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Restorative Leadership

By Idahlynn Karre

"There can be no purpose more inspiriting than to begin the age of restoration, reweaving the wondrous diversity of life that still surrounds us." – E.O. Wilson

Picture a restored world with clean water, soil and air. Imagine a peaceful, multicultural world that has reawakened to the very best in each of us. "Restorative Leadership is the key. Education for Sustainability is the keyhole through which we can see a brighter future," writes Bobbi Dunham, one of our gifted authors in this issue of *Leadership*.

The Editorial Board was so inspirited by Bobbi Dunham's best practice article on Nova Scotia Community College's Education for Sustainability achievements that we wanted to devote an entire issue of the Journal to thinking about our role as post-secondary leaders in Sustainability and Restorative Leadership.

Bobbi provides the theme for this Journal issue and for our Annual International Conference to be held in Phoenix, AZ, March 2013. We are deep into the planning for our 2012 conference in Atlanta, Georgia. In Atlanta we will look to *Leadership for a Brighter Future.* It may seem a bit odd that we are using this issue of *Leadership* to look to the future and our 2013 conference. Yet, it can never be too early to "*begin the age of restoration, reweaving the wondrous diversity of life that still surround us.*" Bobbi's leadership set the Academy on course for this issue and planning for our conference in 2013. Bobbi Dunham's leadership is restorative and immeasurable.

Restorative Leadership is the key to our future. Our authors help us explore many facets of our brighter future. They inspire us to think forward and begin anew our dedication to reweaving that future. Let's use the work of these talented leaders to understand more deeply the benefits of our work in Education for Sustainability, Stewardship of Public Resources, Greening of the Curriculum, Wondrous Diversity, and Strategic Visioning for Restorative Leadership.

"The hour is late. The need is clear. It is time to get to work." – *Jay Antle*

SUSTAINABILITY
at Johnson County Community College:

SIX STEPS TO SUCCESS

by Jay Antle

Why Does Sustainability Matter?

To paraphrase a recent headline from *The Onion* magazine,
"That sustainability thing from a couple of years ago may still be a problem."

While the headline in this instance refers to global warming, the point holds true for sustainability in general. The planet warms, oceans grow more acidic, fossil fuels are harder to extract, global population forecasts creep upwards, and increased global demand for resources drives up costs for consumers - whether they be an individual or an institution. For an example, just take a look at what you are paying for gasoline and electricity now, as opposed to two years ago.

Community colleges must prepare students for a world that faces radical change. They must take this mission seriously and approach it systematically. Students demand and deserve no less. Regardless of whether these issues receive enough media coverage, students will still build lives in workplaces shaped both by these forces and by globalization. Community colleges provide half the undergraduate education in the United States, thus provide the ideal forum for sustainability by modeling the idea in infrastructure change, operations practice and curriculum integration.

In a media world where one often has to turn to *The Onion* or *The Daily Show* for truly thought-provoking discussion of issues, the role of community colleges in fostering sustainability conversations becomes

even more important. This article will discuss how Johnson County Community College (JCCC) has institutionalized its sustainability efforts, and how leadership from three very different directions has made possible that accomplishment. This is a story of strong support from a dynamic president as well as from faculty and staff, however student leadership - and the fostering of it - has been the crucial ingredient in the success of sustainability at JCCC.

Assess: Getting the Lay of the Land

JCCC's sustainability efforts began when a broadly representative college team consisting of faculty, administrators and facilities staff attended a fall 2007 conference hosted by Lane Community College. While the college had engaged in recycling and energy-efficiency efforts before this, those efforts were philosophically unconnected. When the JCCC team members saw how other community colleges integrated sustainability as a concept into their campuses, they understood what they had been missing. Motivated team members returned to campus and reported these findings to Dr. Terry Calaway, JCCC's president. President Calaway was convinced and the team set to work.

For colleges looking to get started with sustainability, the lesson here is: learn what has already been done and ask questions. Establish your own baseline, understand the possibilities and outline your expectations for improvement.

For colleges looking to get started with sustainability, the lesson here is: learn what has already been done and ask questions. Establish your own baseline, understand the possibilities and outline your expectations for improvement. When questions arise, many other colleges have sustainability initiatives underway and can provide useful advice and support. JCCC now hosts the monthly Community College Sustainability Webinar series, which is a good place to get up to speed. The AASHE (Association for the Advancement of Sustainability in Higher Education) and AACC's SEED websites are other excellent resources.

Commit: Institutionalize Sustainability by Putting it in Writing

Created in 2006, the American College and University Presidents Climate Commitment (ACUPCC) now boasts more than 650 signatory schools. It represents a crucial threshold between colleges merely talking about sustainability and those putting it into practice. The ACUPCC requires colleges to seek climate neutrality as a long-term goal and to choose from a list of seven practices such as enhanced recycling, waste minimization and building at a minimum LEED Silver buildings in the meantime. In March 2008, at a public ceremony with members of the press present, President Calaway signed the ACUPCC on behalf of JCCC. Signing the ACUPCC was a transformative moment at JCCC and is a recommended step to other colleges seeking to begin sustainability initiatives. While the long-term requirements of the ACUPCC are daunting, the commitment holds the institution's feet to the fire. At JCCC, the agreement has served as an argument of last resort when debates over implementing sustainability measures have occurred. Moreover, signing the agreement made it logical for JCCC's Center for Sustainability (created in December 2008) to report directly to the president as well as created

institutional momentum - in May 2009 JCCC's Board of Trustees added sustainability as a key goal in the college's new strategic plan.

Due to the signing of ACUPCC, JCCC's first LEED Silver building, the Olathe Health Education Center, will open in fall 2011 and its second, a culinary/ hospitality building, is in the planning stages.

Include: Create a Campus-Wide Movement of Varied Stakeholders

The more campus stakeholders involved in shaping the sustainability plan, the greater the chances for success. While plans were pending for JCCC to sign the ACUPCC, members of the team who attended the Lane Community College conference were also leading grassroots efforts. Faculty, administrators and staff formed a campus-wide JCCC Sustainability Committee that has numbered more than 50 people, with substantial participation from areas like Facilities and Dining Services. Subcommittees covering topic areas like Energy/New Buildings, Curriculum, Grounds and Water, Dining Services, and Transportation then assessed the college's needs in these areas. They produced reports that were collected into JCCC's first Sustainability Report in 2008.

The JCCC Sustainability Committee now produces this report on an annual basis and serves as the internal advisory group for the Center for Sustainability. This report also provides public transparency by listing measurable results (when possible) as well as future goals. The Center for Sustainability staff champions the ideas generated by the college's rank and file, making their case to higher administration. This championing is made easier by the direct reporting line of the center to the president's office.

With the grassroots support of the campus-wide Sustainability Committee and presidential backing, JCCC created the Center for Sustainability to focus, coordinate and spearhead activities across campus. Among other duties, the center staff members serve as co-chairs for the various sustainability subcommittees, supervise the new campus farm, oversee recycling and waste minimization efforts, provide analytical support for green jobs need assessments, promote curriculum development, and support the Student Sustainability Committee which administers JCCC's student green fee called the Sustainability Initiatives Fund (SIF).

Involve: Students as Leaders

At JCCC, students consistently provide leadership and financial support for sustainability efforts. While on-campus student environmental organizations have suffered the same variability in numbers found at most commuter community colleges, motivated student leaders have always made a difference. The Student Environmental Alliance organizes the annual campus Earth Day fair and engages in a variety of public service projects.

Of particular importance were the efforts of a group of JCCC Honors students. These leaders selected the creation of a student green fee as their semester project in an Honors Forum course dedicated to sustainability. The students gathered hundreds of signatures in support of the fund, garnered the support of JCCC President Terry Calaway, and spoke before the Board of Trustees asking for the levying of the fee. The Board created the one-dollar-per-credit-hour fee that feeds the Sustainability Initiatives Fund (SIF), raising approximately $400,000 per year.

Under the guidance of Center for Sustainability staff, students then created the JCCC Student Sustainability Committee (SSC) that administers the fund. SSC members review project proposals submitted by members of the campus community. Only student members of the SSC can vote on proposals, although the Executive Director of the Center for Sustainability has veto authority. Sustainability/Green fees are becoming more common in higher education as they provide needed funding for projects in tough times as well as opportunities for student leadership.

Specific SIF projects include start-up funding for the JCCC Student Farm, installation of Big Belly solar trash compactors, enhancing of recycling containers, purchase of new bike racks, funding of a Student Sustainability Affairs Coordinator, and acquiring a chipper for the grounds staff to create their own mulch. SIF also funded a student art contest featuring sustainability themes and recycled materials. Advanced sculpture students applied for funding and five winning projects were installed around campus. A tree made of plastic grocery bags that disturbingly refuse to break down despite being exposed to the elements, and a beast made of discarded rubber tire strips now serve as conversation pieces about appropriate resource use at JCCC.

The willingness of students to provide revenue for sustainability activities at JCCC through the SIF demonstrates the importance of these issues to the rest of the campus and the community as a whole. After all, if financially strapped students are willing to devote their dollars to sustainability, the rest of the campus should follow their lead. The passion of JCCC student leaders keeps the Center for Sustainability staff motivated and reminds faculty and staff that, after all, students are why they are here in the first place.

Fund: Be Creative

Student-funded projects are key elements of sustainability at JCCC, but they make up only part of the funding story. Presidential leadership enabled direct interaction between Center for Sustainability staff and elected officials both on the state and federal levels, which led to tremendous funding opportunities. This legislative effort, combined with opportunistic grant writing, has led to almost $2 million in external funding coming to JCCC to support sustainability. Another funding effort was a $713,625 Congressional appropriation secured by Senator Sam Brownback to create the center itself, as well as a $600,000 ARRA grant for a massive

Presidential leadership enabled direct interaction between Center for Sustainability staff and elected officials both on the state and federal levels, which led to tremendous funding opportunities.

stormwater management project using native vegetation to treat and slow water coming off the campus' southeastern parking lots - about 21 percent of the campus' 2 million square feet of parking and paved surfaces.

Other notable accomplishments achieved or in process through external funding include:

- The Sunflower Project, an internal mini-grant program that incentivizes curriculum development
- The creation of a campus-wide composting system featuring a solar-powered, six-cubic-yard industrial composter
- The upcoming installation of a small wind turbine
- The building of human capital through travel to best-practice sites as well as conferences like Greenbuild.

As current speculation in state capitals and Washington suggests that the grant spigot is being turned down, institutions can expect to have to work harder to find external grants and face higher match requirements in the future.

JCCC's Sustainability Initiatives Fund (SIF) has provided sole funding and matching funds for a number of campus activities. In the case of the ARRA stormwater project, student dollars provided much of the required college match. JCCC's Facilities funds and SIF have combined to add a geothermal heat pump system to a planned HVAC replacement at the child care center, as well as support a campus-wide traffic and parking survey that has led to substantive discussions about alternative transportation. The Carlsen Center Performing Arts Series and the SIF are collaboratively funding a performance integrating music, photography and climate change.

Reductions in community college income streams increasingly call for creative funding solutions. The campus-wide nature of sustainability makes it a perfect umbrella for this diversified funding alchemy.

Message: Build a Big, Green Tent

When it comes to sustainability, targeted messaging matters. Student passion and the visible support of the college president help drive that messaging. But for others who look at the college's financial bottom line, the message that "green saves green" in terms of operating costs is the message that really matters. At JCCC, a big-tent approach is used to define sustainability – one that embraces organizational efficiency whether or not one is concerned about climate change and has broadened and deepened support, particularly at the Board of Trustees level.

Center for Sustainability staff helped to initiate a high-level discussion of escalating energy costs and the need for targeted energy-efficiency efforts to defray those costs. Subsequent development of energy cost forecasts and the results of a campus energy audit then led to a proposal to the Board of Trustees. This information convinced the Board to devote $1.1 million of campus reserve funds for energy-efficiency work. The Center proposed that energy savings generated from this work go into a revolving fund for future energy-efficiency efforts, however due to recession-driven property tax shortfalls, this idea was rejected in favor of direct relief to the college's general fund.

Other organizational efficiency efforts - championed mostly in a collaborative, sometimes secondary role with areas like Information Services, Document Services, and the Library - include promotion of default duplex copying and printing, an end to the free-to-print model on campus for students and the public, the use of recycled toner cartridges, and advocating for server virtualization and thin client adoption. Thus far, the changes in printing alone have saved the college close to $100,000 in the last year.

Those who understand sustainability know that these dollar figures also represent fewer trees cut down, less plastic generated, and fewer items going eventually to landfill. Demonstrating such financial savings provides essential credibility among those who might be skeptical of a term like "sustainability," but who embrace stewardship of college resources.

Defining sustainability broadly leads some to worry about minimizing the urgency of environmental realities. However, the truth is that there is so much to do that anyone, regardless of his or her particular motivation, can contribute to moving a campus in a positive direction. Narrower definitions of sustainability risk defining people out of contributing, prematurely ending important conversations, and depriving sustainability efforts of needed allies.

Finding common ground among various stakeholders on campus is key and that approach has worked well at JCCC. That common ground language may say "efficiency," "savings," "workforce training," "save the planet," or "serving students" to individuals, but it says "sustainability" to the campus. One need not be a devotee of Al Gore or drive a Prius to contribute to campus sustainability efforts. Sustainability experts should clearly communicate that message.

In for the Long Haul: What's Next?

Looking back after four years of sustainability activity at JCCC, a great deal has been accomplished. Winning the Silver Edison Green Award in fall 2011 brought outside validation to these efforts.

Still, the future holds significant challenges and certainly not everyone at JCCC has embraced sustainability as a priority. How will JCCC integrate more renewables into its energy mix? How can mass transit make a significant dent in the college's commuting and reduce not only JCCC's carbon footprint but also pressure to build expensive parking garages? How does one integrate sustainability into the general education curriculum? What will the greening of existing jobs mean for JCCC's workforce training programs? What will stagnant funding streams mean for dealing with these issues?

No easy answers exist for these questions. If the solutions were easy, they'd already be implemented. However, at JCCC, collaboration among the president, administration, grassroots - and above all - students has created a track record of accomplishments, of leadership that suggests that the solutions are possible. At *The Onion* or *The Daily Show*, it is relatively easy to bring attention to a subject through humor. At community colleges, making strategic decisions to change course is a far more difficult task. The hour is late. The need is clear. It is time to get to work.

Dr. Jay Antle was born in Baytown, Texas where he attended Lee College. He completed his undergraduate education in history and then moved on to Arizona State University for his Master's degree and then to the University of Kansas in 1992 for his Ph.D. in American Environmental History. While in graduate school, he participated in an exchange program with Johnson County Community College that ultimately led him to secure a professorship there in 2000 that he still holds. His responsibilities at JCCC have grown to include heading up the college's Sustainability program as the Executive Director of the college's Sustainability Center. He currently lives in Lawrence and is an avid hiker and storm chaser.

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RESTORATIVE LEADERSHIP

Sustainability in Higher Education

by Bobbi Dunham

It's not in my job description, nor is it asked of me to pursue. I learn about it because I want to learn and I am given the opportunity by my college to do so. I study it because it is fulfilling. It shapes my world - a world not entirely of my making. What I do for it pales in comparison to what I receive. To me, leadership is doing not what is expected of me, but what I expect of myself and others. I lead because I have hope. I lead because I am encouraged to do so.

My college, Nova Scotia Community College (NSCC), is a leader. It wants us to learn and be well. In fact, our college mission statement is "Building Nova Scotia's economy and quality of life through education and innovation." It knows that we need to support each other as a community of learners supporting a community of learners. And it is for this reason that NSCC has been awarded the Education for Sustainability Award by the North American Council for Staff, Program and Organizational Developers (NCSPOD).

I am proud to be a part of the ongoing efforts of the employees and students of NSCC to prepare for our future through innovative, thoughtful and dedicated sustainable efforts.

Sustainability is an elusive word. To one person it means "the capacity to endure." To another it implies "environmental stewardship." In the case of NSCC, I am referring to sustainability as a restorative behaviour toward our planet and one another.

Restoration usually conjures up the image of home renovations, but I would like to paint a different picture for you. Picture a restored world with clean water, soil and air. A peaceful, multicultural world that has reawakened small-scale agriculture and fisheries. A technologically enhanced - not driven - world. At this point in time, this picture is simply a dream. But through education we can turn this dream into a reality. Education is the key, and Education for Sustainability(EFS) is the keyhole through which we can see a brighter future.

At NSCC, sustainability has been publicly, visually and vocally announced to our community as a key commitment of the college. Through numerous learning initiatives and partnerships, the college has demonstrated to Nova Scotia, Canada and beyond that NSCC is committed to making a difference in our world.

The college has and is currently collaborating with numerous partners on:

- Three new Leadership in Energy and Environmental Design, or LEED, silver and gold buildings
- BOMA BESt (Building Environmental Standards) certification for all campuses, each with its own environmental committee as well as a college-wide steering committee
- The Pilikan (Bill-ee-gun) Initiative, which is a living lab demonstration of the future of sustainable residential design
- The Environmental Monitoring and the Aboriginal Skills and Employment Partnership – Foundations programs
- The Aboriginal Women in Trades Program
- The African Canadian Transition Program
- The College Sustainable Building Consortium
- Community revitalization projects such as the one in Lockeport, Nova Scotia, which recently launched a community revitalization campaign with Storm Cunningham
- Numerous programs in Trades and Technology, such as the Energy Sustainability Engineering Technology Program, the Refrigeration/Geothermal Program, the Environmental Engineering Technology - Water Resources Program, and the Natural Resources Environmental Technology Program
- Other learning initiatives such as the integration of a program-level sustainability outcome in over 50 programs in the school of Trades and Technology

On top of all this activity, NSCC has infused sustainability into the academic plan and has introduced pioneering learning initiatives such as the Learning College Portfolio, a self-directed learning program that acts as a vehicle for innovations in education for sustainable development.

All employees are welcome to attend a three-day EFS workshop through which learning can be applied for credit; and an advanced EFS two-day retreat is available to workshop participants.

Carbon Neutral events have been hosted at NSCC since 2006. Gifts of crystal in the College Recognition

and Awards Program have been substituted with gifts of eight-foot trees planted at the recipient's campus of choice. Through contributions to Tree Canada, countless trees have been planted in the province to offset the calculated carbon emissions at NSCC celebrations.

All 13 campuses have "pack it in, pack it out" full recycling services and many campuses have installed employee and student-led community gardens. College tuition includes a transit U-Pass that reduces the reliance on cars in metro areas. Earth Day is celebrated every year at all 13 campuses, and the college is host to the Centre for the Built Environment Expo and other public sustainability-focused events.

Global citizenry is another focus of NSCC. Many students, faculty and staff from across the province are engaged in overseas projects in Belize, Tanzania, Eritrea, China, Ireland, and Holland, to name just a few. These projects range from international service learning programs and work experience programs to field schools, study tours, and short-term leaves in collaboration with Uniterra.

Culturally, socially, economically, and environmentally, NSCC has been actively carving a path toward sustainability, modeling the way for our province and our community of 28,000 learners, who are our future leaders.

Restorative leadership requires an appreciation of the past with both eyes on the future. Through Education for Sustainable Development, NSCC does and will continue to lead the way by modeling the way. In the words of E.O. Wilson: "There can be no purpose more inspiriting than to begin the age of restoration, reweaving the wondrous diversity of life that still surrounds us." **This** is our future. What is yours?

Bobbi Dunham

Bobbi is the Organizational Learning Specialist at Nova Scotia Community College. She is actively engaged in the advancement of EFS at NSCC and has a Fellowship with the United States Partnership for Education for Sustainable Development (USPESD). Related engagement includes fundraising for AIDS programs in South Africa and Zambia, membership in college and campus green committees, managing the campus community garden, facilitating the EFS Workshop for College employees and participating in international learning programs sponsored by NSCC. You can contact Bobbi at bobbi.dunham@nscc.ca

greening THE CURRICULUM

The Necessary Step

by Chris Dudley, Marianne Marando, and Jeff McCarthy

The need

Each of us has been told, one way or another, about the unsustainable position of the world. For some, it has come in the form of political campaigns and environmental movements. For others, it has come in the form of videos such as Al Gore's *An Inconvenient Truth* and Annie Leonard's *The Story of Stuff.* Newspapers, television and magazines all debate the degree of the impact we are having on the planet.

According to *The Story of Stuff*, less than 4 percent of the United States' natural forests are left, and the U.S. has 5 percent of the earth's population, but consumes 30 percent of the earth's resources. If the rest of the world consumed at that rate, it would require three to five earths to sustain us. There is a problem. We have finite resources and a growing population with seemingly unstoppable needs. This cannot be allowed to go on. People are finally becoming aware of this and are changing their habits. As a society, we are employing the three Rs (reduce, reuse, recycle) and in some instances a fourth R…refuse.

In addition, people have started to make their voices heard at the ballots. In the last Canadian federal election, the Green Party received 6.8 percent of the popular vote. This may not seem like much, but it is a significant increase over the 4.18 percent it received in 2006. In 2000, the Green Party registered just .81 percent of the popular vote – great strides have been made over nine short years. In the words of Bob Dylan, "The times, they are a changing."

Governments recognizing the need

Governments have become acutely aware of the need to become more sustainable. They are looking to different accords or tariffs to control the amount of greenhouse gasses produced. New laws and taxes have come into effect to force businesses to become less wasteful.

Governments have also recognized the need to change the economy, identifying the green sector as a strong viable sector of the economy posed for growth. In 2009, with the economic downturn impacting businesses, the natural thought would be that the environment would be pushed to the back

seat. However, CBC Newsworld reported that "… North Americans remain committed to doing better by Mother Earth." The report goes on to say "both the Canadian and American governments are reacting to the recession by spending to stimulate economic growth, and they're committing billions of those dollars to green jobs and eco initiatives. Ottawa has earmarked $2.4 billion for clean energy projects. And U.S. President Barack Obama has set aside $500 million to train workers for green collar jobs.[1]

In addition, "a new report from the American Solar Energy Society shows that as many as one out of four workers in the U.S. will be working in the renewable energy or energy-efficiency industries by 2030. The report shows that these industries already generate 8.5 million jobs in the U.S., and with appropriate public policy could grow to as many as 40 million jobs by 2030. The 40 million jobs that could be created in renewable energy and energy efficiency by 2030 are not just engineering-related, but also include millions of new jobs in manufacturing, construction, accounting, and management."[2]

Governments are seeing this as necessary change and a means of growing the economy.

Businesses realizing the benefit

Corporations are under increasing pressure from stakeholders such as customers, investors, employees, legislators, banks, and insurance companies to embrace social and environmental responsibility. But Wall Street and Bay Street demand quarterly results, a stringent return on investment, and a short payback period. Historically there's been very little evidence expressed in the language of business showing the benefits of the "triple bottom line", relevant to the short and long-term priorities of senior executives.

Bob Willard, in his book *The Sustainability Advantage*, illustrates that the business benefits of sustainable development strategies are quantifiable and real. He argues that executives do not have to be transformed into tree-hugging environmental activists to reap the benefits of sustainability. Businesses can remain just what their shareholders expect them to be hard-nosed executives, who evaluate proposals

Willard proves that the benefits of sustainable development are easy to grasp, yet powerful enough to lead to significant business opportunities:

EASIER HIRING OF TOP TALENT

HIGHER RETENTION OF TOP TALENT

INCREASED EMPLOYEE PRODUCTIVITY

REDUCED MANUFACTURING EXPENSES

REDUCED EXPENSES AT COMMERCIAL SITES

INCREASED REVENUES AND MARKET SHARE

REDUCED RISK, EASIER FINANCING

on their bottom-line merits. Saving the world and making a profit is not, and should not be, an "either/or" proposition. It is a "both/and" proposition. Good environmental and social programs make good business sense.

Willard proves that the benefits of sustainable development are easy to grasp, yet powerful enough to lead to significant business opportunities:

Easier hiring of top talent
Higher retention of top talent
Increased employee productivity
Reduced manufacturing expenses
Reduced expenses at commercial sites
Increased revenues and market share
Reduced risk, easier financing

For a typical large enterprise, sustainability strategies can conservatively yield a 38 percent increase in profit over five years, fully costed.

The 2008 United Nations Environmental Program paper on Green Jobs states: "Shortages of skilled labour could put the brakes on green expansion. There is thus a need to put appropriate education and training arrangements in place." It goes on to say that "green employment is not limited to high-end skills. In both developing and industrialized countries there is increasing need for what some have termed 'green color' training in a broad range of occupations besides the most highly educated positions."

The United Nations' paper goes on to state: "One of the most important lessons from the Green Jobs report is the special and significant advantages green innovation has generated for corporations that have been leaders: improved environmental performance; increased profits; early access to export markets for their innovations; improved opportunities to attract and retain qualified workers who are increasingly looking for greener jobs and employers;

and management experience in transforming their companies that may help them confront other challenges and also may generate the scale of management services and know-how to others." [3]

It is becoming more and more part of the business language. Not having sustainability efforts within your company may result in loss of employees and customers.

An industry has emerged to support and help businesses become green. Simply search for "greening your business" on Google and you will receive 2.9 million results. Yes, business is getting it.

At Seneca College, Toronto, Ontario

The School of Business Management's approach
After conducting a SWOT analysis, a key opportunity was identified. It became clear that Seneca was well positioned to capitalize on this opportunity by responding to a need in the marketplace that was not being addressed and, therefore, better differentiate our graduates in the marketplace. Seneca's approach involved both examining the current curriculum for

opportunities to bring in sustainability and developing a new program to address an untapped market need for graduates with business skills coupled with a keen understanding of sustainability issues.

Make the plan

In reviewing the evidence pointing to the need in the economy for qualified business graduates with a strong understanding of sustainability and how it positively impacts profits, the School of Business Management embarked on a path to green all of the existing curriculum. This ambitious project was broken down into stages to ensure success of the overall project and to ensure maximum acceptance from well-informed and motivated faculty.

Development and launch of stand-alone program

Anecdotal evidence shows that many university and college graduates look for college programs that quickly provide them with marketable skills. Moreover, employers look for potential employees who are knowledgeable critical thinkers who will not require additional training. This is particularly true for small- to medium-sized companies that cannot afford to train new employees.

A strong indicator of potential demand of a stand-alone program was Algonquin College's successful launch of their Green Business Management graduate program in September 2008. This program was given approval by the Ministry in the spring of 2008. By September 2008, the program had received 48 applications, which translated to 20 confirmed enrollments in a two-month period. All indicators pointed to Seneca being able to tap into a much larger applicant pool, from five local colleges and three local universities.

The primary market for the proposed program includes students with diplomas from a three-year business program (e.g. Seneca's Business Administration –

Management Diploma). In a recent student survey of current Seneca business students, 68 percent indicated that if this graduate certificate were to be available when they graduate, they would consider enrolling.

It was identified that this would be the only graduate certificate of its kind in the Greater Toronto Area (GTA). Another key market for this program is business graduates from other GTA colleges who wish to gain additional skills and differentiate themselves from other job candidates, as well as better align themselves with the strategic mission statements of potential employers. Two other key markets for the program are university students and new Canadians who want to combine their existing education with a highly marketable skill set that adds to or complements their employability in a relatively short period of time.

Finally, another target market has been identified that would benefit from the development and launch of this program. During discussions with Seneca's Industry Advisory committee, there were strong indications that individuals currently employed and unable to return to Seneca full time would also benefit from this program. Companies are moving in this direction and employers are looking at ways to train their existing employees, as well as hire individuals with this training. The Faculty of Continuing Education and Training has also received indications that courses offered in Continuing Education from this program would see strong enrollment.

The Ministry approved Seneca's Green Business Management Graduate Certificate in June 2009. Advertising began July for a September start and the school received 59 applications , admitting 19 students for fall 2009. For September 2010 114 applications were received 26 students were admitted into the program.

Excitement about the program was high as it was discussed at a number of school meetings and several full-time faculty members wanted to be involved in the program.

Faculty Leadership - Identify the early adopters

The first phase of the rollout was to identify faculty who were supportive of the concept of "greening" the curriculum. It was very surprising to see the number of faculty who had, in one way or another, established sustainability into the courses that they teach in a formal or informal way. A call was made to faculty to determine who would want to spearhead the greening of the curriculum project. Several faculty members responded and a project lead was identified.

The project lead held one-on-one conversations, faculty surveys and group discussions on the sustainability and the greening of the curriculum. In her initial report, she stated that preliminary results showed that 80 percent of faculty were in favour of including sustainability issues into the curriculum. She found that 58 percent of the faculty had already started the process of incorporating sustainability into the curriculum, while 23 percent were considering it. The report did highlight that the majority of faculty (84 percent) would be open to Personal Development (PD) opportunities specific to sustainability. They wanted to do something but did not know how. From interviews and focus group feedback, the following ideas have emerged:

1. A vision of Sustainable Development and a mission statement for the School of Business Management that will drive actions and activities
2. Program and course leadership to communicate the vision and mission statements after consensus has been reached
   a. Faculty teaching course(s) should consider ways in which they could incorporate sustainability issues, such as changes to the learning outcomes, textbook review, assignments.
   b. Course-specific faculty meeting(s) should be organized to allow faculty to discuss/share strategies for implementation in the course.
   c. The welcome back/startup meeting in January 2011 is a good starting point and course leaders/coordinators would organize other meeting as required.

3. Learning outcomes that reflect/support the vision and mission
   a. Outcomes should be developed that reflect an understanding of sustainability and the complex issues involved.
   b. Embedding sustainability in the learning outcomes is necessary to encourage commitment by all.
   c. Efforts should be made to ensure that everyone is on board and that all students are exposed to sustainability issues in all courses and sections of courses.
   d. Learning outcomes should be amended to include sustainability issues while retaining original content that Seneca is mandated to deliver.
4. Horizontal mapping – Sustainability issues should be introduced in first-semester level courses.
5. Vertical mapping – from first-level courses which lead to second-level courses, etc. (e.g. BUS106 to BUS206, MRK106 to MRK 213, etc.)
   a. At each level, there should be across-the-board sharing of information so faculty will be familiar with topics covered in other courses to reduce the repetition of material.
6. Integration into Professional Option course on sustainability – MGS560 – Business Sustainability
7. Green Business Management courses could provide valuable material (e.g. Green Marketing and Consumerism course covers MRK 106 curriculum and includes Sustainability issues).
8. Access to sustainability resources – books, articles, examples of sustainable businesses/organizations, etc.
   a. Some resources should be course-specific so students are introduced to fresh, original material in different courses.
   b. Faculty can contribute through the SBM Community page. There are a number of excellent books available.
9. Provision of Personal Development opportunities for SBM faculty, which would inspire faculty and increase their understanding and knowledge of sustainability issues.
10. A School of Business Management-wide commitment to sustainability should be prioritized so that the operations of the school are consistent with the push to green the curriculum.

Development of green professional option courses

Responding to faculty feedback, two stand-alone green business professional option courses were developed and offered to diploma students. This addressed the need of current diploma students and exposed them to sustainability. This also brought more faculty members into the green conversation.

Two courses were developed. In fall 2010, Business Sustainability was launched. Two sections ran with a total of 56 students. In winter 2011, Environmentalism and Commerce was launched. Two sections ran with a total of 71 students.

Professional Development

Professional Development sessions were pulled together to assist faculty in understanding what sustainability means to business and how to integrate these concepts into all curriculum. These sessions were very popular with tremendous feedback from faculty. "Lunch and Learns" have been planned for the remainder of this term and the summer.

At this point, the School of Business Management has enough critical mass around sustainability that it is able to move forward in developing a sustainability symposium for small- and medium-sized businesses in the GTA. Faculty students and alumni from the Green Business Management Graduate certificate will deliver the symposium. Key goals of the symposium are as follows:

- Provide quality information to the business community about the benefits of greening their businesses as well as a plan to become more "green"

- Provide a forum to highlight our faculty, students and alumni from green Seneca programs
- Provide a networking opportunity for faculty and students
- Provide a Personal Development sessions for faculty wanting to learn more about sustainability

Summary

Although the process has just begun at Seneca, key success factors critical to any initiative such as this one have already been identified. Firstly, communication is key. Faculty and other stakeholders have to be brought into the process from the beginning in order to ensure buy-in and commitment. Secondly, an initiative as broad as this one requires a team effort – and team recognition and rewards are necessary in order to keep all players interested and motivated. At the same time, even the best, most well-equipped team may fall short in some areas. Thus, a third learning is that it is key to bring in outside assistance when needed to shore up internal resources. Finally, key to the success of this initiative has been the fact that it has not been "top down." It has been an initiative that was built and carried forward by students and faculty, with support and guidance from administration – not the other way around.

Keys to success throughout the process:

Communicate, communicate and communicate

Recognize the team

Bring in outside assistance when needed

Let students and faculty lead

Endnotes

1 http://www.cbc.ca/news/fortunehunters/trends/2009/02/the_green_business_trend_28_fe.php

2 http://www.environmentalleader.com/2007/11/09/number-of-green-jobs-could-hit-40-million-by-2030/

3 http://www.unep.org/labour_environment/pdfs/green-jobs-background-paper-18-01-08.pdf

Marianne Marando has more than 15 years of marketing experience in advertising and communications, marketing strategy and brand management. She has worked in the consumer packaged goods, pharmaceutical and health care industries. Marianne's educational background includes a Bachelor of Business Administration and a Master of Business Administration (Marketing) from the Schulich School of Business in Toronto.

She taught marketing and business subjects at the College level for almost 10 years before taking on an administrative role. For the past two and a half years she has been the Chair for the School of International Business and Centre for Human Resources.

Chris Dudley has more than 18 years of business experience as an executive at Dun and Bradstreet and The Hudson's Bay Company before starting his own business. After 10 years of success, he sold his company to become an administrator at a Toronto College. Chris' educational background includes a college diploma in Marketing, a Bachelor of Administration, and a Master of Business Administration.

He has taught a variety of college-level business subjects for almost 10 years, before taking on an administrative role. He then moved into administration at Centennial College in Toronto, looking after all business programs for the School of Continuing Education. After three and a half years, Chris moved to Seneca College as the Chair of the School of Business Management in the Faculty of Business, where he has worked for the last four years.

Jeff McCarthy has 13 years of experience in teaching, sales and management. He has worked in the education, financial services and staffing industries. Jeff's educational background includes a Bachelor of Arts Degree from the University of Western Ontario and a Post Graduate Certificate in Education from the University of Sussex in England. He is currently enrolled in a part-time MBA from the University of Wales in England.

Jeff was a middle-school teacher for four years before moving into a sales role in the staffing industry. From there he worked as a sales manager with an education company, CSI, which provides distance learning for individuals entering or working in the financial services sector. Part of his role at CSI was managing post-secondary relationships, including the one with Seneca College. This relationship led to his current role of Associate Chair, School of Accounting and Financial Services, which he has held for the past two years.

Leading a Community College DIVERSITY INITIATIVE

by Margaret Mosqueda

Leading a strategic diversity initiative is critically important to many community college presidents and surrounding communities. At times, the responsibility can seem enormous and evaluating progress can be challenging. Through the use of an annual community video report and diversity website, Delta College demonstrates how diversity is inculcated into the major operations of the college. In a recent letter from President Dr. Jean Goodnow, the tone for Delta College's initiatives was reiterated:

"Delta College 'walks the talk' when it comes to incorporating diversity into every aspect of our college's culture. Delta has always maintained a welcoming environment that encompasses acceptance and respect, and must continue this openness into our future. We understand and appreciate that each person is unique and has individual differences. The culture of diversity is not an 'extra' thing to observe or add to our workload but, rather, is integral to Delta College's mission, vision and strategic initiatives.

"Diversity is a critical part of our current 2008 to 2011 strategic plan. As with many strategic plans, certain initiatives are accomplished and new ones take their place, but when Delta looks at diversity, we see a constant work in progress. Just as our ability to ensure student success will never reach finality, so is the case for our efforts to improve upon diversity. We will continue to work toward a robust culture of inclusion."

College Background

Delta was one of nine community colleges in the nation to receive Honor Roll status in The Chronicle of Higher Education's 2009 "Great Colleges to Work For" Program, which is the second-largest workplace-recognition program in the country after Fortune's "100 Best Companies to Work For."

At Delta College, you'll find everything you'd expect of a nationally ranked institution. You'll find a commitment to academic excellence. In fact, Delta is a charter member of the National League for Innovation in the Community College, which is devoted to improving learning through experimentation and innovation. You'll find state-of-the-art facilities. In the last decade, renovations have totaled nearly $90 million, and planning is underway for the allied health building renovation. You'll find a dedication to community. Delta annually provides

more than 16,000 students with education and career retraining, but we're also involved in many activities that improve and impact the community, ranging from entertainment to the environment.

That sense of "community" is a strong trait of the area as well, making the Great Lakes Bay Region an outstanding choice to live and raise a family. The region is comprised of Bay, Midland and Saginaw counties, each with its own personality and features, located adjacent to the Saginaw Bay in mid-Michigan. The region offers small-town appeal, yet is the corporate headquarters of the Dow Chemical Company and Dow Corning Corporation, and is advancing solar energy initiatives through a variety of firms including Hemlock Semiconductor.

Overview of Diversity
The goal of any discussion or presentation on diversity within the culture of a college should include: (a) diversity initiatives from the institution, (b) challenges that impact the school and (c) ideas that may facilitate progress.

This article will cover and summarize the following initiatives, which continue to promote vibrant dialogue and critical thinking:

- Demonstrate how two leaders at a relatively rural Michigan community college developed a collective institutional process to gather information from each area relative to progress on the diversity initiative.
- Reference how these two leaders assembled the college's work on diversity into a video progress report (produced in-house) presented to the Board of Trustees, the College community and the general public.
- Illustrate how diversity, as a strategic priority for Delta College, is a continuous improvement process ensuring that the College's culture embraces diversity, fosters respect for members of every group, and expands global awareness.

Delta College actively promotes, advocates, respects and values differences. We foster a welcoming environment of openness and appreciation for all. Delta does this by being committed to a sustainable vision that cultivates excellence and innovation, and embraces diversity as a core principle in services and perspectives at every level of course development (programs), engagement (outreach) and human resources (leadership, training and management).

- Illustrate how a report, "The Many Shades of Diversity: The Delta College Commitment", can be easily updated on an annual or bi-annual basis as institutional work on the diversity initiative continues to flourish.

Many Shades of Diversity

Diversity as a Core Principle
Delta College actively promotes, advocates, respects and values differences. We foster a welcoming environment of openness and appreciation for all. Delta does this by being committed to a sustainable vision that cultivates excellence and innovation, and embraces diversity as a core principle in services and perspectives at every level of course development (programs), engagement (outreach) and human resources (leadership, training and management).

Non-Discrimination Statement
It is the policy of Delta College not to discriminate in employment, education, public accommodation or public service on the basis of religion, race, color, national origin, age, sex, marital status, sexual orientation, gender identity, height, weight, arrest record, veteran status, disability, or other classifications as required by applicable U.S. federal, state or local law. Direct inquiries to the Equity/Compliance Officer, Delta College, 1961 Delta Road, Office J101, University Center, MI 48710, telephone 989-686-9547, or email equityoffice@delta.edu.

Diversity Task Force
At the invitation of President Dr. Jean Goodnow, 13 college employees representing the faculty, administrative/professional staff, support staff, and students were brought together in August of 2007 to define how the college's mission and values promote Delta's culture of diversity, and then express this commitment to diversity through a comprehensive plan that can be practically woven into the fabric of the college. This group was also charged with developing an institutional process to assess diversity and reporting this success to the general public.

Equity Office Advisory Committee
The Equity Office Advisory Committee is responsible for providing guidance and assistance in the development of diversity initiatives and programs that will help to advance diversity as one of Delta College's core values and that will aid in the advancement of an overall culture that promotes diversity, inclusion and equal opportunity. The specific charges include:

1. Be familiar with equity, non-discrimination and equal opportunity issues that appropriately educate the college community. Help to monitor federal and state developments in these areas.
2. Review the college's policy for non-discrimination and equal opportunity, and assist with needed changes and revisions.
3. Review generalities regarding equity issues and recommend proactive measures or procedures that may assist in problem solving.
4. Work with the Senate Human Relations Committee in sensitizing the college to relevant human relations and diversity issues.
5. Be available to serve as a member of a formal hearing body for grievances which fall under the Equity Office Grievance Policy.
6. Serve as a recommending body to the president of the college.

Multicultural Services

Embracing Different Cultures
In collaboration with other departments, Multicultural Services sponsors programs and celebrations that enhance the campus environment by increasing the awareness and appreciation of different cultures. Multicultural Services incorporates the college's value of diversity and actively promotes, advocates, respects and values differences by fostering a welcoming environment of openness and appreciation for all. Likewise, through the creation and operation of the "Cohort Project," the office works to actively recruit and retain potentially at-risk students of diverse

backgrounds with the ultimate goal of increased graduation. In just its second year, a strong relationship between the outreach initiatives of this program and student persistence has been noticed. The office celebrates and recognizes the achievements and accomplishments of the following:

- Hispanic Heritage Month
- American Indian Heritage Month
- Martin Luther King Jr. Birthday Celebration
- Black History Month
- Women's History Month
- Asian/Pacific Islander Heritage Month

The signature program of Multicultural Services is the Champions of Diversity Award, held in April, which recognizes a student, community member and club advisor who have demonstrated a commitment to diversity through their involvement in campus and community activities. Multicultural Services is located within the Office of Student Engagement.*

DIVERSITY – Office of Student Engagement
The Office of Student Engagement encourages open and constructive dialogue about areas of difference as well as the appreciation of those of varied backgrounds on campus. One mechanism to do so is through the establishment of student organizations with the dedicated goal of fostering understanding in the areas of race (Black Student Union), ethnicity (Society of Hispanic Leaders), sex (Women's Alliance) and sexuality (Unison). These groups provide examples of how student needs are matched with institutional resources, both financial and human, to live the college's core values.*

DIVERSITY – Office of Disability Services
Disability Services at Delta College is more a philosophy than a program – a college-wide effort to provide equal opportunity and access to education for those students who have experienced barriers to their learning because of a disability. Students must self-disclose their disability in order to receive services intended to minimize barriers. Services at the college level are always voluntary, and at no cost to the student.

Eligible students must have a documented disability, a clear and specific learning history showing the barriers, and types of adjustments in their academic experiences that have "leveled the learning playing field" most effectively for them. The disability may affect how they access the environment, the various services, the required information and materials, and even the pace and pressures of the college experience.*

DIVERSITY – Prism Alliance
The Delta Prism Alliance is a group of more than 50 Delta College lesbian, gay, bisexual, transgender faculty and staff and their straight allies. Formed in 2006, the Prism Alliance is an important part of Delta's diverse community, directly contributing to Delta College's Mission—to "educate, inspire, challenge and support a diverse community of learners"—as well as promoting its values: "Delta College is a diverse learning-centered community based on integrity and respect" and "we actively promote, advocate, respect and value

*More information is available on the Reference Page at the end of the paper.

differences. We foster a welcoming environment of openness and appreciation for all."

As with three other important organizations on campus—the Human Relations Committee, the Diversity Leadership Team (which arose out of the work of the Diversity Task Force), and the Equity Advisory Board—the Delta Prism Alliance's mission is one way to actively promote, advocate, respect and value differences. Where we differ, perhaps, is in our focus on helping to create a welcoming environment for a very specific group of individuals actively marginalized by much of our society.*

DIVERSITY – Safe Space
Safe Space is a nationally recognized program supported in many public school systems, colleges and universities. Delta College Safe Space consists of a dedicated team of administrators, faculty and staff members who are committed to providing a safe haven, a listening ear and support for anyone dealing with issues related to sexual orientation and gender expression.

The team members also educate themselves and the college community on current issues facing the lesbian, gay, bisexual, transgender and queer/questioning (LGBTQ) population. To become a recognized "ally" in the Safe Space program, individuals take part in a three-hour information session and sign a Safe Space agreement. To help the Delta College community identify them, Allies are given Safe Space display logos, showing that they are a person who is knowledgeable about LGBTQ issues and resources and is willing to assist in a variety of ways. Safe Space is not created to be a counseling program, but rather an avenue through which allies can actively show their support for LGBTQ people at Delta College.*

Diversity in the Curriculum
Dedicated Diversity Course "Exploring Diversity"
In addition to learning about diversity as part of a class, students or employees may take classes that specifically cover diversity. The "Exploring Diversity" course is found in the Social Science Interdisciplinary (SSI) area, Interdisciplinary Humanities (IHU) or in Education (EDU). (More information is available on the Reference Page at the end of the paper.)

After completing these courses, students will be able to demonstrate an understanding of how variables of diversity affect social institutions and policies or our expectations of and interactions with others.

Courses with a Diversity Component
Students earning an associate's degree at Delta College today will have taken at least one, and often two, courses in which diversity is actively taught and assessed in some fashion.

Diversity in General Education
On average, one-third of courses applied to associate's degrees at Delta have students learning about diversity in some way. The philosophy imbedded in the following General Education Diversity Outcome Statement:

"Students will be able to demonstrate an understanding of how variables of diversity affect social institutions and policies or our expectations of and interactions with others. Every course that comes through our curriculum process includes a General Education Audit form where faculty designates whether a general education outcome is practiced or demonstrated."

General Education diversity outcomes are two-tiered:

1. The first outcome ensures that students will understand differences among individuals and groups. This outcome is applicable to any course that is designed to inform students about diversity.

2. The second outcome ensures that students will understand how differences among individuals and groups affect their lives at a personal level, an interpersonal level, a societal level, and a global level. This outcome is applicable to any course that is designed to engage students in exploring how diversity impacts them as individuals within the social world.

*More information is available on the Reference Page at the end of the paper.

Global Peace Studies Program
Delta's Global Peace Studies program is a unique interdisciplinary program designed to increase students' understanding of the complex causes of our world's major issues such as war, crime, environmental decline and poverty, and to develop the knowledge and leadership skills needed to reduce conflict and enact positive change. The amount of interest in peace-related studies has been building at Delta for decades.

It all began when a Global Awareness Program originated at Delta just over 20 years ago. Since then, initiatives in related areas have included human relations committees, diversity task forces, a service learning office, an international travel committee, sustainability initiatives and a Global Awareness Program.*

Kenyan Sister College Alliance
In 1989, two educational institutions were united in a unique and historic international agreement through the efforts of Delta College and Rift Valley Institute of Science and Technology in Nakuru, Kenya. The arrangement created a sister college collaborative for education exchange and mutual benefits for both institutions and their communities.

Delta College has a sister college alliance with two of Kenya's colleges: Rift Valley Institute of Science and Technology and Tracom College, both located in Nakuru, Kenya. The allies are pledged to collaborate and assist each other to reach common goals and outcomes. *

Delta College Quality Broadcasting-Television and Radio Programming
On October 12, 1964, Delta College became one of only a handful of community colleges in the country to operate a public television station. WDCQ-TV was on the air five years before the formation of PBS. Today, it offers five channels of high-quality digital programming.

Delta College also operates a radio station, WUXC-FM (Q-90.1). Within its first few years on the air, Q90.1 became the number one public radio station in the Tri-Cities, offering local news and music programs in addition to the regular NPR lineup.

Collectively, these stations are known as Delta College Quality Broadcasting, and they serve 1.2 million people in the Delta service area.*

50+ Program
By becoming a member of LifeLong Learning's 50+ Program, individuals within the area over 50 years of age join a diverse group of people committed to continuing their education through enrichment courses, fun activities, travel opportunities and informational gatherings.*

CONCLUSION – A Culture of Diversity
The "Many Shades of Diversity" is not simply a catchphrase or a video title at Delta College. Diversity is a continuous process of inclusion and equity for all, creating a learning community that promotes creativity, innovation and growth through education, collaboration and communication.

By creating and strengthening a culture of diversity, Delta College appreciates differences in identity, experiences, expertise, ideas, and opinions of all people. In addition to race and ethnicity, diversity includes perspectives and identities generally underrepresented in the mainstream of our society due to religion, national origin, age, sex, marital status, sexual orientation, gender identity, height, weight, arrest record, veteran status, or disability. The programs reflect the nation's and the college service area's richness of diversity – always striving toward excellence in ways to broaden the representation as well as the philosophy.

Note: My sincere appreciation to Mike Cooper, Director of Disability Services at Delta College, for his editorial review of this document.

*More information is available on the Reference Page at the end of the paper.

REFERENCES

To see Delta College's Diversity video
http://www.delta.edu/diversity.aspx

Diversity-related courses at Delta College (PDF)
http://www.delta.edu/files/Diversity/diversity_related_courses.pdf

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http://www.delta.edu/equity/advisory-committee.aspx
Office of Student Engagement
http://www.delta.edu/student-engagement.aspx
Disability Services
http://www.delta.edu/disabilityservices.aspx

Multicultural Services
http://www.delta.edu/student-engagement/multiculturalservices.aspx

Prism Alliance
http://www.delta.edu/prismalliance.aspx
LGBT Resources
http://www.delta.edu/counselingandcareerservices/lgbt-resources.aspx

"Exploring Diversity" Course
http://www.delta.edu/exploringdiversity.aspx

Outcomes and objectives for specific classes:
SSI 288 or SSI 289 (with project)
IHU 280 or IHU 281 (with project)
EDU 388 or EDU 389 (with project)
https://public.delta.edu/catalog/Pages/CoursesByNumber.aspx

Global Peace Studies Program Information
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Delta College Broadcasting
http://www3.delta.edu/broadcasting/about/
50+ Just Like Gold
http://www.delta.edu/LifeLongLearningContent/50JustLikeGold.aspx
Student & Faculty/Staff Stats
http://www.delta.edu/diversity/stats.aspx

Margaret Mosqueda
Dean of Student Services/Equity Officer
Delta College

Margaret joined Delta College in January 1986 and has served in a variety of student services and institutional diversity roles since that time. Margaret came to Delta with career experiences from several other institutions including Western Michigan University and The University of Michigan. Margaret is the current Dean of Students and has been recently asked to assume the Interim Vice President's position for the Division of Student and Educational Services.

MANAGING THE ORGANIZATIONAL VISION, MISSION AND PLANNING:

FIVE STEPS
Toward Successful Academic Strategy

by Frederick A. Ricci

The importance of leadership in higher education is to recognize and bring to life the mission, vision and values of the institution. What is the exact mission of post-secondary education?

The mission is the reason for its existence, identifying the importance of the organization within society and our culture as well as the boundaries in which it operates. The vision, however, identifies what the post-secondary institution wishes to be. It is the overall picture expressed by the leading administrators and educators about how they perceive post-secondary education. So, what are the values associated with the mission and vision? They are the ideals the post-secondary institution seeks to embody in making it one of the best institutions within the United States and the world. The vision provides the opportunity to gain respect and recognition based upon the quality of the institution's educational offerings and the quality of their programs.

The leaders of these institutions are responsible for the continued success of the mission and vision. Only through the optimal utilization of its people and the process of leadership techniques can they reach and accomplish those goals. "Leadership is the composite of the abilities and characteristics of an individual leader of the environment in which he operates and of the relationship developed between the leader and the lead." (http://www.blurtit.com/q526651.html)

STEP 1:

Review your mission, vision and values.

To accomplish successful leadership in a post-secondary institution, one should refocus on the basics of leadership, including communication and listening, as

well as building technical competencies and effective relationships with supervisors and peers. Leaders must set the goals and objectives of the institution and empower others to accomplish those goals and objectives. Take for instance the United States Marine Corps, which identifies traits for effective leadership and fellowship as integrity, knowledge, courage, decisiveness, dependability, initiative, tact, justice, enthusiasm, bearing endurance, unselfishness, loyalty, and judgment (http://www.tfnet.net/USMC/trait.html).

If we as leaders within the academic world pursue these areas, our leadership will expand and improve with the continuous reminder of the importance of these basic traits. We could also instill these traits in the people we lead, creating a great post-secondary institution within the community, state and nation.

STEP 2:

Embracing Change. The need to create the new higher-educational leadership model.

Change and change management in post-secondary education focuses on global expansion and the continual emergence of educational technology. The rapid spread of information and technology throughout the world requires educational administrators to stay abreast of what is available and what is required of educational institutions. For-profit educational institutions and private educational organizations continue to assure students that the traditional learning model no longer is the best model, offering numerous alternative methods of training and education such as

obtaining degrees online and via other non-traditional formats. Thanks to global economic expansion and educational expansion of programs worldwide through the Internet, we face competition both within our country and from abroad. Our competition is not only within the state but also outside the country. Thus, we must realize that to at least keep pace with the ever-increasing competition (e.g., providing opportunity linking theory with practice), we must change. Universities in Australia have been progressive regarding distance education and training. Professor Jeff Scott (2003) describes eight key change lessons identified from 20 years of research and experience in educational improvement. These lessons are used as a guide to strategic development (p. 73):

1. We must set priorities for making changes that are relevant, desirable and feasible. Many more options for improvement exist than finances permit.
2. Pursue a needs-based change because change is a learning and unlearning event.
3. Change needs a cooperative staff that can administer and support others and welcome new procedures and processes within the higher education institutions.
4. Group and team efforts are most successful when instituting changes. Institute a group of administrators and faculty who can assist in successfully implementing the change and provide measurable results to evaluate the effect of change on the institution and the people who comprise the institution.
5. Remember that the change process is spiral. Change continuously redesigns the improvements or innovations.
6. Everyone should lead change. Emotional Intelligences are critical factors in change.
7. Not all change is voluntary.
8. View development benchmarks for improvement from outside as well as within the organization to seek new ideas and favorable outcomes.

Creating the new post-secondary leader is a necessity for institutional growth. Other areas that have impacted and will have an impact on institutions are explosions of cross-border organizations, the dramatic geopolitical shifts redefining our population, new demographics, as well as governmental influences and rule. Edgar Schein (1995) stated what these conversations may portend:

"The one thing that is becoming clearer and clearer is that the institutions of the past may be obsolete and that new forms of governance and leadership will have to be learned. Furthermore, as the rate of change itself increases, learning ability will not consist of the one-time learning of a new system; perpetual learning and change will be the only constant."

STEP 3:

Think big and focus on strategy.

Today, big thinkers are back in vogue in business as well as higher education. Strategy leaders have visions of new prospects to plan the future of organizations through new markets, new competitors, and innovative educational programs that will provide ammunition for growth strategy and expansion. With the continuing emergence of e-education and worldwide information - which is continuously changing ideas and beliefs as well as critically questioning the present structured existence of higher-education institutions - educational leaders must seek new ways to create new products, services and ideas. Similar to military strategists, educational leaders must create a strategy that requires others to know, understand, accept, and support the

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Administrative leaders in higher education are designers of the future, building institutions for those who continually wish to expand and improve their capabilities. They must understand the vision and have responsibility for the learning within the institution. Strategies in the '80s and '90s utilized categorizing, analyzing, quantifying, and predicting what strategy would be best. Today's focus should be on the same areas businesses have successfully pursued: functional areas of strategy and policy.

mission. Like critical thinking, strategic policies provide an approach to thinking, planning and decision making for the institution. Managing vision as an academic professional allows one to prepare for change, utilizing one's analysis and forecasting competencies to plan and direct the institutional operations. The managing vision allows an administrator to concentrate on the positive achievements, while adding discipline to the planning and analysis of the process and providing a clear path toward its implementation. Any path can be a dead end unless you have an ultimate objective and clear outcome.

STEP 4: Prepare an environmental and strategic advantage profile.

Perhaps a good analysis of an institution is to determine the external environments by which the institution is affected. As cited in Kazmi (2002), Glueck has proposed a method of preparing a strategic environmental appraisal and a technique used to prepare an evaluation profile, which he calls an ETOP. This method analyzes an organization in the following sectors: market, technology, suppliers, economic forecasts, regulatory, political, social cultural and international factors. Each would be evaluated by an arrow indicating up as favorable and down as unfavorable. This analysis would provide a clear sample picture for an administrator and others to determine the favorable and unfavorable impact on the educational institution. Again, it provides a clear picture to everyone of what factors have a favorable or unfavorable impact on the academic institution's strategy. The academic strategists can now assess whether the organization has the strengths in those areas or weaknesses that may prevent taking advantage of opportunities.

In conjunction with ETOP, the strategic advantage profile (SAP) of an organization is analyzed according to resources (e.g., physical plant, buildings, expansion opportunities, age, as well as the human resources available to create, extend, improve, and market the educational offerings and administrative efficiencies) along with the necessary finances available during expansion. In addition, the overall organizational behavior should be considered to determine the advantages. The organizational compatibilities are evaluated (Kazmi, 1995, p. 137).

He further discusses the importance of evaluating the internal port of the organization with a SAP profile. An effective strategy is key to organizational survival, especially within the educational environment. Therefore, take the time to provide an EDOP/SAP of your post-secondary institution within those functions that will create the greatest impact on your institutional goals and objectives.

STEP 5:
Prepare for future challenges.

Based on an evaluation of our academic institutions, we now ask a learner's pivotal strategy questions. What will be the organization, economic and political situations within the next few years? Where and on what group of students should I focus? What are the critical success factors for schools and colleges beyond the year 2011? And most important, how should I re-engineer my educational institution's strategy, organization and competitive position? We must remember that strategy is about making choices. If our strategy is good today, how does it have to change? How shall we prepare for the change? An ETOP/SAP provides the necessary facts for preparing an organizational profile of your institution and sets the pace for re-engineering your educational institution. In addition, leaders must ask themselves if they understand the changing goals and mission of the post-secondary institutions. Do you serve the group of students you have presently? If so, are students changing? And are any shifts occurring in your students' profiles? All these questions are important to maintain, extend and improve your institutional strategy to assure a successful post-secondary institution. An institution must be able to identify the goals and provide an environment suited to creativity and innovation.

So, let's get going. First, support strategic planning from the "top." Commit resources needed and support the administration and staff, outline a detailed planning schedule, and allow all participants to understand in order to support the mission and objectives of the institution. Determine what will offer the most attractive potential to your organization as well as those changes that in the future will have the greatest impact on your institution.

Review the key challenges facing academic leaders in the 21st century and organization. Review the 7 Cs when evaluating: Change, Complexity, Competition, Communications, Competencies, Cohesiveness, and Completion.

In *Challenges Facing Higher Education in the Twenty-First Century*, Armi Zusman indicates that expectations such as societal and public resources as well as the character of its students, faculty, curriculum, and governance will be shifting. Her five issues are addressed with her questions, which focus on the growing privatization of public colleges and universities as well as the focus on more commercialized and political implications, which benefit from higher education. Will the uncertain job market for all students change or challenge the present curriculum? Who will decide on what should be offered and what would be the outcomes? What should be the outcomes as well as the governance, coordination and accountability of our institutions? (p. 5)

Review the key challenges facing academic leaders in the 21st century and organization. Review the 7 Cs when evaluating: Change, Complexity, Competition, Communications, Competencies, Cohesiveness, and Completion.

In 2010, Harvard University started the first doctoral program in leadership. It is taught by faculty from the education school, Harvard Business School and the Harvard Kennedy School of Government. School officials liken the Doctor of Education Leadership Program to the education equivalent of a law or medical degree. Its focus is "to prepare leaders for a rapidly changing environment" and provide a program to be a "catalyst to drive change."

"One of the core missions of Harvard's professional schools is to prepare leaders who can guide organizations in a rapidly changing environment," Harvard president Drew Faust said in a statement. "No sector has a greater need for such transformational leaders than public education."

Let's get back to the five steps of leadership, which include leadership strategies that have been successful in government and business. Let us adhere to these strategies and be prepared for leader shock in the future.

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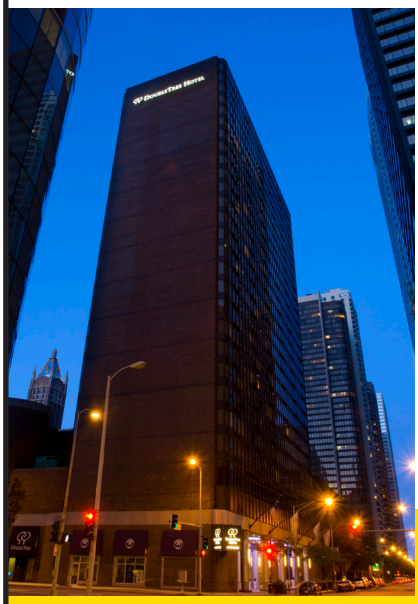

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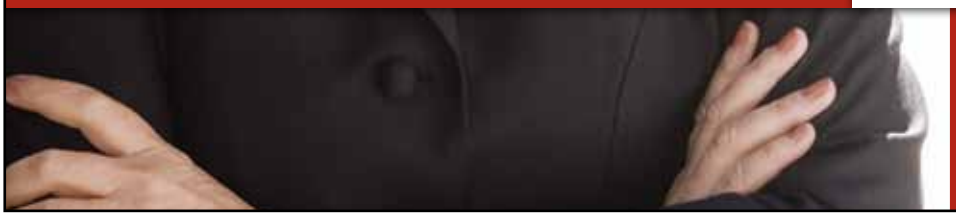

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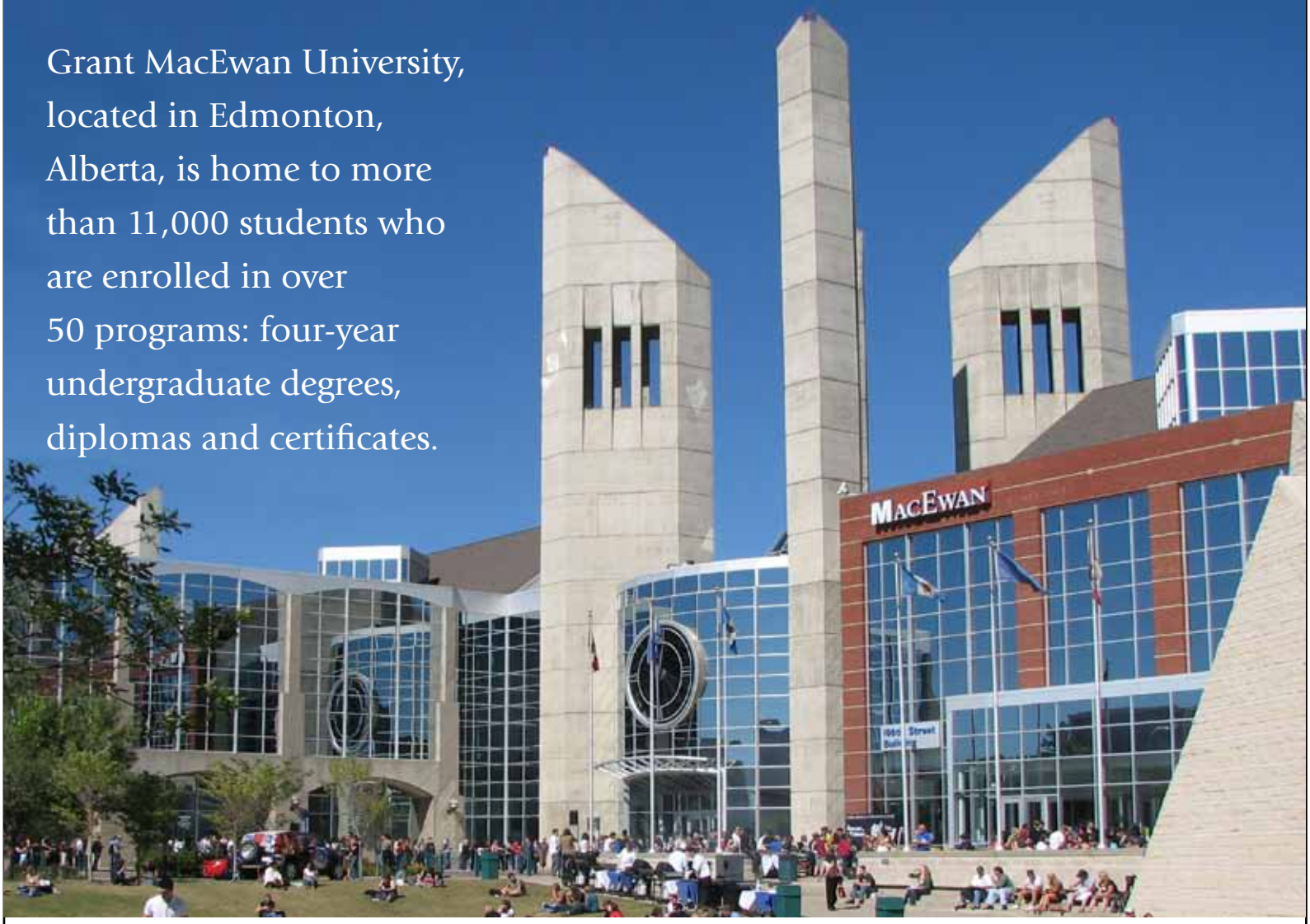

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