacts your role at your institution and the current trajectory of post-secondary education.

Harry McCarry - M.Ed, Cert. Ed, DASE, Adv Cert. Ed, PGCMgt, FInstLM, Head of Leadership Development, Belfast Metropolitan College, N. Ireland

What is the most pressing issue confronting higher education in sustaining the enterprise for the future?

All learning must be contextually relevant. This is vitally important when ensuring the challenge of linking learning to the development of skills, employment, economic growth, and sustainable prosperity. We must resist a college education being marginalized and dismissed because of this emphasis. We take pride in the adage that one goes to university to get a qualification but goes to college to get a job. In this corner of the world (Northern Ireland) this is our contribution to our maturation as a productive community as we emerge from darker times.

What leadership challenges are at the forefront in leading and or managing the enterprise?

Leaders must not shirk their responsibility to create a learning culture and a community of collective action, with a shared understanding of purpose. This requires clarity of vision and direction by leaders, and communication of tangible results for learners as empowered customers. Leaders need to engage in authentic employee engagement to ensure a commitment to this definition of purpose and establish that achievements are the result of collective action and not despite it.

What is your overall prognosis regarding the health of the enterprise in looking forward three to five years?

Charles Schulz's said, "Life is full of choices, but you never get any!" I often found this a reality in my 35 years of professional experience, especially as a young teacher working with behaviorally challenged teenagers in Belfast during our "troubles". If we are to be sustainable for the future, we must ensure that our educational offer is relevant, accessible, and affordable and provides a constructive pathway with real choices for learners. We must act through service, with a customer-led focus. I am confident, with brave leadership, this can be achieved.

Pam McIntyre - President, St. Louis Community College-Meramec, USA

What is the most pressing issue confronting higher education in sustaining the enterprise for the future?

For me, affordability of higher education and college readiness are at the top of the list because both directly impact college completion. The rising cost of tuition and the declining availability of financial aid force many students to work full-time while maintaining a full course load or to stop out in order to earn money to return. Some students become part-time students. These responses significantly reduce the likelihood of a student earning a degree. Not being college-ready further complicates the issue and threatens college completion, since students who need to take remedial education must take and pay for additional classes.

What leadership challenges are at the forefront in leading and or managing the enterprise?

The need to become more flexible and more responsive to changing societal needs is a high priority. A leader will have to focus on creating a context supportive of innovation and experimentation. Student services, for example, should be redesigned to be delivered with greater flexibly through the variety of pathways students use to access these services, with specific regard to adult learners' expectations. Academic programs need to be more customized to meet not only the needs of traditional students, but also the needs of non-traditional students.

What is your overall prognosis regarding the health of the enterprise in looking forward three to five years?

Presently, higher education is affected by many different forces: a lack of college readiness; changing demographics; market-driven competition focused on the working adult; the economy; cost increases; increased accountability regarding graduation rates and student learning outcomes; how students consume higher education. Therefore change and transformation of higher education will continue as it has over the last 50 years. My prognosis looking forward three to five years is this: higher education institutions will be more student-focused, accountable for what students learn, and extremely flexible.

Linda Sanderson - Executive Director, Human Resources, Vancouver Community College, Canada

What is the most pressing issue confronting higher education in sustaining the enterprise for the future?

The most pressing issue confronting higher education in sustaining the enterprise for the future is the need to secure viable long-term funding. Accessibility is limited for students due to higher living costs, annual tuition fee increases, lack of living wage jobs, and heavy student debt loads. Governments are reducing their funding levels while at the same time depending on institutions to provide skilled graduates to fill vacancies in the job market. Employers are demanding skilled employees for their businesses but are reluctant to invest in training and development. Leaders in post-secondary need to find a way to forge strong partnerships with industry, government, and small business to ensure that funding sources for higher education are strong, reliable, and based on delivering results.

What leadership challenges are at the forefront in leading and or managing the enterprise?

The biggest leadership challenge in managing the post-secondary enterprise is managing change. In order to respond to the changing needs of learners and demands of our stakeholders, institutions and the people who make them work need to be able to adapt more quickly to change. This requires leaders who are clear about what changes are needed and what they mean for the organization. Leaders need to recognize that people are more likely to engage with their organizations and make changes work if they have been involved in the process. Collaboration in the decision-making process and in planning for the future is challenging but will help to create a culture that embraces change and is accountable for the success of the enterprise.

What is your overall prognosis regarding the health of the enterprise in looking forward three to five years?

My prognosis for the health of the post-secondary enterprise is one of cautious optimism. We have a demographic and economic perfect storm brewing that highlights the need for what post-secondary institutions provide - graduates with critical thinking and job-ready skills. With millions of baby boomers ready to retire over the next 10 years and new industries looking for people with creativity and the right skills, the need for strong post-secondary education is great. My caution surrounds our ability to become as nimble and innovative as we will need to be in order to meet these changing demands.

Dr. Shaun L. McKay - President, Suffolk County Community College, USA

What is the most pressing issue confronting higher education in sustaining the enterprise for the future?

Colleges and universities play a crucial role in supporting our nation's economic growth. However, our institutions of higher education are wrestling with increasing cost pressures, and further investment will be needed if they are to continue delivering the very best education, led by cutting-edge research at prices students and – in the case of public institutions – taxpayers can afford.

What leadership challenges are at the forefront in leading and or managing the enterprise?

Colleges are facing increased scrutiny both internally and externally. Accrediting agencies are requiring specific information about learning outcomes and assessment measures. In addition, our institutions are facing a "brain-drain" – experienced faculty and administration are retiring or moving to other institutions taking with them their experience and institutional memories. The average tenure of a college president, according to a 2012 American Council on Education report, was seven years, down from 8.5 in 2006.

What is your overall prognosis regarding the health of the enterprise in looking forward three to five years?

Technological advances currently underway are changing the perception of the college campus from a physical one to include a virtual presence as well. The impact of reductions in legislatively-allocated taxpayer appropriations for colleges and universities will continue to affect every aspect of the campus enterprise, and the ability to attract and retain talented administrators, faculty, and staff will continue to challenge our institutions.

Renea L. Ranguette - Vice President for Finance & Operations, Blackhawk Technical College, USA

What is the most pressing issue confronting higher education in sustaining the enterprise for the future?

There is significant external pressure to improve performance results with many states considering a performance-based distribution of general state aid. The quality of these funding models may significantly affect the delivery of higher education services particularly for those students who are under-prepared for college-level work and will require additional time and support to achieve success in completion. Funding models that fail to recognize these differing needs in student populations may serve to limit access to those most in need. Some colleges and universities may find the funding formula to be at odds with their mission of access and affordability.

What leadership challenges are at the forefront in leading and or managing the enterprise?

Leadership will be challenged to maintain focus on strategic initiatives that will advance the institution in achieving its mission while simultaneously responding to the changing funding landscape in higher education. Many institutions are experiencing funding challenges due to reduced state funding and the public outcry to limit tuition increases as student debt is at an all-time high. Leadership will be challenged to make the right resource allocation decision rather than the easy decision, which spreads the pain across the institution but seriously challenges the ability to maintain quality of service.

What is your overall prognosis regarding the health of the enterprise in looking forward three to five years?

The demand for higher education will remain strong well into the future; however, the degree to which colleges and universities respond to their student and community needs and adapt to the changing external environment will largely determine the health of the individual institution.

PLACING TODAY'S CHANGING
HIGHER EDUCAT

PATRICK BURKHART | Provost | Red Mountain Campus/Downtown Center, Mesa Community College

One of my favorite television programs was a series produced by the BBC entitled "Connections". Its subject matter and theme explored the linkages and lineage among various kinds of scientific and technological breakthroughs over the course of history and how our present-day lives are affected by their intertwined impacts. I tend to view the tumultuous landscape of current change in higher education through the same type of lens. The seeds of the creative disruption we are witnessing in higher education today were sown more than 150 years ago upon an educational terrain that, until recently, has evolved ever so slowly from the first century and has adhered to its original design through adaptation. We have entered an era, however, wherein the strategy of adaptation is no longer viable.

To best understand these points of inflection, one needs to fundamentally appreciate the original trajectory of organized and formalized high education. This direction, some would argue, was placed into motion with the establishment of the University of Constantinople in the year 425 A.D. The first monastic schools founded by the Catholic Church followed approximately 100 years later. It is in these schools that the model of the master teacher lecturing to students in a classroom setting initially takes shape.

Thus it remained, relatively unchanged through the founding of the early European universities between the 11th and 13th centuries, including the University of Bologna, the University of Paris, as well as Oxford and Cambridge. At such institutions the arts, sciences, and religious instruction flourished for the elite.

The first inflection point affecting higher education in Europe coincided with the rise of exploration and the establishment of empires during the 15th to the 18th centuries. This subtle change was probably most profound within the British Empire, which realized that its system of public education could be put to good use in tracking and managing its wealth and influence. Accountancy, administration, and communication became as important as military skill to preserving the role of the Empire as the preeminent force upon the world stage. Thus, higher education, although still reserved for the privileged and

unchanged in its mode of delivery, for the first time, had some utilitarian purpose. This adaptation in purpose, however, would help set the stage for more profound changes later.

But this trend was very slow to evolve. Early colonial universities in America (Harvard, The University of Pennsylvania, and William and Mary) were much more spiritual and intellectual institutions. Their primary purposes embraced the more traditional European models.

Source: L'università e le sue crisi: una riflessione storica. Maria Chiara Pievatolo

The first major inflection point in the evolution of the American university resulted from a combination of three events occurring within a short period of time. The first of these was the passage of the Morrill Act of 1862 establishing Land Grant universities. These institutions were created to focus on the teaching of agriculture, military science, and engineering. The second was the founding of the National Academy of Sciences in 1863, which was specifically intended to harness technological innovation for the purpose of winning the Civil War. Finally, and seemingly unrelated, was the invention of the telegraph. Its newfound capabilities enabled the first real time global scientific

ION LANDSCAPE
IN PERSPECTIVE

collaboration to occur during and immediately after the eruption of Krakatoa in 1883. The processes of research, discovery, and the dissemination of new knowledge were forever altered by the sheer ability to communicate in a new way, foreshadowing the effect that the Internet would have many decades hence.

In a very profound way, each of these three events, and their cumulative impact, significantly redefined what higher education was meant to produce, but still, not the method by which the product was produced. The rise of the research-based institution, as well as the broadening of many other traditionally designed universities, changed the underlying assumptions of what subject matter universities were to teach and who their audiences were.

Less than 100 years later, a global conflict, World War II, accelerated this inflection dramatically. The world political climate called for breakthroughs in science and technology to aid the war efforts. Massive projects such as the beginnings of sophisticated computational capabilities and the Manhattan Project relied heavily on new, sophisticated computational tools and models and the university-based human resources capable of using them. This dramatically changed the notion of what universities could contribute. They could deliver something more than just intellectual superiority as a measure of international status. They were needed to develop technologic superiority.

The aftermath of the war quickly saw the enactment of the Servicemen's Readjustment Act of 1944, the GI Bill. Put into place primarily to reward the tens of thousands of returning warriors by providing them a means to reintegrate into our nation, the GI Bill profoundly altered access to higher education for the masses. Again, the mission of higher education was challenged to address a much broader and complex range of societal needs and expectations.

Also in the 1940s, the first transistor was invented. Little did anyone, particularly those in higher education, foresee the transformative effect that this device would have on the advancement of research and on becoming the very means by which the model of higher education is being challenged today. Coupled with the follow-on innovations of ARPANET in 1969 and the first cell phone invented by Motorola in 1973, we are now reaping the disruptive and transformational fallout in the forms of new modalities of learning driven by the marketplace and cultural changes in the ways that we communicate and acquire knowledge.

In the late 1950s the Soviet Union launched Sputnik. The Space Race that followed foreshadowed a much broader global competition that continues today. The rise of Japan as an electronics powerhouse in the 1980s, as well as the technological emergence of nations such as South Korea, India, and China during the past decade has challenged U.S. dominance. The essence of these recurring competitions centers upon the depth, breadth, and superiority of national workforces.

Any strategic deficiency in a key labor force is now referred to as a "Skills Gap". Global competition for talent supremacy has been a driving causal factor for the ongoing series of educational reforms in the U.S., beginning with "New Math", an educational reform movement in response to Sputnik in the 1960s, to today's "Common Core", an educational reform movement to standardize student learning, achievement, and college readiness across all 50 states, along with various and associated measures of educational quality, access, and effectiveness.

The Civil Rights Act of 1964 laid the groundwork for further societal transformation, a role that American universities were unprepared to address. In a way similar to the GI Bill, this legislation opened the door for entry of another large population that previously had limited or no access to higher education. The ramifications of this act reverberate still today with legal challenges to Affirmative Action. Yet while this dramatic change in mission still did not change the mode of instruction, it did set the stage for an eventual challenge to the system decades later, by linking significantly large populations to advances in computing and telecommunications.

Due to rapidly changing cultural norms of communication and social interaction that rely on exponentially developing information technologies and the geometric explosion in new knowledge and instantaneous access to it, a shake-up is underway. Think for a moment of the print media business in the mid 1990s. If you are old enough to recall Turbo Gopher, followed by Mosaic, you might appreciate the "Dead Man Walking" status of the newspaper industry at that time. It took more than a decade to play out and few, if any, appreciated its significance at the beginning. As browsers began to redefine the news-gathering and dissemination business model, newspapers began to die. The same can be said for higher education's product delivery model, although it is only recently that this phenomenon is beginning to take root.

Traditions do not die without a fight. We see this most vividly in the debate over Massive Open Online Courses (MOOCs). Technology cannot replace face-to-face instruction, the

Due to rapidly changing cultural norms of communication and social interaction that rely on exponentially developing information technologies and the geometric explosion in new knowledge and instantaneous access to it, a shake-up is underway.

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traditionalists argue. With centuries of experience to back them up, this seems like a plausible argument. Why fix what is not broken? And, while the early results from MOOCs and other online instructional modalities are indeed mixed, one ought to think of these spotty results as just the beginning. Turbo Gopher and Mosaic were, by comparison, first generation prototypes compared to today's Internet and wireless-based systems. Similarly the MOOCs and other online instructional models are still in their infancy. It will not be long, just a matter of a few years, until these delivery systems mature, achieve some level of standardization, and garner broad market acceptance.

The challenge is to stretch one's imagination to 2025. What will telecommunications and information technologies enable us to do? Even more pressing: what will the marketplace demand of us? Ponder this thought for one moment: more of today's teenagers would rather possess a smart phone than an automobile. Another thought: the entering class of 2020 are currently fourth graders. By the time they arrive on our campuses, the iPads and Smartphones we all carry today will seem as quaint to them as rotary phones are to the Millennials.

The penetration of information technology and the advancement of telecommunications capabilities are, and will remain, relentless. The marketplace is driven by innovation, and personalized information is the currency that fuels it.

Given what is already underway, a revolution fed by a confluence of inflections, our options are limited: defend and preserve the traditional model of instruction, adapt the model to incorporate new tools and modalities, or simply abandon the traditional model entirely.

Option number one, defending and preserving the traditional model, seems impractical. There is simply too much evidence that the model has outlived its usefulness. Five decades of reform have not yielded significant improvements in graduation rates, nor have these efforts eased the concerns of frustrated employers and a public concerned about rising costs and a vanishing return on investment.

Adaptation is the route that most institutions will likely follow. Just as we have adapted the Internet and wired our classrooms to replace slide and overhead projectors and televisions, cost and risk conscious educational leaders will look first to adapt "what works" into their existing educational design. This is also the path of least resistance for those whose very existence will be challenged by disruptive change. The risk associated with an adaptive approach is that the expectations of the marketplace, namely our future students (customers), is moving and will continue to move faster than we can adapt.

The final option, abandoning the traditional model, also carries risk. If one accepts that the traditional model of instruction has entered the twilight of existence, then how soon will the sun finally set?

Moving too quickly to a new model of instruction may mean failure. You may misjudge the market or get undercut by a more effective competitor. Moving too slowly carries the risk that a rapid change in the marketplace, the emergence of a higher educational "Twitter", if you will, leaves your institution too far behind to catch up. How do you thread that kind of needle? The answer is likely an institutional commitment to innovation balanced by shared risk.

The train is leaving the station. While standing still is not an option, neither is failing to get on board. Everyone has something to contribute. We are all blessed with innovative talent. How can we best respond?

By linking that talent to marketplace innovation, by tracking rapidly emerging trends closely, by understanding the cultural changes and expectations of our future customers, by partnering with others with more capital to risk, and by accepting the notion that this time, it is not just the mission and the character of our institutions that are reacting to an inflection, but it is the very essence of how we deliver our product that is being revolutionized. It is only by recognizing and responding in these ways that we can give our customers, our nation, and ourselves the opportunity to compete – and to thrive.

Provost, Patrick J. Burkhart, joined Mesa Community College as Provost in July 2012.

He has more than 35 years of management and executive leadership experience in academia, healthcare, and government, as well as an extensive background in directing and catalyzing innovative programs in economic development, workforce development, philanthropy, and federally funded research. His professional background includes 22 years at Arizona State University, serving in several key leadership roles including vice president of the ASU Foundation, and Executive Director of Strategic Research Initiatives.

He earned both his Master of Business Administration degree and his Bachelor of Science degree in Natural Sciences and Business Administration from the University of Toledo.

The train is leaving the station. While standing still is not an option, neither is failing to get on board. Everyone has something to contribute. We are all blessed with innovative talent. How can we best respond?

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PREPARING COMMUNITY COLLEGE STUDENTS FOR A **GLOBAL** ECONOMY

REBECCA NICKOLI, ED.D. | Vice President/Corporate College | Ivy Tech Community College of Indiana

Many community college students will work in a business or industry that has locations around the globe or has close relationships in their supply chain with companies that are global in nature. One of the things that community colleges must do is to prepare their students to work in these more global and diverse workplaces. Both college academic programs and workforce development departments can assist with that preparation. This article will show how one community college is forming alliances and partnerships that build skills and knowledge for both faculty and students to be more competitive in the global marketplace.

Introduction

Many American community colleges include "workforce development" as part of their mission. There is often a college department of workforce development, business and industry training, continuing education, or, in the case of Ivy Tech Community College, a "Corporate College" department. Such departments offer not-for-credit, short-term training, assessments, job profiling, consultative services, and, sometimes, credit courses and programs. Preparation for third-party, nationally recognized, portable certifications is often embedded in their courses so that the students earn a credential that is recognized and valued by employers. Such departments characterize themselves as responsive, flexible, and able to customize content to the industry need.

Workforce development departments, in addition to training the local workforce, may also serve a role in economic development. They are "at the table" when local chambers or economic developers are trying to court new business for the community or keep current business from leaving for a more attractive economic environment. Demonstrating that there is an appropriately skilled workforce for the new company is part of the business case made by local economic developers. The presence of a community college with a dynamic workforce development department is a significant asset for these economic development efforts. This article will address one element of the engagement activity on which workforce departments focus, and that is educating students and faculty in global learning concepts.

One of the areas of focus for community colleges, both in their academic credit programs and in their workforce development departments, is ensuring that students have exposure to global learning objectives. Students must be able to function comfortably in a workplace that has become more diverse in terms of the individuals in the workforce, the consumers of the products or services offered, and more international in terms of the locations of the industries and their supply chain across the globe to which employees may travel or with whom they will communicate.

Ivy Tech offers travel abroad experiences that are similar to those at other community colleges. However, due to family responsibilities and financial obligations, many community college students are not able to participate in the more traditional student exchange or study abroad programs. The examples that follow demonstrate how one community college is forming alliances and partnerships that introduce global learning objectives into the curriculum and into the experiences of both students and faculty so that even those students who cannot participate in other kinds of travel study programs will have an opportunity to engage in global learning and gain an understanding of how diversity and international business will shape their career opportunities.

Focus on Internationalizing the Curriculum

The Global Learning across Indiana Initiative

Ivy Tech Community College and Indiana University recently received a grant from the U.S. Department of Education under the auspices of the Undergraduate International Studies and Foreign Language Program (Undergraduate International Studies and Foreign Language Program Grant, U.S. Department of Education, FY2012 Award Cycle). The primary activities associated with the grant are as follows:

- Developing a certificate in global studies, available to students in most program majors,

- Incorporating global learning outcomes into the course outlines of 60-70 "high impact" (i.e., popularly enrolled) courses in the college curriculum, and

- Developing Arabic Language courses, including a non-credit version of common phrases and cultural information for the Corporate College to offer to the business traveler or those who are going to work with companies from countries where Arabic is commonly spoken.

Indiana University personnel from the Center for the Study of Global Change and from the Center for the Study of the Middle East will lead the grant activities with the assistance of the Ivy Tech principle investigator to achieve the grant objectives. Three cohorts of faculty, twenty in each, will be working to develop global learning outcomes that enhance the established objectives for a course in their discipline area. Faculty will also learn more about how to teach globally and how to develop assignments for the students that will assess and achieve global mindedness.

In 2014, a group of faculty and student affairs staff will be developing the global studies certificate, incorporating outcomes and experiential learning into the student learning environment. Arabic Language I has already been developed and will be

offered for the first time in fall 2014 and Arabic II is currently under development. The grant facilitators will also create benchmarks for the development of participants, along with an assessment tool to measure progress in global learning for those students earning the certificate once developed. The courses and the certificate will have high impact as they will be available to all students across the Ivy Tech statewide system. While the grant activities are only part of the toolbox being developed to facilitate the global learning for students, faculty, and staff, they will be an important centerpiece in that effort.

Focus on Global Partnerships

Sister College Partnership with Wuxi Professional College of Science and Technology

Since 2010, Ivy Tech has had a sister college partnership with Wuxi Professional College of Science and Technology in Wuxi, China. Wuxi Professional College is recognized as a leader in global partnerships in China as a result of this relationship. This year, Wuxi was chosen as one of the 2013 Top Ten Globalization Programs for Vocational Education awarded by the Chinese Education Bureau (Wuxi Education Bureau, 2013).

Ivy Tech and Wuxi currently exchange faculty each year so that each institution's instructors can become acquainted with curriculum and teaching methodology at the other college. For example, Wuxi wants to begin a Graphic Design program soon and Ivy Tech will be able to assist with curriculum design for the new program.

As a result of the partnership, both institutions are able to work closely with Cummins Engine which has manufacturing plants in Columbus and other Indiana locations and around the United States and also one in close proximity to the college in China. There are students at Wuxi who aspire to becoming Cummins employees and will become engaged in the Ivy Tech curriculum used to train for employment opportunities at Cummins.

Ivy Tech faculty members who have visited and taught at Wuxi report being changed as a result of the experience. Mr. Kim Haza, program chair for Advanced Manufacturing and Industrial Technology programs at the Ivy Tech Columbus campus, spent almost a month in Wuxi as part of this partnership. He lectured in the School of Electronics and also spoke with students and personnel there on how the American higher education system works. He observed that most students

in China are of the traditional college age whereas he is used to working with both traditional age and adult students in the U.S.

Mr. Haza is a former employee of Cummins and was able to visit with Cummins staff at the Wuxi installation. He will be part of the planning to deliver the Ivy Tech curriculum at Wuxi and to collaborate more with Cummins in China as the college there prepares students who will have the right skills for possible future Cummins employment. How has the travel and work abroad experience changed Haza? He indicates that he was treated with great respect while in China as a guest and also because of his significant professional experience. He has found it invaluable to be able to communicate with his American students about the need to be mindful of the global economy and the likelihood that they will work in companies that do business internationally. He also stresses the need to upgrade skills on a continuing basis as manufacturing employers are looking for skilled, multi-craft people in areas such as mechatronics and automation (K. Haza, personal communication, November, 2013).

The responsibilities that adult community college students have in terms of work and family make it more difficult for them to travel abroad as part of their studies but Ivy Tech hopes to be able to support at least some students who will travel to Wuxi to study.

One centerpiece of the partnership program is the Manufacturing Skills Standards Certification (MSSC) program. Ivy Tech will be helping Wuxi add MSSC to their manufacturing programs.

As the partnership grows, the college hopes to recruit students who will start their programs in China, including some online learning, and then come to the United States to complete an associate degree and perhaps continue at an American four-year college or university. Cummins and Ivy Tech are also looking for partnership opportunities in other locations where Cummins does business.

Boiler and Pressure Vessel Inspector's In-Service Commission class

Another example of the international nature of industry training can be found at Ivy Tech's Terre Haute campus in western Indiana.

The Terre Haute campus has offered a Boiler Pressure class for over 30 years. The course prepares students for the certification examination for the National Board of Boiler and Pressure Vessel Inspector in order to be commissioned as an inspector, an owner-user inspector, or for jurisdictional competency

recognition (Ivy Tech Community College of Indiana, 2013). The class is offered quarterly and attracts students from all over the United States and the world. International companies may be interested in the class because their boiler equipment is made in the United States. The course includes over 100 hours of instruction and provides continuing education units (CEUs) upon completion. The course focuses on industry codes, welds, design of boilers, and other relevant content. Upon completion, students are prepared to sit for the certification examination. Students who take the Ivy Tech class pass the certification examination at a 97% rate.

Ivy Tech has offered the course in other locations as well. In 2011, for example, the course was offered in Munich, Germany, and included students from the following countries: Belgium, China, Finland, France, Germany, India, Qatar, Saudi Arabia, Spain, Taiwan, and Ukraine (R. Dowell, personal communication, November, 2012). Ivy Tech has offered its course for FM Global, an international insurance company based in Boston that has locations worldwide. FM Global has sent employees to Terre Haute and the college has also sent instructors to Boston to offer the class on-site there.

Simon Corben, Senior Learning Specialist with FM Global, has

this to say about his company's involvement with the course: "FM Global employs 1,400 engineers around the world who provide property loss prevention consulting services to our Fortune 1000 industrial clients… The instructors are experts in their field and work in the industry on a daily basis. They do an exceptional job of keeping the course content updated and relevant to our needs" (as quoted in Sekula, December, 2011). Corben goes on to say that they are very satisfied with the Ivy Tech course and the extent to which it allows their engineers to learn and maintain key information related to loss prevention and safety.

The Ivy Tech partnership with Siemens

In 2011, Ivy Tech began a relationship with the Siemens Technik Akademie in Berlin, Germany. As part of this relationship, the college now provides the Siemens Mechatronic Systems Certification Program (SMSCP) (Memorandum of Understanding, 2013). Training focuses on mechatronics systems, integrated technology, and automation. This is not a Siemens product certification but instead is centered on troubleshooting and technical problem-solving related to integrated systems. There are a number of colleges and schools around the world that are part of the SMSCP network and Ivy Tech is one of several American community college partners.

Munich Class 2011, including students from Belgium, China, Finland, France, Germany, India, Qatar, Saudi Arabia, Spain, Taiwan, and Ukraine

Also in 2011, Ivy Tech started a pilot program called the Ivy Institute of Technology using industry-recognized certifications and the contextualized and integrated curriculum modeled on the SMSCP system approach. According to Glen Roberson, Assistant Vice President for the Ivy Institutes, "the Ivy Institute's contextualized and integrated curriculum, similar to the Siemens System Approach model, is well received by students, faculty, and industry. The Ivy Institute pilot programs are maintaining over 85% retention and 80% of the Mechatronic Institute students passed the Siemens Mechatronic Systems Certification Level I exam" (G. Roberson, personal communication, November, 2013).

Summary

These are but a few examples of how a community college workforce department can work collaboratively with academic degree programs to ensure that its students and faculty can remain competitive in a more global environment. Community colleges must recognize how to change their long-term model for working with companies to accommodate the different training needs that might arise when a business has international outreach. Those different considerations may include: language and cultural differences, differences in the age and origins of equipment and the training for technicians who service it, how to (figuratively and perhaps even literally) translate the American curriculum to be delivered onsite in an international location, and many more similar considerations. In addition, the increasing use of online education has proven to be an important tool through which to introduce students to each other in shared classes across educational partners and across the globe.

Rebecca Nickoli, Ed.D.

Dr. Nickoli is currently Vice President for the Corporate College and Grants Administration for the statewide system office of Ivy Tech Community College in Indiana. She is immediate past president of the National Council of Workforce Education and a consultant-evaluator and team chair for the Higher Learning Commission. In addition, Nickoli is currently a member of the Indiana State Workforce Investment Council. She holds advanced degrees from Wright State University in Ohio and Ball State University in Indiana.

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Learning to *Flourish* in a Disruptive Environment

KEITH W. HOUCK

VICE PRESIDENT OF ADMINISTRATIVE AFFAIRS

VALENCIA COLLEGE

Just a few years ago, the neighborhood Blockbuster store was a major center of activity. By providing people with easy access to new and classic movies below the movie theater cost, Blockbuster dominated the market in the distribution of movies and electronic games. Patrons enjoyed the convenience of viewing movies in their homes; however, they had to select their movies during set business hours, wait in line to pay, and return the movies to the store location after viewing. Blockbuster successfully built a network of over 9,000 locations, but recently the last 300 stores were closed in America (Selingo, 2013a). The originally innovative Blockbuster model was replaced by Netflix, a web-based model, and Redbox, which still required the customer to pick up and return their movies but at a much lower cost and at convenient times.

The rise and fall of Blockbuster might easily be characterized by Harvard Professor Clay Christensen's definition of "disruptive change". He defines disruptive change as a transformative event that changes or alters a product or service. Disruption occurs to industries in a manner which changes the landscape of their market and the product or service is replaced by a lower cost and more effective model (Christensen & Eyring, 2011).

The advent of the community college system serves as another good example of disruptive change. Community colleges were established as territorial monopolies to provide higher education to those who could not easily attend traditional residential colleges and universities. By affording a larger population access to higher education at a lower cost and within a short commute of their homes, community colleges caused a massive change to higher education.

Are there lessons to learn from the recent changes in the home movie delivery business that will benefit community colleges? What are some of the potentially disruptive waves that may impact the way community colleges deliver education and how could this influence our basic business model? From a college business officer's perspective, there are a number of potentially disruptive waves to consider.

The Cost Shift

In his book *COLLEGE (UN)BOUND,* Jeffery J. Selingo (2013b) indicated that, across the country, the state disinvestment in higher education has been swift and has largely gone unnoticed by the public. At the institutional level, Valencia College has seen the state's portion of its operating budget decrease from more than 60% to less than 40% in 10 years. Tuition is now the primary funding source for the college's operations.

For individuals, the move to a "user fee" mentality has placed a major burden on students and the financial aid system. Articles like "Is College Still Worth the Price?" (Wang, 2009) point out the amount families pay for college has skyrocketed more than 400% from 1982 to 2008. About half of Americans think that

the higher education system is doing a poor or only fair job in providing *value* for the money spent (Wang & Parker, 2011).

President Barack Obama in his January 24, 2012 State of the Union address stated, "It's not enough for us to increase student aid. We can't just keep subsidizing skyrocketing tuition: we'll run out of money" (Obama, 2012). He goes on to implore states to make higher education a higher priority in their budgets and encourages colleges and universities to do their part in keeping costs down.

However, even with the President's coaxing, it might be too wishful to expect that state legislatures will ever return to earlier funding formulas. Businesses learned long ago that you cannot increase costs more that the annual cost of living without providing more value or service or customers become frustrated and seek alternatives. Colleges should be cognizant that the public is not fully aware of the shift in funding from state to individuals. The public may be more likely to focus their attention and frustration toward the colleges. Therefore, the burden will most likely fall on the colleges to develop new and innovative ways to provide quality education at a lower cost to students.

Increased Emphasis on Enrollment Planning

With the majority of community college operating funds generated from students, increased emphasis will be placed on enrollment planning. Good enrollment planning systems will be critical to the financial health and well-being of the organization. According to National Student Clearinghouse Research Center (2013), in the spring of 2013 the total headcount of community colleges dropped 3.6% from the previous year, the third straight annual decline. Many colleges dealing with three years of double-digit growth just a few years ago cannot begin to think about declines, but that is the reality. The questions of how long will these declines continue and how to adapt to the financial impact must be addressed.

Resource Allocation and Performance

Greater emphasis on tuition increases accompanied with pressure to increase graduation rates will require colleges to carefully evaluate the manner in which resources are distributed and utilized. Auguste, Cota, Jayaram, & Laboissière (2010) identified that two-year institutions in the top-performing quartile attained a 22% lower cost per graduate than their group average. There was no correlation between dollars per student and success rates. Some of the better performing colleges had much less money per student full-time equivalent (FTE) than their peer group.

Therefore, it is incumbent on colleges to carefully scrutinize how resources are utilized to maximize the impact on each student's experience and overall outcomes. Ed DesPlas, Executive Vice Chancellor of the Dallas County Community College District, challenged business officers to identify the core activities that have the biggest impact on learning and treat them as priorities (DesPlas, 2013).

College Readiness and the Front Door

Community colleges have long served underprepared college students by providing developmental classes. Despite helping millions of students prepare for more rigorous college courses, many states are considering eliminating these developmental courses. In Florida, students are no longer required to take assessment tests to determine class placement. Appropriate placement enhances students' likelihood of successfully completing their desired academic programs. Students can now enroll directly into college algebra and college English, whether they are academically prepared or not. The Florida legislature also wants to reduce state funding of developmental courses. How will this ultimately affect persistence rates and graduation rates?

Reduced persistence rates would have a negative impact on enrollment and could further impact the college's financial operating model which is enrollment driven. Also, since developmental classes are more likely to be taught by adjunct faculty that are paid significantly less than full-time faculty, the reduction of these course offerings may raise the average instructional cost per section college-wide.

No Cost Instruction

Massive Open Online Courses (MOOCs) are gaining a large degree of attention. A *New York Times* article, "Instruction for Masses Knocked Down Campus Walls", by Tamar Lewin (2012) stated, "in the past few months hundreds of thousands of motivated students around the world who lack access to elite universities have been embracing them as a path toward sophisticated skills and high-paying jobs, without paying tuition or collecting a college degree." While the jury is still out on MOOCs, institutions are considering the impact and possible ramification of this very low-cost method of instruction. An abundance of free or nearly free instruction is likely to impact consumer perceptions of education. As people reflect on their learning experiences with these free services, will there be comparisons made to determine the value of the quality of instruction delivered by colleges and universities and the related costs?

How may this impact pricing decisions in future years? Will colleges move away from traditional tuition models, and move to variable tuitions based on the cost of delivery and/or demand for courses? Will free MOOCs replace the traditional development courses some legislatures no longer want to fund?

Technology's Impact on Bricks and Mortar

In the last two decades, community colleges have moved from traditional brick and mortar institutions with classroom instruction to institutions with significant amounts of online instruction. Some community colleges are developing separate institutions dedicated to providing only online instruction. How far the pendulum will swing in this direction is yet to be determined, but the demand for fully online or hybrid instruction continues to grow. Students, not institutions, will be the major driver for the change to fully online or hybrid instruction (Levine, 2000).

The continued shift in instructional delivery methods will have a major impact on the amount and design of facilities. The old measures of student FTE per square foot and instruction space per square foot of campus will become irrelevant. Determining what community college campuses will look like in the future and how many students can be supported will be an interesting journey. Will c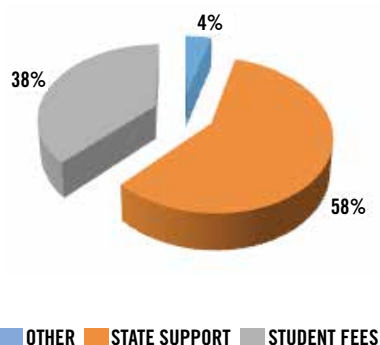ommunity colleges take a lesson from the for-profit institutions and develop storefront operations or, perhaps, single stand-alone buildings that are more widely dispersed throughout their service communities?

Theoretically, the instructional space required for students receiving all instruction face-to-face could serve twice the number of students if the college's offerings were 25% online, 50% hybrid, and 25% face-to-face. Technology-enhanced instruction can be customized and more individualized to better meet a student's specific needs and interests. Rich, engaging technology infused throughout the curriculum is in high demand by students and can help trigger each student's passion for learning. Add to the technology wave the impact of aging buildings, many of them built when the chalk board was the major classroom visual, community colleges will have major changes in the way capital funds are invested in the future.

More Competition

Community colleges, originally created as territorial monopolies to meet local community needs, now find themselves in a more competitive environment. A myriad of other institutions are now aggressively reaching out to serve the same population. Many of these institutions provide a major portion of their instruction over the Internet. Students pay significantly more money for this instruction compared to community college costs, but gain
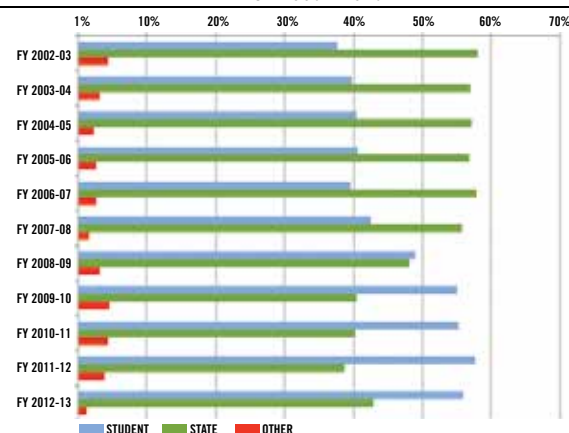
FISCAL YEAR 2002-03

4%
38%
58%

OTHER   STATE SUPPORT   STUDENT FEES

FISCAL YEAR 2011-12

4%
38%
58%

OTHER   STATE SUPPORT   STUDENT FEES

REVENUE 2003 - 2013

1% 10% 20% 30% 40% 50% 60% 70%

FY 2002-03
FY 2003-04
FY 2004-05
FY 2005-06
FY 2006-07
FY 2007-08
FY 2008-09
FY 2009-10
FY 2010-11
FY 2011-12
FY 2012-13

STUDENT   STATE   OTHER

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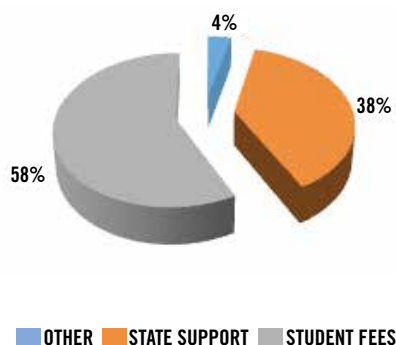
a larger degree of flexibility to meet their time and schedule constraints. In a competitive market, community colleges must invest more time and resources to gain a better understanding of what students want and require for success.

Auxiliary Services

Auxiliary services offered by the college impact not only the overall student experience but the college's financial bottom line. Services such as bookstores and food services may be affected by a number of changes. With the aggressive move to reduce the cost of course materials to students, what happens to the traditional bookstore business model? The revenue currently contributed to the college's operating budget by these auxiliary services could easily diminish and possibly disappear. Additionally, how will a potentially larger percentage of students choosing to enroll in online or hybrid courses impact the ability to provide good economical food services for those who come to the campus? Will cafeterias be replaced by a combination of coffee shops with grab and go food and vending machines?

Bottom Line

In order to create extraordinary learning environments where students are engaged and energized to succeed, already efficient community college systems must become even more efficient and more effective. This is highly unlikely without making drastic changes in the way community colleges approach instructional delivery.

In the midst of disruptions caused by technological advances in the home movie industry, Blockbuster built a successful business. Eventually, however, Blockbuster failed to adapt to new technological changes and customer demands. In order to meet the current and future needs of stakeholders, community colleges must remain willing to adapt to potentially disruptive changes.

Higher education's long history and deeply embedded traditions should not be impediments to our ability to change and better serve our students. Critical not only to survive but to flourish in the future, community colleges must develop and maintain cultures of adaptability in response to disruptive changes.

Keith W. Houck

Keith W. Houck is the Vice President for Operations and Finance for Valencia College. Prior to joining higher education, he served as Florida's lay representative on the Commission on Colleges for the Southern Association of Colleges and Schools and has served as an appointed Trustee for the college.

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NOMINATE AN EXEMPLARY LEADER

As part of our commitment to recognize exemplary organizational leadership, the Chair Academy is soliciting the names of exceptional post-secondary leaders and/or leadership teams. We acknowledge 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.

To nominate an Exemplary Leader visit: www.chairacademy.com/conference/2014/c14exe.html
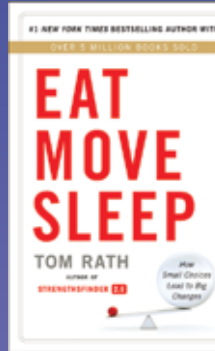
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Thursday, March 27th, 2014

Donna Dare

Vice Chancellor for Academic and Student Affairs
St. Louis Community College

Thursday, March 27th, 2014

Mark Taylor

Speaker, Educator, and Entertainer

Firday, March 28th, 2014

PAUL A. ELSNER AWARD RECIPIENTS

The Chair Academy is proud to present its 2014 Paul A. Elsner Excellence in Leadership Award recipients. This award has been named after Dr. Paul A. Elsner, Chancellor Emeritus of the Maricopa County Community College District, where he held the chancellorship from 1977 until retiring in 1999. Dr. Elsner is recognized nationally and internationally as an exemplary leader in community and technical colleges and higher education.

Join us as we celebrate the accomplishments of two outstanding transformational leaders.

Lane Glenn
President,
Northern Essex
Community College

Anita Rios
System Director,
Talent Management,
Minnesota State Colleges
and Universities

OUR PROFESSORS
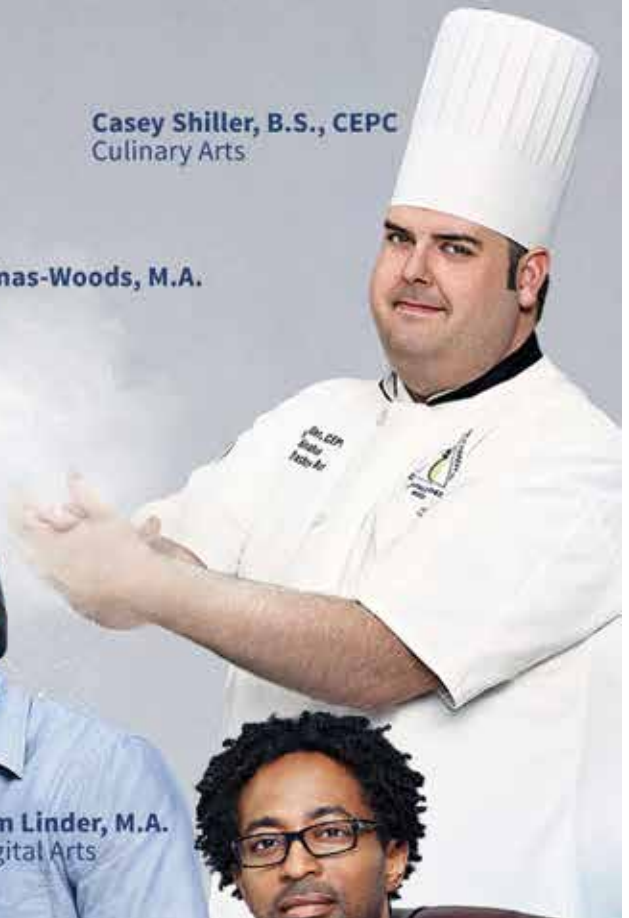# THEIR MENTORS

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Our faculty, with advanced degrees and real-world experience, lead STLCC students on a path to success.

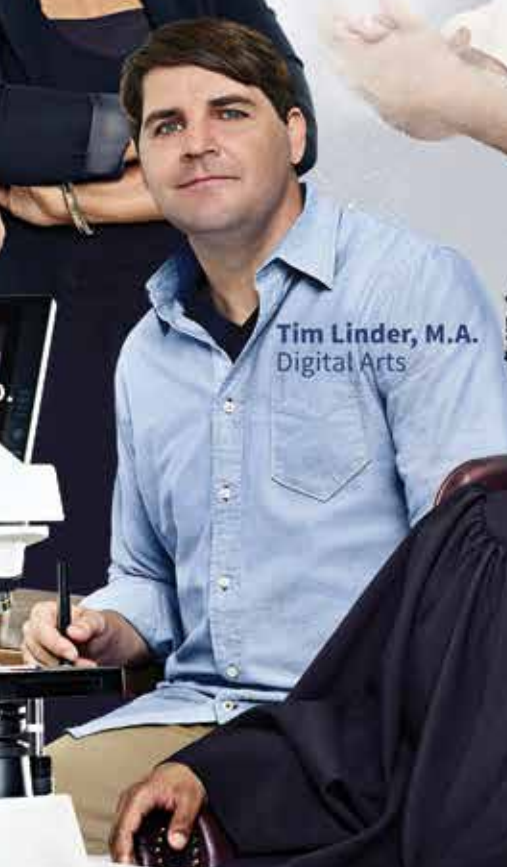**Erin LeClerc, B.S., CID**
Interior Design

Casey Shiller, B.S., CEPC
Culinary Arts

Renee Thomas-Woods, M.A.
Journalism

Syed Chowdhury, Ph.D.
Anatomy & Physiology

Tim Linder, M.A.
Digital Arts

Wesley Bell, J.D.
Criminal Justice
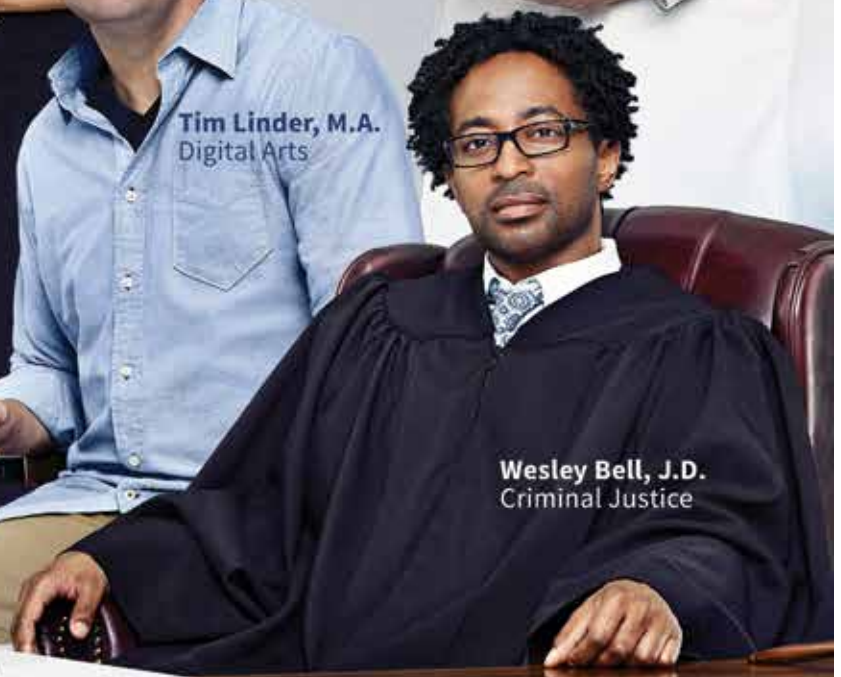
ENTERPRISING EDUCATION TO DELIVER INDUSTRY-LEADING SOLUTIONS

SHELLEY J. BALLANTYNE | Manager – Business Development | Nova Scotia Community College

Many post-secondary institutions are engaged in enterprising education; revenue generation, connection to industry, and professional development for staff and faculty are some of the benefits. Perhaps even more important, enterprising education promotes the entrepreneurial spirit necessary for organizations to thrive. Enterprising education at the Nova Scotia Community College (NSCC) has evolved from providing training to business and industry in local communities, many of them rural, to delivering complex learning solutions for major corporations both domestically and internationally. Over time the model of delivery has changed to support growth and goals. This article shares the path that Nova Scotia's only community college has gone through and provides an update from the Dean of Flexible Learning Solutions on the progress NSCC is making in providing college-based learning solutions to business.

The college's mission is *Building Nova Scotia's economy and quality of life through education and innovation* (NSCC, 2013a). Delivering industry-leading training to clients – which include federal government departments, manufacturing firms, energy producers, First Nations communities, technical training centers, and transportation companies – is one of the ways NSCC is realizing its mission.

NSCC has been engaged in the enterprise of education since 1989 when government-run regional vocational schools provided contract training to local business and industry. On April 1, 1996, the provincial government passed the Community Colleges Act (Office of the Legislative Counsel, Nova Scotia House of Assembly, 2011), and NSCC was created as a self-governing community college. NSCC is a network of 13 campuses, which offers over 100 programs in five academic schools. These programs reflect the labor market needs and opportunities of the provincial economy. As stated in the act, the college's function is "enhancing the economic and social well-being of the Province by meeting the occupational training requirements of the population and the labour market of the Province" (Office of the Legislative Counsel, Nova Scotia House of Assembly, 2011). Between 1996 and 2000 NSCC operated contract training under the auspices of Extension Services, which also included continuing education and the seat sale of unfunded programs.

NSCC has always benefitted from the revenues generated by these programs, which run as a profit center. Starting in 2001, the college included Customized Training and Continuing Education (formerly Extension Services) as sources of revenue in its annual operating budget. This practice continues with the 2013-2014 college budget, including $6.08 million in revenue from contract training, which is 3.1% of NSCC's budget.

Between 1998 and 2007, Customized Training operated in a silo and the provision of services associated with its work was separate from many college processes. In 2007, the structure was revisited. The services delivered by Customized Training became integrated with College Services. Continuing Education, Part-Time Studies, and core-like programs were moved under the purview of the academic schools. The remaining portion of Customized Training was renamed Business Development, and it was dedicated solely to contract training. This enabled those involved in the promotion of contract training to focus more on working with their clients to design learning solutions to directly address business challenges. This resulted in an increase in both the number of contracts and their dollar value.

In 2010-2011, the provincial government introduced a new financial platform - *Back to Balance: The Four Year Plan* (Steele, 2010) resulting in a significant reduction in government funding. NSCC was challenged to find ways to improve effectiveness and generate additional funds. With a view to strengthening the integrated model positioning Business Development for growth in new markets, the college undertook a Functional Review of Business Development (Deloitte & Touche, 2010) to identify opportunities for improvement and recommendations.

It was found that overall, the integrated model was working well with support and acceptance from key stakeholders. Business Development was seen as vital to the college, offering flexibility and opportunities to test new areas and programs for potential. The quality of service to the students had increased, as had alignment with academic school objectives and consistency of curriculum. The report identified a need to review processes to improve consistency and share best practices. One of the critical success factors identified was the ability to integrate Business Development programs into systems designed for core programs,
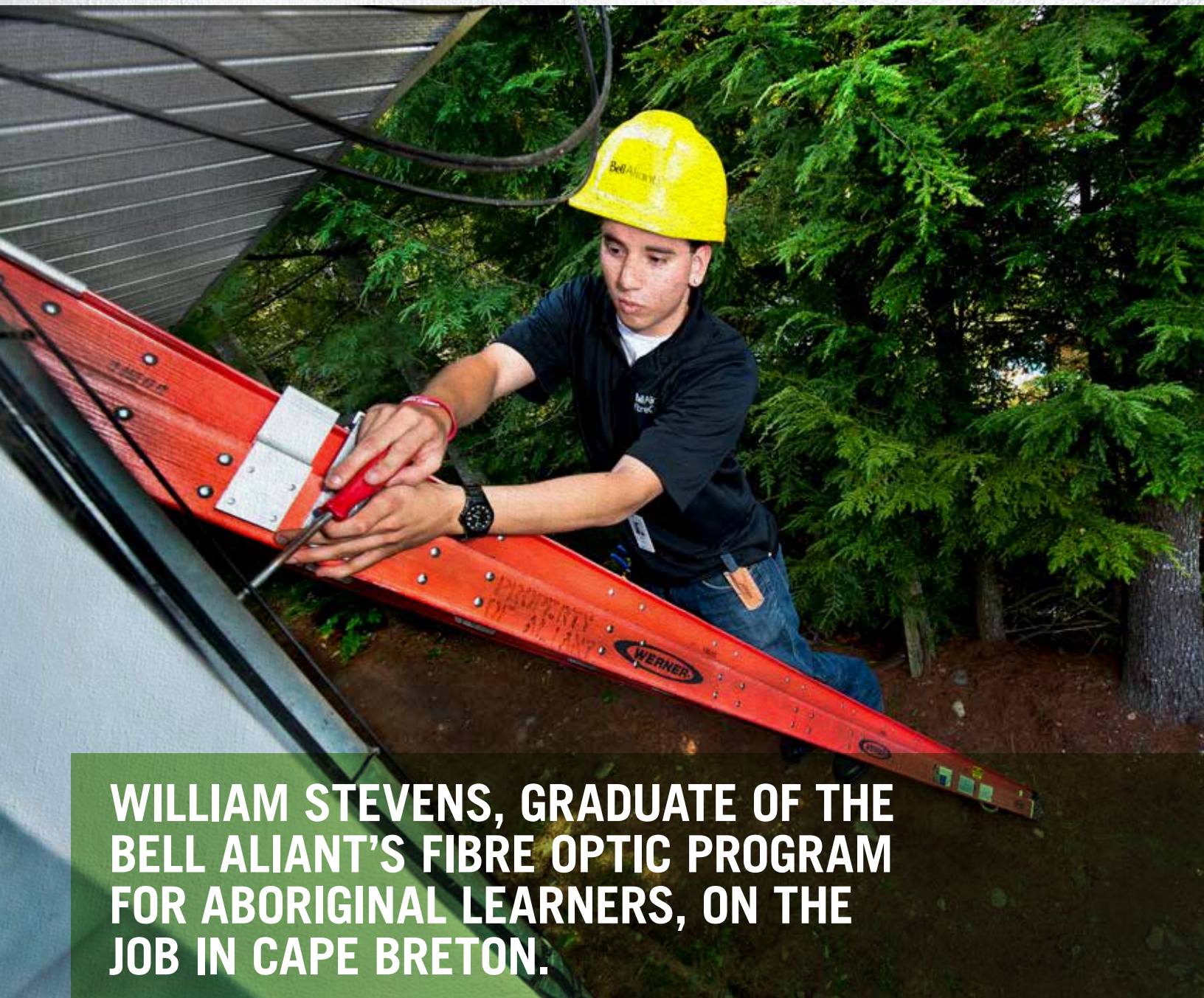
WILLIAM STEVENS, GRADUATE OF THE BELL ALIANT'S FIBRE OPTIC PROGRAM FOR ABORIGINAL LEARNERS, ON THE JOB IN CAPE BRETON.

The program was created by NSCC and Bell Aliant with the Nova Scotia Aboriginal Employment Partnership (NSAEP) PHOTO: DEVIN MCLEAN

delivered on a semester timeline. With the integration of Business Development activities, and the matrix structure of NSCC, there were challenges in communicating effectively and involving appropriately all of the key stakeholders required to make Business Development successful.

Until 2012, Business Development was under the umbrella of Financial Services. As an entrepreneurial stakeholder in the college, Business Development proposed an internal shift in the reporting structure as an impetus to increase access to college resources and more deeply imbed the services and learning solutions offered to external clients. As a result, in 2012 the college grouped the services offered by Business Development, Online Learning, and Continuing Education/Part-Time Studies under the umbrella of Flexible Learning Solutions and positioned it under Academic Services.

This move coincided with the renewal of the college's strategic plan *Now More Than Ever* (NSCC, 2012) and resulted in deeper internal engagement, a stronger brand, and an increased capacity to generate revenue. Business Development's ability to generate revenue is directly tied to access to college resources – curriculum, technology, staff, faculty, training shops, and labs. Deeper engagement results in interest and willingness to make the adjustments necessary to avail college resources for contract work. College resources are also more cost effective than contracting third parties to deliver services. NSCC has a proven reputation for applied learning directly tied to industry needs. According to the most recent Customized Employer Survey (NSCC, 2012), which measures employer satisfaction with customized training as a part of NSCC's Balanced Scorecard, 92% of organizations were satisfied with the customized training purchased from NSCC (up from 86% in 2009).

The Business Development Team, which includes five managers of Business Development and one project coordinator, reports to the Dean of Flexible Learning Solutions through the Manager of Flexible Learning Solutions. The Administrative Assistant to the Dean provides support to the team.

Mike Kelloway, Dean of Flexible Learning Solutions (Acting), was interviewed and his responses provide an update on the progress made under the new alignment (personal communication, November 5, 2013).

How would you describe the strategic realignment of Business Development?

NSCC has created a model that is harnessing the wealth and knowledge of its academic schools to provide innovative training solutions to help drive the province's economy forward. When Business Development was under the Financial Services department of the college, it was isolated from the institution's five academic schools. This changed in 2012 through a strategic realignment when it became a part of Academic Services, which includes the academic schools, applied research, and college registrar. Now Business Development and the academic schools routinely share information allowing the college to respond to priorities and provide industry-leading learning solutions through the expertise of faculty and staff using NSCC curriculum and technology.

How has the realignment contributed to collaboration with the schools?

Since the realignment, considerable improvement has been seen in collaboration with the schools and their leadership teams. Ensuring a coordinated approach is critical in the realization of Business Development's Business Plan 2013 – 2015 (NSCC, Business Development, 2013). Increasing collaboration and alignment with the academic schools and other college departments is an objective in the plan. This coordinated approach enables Business Development and the academic schools to develop, implement, and align programs that are of high quality and that link to labor market need. It ensures a strategic, shared leadership model of management that captures cross-college expertise and knowledge.

The focus on communicating, coordinating, collaborating, and cooperating is also enabling the business plan objective to improve and standardize business processes. When the appropriate academic school is consulted at the onset of an opportunity, people can work together to identify the resources that will be required to fulfill the client's needs. These resources are the college's resources - curriculum, curriculum consultants, subject matter experts, faculty, shops, classrooms, and college services. As a result, NSCC delivers strong solutions supported by the best people at NSCC. When NSCC provides a learning solution to a client it is truly a college solution.

NSCC STAFF LEADING TRAINING SESSIONS AT ONE OF THEIR 13 NOVA SCOTIA CAMPUSES.

PHOTO: MICHAEL BAYER

Can you provide an example of a contract designed with this coordinated approach?

The provincial government's department of Labour and Advanced Education offered the college an opportunity to develop a training program for Competency Assessors. The proposal was prepared in consultation with the School of Access, Student Services, Academic Quality Assurance & Program Development, Operations, and Organizational Learning. To ensure the highest quality product, a collective choice was made to second an NSCC subject matter expert to develop and deliver the program. Contract funds were used to hire a replacement for the expert's regular duties. Integrated solutions enable people from different areas of the college to come together in learning, which results in stronger internal relationships, improved processes, and professional development. Three additional opportunities emerged from this contract.

Communication is the most powerful tool. Engagement opportunities are sought throughout NSCC. The Business Development story, along with the integrated solutions provided to clients, is shared with colleagues in departments across the college. Colleagues are asked for suggestions on how to improve services; they want to be part of the work. The more people understand what you do, the more they're in a position to help and be supportive. We're in a position to share our stories with people and, as they get to know the story, they want to be a part of it and have the expertise to offer clients.

Does Business Development get involved in exporting NSCC education abroad?

According to college internal sales reports for Business Development activity, over 20% of NSCC's business development activity takes place in international markets. This includes training in developing countries, capacity building in developing nations, and exporting customized training solutions where clients have a need.

NSCC entered the international contract training market by fostering relationships and forging partnerships with external clients. Business Development exported NSCC's learning experience to clients, many of which operate both domestically and internationally. NSCC worked with Exxon Mobil to build capacity in Malaysia, New Guinea, and Angola by providing hands-on training to nationals in existing, expanded, or new production facilities. Other international contracts saw the delivery of safety and technical training for Bermuda-based BELCO, and high-level aircraft maintenance training for students from the United Arab Emirates for Atlantic Canada-based Provincial Airlines Ltd.

International contracts have contributed to the globalization of NSCC. Internationalization improves the ability of the college to attract students, broadens the client base for customized training, and raises the profile of the college as a partner for government and the private sector. Professional development, knowledge transfer, and the development of related expertise are also benefits associated with international contracts.

NSCC's exports are the learning solutions and training provided to clients. The products and services are designed and developed here in Nova Scotia by NSCC faculty throughout 13 campuses. The content is based on national regulations and certification standards and is customized for each client. With a mission to support Nova Scotian companies, Business Development broadened its international reach by sharing international contract experience with Nova Scotian companies who work outside the province.

In 2012, NSCC received a request from Emera Utility Services to create the NSCC customized Emera Power Operations program. Emera constructed a power generation facility in Grand Bahama and required assistance to prepare Caribbean trainees to become skilled diesel plant operators. NSCC assembled a project team that worked to ensure the program was developed to meet the clients' needs utilizing NSCC curriculum. Faculty travelled to Grand Bahamas to teach and develop the skills the company required for the facility's operation and maintenance.

Our reputation for being responsive to client needs has encouraged NSCC partners like the Association of Canadian Community Colleges (ACCC), Atlantic Canada Opportunities Agency (ACOA), EduNova, and Nova Scotia Business Inc. (NSBI) to identify opportunities for NSCC in growing markets. The

college participates in trade missions and is also being invited by partners to travel with them to countries where provincial and national trade agreements are creating opportunities for Nova Scotia in the global marketplace.

How does NSCC deliver education beyond its walls, meeting industry and community in their backyards?

While NSCC has partnered its experienced faculty with companies looking for solutions beyond Nova Scotia, it has also continued to enhance the work it has done at home. NSCC is constantly looking for new opportunities and innovative approaches. For example, through a provincial investment, the college is working on the development of a mobile training trailer capable of delivering trades and technology education in communities throughout the province.

Clients notice the collaborative approach the college is taking and feel confident in our dedication to program quality; the outcome is a relationship built on trust and commitment to community, education, and student excellence. This approach has proven to be effective for First Nations communities. In Cape Breton, Nova Scotia, it resulted in a successful three-way partnership with a major employer, a First Nations community, and NSCC. NSCC teamed up with the Nova Scotia Aboriginal Employment Partnership (NSAEP) and Bell Aliant to provide training in the communications sector. Bell Aliant needed trained employees. The First Nations community wanted to help their residents increase their skill levels. NSCC had the training expertise. Business Development connected those needs and resources to find the right solution. The resulting program was a 16-week course supplemented by five weeks of hands-on training at Bell Aliant's facility in Dartmouth, Nova Scotia. Following the program's conclusion, seven graduates were hired as some of the company's first aboriginal employees.

For NSCC, training people for the work they are passionate about and helping, then, to grow the economy through their success is what its vision of "Transforming Nova Scotia one learner at a time" is all about (NSCC, 2013a).

That's what we strive for - helping people find employment and meeting the needs of industry. That methodology aligns perfectly with the true spirit of being Nova Scotia's Community College. The connectivity with the academic schools is what makes this happen.

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SHELLEY BALLANTYNE

Shelley Ballantyne is a Manager of Business Development at Nova Scotia Community College. Shelley works with clients throughout Nova Scotia and also provides the Business Development team with research and strategic business analysis. Shelley has a diverse background and worked in the not-for-profit and private sectors prior to joining NSCC in 2000.

GROWING A **PROFITABLE** CORPORATE TRAINING CENTER

JOHN BONNER | Executive Director, Corporate & Continuing Education, Industry Liaison | Everett Community College

Changes in the economy, higher education funding, and student demographics have college leaders searching for new sources of revenue. Increasingly, many college presidents look to their corporate and continuing education divisions, hoping to turn these operations into thriving profit centers.

College leaders may underestimate both the challenges of developing a strong corporate training center and the leadership investment required for its success. This article outlines some of the challenges and shares what a college can expect in return for investing its leadership capital in developing a strong corporate training center.

Two cultures collide

While one college may differ a great deal from another, the organizational structure and culture of many colleges supports deliberative, layered decision making which is often rooted in some form of shared governance. Colleges are large and complex, and are further complicated by various missions, accreditation standards, and multiple collective bargaining agreements. The power structure is shared between administration and tenured faculty. Therefore, many colleges tend to move slowly. Some college faculty and staff may hold philosophical sentiments of distrust toward the business world, particularly with respect to its interactions with academia. Consequently, the thought of operating a business to serve corporate customers and generate a profit may seem out of place to them despite whatever value such a business might bring to their institution or their own programs.

The conditions and culture described above reflect the environment in which a college's corporate training business must flourish and grow! Unlike its institution, the training business must be structured for quick decisions and characterized by efficiency and flexibility in order to effectively serve industry needs. For example:

- A company may call requiring wire routing training to alleviate production delays that must be immediately addressed—and the training required may not currently exist.

- An employer may ask for project management training for 100 project managers delivered in three different states and customized to company-specific goals.

- An aerospace manufacturing company may request the creation of an electronics troubleshooting program to help address a critical shortage of skilled aviation test technicians (even though the college lacks the costly equipment and staffing infrastructure).

To respond effectively, staff must embrace an entrepreneurial mindset: quickly learning new fields, taking calculated risks like purchasing equipment and hiring staff based on their assessment of an idea's potential, and delivering exceptional quality as defined by the paying customer. Staff must do all this while still depending on the support services of their institution, which were designed for traditional college needs, not circumstances such as these.

The intersection of these two divergent cultures, then, is where leadership matters most. In fact, how a college's leadership team structures, supports, develops, and implements a corporate training business within their academic institution goes a long way in determining its ultimate success or failure.

What is corporate and continuing education?

Often operated as a self-supported business functioning within a college, a corporate and continuing education department designs and delivers primarily non-credit workforce solutions. The term *corporate training* typically refers to training for an employer which may be scheduled and tailored for their specific needs and delivered on-site to a group of employees. *Continuing education* has long been associated with fun, non-credit personal interest courses offered to the community (think basket weaving). Many colleges, however, are now de-emphasizing or moving away from these types of classes in favor of short-term professional continuing education courses and certificates that lead to high-demand jobs and career advancement. These education offerings produce higher value for employers, generate more revenue for the institution, and can be linked with the economic development needs of a college's region (Van Noy, 2008).

Less about ideas and more about execution.

With these goals in mind, college presidents and other administrators sometimes send their continuing education leaders and staff to Everett Community College (EvCC) to learn

John Bonner, Executive Director of Corporate & Continuing Education

from our experience in reinventing and strengthening our college's Corporate & Continuing Education Center. Five years ago EvCC's continuing education department was a struggling operation focused on personal interest. Today, although still a work in progress, its 15-member team operates one of the largest continuing education centers of its kind in Washington State, playing a significant role in elevating our community's perceptions of EvCC.

Delegates who visit from other colleges are eager to learn the tools and techniques that have helped our business grow, and we in turn learn from them. After spending some time with us, our visitors appear energized and equipped with new ideas they cannot wait to implement. These capable leaders, however, will still require the high level college support needed to develop a thriving center. A capable corporate and continuing education (CCE) leader equipped with ideas *is* of course a critical step in growing a successful center, but it is not the most significant step. Creating a financially profitable CCE center, or righting the ship on a struggling one, is a function of leadership at many levels of the institution committing to work together to reshape assumptions and practices to the benefit of the entire college.

'Begin with the end in mind'

Anchoring the initiative in community

The community, with its inherent opportunities and challenges, must drive how success is defined for your CCE center, not the college's finance department or other factors. Before expectations are set, or investments made, the size and scope of the opportunity must be determined based on the demand in your community for the education and training services you hope to deliver. I have operated a continuing education center in a community in which the college itself was the largest employer, with no other organization in our service area with more than 100 employees. Because our center was not charged with attaining short-term financial self-sufficiency, this freed us to innovate for our community by developing a grant-subsidized small business accelerator program serving hundreds of business owners. This success ultimately became an important part of the college's community engagement and outreach efforts. However, in my current position just 20 minutes north, there are about 170 large aerospace suppliers and a global aerospace manufacturer with more than 15,000 employees in our backyard. Although we have a small business acceleration program, our primary focus is large employers; and financial self-sufficiency and profit generation are expected. Effective leaders recognize that expectations for and investments in a CCE center must be shaped by the unique circumstances of a college's community, not by what the college next door or across the country has accomplished.

Creating a shared 'company' vision and a plan to get there

Once broad expectations are set, the CCE leader should work with staff, college leaders, and stakeholders to develop a compelling, vivid description of the end in mind — a shared vision that will be articulated and revisited by the college and community as the CCE center is built and refined. The vision should include anticipated outcomes of the CCE initiative, including the return on investment for your institution over the life of a five year business plan. As the business grows, the CCE leader and staff should demonstrate and communicate achievement of key milestones. This is a critical component needed to maintain institutional support and momentum, keeping the college and the CCE team focused on the end goal. A workable business plan is also essential, particularly one that includes the voice of future potential customers. The document should include standard business analyses, a request for start-up funding, and other content typically found in a business plan. It should also include the resources and conditions required to achieve the vision.

Everett Community College's CCE Team

Return on investment: the 5 'Rs'

Creating a new revenue stream may be an explicit goal or even the impetus behind a CCE initiative, but it is only one of several important benefits a strong center delivers for its institution. The value, or currency, a healthy center delivers is five-fold: Revenue, Risk-Taking, Recognition, Relationships, and Responsiveness. The path to profitability actually begins at the end with responsiveness, and works backward, with sustained revenue being the product of success in each other area.

Responsiveness

A CCE center allows college and community leaders to confidently connect the college with companies despite the limitations common to a large academic institution. An effective CCE center is fast, flexible, and empowered by:

- reserving cash on hand to respond to immediate needs and opportunities without elaborate decision-making or authorization processes;
- investing in a quality product portfolio that is aligned with recognized industry credentials;
- acquiring institutional support to add staff quickly when needed - even if the rest of the college happens to be going through budget cuts;
- hiring the best regional instructional talent at market rates;
- borrowing incentive practices from the private sector to assemble and motivate a high performance team; and
- functioning as the central point of contact for employers for the entire institution.

Not surprisingly, CCE leaders report that they often find themselves at odds within an institutional structure that is designed around quarterly schedules, laden with policies and procedures, and wary of taking risks. As one leadership author has noted, ". . . every organization is perfectly aligned to achieve the results it currently gets" (Heifetz, 2009). If a CCE center is not reaching its full potential this may be because the system it operates within is ill-suited for the work the CCE center is charged with doing.

The primary challenge of responsiveness, then, is being *institutionally* prepared for the CCE center to behave as it needs to; and the most important aspect of the CCE business plan is to clearly communicate what the center needs from its institution to function effectively. The college's leadership team should proactively set unique operating parameters for the center when feasible. Some of the parameters to be determined up front include:

- negotiating necessary exceptions to standard college practices,
- streamlining decision making,
- establishing flexible hiring practices,
- determining how earnings will be re-invested back into the CCE center,

- establishing response times and service standards,
- supporting the conditions needed for calculated risk-taking, and
- keeping CCE staff job duties focused on the business.

While these operating parameters must be persistently and collaboratively pursued across centers by the CCE leader and staff, their rationale and importance must also be articulated and supported from the top down by the college's leadership team and by the president as champion. According to a recent National Council on Continuing Education and Training survey, Barmon et al. (2013) indicate that 94% of leaders of successful CCE centers state they always or sometimes have support from top leadership at their college, with some CCE leaders having a seat on the president's council.

Relationships

With service and responsiveness that meet employers' expectations, a trust-based relationship can develop between industry and the college. These relationships become the backbone of a strong CCE center in the form of repeat customers. When leveraged intentionally, these relationships can result in support for the "credit side" in the form of student scholarships, professional-technical program equipment donations, industry advisory committee membership, internship opportunities, and jobs for graduating students. This type of industry support contributes directly to an academic student's college experience, likelihood of completion, and career success.

One-stop employer resource for workforce development needs

The college succeeds or fails together. The CCE unit may initiate many training relationships, but the greatest value to an employer is often the skilled graduates they hire from a college's traditional programs. When strong departmental collaboration is fostered by college leaders, the synergy and value of the credit and non-credit sides working together is powerful. Credit programs supply a pipeline of skilled graduates for an employer, and a CCE center provides life-long learning for the same company.

Recognition

The best publicity is not the college's own marketing efforts, but the community speaking on the college's behalf. This can take

many forms including:

- a vote of confidence from an employer praising the college in front of legislators,
- community leaders highlighting a college program or success at a public event,
- local economic development organizations touting their college's responsiveness when recruiting major employers to their region, or
- consistent coverage of successful college initiatives in local papers and on television.

The reputation a college develops through sustained external attention for its achievements and contributions creates leadership influence and credibility. Consequently, the college is included as a critical partner in driving workforce and economic vitality for its community. In Washington State, for example, it is projected that as many as 40% of the more than 80,000 Boeing employees in the Puget Sound region are eligible to retire in the next five years (Wilhelm, 2012). Access to skilled workers is often reported as the single most important factor in site decisions made by companies. These decisions, such as which state is best to locate Boeing's 777x production line, leave in the balance thousands of jobs for a community, billions of dollars in revenue, and possibly even the future trajectory of aerospace in Washington State (Catchpole, 2013). Led by our state's Center of Excellence for Aerospace and Advanced Materials Manufacturing, community colleges and other partners coordinated to work collectively with industry to provide high demand workforce solutions for employers.

Risk-taking

Operating a CCE center has inherent risk. Economic trends, increasing competition, and unanticipated industry changes can dramatically impact a self-supported training unit's bottom line from year to year. The upside of calculated risk-taking is opportunity. Two years ago EvCC borrowed $4 million to renovate its aging training facility, with the expectation that its Corporate & Continuing Education Center will pay back the loan over a 20-year period. Since the renovation, the college has brought in an additional million dollars in training each year—new business directly linked to having a professional training facility in the heart of the state's manufacturing corridor.

Revenue

Responsiveness, relationships, recognition, and risk-taking are valuable currency in themselves for a college. They are also the requisite foundation for sustained profit generation. When profits do come, it is important that a college take a long-term view, resisting the urge to use new profits to address current budget shortfalls. The goal should be long-term sustained financial performance, and that requires a mechanism to reliably reinvest a portion of profits back into the CCE center for developing new products, hiring staff, and investing in its own infrastructure. In these difficult financial times, this requires

leadership with a vision that reaches beyond the challenges of the next fiscal year and takes a holistic view of CCE's overall contributions to the college and community.

It Takes a Team

For the reasons presented above, developing a robust CCE center is worth the leadership investment. With strong institutional leadership helping create the conditions needed to thrive, even a small but talented team of CCE staff can produce value for a college and its community that far outweighs revenue generation alone. Quality leadership also attracts highly capable CCE employees, who recognize and are drawn to an opportunity to play a significant role for their college. In return, they set and achieve high expectations and are able to focus more of their energy on the clients and customers they serve. This perhaps is the true secret to building a successful center: assemble the right people and provide the leadership required to support their success. In doing so you will build more than a strong CCE center; you will develop strategic networks and capabilities needed to address the growing economic, competitive, and demographic challenges each college will face in the future.

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John Bonner is the Executive Director of Everett Community College's Office of Corporate & Continuing Education, which includes EvCC's aerospace and advanced manufacturing credit-bearing professional/technical division and its non-credit Corporate & Continuing Education Center (CCEC). John has 15 years of experience leading self-support education programs at universities, community colleges, and in private industry. John earned two master's degrees (Teaching and Public Administration) from the University of Washington, where he also designed and taught English as a Second Language programs for international corporate clients.

THE ALUMNI OF
LEADERSHIP

RECOGNIZING ACADEMY ALUMNI

HARRY MCCARRY
(Global Academy 05-06) retired from Belfast Metropolitan College in Belfast, Ireland on November 30, 2013. We wish him the best of luck in his future endeavors.

ANN KRAUSE-HANSON
(Facilitator) has announced her retirement as Vice President of Academic Affairs from Mid-State Technical College. We wish her all the best.

KATE SIKERBOL
(Ontario 05-06) has left her position at Humber College in Toronto, Ontario, Canada. She is now employed at Laurentian University in Sudbury, Ontario, Canada. Her new position is Director of Talent Management & Organizational Development.

MICHAEL RIVERA
(Practitioner's Board) has accepted a new position as Assistant Vice President at Montgomery County Community College in Pennsylvania.

KATHY KINLOCH
(International Advisory Board), a long-time supporter of the Academy in British Columbia, has left Vancouver Community College and is now the new president at British Columbia Institute of Technology. She began her new position in January 2014.

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THE LITERATURE OF LEADERSHIP

REVIEWS BY JEFF YERGLER
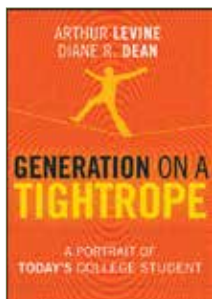
GENERATION ON A TIGHTROPE: A PORTRAIT OF TODAY'S COLLEGE STUDENT
Arthur Levine and Diane R. Dean

If you want to get clear, updated, and relevant information on what makes the American college student population "tick," you will want to read Levine and Dean's excellent book. Using massive amounts of research that is distilled down to readable, understandable, and immediately applicable tables and graphs, they provide a complete and relevant picture of the typical college student. The book is divided into three sections. The first section addresses how students' perspectives, aspirations, and concerns have radically changed and shifted over the last 10 to 20 years. The second section looks more specifically at these changes by focusing on students and academics, digital tribalism, micromanaging parents, multiculturalism, politics, and future opportunities and challenges. The third section speaks to how colleges might respond to these issues. Overall, this is an outstanding read and will add insight and perspective to your view of students and how your institution might respond.
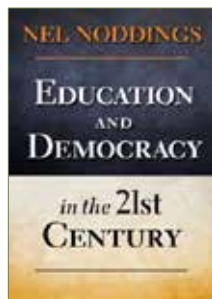
EDUCATION AND DEMOCRACY IN THE 21ST CENTURY
Nel Noddings

As an educational philosopher, Noddings explores in lucid and practical language the educational and curriculum goals for the 21st century. Noddings examines the current issues and problems of education such as the drive for national standards and teacher accountability. Foundational to Noddings' argument are the ideals of democracy and education as reflected in John Dewey's *Democracy and Education*. The concept of equality and education is debated along with the importance placed on the development of a common curriculum. Noddings debates whether or not degrees and diplomas are equal in what they provide and promise to those who obtain them. She explores the decline (and hope for renewal) of the liberal arts, the role of educating toward personal stability expressed through the home life and parenting. Noddings also addresses the importance of vocational education and its emerging new possibilities. Finally, educating the whole person and laying the foundation for citizenship and critical thinking bring Noddings' book to a close. A great read that can bring clarity to why we educate and the principles and practices that drive an authentic education that is truly democratic.

CHECKLIST FOR CHANGE: MAKING AMERICAN HIGHER EDUCATION A SUSTAINABLE ENTERPRISE
Robert Zemsky

Robert Zemsky provides the reader an analysis of educational policy issues that are intended to move us beyond the stagnant and irrelevant arguments about higher education toward issues and challenges that represent opportunities to revitalize and strengthen higher education into the future. The first part of the book examines existing issues that have shaped current "gestalts" around higher education. Among them are the GI Bill and the Higher Education act of 1972, the latter of which opened the spout for massive federally funded loan programs for higher education that, as Zemsky argues, accelerated the rapid and unsustainable cost of higher education and the increased debt taken on by students. The second part of the book searches for solutions using case studies taken from three different universities addressing new approaches to internal and external partners in the building of a health sciences curriculum, a new emphasis and approach to learning outcomes, and aligning curriculum. The book closes with attention paid to new approaches to financial aid, completion between institutions, and a stronger faculty voice that can explore how higher education can and must change.
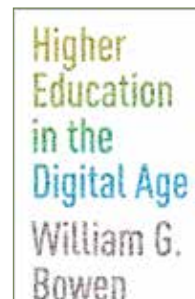
HIGHER EDUCATION IN THE DIGITAL AGE
William G. Bowen

Bowen explores the connection between the increasing and often exorbitant cost of higher education and the return on that investment. Specifically, Bowen argues that the rise and popularity of online classes may be able to slow the "cost disease" in higher education. Bowen, an economist and former President of Princeton University, makes a compelling case for the way online education, including the emergence of massive open online courses (MOOCs), can help reign-in cost while also preserving quality. Part of Bowen's discussion addresses advantages of online education, the effectiveness of this learning platform, philosophical concerns connected to the attainment of learning outcomes, and structural and organizational challenges needed to deliver online learning. The book includes responses to Bowen's approach from Howard Gardner, Professor of Cognition at Harvard University, Andrew Delbanco, Professor of Humanities at Columbia University, John Hennessy, President of Stanford University, and Daphne Koller, Professor of Computer Science at Stanford University and co-founder of Coursera. A compelling read at the 30,000 foot perspective.

| RATING ★★★ | RATING ★★★ | RATING ★★ | RATING ★★ |

RATING ★★★ HATS OFF ★★ THUMBS UP ★ SO-SO

It's all at MCC.

Many leaders.
One mission.

We continue to explore new ideas.
But inspiring today's students
to become tomorrow's leaders
will always remain our goal.

mesacc.edu

Antonio Cardenas
Residential Faculty
World Languages, MCC

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COMMUNITY
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MARICOPA
COMMUNITY
COLLEGES

#1 *New York Times* **Bestselling author of** *StrengthsFinder 2.0,*
How Full Is Your Bucket?, Strengths Based Leadership **and**
Wellbeing **discusses his new book,** *Eat Move Sleep*

Q: What prompted you to write a book about health?

A. After writing business books for more than a decade, I realized that improving health is the biggest business challenge of our generation. Nothing breaks household finances, corporate balance sheets, or national economies faster than poor health.

But the much larger reason why I decided to focus all of my time and energy on this topic is because I was tired of seeing people that I care about suffer unnecessarily and die early. We are literally killing ourselves, sapping our energy, and destroying our wellbeing as a result of lousy decisions we make about our health each day.

Q: Why have you spent so much time studying this topic?

A. I first started doing this research to save my own life, literally. While I have been reluctant to discuss this before, I have been battling cancer for more than twenty years now. Ever since my diagnosis, I've spent time every day learning about specific things I can do to extend my odds of living a bit longer. Over the last decade, I have focused more attention on helping friends, family, and colleagues to learn from these discoveries and lead healthier lives.

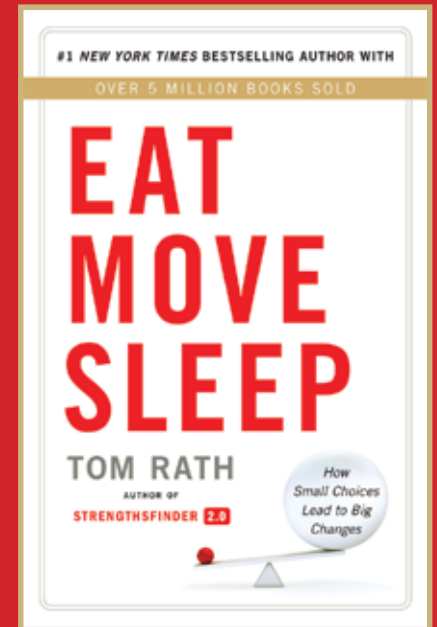### Q: What are some of the most important things you have learned from this research?

A. What I learned, not only about how to prevent cancer, but also how to prevent heart disease, diabetes, and obesity - is remarkably encouraging. The vast majority of human disease and illness is preventable. There are hundreds of specific, proven actions we can take to increase our odds of living longer and stronger. What matters most are the small decisions we make each day, ones that give us more energy in the moment and also prevent illness in the future.

The second major finding is that these three elements - eating, moving, and sleeping - build on one another. Eating right makes it easier to be active. Being active makes it easier to sleep. Sleeping well helps you to avoid bad foods, and so on. As a result, working on all three at once is even easier than focusing on one area in isolation.

Q: Don't we already know that we should be eating, moving, and sleeping better?

A. In *Eat Move Sleep*, I cover a lot of the essentials that people know they should be doing, but have trouble applying on a daily basis. I like books that help me figure out how to apply things I already *know* but don't *do*. There are several things in the book I have known for a long time, yet did not practice myself until I learned new ways to connect short-term incentives with what is best for my long-term health. Frankly, my biggest challenge in writing this book was narrowing down to the most practical findings for a broad audience, given the wealth of good science on these topics today.

Join Tom Rath, March 26th, 2014, in St. Louis, Missouri,
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