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The Institute for Community College Development

Gravitas

Gravitational Leadership

Gravitational Leadership is based on the *AACC Competencies for Community College Leaders*. Using those competencies as the foundation, ICCD has developed a complete assessment and professional development program designed to identify and develop leadership potential.

Gravitational Leadership: A New Kind of Leader

What is the force that keeps the sun together? **Gravity**.

What holds the planets together and keeps us firmly rooted? **Gravity**.

What is the only force to act across distance and that needs not be present in order to exert its influence? **Gravity**.

Ground yourself, ground your institution, in leadership that:

- Pulls people together
- Keeps them grounded, and
- Inspires their potential.

What Makes *Gravitational Leadership* Unique?

It's designed to develop individual leadership potential.

If you are looking to improve your leadership skills or the skills of someone in your college, Gravitational Leadership

offers a focused approach. First, a 360° Assessment of your current leadership strengths, then a focused "prescription" for what areas need improvement, then targeted programs designed to improve your abilities in critical areas.   (page 2)

Leadership Academies Grow Among Community Colleges

Community colleges are experiencing rapid growth, while at the same time losing significant numbers of experienced and dedicated personnel to retirement. One of the biggest challenges facing institutions of higher education today is how to prepare individuals

within their colleges to assume leadership roles in addressing institutional, local and national issues. A campus or system-based leadership academy can help meet this challenge. Leadership academies target the institution's mission and strategic goals, such as creating

an effective environment for teaching and learning and community outreach. Academies are concerned with how individuals function both within their own departments and within the larger college. The skills that academies develop include information gathering and interpretation, effective (page 5)

The Institute for Community College Development

Gravitational Leadership (cont. from page 1)

It's designed to develop organizational leadership potential.

More and more, colleges must find leaders within their organizations, people with the capacity to implement critical new programs and initiatives.

Gravitational Leadership offers an assessment of leadership potential throughout your college,

identifies areas where professional development is needed, and offers on-site training to develop your potential leaders.

In addition to the 360 Degree Assessment, *Gravitational Leadership* has three main components and a core set of universal skills:

The Core: Communication, Collaboration, Professionalism and Ethics

Advocacy: Leading the Resilient College

Resource Development: Leading the Abundant College, and

Organizational Integrity: Leading the Principled College

Each area of *Gravitational Leadership* offers a wide variety of competencies that a

modern leader will need to master. Together, they encompass a balanced, grounded approach to leadership that prepares future leaders and enhances existing ones.

In January 2007 ICCD will introduce the complete *Gravitational Leadership* program. Please check back for more details, or contact Barbara Viniar, ICCD's Executive Director, at (607) 255-9259, or at bv28@cornell.edu.

Community college leaders must be "passionate, innovative, risk-taking visionaries"

- Andrew Scibelli, President Emeritus, Springfield Technical Community College

The Entrepreneurial College

In an era of increased competition for scarce resources, entrepreneurship is the key to community college vitality. Community college leaders must be "passionate, innovative, risk-taking visionaries who are highly energized by the work they are doing" (Andrew Scibelli, President Emeritus, Springfield Technical Community College).

Enhance your entrepreneurial leadership.   Register now at *www.iccd.cornell.edu* for **"The Entrepreneurial College," February 7-9, 2007,** a three-day interactive workshop at **Central Piedmont Community College in Charlotte, North Carolina**. For administrators and faculty, the program focuses on entrepreneurial leadership, credit and continuing education entrepre-

neurship curricula, leveraging resources, and economic development.

Featured presenters:

P. *Anthony Zeiss*, Ed.D., President of Central Piedmont Community College,

Francis Queen, Founder and CEO of Queen Associates, Inc., and

Mark Milliron, Executive Director of the National Institute for Staff and Organization Development.

SUNY Leaders Meet to Discuss Building Leadership Capacity

Leaders from the State University of New York's 30 community colleges met on September 28, 2006, at Hudson Valley Community College in Troy, New York, to discuss enhancing the breadth and depth of leadership on their campuses.

SUNY's new chancellor, Vice Admiral John R. Ryan, Ret., started the day by sharing his personal vision of leadership. Mark Pogue, Vice President of the Education Division of the Gallup Organization, followed with a presentation on leading from our strengths. Participants

had the opportunity to complete an online assessment, Strengthsquest, prior to attending the event.

Barbara Viniar, Executive Director of the Institute for Community College Development, introduced ICCD's new structure for its programs, *Gravitational Leadership*, a new framework for leadership development. *Gravitational Leadership* is organized around the leadership competencies developed last year by the American Association of Community Colleges.

Small groups discussed how to use their own experiences in structuring opportunities for leadership development, what barriers they faced and how ICCD and SUNY can assist campuses in creating leadership development programs. As it is in other states, this is a particular challenge for small and rural campuses.

ICCD will use the results of these discussions to develop new programs and services.

At ICCD's August 2006 program at Cornell, **"A New Era of Account-ability,"** (left to right): Emmanuel Awuah of Onondaga Community College, Syracuse, NY; and Faye Murphy and Doris Jones of Tarrant County College, Forth Worth, Texas.

Affordable and Sustainable Health Benefits Costs: ICCD Hosts EACUBO Post-Conference

In recent years the cost of health care has increased far beyond increases in the cost of living or overall expenses of operating colleges and universities. Health care cost pressures are driving many employ-

ers to reduce their commitment to health benefits for their employees as well as for current and future retirees.

But other approaches to managing the cost of these benefits

include addressing the underlying health of employees and retirees as well as encouraging them to be more prudent users of health care services.
(page 4)

ICCD Calendar

November 9-11, 2006
The Essentials of Community College Labor Relations
ILR School,
Cornell University
Ithaca, NY

February 7-9, 2007
The Entrepreneurial College
Central Piedmont Community College
Charlotte, NC

June 15, 2007
Leadership Tools for Women
Westchester Community College
Valhalla, NY

August 5-8, 2007
Sustainability for Community Colleges: Curriculum, Culture, Conservation
Leadership Issues Series
ILR School, Cornell University, Ithaca, NY

November 7-9, 2007
"Growing Giving": Resource Development for Community Collegea
Shingle Creek Golf Resort
Orlando, FL

The Institute for Community College Development

Successful Teaching Conference: For Faculty, by Faculty

In collaboration with the teaching and learning centers of Corning, Broome, and Tompkins Cortland Community Colleges, ICCD co-hosted its eighth annual Successful Teaching Conference October 26-27, 2006, at the Radisson Hotel in Corning, New York.

With presenters discussing cutting-edge teaching theories and colleagues sharing their favorite classroom tips, this year's STC program attracted over one hundred participants from twenty-one institutions from New York State and Connecticut.

In his keynote presentation, "Teaching the Millennials," Stewart Brower, Coordinator of Information Management Education at the University of Buffalo Health Science Library, examined the shared experiences of parents and teachers of Millennials (students born after 1982, also known, among other monikers, as "Generation Y"). He touched on their strengths and weakness as learners, suggesting methods of instruction that most appeal to them. Millennials, Brower said, are very closely watched over by their "helicopter parents," and have a sense of entitlement. They have great faith in technology—technology "can (page 7)

STC 2005

Affordable Health Benefits (cont. from page 3)

"The burden on employers is becoming unsustainable."

- Ron Fontanetta, principal with Towers Perrin

STC 2005

On October 11, 2006, in Boca Raton, Florida, the Eastern Association of College and University Business Officers (EACUBO) and the Institute for Community College Development partnered to offer a one-day post-conference workshop of expert presentations on the latest innovative efforts to manage health care costs.

This was the fourth in a series of collaborative leadership programs at the annual EACUBO conference. (For more information about ICCD's programming for professional organizations, contact Barbara Viniar at bv28@cornell.edu or by phone at 607-255-7758.

Joe Martingale, one of the nation's preeminent health care strategists, and most recently the National Leader for Health Care Strategy for Watson Wyatt's Group and Health Care Benefits Practice, presented an overview of the health care cost challenge, and moderated a panel with the following presenters:

Ron Fontanetta, a principal with Towers Perrin, a global professional services firm that helps organizations around the world optimize performance through effective people, risk and financial management, discussed current and emerging trends in US employer-sponsored health care programs.

Ken Cool, President of Emeriti Retirement Health Solutions, considered the development of sustainable strategies for retiree health security for aging campus communities in a federal age discrimination law and the recent changes to Medicare.

Louise Novotny, Director of Research at Communications Workers of America, discussed the issues of active and retiree health care from the perspective of employees, retirees and labor organizations.

Participants then had the opportunity to meet with each of the panelists and in small (page 6)

Leadership Academies Grow (cont. from page 1)

communication, strategic planning, team building, performance management, action-oriented decision-making, innovative risk-taking, conflict management and negotiations, and building and managing relationships.

What are the essential elements of successful leadership academies?

Stephanie Meinhardt, Registrar and Director of Admissions at the Spring Creek Campus of Collin County Community College in Plano, Texas, points to **buy-in**. "The most important thing is having the president involved in the idea from the beginning," she says. "The initiative for our Academy began as our president and cabinet saw that our leaders were aging and a huge gap was beginning to form."

Collin County Community College's Academy for Collegiate Excellence (ACE) is in the middle of its third year. The president meets with each academy participant to discuss the issues confronting community college presidents. Board members talk about the operational aspects--financing, economic development, and board

relations--as well as higher education law, ethics, fundraising and development. Through their continued interaction with ACE participants and graduates, the president, cabinet and board members ensure that the true purpose of the Academy is achieved: preparing leaders throughout the institution.

Another essential element is **mentoring**. "Mentoring is something unique that we've done," says *Kathrine Swanson, Associate to the President for Institutional Effectiveness and Strategic Initiatives at Montgomery County Community College in Blue Bell, Pennsylvania*. "In our Leadership Academy, we've put time and resources into mentors and mentees so that we can be more intentional in the mentoring process." Since Montgomery's program matches participants with someone outside their area of expertise as their mentor, with each pair working on a college-wide project, the mentees' leadership development is tied to the mission of the entire college, not just to that of their own department. "A current project that will be completed this year is a training manual on how to work effectively

with adjunct faculty. This will be a huge contribution to our institution." says Kathrine. "And most importantly, people feel valued--those doing the project and those reaping the benefits."

Massachusetts, which has fifteen community colleges, developed its Community College Leadership Academy (CCLA) to provide a pathway for these colleges to prepare their future leaders today. The capstone of this Academy is the **required residential experience**. "The Academy allows us to learn from each other," observes *Jan Motta, Executive Director of CCLA*, "by developing a learning community among the fellows that continues long after the year is over." In their residential experience, CCLA fellows engage in sustained intellectual inquiry and skill development, living and learning together for five days and four nights at a host institution. Fellows make presentations to their colleagues exploring topics such as leadership and its context, the dynamics of public educational organizations, teaching, and learning, resources, and accountability.

(page 8)

Robert DeFelice and Margaret Murphy of Monroe Community College, at ICCD's 2006 program "A New Era of Accountability."

"What are the essential elements of successful leadership academies?"

Wes Comstock, Student Trustee at Finger Lakes Community College, at ICCD's 2006 program , "A New Era of Accountability"

Affordable Health Benefits (cont. from page 4)

groups to discuss suggestions and action steps to bring back to their campuses.

Mr. Fontanetta of Towers Perrin presented data from their 2007 Health Care Cost Survey that projects costs and employer actions for the next year. "The burden on employers is becoming unsustainable," he said. But only about half of employees in the Towers Perrin 2005 Consumerism Survey are open to sharing cost increases. And far fewer say benefit reductions are appropriate.

According to Fontanetta, the drivers of rising health care costs are delivery and pro-

consumer demand, demographics, and behavior and health consequences. Increased consumer demand for new technology and new drugs, plus aggressive promotion, he said, help drive the upward spiral: twenty-five percent of Towers Perrin's 2005 survey respondents said that they've asked their doctor about a drug they saw advertised on TV.

Fontanetta also presented specific case examples with an emphasis on the leading interventions that have proven successful to reconcile the financial management of health care costs and employee engagement in their own health and health care. "Employers can control, influence and understand key system components affecting people and costs," he said, "by building a 'culture of health'." He recommends that employers set clear goals, un-

derstand their organization's current performance, and identify where and how to improve results.

Fontanetta outlined a number of interventions that employers are taking to control health care costs. According to the Towers Perrin 2005 report, the most popular steps include:

- changing plan designs and cost-sharing features to increase point-of-care accountability

- changes to prescription drug programs

- using communication strategies to engage employees in consumer-driven behaviors

- and implementing care management programs.

The workshop participants were most intrigued by Fontanetta's suggestions for lowering prescription costs and how they could go back to their campuses and analyze what's already being done and what could be improved.

In his presentation "Building a Sustainable Strategy for Health Security in Retirement," Mr. Cool of Emeriti Retirement

Health Solutions illustrated conventional benefit strategies that higher education institutions have used to control rising retiree medical costs. He explored the opportunity costs of higher education's growing age-structure imbalance and slowing employee retirements. He examined the cost shifting among Medicare, employers and retirees; identified financing alternatives to the unfunded liabilities of traditionally-defined benefit retiree medical plans; and offered case studies of sustainable solutions for continuing employer engagement in retiree health care.

Louise Novotny of the Communications Workers of America presented "Creating Solutions to the Health Care Crisis." The principles for health care reform, she said, are universal coverage, comprehensive benefits, affordable premiums, fair financing, and quality care. When bargaining for health care, no single strategy works for every negotiation.

Novotny noted that "issues of rising costs and declining access are beyond the ability of one employer or one union, to solve," though "employers and

Drivers of rising health care costs
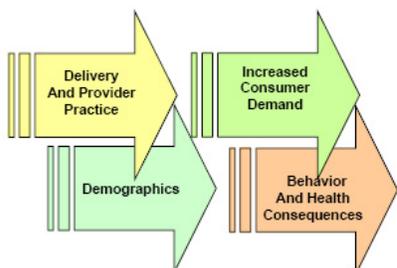
Ron Fontanetta, Towers Perrin

Successful Teaching Conference (cont. from page 4)

never, and will never, hurt them, and is always their friend," as evidenced by their willingness to post their most private thoughts on MySpace and Facebook.

Millennials are also goal-oriented and very positive about their future; they believe that if they work hard enough they can get whatever they want. While they enjoy working in teams more than previous generations, they still want to be treated as if they are special and insist on being listened to. They are used to being able to customize their technology to meet their preferences, and expect to have similar choices in every aspect of their lives.

These can all be positive traits, except that Milleninals tend to demand that the curriculum and the rules bend to meet their needs, even sometimes going as far as threatening litigation if

they don't get what they want. "Millennials have been raised," he said, "to work the system." They are more likely than prior generations to argue with their professors, and civility in the classroom was noted by many in the audience to be a problem: students email their teacher on a Sunday and come to class irate if the teacher didn't get back to them until Monday; during lessons they IM, check their phone messages and eat loud food like potato chips.

And while Millennials are technology-savy, they are not necessarily information-savy. They tend to believe that everything on the Internet is true, and they often lack the skills to evaluate information. They tend to be visual, multi-media learners, and resist reading things they don't want to read. A challenge for their professors

is to help them become better learners not just in their individual areas of strength but in all modalities.

* * * * *

The evening before the workshops, Frank Pastizzo of "Warm up the Workplace" inspired the program participants to improve the quality of their lives by supporting each other at work. In order for people to be productive and empowered in the workplace, he explained, they must have a sense of belonging, a sense of freedom, a sense of power— and a sense of fun. "You're all teachers, you work hard, you're on the spot every day," he said. "I think you deserve to be entertained for a while." With well-told stories from his rich experience in several human services fields, as well as impromptu musical performances

"Millennials are used to being able to customize their technology to meet their preferences, and expect to have similar choices in every aspect of their lives."

- Stewart Brower, Coordinator of Information Management Education at the University of Buffalo Health Science Library, and STC keynote speaker 2006

Affordable Health Benefits (cont. from page 6)

Merril Jean Bailey of Atlantic Cape Community College in New Jersey at ICCD's 2005 "Successful Teaching Conference"

unions have a mutual interest in crafting solutions." She outlined a checklist for starting a joint health care committee, and suggested areas of mutual interest:

- Analyzing cost and utilization data to identify cost drivers such as low adherence to

medication for diabetes leading to higher future medical costs

- Developing approaches to containing costs without shifting costs, such as making medication for diabetes lower in cost to encourage adherence

- Focusing on quality initiatives

- Participating in coalitions with other employers and unions

- Developing joint public policy approaches

The Institute for Community College Development

The Institute for Community College Development provides leadership programming and research support for community college CEOs, administrators, faculty and trustees nation-wide. Founded as a partnership between the State University of New York and Cornell University to address the critical issue of leadership succession, ICCD offers a comprehensive program assessing leadership ability at the personal and organizational level, and targeted educational opportunities that develop those skills.

We're on the Web!

www.iccd.cornell.edu

Successful Teaching Conference (cont. from page 7)

and demonstrations, Pastizzo moved his audience to put their work and their lives into a more human perspective.

The following day, workshop sessions explored topics such as "Incorporating Service Learning into an Online Course," "Understanding and Working Effectively with ESL Students in Mainstream College Courses," and "Integrating Multimedia into the Teaching and Learning Process."

The conference ended in its traditional manner with "GIFTS": Gathering Ideas for Teaching Success, where participants shared a favorite teaching tip and received many ideas in return to bring back to their campuses.

Next year's Successful Teaching Conference will be November 15-16, 2007, at the Binghamton Regency Hotel in Binghamton, New York.

- Martha Stettinius

Affordable Health Benefits (cont. from page 7)

"In the current climate of rising health care costs," said Novotny, "both labor and management are struggling to find ways to maintain affordable, quality health plans. There is plenty of common ground for unions and management to work together. Through joint committees, unions and management can analyze their plans for true cost drivers and redesign their plans to address those issues. On the legislative front, when labor and management join together to work for solutions that address their mutual concerns, legislators are more likely to take heed."

- Martha Stettinius

Roman Santos of Mohawk Valley Community College in New York, at ICCD's 2005 Successful Teaching Conference

Leadership Academies (cont. from page 5)

There is strong interest nationwide in the concept of the campus and system-based leadership academy. Presidents of community colleges agree that it is important to the future of their colleges to provide these opportunities for growth and development for current and future college leaders. Leadership academies can prepare individuals for leadership roles in all areas of their college.

ICCD provides on-site consulting services for design and implementation of campus or system-based leadership academies.

Contact Lee Riddell, Assistant Director, for more information at Lee.Riddell@cornell.edu or (607) 254-8260.

- Lee Riddell