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OUR MISSION IS…

…to design and promote world-class training programs and services to advance academic and administrative leadership for post-secondary institutions worldwide in an era of change.

HEY THERE! GOT A COMMENT? A MANUSCRIPT? EDITORIAL? WE WELCOME YOUR INPUT!

Send to: Rose Marie Sloan, rsloan@chairacademy.com, or Meaghan Wesbrock, meaghanwesbrock@hotmail.com. Include your name, title, institution, and phone number. All manuscripts are reviewed by the Editorial Board.

The Academy   www.chairacademy.com

VISIONARY LEADERSHIP

A quick look at the Cambridge Dictionary indicates: to **visualize** (a verb) is to "form a picture of … something in your mind, in order to imagine or remember it;" on the other hand v**ision** (a noun) implies "the ability to see…[an] imagined mental image of something."

The intent of the theme for this edition of *Leadership* is to invite readers to stand up, step back, and reflect on the landscape around you—the ever changing and dynamic real estate that represents the sand shifting beneath your feet, challenging your values, beliefs, assumptions, and actions; then to pick the right tools and select the proper path that will allow you and those you lead to move forward.

It has been suggested that while "leadership" was essential to achieving many of the greatest accomplishments of the past century, it may actually be critical to what has yet to be achieved in the decades ahead. This leap in significance is attributed to several factors, including:

- **Globalization**: we appear to be well beyond living in a world where one part can be easily isolated from the actions of another, on any level, and with regard to almost any issue.

- **Heightened Expectations:** the barriers (e.g., time, space, structure, and geography) and boundaries (e.g., gender, race, religion, class, and culture) that may have separated our expectations have steadily been challenged and leveled; we see what exists and we desire more; the sense is that we deserve better.

- **Market Forces**: as boundaries and barriers devolve, outside interests flood in, offering a new way, at a better price, in a more focused and potentially user friendly fashion; we can forestall what we fear for a time, but in the end persistence outlasts resistance and practicality often prevails

- **Technology**: the tools available to us change and transform at increasing speed; some we easily adapt to and adopt, others we avoid until we are replaced.

What to do? In this edition, we benefit from the insights of several who have individually and collectively made an indelible impact on the field of higher education—recognized as experts in the industry and highly successful at their craft. In combination they offer several insights.

- **Sandy Shugart**, President of Valencia College, suggests a great place to start is by simply being authentic and remaining a learner.

- **Rufus Glasper**, retired Chancellor of the Maricopa County Community Colleges and current President and CEO of the League for Innovation, highlights the need for mentors; people who know the way and can show the way, people who can legitimately challenge us to think outside the box in which we may find ourselves.

- **Joan McArthur-Blair**, past president of Nova Scotia Community College and a life-long educator focused on facilitating student success, invites us to appreciate "what is," the beliefs, values, and actions of others and be resilient (not resistant) to the forces of change around us.

There are other insights and words of wisdom to be found in this edition—Ken Steele, education futurist, focuses our attention on the "perfect storm" impacting higher education; Pommashea Noel-Bentley and Scott Blythe offer a "Visionary Approach to Fundraising;" Lynda Wallace-Hulecki identifies some useful references in the "Literature of Leadership;" and a few of our own lend their ideas to the topic in "Voices of Leadership."

A good friend of the Academy and life-long educator once remarked that, "This isn't rocket science." To wit, don't let the scale and scope of the topic itself overwhelm you. Stand-up, step-back, and reflect on the landscape around you. Seek a way forward that empowers others to act and inspires the rest to provide the best they have to offer. Invest effort and energy in building bridges to a better and brighter future; one that best leverages lessons from the past, respects and appreciates the increasingly diverse interests in the present, and calls us forward from where we are to where we need to be.

Voices of Leadership…
On Visionary Leadership
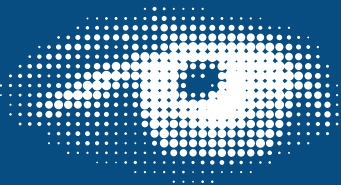
> "Transformational leaders don't start out by denying the world around them. Instead, they describe a future they'd like to create." ~SETH GODIN

When we reached out to our board members to talk about Visionary Leadership and the future they'd like to create, we could not have imagined receiving such an impressive, insightful, and practical array of responses. Our colleagues from around the globe replied with words that can be applied at any college, in any region, with any leadership team or group of staff and faculty. Although their responses are without exception unique, two common threads emerge. The first is hope – a great hope for the future of education. The second is confidence – a consistent confidence that when managed by mindful and passionate leaders, educational institutions have unlimited potential to create the future they envision.

Dr. Paul Wilson, DBA, BE, F.IPENZ, General Manager, TAFE Queensland East Coast, Mountain Creek, Mooloolaba, QLD, Australia

Given the quote, what is your vision of leadership in today's rapidly changing, post-secondary climate?

Leadership for me is very much about building a team that is focused on and accepting of change – change is, after all, now seen as the only constant in today's environment. That team building has to start at the senior leadership level that can sell the vision of the future that the organization has committed to; to build the culture that the organization needs; and to work on continuously reviewing and resetting that vision of the future.

What actions can leaders take to envision the future?

Leaders have to be prepared to read widely across areas including business, education, technology, marketing, innovation, and social commentary to analyze change drivers and then synthesize solutions for the emerging problems that their organization, post-secondary education, community, and society will need to resolve to continue to evolve. Future-focused thinking will also require determining where one wants to be in terms of the change continuum – the bleeding edge, a fast follower, a traditionalist, or somewhere in between – and the degree of risk that is acceptable to the organization associated with the positioning.

In looking forward, how can leaders bring their leadership vision to life?

Leaders have to be visible change agents in order to realize their vision; that includes being the key message bearer, selling a compelling argument for the change required; being the conductor, getting the right people on the bus - and the wrong people off; and being a leader who demonstrably cares for the people in her/his charge. Displaying strong ethics, integrity, and courage helps in pulling others into the leader's field of vision.

Dr. Barbara Gaba, President, Atlantic Cape Community College, Mays Landing, NJ, USA

Given the quote, what is your vision of leadership in today's rapidly changing, post-secondary climate?

Given the rapidly changing, post-secondary climate, my vision of leadership is one that embodies a collaborative approach to addressing the issues of the communities we serve. As we seek to advance our mission it is important to partner with business and industry, non-profits, K-12, and higher education institutions.

What actions can leaders take to envision the future?

To envision the future leaders need to keep abreast of the economic, technological, and demographic trends on a local, regional, and national level. Clearly all of these areas have an impact on the people and communities served by post-secondary institutions.

In looking forward, how can leaders bring their leadership vision to life?

Leaders can best bring their leadership vision to life by being passionate about the mission and sharing their enthusiasm to build a team to implement the mission. Leadership is dynamic and calls upon us to leverage education to promote social and economic mobility for the students we serve.

Kate Hetherington, Ed.D., President, Howard Community College, Columbia, MD, USA

Given the quote, what is your vision of leadership in today's rapidly changing, post-secondary climate?

Today's transformational leaders must inspire others to look beyond the familiar, and imagine the extraordinary. It is easy to get mired in a mindset of what we cannot do because of not having "enough," whether it is funding, personnel, or time. Leaders have to build their visions on the relationships that they have with members of their internal and external communities. The leaders who are connected personally with their communities can weather the challenging times that come with change.

What actions can leaders take to envision the future?

At Howard Community College, we are about to launch the Commission on the Future, which takes place every five years and asks members of the external community to help us explore what the future will hold for our county and the region. The commissioners are joined by faculty, staff, and students to examine issues such as global competency, STEM, and workforce development. The commission's final report helps shape the college's strategic goals and initiatives. The college has been conducting a Commission on the Future since 1999 and the work of the commissions has resulted in new programs and initiatives that have shaped Howard Community College's future.

In looking forward, how can leaders bring their leadership vision to life?

You have to be accountable. Having a vision is one thing, but unless you have ways of documenting where you want to go, how you plan to get there, and showing results, you will have created a hollow vision. A critical element is to have a plan to sustain the leadership vision by having others ready to step up when a leader moves on. With so many changes in higher education, a leadership vision cannot rely solely on one person. It needs the entire community's commitment and involvement in order to make the vision come to life.

Dr. Tom Roemer EdD MSc, Vice-President, Academic, British Columbia Institute of Technology, Burnaby, British Columbia, Canada

Given the quote, what is your vision of leadership in today's rapidly changing, post-secondary climate?

As the world around us is changing at an unprecedented rate, the visionary leader will be increasingly tasked with distinguishing long-term advancement from short-lived hypes.

What actions can leaders take to envision the future?

We must keep our institutions attractive and at the forefront of modern epistemology, without altering course too quick and too often. Operationalizing a vision also requires an element of stability and predictability, a solid basis on which to build the vision.

In looking forward, how can leaders bring their leadership vision to life?

Innate curiosity and the relentless pursuit of excellence must be paired with critical thinking and pragmatism. Together, they can form a reliable matrix that allows us to generate new approaches grounded in proven values. Change management skills will be essential for the leader to prevent resentment and anxiety among the stakeholders. Instilling passion and excitement about new opportunities will help to face disruption and future-proof the institution.

Dr. Jennifer Methvin, President, Crowder College, Neosho, MO, USA

Given the quote, what is your vision of leadership in today's rapidly changing, post-secondary climate?

In the fluctuating climate that is higher education, I find providing opportunities for colleagues to collectively reflect on how we can do things a little better tomorrow than we did today is helpful in building a common vision for our work. Searching for panaceas and perfection is overwhelming, unrealistic, and unauthentic. Envisioning the next step in our maturity as a college or the next thing we want for our students has proven to be an effective way to build consensus and excitement around a vision of our preferred future.

What actions can leaders take to envision the future?

Knowing how others are generating success uncovers possibilities. Wholly understanding your institution provides practicality. Knowing that a preferred future is created, not just reached or discovered, is exceptionally important.

In looking forward, how can leaders bring their leadership vision to life?

In my experience, effective leaders empower those around them to take ownership of and action toward the shared vision. Inspiring and empowering colleagues is a leader's most difficult challenge, yet most impactful path.

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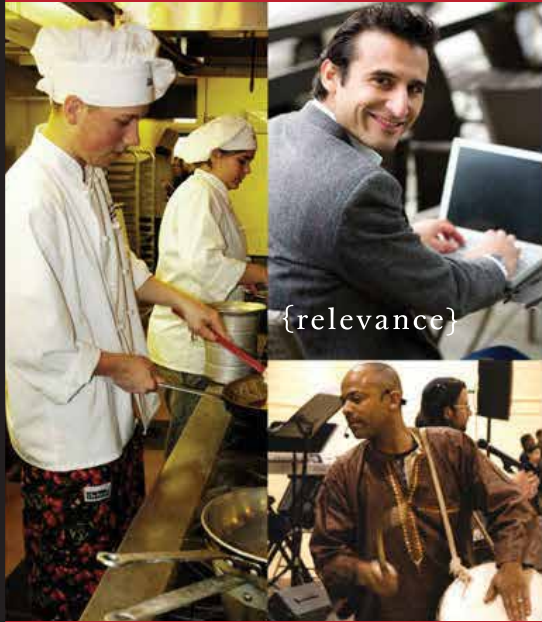
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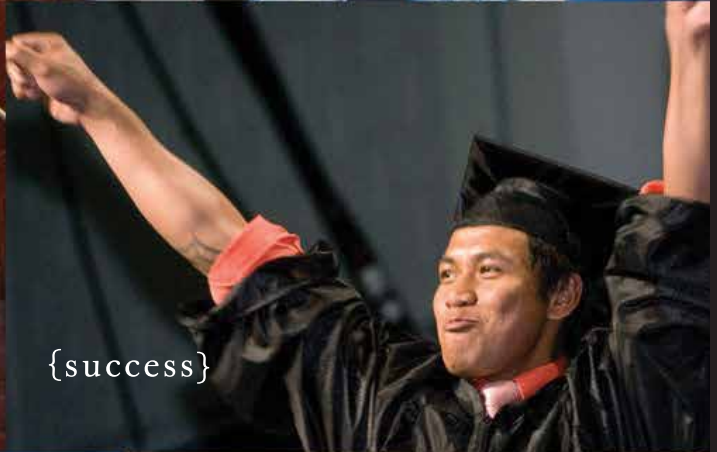
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LEADERSHIP
LEGENDS AND LESSONS with Dr. Sanford Shugart

A discussion between *Leadership* Managing Editor Rose Marie Sloan and Dr. Sanford Shugart, President of Valencia College.

RECOGNIZING A LEADERSHIP LEGEND

Dr. Sanford Shugart, known as "Sandy" to many, is the President of Valencia College, located in greater Orlando, Florida, and has served as such since 2000.

Serving some 70,000 students per year, Valencia is known for high rates of graduation, transfer, and job placement and has become something of a national laboratory for best practices in learning-centered education. It is one of the most celebrated community colleges in America, winner of the first Aspen Prize for Excellence.

Prior to Valencia, Dr. Shugart served as President of North Harris College and as Vice President and Chief Academic Officer of the North Carolina Community College System. He earned his Ph.D. in Teaching and Learning from the University of North Carolina at Chapel Hill.

In addition to his career in education, Dr. Shugart is a published poet and songwriter and author of *Leadership in the Crucible of Work: Discovering the Interior Life of an Authentic Leader.*

Leadership Managing Editor, Rose Marie Sloan, interviewed Dr. Shugart as Valencia College hosted the Chair Academy's 26th Annual International Leadership Conference at the beautiful Caribe Royale in Orlando, Florida. We are excited to have this opportunity to share his responses around several leadership, post-secondary, and conversational issues.

How did you get involved with the Academy, and why is it important for you to stay involved?

Many years ago, as a young new president, I was convinced that the quality of leadership at the chair and dean level was vital to the health of the college - but there was very little available to leaders at this level, especially in the community college world. When I shared this with a friend and mentor, Paul Elsner, he suggested I check out this new organization called the Chair Academy. Over the next few years, we sent platoons of leaders to the year-long development program and the annual conferences. The results were outstanding. Eventually, I served on the board of the organization. I am delighted that it continues to flourish.

You became a senior leader of a large organization at an early age. In your words, you realized that you were quickly *"becoming someone you didn't want to be."* What were you becoming, and how did you change?

I found that the tools of leadership, tools we have to master to do our jobs, were also mastering me. This is true of any profession – the tools you regularly use, the habits of thought, the underlying assumptions about others, and so on – shape us over time more than we shape them. And since leadership is the legitimate exercise of authority, of power, these are the tools that shape us. This can be very deforming, especially if one is successful. I was becoming arrogant, self-centered, intolerant, and entitled – the common characteristics of so many of our leaders ruined on the job, so to speak.

Serving as president of Valencia College for the past 16 years, how would you describe your leadership style and how has it evolved?

I seldom think in terms of style, like a role to be assumed or a cloak to put on. I want to be authentic – all of myself all of the time. And I want to serve. Although the term is over-used, the notion of a servant leader, as coined and described by Robert Greenleaf, still calls out to me, in part because it isn't just about a style. Greenleaf's idea of a servant leader spoke to both deep character and to a mission in the world. This is a worthy aspiration.

Why is "building leadership capacity" in our organizations so important?

Leadership is hardly ever required in circumstances that are intimately scaled and inherently simple. But this isn't the organizational world we have inherited. Our organizations are increasing in scale and complexity, in ambiguity and power. If our organizations are to humanize rather than dehumanize the very people we were created to serve, and if they are to thrive and evolve with their scale and complexity, leadership is indispensable.

In today's global environment, how do we keep people engaged and motivated in our organizations?

This is an interesting question. Often when this language is used, what it really means is how can we keep people under our manipulation, producing the results we most want to see. The Great Lie in current management practice asserts that if we can just get the right metrics and align incentives to them, all will be well. It is generally a horrendous failure. People see through this and, over time, will not be manipulated so easily. What we should seek is to create work environments where people can do their best work, make their best contribution. This usually means dealing them into the power equation – that is, creating genuine collaboration. I think collaborative design is the discipline with the most promise for this kind of leadership.

Education is a global enterprise. With that in mind, what would you list as the primary struggles and/or common issues for post-secondary leaders?

I suppose most would put resources in the list. But I think not. Resource challenges are a symptom of other, more essential issues. The top two on my list would be the "ecosystems challenge" and the "institutional challenge." The first refers to the fact that we are embedded in a thickly webbed education ecosystem that is poorly coupled. The engine that drives K-12 curriculum, for example, is completely unconnected – one might even say unhinged – from the higher education system and its expectations of a college-ready student. Similarly, the values and incentives that shape university culture and behavior have very little to do with attention to the experiences of students as learners and tend to throw up barriers to post-traditional students, especially transfers. The second challenge is shared by every modern, scaled, servant institution. They seem almost destined as they grow and mature to treat the very people they were established to serve as numbers, sources of revenue, check marks, the magnetic strip on the back of a card.

As this happens, the persons we are meant to serve become alienated from the institution and lose their will to participate, trust, invest, nourish, and engage. The great challenge is to treat each person uniquely, personally, legitimately, as a unique human being, and to do this at scale.

As I work with and coach leaders worldwide, I continually hear about the amount of "change" that is occurring within their organizations and how hard it is. Provide some strategies for dealing with change, as well as insights for positive change.

Change is good, essential, invigorating, if it involves some choices and is toward a shared purpose, like improving learning. I think change gets a bad name because it is invoked as some kind of outside force compelling us to take shelter and survive. If we begin with shared purpose, many embrace change to achieve that purpose, and the changes are rational, mission-centered, and purposeful.

For all NEW leaders, what would you suggest as tips and tools to contribute to their success?

Try to remain a beginner as long as you can. It makes you a learner, helps avoid that deadly sense of entitlement that comes with boss-hood, and lowers the stakes so you and those you work with can take more chances.

In your book, *Leadership in the Crucible of Work: Discovering the Interior Life of an Authentic Leader*, you use the metaphor for organizational environments as being "crucibles of work" - where leaders experience and endure the "heat, pressure, and corrosion of increased responsibilities, bureaucracy, and negativism." How can we endure the crucible and use it to become more valuable and authentic leaders?

Attend to your inner life where you engage all the forces that are shaping your character, often through your work. Try journaling through all the questions, emotions, reactions, and problems you encounter at work and see what you may learn about yourself in the process. The "philosopher's stone" that can make the experience of the crucible one of transformation rather than deformation is the daily connection of interior work to exterior work.

Reflecting on your experiences, share with us some of the "leader lessons" you learned along the way.

There are too many to list, but here are a couple. Don't over-identify with your job and work. Good, sustained leadership requires a kind of "engaged detachment" that says I'm all in, but the work isn't me. Over-identification isolates the leader because any criticism of the work or organization, no matter how remote, becomes personal and makes the leader defensive, shutting down the vital communication and insight required to lead effectively. Second, know the difference between your work and your job. A job, and even a career, is just a vessel for your work. The work itself, what you were made to do in the world, is the wine. When the vessel can't hold the wine, it's time to move on.

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AN INTERVIEW WITH JOAN MCARTHUR-BLAIR:
HOW PASSION FOR EDUCATION, LEADERSHIP, AND APPRECIATIVE INQUIRY HAVE SHAPED AN AWARD-WINNING CAREER

By Ken Robson, Academy Ambassador and Leadership Program Facilitator

Joan McArthur-Blair received the prestigious Paul A. Elsner International Excellence in Leadership Award at this year's Chair Academy conference in Orlando, FL. She was previously selected as a Lifetime Member and an Academy Ambassador. She has received many other awards over her distinguished career as an educator, author, presenter, facilitator, and consultant. Recently, Joan took the time to sit down for an interview in which she talked about her passion for education, leadership, and especially, for Appreciative Inquiry (AI) as a way of recognizing and validating individual and organizational strengths, as well as designing a path to their preferred future.

As an academic leader who occupied a number of community college positions ranging from instructor to president, what energized and sustained you over the course of your career in higher education?

I always had a sustaining view for students as learners. I got into the college system accidentally as an instructor. I was living in a tiny town broadcasting book reviews and starving as a writer, and they wanted a needs analysis done for the whole college community. So I ended up doing that needs analysis. Then they asked me to coordinate the program and hire the faculty and do all that, and that was the beginning of my college experience, even though prior to that I spent time with women in trades in and out of colleges. I think that beginning piece of work in that small community set me up for a lifetime of really caring about one life, one student. That sustained me in every single way in reinforcing that the work we do is remarkable. People come into colleges and polytechnics and institutes with a dream, and our job is to help them deliver on that dream and then let them go.

Although I want to return to the topic of Appreciative Inquiry later, I sense that your earliest experiences laid the groundwork for your later interest in AI. Is there a connection?

When I got introduced to AI it was like going home. We are trained, particularly in management training, to try to solve all the problems for organizations and teams. When I found AI it really aligned with what I always instinctively wanted to do - ask the questions, "What is going on that is okay?", and "How are you doing with stuff that is exciting you?" Two things aligned for me with AI. One was that sense of asking positive questions and the second was its fundamental grounding in design. There is no point in asking questions if you are not going to do something about their answers. I am a design geek who loves planning and not only putting in motion those plans but delivering on them. Having found my home in AI, I really didn't do much of anything else after that. At the core was the focus on how both communities and teams are able to socially construct those things together. How can we create what we want? What language can we use to talk about it? So, I have spent a lot of time in AI, especially with the principles and tools of AI and how they apply to leadership life.

You have had a longstanding interest in academic leadership, including the role of women in leadership positions. Have we made substantial progress in this area as higher education practitioners, and what more needs to be done?

I think we have made substantial gains for women in leadership, but there is much more that needs to be done. For example, when you look at key indicators, such as the differentiation in salary, differentiation in numbers, women on boards, the number of female presidents and vice presidents who work with all male boards, clearly more needs to be done. However, we have made substantive progress in relation to the ethos of women being leaders and have largely overcome the idea that women shouldn't be leaders. We are long past that in terms of numbers and the ability to encourage young women to be chairs, deans, and vice presidents. Nonetheless, I think we still have a long way to go, and what is interesting right now is that progress, like all things, moves back on itself. What I mean is that just at this moment in history there seems to be a rise in sexism and anger between the genders and sexes that hasn't been there in a long time. So I think there has been an interesting blip in that long arc of progress. I look at the change from when my mother wasn't allowed to teach after she got married to my becoming a college president. That is a long line of progress. However, there is still much to be done, particularly in the encouragement of the next generation of young women. Role models are so essential to leaders of all kinds, both men and women. So it is imperative that we keep trucking along this path.

Some have said that we are facing a "leadership deficit" in higher education. Fewer among us seem willing to take on the challenging tasks associated with these positions, and those who do often do not persist in careers as academic leaders. Is there advice or encouragement you can offer to aspiring or early career leaders?

There is a prevailing view in education that every position is terminal. Many think, "If I am a dean, that is who I am. I don't think I can go back to faculty." I think that we need to change the language. If some academic administrators sit for a short period of time – unless it is a huge deficit to the organization - what is wrong with providing service at the best of your ability when you are able to provide it? We think about these jobs as forever jobs. What if we were to use the language of stepping up to service in the organization for as long as you have that service to give? It takes that kind of incredible pressure off the position in some way. It is a very complex time, with challenging funding and political environments for leaders. There are those who can do it very well. I think of Carl [Haynes, President of Tompkins Cortland Community College], for example, who has been an extraordinary sustaining leader.

I think there is some language around leadership that we don't use. For example, I talked to a dean recently who had been a dean for five years and was going back to faculty. Rather than looking at this as some kind of failure – he was a remarkable leader as dean – everyone celebrated what he had done and recognized that he had a grand passion for his original content area, and wanted to go home to that again. Most organizations don't make it okay to move except in a straight up trajectory. If we changed that thinking a little bit, would people step into leadership positions more readily by stepping in and then stepping out of it again? The prevailing idea is that, if you step out of a dean position, that's the end. You don't get to step back in. But why not? You might be at a different stage, have learned different things, and be ready to make another contribution to leadership.

You have had a long association with the Chair Academy as a keynote speaker, presenter, participant, and friend to many. How important has your involvement with the Academy been to the promotion and development of academic leadership?

I have to admit that my involvement with the Chair Academy has been a little bit selfish. It is a place where I meet new ideas, new friends, and new colleagues in an interesting way. I think it is incredibly important for people to gather in cohorts like they do in the Chair Academy's leadership programs and conference sessions, and to be able to keep following each other over a career. Suddenly you have friends who are inside and outside of your organization on whom you can call. It is imperative for personal and career development, even more so now that we are experiencing a generational change in leadership. In an era of constrained budgets it is vital that institutions not lose sight of the value that such development opportunities provide for their organizations and their leaders. There is such a powerful multiplier effect when institutions invest in sending teams of leaders and do it consistently.

You and your partner Jeanie Cockell are Co-Presidents of Cockell McArthur-Blair Consulting, a highly successful international consulting practice. What is your focus and what makes you and Jeanie such sought after consultants?

I think what's most powerful with what we do is based upon AI. It is not the only thing we use, but all of our work is based on trying to help organizations find what people are proud of and how to get more of that and then to move that piece forward. So, I think that is a huge part of our success. When people are asked questions about what is going okay at the moment, it starts to lift them up, and once they get lifted up a little bit they begin to imagine a future. Put simply, that is the work that we do. We do it with all kinds of organizations. We do coaching

and team development. We do board development and strategic planning for organizations and, more and more, teams are talking to us about how to be resilient inside the education container, which is pretty fragile in relation to a long-term planning horizon. It is a very politicized environment with an almost constantly declining budget.

Each time we go out and work with a client it is unique. We sit down with an organization, the leadership team, or the CEO, and talk through what is going on for them. We attempt to discover what yearning it is that they have, what that aspiration is they are reaching for, and then we design something unique for that context. One of the things I love is that I get to go into organizations throughout Canada, the United States, and abroad, and I get to learn about their systems. These diverse experiences help to inform the bigger thinking about education that is often on my mind. I love that.

I know from first-hand experience that you employ a unique and sophisticated version of Appreciative Inquiry in your work. Why is this such an important feature of your work?

I think that for me personally, I find that leaders choose their own toolbox and I have a deep respect for that. Choosing to found all my work on AI is really important to me. It excites me to have the ability to begin to look at resilience in a new way, and to begin to look at the relationship between emancipatory work and AI. To be able to do this in challenging times, and to build upon the core of the possibility of positive interaction, matters to me personally. We spend a lot of time inside our organizations, inside our own lives, inside a society hammering away that, "This is wrong, this is bad, and if that other person just left, my life would be better!" I wanted to do something different than that. I wanted to work with organizations that would feel better after having constructed a design and implemented it in a larger way. Huge kudos to David Cooperrider in his early work on AI, and his grace in allowing a community of practitioners to expand upon and play with his original ideas. That is very powerful and very rare in academia. What he has said is, conceptually, go play and go create - and that is what the entire worldwide community has done. It has application right across the spectrum.

You and Jeanie are the co-authors of A*ppreciative Inquiry in Higher Education*, and you are currently co-authoring a new book whose title will be *Building Resilience with Appreciative Inquiry: A Leadership Journey Through Hope, Despair and Forgiveness* (Berrett-Koehler, San Francisco), which will appear in Spring 2018. Can you comment on how your thinking about Appreciative ßInquiry in this context is evolving?

The inquiry part of AI incorporates the notion of appreciation as both the ability to value what is but also to recognize what is. The appreciation component, then, emphasizes ways to increase

the inherent value of certain beliefs, behaviors, and actions. The inquiry part is the ability to design questions that move organizations and people through experiences. The resilience work is a way of thinking about the ways in which people can access appreciative thinking and action in times of hope, despair, and forgiveness. In times of hope it's easier because we don't really recognize that we are accessing it in that same way. In despair we sometimes focus on the event or experience itself. Jeanie and my work helps people begin to ask about their strengths in that time. We recognize that despair stays as long as it stays. It will stay a different amount of time for you than it will for me. In exploring forgiveness, we use AI to find our way to this place that is about a larger kind of systemic forgiveness, a recognition that life is a practice and sometimes we flounder in the practice and sometimes we are successful in that practice. We need to begin anew, and that is what forgiveness allows us, both through self-forgiveness and organizational forgiveness.

Jeanie and I think that AI has a great deal to contribute to the work on resilience. When we reviewed the resilience literature, we discovered that much of it focuses on how to acquire grit and act in a courageous way. Ours is more about the input side. We ask, "What are the kinds of questions you ask yourself in these states that might actually generate courage or grit?"

You often conclude your workshops with a poem you have written and which highlights the theme so well. Why is writing poetry so valuable for you?

If I could, I would sit on a street corner and sell my poetry for five cents a poem and make a living doing that. I think poetry for me is absolute magic – it takes a whole body of thought and condenses it into a couple of words. And so when I read poets I really admire, I am always in awe of their ability to take very, very complex things in society and distill them into words. And so I have always loved poetry. It is like a compulsion for me. I don't have the same compulsion to publish my poetry, but it is embedded in all of my academic writing. Recently, I have started a poetry section on our website (cockellmcarthur-blair.com). I just love it! I give it away in exchange for an act of kindness. You have to promise to engage in some generous act directed to another. I am about to add a number of new poems to the site, so be sure to check them out and, as payment, commit an act of kindness!

Joan, I have enjoyed our conversation so much, and I only wish that there were more time to pursue other topics I would love to discuss with you. I look forward to other opportunities. Thank you for spending this time with me to share your ideas and experiences related to academic leadership. I am certain that your comments will encourage others to pursue their leadership journeys.

2017 PAUL A. ELSNER INTERNATIONAL EXCELLENCE IN LEADERSHIP

DR. RUFUS GLASPER

LIFETIME WORK OF LEADERSHIP

AWARD RECIPIENT

PROVIDING ACCESS AND OPPORTUNITY THROUGH INCLUSIVENESS:
DR. RUFUS GLASPER
2017 PAUL A. ELSNER INTERNATIONAL EXCELLENCE IN LEADERSHIP AWARD WINNER

By Bill Lamb, Ph.D., Vice President of Academic Affairs at Kirkwood Community College, Academy Facilitator, and Leadership *Editorial Board Member*

Dr. Rufus Glasper is not a newcomer to The Chair Academy. Having been a finance director for the Maricopa County Community College District (MCCCD) when Gary Filan and a group of department chairs first envisioned a skill-based professional development support program for front line administrators, Rufus' commitment was foundational to the realization of this vision. With support from the then chancellor of MCCCD, Dr. Paul Elsner, The Chair Academy vision became a reality more than 25 years ago. Today, the Academy vision is not just a part of the Maricopa County Community College District but also a model training and support program for higher education worldwide. When Rufus assumed the role of Chancellor for MCCCD in 2003, he continued to support the work of the Academy and encouraged professional growth throughout the district by hosting more than a dozen Foundation Academies during his tenure, an example of his dedication and commitment to professional development opportunities and for his belief in the importance of mentoring new leaders. Immediately following his retirement

from MCCCD just over a year ago, Dr. Glasper assumed his new role as the President and CEO of the League for Innovation in the Community College, an international organization focused on the very best of what can be accomplished through partnerships with institutional sharing and collaboration as a primary goal. To this end, Rufus has already been envisioning ways the League might partner with The Chair Academy programs in the future.

To introduce Dr. Glasper at the 26th Annual Chair Academy Conference Elsner Award ceremony, he selected Dr. Sharon Blackman from the Dallas Community College District, a longtime friend and colleague. As many academy followers may remember, Dr. Blackman was selected to be one of the Elsner Award recipients in 2016. As she engaged the crowd through her opening remarks, Sharon noted that Rufus has many well recognized professional and academic accomplishments; however, her personal reflections on their collegial relationship were more directed to his leadership abilities and commitment to positive change.

"The Rufus that I know is truly a gentleman and a scholar… The Rufus that I know is a change agent who never sees a problem too big for him to be involved with solving…The Rufus that I know is committed to students…A staunch advocate for educational access and opportunity…The Rufus I know is a strong leader, a respected leader that many call on and seek his advice…The Rufus that I know is an ethical and professional leader always facing problems in a way that allows you to always know that he is a man of stature and a values driven leader."

Fitting his dry and engaging sense of humor, Rufus began his acceptance remarks with a corollary comment as he stated: "The Rufus Glasper that I know would not be here today if it were not for Paul Elsner." He went on to share his personal leadership development journey under the casual and mentoring leadership of Chancellor Elsner. As Rufus continued his acceptance, he was also quick to acknowledge that the two MCCCD colleagues who most forced him to think out of the box were Gary Filan, former Executive Director and founder of the Chair Academy, and Paul Elsner.

In 1986, Rufus began his career at MCCCD as a director of finance, and with the guidance of many leaders at the district office and throughout the community, he soon rose to additional leadership positions, and as he told the audience, his success was due in part to his willingness to openly share his opinion, and his personal belief that "you do not put finance as a wall in front of people but rather a door to open new opportunities." As Dr. Glasper continued to define his leadership journey for the audience, he stated: "If you want to be invited into the discussion, then you need to bring your honest self to the table." Throughout his career, Rufus has done just that! From 2009 to 2012, he served as the co-chair for the Lumina Foundation "Getting Ahead" initiative. He has served as a member of the American Council on Education Commission assessing college retention and credential attainment. In 2012 to 2016, he served on the Homeland Security Academic Advisory Council, and the list of recognitions and awards is endless, including the Victoria Foundation's Advocate for Education Award, presented by the First Latino Community Foundation. Most recently, he was also recognized for his twenty-five years of service to the peer review corps at the Higher Learning Commission. In many respects, the awards and recognitions mirror his commitment to academic integrity, equality, and human rights as well as his belief in open access and support for student learning. As Rufus noted, "to be a good leader, you have to be a good follower."

Dr. Blackman described this year's recipient more directly by saying, "Rufus is an educated man and has truly used his education to make a difference in the field of higher education and in his community, his state of Arizona, and nationally." His Ph.D. degree from the University of Arizona and his Masters and advanced degrees from Northern Illinois University helped mold his critical thinking and analytical skills, yet his Bachelor's degree experience at Luther College in Decorah, Iowa is what molded and developed his love for finance. Through his undergraduate and graduate educational journey, he continued to understand the benefits derived from careful planning and fiscal responsibility. His credentials include his certification as a Certified Government Financial Manager which is an extension of his license as a Certified Public Accountant. As a recognized expert in educational finance, his service has often been extended to professional and community groups where they trust his understanding of budget management as well as financial forecasting.

Prior to the Chair Academy Conference in Orlando, I had the opportunity to discuss the Elsner Award with Rufus and to gain an understanding of what he has valued in his own leadership as a true practitioner. The interview was enlightening and presented many lessons from which we all can learn a great deal.

Having worked with Paul Elsner for many years, what comes to mind as you accept this leadership award named after him?

I remember multiple times after coming to the college in 1986 how Paul embraced me as a person and a member of the team. He let me know that he valued my opinions and was genuinely interested to hear what I thought about a topic or issue we were addressing. For all of us at the table, he made it clear that he valued what we thought and was not interested in hearing what we thought he wanted to hear from us. Rather, he wanted people around him to be open and honest, and to focus on doing what was right for our students and community. Paul is the kind of leader who supports taking measured risks so as to move the organization forward productively.

What do you most value about community colleges and what they provide to higher education?

The value community colleges provide the public is the whole notion of access and opportunity—providing access to all students. Part of my work has been about building an environment within the institution that addresses the diversity and instability of the students we serve. You cannot be driven by seat count or by worrying about what is happening around you; rather, you must focus on building an environment that creates the best teaching and learning culture we can provide. People like what community colleges do to benefit the employment needs as well as the educational needs of our students, and because of our mission to serve, they want to keep us doing good work. We are finally being recognized as an important option within higher education and one very much needed to address the technological needs of our country.

In your time as a community college leader, what do you see as the most profound change in community college education?

One of the most profound changes, especially driven by our work during the recession, is the value of the educational opportunity we provide the public. At virtually any community college you can find a great pathway to a job or to a four-year institution. Community colleges have demonstrated to our country that we have the skillset and passion to develop our students' stories and to make them success stories.

If you were to write your book on community college education based on your experiences as a leader in higher ed., what would the first chapter and the last chapter be called?

The first chapter would be on the politics of community colleges, and the last chapter would be "Take a leap, it's okay." When you think about leadership in community colleges today, you recognize that with each step of the ladder, your role becomes more political. In some instances, good leaders have not taken that next step simply because of the politics they see in that expanded role. We need to insulate the institutions so that we can protect our true mission which is to provide students with quality teaching and learning opportunities. We need to encourage others through honest mentoring and help them build the skills and attributes they need to be successful team builders, successful leaders for our future. We need to encourage good leaders to take the leap.

As the Chancellor Emeritus of the Maricopa County Community College District, how would you describe your leadership style?

The words I use as my leadership pillar are "inclusiveness, engagement, and respect." Core to any leadership strategy is open and honest communication. People need to be asked to the conversation and you need to engage in a very forthright conversation by being respectful and recognizing openly that you all may not agree every time or in every way. When you believe in and act accordingly to reflect these three tenets, then the organization will understand your leadership style. When the organization supports your decisions as a group, then you are not standing alone. Remember too that leadership is in every level of the organization. You have to encourage those developing leaders to know they are empowered to be responsible and to do what is needed to realize the vision for the future. Every conversation needs to be open and supported, which is a gift I learned from Paul. If you don't share the problem as you see it, then you are a part of the problem.

For leaders in the making, what advice would you give someone with an advancing career in higher education?

Ask yourself the questions: How do others see you? What can you do to help others see the "you" that you see in yourself? As you find others willing to work with you, remember who you are and work to share your passion along the way. And when you have experienced success in your work, pay it forward; help others find their pathway to success. Be their mentor and help them to take the next step on the ladder.

As you look to the future, what are two or three goals you have as you develop in your new role with the League for Innovation?

One of the primary goals as the CEO is to redefine the organization by engaging the community college membership in determining the "value proposition" of the league for the 21st century. We have been around since 1968, and I think the value proposition needs to be redefined. Other organizations are doing great work and resources are not plentiful. People need to make choices when identifying partnerships or funding streams. What do we have to offer community colleges coming to the league? The operational themes will come into place when we know what is needed.

Second to that, I also think the League should redefine this notion of "innovation" with a sense of capacity. We can't have a definition that is germane to all the institutions; they are all different—from tribal colleges to rural colleges to urban institutions. We need to help them define their innovation strategy and then help them to implement it.

As I reflect on what I most gained from my conversation with Rufus, it was clear that his philosophy on leadership has always been about inclusiveness, and his intention is to always invite others to the conversation with a true respect for what they can honestly contribute to the discussion. During our interview when asked what he most valued about community college education, he stated that the whole notion of access and opportunity is about building an environment where institutions can effectively address the diversity and instability of the students we serve. We need to protect teaching and learning opportunities, and recognize that "leadership is at every level of the organization. You have to support people to know they are empowered to be responsible. If you don't share the problem as you see it, then you are part of the problem."

A meaningful lesson to take away from the conversation came when Rufus shared his story about the Maricopa chancellor selection process and what he learned from the first selection experience. In 1999, when Chancellor Elsner announced his retirement, Rufus was one of four internal individuals to apply for the position; he did not get an offer. Rather, the Board shared with him that they were looking for someone "different" and not a "finance person" but a true academic. Instead of lamenting the board decision, he decided to learn from it and prove that he was much more than just a "finance" person. To that end, he worked with faculty on curriculum development and realignment, helped focus data-based decisions and discussions through Institutional Research, started teaching as an adjunct at ASU, and worked to share openly with others what it meant to him to be a leader. After roughly three years, Rufus was given the opportunity to lead the Maricopa District, an opportunity that may have never happened would he not have grown and developed his leadership skill and diversified his experience base.

One would be hard pressed to identify a more deserving Paul A. Elsner International Excellence in Leadership Award recipient than Dr. Rufus Glasper. In Rufus' own words: "Paul Elsner is a mentor, a colleague, a leader—my leader, a friend, and an advisor." As a true closing lesson in transformational leadership, Rufus went on to add: "He gave me the freedom to be whatever I wanted to be." The gift every stable and emerging leader can ask from a mentor and colleague is to be given the freedom to be the leader and person he/she dreams to be.

········· **MESA COMMUNITY COLLEGE** ·········

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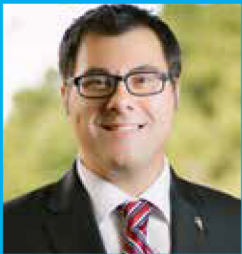COMMUNITY COLLEGES

MESA COMMUNITY COLLEGE

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CHAIR ACADEMY EXEMPLARY LEADERS

The 2017 Idahlynn Karre Exemplary Leadership Award Recipients

ANTHONY ALTIERI
Lynn University

DICK BABOTT
Southern Alberta
Institute of Technology

NANCY DILL
Saskatchewan
Polytechnic

MICHELLE GILLESPIE
Swinburne University of
Technology
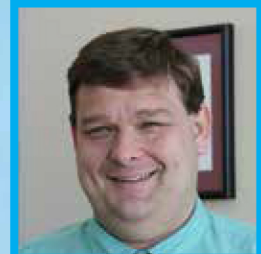
CRAIG HARDESTY
Hillsborough
Community College

PAMELA HEATH
Southern Alberta
Institute of Technology
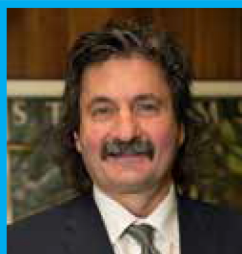
JAMIE HILTS
Saskatchewan
Polytechnic

ANN KRAUSE HANSON
Waukesha County
Technical College

BRETT LOVAS
Southern Alberta
Institute of Technology

BRIAN MADALANE
Motheo TVET College

JANICE MAINS
Sinclair
Community College

KATHRYN MCNAUGHTON
Vancouver
Community College
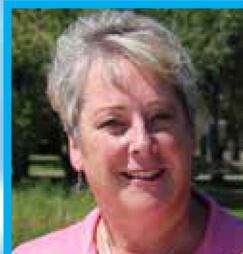
PAMELA NORDSTROM
Mount Royal University

CATHY NORTHROP
Tompkins Cortland
Community College
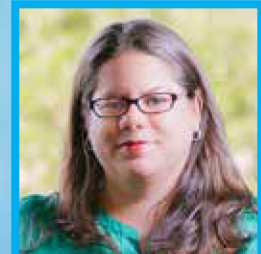
THERESA OSORIO
Lynn University

HILARY PARMENTIER
Florida Keys
Community College

JENNIFER PETTIT
Mount Royal University
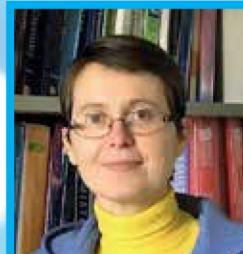
ANTONIA RIES
Ivy Tech
Community College
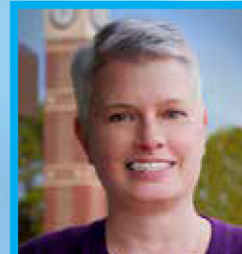
ERIN SPICER
Pensacola State College

MARION SYNNOTT
Southern Alberta
Institute of Technology

VISIT US ONLINE TO NOMINATE A LEADER OR GROUP OF LEADERS TO BE RECOGNIZED AT THE CHAIR ACADEMY'S 2018 INTERNATIONAL CONFERENCE IN DENVER, COLORADO
www.chairacademy.com/conference/2018/c18exe.html

ACADEMIC SUPPORT CENTER AND STRUCTURED LEARNING ASSISTANCE FERRIS STATE UNIVERSITY

Teresa Brown, Secretary One, Ken Main, Professional Tutor and Adjunct Faculty, Karen Royster-James, Supervisor, Academic Support Center (ASC) & Structured Learning Assistance (SLA), Kimberly Smith, Paraprofessional (SLA Facilitator and Co-Trainer), ASC Tutors, Office Assistants and SLA Facilitators

EMPLOYEE ENGAGEMENT TEAM - JOHNSON COUNTY COMMUNITY COLLEGE

Jason Brunkan, Sr. Engineer & Event Specialist, Audio Visual Services, Angie Claussen, Counselor, Student Services, Keith Davenport, Manager, Student Activities, Donna Duffey, Professor, Entrepreneurship, Debbie Eisenhower, Coordinator, Staff and Organizational Development, Kim Manifold, Manager, Help Desk, Marilee Nickelson, Legal Assistant, Office of General Counsel, Dianna Rottinghaus, Associate Professor, Reading, Elisa Waldman, Regional Director, JCCC Kansas Small Business Center, Kathy Wing, Manager, HRIS & Compensation

CHAIR ACADEMY AWARD RECIPIENTS

Recognizing the Gary Filan Excellence in Leadership Award Recipients

DEB WALSH

Deb Walsh is Director of College Professional Development at Chippewa Valley Technical College and Coordinator for the Wisconsin Leadership Development Institute (WLDI), an extensive leadership development program that develops leaders at the sixteen Wisconsin Technical Colleges. Deb serves on a statewide Wisconsin Technical College System team to facilitate the transition to Wisconsin's Faculty Quality Assurance System, putting processes in place to assure quality instruction through the selection, development, and evaluation of full-time and adjunct faculty. Deb's desire to develop future talent for higher education specific to teaching and learning, leadership, and organizational development brought her to her current role, having served as a faculty member and program coordinator for twenty years.

While a program coordinator and faculty member, Deb led the development and implementation of accelerated and online management programs, directed at the working adult. She prepared numerous students for leadership roles in both the business and non-profit sectors. Deb developed a passion for creating learning designs, methods, and environments that facilitate learning for all students. This passion led Deb to engage in research on the effectiveness of brain-based teaching and learning. Deb has consulted with academic leaders on brain-based teaching and learning, and has presented brain-based teaching workshops, and has been a keynote speaker on these topics, reaching over 1500 faculty and academic leaders.

MATT MULLER

Matthew Zanoni Müller was born in Bochum, Germany, and grew up in Eugene, Oregon and Upstate New York. After graduating from Hawthorne Valley High School, Matthew enrolled at Clark University in Worcester for a year before transferring to Emerson College in Boston, where he earned his BA in creative writing and literature.

In 2010, Matthew graduated with an MFA in Fiction Writing from Warren Wilson College in Asheville, North Carolina, and subsequently began teaching at Columbia-Greene Community College in Hudson, New York, where he stayed for the next three years. After moving to Massachusetts and working as an adjunct, Matthew became an Assistant Professor of English at Berkshire Community College in 2014.

Matthew has also been involved in the family court system, teaching a literature class through a program he helped to start called Enhancing Families Through Literature, which seeks to foster healthy co-parenting interactions through engagement with literature. He also co-founded Berkshire Community College's Writing Center, and recently helped to launch BCC's first Undergraduate Scholars Conference. He has also been active in his union, and has been the high school alignment liaison to local school districts. In April of 2014, his first book, *Drops on the Water: Stories About Growing Up from a Father and Son,* was published by Apprentice House press at Loyola University in Maryland.

CHAIR ACADEMY SPONSORSHIP AWARDS PROGRAM

The Academy has supported the need for advancing leadership training at post-secondary (PS) institutions since offering its first year-long program in 1994. More recently, the Chair Academy established a program to assist a select number of leaders further their training with the support of a funded sponsorship program. Sponsorship is awarded based on criteria connected to three primary variables: merit, needs of the individual and/or needs of the Chair Academy. In 2009, a sponsorship account was established to cover sponsorship needs. The sponsorship account is funded by a portion of program participant fees and allocated with permission of the Executive Director and/or the Associate Director.

www.chairacademy.com/conference/sponsorship.html

CHAIR ACADEMY AWARD RECIPIENTS

Recognizing the Chair Academy Director's Award Recipients

Carl Haynes

Dr. Carl E. Haynes became Tompkins Cortland Community College's third president May 24, 1995, having previously served in several positions at the college dating back to 1969. With his guidance, the college community has committed itself to learning-centered initiatives focused on student success. He will retire from the college on August 31, 2017, completing the longest presidency in the college's history.

During Haynes' tenure, the college has been recognized as a leader in online learning, technology integration, and international education. Since 2005, the college has been named a top Digital Community College six times by the Center for Digital Education and the American Association of Community Colleges. Dr. Haynes has also been a featured speaker at several national and international conferences, where he focuses on the innovative concept driving the college's successful Global Connections program. The college has more than 30 partnerships in more than 20 countries, with agreements that typically send international students from their home college to Tompkins Cortland for an associate's degree, then to an American four-year college for a bachelor's degree.

CHAIR ACADEMY AMBASSADORS

Recognizing the Chair Academy's Newest Lifetime Member

PETER VAN AMELSFOORT

Peter van Amelsfoort is currently Director of the Center for International Projects at Koning Willem I College, the Netherlands. In this role he assists faculty to increase the international components of the students' curriculum.

Peter has been involved in the Chair Academy since 1993: as a participant in the annual Chair Academy Conference and as a participant in the 1996 class. He performed as a presenter and has organized the International Leadership program several times in the Netherlands.

Since 1994 Peter has coordinated a two-week reciprocal exchange program for faculty and staff between colleges in the Netherlands and community colleges in several states in the USA.

He is also involved in many European projects both for students, faculty, and staff.

A CONFERENCE LEXICON

Conference Participants Sum Up What the Conference Means to Them
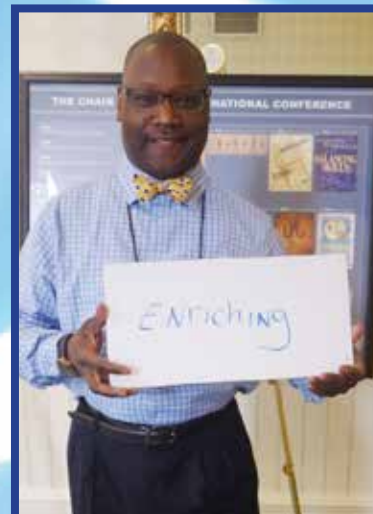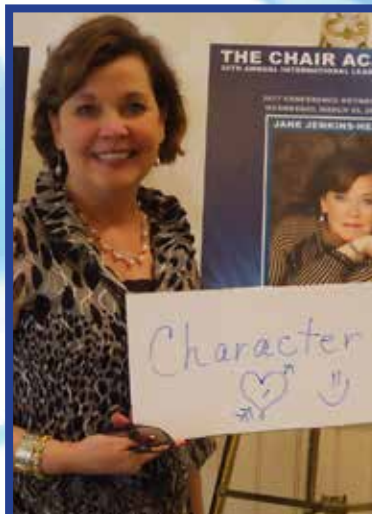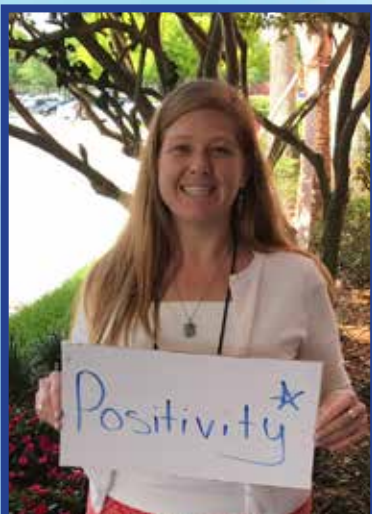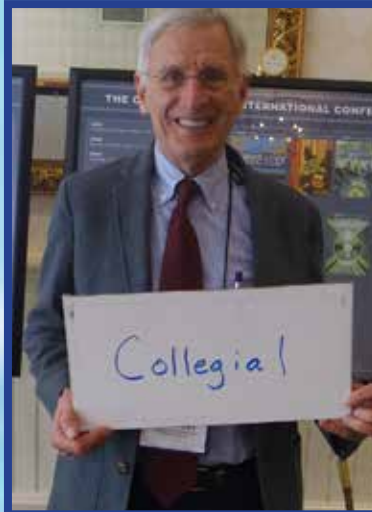
A CONFERENCE LEXICON

Conference Participants Sum Up What the Conference Means to Them

VENTURING INTO

By Ken Steele

This article is based on Ken Steele's keynote presentation to the 26th Annual Chair Academy International Leadership Conference, held in Orlando, Florida in March, 2017. He sketched the "perfect storm" brewing for college leaders, reviewed strategies for "treading water" to remain viable, and suggested more strategic options to "chart your course" toward a successful future. (Throughout this article, "colleges" is used in its most inclusive sense to refer to the full spectrum of tertiary education institutions.) Figures capture the results from real-time polls of the delegates during the keynote. The complete slide deck, with links to videos and further information, is available at http://www.chairacademy.com/conference/2017/conpap/Steele.pdf

The Perfect Storm

As they attempt to steer their institutions toward a successful future, college boards and administrators are navigating a perfect storm of demographic, political, and economic change on all sides. As shown in Figure 1, delegates at the Chair Academy's 26th Annual International Leadership Conference reported significant challenges balancing budgets against headwinds of funding constraint; managing student enrollment, engagement, and retention; improving campus morale and inspiring innovative thinking while facing rapid change and employee turnover; and preserving civility in polarized, tumultuous times. The two most fundamental challenges facing virtually all college leaders are shifting demographics and declining public funding.

Figure 1. Conference delegates provided 322 answers to the question, "What are your institution's 3 biggest challenges?"

NEW FRONTIERS

The New Demographic World: In many regions of the developed world, and specifically across most of North America, the number of traditional-aged students will be in steady decline for the next decade or more. (Those hoping for demographic turnaround must realize that all the 17-year-olds the world will see between now and 2034 have already been born.) Many institutions that have sustained their budgets through steady enrollment growth since the 1960s are now facing, or will soon face, a new reality: "peak campus" (Steele, 2013). Unless your institution is fortunate enough to be located in a center of youth migration or growth, fewer high school graduates, more commuter and working students, and more online or hybrid programs will steadily result in plateauing or declining on-campus populations. Expectations of unending growth are being met with a sometimes abrupt reality check.

Buffeted by Government Policy: In most jurisdictions, legislators have steadily reduced per-student funding of public higher education for years (Oliff, Palacios, Johnson, & Leachman, 2013). Government debt to gross domestic product (GDP) ratios among advanced economies have risen to levels unprecedented since World War II, and it seems unlikely that reinvestment will occur in the foreseeable future (Kirby, 2015). Increasingly, state and provincial funding comes with strings attached, from burdensome reporting requirements to key performance metrics. The majority of US states have now implemented performance-based funding models for higher education, to some degree (NCSL, 2015). In New Zealand, the Tertiary Education Commission has even started to adopt "contestable provision" policies that amount to putting existing higher education programs out to tender, and awarding them to the public or private provider who offers the best value (New Zealand, TEC, 2017). Colleges are jumping through more hoops, for less government funding, than ever.

Treading Water

For decades, colleges have heightened their efficiency and uncovered new economies of scale in order to preserve their traditional delivery models. Their crews have been furiously pumping out the bilge to avoid drawing too much water. The industrial age ushered in campus massification throughout the twentieth century, and scalable assembly-line approaches to lecture halls and multiple-choice exams. Institutions have applied increasingly sophisticated software tools to manage enrollment through predictive analytics, optimize classroom scheduling and consolidate course sections to minimize expenses, and prioritize growing and profitable programs over those in decline. Like most sectors of the economy, colleges have increasingly resorted to adjunct and contingent contract faculty, "the new faculty majority," to reduce labor costs and increase flexibility for future program changes. More and more institutions are moving away from traditional incremental budget formulas, and replacing them with activity-based, performance-based, or incentive-based budget models that reward innovative and growing programs, schools, or departments (e.g. CAUBO, 2016). Colleges have been finding a vast range of new ways to outsource, collaborate, automate, and scale their operations to maintain viability.

Offloading to Others: Institutions have been staying afloat by offloading the burden of non-core services to third parties, outsourcing food services, security, grounds keeping, maintenance, parking, residence management, English language training, and much more to corporate partners who can deliver acceptable results at lower costs, or with less capital investment. The largest such arrangements have created half-billion-dollar contracts for 50 years of parking at Ohio State University (Pelletier, 2012); for landscaping, maintenance,

janitorial, and dining services across the Texas A&M System (Hamilton & Watkins, 2012); or for managing almost 10,000 residence beds across the University System of Georgia (USG) (NCPPP, 2014). Texas A&M projects $360 million in savings over ten years, while USG reportedly freed up $550 million in capital debt from its balance sheet.

Joining Forces: Colleges are collaborating to provide shared services, from collective purchasing and employee benefits to supercomputing clusters and shared library, athletics, or research facilities. For example, nine state universities share a single campus, the Universities at Shady Grove, in Rockville, Maryland (Douglas-Gabriel, 2016). Four institutions in Edmonton, Alberta share a programming and support team for Moodle, their open-source learning management system (LMS). Six public colleges in northern Ontario are collaborating on a $4 million recruitment marketing effort, "StudyNorth," and have committed to design and deliver shared courses and programs (Ontario, MAESD, 2015). Across the provincial college systems in British Columbia and Ontario, institutions are providing a single shared platform to deliver online reference librarian services to their students, by text message or online chat (BCELN, OCLS, n.d.).
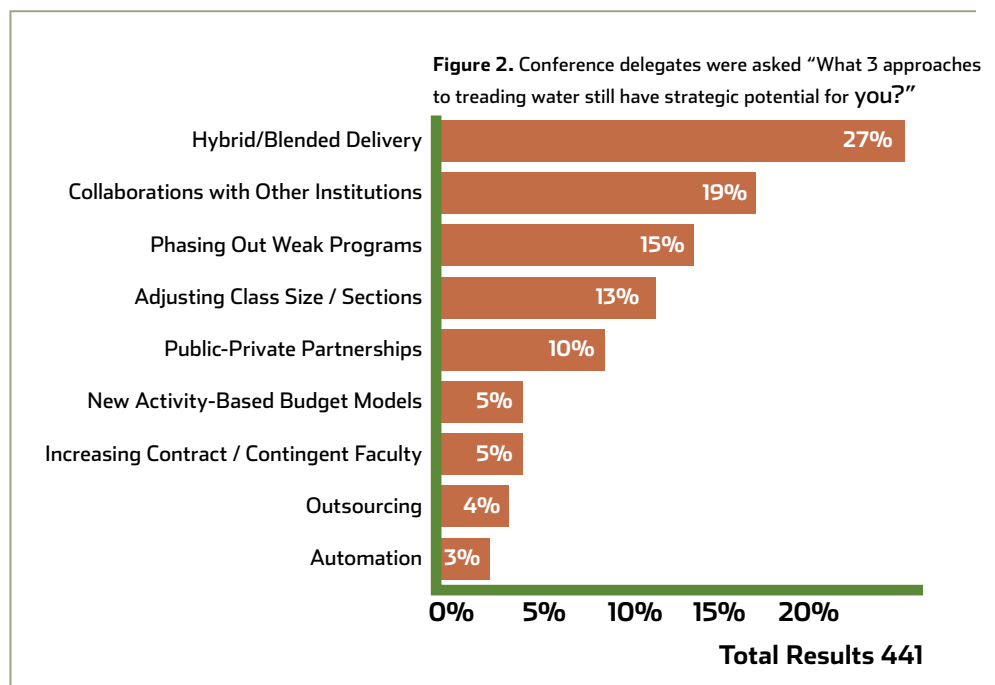
Leveraging New Technology: Beyond outsourcing and shared services, colleges are finding even more efficiencies through the application of new technologies. Even more cost effective than contingent employees or outsourcing, robotics and artificial intelligence are becoming capable of automating a growing scope of campus tasks. The University of Alberta reports that its robot auto scrubbers, which look like self-propelled Zambonis for swabbing hallway decks, use 70% less water, no chemicals, and pay for themselves in mere months (AASHE, 2014). Campus security will be transformed by autonomous robots too, like the Knightscope K5, a 300-pound roving camera capable of scanning 300 license plates a minute and running on a 24-hour charge (Knightscope, n.d.).

Scaling the Classroom: Of course, core functions like teaching are also being impacted by new technologies. Massive Open Online Courses (MOOCs) are unlikely to replace full undergraduate programs, but offer incredible economies of scale for continuing education and distance education courses. Some institutions are offering their students a broader range of subjects by adding MOOCs to the course calendar. Amherst College students can enroll in Harvard Business School MOOCs, pay tuition to Amherst, and earn Amherst credit for them (Kitroeff, 2015). Australia's Deakin University likewise allows students to take FutureLearn MOOCs for credit (FutureLearn, n.d.). Class Central, a curated catalog of MOOCs, reports more than 250 program credentials that can be earned directly from MOOC providers, and most can be converted into credit from traditional brick-and-mortar schools (Shah, 2016).

Blending Delivery: Online learning is clearly not ideal for every student, or every subject. In California, online students consistently underperform their on-campus counterparts, and in fact the performance gap for disadvantaged groups is widened in online courses (Johnson & Mejla, 2014). The small fraction of MOOC students who complete their courses tend to be professional educators, graduate students, and working professionals. A US Department of Education metastudy found that under ideal conditions, there is no significant difference between learning outcomes in a well-executed online course compared to an on-campus one – but that blended delivery, combining some face-to-face learning with some online delivery, resulted in better outcomes than either in isolation (Means, Toyama, Murphy, Bakia, & Jones, 2010). Not only does blended delivery result in improved educational achievement, but it also saves institutions money, which will certainly not go unnoticed. Algonquin College reports that moving 20% of all program delivery online has allowed them to reduce classroom space by 39%, increasing enrollment capacity while saving an estimated $80 million in new construction (MacDonald & Gaudreau, 2014).

Augmenting Brainpower: Artificial intelligence (AI) has been steadily evolving, and while true generalized AI is at least 25 years away, narrow task-specific AI systems are already being tested in academia. In early 2016, the Georgia Institute of Technology announced that students in an online graduate course wanted to nominate Jill Watson as their Teaching Assistant (TA) of the year (Korn, 2016). Jill was one of nine TAs for the course, but single-handedly answered 40% of their routine questions, and was virtually always accurate. Jill was not a human TA, however, but software running on IBM's "Watson" cognitive computing platform. While most colleges have already explored many of these approaches to "treading water," as shown in Figure 2, campus leaders still perceive strategic potential in blended delivery, inter-institutional collaboration, program prioritization, optimizing course sections, and additional public-private partnerships.

Figure 2. Conference delegates were asked "What 3 approaches to treading water still have strategic potential for you?"

Approach	Percentage
Hybrid/Blended Delivery	27%
Collaborations with Other Institutions	19%
Phasing Out Weak Programs	15%
Adjusting Class Size / Sections	13%
Public-Private Partnerships	10%
New Activity-Based Budget Models	5%
Increasing Contract / Contingent Faculty	5%
Outsourcing	4%
Automation	3%

Total Results 441

Higher education leaders that devote all their energies to treading water, preserving the status quo, or merely keeping their institutions afloat, risk losing sight of the horizon entirely, and losing momentum to explore new strategic opportunities.

Charting Your Course

Higher education leaders that devote all their energies to treading water, preserving the status quo, or merely keeping their institutions afloat, risk losing sight of the horizon entirely, and losing momentum to explore new strategic opportunities. Despite ever-tightening budgets and declining local demographics, visionary leaders have at least five alternatives to merely treading water in piloting their institutions to a promising future.

1. Outspend Your Rivals: Many institutions have found that investing in enhanced campus facilities can be a powerful way to retain more share of the local market, and make a college more attractive to students at a distance. The campus facilities "arms race" in terms of plush residences, athletics facilities, modern laboratories, and climbing walls has been well documented in the US for years. Sault College, in Sault Ste. Marie, Ontario, underwent a massive campus modernization in 2012 that added 75,000 square feet of academic space, bright learning commons, and flexible classrooms – and contributed to a 30% boost in enrollment over just three years.

It may also be possible to outspend your rivals on brand advertising and recruitment marketing, depending upon their budgets. Ruffalo Noel-Levitz (2016) reports that the average cost of recruiting among two-year public colleges in the US is just $118, while four-year publics spend $578, and four-year privates $2,232. Colleges in remote, colder climates may find it extraordinarily difficult to spend enough, however: a consortium of six colleges in northern Ontario invested $4 million to recruit just 67 students from the populous south – working out to about $60,000 (Canadian) per student (Rutherford & Stranges, 2016).

2. Hoist a Distinct Flag: Academic culture tends toward conformity, and true differentiation of institutions is quite rare. Done well, however, a distinctive position can attract students nationally or internationally for decades. The University of Waterloo is known worldwide for its 60-year commitment to cooperative education and entrepreneurship. Colorado College has offered its programs on the "block plan" since 1970, attracting students who appreciate the ability to fully immerse themselves in one course at a time, and get that "school's out for summer" feeling eight times a year. Brown University's "new curriculum" is almost 50 years old now, but still attracts students who want to be the architects of their own syllabus, with the freedom to take credit courses outside their comfort zone without academic risk. These competitive advantages have proven sustainable over time, as the differentiations have permeated the campus cultures and attracted successive waves of faculty and students committed to the vision.

3. Launch Innovative New Programs: Two-year colleges in particular tend to be much more nimble at refining and launching new academic programs in response to changing labor market needs, and innovative new programs can be significant draws for out-of-region students. Many Canadian colleges have developed a new market offering graduate certificate and diploma programs to university graduates, half of whom now go on to pursue further education after graduating from a four-year program (Butlin, 2001). An increasing number of innovative new programs are interdisciplinary in nature, like McMaster University's new five-year honors BHSc in Health, Engineering Sciences, and Entrepreneurship. In Ontario, a growing number of universities are developing new programs in partnership with community colleges, such as Queen's University's partnerships with St. Lawrence College and Northern College on new degrees ranging from Music and Digital Media to Biotechnology

and Mining (OUCQA, 2015). Two-year colleges can develop a competitive advantage by launching new interdisciplinary programs, or degree programs in collaboration with four-year colleges and universities.

4. Refit to Serve Diverse Local Markets: Many higher education programs are designed and delivered based on traditions that may not serve emerging and non-traditional student markets, from the agrarian calendar to a reliance on lecture, essays, and exams. Institutions can attract and retain students by redesigning programs, curriculum, pedagogy, and support services to better meet the needs of non-traditional segments, from indigenous students to working professionals, from mature learners to students with disabilities. More and more colleges are experimenting with flexible timetables, weekend classes, micro-credentials, and low-residency programs. Stanford University's d.School has theorized a radical model of "Open Loop" learning, in which students flexibly shift back and forth from campus learning to workplace experience over six or more years, instead of enrolling for the traditional four-year "one and done" degree (Stanford2025, n.d.). Colleges are increasingly customizing programs in business and other disciplines for large employers, like Grand Valley State University's MBA for Spectrum Health (Sanchez, 2013) or the University of Victoria's customized Telus MBA (University of Victoria, 2015). They are also striking volume deals with major employers, like Starbuck's "College Achievement Plan" with Arizona State University (Blumenstyk, 2014), or Fiat-Chrysler's "Strayer@Work" partnership with Strayer University (Zillman, 2015). Cornell University offers an intriguing Netflix-like subscription model for its online eMBA programs: employers pay as little as $40 per month per seat, and employees can take as many online courses as they wish (Straumsheim, 2013). There are many indications that curriculum modularization and online learning will feed demand for ongoing, lifelong learning and "just-in-time" education among working professionals.
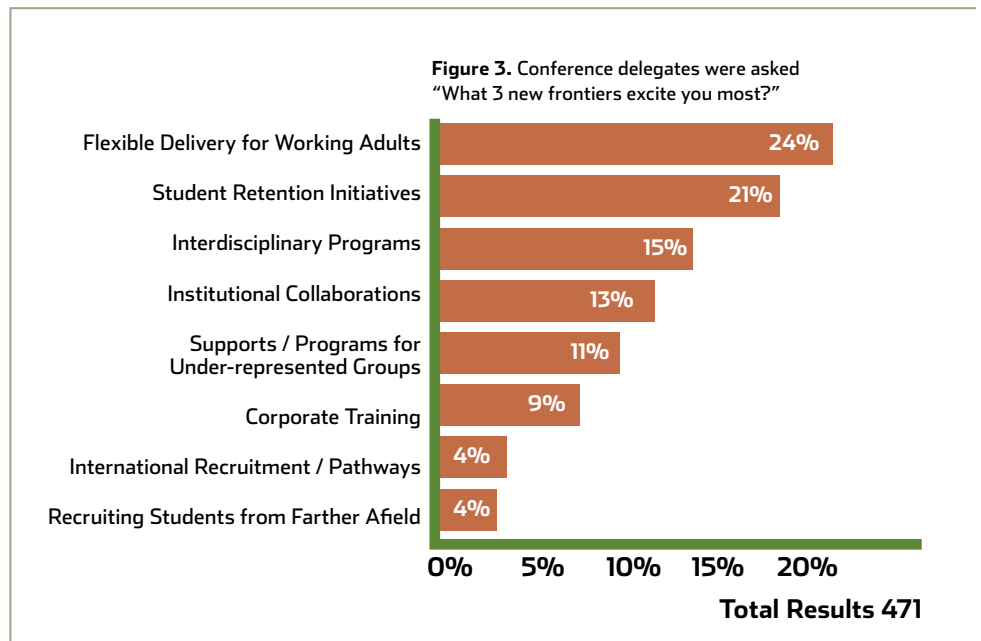
5. Explore New Markets: Like the bold seafarers and adventurers of centuries past, when local markets run dry, many colleges have been exploring opportunities overseas. Again, the demographic trends have been clear for years: between now and 2050 the vast majority of middle-class wealth will become concentrated in India and China (Kharas, 2010). Institutions that have boldly built satellite campuses in China or the Middle East have met with mixed results, often signing disadvantageous contracts with local governments that have left them with multi-million-dollar deficits rather than profits. Some have established impressive worldwide sales organizations, like Thompson Rivers University's TRUworld. Others have outsourced global recruitment to multinational providers like Australia's Navitas, which has built a billion-dollar

business in providing transitional "pathway" programs to second language students from abroad. The market opportunity in countries like India may wane as domestic capacity catches up with demographics. India's infrastructure has grown at an astounding rate, from just 20 universities and 500 colleges in 1950, to more than 677 universities and 37,204 colleges today (India, MHRD, n.d.). At significantly lower risk, a growing number of colleges are establishing bilateral exchange, articulation, and collaborative programs with institutions in overseas markets, and this seems to be an increasingly popular path for globalization today.

Conclusion

Every institution finds itself in slightly different waters, facing different headwinds, carrying different traditions and strengths, and confronted by a wide variety of competitors and privateers. The best route through stormy seas may well be quite different for each institution, and collectively they will experience greater success if they sail towards different destinations, rather than converge on a single port. As illustrated in Figure 3, campus leaders perceive exciting new frontiers for their institutions in delivering flexible education for working adults, improving student retention initiatives, offering interdisciplinary and collaborative programs, and more.

Whether your institution is becalmed by demographic doldrums, faces political headwinds, is buffeted by fiscal gales, or besieged by ruthless competitors, the solution is NOT to batten down the hatches, lower your sails, make incremental course corrections, and hope you can wait out the storm. Decades-long trends in the demographic, political, economic, and social environment are NOT suddenly going to subside. Institutional leadership is not for the faint of heart. To survive this tempestuous environment, you need to confront the waves of change head-on, keep your best talent at the wheel, balance your cargo, and refit your sails. As you chart the course forward for your institution, find a bold vision and an innovative approach that captures the attention of prospective students and donors, and the imagination of your entire campus.

Figure 3. Conference delegates were asked "What 3 new frontiers excite you most?"

- Flexible Delivery for Working Adults — 24%
- Student Retention Initiatives — 21%
- Interdisciplinary Programs — 15%
- Institutional Collaborations — 13%
- Supports / Programs for Under-represented Groups — 11%
- Corporate Training — 9%
- International Recruitment / Pathways — 4%
- Recruiting Students from Farther Afield — 4%

Total Results 471

The best route through stormy seas may well be quite different for each institution, and collectively they will experience greater success if they sail towards different destinations, rather than converge on a single port.

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Ken Steele is a leading consultant and speaker on North American higher education innovation and strategy. His "almost-weekly" webcast appears at www.TenWithKen.com. He has consulted with hundreds of colleges and universities, helping them interpret market research, understand their competitive context, and develop distinctive institutional strategies and brand positions using his proprietary Brand Chemistry™ model. Ken's unique perspective has been shaped by award-winning careers spanning three decades, first as a humanities computing researcher and Shakespeare instructor, then an IT consultant, ad agency creative director, and ultimately a higher education market research analyst and brand consultant. Ken has published dozens of articles and white papers on post-secondary students and branding, and co-authored Canada's first book on strategic enrolment management.

A VISIONARY
APPROACH TO FUNDRAISING

Pommashea Noel-Bentley, MBA and Scott Blythe

In today's complex post-secondary landscape, it is crucial to empower and actively engage the campus community in fundraising goals. However, for most universities and colleges, articulating what this means, developing a strategy, and addressing this goal have proven somewhat elusive and abstract. There are many factors, histories, and perspectives at work within a campus community that continually shape how well the campus engages in advancement-related activities such as alumni and government relations, fundraising, marketing, and communications. Each campus has a unique organizational context that either supports or limits the institution's fundraising potential. Therefore, it is important to articulate the value of establishing a shared leadership model of relationship-based fundraising across a campus community. This allows the institution to utilize a better framework and provide appropriate tools to build and evolve accountable and transparent fund-development processes that will benefit the entire institution and, most importantly, support the institution's beneficiaries.

Background, Scope, and Key Premises

For donors, effective and efficient fundraising is not about institutions, it is about the cause (Sherrington, 2014). In education, that cause is centered on a specific group of beneficiaries: the students. In all the complexities of delivering education and serving students, the bottom line is student success. In support of this bottom line, sophisticated systems have been developed to measure achievement of student success. While these systems allow institutions to deliver value, they must also be designed to capture external interests, thereby facilitating an understanding of how post-secondary donors connect to beneficiaries and what those donors are willing to fund. Institutions need to understand and know their prospective and current donors. This relationship-based model is called donor-centric fundraising (Burk, 2003).
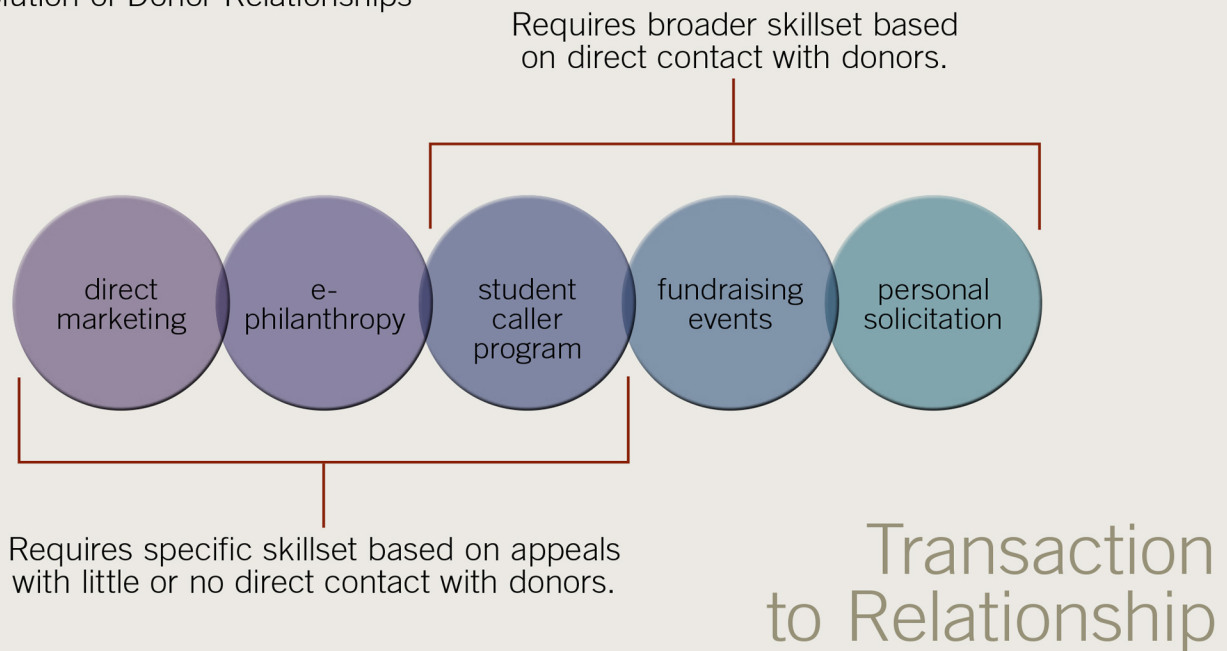
Fundraising is an important facet of building the institution's capacity to deliver the best education possible. No matter what method of fundraising a specific institution employs, campus employees must demonstrate that funds are invested prudently and with purposeful integrity to build donor trust and loyalty.

Many institutions view alumni relations departments and staff as friend-raising; separate and distinct from fundraising activities. The most effective fundraising is typically within

an advancement model that combines alumni and fund-development teams to form an integrated unit as the majority of donations to post-secondary education are from alumni. Consider an institution's fundraising efforts in relation to the following questions:

1. Does the campus community view fundraising as an essential function?

2. Is it important for the advancement team to maximize funds for the immediate term?

3. Is it critical for the advancement team to more broadly focus on the value a donation can provide for beneficiaries to maximize funds over the long-term?

The answers to these questions are shaped by the present fundraising culture or lack thereof. The culture has a profound impact, not only on how an institution engages in fundraising activities, but also on how an institution funds, structures, discusses, and holds to account its advancement team. Most institutional executives and boards have a range of answers for the first question and almost without exception answer "yes" to question two and sometimes "yes" to question three. Of course, with any investment there is an expectation of immediate

Figure 1- Evolution of Donor Relationships

Requires broader skillset based
on direct contact with donors.

direct
marketing

e-
philanthropy

student
caller
program

fundraising
events

personal
solicitation

Requires specific skillset based on appeals
with little or no direct contact with donors.

Transaction
to Relationship

and long-term solutions. The key is understanding how to best leverage opportunities within an institutional context to establish and maintain sustainable donor investment. From a macro perspective, consider the following questions:

1. How are institutional goals set?
2. How are individuals and departments recognized and held to account?
3. Does the leadership team share information across the institution regarding pan-institutional fundraising goals?

The essential building blocks of creating a culture of fundraising are information sharing and accountability. Fundraising cannot exist in a bubble that solely relies on an advancement team that is disconnected from the rest of the academic community. Rather, fundraising should be structured and valued pan-institutionally. Strong partnerships can be built between internal departments, with advancement regarded as an integral facet of the myriad of interactions that increase student success. In this environment, true fundraising potential can be achieved. To that end, consideration must be given to the lifespan of beneficiaries (students), not just their two- or four-year academic increments with a defined endpoint.

More and more post-secondary institutions and charities are placing greater emphasis on relationship-based fundraising, especially when considering major gifts, as opposed to strictly transactional-based fundraising strategies. *Figure 1* illustrates the structure of fundraising tactics in response to donor relationships as they evolve over time. While there are many ways to fundraise successfully, where to begin is an important determinant of how to best shape the path and where to place organizational resources, emphasis, and metrics.

Relationship-based fundraising implies that donors have an established relationship, or see value in having a relationship, with an institution beyond the transaction of providing a donation (Burnett, 1992). For Burnett, there should be equal weight placed on the value of relationship building and securing funds. The balance must be maintained; how that balance is measured requires input and buy-in from the entire institution. If the balance strays too far in either direction, there is risk of losing the relationship or, the other extreme, never making the ask for a gift. A well-known truism in fundraising is that people will not give unless they are asked. Very rarely, especially when considering transformational gifts, will individuals give without a donation request and without a long-term trust relationship with the organization or institution (Panas, 2013).

Most institutions are bound to annual planning and budget cycles. While there are many factors supporting short-term planning, the absence of multi-year planning can limit an institution's ability and willingness to apply resources for transformative fundraising opportunities. This can have an especially negative effect on fundraising initiatives, staff, and volunteers. In fact, as part of a survey conducted by the Plymouth University Centre for Sustainable Philanthropy, many senior advancement staff reported problematic relationships with senior executives and boards because of the singular focus on immediate financial returns (MacQuillin and Shang, 2016a). Immediate returns are unrealistic; however, fundraising potential is heightened when the campus community considers fundraising an integral function related to student success. Institutions that understand and support the need for external donor funding are ideal candidates to implement a shared-leadership model of relationship-based fundraising. More important now than ever, fundraisers must

articulate their value proposition and demonstrate to senior executives ongoing progress in advancing donor and faculty relationships. Up to 18 months may be required before a major or transformative gift is secured.

Creating Dialogue and Accountability to Leverage Relationships

Advancement priorities are most often defined by boards and leadership teams. At best, these priorities are strategic and inclusive of multiple factors and are based on established engagement and fund development protocols. At worst, they are defined without input and direction from institutional advancement professionals and other faculty and staff members. When funding priorities are established "top down", they can be unrealistic with the required timelines to generate sufficient relationships and gifts to support them. Not only can this approach undermine advancement staff, it can fatigue donors and erode institutional confidence in the advancement team and senior officials. MacQuillin and Shang (2016b) suggest this approach has caused excessive turnover in the advancement profession, which further limits fundraising success. Campus communities, much like donors, seek involvement, competency, accountability, and transparency regarding advancement-related activities.

It is important in leveraging alumni relationships to understand that alumni affiliation with an institution forms part of the participants' social and professional identity. How they view this identity will impact the willingness of this key stakeholder group to give time and money. Understanding how and when institutions choose to connect and strengthen that identity can reveal whether adequate advancement resources (alumni engagement and fundraising) are applied consistently to support fundraising goals. Alumni are aware of our motives in reaching out to them. How institutions engage with alumni and for what purpose can strengthen or erode their affiliation. Every interaction with alumni shapes their perception of the institution - it does not begin when they cross the stage at commencement. The relationship begins when they enroll.

Faculty and staff are key members of the community who have a profound impact on the student experience. They invest heavily in student success, and typically hold the primary relationship with students during the education and post-graduation periods. As such, advancement teams need to support these relationships and build on the goal of student/alumni success. Poor advancement team interactions with faculty and staff regarding students and alumni is one of the most prevalent systemic barriers to effective fundraising.

Simply stated, faculty and staff are resistant to share relationships with the administration or advancement teams if they believe they will immediately ask for money and dishonor their relationships with these key stakeholders. For effective and efficient fundraising, advancement members must build internal relationships with faculty and staff as effectively as they would with potential and existing donors. To build this trust, the administration must continually endorse the importance of fundraising and the belief that the advancement team is critical to academic success. This will help to build a broad base for support of advancement teams as integral partners in creating and sustaining student success.

Identify Gaps That Limit Fundraising Success

In pursuit of supporting student success, institutions have created many programs and services to minimize student attrition by ensuring the right resources are available to students at the right time. However, rarely does an institution use information captured in pursuit of student success to provide a complete picture of their experience. Typically, information is not shared throughout the institution because of student consent limitations and the responsibility to protect the privacy of student information. However, segmenting information into various institutional silos limits the ability to provide the best experience and service to students – the future alumni.

Rather, thinking should be adjusted to include institution-wide consent language upon and through a student's tenure, to provide a deeper understanding of student and alumni needs and interests. In fact, they expect it. Consider how many times alumni have expressed frustration with being unknown by their alma mater: "Haven't I already given the school this information?" This can have unintended and sometimes unfortunate outcomes. As witnessed first-hand, an institution had a student caller program that utilized trained student callers to engage alumni and fundraise. One strategy was to have the student callers phone recent graduates to welcome them to the Alumni Association. Unfortunately for one student caller and alumna, the alumna's record was missing critical information regarding the death of an immediate family member that occurred just prior to her graduation. This resulted in a painful, awkward call. This call illustrates how the paradigm needs to shift to view graduation as a major milestone in a *continuing* relationship. If this view was embraced, student and alumni information would reside in a shared relationship database and historic and future needs would be better understood to continue a relationship-based connection.

Silos will always exist within institutions; however, an opportunity is present for institutions to look at these consistent and systemic barriers objectively with the goal of creating and maintaining lifelong relationships with students and alumni. For example, consider how institutions refer to employment-related Student Employment or Career Services. How an institution views this service will have a definite impact on the ability and willingness of employment service staff working with students and alumni. All too often, segmenting students and alumni benefits internal institutional purposes and not the student or alumni experience. The key is to understand how the students and alumni see themselves, and it is here that a model of shared leadership should be embraced to remove artificial barriers and better understand and support these lifelong relationships.

The future of successful fundraising…

…relies on a shared model of leadership in relationship-based fundraising. The shared model allows for the paradigm to shift to acceptance, appreciation, and understanding of fundraising as an essential function within post-secondary institutions.

Concepts of Shared Leadership

Institutional staff at all levels are proud to work with and on behalf of students and alumni. However, because institutions can no longer rely solely on government funding, it is a challenge for institutional leaders to meet all the demands placed upon their time while also securing necessary funding. The need for fundraising from individuals and corporations is a reality for most post-secondary leaders. In addition, leadership styles have changed, presenting a need for shared responsibility and accountability. This shared-leadership model includes incorporating the advancement function as an integral component of an institution's efforts to enhance student success. Effective shared leadership strategies cannot only increase employee morale, they can increase business outcomes and accountability (Gustavson, 2015). Consider removing artificial barriers to provide an effective continuum for students and alumni relationships. Institutions that have are reaping intrinsic and financial rewards.

All individuals add value to a team – just like in the modern classroom – faculty are no longer the only purveyor of information. Instead, faculty now provide a framework for dialogue with students, which in turn informs and enhances their experience and ability to increase critical thinking skills (P. Croskerry, personal communication November 6, 2015). Consideration of a shared-leadership model of relationship-based fundraising ensures that the roles of the board, executives, deans, faculty, and fundraising staff are aligned. This facilitates the removal of barriers to support the student experience and provides a strong foundation to build a fundraising culture which will provide needed funds, accountability, and future academic success.

Conclusion

The future of successful fundraising relies on a shared model of leadership in relationship-based fundraising. The shared model allows for the paradigm to shift to acceptance, appreciation, and understanding of fundraising as an essential function within post-secondary institutions. No longer is asking for money considered taboo or just the fundraisers' responsibility. Rather, the ask is a natural extension of an existing series of interactions and ongoing relationships that started with the very first interaction as a potential student. An institutional approach, with defined metrics designed to support and quantify relationships, can offer institutions the opportunity to build a pathway to successful advancement activities that provide major and transformational gifts needed to continue to provide the best education. The time is now and the future is here – are institutions ready?

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Pommashea Noel-Bentley, MBA

Pommashea Noel-Bentley is Managing Partner and CEO of AdvanceU 1st Consultants, with more than 20 years of experience in education and fundraising, serving in various roles in university/college and non-profit environments including executive level positions. Pommashea is a past faculty member of the Council for the Advancement and Support of Education (CASE). Additionally, CASE recognized her efforts in 2000 for Best Alumni Program and Best Public Relations Strategy in North America. She is the only Canadian to be awarded CASE's prestigious Warwick Award for Outstanding Master's Thesis resulting in the creation of a new model to measure stakeholder engagement. Pommashea may be best known for the robust and successful alumni and fund development programs that resulted at the Southern Alberta Institute of Technology (SAIT) for alumni giving to two capital campaigns more than $140 million. Known for delivering results through a blend of redefining practice and theory, Pommashea has been recognized as one of Calgary's Top 40 Under 40 Business Leaders and is a sought-after consultant and speaker. Pommashea holds an MBA with distinction from Athabasca University.

Scott Blythe

Scott Blythe is Senior Partner at AdvanceU 1st Consultants. He is a talented stakeholder engagement and fundraising professional with almost 15 years of experience in post-secondary education, non-profit business development, and governance. Scott's keen ability to identify and establish shared goals within diverse working groups helps individuals and organizations establish benchmarks to better realize the full potential of their business objectives through tailor-made engagement and fundraising strategies that ensure the right people and partners are at the table. Scott has held leadership roles with the Southern Alberta Institute of Technology, the Vancouver Pride Society, and the British Columbia Institute of Technology. Scott has been instrumental in developing programming and service models in support of broader institutional engagement and fundraising goals to increase the participation, influence, and investment of key stakeholders in each organization. Scott has a bachelor of Archaeology from the University of Saskatchewan with a minor in Philosophy.

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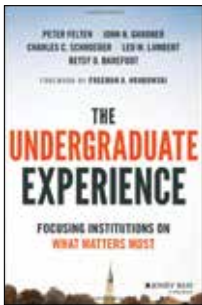
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# THE LITERATURE OF
LEADERSHIP

REVIEWS BY LYNDA WALLACE-HULECKI, Ed.D.

THE UNDERGRADUATE EXPERIENCE: FOCUSING INSTITUTIONS ON WHAT MATTERS MOST
Peter Felten, John N. Gardner, Charles C. Schroeder, Leo M. Lambert, Betsy O. Barefoot
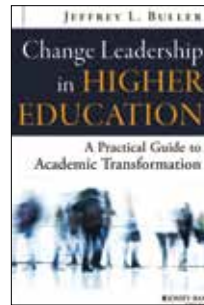Jossey-Bass (2016)

The Undergraduate Experience is coauthored by educators with extensive experience studying successful undergraduate programs and institutions. They assert that creating and sustaining excellence in undergraduate education requires two fundamental conditions for success: (1) motivating the campus community around a student-centered purpose for improving the quality of the undergraduate experience and (2) aligning organizational culture with student needs. The authors present practical guidance on "what matters most" in the pursuit of institutional excellence with profound optimism for the future of higher education. Chapters are organized around core themes that provide a framework for focusing on what matters most: Learning, Relationships, Expectations, Alignment, Improvement, and Leadership. *The Undergraduate Experience* is designed for the benefit of a wide range of readers and as a catalyst for campus-wide discussion. Of particular value in relation to the latter is the inclusion of appendices that provide a compendium of the action principles, questions for reflection, and exemplary practices. The authors have also created a website with online resources at www.TheUndergraduateExperience.org. This book is a highly recommended read for leaders at all levels interested in improving the undergraduate student experience with a "can-do" attitude and a creative eye to the possibilities.
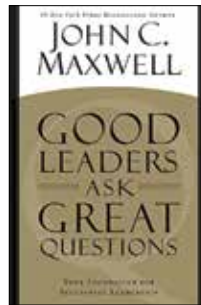
GOOD LEADERS ASK GREAT QUESTIONS: YOUR FOUNDATION FOR SUCCESSFUL LEADERSHIP
John C. Maxwell
Hachette Book Group (2014)

Leadership guru and author of more than 65 books, John Maxwell has contributed significantly to the scholarship of leadership for more than forty years. In *Good Leaders Ask Great Questions*, Maxwell makes the case that leadership is a continuous journey; and to learn and grow as a leader, asking good questions must be embraced as a lifestyle along with becoming an even better listener. In this book, readers will learn: (1) why asking great questions is so important to being an effective leader, (2) what questions leaders should ask themselves and their team, and (3) answers to frequently asked leadership questions with practical advice based on principles of effective leadership. The book is organized into two parts. In Part I, Maxwell shares the leadership questions he asks himself and others in his ongoing pursuit of leadership excellence. In Part II, Maxwell offers thought-provoking insights and perspectives in response to leadership questions posed by his social media followers. Memorable anecdotes and quotes are peppered throughout each of the chapters, which lend to the author's conversational writing style. Maxwell's book is a valuable resource for leaders at any stage of their leadership journey who seek personal and professional growth. With that said, I personally found the book somewhat lengthy and disjointed.

CHANGE LEADERSHIP IN HIGHER EDUCATION: A PRACTICAL GUIDE TO ACADEMIC TRANSFORMATION
Jeffrey L. Buller
Jossey-Bass (2015)

This provocative book by Jeffrey Buller challenges the assumptions of traditional strategic planning models and change management processes and presents a new framework for viewing change and a more organic approach to change leadership that focuses on cultivating a culture of innovation as the foundation for realizing positive, meaningful, and sustained change. Buller presents both a critical analysis of conventional change models and real-world case studies to demonstrate why traditional approaches to strategic planning do not work in the academy; as well as an argument for the adoption of alternative approaches considered to be more flexible, cost-effective, and likely to produce lasting results. Buller calls for a reconceptualization of change leadership, which takes an organic approach to "grow" change. As such, the role of academic leaders shifts from managing an imposed top-down vision and change agenda that is driven by outcomes and metrics, to cultivating a culture of innovation by focusing on people and processes. Surprisingly, while Buller advocates the creation of a widespread culture of innovation (p.151), he is almost dismissive of the importance and value of engaging institutional stakeholders other than faculty in this effort—notably students, staff, alumni, donors, and members of the community (p.23). Definitely a thought-provoking read for higher education leaders at any level.
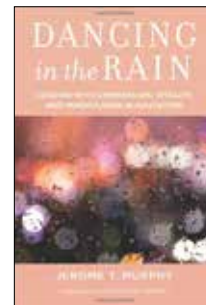
DANCING IN THE RAIN: LEADING WITH COMPASSION, VITALITY AND MINDFULNESS IN EDUCATION
Jerome T. Murphy
Harvard Education Press (2016)

Do you often find yourself bogged down in the emotional discomfort of dealing with relentless pressures as a leader? Well, there is good news… although everyday discomfort may be inevitable, *Dancing in the Rain* offers a practical set of tools to support leaders in navigating stormy weather while flourishing as an effective leader and still enjoying the dance. Rich with anecdotes from his distinguished career as a scholar and leader at the Harvard Graduate School of Education, Jerome Murphy chronicles his personal journey and transformation in learning to apply mindfulness and self-compassion in pondering how to lead and live in stressful times. A framework for flourishing as an effective leader is introduced, which Murphy calls the "Seven Steps of My Dance"—an acronym for: **M**ind your values, **Y**ield to now, **D**isentangle from upsets, **A**llow unease, **N**ourish yourself, **C**herish self-compassion, and **E**xpress feelings wisely. Drawing on a foundation of modern psychology, ancient wisdom, and personal reflections, Murphy presents skill-building exercises for translating the seven steps into action. This book has been written as a succinct and user-friendly primer in the application of mindfulness and self-compassion to leadership. An inspiring and insightful book, written with a splash of humor, that is a must read for every educator daring to lead in these daunting times.

| RATING ★★★ | RATING ★★½ | RATING ★★½ | RATING ★★★ |

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