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Gravitas, Winter 2007

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Gravitas

QUARTERLY NEWSLETTER: Winter 2007

www.iccd.cornell.edu

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ICCD Hosts Community College Administrators to Discuss Labor Relations



Panel discussion at "The Essentials of Community College Labor Relations" with presidents and their campus union representatives. Left to right: Stuart Steiner, President, Genesee Community College; Debbie Sydow, President, Onondaga Community College; and Bud Amann, President, Corning Community College.

Community college presidents, deans and other senior administrators in human resources, academic affairs, staff development, and finance from New York, New Jersey, Connecticut, Pennsylvania, Ohio, Florida and Wisconsin met at Cornell's ILR

School in November 2006 to discuss labor law, alternative bargaining methods, and contract administration.

"Piecemeal adaptation does not work in labor relations," said keynote speaker

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Community College Leadership 360 Degree Assessment: Phase I of ICCD Pilot Complete

In December, participants from ten community colleges took a **sample on-line assessment** of their strengths and areas needing improvement in the **Gravitational Leadership** areas of :

Core Skills
(communication, collaboration, professionalism and ethics)



Advocacy,
Resource Development,
and
Organizational Integrity.

The 360 degree assessment was also completed by 15 to 20 of their department coworkers.

The Community College Leadership 360 Degree Assessment is a powerful tool to assess your readiness to lead in your community college. Based on the AACC's Competencies for Community College Leaders, (page 4)

ICCD on the Road

Upcoming Presentations by ICCD Staff

March 5-7, 2007

League for Innovation in Community Colleges

Annual Conference
New Orleans, LA

Achieving Liftoff: From the AACC Competencies to "Gravitational Leadership"

Forum #S204

Barbara Viniar,

ICCD Executive Director

How ICCD transformed the

AACC's Competencies for

Community College Leadership

*into four areas: **Core***

(Communication, Collaboration, Professionalism, and Ethics),

Advocacy, Resource Development, and Organizational

Integrity, to provide a framework for ICCD's leadership

development programs and

services.

March 19-21, 2007

National Council for Marketing and Public Relations (NCMPR)

Annual Conference
San Diego, CA



From the Director: "Making a Difference"



Since 2003, ICCD's marketing materials and web site have included the statement "You make a difference for them. We make a difference for you."

So I was dismayed when an expert in intergenerational marketing recently told us that Generation X, the generation now entering the ranks of community college leadership, doesn't care about "making a difference." Their approach to career development is pragmatic, rather than passionate.

ICCD was founded to develop new community college leaders. However, I believe that what sets community college leaders apart is our commitment to our unique mission of open access, diversity and changing lives. While young people bring us energy and creativity, if they do not share these essential values, how will this generation lead community colleges?

If you'd like to share your thoughts on this, please email me at Barbara.Viniar@cornell.edu.

Barbara Viniar, Ed.D.
Executive Director



You make a difference for them. We make a difference for you.

The Perfect Climate for Leadership: Moving Up the Career Ladder

Pre-Conference

Barbara Viniar,
ICCD Executive Director

A pre-conference "intensive" for marketing and public relations professionals. En-

hance your campus institutional leadership role; plan and manage your leadership development; and strategize how NCMPR can adapt the AACC leadership competencies to the needs of its members.

April 13-17, 2007

AACC Annual Convention

Tampa, Florida

Gravitational Leadership:

Focusing on Filling the Leadership Succession Issues at Community Colleges

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Labor Relations (cont. from page 1)

Dr. Harry Katz, Dean of the ILR School at Cornell University. "Think about system-wide change. Success comes from experimentation, such as using new processes with one segment of the workforce and using their success to convince other workers to try a new process."

Faculty from the internationally-recognized ILR School utilized case studies, role-playing, and small groups to provide the participants with hands-on experiences.

Through the role-playing exercises participants explored position- versus interest-based bargaining: one (non-labor) as individuals, and one (labor) in teams. Discussions followed on the flaws in positional bargaining, including how it ignores the value of relationships, promotes distrust, and discourages communication of interests that could lead to inventive solutions. Teams reported on the principles observed in their interest-based bargaining exercise, such as separation of the person from the problem, generation of multiple options, evaluation by objective criteria,

and best alternatives in getting to yes.

Richard Boris, Executive Director of the National Center for the Study of Collective Bargaining in Higher Education at CUNY, spoke about how unionization has contributed to the "professionalism" of the community college professoriate; prior to unionization, there were no predictable paths to tenure, no grievance procedures, and salaries compared poorly to those at private colleges and universities of a similar size. According to Boris, administrators and union leaders face two kinds of issues at the table: Non-controllable funding from external sources: how much and when, and controllable issues: like workload and intellectual property.

Rick Hurd, Professor and Director of Labor Studies at the ILR School, noted that "Higher education in the United States has the sixth-largest number of unionized workers, there are more unionized workers in higher education than in the automobile, steel or airline industries."

Tony Wildman, the Director of Higher Education Services at the New York State Union of Teachers, reviewed the effect of the elections, the Spellings report, and state funding on community college bargaining.

Rocco Scanza, the Executive Director of the Cornell Institute on Conflict Resolution, talked about grievance procedures and arbitration. Scanza pointed out that there will soon be a great number of arbitrators leaving the system for retirement, creating a succession crisis similar to that of community college leaders.

Two-thirds of the participants brought experience negotiating with their campus unions. The program confirmed to all the participants that, in negotiations, leadership is critical: the better educated both sides are, the more they will be committed to the mutual goal of serving students, (page 6)

ICCD Calendar

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

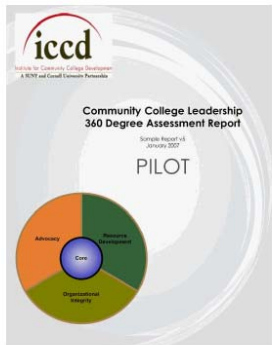
November 7-9, 2007

"Growing Giving": Securing Private Support for Your Community College
Shingle Creek Golf Resort
Orlando, FL

November 15-16, 2007

Successful Teaching Conference
Binghamton Regency Hotel
Binghamton, NY

360 Assessment (cont. from page 1)



Download a **sample Community College Leadership 360 Degree Assessment report** from www.iccd.cornell.edu.

it examines and reveals the relationships between your behaviors and how they are perceived by your peers, your supervisors, and those you supervise.

Once your profile is established, a **development program** will target the specific areas where you need to grow.

You may take Gravitational Leadership courses in areas where you need to improve by participating in seminars, distance learning programs, and in mixed mode programs. Most of these courses are completed in one to three days, or, in the case of distance learning, over the course of several weeks.

How long will it take me to complete a Gravitational Leadership certificate?

That depends on your level of readiness based on your Community College Leadership 360 Degree Assessment. However, the strength of the Gravitational Leadership approach is that you can work at your own speed, and on those areas in which you specifically need to improve.

More importantly, because both the assessment and the training programs are coordinated around the same leadership competencies, your growth trajectory can be focused and effective.

Phase II of the pilot will be finished by the end of June, with respondents from one hundred small, medium and large / rural and urban colleges.

To download a **sample Community College Leader-**



ship 360 Degree Assessment report, go to <http://www.iccd.cornell.edu/iccd/glp/individualAssessment.html>

The **Community College Leadership 360 Degree Assessment** will be ready in Fall 2007.

For more information about ICCD's **Community College Leadership 360 Degree Assessment**, contact Lee Riddell, ICCD's Assistant Director, at Lee.Riddell@cornell.edu



“On Being Selfless”: “Outstanding Women Leadership” Series Honors Tracy Archie of Monroe Community College

Tracy A. Archie, an admissions officer at Monroe Community College in Rochester, New York, is the first woman to have been selected by the American Association of Women in Community Colleges, Region II, to be interviewed by ICCD as part of the AAWCC’s “Outstanding Women Leadership” series.

The series will honor women who have made outstanding contributions to creating and broadening opportunities for women in community colleges.

Archie is honored for her insight and dedication to her college, community and profes-

sion. In addition to serving as an admissions officer at MCC, Archie is an International Student Admissions counselor. She serves as a role model to others both at MCC and in her community.

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Organizational Integrity: Leading the Principled College

This Issue's Featured *Gravitational Leadership* Area of Competency

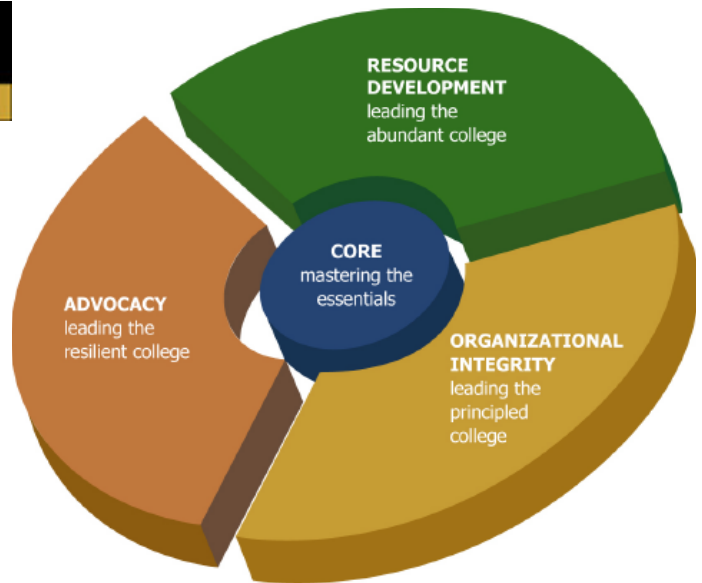


Organizational integrity is achieved by institutions that maintain an unbroken focus on mission and values. These colleges hold themselves accountable for what they do, how they do it, and if they produce results.

Leaders of principled colleges demonstrate a clarity of purpose and ethical behavior that inspires all members of the organization to do their best

work in support of serving their students and the community.

ICCD's next program within the *Gravitational Leadership* area of **Organizational Integrity** is our **Successful Teaching Conference**, November 15-16, 2007, at the Binghamton Regency Hotel in Binghamton, New York.



The four areas of *Gravitational Leadership*

Mentoring, an ICCD *custom program*, is another ongoing program under **Organizational Integrity**.

Outstanding Women Leadership Series (cont. from page 4)

Her leadership is a mix of actively listening to those around her, looking at the world through multiple perspectives, faith in the goodness of all, and a warm, inviting personality. She believes that people are the most important resource in her college and that the diversity and resourcefulness of the faculty, administrators and students provide richness to each encounter and bring a great mix to the workplace. "We agree to disagree," Archie said. "By bringing different things to the table we

learn so much from each other."

Archie finds meaning in her work and her world by being of service to others through a personal philosophy of selflessness. "It's about finding something that you are going to bring value to," she said. "It's doing it in the right spirit, being genuine. Being selfless can make a difference in a life, not just a child's, but in adults fifty, sixty, seventy years old. It's about finding what is valu-

able to them."

Archie also teaches, interviews, and trains students as a co-advisor to the Global Union Student Club and Model United Nations Program. Each year, thirteen MCC students become citizens of another country at the national Model United Nations Conference in New York City. "We learn to listen, all of us," said Archie, "and that we don't know everything. We learn that we can look at the world from outside (page 7)

"Being selfless...is about finding something that you are going to bring value to"

- Tracy A. Archie, an Admissions Officer at Monroe Community College in Rochester, NY, and the first honoree to be interviewed by ICCD for the AAWCC's Outstanding Women Leadership Series

The Institute for Community College Development

Labor Relations (cont. from page 3)

and the better the outcome will be.

Ron Seeber, Executive Director of Conflict Resolution and the Assistant Dean of the ILR School explained that before two sides sit down to negotiate they must prepare by dealing with the larger issues surrounding the table: the relevant economic, political, and legal issues, and the concerns of their specific constituents. State laws, in particular, determine the unions' ability to strike, the methods of dispute resolution, ratification of the bargaining agreement, and its scope. Study your constituent views, your costs and budget, any relevant current situations, and other similar contracts.

Rebecca Givan, an Assistant Professor in Collective Bargaining in the ILR School, who reviewed the phases of negotiation, encouraged community college administrators to "think

about educating your union by sharing as much information as you can, rather than being secretive." Sally Klingel, a Senior Extension

Associate in Organizational Change at the ILR School, noted that many K-12 systems employ a useful model of teamwork in which union and management leaders meet quarterly to review wages and other data; when these leaders come to the table to bargain they have both an existing relationship with each other and a useful body of data. As Klingel pointed out, "the best resource for problem-solving is the person across the table."

A panel of community college presidents and union leaders discussed their campuses' markedly different bargaining models. The president of Genesee Community College in Batavia, New York, Stuart Steiner, and the president of the Genesee Educa-

Bud Amann, President of Corning Community College, and Paul McNaney, the president of Professional Educators of Corning Community College



tion Association, William Brewer, explained how, after protracted negotiations, they shifted to small teams without lawyers with a limit of three meetings to finish negotiating the contract. Since then they have used the same method and have maintained basically the same contract for thirty-four years with only minor revisions.

Debbie Sydow, president of Onondaga Community College in Syracuse, New York, where all but approximately eighteen employees are unionized, spoke about beginning her presidency with a great deal of theoretical

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"The best resource for problem-solving is the person across the table."

- Sally Klingel, Senior Extension Associate, Organizational Change, ILR School, Cornell University

Richard Boris, Executive Director of the National Center for the Study of Collective Bargaining in Higher Education at CUNY, at ICCD's Labor Relations program



Outstanding Women Leadership Series (cont. from page 5)

our own values, our own judgments, our own beliefs. We are learning to function in this world as neighbors and that we don't have to change each other."

Often reflecting on her day, Archie believes that each day is a new opportunity to learn from the previous day's experiences. "I can change someone's life by what I do or say, so I want it to be a positive experience for both of us." She looks to other women on her campus for inspiration, to the work they do and who they choose to be on a daily basis. These women have made lifelong impressions on Archie. She sees them as real, as genuine, as fellow travelers on her journey here on earth.

According to Archie, defining moments, like people, can change the course of our lives. Life stops for a moment and we begin to look at where we are headed, the choices we are making, and how others are leading their lives. With Archie there were many such moments. "When I was a college student," she said, "I was academically challenged at one point, and I can remember my grades just going down, down, down. But I had a mentor--the greatest

mentor of my life--and she pushed me and told me over and over that I was going to graduate school. One day I received an acceptance letter to the educational administrative program at the University of Buffalo. I was in shock. How did I get here? I didn't understand, but I knew I needed to do it."

A mentor herself, Archie's contributions to her local AAWCC chapter at Monroe Community College are many. She is the program chair, has been on the service committee, is part of the book drive at the elementary school, and coordinates the Working Women's Wardrobe. Archie said, "When you see a woman smile, who, for many reasons, was not able to provide her own wardrobe for a job interview, and when you see her fully dressed on the way to an interview, then everything else is just not important."

Archie's caring for others spills out into her community, which in turn inspires her and brings peace to her life. "My church gives me a refreshed perspective for each new week," she said. Archie is involved in the music ministry of

her church, and as president of the choir she coordinates different outlets for the choir members to express who they are. "We fellowship together and it lets me put work aside and focus on my spiritual growth. It is very important to me because people pour into me and I am not counseling them. I am receiving. It's nice."

When asked what advice she would like to give her peers, she said, "Pick and choose your battles, whether in your personal or professional life, very carefully." She adds, her smile radiating through the phone, "Something I learned from Brianna, my seven year old niece, is to nourish yourself. Take lots of bubble baths, light candles, and take time, lots of time, to go shopping. Relax."

- Lee Riddell

For more information about the Outstanding Women Leadership series, contact Lee Riddell, Institute for Community College Development at Cornell, (607) 254-8260 or by email at Lee.Riddell@cornell.edu.

"I can change someone's life by what I do or say, so I want it to be a positive experience for both of us."

- Tracy A. Archie



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.

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Labor Relations (cont. from page 6)

knowledge but no practical experience. Impressed by interest-based bargaining, Sydow has used interest-based bargaining successfully for some aspects of their agreement, and unsuccessfully for others, such as hybrid courses.

The president of Corning Community College, Bud Amann, and Paul McNaney, the president of Professional Educators of Corning Community College, talked about how they are preparing for

their next negotiations and have had only one contract so far. New to their campus, the contract has had a major effect on the campus, changing some people's positions from faculty to administration. President Amann commented that he had learned at this conference that even if the interest-based model is not fully utilized, management can identify mutual interests and share information, which he intends to do.

Responding to the participants' desire to focus more in-depth on specific areas of labor relations, **ICCD will host a follow-up program, tentatively scheduled for November 2007, on contract language and progressive discipline and arbitration, with "The Essentials of Community College Labor Relations" to be offered again in the spring of 2008.**

- Martha Stettinius

"The Essentials of Community College Labor Relations" is one of the programs within the area of Organizational Integrity in ICCD's comprehensive program *Gravitational Leadership*.

ICCD on the Road (cont from page 2)

AACC Roundtable Number
40-013.
Sunday, April 15th
3:45—4:45 p.m. Room 21

Tampa Convention Center
Presenters:
Pamela Cox-Otto, CEO, Interact
Communications, WI
Jackson Sasser, President, Santa Fe
Community College, FL

Debbie L. Sydow, President, Onondaga
Community College, NY
Barbara Viniar, Executive Director,
Institute for Community College
Development

Also visit us at booth #528!



Leading the Principled College

organizational integrity