July 2007

Gravitas, Summer 2007

Institute for Community College Development

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Gravitas, Summer 2007

Keywords
iccd, community college, newsletter

Comments
Announcing the EPA’s P3 (People, Prosperity, and the Planet) Award for Sustainability: A Student Design Competition

How can you help your community college students channel their energy toward helping the planet? The Environmental Protection Agency’s P3 (People, Prosperity, and the Planet) Award—a student design competition for sustainability—is one way to encourage their creativity.

As part of EPA’s ongoing efforts to make colleges and universities aware of this exciting and successful program, EPA will participate in ICCD’s conference “Sustainability for Community Colleges: Curriculum, Culture, Conservation” August 5-8, 2007, at Cornell University to present the details of the award program to community college administrators.

The presenter, George Gray, Assistant Administrator in EPA’s Office of Research and Development, believes that

(Cont. pg 3)
## ICCD’s Gravitational Leadership Program Calendar

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<tr>
<td><strong>August 5-8, 2007</strong></td>
<td><strong>Sustainability for Community Colleges:</strong> Curriculum, Culture, Conservation Leadership Issues Series</td>
<td>ILR School, Cornell University, Ithaca, NY</td>
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<td><strong>October 29-31, 2007</strong></td>
<td><strong>Community College Labor Relations:</strong> Effective Contract Implementation and Interpretation</td>
<td>ILR School, Cornell University, Ithaca, NY</td>
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<td><strong>November 4, 2007</strong></td>
<td><strong>How to Green Your Campus:</strong> (EACUBO and ICCD Pre-Conference Workshop)</td>
<td>Shingle Creek Golf Resort, Orlando, FL</td>
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<td><strong>November 7-9, 2007</strong></td>
<td><strong>“Growing Giving”:</strong> Securing Private Support for Your Community College</td>
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<td><strong>November 15-16, 2007</strong></td>
<td><strong>Successful Teaching Conference</strong></td>
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<td><strong>Spring 2008</strong></td>
<td><strong>The Essentials of Community College Labor Relations</strong></td>
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<td><strong>November 2008</strong></td>
<td><strong>Community College Media Relations</strong></td>
<td>The Greenbrier Resort, White Sulphur Springs, West Virginia</td>
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**From the Director: The “Tragic Gap”**

I recently had the opportunity to hear Parker Palmer (author of *Let Your Life Speak* and *The Courage to Teach*) speak on “Holding the Tensions of Democracy.” He described “the tragic gap between what is and what should be.” “The tragedy,” he explained, “is that the gap will never be filled.”

Perhaps one reason community colleges have been called “democracy’s colleges” is our commitment to addressing this gap, whether it is between our individual potential and what we are able to achieve, or between what society should provide to encourage this potential and what it actually does provide.

Why do you think the gap is never filled?

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

Barbara Viniar, Ed.D.
Executive Director

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**For more information about ICCD’s Gravitational Leadership programs,** contact Patrick Feely, Program Coordinator, (607) 254-2797 or by email at pef6@cornell.edu.
EPA P3 Award for Sustainability, Student Design Competition (cont. from page 1)

community colleges—with their closely-knit and diverse student bodies—can make unique contributions to the field of sustainable design while using the EPA’s P3 program to infuse sustainability principles into their curricula."

EPA’s P3 program awards grants to teams of students, along with their faculty advisors, to design and develop sustainability projects in water, energy, agriculture, materials and chemicals, information technology, or the built environment. These student-led projects also include a requirement for the integration of sustainability into higher education curricula. Students research, develop and design scientific, technical and policy solutions to sustainability challenges that help achieve the mutual goals of economic prosperity, a higher quality of life, and protecting the planet. Teams also compete for additional funding in a second “phase” to implement their designs or move them to the marketplace. The national competition and award have already spun off several successful businesses and helped many people around the world.

Applications for Phase I of the P3 program will be accepted in the fall of 2007. The $10,000 awards will be announced in the autumn 2008 semester.

Winners of Phase II of the award receive additional funding of up to $75,000 to further develop the teams’ designs, implement the projects in the field, and move them to the marketplace. These Phase II awards will be announced immediately following the Spring 2009 National Sustainable Design Expo on the National Mall in Washington, D.C. (photos, below, center and right). The awards are based on written project summaries and student presentations made at the Expo.

Several other organizations independent of the EPA offer awards (cash or in-kind services) to P3 teams at the Expo.

Applications for EPA’s 2008 P3 awards will be accepted August through December 2007.

“Community colleges—with their closely-knit and diverse student bodies—can make unique contributions to the field of sustainable design while using the EPA’s P3 program to infuse sustainability principles into their curricula.”


In 2006 a student team from Virginia Wesleyan College, a private four-year college, below right, won an EPA P3 award to design, install, and monitor living green roofs for several dormitories on their campus. They plan to use their data to support the inclusion of a green roof on their campus’ new LEED-certified science building to be built in 2009.
Why are Community Colleges So Slow to Jump on the Fundraising Bandwagon?

By Donald C. Summers, Director, Principal Consulting LLC. This article first appeared in the October 27, 2006, issue of the Chronicle of Higher Education

America is in the midst of the greatest transfer of wealth in human history. By several measures, well over $100-trillion will exchange hands in the next decades as baby-boomer wealth passes to the next generation. Along with the rest of the nonprofit sector, higher education is already harvesting those riches, with an average of more than $25-billion donated to postsecondary education in the United States each year.

Compared with four-year colleges and universities, community colleges receive only a small fraction of that money. According to the Council for Aid to Education, the average two-year institution received about $1.4-million in voluntary support in 2004-5; the most that any community college reported raising that year was about $16-million.

This means that, although community colleges serve nearly half of the undergraduates in this country, and unquestionably do the best overall job with poor, first-generation, and minority students, they receive maybe two percent of the financial gifts made to higher education. Comparatively speaking, they are raising peanuts.

What is going on? Sadly, it’s too easy to say “Shucks, they’re just community colleges” and ignore the reality that this hugely important gateway to the American dream is missing out on a massive source of badly needed money. The Chronicle has reported a few examples of community colleges’ dipping their toes into fund-raising waters, but the data, sparse as they are, show beyond doubt that most two-year colleges have not made the investments in fund raising that four-year institutions made decades ago. That is a tragedy of national proportions. Just for starters, it could mean fewer scholarships — millions of dollars’ worth of education — for hundreds of thousands of needy students. Given how community colleges are financed — with unpredictable public dollars — and who they serve — the neediest — it is stunning that community colleges are not aggressively pursuing the billions of dollars laid annually at the doorsteps of other institutions of higher education.

From my experience as a senior development professional at both two-year and four-year institutions, and my research on entrepreneurial behavior in public higher education, I’ve concluded that the failure of community colleges to raise significant amounts of money is partly a result of their organizational culture and their leadership. Some of the cultural obstacles include:

- **Inbreeding.** How many community-college employees come from entre-

(Cont. page 5)
Many employees of community colleges know little about how other organizations do things — especially how other higher-education institutions raise money. A stale, change-averse culture results.

**Identity.** Is a community college more like a big high school or a major university? Community colleges share many traits with both institutions, but unfortunately most two-year colleges raise money as if they were public high schools. In other words, they think small, running auctions and bake sales, a sure path to fund-raising inefficiency and ineffectiveness.

**Equity.** Concern about equity in the treatment of faculty members is often cited as the reason community colleges do not solicit money for supplementing faculty salaries in the form of professorships and endowed chairs. But most public four-year institutions got over those concerns decades ago, and many now have at least some non-state reserves for recruiting and retaining the best faculty members. That behavior may even be encouraged by states themselves. In Washington State, the Legislature supports both merit-based pay scales and private support for faculty salaries at public colleges and universities. For example, legislators grant budget support to the University of Washington to support faculty recruitment and retention; legislators also provide millions of matching dollars for privately financed professorships and chairs — dollars that are routinely gobbled up. (Notably, at the community-college level, public matching funds for private gifts often go unused.)

Do community colleges consider the potential benefit of supplementing faculty pay with private money because of concerns over the social and cultural differences that policies promoting equity attempt to address? Or is "culture" just an excuse for maintaining the status quo?

**Introversion.** Because of the enormous variety in the types of students they serve and the resulting complexity in service delivery, community colleges must meet unique demands. But compared with universities, the two-year institutions have yet to clearly articulate their mission and broadcast it to the world. The diminutive size of their development offices is matched by that of their external-relations and alumni offices. And frequent, intense infighting between administrations and faculty unions makes it hard to build a team and focus on attracting external investment.

Another set of obstacles holding community colleges back involves issues of leadership. Most of their administrators are hired from within, contributing to two-year—
colleges’ insularity and fear of change. A few colleges are experimenting with hiring presidents from outside academe (see "The Outsider," The Chronicle, March 31), with mixed results. Some community-college leadership problems are:

- **Weak trustees.** Governors appoint so many wealthy, influential leaders as trustees of the big, public four-year universities that they seem to have exhausted their Rolodexes when it comes to trustee selection for community colleges. Fund-raising results would improve in a hurry if community-college trustees were more of the caliber of their big-gun counterparts at large universities. Fund-raising results would improve in a hurry if community-college trustees were more of the caliber of their big-gun counterparts at large universities.

- **Weak presidents and system heads.** Neither large universities nor modest four-year colleges would ever hire a president or chancellor who did not have considerable fund-raising experience, yet community colleges don’t seem to think that such an obviously valuable skill is important. Community colleges need as presidents the seasoned fund raisers they deserve. While some two-year systems have attempted innovative presidential hires, they are looking in the wrong places. Like public-school districts desperate for new superintendent blood, some community colleges hope that retired corporate CEO’s or army generals will give them the leadership they need. That is a start in the right direction, but the best candidates are presidents and vice presidents of smaller four-year colleges, as well as second- and third-tier administrators at big universities. Those folks know and appreciate community colleges, would be more likely to have big-league fund-raising experience, and probably would be more able to avoid pitfalls that someone from outside academe would never see.

- **Inadequate fund-raising staffs.** Over the past three decades, there has been an explosion in the hiring of development-staff members at four-year colleges and universities. And for good reason: The return on investment makes it a no-brainer. It is an axiom of the fund-raising trade that investing one dollar now in your development operation yields 10 dollars in the not-too-distant future. For example, in the early 1990s, the University of Washington bravely quadrupled its development budget, despite a budget crunch. Today the university employs nearly 400 development-staff members, and the payoff is crystal clear as the university approaches the finish line of a $2-billion campaign. On the other hand, consider the largest community college in the country, one that enrolls half again as many students as major research universities like Washington. Miami Dade College, in Florida, employs a total of nine people in fund-raising and alumni relations, and the last update of the "Fundraising Campaign News" on its Web site is dated September 2003.

Have Miami Dade and other community colleges prompted their governors to help them beef up their boards and hire the right presidents? Not likely. Have the governors taken the initiative? Apparently not. But until something courageous happens, Miami Dade and other (Cont. page 8)
Why Spend Three Days in the Height of Summer at ICCD’s Leadership Issues Conference? Comments from Past Participants

It’s hot and muggy, and some air-conditioned space—perhaps your office or living room—conspires with the neighborhood pool to keep you tethered close to home. Why stir yourself in the heat of early August to drive or fly to the heart of Upstate New York for the Institute for Community College Development’s annual three-day Leadership Issues conference?

Past participants in Leadership Issues have included community college presidents, administrators, faculty and trustees from around the United States and Canada. They’ve returned to their campuses and communities inspired not only by the speakers and workshop presenters but also by networking with their colleagues from other institutions. Encouraged to champion issues that are important to them, they were prepared, with hands-on techniques, to get things done. And in their free time between sessions they found both this small college town on the southern tip of Cayuga Lake, and the green, shaded Cornell campus, beautiful and delightful to explore.

In their own words, past participants in Leadership Issues conferences found that “The presenters were all superb and top in their field.” “The keynote speakers were especially informative and entertaining.” “I could apply the presentations immediately to my classes and department.” “The group discussions with a variety of colleagues gave me the opportunity to hear ideas from other institutions, and alternate perspectives.” “I had the opportunity to engage with colleagues from around the country.”

“The diverse roles of the attendees—having institutional presidents, vice presidents, board members, faculty, institutional researchers, and others—brought forth such rich conversations.” “There was ample time for discussion,” and “The program was well planned and the staff very friendly and helpful.”

- By Martha Stettinius, ICCD Staff

This summer’s Leadership Issues Conference, “Sustainability for Community Colleges: Curriculum, Culture, Conservation” will be held August 5-8, 2007, at the ILR School at Cornell University in Ithaca, NY.

For more information visit our Web site, www.iccd.cornell.edu, call (607) 254-2797, or email Patrick Feely at pef6@cornell.edu.

ICCD’s Applied Research Grants Available for 2007-08

ICCD’s Applied Research Grants are available to community colleges for projects related to one or more of ICCD’s Gravitational Leadership competencies of core skills (communication, collaboration, ethics, and professionalism), advocacy, resource development, and organizational integrity. Grants will generally not exceed $5,000 for one-year projects.

Examples of fundable projects include:

- A case study of a leadership development initiative to create an entrepreneurial college.

Grants are awarded to faculty and staff who most effectively propose studies that:

(Cont. page 8)
public community colleges will continue to miss out on
the billions of dollars their
students desperately deserve.

None of the obstacles to
community-college fund-
raising success would be
particularly hard to change if
governors and legislatures
expected their community-
college systems to start doing
better. The colleges would
probably cry foul — few
people like more work, even if
it is good for them — but that
is why change must start at the
top. At the same time, states
need to provide community
colleges with the financial
incentives and support
necessary to expand their
fund-raising operations.

If governors and legisla-
tures were smart, they'd carve
out a slice of their community-
college budgets and allocate
that money for development at
the institutional level. They'd
also beef up community-
college boards with the type of
financial heavyweights appar-
etly now reserved for boards
of big four-year institutions.
And they'd make sure their
community-college systems
hired more (lots more) presi-
dents with fund-raising experi-
ence at four-year colleges and
universities. States could start
down this road with gentle
steps. For example, they could
invite leaders from both two-
year and four-year systems to
a series of luncheons. The
four-year leaders would be
required to listen to the two-
year administrators talk about
recruiting poor and nonwhite
students; the two-year folks
would have to take notes on
pulling in money.

Those are big changes,
but not inconceivable. What
is inconceivable is that so few
community colleges and state
legislatures are trying to
make them — or even to start
the conversation.

Donald C. Summers has
worked as a development
director at both two-year
and four-year institutions.
He is currently director of
Principal Consulting, a pro-
vider of fund-raising advice.

This article first appeared in
the Chronicle of Higher Educa-
tion: http://chronicle.com
Section: Community Col-
leges, Volume 53, Issue 10,
Page B22

November 7-9, 2007
“Growing Giving”: Securing Private
Support for Your
Community
College
Shingle Creek
Golf Resort
Orlando, FL
More information:
www.iccd.cornell.edu

• incorporate a systems
  perspective,
• respond to a well-
  developed and signifi-
  cant issue faced by to-
  day’s community col-
  leges, and
• contain explicit goals to
  use the findings to in-
  form the decision-making
  of community college
  leaders.

If you have a project that
meets these criteria, please e-
mail a 1-2 page letter that ad-
resses how this project will
contribute to community col-
lege leadership development to
Barbara Viniar, Executive
Director, ICCD,
Barbara.Viniar@cornell.edu.
The letter should briefly de-
scribe the project goals, ac-
tivities, budget and projected
outcomes or product. Please
provide complete contact
information.

(Cont. page 10)
Outstanding Women Leadership Series

Dr. Jerilyn Fisher, Hostos Community College Professor and Coordinator of their Women’s Studies Option, has been selected by ICCD and AAWCC, Region II, to be the third woman to be honored in their joint Outstanding Women Leadership Series.

by Lee Riddell,
ICCD Assistant Director

“On Empowerment”

Dr. Jerilyn Fisher, professor of English and coordinator of the Women’s Studies Option at Hostos Community College in the Bronx, has been selected by the American Association of Women in Community Colleges, Region II, to be interviewed by the Institute for Community College Development as part of their joint “Outstanding Women Leadership” series. The AAWCC’s Region II includes New York, New Jersey, and Puerto Rico. The series honors women who have made outstanding contributions to creating and broadening opportunities for women in community colleges.

The Women’s Studies Option is a nine credit course of study that is transferable to four CUNY senior colleges as requirements for their majors or minors (Queens, Hunter, Lehman, and York).

Fisher believes that as a teacher it is important to blend compassion with standards that are both fair and appropriately challenging. “This is a hard line to walk,” she says, “but I think many women manage to do it.” Three-quarters of the students at Hostos are women, and many of the students Fisher teaches are single parents who have challenging social and economic lives. “Some ask for exceptions to be made for them, others for some kind of understanding,” she says. “But sometimes what they are asking for is not quite fair to the other students who have completed work while under strain.”

“It’s about the line between discipline and unleashed passion,” she says. When asked if holding on to integrity becomes more of an issue as women move up the leadership ladder, Fisher replies, “Yes, especially when you have more responsibility for guiding people other than yourself.”

Fisher is a life-long learner, bringing with her life’s lessons and inspirations from past experiences. She is inspired by the prospect that each day is a chance to empower others, which in turn empowers her. “I enjoy helping people connect with their strengths,” she says. “Acknowledging a weakness or limitation and making sense of it, perhaps learning from it, helps us to be better people in whatever we want to accomplish.”

Sometimes making the right decision isn’t easy. “I am very consultative in both my personal and professional lives,” she says. “If something happens and I feel unsure of myself, it doesn’t take me thirty seconds to reach out and ask somebody to help me think it through—either for practical advice or just to tell me what they are hearing me say as I struggle for clearer vision.”

Fisher has co-edited a collection of feminist essays that look at fiction with psychological theories of women’s development in mind. Her own essay in that collection (co-authored) is entitled “Fairy Tales, Feminist Theory and the Lives of Women and Girls.” About Grimm’s tales, Fisher says, “These portraits of mothers and daughters don’t reflect very well the reality of girls’ lives.” At the end of each tale, the girl is either alone with the prince or alone with her father and brother. All the adult women are gone. So, the message in the tales expresses the view that girls don’t need their mothers—or any extant female role model—very much.

(Cont. page 10)

“For women, in particular, it’s so easy to lose sight of what is important to us… under the pressure of trying to maintain all the different roles we are supposed to be good at—partners, parents, family members, caregivers, workers. It’s easy to lose sight of what really defines us as women, what we want to have define us, and the principles we want to live by.”

- Dr. Jerilyn Fisher,
Hostos Community College
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.

She pauses. "My message to women is to try to really listen to yourself, to pay attention to the small thoughts, to assign value to the meaningful moments and the attendant feelings, so you can build a sense of who you are that is not chameleon-like in relation to men, not 'helpless before the iron,' the evocative last lines from Tillie Olsen's short story, but instead a sense of self that is coherent, vibrant and steady."

For more information about the Outstanding Women Leadership series, contact Lee Riddell, ICCD, (607) 254-8260, or by email at Lee.Riddell@cornell.edu.