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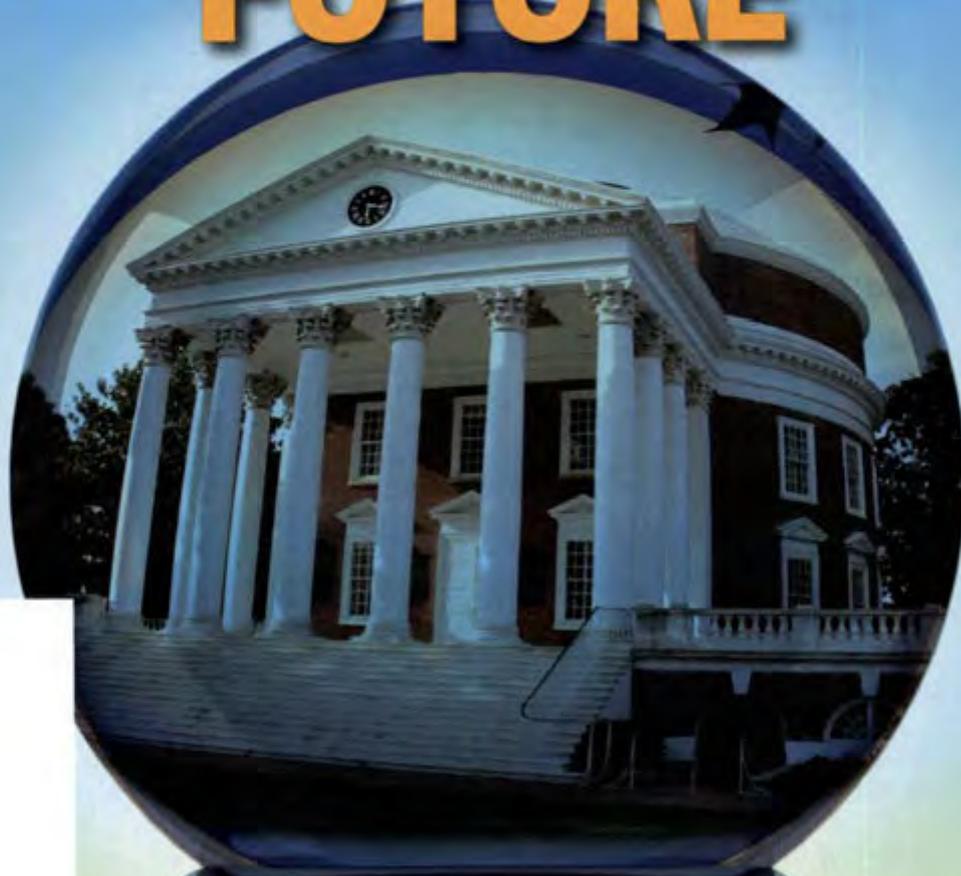


FACILITIES

manager

JAN/FEB 2011

INVENTING OUR FUTURE



INSIDE

Are We Listening
to Our Employees?

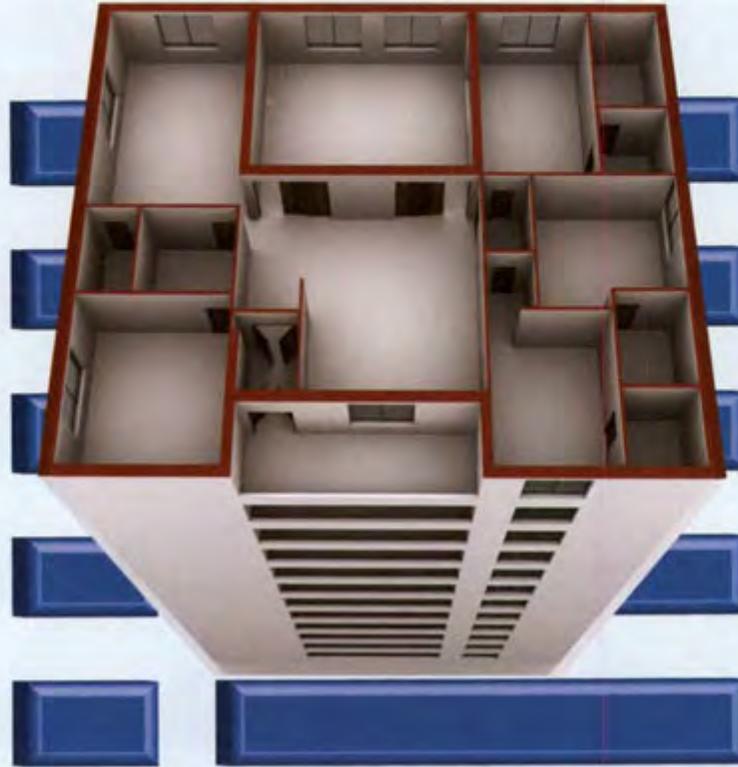
International Focus

A New Leadership
Column

2010 Thought
Leaders Report,
Part 2

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INVENTING OUR FUTURE

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Inventing Our Future

By Glenn Smith, Mary Vosevich, Michael O'Connor, Joe Whitefield, and E. Lander Medlin

To thrive in these revolutionary and difficult times, we must each accept a leadership role and a stewardship responsibility to ensure that we comprehend the forces around us, and become organizational agents of change who invent—not merely react to—our future.

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Hear Me, Oh Hear Me! Are We Listening to Our Employees?

By Darcy Loy

Listening is one of the most crucial skills that we as leaders need to possess but is often the most difficult to master. It takes hard work, concentration, and specific skill sets to become an effective listener. As facilities leaders we need to perfect the art of listening to our employees.

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International Focus: Highlighting APPA Members Worldwide

Compiled by Steve Glazner

While most APPA member institutions are located in the United States and Canada, there are also member institutions located internationally—from Australia and New Zealand to Southeast Asia to the Middle East and Europe. *Facilities Manager* will focus on our international members over the next several issues.

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APPA Thought Leaders Report 2010, Part 2

Assessing and Forecasting Facilities in Higher Education Including the Top Facilities Issues



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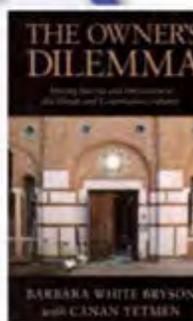
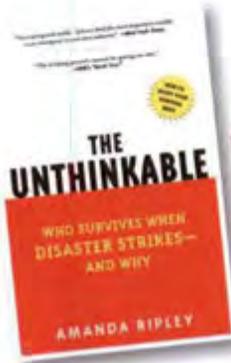
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2010 THOUGHT LEADERS REPORT PUBLISHED

The previous issue of *Facilities Manager* included Part 1 of our publication of the 2010 Thought Leaders report, *Assessing and Forecasting Facilities in Higher Education*. The November/December issue included the following sections:

- I – Executive Summary
- II – The Thought Leaders Series at Five Years
- III – A View of Higher Education in 2010

Toward the back of this issue you'll find Part 2 of the report, which includes:

- IV – Critical Facilities Issues
- V – Developing the Role of Senior Facilities Officers

APPA's 2010 Thought Leaders Symposium, sponsored in part by UGL Services, identified major issues confronting higher education (both current and projected), and further identified the top critical facilities issues. The wide-ranging results reflect the multiplicity of challenges facing higher education and the built environment:

1. Crafting an integrated strategic plan
2. Achieving financial sustainability
3. Creating change agents in facilities
4. Addressing regulatory compliance
5. Facing the challenge of changing demographics
6. Creating an environmentally sustainable and energy efficient campus
7. Managing the impact of technology; and
8. Addressing campus safety and security.

Visit www.appa.org/bookstore to download the 2010 Thought Leaders report or any of the previous reports since 2006. There is no cost to APPA member organizations.

...

INTRODUCING A NEW COLUMN

Some of you may remember Past President Val Peterson's Focus on Management column, in which Val shared stories and advice on matters of leadership and management. Most of his columns were collected in the APPA book *Communication is the Key*.

I am pleased to introduce a new leadership and management column in this issue of *Facilities Manager*. COIN Toss is written by Joe Whitefield and will explore a leadership framework building on the acronym COIN, which stands for Completion, Organization, Innovation, and being Nice.

Joe is the executive director of facilities services at Middle Tennessee State University. He is a professional engineer, and he holds a B.S. in mechanical engineering, an M.A. in economics, and is a graduate of the APPA Institute for Facilities Management and the College Business Management Institute.

In addition, Joe wrote the feature, "Deferred Capital Renewal as a Spoiler for Campus Programs," in the January/February 2010 issue, for which he won the 2010 Rex Dillow Award for Outstanding Article by APPA's Information and Research Committee.

We hope you enjoy Joe's column and the rest of this first issue of 2011. 🍀

Coming in March/April 2011

- Environmental Sustainability Theme
- Geothermal Energy
- Hanging On to Your RECs
- Much more

FACILITIES manager

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About APPA

APPA promotes leadership in educational facilities for professionals seeking to build their careers, transform their institutions, and elevate the value and recognition of facilities in education. APPA provides members the opportunity to explore trends, issues, and best practices in educational facilities through research, publications, professional development, and credentialing. Formerly the Association of Physical Plant Administrators, APPA is the association of choice for 5,200 educational facilities professionals at more than 1,500 learning institutions throughout the United States, Canada, and abroad. For more information, visit us at www.appa.org.

facilities digest

By Anita Dosik

APPA MEMBER FEEDBACK SURVEY

In an effort to best meet the needs of educational facilities professionals worldwide, APPA once again reached out to Stratton Research, an independent research company, to conduct a member survey this past October 2010.

The confidential survey was conducted to better define the roles, responsibilities, and areas of focus for APPA International, the six regions, and its myriad chapters as well as to get candid feedback on benefits, programs, and services APPA members receive from each of these organizations. This information will provide valuable input into APPA's strategic planning effort over the course of the next few months. A special strategic planning group met in December to discuss the findings and make recommendations to APPA's executive committee.

Look for the results of the survey in the March/April 2011 issue of *Facilities Manager*.



APPA'S BODY OF KNOWLEDGE – A GREAT VALUE FOR YOUR INSTITUTION

Imagine having the most authoritative and up-to-date information on the practice of educational facilities right at your fingertips.... 24 hours, seven days a week.... and made available online to you and every staff member at your institution.

APPA's online Body of Knowledge provides your entire facilities organization with instant access to practical guidance, best practices, and proven solutions from the educational facilities profession's most respected and recognized leaders.

APPA members can enjoy this benefit (a 12-month subscription) at the member price of \$199 per institution. This one low subscription price provides online access to your entire staff. Second year renewals cost only \$108.

- Latest practices, recommendations, and professional guidance from over 60 subject matter experts (leading educational facilities professionals).
- Nearly 60 chapters of online content updated regularly, and offering you only the most up-to-date information and practices.
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- Online access to EVERYONE in your facilities department for one low subscription price of \$199 for 12 months (for APPA members only).
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www.appa.org/bok

BOK

Body of Knowledge



SAVE THE DATE JULY 16-18, 2011
APPA 2011 ATLANTA, GA

DEADLINE FAST APPROACHING: 2011 AWARD NOMINATIONS DUE JANUARY 31, 2011 FOR APPA EFFECTIVE AND INNOVATIVE PRACTICE AWARDS

Nominations are now being accepted for APPA's 2011 institutional and individual awards. Winning entries will receive special recognition at APPA's annual conference and in *Facilities Manager* magazine. The awards are:

- **Award for Excellence:** Recognizes and advances organizational excellence in the field of educational facilities.
- **Effective and Innovative Practices Award:** Recognizes programs and processes that enhance service delivery, lower costs, increase productivity, improve customer service, generate revenue, or otherwise benefit the educational institution.
- **APPA Fellow:** Recognizes specific individual accomplishments to date and expectations for continued involvement in APPA's leadership program through research and mentoring.
- **Meritorious Service Award:** Recognizes an individual's significant, lifelong contributions to the profession of education facilities management.
- **Pacesetter Award:** Encourages further participation in APPA among those who have already made significant contributions at the regional or chapter level.

The nominations and application deadline is **January 31, 2011**.

Learn more at <http://www.appa.org/recognition>.

Apr 3-5 6th Annual Smart and Sustainable Campuses Conference, College Park, MD

Apr 3-7 Leadership Academy, Asheville, NC

Apr 8 CEFP Examination, Asheville, NC

Apr 8 EFP Prep Course, Asheville, NC

Apr 8 or 9 EFP Examination, Asheville, NC

Jul 16-18 APPA 2011, Atlanta, GA

REGION/CHAPTER EVENTS

Feb 16-19 CAPP Tech, San Antonio, TX

Mar 2-3 NCAPPA 2011 Conference, Raleigh, NC

Sep 12-14 RMA 2011 Regional Conference, Regina, SK, Canada

Sep 23-28 CAPP 2011 Regional Conference, Springfield, MO

Oct 2-5 ERAPPA 2011 Regional Conference, Halifax, NS, Canada

Oct 7-13 MAPPA 2011 Regional Conference, Cincinnati, OH

Oct 16-18 PCAPPA 2011 Regional Conference, San Francisco, CA

Oct 16-18 SRAPPA 2011 Regional Conference, Jackson, MS

OTHER EVENTS

Feb 22-25 IDEA's 24th Annual Campus Energy Conference: Cleaner Energy, Greener Campus, Miami, FL

For more information or to submit your organization's event, visit www.appa.org/applications/calendar/events.cfm.

EARN THE EDUCATIONAL FACILITIES PROFESSIONAL ACCREDITATION

Upcoming EFP prep course and exam to be held April 8-9 in Asheville, North Carolina.

The Educational Facilities Professional Credential (EFP) helps you get credit—and accredited—for all your hard work and establishes a standard for professional practice in the field of education facilities management. It shows that you know the standards and best practices, ideas, and principles that contribute to creative and sound decisions and demonstrates you have the ability to perform research-backed stewardship. The exam for the EFP Credential covers APPA's four core competency areas for facilities professionals:

- General Administration and Management
- Operations and Maintenance
- Energy, Utilities, and Environmental Stewardship
- Planning, Design, and Construction

To obtain more info, visit <http://certification.appa.org/> or contact Christina Hills at christina@appa.org.

WEBSITE ENHANCEMENTS - YOUR DIRECT LINK TO APPA & E&I

Looking for more information about APPA's partnership with E&I Cooperative Purchasing? Wondering what facility-related contracts are available to you through E&I?

Your questions have been answered.

The APPA website has been enhanced to include important information about our work with E&I, and how this relationship benefits you.

APPA and E&I have teamed up to help increase the time and cost savings available to our members. We've created a Facilities Strategy Team that has been hard at work preparing and reviewing RFPs for the particular commodity areas that are most important to you. All of this information, including specific details about the contract savings

available, is just a click away.

All you've got to do is visit our homepage at www.appa.org and click on the www.eandi.org/appa link. It's that easy. The information will be updated as the team continues to make progress.

The APPA members of the team are Executive Vice President Lander Medlin and Past Presidents Bill Elvey, University of Texas Dallas, and Maggie Kinnaman, APPA Fellow.

APPA and E&I look forward to providing increased benefits to our members. We hope you'll check back regularly.



Lower Costs for Higher Ed

STAFF CONTACT INFORMATION

Contact APPA's staff for any questions regarding membership, programs, or publications via phone or e-mail.



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Chief staff officer of the association. Contact for the Facilities Management Evaluation Program (FMEP). Serves as staff liaison to the Board of Directors, the Executive Committee, and to the RMA region.



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Associate Vice President, ext. 248
Provides management oversight for APPA programs, administrative support, and assists the Executive Vice President in general association management. Staff liaison to the ERAPPA and CAPPa regions, the Membership Committee, and the Code Advocacy Task Force.



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Directs book, periodical, and research development, including the BOK (Body of Knowledge). Editor of *Facilities Manager* and *Inside APPA*. Staff liaison to the SRAPPA region, Information and Research Committee, the Center for Facilities Research (CFaR), and the BOK Editorial Board.



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Directs APPA's professional development programming initiatives through the Supervisor's Toolkit, Institute for Facilities Management, Leadership Academy and Annual Meeting. Coordinates corporate development opportunities through the APPA's tradeshow and sponsorship initiatives. Staff liaison to the MAPPA region and the Professional Development Committee.



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Manages APPA's credentialing and certification effort, including the Educational Facilities Professional (EFP) and Certified Educational Facilities Professional (CEFP). Primary responsibility for the annual Facilities Performance Indicators (FPI) survey and report. Staff liaison to the Credentialing Board and the Professional Affairs Committee.



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Supports general administrative functions. Coordinates the Facilities Management Evaluation Program (FMEP). Works with the APPA Board of Directors and Executive Committee.



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Manages logistics for APPA conferences/events and serves as liaison with business partners seeking to exhibit at APPA's annual conference. Supports professional development marketing activities, as well as membership and product sales initiatives.



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Manages membership recruitment and retention, new member inquires, invoicing, and other customer service questions. Maintains accuracy of APPA's member records database; provides outreach support for regional and chapter events and projects.

APPA RESOURCE REFERENCE **guide**

CAREER DEVELOPMENT:

APPA Annual Conference: Designed to provide continuing education for facilities professionals across their career. A three-day conference featuring educational programs, networking opportunities, and access to exhibits.

Contact: Suzanne Healy, suzanne@appa.org, ext. 233
<http://www.appa.org/training/APPA2011/index.cfm>

Supervisor's Toolkit: Increases the productivity and effectiveness of front-line supervisors.

Contact: Suzanne Healy, suzanne@appa.org, ext. 233
<http://www.appa.org/training/toolkit/campus.cfm>

Institute for Facilities Management: A week-long program that provides comprehensive education in the fundamental skills needed to successfully manage a facilities operation.

Contact: Suzanne Healy, suzanne@appa.org, ext. 233
<http://www.appa.org/training/institute/index.cfm>

Leadership Academy: A four-track learning opportunity emphasizing different perspective and type of leadership skills.

Contact: Suzanne Healy, suzanne@appa.org, ext. 233
<http://www.appa.org/training/academy/index.cfm>

Senior Facility Officers Summit: Specifically designed for educational facilities professionals who have full institutional responsibility for general administration and management.

Contact: Suzanne Healy, suzanne@appa.org, ext. 233
<http://www.appa.org/training/sfo/index.cfm>

CREDENTIALING:

EFP: This program confirms your achievements and illustrates your basic, fundamental understanding of what it takes to create and maintain a safe, functional, and inspiring working environment.

Contact: Christina Hills, christina@appa.org, ext. 244
<http://credentialing.appa.org/>

CEFP: This program is for the more experienced facilities professional and demonstrates mastery and professional competence of the knowledge and skills needed by senior educational facilities professionals.

Contact: Christina Hills, christina@appa.org, ext. 244
<http://credentialing.appa.org/>

BENCHMARKING AND RESEARCH:

FMEP: Program provides institutions with an in-depth, peer-directed evaluation of their campus and facilities operations.

Contact: Holly Judd, holly@appa.org, ext. 234
<http://www.appa.org/FMEP/index.cfm>

FPI: An annual collection and reporting of data related to educational facilities that provides data for an integrated research information database.

Contact: Christina Hills, christina@appa.org, ext. 244
<http://www.appa.org/research/fpi/webinar.cfm>

Center for Facilities Research (CFaR): Provides educational facilities professionals and other administrators and students with support and encouragement for independent research that will lead to improved education management practices.

Contact: Steve Glazner, steve@appa.org, ext. 236
<http://www.appa.org/Research/CFaR/index.cfm>

OTHER RESOURCES:

Facilities Manager Magazine: Bimonthly magazine, FM offers solutions for management and technical problems, timely feature articles, association news, book reviews, and more.

Contact: Steve Glazner, steve@appa.org, ext. 236
<http://www.appa.org/FacilitiesManager/index.cfm>

Body of Knowledge (BOK): Provides your entire facilities organization with online access to practical guidance, best practices and proven solutions from the educational facilities profession's most respected and recognized leaders. The foundational content for APPA Institute and Credentialing programs.

Contact: Steve Glazner, steve@appa.org, ext. 236
<http://www.appa.org/BOK/index.cfm>

Thought Leaders Series: Promotes dedicated discussions on the future of higher education and the impact of that future on educational facilities.

Contact: Steve Glazner, steve@appa.org, ext. 236
<http://www.appa.org/tools/measures/tls.cfm>

JOB EXPRESS/RESUME BANK:

This is a unique Web-based service for educational facilities professionals and employers. List facilities management position openings at colleges and universities, museums, K-12 schools, and other institutions. *Job Express* is updated weekly to ensure that only the most current information on available positions is posted. *Resume Bank* is a searchable database of resumes posted by interested job candidates. This service is an excellent recruitment tool for member institutions in need of skilled, experienced facilities professionals and a valuable resource for those seeking to progress in their profession.

Contact: Steve Glazner, steve@appa.org, ext. 236
<http://www.appa.org/jobexpress>

ADVERTISE YOUR POSITION OPENINGS IN JOB EXPRESS

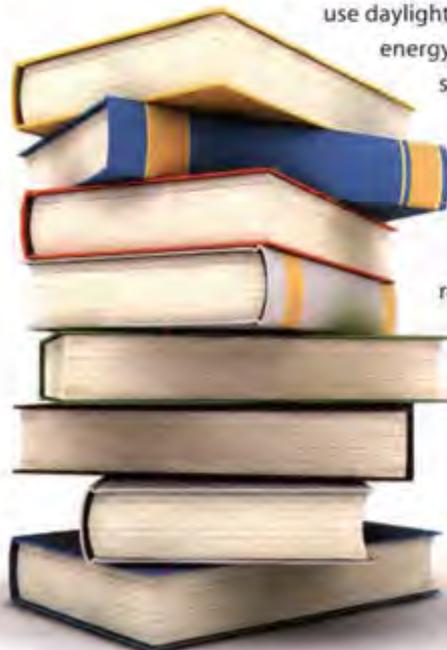
If you are looking for a highly qualified pool of candidates for a facilities management opening, Job Express can help you. Your ad will be posted online where it can be seen by thousands of facilities professionals who access APPA's website. The Job Express audience consists of professional facilities managers in top executive level positions, individuals who are retiring from the military with extensive facilities and engineering experience, graduates of APPA's Institute for Facilities Management, and members who have earned the EFP certificate.

Job Express gives you market exposure through its online postings. All ads appear in one format for one low cost and are hosted online for eight weeks! Add e-mail and website links so that applicants can reach you at the click of a button. To find out more, go to <http://www.appa.org/jobexpress>.



HISTORIC CHANGES TO COMMERCIAL BUILDING ENERGY CODES WILL DRIVE ENERGY EFFICIENCY, EMISSIONS REDUCTIONS

Local and state building code officials have approved a package of revisions to the commercial section of the 2012 International Energy Conservation Code (IECC) that represent the largest single-step efficiency increase in the history of the national, model energy code. The changes mean that new and renovated buildings constructed in jurisdictions that follow the 2012 IECC will use 30 percent less energy than those built to current standards. The 2012 IECC contains many important, first-ever technical features including a new section on commissioning, pathways to use daylighting, and options for the use of on-site renewable energy. It will be published in April 2011 for adoption by state and local agencies. Learn more: <http://www.aia.org/press/AIAB086446>.



TAKE YOUR CAREER A STEP FURTHER WITH CEFP CERTIFICATION

Beyond the EFP Credential level, the Certified Educational Facilities Professional (CEFP) designation denotes the highest level of educational facilities mastery, elevating the credibility of the individual who holds the certification and the institution their certified professional represents. Learn more by visiting http://certification.appa.org/cefp_home.cfm or by contacting Christina Hills at christina@appa.org.

COMING THIS YEAR! FULLY UPDATED GUIDELINES TRILOGY

A dedicated group of educational facilities professionals is currently deep into the work of revising and updating APPA's popular series of guidelines publications on custodial, grounds, and maintenance operations.

Serving as editor-in-chief is **Alan Bigger**, APPA Fellow, past APPA President, and retired in 2009 after years of service at Earlham College, the University of Notre Dame, and the University of Missouri. Alan is accompanied on this project by three capable and knowledgeable professionals who serve as the chairs of the respective task forces responsible for each of the three books:

- **Casey Wick**, Hamilton College – custodial
- **Tom Flood**, Elon University – grounds
- **Tom Becker**, Philadelphia University – maintenance

The July/August issue of *Facilities Manager* will focus on the new guidelines. The target for release of the new editions is mid-year 2011.



HBCUs: Getting Them and Keeping Them

By Santianna Stewart

In the year 2011, it still amazes me that the acronym "HBCU" is not a widely familiar term. It is also puzzling that the meaning behind it is just as unfamiliar. So what does the acronym H.B.C.U. mean exactly?

Historically Black Colleges and Universities are institutions of higher education in the United States that were established before 1964 with the intention of serving the black community.

With a rich and incredible history dating back to the post-Civil War era, HBCUs have grown to about 105 institutional campuses across the country in a span of 150 years. However, with all of its past trials and tribulations and the constant struggle of equality and dignity, HBCUs now face a new selection of challenges.

One of those challenges is funding and development. Most of these learning institutions rely strongly on student tuition, government programs, and foundation contributions to sustain operation. These revenue sources can prove to be unreliable, thus leaving HBCUs financially exhausted. Various campus projects – including management of the facilities – are often put on the back burner for more urgent and pressing issues such as accreditation and student enrollment.

APPA OFFERINGS

APPA offers a wide selection of resources that would prove beneficial to the facilities officers employed at HBCUs. Whether it's the Supervisors Toolkit, the Institute for Facilities Management, or the Leadership Academy, the facilities professional can gain the knowledge to handle nearly every facilities need.

- The **Supervisors Toolkit** training is designed to meet the needs of the

facilities management professional and specializes in supervisory-level leadership development. Any strong profession cannot grow and develop without strong and knowledgeable leadership in place on the front lines. Also, most Toolkit training is offered at the regional level, which can prove to be geographically and financially friendly for those institutions with limited means to travel.

- The **Institute for Facilities Management** provides a superior education to mid-level facilities managers in their related fields of work. Leadership training is instrumental at all levels of the facilities management profession to ensure best practices are being implemented in the maintenance and upkeep of the campus facilities.
- The **Leadership Academy** enhances and furthers development of leadership throughout the educational industry.

The **Facilities Performance Indicators report (FPI)** and **Facilities Management Evaluation Program (FMEP)** both empower and equip institutions with vital data as well as operations and performance measurement tools to successfully continue to align with the institutions' overall mission and vision.

For more information on these valuable APPA programs and services, please visit our website at www.appa.org.

ESTABLISHING CONTACTS

Not only does APPA offer professional development courses and benchmarking tools, it also serves as a "hub" for peer institution networking and an opportunity for making professional contacts. Building personal and professional relationships within a respective industry welcomes the exchange of ideas and solutions to com-

mon problems. This is where the APPA e-mail discussion lists can be extremely helpful. They facilitate a networking link for educational facilities professionals to pose questions to their peers on common facilities problems and issues.

INVOLVEMENT

A possible strategy could be to have existing APPA HBCU members reach out and help spread the word on the benefits of APPA membership, and how the association has made an impact within their own institution. Engaging peers at this level could prove to be an effective means of getting these schools on board to become involved with APPA.

However, HBCUs continue to make up a very small percentage of the APPA institutional membership. Why is this? Could financial strain be to blame? Subpar outreach attempts? Or could it possibly be these schools simply do not see themselves reflected or represented in the membership? Whatever the case, the message needs to be conveyed that an association such as APPA exists and is sensitive to the needs and hardships that all institutions face, be it financial or not. APPA is an all-inclusive institutional facilities management organization that strives for excellence not only as an association, but most importantly to support our members.

For a list of non-member HBCU institutions or for more information on how you can become involved with future recruitment initiatives, please send an e-mail to santianna@appa.org. 

Santianna Stewart is APPA's membership and outreach manager; she can be reached at santianna@appa.org. This is her first article for *Facilities Manager*.

The COIN Framework

By Joe Whitefiled

Leadership is about taking people and organizations from one place to another. These journeys are typically necessary and often difficult. Leaderless journeys can be described as drifting - casually moving with no direction, or stampeding - a high energy sprint with no direction. Either way, they are an accident waiting to happen. Leaders have the privilege of serving others by providing vision and direction, an initial plan to get there, and the course correction techniques required to stay on the proper course. Leadership calls on the best qualities of someone to establish priorities, understand the trade-offs, and head up the endeavor. To that end, leadership development is itself a journey.

• • •

Managers everywhere often struggle with the management-leadership balance in serving their organizations. Let's review. Management is a logical approach to decision making and problem solving. It typically involves appropriating the proper resources (money, materials, and manpower) to the task. We use terms like effective, efficient, and compliant when assessing this practice.

Leadership, on the other hand, involves moving people from one place to another and inspiring them to engage in and contribute to the process and not simply be spectators. Leadership requires an emotional connection between individuals and thus draws on personal qualities such as trust, competence, supportiveness, encouragement, and even humility. Managers must lead people and manage processes. This sounds simple enough. But, like many things,

simple is not always easy. Management and leadership will be forever intertwined in spite of their distinctness.

Higher education institutions need both the effectiveness and compliance outcomes that come from good management and the innovation and excellence that comes from inspiring leadership. Facilities managers seeking to improve their organizations should begin with accessing their ability to recognize the difference in management and leadership situations. Certain situations call for applying management techniques, others call for applying leadership skills, and still others call for a mixture of both. I contend that good leaders are better at this recogni-

LEADERSHIP REQUIRES AN EMOTIONAL CONNECTION BETWEEN INDIVIDUALS AND THUS DRAWS ON PERSONAL QUALITIES SUCH AS TRUST, COMPETENCE, SUPPORTIVENESS, ENCOURAGEMENT, AND EVEN HUMILITY.

tion/response process than mediocre leaders — great leaders are even better than good leaders.

The management-leadership balance is better understood when you consider the nuisances of authority as they relate to management and leadership. Positional authority is a product of one's organizational rank. Direct reports follow their supervisors' directives as a requirement of the position. Failing to do so could result in a negative consequence or disciplinary action.

Decisions and directives motivated from positional authority contribute

to a culture of compliance — standards are met or not and punishments/rewards are handed out or not. This often requires much more management than leadership. Conversely, personal authority is a product of one's ability to influence and guide others without the disciplinary stick. Decisions and directives motivated from personal authority contribute to a culture of excellence.

Individuals and team members often have a greater sense of ownership and care for the quality of the finished product. Doing the minimum to meet a standard is replaced with doing the best you can. Leadership is required more than management because teamwork and cooperation are not mandated by

organizational rank or position. There are times when positional authority, appropriately exercised, is the best means to accomplish the task. However, personal authority is the key to strong leadership and should be exhibited and drawn upon as much as possible. In fact, personal authority can be, and often should be, exercised extensively by a person with positional authority in a given situation.

So, commit to improving these areas of competency for yourself. Commit to help others in your organization improve these areas too. To assist with this struggle

and the commitment to improve, let me recommend an organizational framework. It draws on four broad areas of an organization's culture. It can assist the facilities manager with leadership/management assessments and appropriate responses. This framework is summarized with the acronym **COIN**: *Completion, Organization, Innovation*, and being *Nice*.

Completion speaks to an individual's and organization's ability to get things done by finishing the task(s). Facilities management departments are "can do" by nature and design. However, we often think of this in terms of time driven, compliance-oriented activities only. The ability to get things done has a hidden value in that it can produce energy for the people doing the work. Completing tasks, or sometimes simply seeing the finish line, is a great motivator for people. And motivation is jet fuel for organizations and teams.

Organization speaks to the alignment of assets, resources, and personnel to accomplish the work. Being organized is important to accomplishing goals and objectives effectively and efficiently. Processes and systems should help, not hinder, people in performing their work. Systems with too much dependency and too many variations create drag and inefficiencies leading to subpar work and demotivated or frustrated employees. Improved organization can turn the negatives around.

Innovation speaks to the critical thinking skills and creative contributions of people to make things better. Look for ways to break the cycle of "routineness." Invitations to innovate can inspire people to engage and contribute. Not only can this lead to great ideas to be implemented, it can also lead to an improved atmosphere for the routine work that remains.

Nice speaks to the culture of respect and civility that encourages positive interactions between peers, coworkers, customers, and business partners. It creates a positive environment and enhances the unspoken/unwritten emotional contracts that are vital to personal leadership. It also works best if it is authentic — it is kind of hard to fake.

These statements only scratch the surface of these organizational issues. Consider your experiences within each of the COIN areas. How have they affected the overall effectiveness of your organization and the management-leadership balance. 

Joe Whitefield is executive director of facilities services at Middle Tennessee University, Murfreesboro, TN. He can be reached at jwhitef@mtsu.edu.



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2010 REGIONAL REPORTS

If you missed your regional conference last fall, this annual report will update you on what happened at the 2010 regional meetings.

APPA's six regions serve member institutions across the United States and Canada. They function independently from international APPA and offer their own educational programs, annual meetings, publications, and other benefits. Each region also maintains its own set of officers, committees, and activities.

Participating in regions and state and local chapters is a great way to become active with APPA. Many APPA board and committee members began their service at a regional meeting.

CAPPA
ERAPPA
MAPPA
PCAPPA
RMA
SRAPPA

For more information visit www.appa.org/regions/index.cfm

CAPPA Central Region

Ted Weidner
CAPPA President
University of Nebraska – Lincoln

The University of Nebraska – Lincoln hosted CAPPA 2010 at the Cornhusker Hotel and Conference Center with the theme *Sowing Seeds for the Future*. Nebraska hospitality was on display with apparent success. Attending with the CAPPA Higher Education and Business Partner members were John Bernhards, APPA associate vice president, and Polly Pinney, APPA past president.

The Sunday evening events started with the opening of the Exhibit Hall which overflowed with exhibits from our business partners. On Monday, we listened to Tom Osborne, Nebraska Athletic Director, former coach, and Congressman, talk about leadership. Educational sessions followed with tracks on leadership, energy, operations, and construction. Presenters included business partners, members, and professionals from other fields.

Spouses and guests visited the Homestead National Monument located at the first 160-acre grant issued following the Homestead Act of 1862—one of four major acts of 1862 that spurred growth in the 19th century U.S. They also visited the International Quilt Study Center and museum, housed at the University of Nebraska, with its large collection of historic and unique quilts. The museum was the inspiration for several CAPPA members to fabricate a quilt and quilt rack which were raffled; the proceeds were donated to a local homeless shelter. Other events included a Monday night banquet at the Strategic Air Museum dining among dozens of planes, jets, and rockets from World War II to the present; a



Saturday evening football game with South Dakota State University; Sunday morning golf, visit to the Omaha Zoo, or tours of an extensive auto collection and large aircraft maintenance operation.

Tuesday evening's banquet saw distribution of awards to: David Gronquist, Kansas State University; Tom Lee, Southeast Missouri State University; and Larry Lundholm, Oklahoma State University for Meritorious Service; Tom Lee won the Newsletter Award for his article *CAPPA POO*; Tom Dodgen, Texas Lutheran, and Lalo Gomez, Alamo Colleges, won the Distinguished Member Awards; and J. B. Messer, Oklahoma City Community College and Doug Riat, University of Kansas, received the President's Award. Officer installation took place at the annual business meeting Wednesday morning.

In addition to the conference, additional education programs were offered. The Supervisor's Toolkit was led by Steve McClain with Deen Poopola and Glen Haubold. For the first time at a regional meeting, APPA's Leadership Academy Track 1, was offered under the tutelage



Left: CAPPA 2010 attendees on the stairs at the Cornhusker Marriott Hotel. Above: Installation of the new CAPPA officers.

(and energy) of Lander Medlin. Both programs were a success.

2010-2011 CAPPA Officers:

President: **Ted Weidner**,
University of Nebraska – Lincoln
1st Vice President: **Bob Eckels**,
Missouri State University
2nd Vice President: **Shelton Riley**,
Texas Christian University
3rd Vice President: **David Irvin**,
University of Houston
Immediate Past President: **Larry Zitzow**,
University of North Dakota
Senior Representative: **Mike Johnson**,
University of Arkansas – Fayetteville
Junior Representative: **J. B. Messer**,
Oklahoma City Community College
Treasurer: **Sue-Anna Miller**,
University of Oklahoma
Secretary: **Kathy Reynoldson**,
Nebraska Wesleyan University
Professional Development: **Doug Riat**,
University of Kansas
Information Services: **Terry Major**,
Southeast Missouri State University
Membership: **Tom Lee**,
Southeast Missouri State University
Newsletter Editor: **Vickie Younger**,
Missouri State University
Historian: **Art Jones**,
Black Hills State University
APPA Liaison: **John Bernhards**, APPA

ERAPPA Eastern Region

Beth Clark
ERAPPA Vice President
for Annual Meetings
Pennsylvania State University

More than 500 participants – with 113 educational institutions represented – attended the 2010 ERAPPA Annual Meeting in Pittsburgh, Pennsylvania from October 3 – 6. The conference theme was "Forging Our Future," which played off Pittsburgh's long history as a steel town while focusing on the innovation and change permeating our industry. Keynote speaker Erik Wahl wowed the audience with his program, "The Art of Vision." His live dynamically choreographed paintings and inspirational message brought a standing ovation at the conclusion of his presentation. Plenary speaker John Mahaffie, a futurist, offered his perspective on the changes and challenges he anticipates for our industry.

The 2010 conference was hosted by the Keystone Chapter under the leadership of Greg Scott and Doug Miller. The host committee sought to deliver an engaging, educational, inspiring, and enjoyable program of professional development, networking, and entertainment opportunities. To this end, the host committee provided a five-track professional development program, a Hall of Resources with numerous networking opportunities, and memorable entertainment, including a one-two punch Tuesday night from The Three Waiters and musical comedian Mark Eddie.

There were five Board members elected at the meeting. Greg Scott (Penn State University) was elected President-Elect, Greg Clayton (University of



Left: ERAPPA Presidents: Past, Present, and Future. **Middle:** The Three Waiters whipped the ERAPPA crowd into a napkin-waving frenzy at the Tuesday night banquet. **Right:** Keynote speaker Erik Wahl captivated the Monday morning audience with his combination of art and inspiration.

Prince Edward Island) was reelected Vice President for Membership, Michelle Frederick (American University) was reelected Vice President for Professional Development, Beth Clark (Penn State University) was elected Vice President for Annual Meetings, and Kevin Mann (Salisbury University) was reelected Secretary. They join ERAPPA President Terry Pellerin (Worcester Polytechnic Institute), Vice President for Chapter Affairs Dale Debois (Colby College), Vice President for Technology and Communications Dan Gearan (University of Southern Maine), Treasurer Lou Dursi (Halifax Regional Municipality), and Past President Keith Woodward (Quinnipiac University) to make up the 2010-2011 ERAPPA Board of Directors.

At the Awards Banquet, recognition was bestowed upon ERAPPA scholarship recipients, APPA award recipients, and the APPA Supervisor's Toolkit and EFP participants. ERAPPA Certificates of Appreciation and Merit were awarded to Committee Members, Host Committee Chairs and Members, and Past Chapter Presidents.

Terry Pellerin (Worcester Polytechnic Institute) assumed the role of ERAPPA President at the end of the Annual Meeting. Pellerin detailed his plan to implement an internship program within

ERAPPA to attract and retain young professionals at our institutions.

The 2010-2011 ERAPPA Officers

- President, **Terry Pellerin**,
Worcester Polytechnic Institute
President – Elect, **Greg Scott**,
Pennsylvania State University
Past President, **Jim Barbush**,
Pennsylvania State System of HE
Vice President, Professional Development,
Michelle Frederick, American
University
Vice President for Membership,
Greg Clayton, University of Prince
Edward Island
Vice President for Annual Meetings,
Beth Clark, Pennsylvania State
University
Vice President for Technology and
Communications, **Dan Gearan**,
University of Southern Maine
Vice President for Chapter Affairs,
Dale Debois, Colby College
Secretary, **Kevin Mann**, Salisbury
University
Treasurer, **Lou Dursi**, Halifax Regional
School Board
Senior APPA Representative, **Keith
Woodward**, Quinnipiac University
Junior APPA Representative, **Terry
Pellerin**, Worcester Polytechnic Institute
APPA Liaison, **John Bernhards**, APPA

MAPPA Midwest Region

Gail Riese
MAPPA Newsletter Editor
Purdue University



Left: Supervisor's Toolkit trainers Randy Sutherland (seated far left, Indiana University), Phyllis Gillis (standing left, Illinois State University), and Tom Fallwell (standing front right, Indiana University) congratulate Supervisor Toolkit graduates. **Right:** Past President Chuck Scott welcomes Special Olympics Illinois athletes (left) John Garlock and Brendan Swinn.

The 2010 MAPPA Educational Conference and Annual Meeting was held October 3-7 at the i wireless Center in Moline, Illinois. The meeting was co-hosted by Western Illinois University and Augustana College. The 340 participants hailed from 140 colleges, universities, and businesses throughout the Midwest. Fourteen attendees participated in a 4-day Supervisor's Toolkit training session, five completed an APPA Educational Facilities Professionals (EFP) preparatory course, and three MAPPA members took the EFP exam. This year's educational programming also included two days of networking and information exchange for 25 Big Ten and Friends Building Service Administrators.

Opening day activities included a golf outing at the TPC Deere Run. The evening program featured a reception for first-time attendees and a general welcome session at the John Deere Pavilion.

Monday keynote speaker Walt Stasinski was followed by concurrent educational sessions. Afterward, attendees visited with our business partners at 51 exhibitor booths. Large and small school roundtable exchange sessions concluded Monday's program.

During Tuesday morning's breakfast, Outgoing MAPPA President Chuck Scott (Illinois State University) presented a Presidential Service Award for outstanding contributions to Ed Choklek, a business partner with FGM Architects. Outgoing President Scott then introduced Cathy Betar, area director for Special Olympics Illinois – this year's conference charity. After a unanimous vote, Brandon Bas-

well (Michigan State University) and Art Chonko (Denison University) were elected President-Elect and Treasurer, respectively.

At the evening banquet, incoming MAPPA President Ruthann Manlet (University of Minnesota) addressed members and challenged them to be engaged in the coming year and to help steer the organization by becoming leaders and mentors.

Outgoing President Chuck Scott expressed his appreciation to colleagues for their support during his term in office and specifically recognized John Ott for his mentoring guidance and support and wished Ruthann Manlet well in her upcoming presidential term. He presented a presidential crown and scepter to Incoming President Ruthann Manlet. He recognized outgoing MAPPA Board Members Fred Plant (Valparaiso University) and Greg Fichter (Indiana University) for their contributions and presented Presidential Service Awards to Charles Darnell (Western Illinois University) and to Phyllis Gillis (Illinois State University).

Glenn Smith, APPA Vice President for Professional Development, presented Christine Douglas (University of Iowa) with the APPA President's Unsung Hero Award for her loyal dedication and commitment to MAPPA and APPA. He also congratulated past APPA President Chris Ahoy (Iowa State

University retiree, not present) for having received the MAPPA Meritorious Service Award and MAPPA Membership Chair Kristie Kowall (Illinois State University) for having received the Pacesetter Award.

The 2010-2011 MAPPA officers

President, **Ruthann Manlet**,
University of Minnesota
President-elect, **Brandon Baswell**,
Michigan State University
Past President, **Chuck Scott**,
Illinois State University
Secretary, **Kris Ackerbauer**,
University of Wisconsin-Madison
Treasurer, **Art Chonko**, Denison College
Senior Regional Representative, **Chuck Scott**,
Illinois State University
Junior Regional Representative, **John Ott**,
Ohio State University
Information and Research, **Jeri King**,
University of Iowa
Professional Development, **Doug Greenwood**,
University of Minnesota-Duluth
Membership, **Kristie Kowall**,
Illinois State University
Awards and Recognition, **Charles Darnell**,
Western Illinois University
Professional Affairs, **Jerry Carlson**,
Butler University
APPA Liaison, **Suzanne Healy**, APPA

PCAPPA Pacific Coast Region

Robert Quirk
PCAPPA Senior Regional
Representative
California State University/
Long Beach

The 59th Annual PCAPPA Conference and Board meeting held in Seattle, Washington was much more than a successful interchange among professional colleagues, it epitomized what facilities leaders are all about. Why was the host committee able to attract nearly 200 attendees from over 50 western institutions, 8 states, and attendees from Canada, China, and Australia, along with 115 business partners occupying 43 booths in such poor economic times? Because Tony Guerrero from the University of Washington/Bothell and his conference planning team showed the characteristics of what makes great leaders: vision, ingenuity, tireless work, passion, and concern for the profession they love. They garnered support, trust, and respect from a wide spectrum of stakeholders, taking appropriate risk and never wavering from the commitment.

This is what great leaders do. They overcome tremendous odds and make things happen when others are not able to. This is what PCAPPA is about! Individuals working together and giving unselfishly as a team, so the membership can drive positive change for the future, be leaders in their field, and ultimately provide a higher level of service to their educational institutions.

The exceptional, timely, and informative general and breakout sessions, campus and city tours, as well as the evening

activities helped to bond solid and lasting relationships among the attendees. The PCAPPA 2010 Conference was an official Carbon Balanced Event. Through a partnership with EarthEra, and other business partners, and the latest in sustainable technology and practices, this conference is helping us transition to a greener and cleaner energy future. Carbon footprint associated with attendees travel, hotel rooms, and event space was offset by program revenue that will be put toward new, renewable energy facilities.

The momentum and collaboration are already in full swing for the 60th annual conference in San Francisco next fall. Strategic partnerships have been made with other key groups, and suddenly, the future looks a little brighter. Robert Andrews, director of facilities management, and the campus of California State University East Bay, home of President Mo Qayoumi, who received the APPA Fellow award in Boston this summer, is the host!

Skillful and thoughtful management of the PCAPPA budget has allowed for the flexibility needed to continue with cutting edge training and business development to meet the emerging needs. Now is *not* the time stop training or looking for advances in technology. Now is the time for leaders to step up to the plate and show us the way to deal with some of the new realities!

2010-2011 PCAPPA Officers:

President and Professional Development Chair, **Kathleen Schedler**, University of Alaska, Fairbanks
President – Elect, **Tony Guerrero**, University of Washington, Bothell
Secretary and Treasurer, **Brian Worley**, Claremont McKenna College
APPA Senior Representative, **Tony Ichsan**, Santa Rosa Junior College
APPA Junior Representative, **Robyn Pierce**, Portland State University
Vice President Annual Meeting, **Bob Andrews**, California State University, East Bay
Awards Chair, **David Hobbs**, Portland State University
Membership Chair, **John Wong**, British Columbia Institute of Technology
Information Services Chair, **Richard Storlie**, University of Nevada, Las Vegas
Professional Affairs Chair, **Tony Ichsan**, Santa Rosa Junior College
College Representative, **Towny Angell**, Linfield College
Business Partner Liaison, **Cecilia Garcia**, California State University, Northridge
Webmaster, **Kunal Chitre**, Digital Energy, Inc.
Newsletter Editor, **Samantha Powers**, Olympic College
APPA Liaison, **Chong-Hie Choi**, APPA



Top: Presented to Nicole Sanderson, Tony Guerrero, and Daniel Sullivan for leadership and commitment in bringing PCAPPA 59th Annual Meeting and Educational Symposium to Seattle, WA. Presented by Robyn Pierce and APPA President Darrel Meyer.
Left: The swearing-in ceremony of incoming PCAPPA board members on September 28th, 2010 at the awards banquet in Bellevue, WA.

RMA Rocky Mountain Region

The famous 14th hole, with the floating island green, played at 180 yards that day.

Dave Button
RMA President-Elect
University of Regina

RMA members enjoyed yet another fantastic gathering at the Coeur d'Alene Resort in Idaho, October 17-20. The University of Idaho (Brian Johnson) did an outstanding job in "Reflections of Success" on the stunning shores of Coeur d'Alene Lake.

More than 300 conference participants enjoyed a combination of educational, recreational, and social events. A "once in a life-time" golf experience at the famous Coeur d'Alene golf course complete with floating green and social activities at a five-star level. The Fabulous Kingpins had the dance floor rocking including the limbo. A dinner cruise among other activities topped off great educational programs.

Keynote speakers kicked off each day: Nancy Hunter Denney of "Zing! Your Life and Leadership" and Bryan Yager, "Thinking for a Change." Interspersed between the many educational programs was plenty of time with our 40 engaged business partners - a feature that RMA is proud of as one of the most business-partner friendly conferences.

Education is a key element of all RMA activities and events. We enjoy one of the premier facility management programs in our region (BYU) and hosted the Student Chapter President, Allen Merrell. The opportunity was used to advance participation by students and young professionals (something our guests APPA President Darrel Meyer and Lander Medlin will both be following up on).

Hosting of the Supervisor's Toolkit has become a tradition at RMA annual

meetings, in part perhaps because RMA enjoys a large and engaged group of trainers in our region. RMA would gratefully consider helping other regions in Toolkit Training if requested.

Another unique feature of RMA is the 14ers Club. This innovative networking and mentoring program was the brain-child and hard work of our outgoing President John Morris. His dedication and energy in creating this is something that is worthy of copying across APPA.

A theme that RMA has adopted and will be focusing on over the next year is "engagement." To help, we added six positions to our board: a new business partner representative; the separation of secretary and treasurer roles; and, addition of the current and three future host committee chairs as full voting members of the board.

It is important to recognize a number of awards. From the board stalwarts Mary Vosevich and Greg Wiens finish their roles. Outstanding performance: Shawna Rowley and Joe Metzger, and business partner McKinstry. John Morris received a most deserving standing ovation as we said farewell to him in his role as President. Indeed, a great opportunity to recognize an individual who has done RMA and APPA proud in so many ways!

2010-2011 RMA Officers:

President: **Dave Button**,
University of Regina
President-Elect: **Viron Lynch**,
Weber State University
Treasurer: **Erik van de Boogaard**,
Adams State College
Secretary: **Glen Haubold**,
New Mexico State University
Communications Coordinator: **Joseph Metzger**, Arizona State University



APPA Senior Representative: **Kevin Hansen**, Weber State University
APPA Junior Representative: **John P. Morris**,
University of Colorado at Boulder
Awards and Recognition Committee Chair:
Chris Kopach, University of Arizona
Membership Committee Chair: **Kyle Williams**, Brigham Young University - Idaho
Information and Research Committee
Chair: **Lindsay Eva Wagner**,
Northern Arizona University
Professional Affairs Committee Chair:
Jeff Butler, Montana State University
- Bozeman
Professional Development Committee
Chair: **Shawna Rowley**, Weber State
University
Annual Meeting Coordinator: **Luis Rocha**,
University of Arizona
Historian: **Eakle Barfield**, Montana State
University - Billings
Business Partner Representative: **Cloriza Lomeli**, GLHN Architects and
Engineers Inc.
2010 Host Committee Chair: **Brian Johnson**, University of Idaho
2011 Host Committee Chair: **Emmet Boyle**, University of Regina
2012 Host Committee Chair:
Mike Sawyer, Casper College
2013 Host Committee Chair: **Shari Philpott**, University of Colorado at
Boulder
APPA Liaison: **Lander Medlin**, APPA

SRAPPA Southeastern Region

Paul Wuebold
SRAPPA President-Elect
The University of Alabama

SRAPPA held its 2010 annual conference and Board meeting October 3-5 at the beautiful and historic Marriott Grand Hotel located in Point Clear, Alabama near the Gulf Coast and was hosted by the University of Alabama. The weather was perfect the entire time with incredible sunsets over Mobile Bay every day. Southern hospitality and cuisine were prevalent throughout the event with smiles everywhere you looked. The theme of the event was "Roll With the Tide To Sustainability."

More than 240 attendees and 60 exhibitors took in all the activities the conference had to offer. SRAPPA's special guest was APPA President Darrel Meyer. The event informally kicked off with a Scramble Golf Tournament at a Robert Trent Jones course on the hotel grounds that was sponsored by Johnson Controls. The tournament outcome was extremely close and resulted in using a tie-breaking system to decide the winning teams, but with the perfect weather all who played were winners.

The Educational Program packed three days of exhibits and 18 education sessions that offered unique and applicable information on a variety of subjects enabling attendees to take something valuable back to their workplaces improving their campus infrastructure, financial challenges, and expanded management skills.

Legendary Football Coach Gene Stallings was the keynote speaker and

Right: 2010-2011 SRAPPA Board Members. **Middle:** Keynote speaker, Coach Gene Stallings. **Bottom:** Lunch out on veranda at Marriott Grand Hotel

is recognized as one of the best coaches in college football history. He was one of Paul "Bear" Bryant's favorite coaching sons and is best known for winning an NCAA Division I National Championship at the University of Alabama in 1992. His anecdotes, life stories, and message focusing on personal excellence were well weaved mesmerizing all in attendance.

The President's Banquet, sponsored by Siemens, was the final formal event and ended the conference on a high note. Alabama Sports Vehicle gave away a customized utility vehicle, and Siemens gave away a cruise at the event, which was followed by live music and dancing.

Next year's conference will be hosted by Jackson State University located in Jackson Mississippi, October 16-18, 2011. You can get more excited about 2011 by viewing <http://vodpod.com/watch/4663254-jackson-state-to-hosts-2011-srappa-conference-energy-lights-the-way>.

2010-2011 SRAPPA Officers

President: **F. Daniel Young**,
Guilford College
President-Elect and 2010 Conference
Host: **Paul Wuebold**, University of
Alabama



Immediate Past President: **John Malmrose**, Medical University of South Carolina
First Vice President and 2011 Conference Host: **Wayne Goodwin**, Jackson State University
Second Vice President: **James Williams**, Virginia Military Institute
Secretary-Treasurer: **Curtis Reynolds**, University of Florida
Vice President for Long Range Planning: **Nancy Webb**, University of South Florida Polytechnic
Vice President for Communications: **Heather Hargrave**, Tulane University
Vice President at Large and Senior APPA Rep: **Sylvester Johnson**, Tulane University
Junior APPA Rep: **Larry Blake**, Northern Kentucky University
APPA Liaison: **Steve Glazner**, APPA



INVENTING OUR FUTURE

BY
GLENN SMITH,
MARY VOSEVICH,
MICHAEL O'CONNOR,
JOE WHITEFIELD, AND
E. LANDER MEDLIN

CONTEXT AND INTRODUCTIONS

By Glenn Smith

APPA Vice President for Professional Development
Director of Facilities Services
Bryn Mawr College

As one of my first official acts as APPA's Vice President for Professional Development, I had the honor of introducing the closing panel discussion at our annual conference in Boston last July – a discussion centered on the theme "Inventing Our Future." Previous general plenary sessions and related breakout sessions had explored the challenges we all face in these chaotic times, and now the challenge had fallen to Lander Medlin, Joe Whitefield, Mike O'Connor, and Mary Vosevich to each share thoughts on how we cannot merely survive, but actually thrive on chaos (to paraphrase the title of a prophetic Tom Peters book from way back in 1987, when, by today's standards, the world seemed a far more stable place).

I was reminded of another plenary speech I had heard a few years earlier at an APPA conference in Orlando, Florida, where David Pearce Snyder summarized his talk by proclaiming:

We are in the middle of a genuine techno-economic revolution. This is the kind of moment that takes up whole chapters of history books. Fifty to 60 years from now, entire history chips will be devoted to this decade, recounting how well—or how badly—the great institutions of the mature industrial economies were able to reinvent themselves for the Information Age. Of all those institutions, the one whose successful reinvention will be most important, is the oldest institution. Older by far than democracy or capitalism, the university and higher education will go through truly revolutionary times over the next 5, 10, 15 years. And in order to succeed in revolutionary times, they will have to be revolutionary themselves.

Indeed, we are living in revolutionary times – times of phenomenally rapid change, exponential growth, and exploding global competition; times of shifting workforce demographics and transformative technology; times of soaring and impatient customer expectations and ever-increasing accountability; times that demand more energy from our creative ingenuity and less from our diminishing natural resources; times that are completely redefining the way we communicate and form relationships with one another. And to actually thrive in these revolutionary and difficult times, we must each accept a leadership role and a stewardship responsibility to ensure that we comprehend the forces around us and become organizational agents of change who invent, not merely react to, our future.

Yet I also recall a most sobering statement made by Adam Wolfe in the *Chronicle of Higher Education* back in 1998, that “No institution in America is more resistant to change than the university.” Our institutions are steeped in tradition, and, in truth, we have remained relatively successful while continuing to do things the way we have always done things.

But that perception of success has spawned a dangerous sense of complacency, and cultures that embrace change-resistant attitudes like “That’s the way we’ve always done it around here,” “Best not to rock the boat,” “If it’s not broke, leave it alone,” “That’s too risky,” and “We tried something like that before and it didn’t work.” So, with that as a backdrop, let’s see what wisdom and advice our distinguished panelists have to share with us about why and how to “Invent Our Future.”

ACCOUNTABILITY

By Mary Vosevich

Director of Physical Plant
University of New Mexico

in collaboration with Dave Button, Vice President, Administration,
University of Regina

During the APPA 2010 conference, I was asked to step in for my colleague Dave Button to speak on accountability at the closing general session. Dave was gracious enough to leave me his notes, and I set to thinking about accountability. And then it happened—BP (British Petroleum) had plugged the oil leak in the Gulf of Mexico! Now this really piqued my interest in how one discusses accountability and who determines whether or not one is accountable. Accountability can be in many areas: financial, ethical, political, administrative, behavioral, environmental, etc. Whether you agree or not, these are all areas that we as facilities professionals deal with on any given day.

We are in a unique situation now given the economic environment, and the work we do is receiving a lot of attention and presents opportunities. If you think about the challenges of our profession, the limited resources to complete the task(s) at hand, the shrinking budgets of every department on our campuses and everyone wanting a piece of the pie, we must justify our needs and be accountable to our respective campus constituents. Years ago our discussions centered around utilities, infrastructure, deferred maintenance, etc. These were issues that did not garner a lot of interest at our institutions.

But now, with having to do more with less, with environmental, financial, and political issues looming, these issues are on administrations’ radar and if we accept this as an opportunity then we also accept the responsibility to be accountable. So in taking advantage of the opportunities, we should also take advantage of the opportunity to revisit our mission and vision and examine ourselves and our operations in order to execute any changes appropriately. In the past this may have been difficult but now, it is expected. It is expected, and subsequently we are expected to be accountable.

With all the rapid changes that are happening in the world, our mission is relatively grounded but our vision of the future is changing. In fact, it must change if we are to be current and sustainable. So we begin by outlining the areas where we are being challenged. The playing field is changing; research funding is more scrutinized, and, consequently, our use of those university grants that we support. If you received ARRA funds, you know the enormous amount of documentation that you must provide. Organizations are being audited at a much higher level. Our campus environments have changed almost overnight with the awful tragedies that have occurred on several campuses. It is no longer business as usual. Our roles are being reshaped—sometimes overnight—and expectations have grown significantly.

In the corporate world a perfect example is the scrutiny by the public, media, and shareholders of British Petroleum. Common practices that may have been previously acceptable are no longer condoned. Our institutions that were the “hallowed halls of higher learning” and somewhat untouchable are often “above the fold” in your local newspapers. The public wants accountability for public activities, and if you are a public university this means you!

Dave Button reported there are court cases where students are suing the institution for tuition because they hadn't found a job. Accountability – you bet!

The point is that no matter what action you take, someone is questioning why and under what authority. We have to justify or be prepared to justify every action, decision, expense, and behavior. This is the new norm.

So what do we do?

We need to make correct decisions from the beginning, decisions that are sound. Decisions that will hold up no matter the level of scrutiny....this is just sound management. We also need to evaluate our business. So often we have budgeted our operations across the board or by giving the squeaky wheel the oil. The cuts we are experiencing now will not allow us to sustain business as usual and hence the earlier comment about opportunities.

We need to get to the core of our operations and determine what is truly essential and what is less important. These are hard times and hard times warrant tough decisions that may be unpopular but necessary. We are even seeing academic programming reviews occurring. We have been good about adding programs but not very good about downsizing programs. The financial crisis is providing us the opportunity to do so that previously would not have occurred.

On the administrative side of the institution we need to demonstrate good stewardship of our facilities. We all have old inefficient buildings that have served their time, large influx of funds to these facilities may be unreasonable. We need to get better at space management and extend the hours of use of space. Chal-

move forward, not stagnate, and foster accountability.

Use the tools that are in your toolkit. Benchmarks, dashboards, FPI data will support your credibility. Remember everyone outside of our organizations know how to do our business better! Information is powerful and will support the decisions that we must make going forward. Using our toolkit and leadership skills will support our accountability, and guide our vision. Seek partnerships that will support your vision. As we seize opportunities based on constituents needs, we also develop a circle of influence. Invest in your knowledge to be accountable and never let your integrity be questioned. Do not forsake the long view for the short view. We do not want to survive but rather thrive.

As simple as it sounds, we must do the right thing.

Challenge yourself, your staff and your customers to make accountability a part of your organization's culture.

It starts with you!

THOUGHTS FROM A CLOSET FUTURIST

Michael O'Connor

Physical Plant Director

Appalachian State University

The noise on my campus is incredible. I'm not talking about aural noise from leaf blowers or fans cheering at our tailgates and football games, I'm talking about all the noise from distractions. The churn from economic uncertainty, dire budget cuts, increased student population, and greater demands from every department without the funding to support them prevent even the most dedicated facilities professional from being able to focus on the future. Throw in a nasty letter from the local environmental authority regarding a sewer spill and you have enough mayhem to make the most ardent closet futurist want to crawl back in his cave.

But in these "Brownian motion" days of increasing commotion or perceived action with no real work being performed, we all need to pause and remember to stop the wringing of hands and gnashing of teeth to take the time to look up and plan for the future unfolding around us. Heck, dreaming about the future is certainly more pleasurable than living the reality of the present. As facility professionals, if we are not planning for the arrival of future technology today, we will be caught off balance and back on our heels when it shows up on our campus.

Let's start by looking into the no so distant predictable future. How many of you are installing or even planning to install plug in hybrid charging stations for your faculty or students? The Chevy Volt and the Nissan Leaf are here, and this generation of sustainably minded students will be clamoring for a place to plug them in as early as spring semester of 2011. How will you pay for charging stations and how will you bill the users? Does your campus master plan recognize or address this paradigm shift in alternative transportation?

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lenge your customers to justify space and building needs as they are challenging you in your facilities operations. We are becoming more accepting of being challenged, but why wait?

Although we do not like to think of our academic institutions as businesses we do have to think like a business. We need to explore new business models. We must not "circle the wagons" and be complacent and wait for the challenge to pass. Look for opportunities at your institution that foster new partnerships. For example, collaborate with your engineering department on energy conservation or renewable energy projects. These are win-win opportunities and will position your department to

Although most of us are not responsible for the Information Technology decisions on our campuses, have you given any real thought to the impact of cloud computing, ubiquitous wi-fi, and the rise of the tablet computer on your future campus infrastructure? I'm sure we all have library projects, bookstore improvements in our work queues. But what if text books move rapidly to tablets and e-readers? Do we need bookstores, or just on line App stores? What's the future of library "Stacks" if the entire library collection is digitized and made available through the "Cloud?" Is the existing or planned stack space better suited for use as a gathering place for students to share thoughts in an "Information Commons?" Are our "Smart Classrooms" smart enough to assimilate new technologies?

What about e-mail, the bane of my existence? Will our new students even use it? Do we need larger and larger energy intensive data centers on campus, or just bigger much less expensive fiber pipes to allow our students to connect to the internet? If we do need e-mail, is it a core function of colleges and universities to provide, or should it be supplied for free by a willing host like Google? Can we make use of wi-fi to greatly improve heating, ventilation, and air conditioning control systems in older buildings without having to tear down ceilings and drill holes in fire walls? Can we use wi-fi to similarly control lighting fixtures to reduce energy without having to rewire an entire building? And finally, can our technicians better communicate via video, voice and data on wi-fi or Bluetooth enabled devices in place of a hand-held radios?

Speaking of communication, how will we communicate with our customers in a future that is rapidly becoming the present? Has your facility organization embraced social networking? Do you have a Facebook page? If you have one, do you truly know how to use it to provide useful information to your customers? Can you text or tweet? Answering these questions myself makes me feel like a dinosaur? I see myself as a "digital immigrant," having been born before the digital revolution, as opposed to my daughter who is a "digital native" having known nothing but digital computing and the internet. If you are like me, all we can hope for is keep up with understanding the value of these new technologies while hire bright young employees who instinctively understand their value.

On the energy and sustainability side of things, have you established an energy master plan or energy reduction strategic plan? Have you invested in "smart meters" that allow you to capture energy use real time? Many utilities can provide support for additional metering and may even be willing to host websites that will give all campus customers the ability to see their facilities real time energy use. This information will be critical in the future to allow our customers to help us "load shed" by turning off unnecessary lighting and appliance at peak periods to avoid costly demand charges for electrical use. If you can't come up with the funds up front to support smart meters, ask your utility if they can make the investment and amortize the cost across your monthly utility bills. We all know you can't manage what

One method of helping these new technologies gain traction is to "host" a renewable energy project on public lands.

you can't measure, so smart metering is a great step toward everyone on campus understanding in real time how their wasteful habits impact the institutions' budget.

Wind and solar photovoltaic technology are finally transitioning from a technology of the future to a technology of today. Many universities have signed up the American College & University Presidents' Climate Commitment to achieve carbon neutrality. To meet this challenge, generating your own renewable power can be an attractive option. However, few public universities can make the business case to adopt these technologies using public funds.

One method of helping these new technologies gain traction is to "host" a renewable energy project on public lands. In this scenario, a private investor uses the favorable federal and state tax incentives, generous depreciation schedules and renewable energy credits (RECs) to finance and install a system at no cost to the "host" institution. Depending on the term and length of the deal, the institution may take ownership of the system in the future at no cost. Since the institution does not own the system, nor the RECs, the institution cannot claim the generated renewable energy. However, by "hosting" a system, an institution can incentivize further research and development into renewable energy resources.

And now for to really stick my neck out there, what happens when science finds a way in the not to distant future to extend life indefinitely? What impact will that have on workplace demographics? Continuous learning will no longer be an option but the status quo. We will not have one or two careers in a life time, but infinite opportunities to retool and retrain ourselves for what the future holds. I am not predicting this anytime soon, but disruptive technologies are just that. They catch you by surprise and leave you ill prepared to meet the new paradigm ahead.

I have asked a lot of questions to stimulate thoughts on the change happening all around us while we toil a way just trying to keep the paper towel dispensers filled. As facility professionals, we have to be continuous learners who take the time to think, and plan. In the words of one of my old sage bosses "you should never be surprised by a predictable event." As technological change is accelerating at an exponential pace, we need

to be asking ourselves how we will integrate the demands and benefits of rapidly changing technology into our current and future infrastructure.

Shift is happening all around us, so we should not be surprised. So take a minute to just be still, look up and dream for bit and start having conversations with your fellow APPA members on how you intend to address the challenges and opportunities of the future. Things may seem a bit grim today, but I am truly excited and energize by what lies ahead.

I have dreamed enough today. So please excuse me as I come back from the future and go harness a plow to my mule and mosey on down to the state farm to work the fields in support of my university's locally grown sustainable food movement. The more things change...

SEEING THE UNSEEN

Joe Whitefield

Executive Director of Facilities Services
Middle Tennessee State University

Being in Boston for APPA 2010 was great. Being a baseball fan, I was reminded of the famous Red Sox player Ted Williams – the greatest hitter that ever lived (by most accounts). His hitting prowess was legendary. His career stats show a .344 batting average, 521 homeruns, 1,839 RBI, and 2,021 walks. He was the last major league player to hit .400 for a season when he hit .406 in 1941.

A lot has been said and written about Williams and his ability to hit. One possible contributor to this ability was his great eyesight (20/10 vision was reported when he entered the Navy in 1942). It was argued by many his ability to see a pitch was a key to his success. Many of his contemporaries would describe another type of vision as a key to his success, namely a keen understanding of the nuances of the game and hitting in particular. When describing his knowledge of hitting, Carl Yastrzemski said of Williams, "He studied hitting the way a broker studies the stock market, and could spot at a glance mistakes that others couldn't see in a week." When asked himself about the topic relative to his success, Ted Williams said, "Sure, I think I had good eyesight, maybe exceptional eyesight, but not superhuman eyesight. A lot of

people have 20/10 vision. The reason I saw things was that I was so intense . . . it was discipline, not super eyesight."

This often discussed concept of vision is important for managers and leaders today. Particularly when considering the dual application of 1) seeing current events clearly – eyesight, and 2) looking deeper into see the unseen aspects of current and future events – insight.

Regarding eyesight, facts are important in any sound decision making process. Dealing in reality, as painful as it might be, leads to improved planning, prioritization, and execution which is considerably better than simply hoping for results.

Insight, on the other hand, is more of an intangible quality that is critical to long-term success. It is the ability to understand a situation or event more comprehensively thus having a better projection of the dynamic reactions to and consequences of the situation/event. Decision makers must always compare alternatives and make appropriate choices. The ability to read the situation and see the unseen provides a great advantage in this cost-benefit type comparison. Lack of insight contributes to poorer decisions if one is only evaluating the urgent and not able to see the alternatives that address the important as well. When considering alternatives, it is better to think in terms of trade-offs rather than solutions. Insight is important to understanding trade-offs.

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There are several ways one can improve insight. These include studying history, obtaining appropriate council, listening to other perspectives, and learning the hard-earned lessons from previous experiences. Let me provide one small example. I recently participated in a couple of college visits with my daughter who is now a high school senior. I have been on many college and university campuses before – but not as a prospective parent. Needless to say, I saw the campus experience in a new way as I listened to graduating seniors serve as the tour guides speaking more directly to the prospective freshmen than their parents. This perspective made me think about my work in facilities at my institution. I decided to take our tour to hear what others were saying about our campus. I discovered a combination of good and bad, understanding and misunderstanding, and hits and misses. However, the insight has already been useful in priority setting and decision making with some of our facilities services. If you haven't done it recently, I recommend you take your campus tour. It is better than a survey.

In conclusion, consider the wide array of decisions that you make every day. How is your vision? Look for ways to sharpen your eyesight to see current events and choices more clearly. Also, look for ways to improve your insight. Strive to see a little more of the unseen. Both of these skills are bound improve your batting average as a leader.

EXPONENTIAL CHANGE IN EXPONENTIAL TIMES

By E. Lander Medlin

APPA Executive Vice President

It doesn't take a futurist to get educational facilities professionals to think about what is on the horizon. It is a critical part of every facility professional's job today to focus on and critically consider the overarching trends and driving forces that will likely stick with us well into the future; those issues that we suspect will change the very nature of what we do and how we do it. So imagine for a moment what it would feel like if your job was being reshaped right before your very eyes. Well...it is...and now! You could liken it to the change experienced by the Russian Cosmonaut who left Leningrad in 1991 for a 313-day journey into space. He returned to a city no longer on the map, to a country that no longer existed. Now that's change!

In fact, the world continues to change dramatically and at a phenomenally rapid pace. A good way to illustrate the rate and pace of change we are encountering today is to consider the growth of the lily pad.

If a single lily pad began doubling on a pond on the first day of June and doubled every day thereafter until the entire pond was covered by the end of the month, on day 20 what percentage of the pond would be covered with lily pads? The answer is one-tenth of one percent. That's right, 0.1%! And, what happens over the next ten days is a little short of amazing. Although the entire pond gets covered on Day 30, it is only

one-quarter covered on Day 28 and one-half covered on Day 29. And, the size of the pond matters not.

Such is the nature of "exponential" growth. Indeed, this example describes the extraordinary rate and pace of change to a number of driving forces occurring all around us today. We are living in exponential times; we are experiencing exponential change; the rate and pace is staggering and equally difficult to comprehend. Especially since the human psyche is not geared towards thinking in exponential terms. We are much more linear in our thinking.

Consider how the gas pedal operates in a car. We push down on the pedal and the car moves faster forward; we lift up on the pedal and the car slows up equivalently. It is up and down/one to one/on and off. This describes a linear system. This is indeed how humans think. We just don't think in exponential terms. When change gains traction and the rate and pace of change are exponential, that change(s) is ultimately transformational. We are experiencing quantum leaps in the changes we are facing today.

There are several big drivers of change in motion and, given their global nature, have huge implications for education and facilities which should not be ignored. Three of those drivers are: global competition, workforce shifts; and the transformative nature of technology. Each of these drivers has been addressed in even greater detail in the Thought Leaders Series monographs over the past several years.

- **Competition is Indeed Global** as it is intertwined in numerous ways with other countries. From the institutional standpoint, there is open race to capture more international students. In addition, there is clearly an 'arms' race for faculty, all competing for the best and the brightest. If we are to continue as a formidable economic engine, we must capture a greater portion of this rapidly evolving marketplace to secure a continued competitive edge. Our country's economic viability is at stake. To survive this economic hailstorm will require creativity and innovation.
- **Workforce Shifts** are two-fold: 1) demanding student learning outcomes that ensure greater employability; and 2) dealing more effectively with the aging workforce. Understanding the next generation of workers will require us to recognize the realities of job/career mobility now and well into the future. Workers are changing jobs 10 to 15 times over their lifetimes as opposed to the boomer generation's career changes of one to three times during their lifetime. And given the aging workforce, the need for succession and accession planning and continuous training and development are at a critical juncture. The economic downturn in fact stunted the more rapid departure of retirees creating a window of opportunity for all of us. We have a second window of opportunity to make a difference in this area, but that window is closing quickly.
- **The Transformative Nature of Technology** is causing a doubling of information every 18 to 24 months, which is

... as our old world dissolves,
at least we can participate in
resolving the new one.

dramatically impacting the learning environment and the way students interact with everything and everyone; hence the power of social media. Let's face it; the Internet is the most fundamental change since the invention of writing utensils and then the advent of the printing press. Yet it is important to remember that not all information has the same value. It has been said that "there is an abundance of information and a scarcity of wisdom." For the educational facilities professional, it will be important to further integrate the "bricks and clicks," improve communication with the IT community, and build relationships for the long term. Are these technologies the harbingers and engines of a new order? What are the chances that a number of these things will happen? Interestingly enough, Louis Pasteur said, when asked about the role of luck or chance in scientific discovery, "Chance favors the prepared mind." Furthermore, when in the midst of such monumental change, history tells us that "the past is dissolved before the future resolves." So maybe we are the "lucky" ones ... as our old world dissolves, at least we can *participate* in resolving the new one.

So what do we do now? How do we prepare? There are several recommendations as we face this rapidly changing world.

- *Approach with a sense of urgency, yet focus on the most important, highest priorities.* This is best illustrated

by the parable of the boiling frog. If we drop the frog into a pot of boiling water, it immediately jumps out. Whereas, if we drop the frog into a pot of lukewarm water and slowly turn up the heat, the change in heat is so gradual that the frog doesn't feel it and is lulled to sleep, thereby boiling to death. So in the midst of all this change, we must find new ways to turn up the heat. And we must, as E. Gordon Gee, president of Ohio State University, said at an annual meeting of the American Council on Education, "Severe economic pressures have created a defining moment for colleges and

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universities, which must fundamentally reinvent themselves to survive. . . . While giving deference to our proud history, our challenge today is radical reformation. The choice, it seems to me, is this: reinvention or extinction.”

- *Don't be complacent; don't fall asleep; don't fall into a state of denial.* A *Chronicle of Higher Education* writer, Scott Carlson, aptly stated, “This period of time is not just a bad cold that will soon go away. It is a period of transformational change.” So don't just hope the economy will get better. Don't just hope this change is not real. Don't just hope this technological change won't affect you. Steve Healy, a safety and security consultant, said it best when he stated, “Hope is not a strategy. Denial is not a plan.”
- *Plan and strategize for the future.* Utilize scenario planning as a strategic planning tool and play out the various scenarios as best you can. This would be likened to the value of really practicing emergency preparedness training drills. Second, be observant and learn to look externally. You gain perspective. You see more that way. EDUCAUSE writer Richard Katz, warns us that “We must plan for the changes we can reasonably forecast. Otherwise, changes will be accidental and we will be ill-equipped for the demands for the digital age.”
- *Build relationships* across the entire community, especially with those in the IT department and the academic arena. Creating opportunities to educate and inform the community at large are as important as spending time listening to their needs and concerns so you are viewed as a continual resource and gain positive influence over time.

We have always been told that to deal with the future effectively, we must look to and learn from the past. This is certainly a linear approach. A linear way of thinking that is clearly human nature.

- *Exercise leadership* in all aspects of your work. By doing so, you will invest in your future and that of your organizational team, and you will ultimately reinvent yourself as a result. We have always been told that to deal with the future effectively, we must look to and learn from the past. This is certainly a linear approach. A linear way of thinking that is clearly human

nature. As an example from our recent past, we were told to invest in stocks, banks, gold, oil, and/or real estate. Yet, in the past two years we have seen it all vaporize right before our very eyes.

So, I ask you, what is the one investment you can control, you can choose, you can make that no one can take away from you? The answer is: an investment in your knowledge, education, and professional development that will increase your wisdom many times over. And, as leaders in and of your organization, you need to make that same investment in your staff. It is critically important, essential in this new world order for everyone to engage in K-Life or continuous learning. I was told by a colleague that “If you are



not proficient in the use of information technology today, you will become road kill on the side of the information super highway.”

And it is not just increased skill and proficiency, but it is also truly wisdom – the wisdom referred to earlier which is fast becoming a scarce commodity. This is beautifully illustrated in a quote by Mart DeHaan about dog trainer Cesar Millan, also known as the “dog whisperer.” “Millan has the ability not only to rehabilitate troubled dogs, but to do so with a calmness that often amazes the animal's owner. . . . The result is often dramatic. But Millan claims no miracles. . . . The dog whisperer's secret, therefore, lies not in magic but in his wisdom. If wisdom is the ability to use knowledge to reach a desired goal, that's what Millan does. He applies his understanding of why dogs act the way they do to overcome the problems that are keeping dogs and owners from enjoying one another.”

APPA can help by supplying the knowledge and *wisdom* you need through its professional development programs, books, benchmarking data and information, credentials (the EFP and CEFP), and a rich network of professionals all available at your time and place of choice. By doing so, you and your organization will be able to *reinvent yourselves* time and time again to meet the demands of a rapidly – exponentially – changing world. Eric Hoffer was insightful when he said, “In times of change, learners inherit the earth while the learned find themselves beautifully equipped to work in a world that no longer exists.” Become one of those continuous learners...engage in APPA today! 📖



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HEAR ME, (((OH))) HEAR ME! ARE WE LISTENING TO OUR EMPLOYEES?

By Darcy Loy



Picture yourself in a routine, weekly staff meeting with your team. It's mid-afternoon, you've had lunch and that imminent feeling of sleepiness begins to invade your psyche. Soon your mind is wandering; pondering those numerous tasks that await your attention. You glance at the clock that's moving ever so slowly. Come on, admit it; we all do it. You check your phone for e-mail messages, readjust your position in your chair, and then "WHAM," you have to pull yourself back into the conversation at hand when someone says your name. Reminiscent of that high school history class, isn't it? Listening—what a daunting task that is!

Most of us truly believe that we are good listeners; but realistically, are we? We maintain the assumption that listening occurs naturally, so little thought and effort doesn't really seem necessary. If we as leaders polled our employees what would their responses be? Would they be of the opinion that we only "hear" them? Melissa Shaw states, "When it comes to the similarities between listening and hearing, the only one is you use your ears for both. After that, they're very different." (Shaw, September 2003, p.1)

Listening is one of the most crucial skills that we as leaders need to possess but is often the most difficult to master. It takes hard work, concentration, and specific skill sets to become an effective listener. As facilities leaders we need to perfect the art of listening to our employees. They possess pertinent knowledge about our day-to-day operations that we need to run efficient and effective units. Bottom line is that they have valuable things to say. As Calvin Coolidge once said, "No one ever listened himself out of a job." We should be embracing the concept of genuine listening and utilizing it daily in our departmental operations. As leaders we need to recognize the importance of perfecting listening skills so that we can use it to inspire and motivate our staff, gain knowledge to enhance our day-to-day operations, and reinforce within our employees that they are of great value to the success of our organizations.

LISTENING: A TOOL TO MOTIVATE

Effective leaders consistently search for ways to motivate their team members. If we don't the work becomes monotonous, the team becomes stagnant, and productivity and creativity diminish. Lack of listening de-motivates and diminishes the employee's sense of worth, responsibility, and ownership. In the article "Listening, the Key to Employee Commitment," Bennet Simonton states, "The obvious question is why should they turn on their brainpower if no one will listen?" He further states, "The sad thing is that many bosses, high and low, are so busy giving direction and orders that they fail to listen, and subordinates decide to leave their brainpower at the door as they enter the workplace." (Simonton, February 2006, p.1)

As leaders we comprehend that the "dollar" is usually the most successful means in which to motivate individuals to be more productive. But in these difficult economic times, when layoffs and lack of pay increases are in the forefront, we need to find other ways to inspire our staff. The simple act of listening makes

good business sense as a motivational instrument. It's financially viable; all it costs you is a bit of your time and attention.

The results have the potential to produce content and more productive units. Zane Safrit, former CEO of Conference Calls Unlimited states, "...never forget that your employees are listening to you. They're listening to you for answers to these three questions: 'What's in it for me?', 'Why should I believe?', and 'Why should I care?'" (Safrit, February 2009, p.1) If you as a

leader can effectively listen and answer these types of questions, you will empower your team members. Empowerment is a monumental catalyst for increased motivation. Empowered employees feel valued and will give back their time, energy, and passion to your organization. They will be motivated to bring ideas, creativity, and solutions to the table.

Motivation is contagious; motivated employees will in turn inspire you to be a better leader.

Remember your employees want to listen to you. As an effective leader you need to communicate to them your vision, purpose, and mission for the unit. In turn, you need to listen to them and incorporate their values, concepts and ideas into your plans for the unit in the future.

LISTENING: A TOOL TO GAIN KNOWLEDGE

"It is the province of knowledge to speak and it is the privilege of wisdom to listen." Oliver Wendell Holmes.

Webster's dictionary defines knowledge as an "understanding gained by actual experience; a range of information; something learned and kept in the mind." To be successful facilities leaders we must constantly strive to attain knowledge in all aspects of our organization. Whether it be new trends or processes, technological advancements or awareness of new products, we need to incorporate what we learn into our day-to-day operations. This enables us to be competitive with other institutions of higher learning. We gain valuable knowledge by attending conferences and networking with colleagues, by reading trade magazines and books, watching training videos and researching topics.

But our most valuable source of knowledge pertaining to our operations can be gained by actively listening to our employees. They are the individuals who are out on our campus daily performing the tasks and interacting with our customers. The team member knows the most efficient way to abate litter or the best product that is needed to wax a floor. Our workforce most generally consists of staff members who have been with our units for many years, and new, younger employees. Each brings a diverse facet of knowledge to the table.

"MOST OF US HAVE BEEN GIFTED WITH THE ABILITY TO HEAR, BUT FEW OF US HAVE TAKEN HEARING AND REFINED IT INTO THE ART OF LISTENING."

7 Tips for Effective Listening:

- Concentrate on what others are saying.
- Send the non-verbal message that you are listening.
- Avoid early evaluation.
- Avoid getting defensive.
- Practice paraphrasing.
- Listen (and observe) for feeling.
- Ask questions.



Tangible Benefits from Listening in the Workplace:

- Bond of respect.
- Productivity.
- Cooler Heads.
- Confidence.
- Accuracy.

Veteran employees bring experience; they have witnessed changes in procedures and trends. They know the job and have the knowledge and expertise to be excellent mentors for our younger staff. Younger employees bring a fresh and new outlook to our teams. They are enthusiastic to share their knowledge of current processes and technology that will enable us to be on the cutting edge. It is vital to us as leaders to utilize the knowledge that all of our employees possess. An effective leader asks questions of their staff and actively listens to their answers. Open-ended questions are the best because the speaker has to convey more information. Superior listeners clarify points and paraphrase their responses to make sure they fully understand the employee's information. With perfected listening skills leaders gain power in regards to being armed with information that is vital to successful organizations.

LISTENING: A TOOL TO REINFORCE VALUE

Bennet Simonton states, "To be committed to the work, one must have ownership of the work. To have ownership of the work, one must be able to influence what goes on in the workplace associate with that work." (Simonton, February 2006, p.1) Successful leaders want their employees to embrace their jobs and take ownership and pride in what they do. Employees want to feel valued within the organizations. They need to perceive that their ideas, knowledge and concepts are important to the success of the team as a whole. Employees who perceive a sense of value from their leaders will become highly committed. Highly committed employees strive for excellence. "Superior leadership is listening to your subordinates to receive their valuable input, and it is rewarded by their trust in you and their commitment to the job." (Simonton, February 2006, p. 2)

In order to achieve this level of performance from our workforce, we as leaders need to not only listen but to actively take an interest in each employee. We take the time to get to know them and it doesn't always have to be a conversation about work related issue. It is as simple as stopping by their desk as you pass, or stopping when you see them performing their daily tasks. A simple "Hi, how are you? How was your weekend, or How are the kids?" Make a vested attempt to get to know them on a personal level. Don't talk about work unless they bring it up. This develops and builds solid working relationships within

the organization. When an employee does come to you with an idea or concept that would benefit the unit, or with a problem that they're having with a task or coworker, give them your undivided attention.

In the facilities management environment we as leaders find ourselves juggling numerous problems and projects on a daily basis. Multi-tasking is second nature to us, but in order to actively listen we need to be able to set that all aside when someone comes to us. Non-verbal messages are as important as verbal ones. We give them our undivided attention by turning off our phones and we concentrate on what they are saying. Making eye contact with the person speaking and using body language to relay that you are paying attention is essential. Verbally, leaders need to ask questions of the individual so they can elaborate or explain something that isn't clear. Don't interrupt; let the speaker finish their thought and then make necessary comments. Be mindful that you don't make an immediate judgment or decision. Validate the fact that you have listened. Schedule a future meeting to relay information that you needed to verify or to render a decision in regards to an idea or process that they have suggested. This reinforces that you value what they have to share and appreciate their dedication and commitment to the unit.

There's no doubt that listening is hard work. However, in order to be effective leaders we need to realize the value that active listening brings to our unit. Listening to our employees is crucial. It is a means by which we gain their trust and form bonds of respect that will be beneficial to the success of our organizations. By listening we empower them to share their knowledge and give them a true sense of self worth. In return, we obtain highly motivated and committed employees that will strive to help us as leaders accomplish our mission and vision for the department. As Jack Nichols once said, "Every person I work with knows something better than me. My job is to listen long enough to find it and use it." 

Darcy Loy is the assistant director of grounds maintenance at Illinois State University, Normal, IL. She can be reached at daloy@ilstu.edu.

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INTERNATIONAL



FOCUS

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Compiled by Steve Glazner

HIGHLIGHTING APPA MEMBERS WORLDWIDE

While most APPA member institutions are located in the United States and Canada, there are also 45 of member institutions located internationally—from Australia and New Zealand to Southeast Asia to the Middle East to Europe. *Facilities Manager* will focus on our international members over the next several issues.



AMERICAN UNIVERSITY OF KUWAIT

Salmiya, Kuwait

Year Founded: 2003

By **Abolghasem Alavinejad**

Director of Campus Services Department

Years with Institution: 6

MISSION

The American University of Kuwait is a liberal arts institution, based on the American model of higher education. It is dedicated to providing students with knowledge, self-awareness, and personal growth experiences that can enhance critical thinking, effective communication, and respect for diversity. AUK seeks to create leaders and lifelong learners who aspire to the highest standards of moral and ethical responsibility in their societies.

ACADEMIC PROGRAMS OFFERED AT AUK

AUK's College of Arts and Sciences offers excellent undergraduate programs leading to Bachelor's degrees (BA, BBA, BE, and BS). Students enroll in a diverse array of majors and minors, working closely with outstanding faculty and learning resource units, to pursue their educational goals. Its mission is to serve all undergraduate students with personalized, attentive, caring, and high-quality academic experiences that support their personal and professional development. Our students receive a comprehensive education blended in the tradition of liberal arts education that helps them not only enter the workforce after graduation or continue their education in graduate or professional school, but also become well-rounded, engaged citizens.



The College of Arts and Sciences is administratively divided into four principal academic divisions that oversee 13 degree programs:

- **Business and Economics**
 - Bachelor of Business Administration in Accounting
 - Bachelor of Business Administration in Economics
 - Bachelor of Business Administration in Finance
 - Bachelor of Business Administration in Management
 - Bachelor of Business Administration in Marketing
- **Humanities and Arts**
 - Bachelor of Arts in Communication and Media
 - Bachelor of Arts in English
 - Bachelor of Arts in Graphic Design
- **Sciences and Engineering**
 - Bachelor of Engineering in Computer Engineering
 - Bachelor of Science in Computer Science
 - Bachelor of Science in Information Systems
- **Social Sciences**
 - Bachelor of Arts in International Studies
 - Bachelor of Arts in Social and Behavioral Sciences

Number of Students: 2332

Number of Buildings: 19

Your Main Facilities Challenge: Additional Parking Spaces

SOMETHING WE SHOULD KNOW ABOUT YOUR SCHOOL:

The AUK campus is located in Salmiya at the intersection of Salem Al-Mubarak and Amro Ibn Al-'Asse Streets in the middle of one of Kuwait's most vibrant neighborhoods.

AUK opened its doors in Fall 2004 and conducts its academic activity in new, rehabilitated, and refurbished facilities, which will be expanded and developed as needed in the coming years. AUK's campus has spacious, modern classrooms; computer, science, and language laboratories, an administration building, a state-of-the-art library, coffee shops, restaurants, shops, and recreation courts; nearby parking available for students, staff, faculty, and visitors. Next to the library and central campus classrooms are a beautifully designed and landscaped central courtyard and garden, which serve to provide shade and respite from the hectic activities, offering AUK students, faculty, and staff a pleasant place to enjoy, relax, and study.

Campus life is an integral part of a student's university experience at AUK and helps to bring students, faculty, and staff together as one community. Students are encouraged to participate in campus events and use the resources available on campus to further enhance their educational experience at AUK. For example, the Student Success Center provides students with assistance in their academic work, offering faculty and peer tutoring assistance in all subjects.

Campus life contributes to making the time students spend on campus a continuous and valuable learning experience. Through both classroom learning and extracurricular activities,

AUK students learn the critical thinking skills, knowledge, and values needed to succeed effectively in today's modern societies in the region and internationally. Participation in extracurricular activities allows students to learn new skills and discover hidden talents, thus enhancing not only their educational experience but personal development.

The university has a student government association, a student-run newspaper and academic journal, intramural and intercollegiate athletic clubs and organizations, theater, academic organizations and activities in which students can participate. AUK's location in Salmiya adds an important dimension to campus life. It is located within walking distance of the country's most renowned restaurants, coffee shops, shopping malls, and movie theaters, as well as the seafront and the Scientific Center of Kuwait. The Salmiya area is active, lively, and secure.

At AUK we strive to conserve energy and have been able to reduce the energy conservation to about 40 percent and have received two certificates of award from the Ministry of Energy.

AMERICAN UNIVERSITY OF SHARJAH

Sharjah, United Arab Emirates

Year Founded: 1997

By Mazin Elya

Director of Facilities

Years with Institution: 13

PRIMARY PROGRAMS OF STUDY:

- College of Arts and Sciences
- College of Engineering
- College of Architecture, Art, and Design
- School of Business and Management

Number of Students: Currently around 6,000 students

Number of Buildings:

Academic Buildings – 15 Buildings

Faculty Housing Units – 423 Units

Dormitories – 12 Buildings (around 2,000 rooms)



YOUR MAIN FACILITIES CHALLENGE:

To maintain, enhance, and provide the best quality of service for physical environment of academics, faculty housing, dormitories, and public functions of the university. We strive to provide professional services that address function and timely response to user need. We are committed to the success and satisfaction of AUS faculty, staff, students, and campus visitors. Parts of our responsibilities are maintenance, operation, and improvement of buildings, grounds, and utility systems, custodial care, and engineering support. Our objective is to provide dependable and timely service, maintain a safe campus environment and conduct planning activities to achieve the highest quality of service.

SOMETHING WE SHOULD KNOW ABOUT YOUR SCHOOL:

American University of Sharjah (AUS) was founded in 1997 by His Highness Sheikh Dr. Sultan Bin Mohammad Al Qassimi, Member of the Supreme Council of the United Arab Emirates and Ruler of Sharjah, who envisioned the university as a leading educational institution in the Persian Gulf region. American



University of Sharjah is an independent, not-for-profit coeducational institution. Consciously based upon American institutions of higher education, AUS is thoroughly grounded in Arab culture and is part of a larger process of the revitalization of intellectual life in the Middle East. AUS is a leading comprehensive coeducational university in the Gulf, serving students from the region and around the world.

American University of Sharjah is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. AUS is licensed in the United States by the Department of Education of the State of Delaware. The university is also licensed by the UAE Ministry of Higher Education and Scientific Research, and all undergraduate and graduate programs have been awarded either full or initial accreditation. All six of the bachelor's degree programs in the AUS College of Engineering are accredited by ABET, Inc. of the United States. The Bachelor of Architecture program of the College of Architecture, Art and Design is accredited by the National Architectural Accrediting Board (NAAB) of the United States.

AUS offers 25 majors and 48 minors at the undergraduate level, and 13 master's degrees programs through the following academic divisions:

- College of Arts and Sciences
- College of Engineering
- College of Architecture, Art and Design
- School of Business and Management

While Arabic is the official language of the United Arab Emirates, the language of instruction at AUS is English. All classes and administrative functions are conducted in English.

NATIONAL UNIVERSITY OF SINGAPORE

Singapore

Year Founded: 1905

By Allan TAN Jee Teck

Director, Office of Housing Services

Years with Institution: 3

Primary Programs of Study: Comprehensive studies ranging from humanities to medical

Number of Students: Over 30,000

Number of Buildings: 200+

Your Main Facilities Challenge: Catering to growth and expansion

SOMETHING WE SHOULD KNOW ABOUT YOUR SCHOOL:

NUS is a global university centered in Asia. It is consistently being rated amongst the top 30 universities in the world.

UNIVERSITY OF CYPRUS

Nicosia, Cyprus, Europe
Year Founded: 1989

By Agis Elisseos

Director of Estates (Technical Services), Director of Campus Development Office
Years with Institution: 19



the Athalassa Campus area there are seven major projects with 47 individual buildings. Academia Campus consists of nine buildings. In addition, there are 47 buildings in the periphery, some of them owned by the university but most of them are on rent.

PRIMARY PROGRAMS OF STUDY:

The University of Cyprus (UoC) provides programs both in Literature and Letters as well as in Sciences and Engineering. For the time being there are six faculties, that is:

1. Faculty of Humanities (three departments)
2. Faculty of Pure and Applied Sciences (five departments)
3. Faculty of Social Sciences and Education (four departments)
4. Faculty of Economics and Management (two departments)
5. Faculty of Engineering (four departments)
6. Faculty of Letters (three departments)

In addition to the above, an International Advisory Committee is preparing a proposal for the establishment of a School of Medicine (feasibility study, curriculum, staff requirements, buildings infrastructure, cost elements, etc). A Faculty of Fine Arts is also under consideration.

Number of Students: 6,300 (4,750 undergraduate and 1,550 postgraduate)

NUMBER OF BUILDINGS:

The UoC is being accommodated in two major campuses, the old Academia Campus which accommodated the university activities at the initial period (early 1990s) and is still providing housing mostly to Humanities and Education programs, while the new Athalassa Campus, which is under development, accommodates Sciences and Economics/Management, whilst Engineering is under way as well. Within

YOUR MAIN FACILITIES CHALLENGE:

Though UoC started as a Teaching Higher Education Institution, the orientation has changed into a mostly research university. The extent of research funds, mostly from the European Union, has been increased significantly (about 300 percent compared to four years ago). The new campus is intended to accommodate most of the teaching and research activities. International financial crises and restrictions have reduced the ability of providing new (and permanent) proper university buildings in order to meet the requirements related toward the final task of 10,000 students. Therefore, the main facilities challenge is to forecast and provide accommodation (even in rented buildings) for all new or expanding of existing academic programs activities.

Operation in two major campuses and the use of buildings scattered around the city is really a challenge. In addition, we're challenged by our aim to enhance elaboration, cost efficiency, and sustainable principles toward a green campus.

Regarding the new Athalassa Campus, a master plan was prepared in mid '90s and approved by the government authorities. Construction of the campus commenced in 1998, and most of the buildings are designed following an architectural competition for each of the projects. Up to now, seven major and four minor projects have been completed. One of the projects (sports facilities) has been awarded with national awards for their design.

ABOUT THE UNIVERSITY OF CYPRUS

Original research is one of the primary activities of the academic staff at the UoC. The university's research programs cover a wide range of fields and are funded either through the university's budget or by institutions in Cyprus and abroad. Eu-

European Union projects (including the 7th Framework Programme, INTERREG, COST, ERC, EUROMED, HERITAGE, LEONARDO, MEDA, LLP) constitute the majority of external funded projects. The UoC is recognized through international awards and is favorably classified after international evaluation.

UoC is ranked very close to the first 1,000 universities globally known for its research activities, while a number of academics have been awarded for their research. The Campus Development Office has been awarded by the Cyprus Association of Architects, in 2009, for adopting and promoting architectural competitions in Cyprus for the development of the New Campus. Regarding the Administration Services of the UoC, the University has been awarded with the European Foundation Quality Management (EFQM) for "Commitment to Excellence" and "Recognition for Excellence" for the Library, a Greek National Quality Award plus a number of National awards for quality of working environment and conditions.

The UoC is a member of the European University Association (EUA), the Community of Mediterranean Universities (CMU), the Network of Universities from the Capitals of Europe (UNICA), the Association of Commonwealth Universities (ACU), the International Association of



Universities (IAU), the Association of Arab and European Universities (AEUA), the Santander Group (SG), LEO-NET, and others. ☎

Steve Glazner is APPA's director of knowledge management and editor of *Facilities Manager*. He can be reached at steve@appa.org.



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The Americans with Disabilities Act: Managing Statutory and Regulatory Change and Complexity

By Meredith Inocencio and Richard J. Davis, P.E., J.D.

The Americans with Disabilities Act (ADA) is almost 20 years old. It is a milestone for individuals with disabilities to achieve higher levels of productivity and inclusiveness in modern society. An argument supporting the ADA was many improvements to the accessibility of facilities could be accomplished at little or no cost during construction, renovation, and in the course of use. Legal complexity, technological development, and increasing demand by those expecting equal access to public programs and private facilities create a dynamic regulatory landscape. ADA law is difficult to understand for the dedicated expert, let alone the facilities manager trying to comply with a plethora of codes in addition to budget, quality, and schedule constraints.

It is easy for building managers to reach a simplistic and inaccurate conclusion when deciding what the requirements are for ADA compliance: search the Internet, find the federal Access Board's ADA Accessibility Guidelines (ADAAG), and you have your answer. Although you could meet all legal requirements with that approach, your method would be flawed, your analysis erroneous and your conclusion as to what is required could be non-compliant. This can lead to costly construction that is non-compliant, creating inappropriate obstacles to the intended primary beneficiaries of the ADA.

There are several areas of federal law that are difficult to fully understand and the ADA is one of them. Some reasons for this are:

LEGAL COMPLEXITY,
TECHNOLOGICAL DEVELOPMENT,
AND INCREASING DEMAND
BY THOSE EXPECTING EQUAL
ACCESS TO PUBLIC PROGRAMS
AND PRIVATE FACILITIES
CREATE A DYNAMIC
REGULATORY LANDSCAPE.

- The U.S. Supreme Court has interpreted the statute narrowly in some of its decisions. Congress passed legislation that, among other things, overturned those interpretations.
- The Access Board publishes and updates guidelines (ADAAG) that are in turn adopted as enforceable standards by the Departments of Justice and Transportation (DOJ and DOT respectively). The DOJ's 2010 Standards for Accessible Design are regulations with the force of law, but the guidelines, by themselves, are not.
- Your state is free to enact statutes and rules compliant with federal law, but more strict or expansive in scope. A

complete analysis includes verification of compliance with state statutes and regulations.

- Your state may be one that had its regulations reviewed and certified by the DOJ. That certification provides a presumption of compliance. For many years compliance with state law provided confidence of meeting the 1991 DOJ Standards in these states. However, the new 2010 Standards will require recertification; you must comply with the 2010 Standards if and when they are applicable in the absence of a new state certification.
- We are in a transition period between old and new regulations. On March 15, 2012 covered entities will be required to comply with the 2010 Standards for new construction and alterations. In making the transition to the new standards, DOJ allows entities to choose to comply with the 1991 Standards, the 2010 Standards, or – in the case of public entities – the Uniform Federal Accessibility Standards (UFAS), until the effective date of March 15, 2012. The DOJ has also allowed for a safe harbor. Under the safe harbor provision, elements in facilities that were built or altered in compliance with the 1991 Standards or the UFAS will not be required to comply with the new 2010 Standards until the elements

are altered on or subsequent to March 15, 2012. The determination of which standard to apply should be made on a building by building basis. You may not use both standards in one building even in the safe harbor period, between September 15, 2010 and March 15, 2012.

MANAGEMENT

Higher education and other public entities often have similar management structures, with a facilities department that likely includes maintenance and operations. Capital planning may be a separate group in the larger institutions, and coordination for ADA compliance may also be separate, in a different division. Any organization managing buildings must reach good decisions that account for ADA compliance using either internal expertise or professional assistance.

Three examples are: long-range or master planning, including whether to demolish or renovate buildings and other structures; planning for construction or alterations; and maintenance. ADA review and compliance should be ongoing and thorough with all three functions. Recommendations to achieve these goals are:

1. Many factors affect the decision of whether to demolish and rebuild, or whether to renovate, or some combination of both. Among them are cost, flood, and terrorism risks; user needs, including growth and other changes; obsolescence; architectural quality; location; condition of structure; seismic resistance; wind loading; deterioration of foundation; ability of infrastructure to meet current needs, such as local area networking, energy conservation and other sustainability needs; and fire safety. Building and facilities managers must also ensure that a thorough and accurate analysis of ADA compliance and accessibility is included in the list of considerations.
2. Project managers will struggle with ADA compliance. Architects working

for the institution may not be trained adequately, either. Find ways to assure those responsible for drafting project plans and specifications for your projects make decisions that meet ADA requirements, whether through training, review by the institution's ADA expert, or engaging a specialist as necessary.

3. Maintenance staff must maintain ADA compliance while executing repairs, such as using compliant replacement components when executing repairs. Simple examples are replacing old faucets and door hardware when old ones fail or are otherwise replaced. Training is required for maintenance personnel, as well, so they understand their role in maintaining accessible elements.

Success can be measured by technical and substantive compliance, support for compliance throughout the organization, and importantly, by the users of the improved facilities.

A SUBSTANTIVE OVERVIEW IN A NUTSHELL

Title II of the ADA (42 U.S.C. § 12131–12165) applies to public entities and requires access to programs. Title III of the ADA (42 U.S.C. § 12181–12189) applies to private entities and incorporates requirements for removal of barriers.

In adopting the 2010 Standards, DOJ has attempted to align the Standards more closely with existing codes, such as ANSI and IBC. The hope is this will make the Standards easier for facilities professionals to understand and follow.

In many cases, multiple codes or standards will apply. Building and facilities professionals are responsible for knowing all codes and standards that apply. The best practice is to build or renovate to the strictest standard or code. The responsibility for ADA compliance lies with the owner of the building; i.e., responsibility for compliance cannot be transferred to contractors, architects, etc. In all cases, new construction and alterations must meet ADA.

Fortunately, many excellent resources are available to assist you in navigating this complex regulatory terrain.

1. The United States Access Board publishes the ADA Accessibility Guidelines (ADAAG). The board provides technical assistance and training on the ADA Accessibility Guidelines/Standards as they apply in new construction and alterations. Contact information: www.access-board.gov; 800-872-2253; 800-993-2822 (TTY); e-mail: ta@access-board.gov; office hours are weekdays 10:00 - 5:30 ET (except Wednesday).
2. U.S. Department of Justice: www.ada.gov; 800-514-0301 or 800-514-0383 (TTY)
3. ADA Technical Assistance Centers: 800-949-4232 (voice/TTY)

CONCLUSION

The purpose of this article is not to answer all questions concerning the new 2010 ADA Standards. Rather, it is to give you a general overview, and help you formulate relevant and probing questions to assist you in getting the information you need with the tools available to you.

The importance of compliance with the ADA goes beyond the avoidance of governmental fines and adverse court judgments. Thorough and artful compliance with the ADA communicates an intent to include people of all abilities in your programs and facilities; it is simply good business. 

Meredith Inocencio is the director of access services and ADA coordinator at The Evergreen State College, Olympia, WA. She can be reached at Inocenc@evergreen.edu. This is her first article for *Facilities Manager*. Rich Davis is the facilities engineer at Evergreen. He is an attorney and licensed mechanical engineer and serves on APPA's Code Advocacy Task Force. He can be reached at davisr@evergreen.edu.



Book Review Editor: Theodore J. Wiedner, Ph.D., P.E., AIA

Hard to believe, it's been

ten full years since I took over this column from John Casey, a mentor and colleague, I've enjoyed every minute of the assignment and while I may threaten to transfer the workload, I'll hang on for a while longer because of the benefits. I get to read a lot of books and share my perspective. I choose which books I review although many are suggested to me by publishers. Occasionally, a volunteer reviews a book and I provide editorial guidance, but that's it. If you have the urge to write a review, don't be bashful; it's rewarding. If you don't know what to read, e-mail or call me and I can help you find a book to suit your needs.

To start the new year I suggest two books: one that's mostly operational and one that's mostly design and construction; two from APPA's main subject areas. Both provide solutions to our everyday work.

Best wishes in the new decade.

THE UNTHINKABLE: WHO SURVIVES WHEN DISASTER STRIKES – AND WHY

Amanda Ripley, Crown Publishers, New York, 2008, 207 pages, hardcover, \$29.95 (softcover, audio, and Kindle editions also available).

Emergency preparedness has become yet another job requirement for the modern facility officer at a college or university. Some have procedures in place that are better than others, just look at how well the University of Texas at Austin responded on September 28, 2010 when they had a shooter on campus. They learned from their own sad experience in 1967. But not all of us have

the opportunity to learn from personal or institutional history. And besides, do we really want to learn the hard way every time?

So the norm is now, being prepared for an emergency. Whether it's a hurricane, flood, tornado, shooter, vehicular accident, explosion, or other event, we're all expected to respond quickly and effectively to protect the institution and its occupants. If we don't, an endless line of reporters asking why we hadn't foreseen the problem; why we didn't respond more quickly; or why we didn't have effective procedures to shelter in place, shelter off-site, evacuate, or other means of refuge.

In *The Unthinkable*, Amanda Ripley draws from several news accounts and digs into the details of the event, what when wrong, what when right, and why it mattered. How were people saved and why the deeds of heroes and ordinary folks mattered. In some cases, disasters are chronicled (how many people died, was the death preventable or inevitable). In most of the cases prevented the deaths could have been prevented had people paid attention to the emergency plans, and followed them.

Sadly, many of the examples are too real. They are also frustrating because they could have been prevented had people reacted differently; paid attention to announcements, followed instructions, or acted rather than procrastinating. In other cases, people survived because their primal instincts took over and they were protected because of a primitive response to danger. However, a primal response doesn't always work in our modern, technological society. Plans and contingencies must be practiced over and over again.

Like you, I've attended periodic emergency scenarios conducted by our police department, the unit charged with coordinating many emergency manage-

ment responses. These are somewhat routine for me because I've learned how to respond to emergencies the hard way – several fires, floods, auto accidents, and falls, some resulting in death.

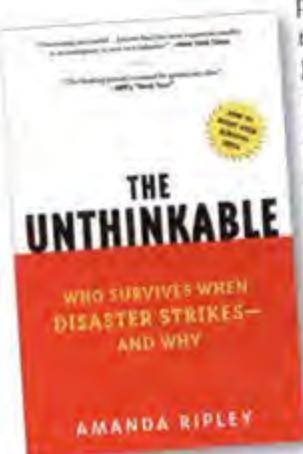
Others in these practice sessions don't do so well, they're bosses who think they know how to lead people even in an emergency (news flash - they're not facilities people and they don't handle emergencies well). The practices are important for me and for them: they gain a greater understanding of what it means to operate a facility in all conditions, and I develop new connections with folks when they see how things are done working through the scenario with the cops. It's a good system.

I've also received the introductory FEMA training plus some other training. Every time, the importance of practicing these different scenarios comes up. It may seem dull at first but it's just like an athletic talent, if you don't practice and hone the skills you won't win when it's time to perform. *Unthinkable* is a valuable book for the doubters and the believers. It's good for the "pointy-haired boss" who thinks he knows what to do in all cases. More importantly, it's important for the individual who thinks all planes are alike and they don't need to pay attention to the FAA required announcements before every take-off.

If you read this book, you'll be a survivor. Not the TV kind, but a real, emergency situation, never-happen-again-in-your-lifetime, survivor. I want you to be a survivor.

THE OWNER'S DILEMMA: DRIVING SUCCESS AND INNOVATION IN THE DESIGN AND CONSTRUCTION INDUSTRY

Barbara White Bryson with Cana Yetmen, Greenway Communications, Atlanta, GA, 2010, 237 pages, softcover, \$29.95.

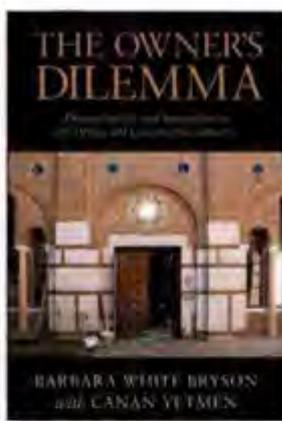


When I was studying architecture, the movie *The Towering Inferno* appeared on the big screen. It was the time of disaster movies and here was another one where a poorly constructed building catches fire and the architect uses his intimate knowledge of the building to save as many people as possible. What a crazy story—no architect knows a massive building to the level of detail needed. That's Hollywood for you.

Buildings are complex and construction projects don't run smoothly without a lot of care and attention. The challenge is managing the risk and the owner has the most at risk. The building must fill the need or a great deal of money will be wasted. In the case of a university, the owner is not the occupant(s) who may have been involved in design reviews. The oversight board is the owner, and most of the time they're not involved in the process, where the risk is the greatest. The board relies on the project management staff to deliver the complex project on time, within budget, and to the satisfaction of the occupants.

The Owner's Dilemma makes the challenges abundantly clear. Why would anyone want to assume the pressure of managing a risky construction project for a board that wants to make sure there are no mistakes. Of course, many of us are in the position, or have been, and want to make sure the board members are happy while keeping the occupants happy, too. It's a tough balancing act and one which requires many skills. These skills are articulated in the later chapters and thoughtful examples of construction projects appear at the end of each chapter.

While the book rose out of an upper-level course that the author was challenged to teach, it does an excellent job of putting the problems and risks in



perspective. Clear recommendations are provided with examples. While many of the examples are a record of personal experiences in a somewhat rarified setting (Rice University), they are not unique. We all experience many of the problems presented, but may not have

succeeded as well as the author and Rice University have under her leadership. Therein lies the lesson. This is a book I've enjoyed reading and learning from. You will too. ☺

Ted Weidner is assistant vice chancellor of facilities management & planning at the university of Nebraska-Lincoln; he can be reached at tweidner2@unlnotes.unl.edu.

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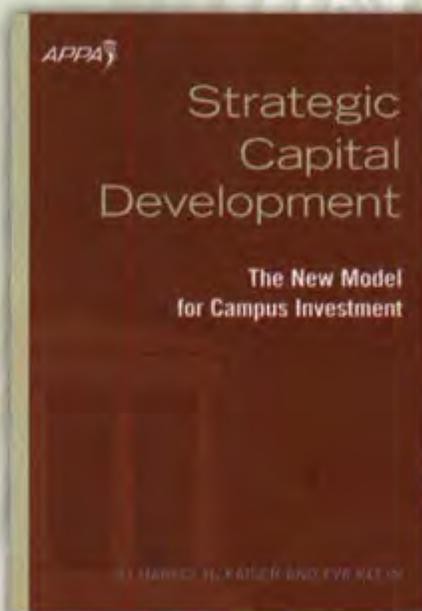
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Strategic Capital Development: The New Model for Campus Investment

By Harvey H. Kaiser and Eva Klein



Member price: \$70

Non Member price: \$82

ISBN 1-890956-55-4

Published April 2010



Harvey H. Kaiser



Eva Klein

APPA's newest book, Strategic Capital Development: The New Model for Campus Investment, presents a bold approach for planning capital investments from a strategic and long-range perspective. The authors combine their extensive higher education experience, and their specific work of the last decade to improve capital planning and decision-making, to make a case for a new model in which they seek to balance idealism with pragmatism. They define stewardship principles necessary to create and sustain a physical plant that is responsive to institutional strategies and functions; remains attractive to faculty and students; and optimizes available resources.

The book is organized into three parts:

Part 1—provides a summary of how capital planning and funding practices in higher education have evolved from the late 1940s to the present—including case studies of relatively more effective planning models.

Part 2—makes the authors' case for why change is needed, based on examination of environment/context factors, and articulates six key principles for 21st century facilities stewardship—the foundation for the model.

Part 3—provides the proposed model, based on the observations and conclusions in Parts 1 and 2. Following the model overview, Part 3 provides practical, hands-on, how-to details of methodologies and data requirements, along with illustrations of many of these elements.



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Compiled by Gerry Van Treeck

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Advanced Modern Technologies Corporation (AMTC) has announced the availability of a water-saving green urinal handle for the commercial restroom. The HALF-FLUSH™ retrofit flush handle for urinals is an industry first. It is designed to reduce the flush volume of a urinal by one half. AMTC's retrofit flush handles can quickly and cost effectively convert the installed base of urinal and toilet fixtures to the high-efficiency standard without the need to change the existing porcelain. The products can be installed by a layperson in about one minute. Payback on the handles based on water savings and sewer charge savings is less than one year. For more information, please visit Advanced Modern Technologies Corporation at www.amtcorporation.com.

ERC Wiping Products, Inc. has expanded its line of economical microfiber products to include non-woven microfiber wipers at an unbelievably low price... only 28¢ each. The wipers have the same qualities as microfiber towels including that they are lint-free, non-abrasive, absorbent and can effectively clean with little or no chemicals. Microfiber wipers are ideal for wiping various surfaces including counters, windows, mirrors, LCD/LED TV screens, as well as handles and bathroom fixtures. Microfiber wipers are also ideal for infection control as they are low-cost enough to be used as a disposable wiper yet durable enough for machine washing. Non-woven microfibers are approximately 13" x 13" and are available in white. For further information visit ERC Wiping Products, Inc. at www.ercwipe.com.



New Products listings are provided by the manufacturers and suppliers and selected by the editors for variety and innovation. For more information or to submit a New Products listing, e-mail Gerry Van Treeck at gvtqvt@earthlink.net.

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Assessing and Forecasting Facilities in Higher Education

PART 2

Section IV: Critical Facilities Issues

How the critical issues were identified. The premise of the Thought Leaders symposium is that facilities leaders have much to contribute to the major challenges facing higher education. This year, as they took a comprehensive view of the higher education environment, participants felt their contribution mattered more than ever.

Participants followed the procedure used in previous years to identify the specific challenges facing educational facilities and facilities managers. Eight issues were identified by symposium participants, along with critical questions. The questions are the heart of the exercise: **They are intended to guide facilities professionals and university leaders in the discussions at their own institutions.** A major goal of the Thought Leaders Series is to help individual colleges and universities assess where they stand and help them develop strategies for the future.

One critical point: readers of the previous Thought Leaders reports might notice some issues have been added to the list and others removed. This does not mean that issues not carried over from the previous years have gone away as priorities. Instead, the issues identified each year are those that arose in discussion as the most critical at this time.

1. Crafting an integrated strategic plan.

The Issue: Smart strategic plans give individual departments and institutions as a whole a framework for decision-making even in tough, unpredictable times.

Strategies:

- Create a strategic plan that will help your organization focus on its top priorities even during hard financial times.
- Focus on aligning your organization with the mission of the institution to ensure continuity of focus and direction.
- Confront the challenges of cost, access, and competition.
- Analyze your organization, structure, and financial

system for their long-term sustainability and economic viability.

Strategic planning isn't new at colleges and universities, yet many in the institution still see plans as meaningless exercises. In fact, effective strategic plans are powerful management tools. When they work, plans are the result of hard effort by teams that seek to understand the institution's goals and plot its future. After achieving buy-in from faculty, staff, trustees, alumni, and students, the plan becomes a bedrock document dealing with issues ranging from enrollment demands to curriculum shifts to fund raising goals.

Good institutional and organizational plans provide significant benefits. First, they can help the entire campus community get a sense of both its goals for the future and progress toward those goals. Clemson, for example, developed an annual report card that measures progress on 26 specific goals; the president reports quarterly on these goals to the Board. Second, strategic plans provide guidance during tough times by keeping the focus on agreed-upon priorities. The University of Central Florida, for example, points to its strategic plan as providing guidance not only during five years of rapid growth but also in the last three years of major budget cuts. The university's provost cited the plan as helping UCF retain its culture and priorities in the face of financial crisis.

Strategic plans play important roles for the facilities department as well as for colleges and universities as a whole. Savvy organizations craft plans that keep their efforts in alignment with the mission and vision of the institution. They address facilities issues in detail and can be critical in prioritizing the multiple challenges confronting facilities leaders every day.

Thought Leaders participants endorsed the importance of goals and suggested several critical elements of good plans:

- **Assessment.** Strategic plans need to provide an honest review of the institution's current situation—what is sometimes called “environmental scanning” by

professional planners. A facilities-specific plan will evaluate the overall status of the campus built environment as well as the organization intended to manage and maintain it.

- **Mission.** Plans must include the mission and vision of the institution, a mission and vision determined by and agreed upon by the entire campus community. The facilities organization plan will address the mission of the department and ensure that mission is in alignment with that of the institution as a whole.
- **Communication.** Strategic plans are worth little if they're sitting on a shelf. Plans must be distributed throughout the campus community, and the community needs an opportunity to understand and buy in to the plan. The same goes within a department: staff need to understand the plan and their role within it.
- **Adaptability.** Plans provide guidance in times of change, but plans also need to respond to change. Some experts propose institutions rethink the timeframe of their plans from ten to five years to accommodate this era of transformation. In any case, plans need to be evaluated annually to determine what's working, what's not, what's irrelevant, and what's missing. Further, plans need to remain relevant even when the leadership of the institution changes. Similarly, facilities department plans should be regularly assessed to ensure they remain in sync with the institution's plans and goals and relevant to the current environment.

TLS
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Questions for institutional dialogue:

- Does your organization have a usable and useful strategic plan? Is it a real plan, valuable to employees and relevant to management decisions?
- Is the plan in alignment with the mission, vision, and goals of the institution? Are resources aligned with the plan? What about metrics?
- Does your organization have a clear mission, vision, and goals?
- Does the plan include a process to promote awareness and acceptance?
- Is a process in place to assess the plan on a regular basis?
- How can you ensure the plan remains relevant if leadership transitions occur?

Data Point: Strategic planning

Steps of the change management process

Change isn't a one-step flipping of a switch—it takes time. Following is an overview of the change management process:



– “Strategic Planning in Higher Education: A Guide for Leaders” by the Center for Organizational Development and Leadership at Rutgers. Adapted from R.I. Burton “Group Process Demystified” in J.W. Pfeffer and L. Goodstein (eds.), The 1982 Handbook for Group Facilitators

2. Achieving financial sustainability.

The Issue: Facilities departments need to develop long-term strategies to make their organization more efficient and financially viable.

Strategies:

- Move beyond short-term cost-cutting to true financial discipline.
- Consider Total Cost of Ownership in assessing your facilities' value.
- Understand your value to your customers.
- Assess and enhance the Return on Investment of your facilities assets through higher utilization.

Higher education has been through tough times before. Today's institutions have responded to crisis in time-honored fashion by cutting costs and hoping times

would get better soon. Something is different this time. Around the industry—and within the Thought Leaders symposium—higher education leaders are questioning not just the short-term economic challenges but also the long-term financial viability of colleges and universities. Peter Stokes, executive vice president and chief research officer at Eduventures, Inc., noted the following in a recent article in *Inside Higher Ed*:

In our current circumstances . . . forward-looking universities read signs that the old ways of doing things may be approaching obsolescence. As a senior executive at one large, private university recently said to me, “We’re not persuaded that the business model or the economics of higher education are sustainable. We’re asking the question, ‘What if we were to start from scratch?’”

While the institution as a whole must examine revenue sources and make hard decisions about endowments, tuition, and public funding, individual departments need to buckle down and make some hard decisions themselves. What’s called for is financial discipline. Discipline is harder than cost-cutting, which primarily targets low-hanging fruit. It is short-term in nature, and it carries the assumption that items can go back on the budget when times get better. Discipline, on the other hand, means putting a permanent brake on escalating costs. It means eliminating line items that are a drag on the budget.

It also means thinking about facilities costs in a new way. Colleges and universities persist in pouring money into new buildings, often buildings designed to get the biggest bang for the buck up front with little consideration for long-term upkeep. At the same time, they short-change maintenance and renewal, allowing existing buildings to decline into inefficiency and ignoring small problems until they balloon into large (expensive!) ones.

Thought Leaders participants assert that the long-term financial discipline for facilities will require attention to Total Cost of Ownership (TCO)—that is, the total cost of facilities over their entire life cycle. TCO requires a balance sheet for facilities that includes not just the initial costs of materials and systems but also the continuing costs for energy, upkeep, replacement, and eventual decommissioning. Making TCO a key facilities

policy will go a long way in achieving financial discipline for facilities programs.

Another real issue is improving the Return on Investment (ROI) of educational facilities. Increasing actual revenue generation of the assets themselves comes from higher utilization. As in manufacturing, the institution can shut down inefficient buildings, invest in others to increase productivity, and realign staff as needed. Higher education has not fully caught on to this fundamental economic reality related to the efficient use of capital assets.

Data Point: Achieving financial sustainability

Cost, competition, and value in higher education

Colleges and universities have always competed for students, but the nature of that competition is changing. Previously, the major consideration in making the choice between institutions was quality, but increasingly, students are comparing cost and value. Peter Stokes quotes Jack Wilson, president of the University of Massachusetts, on this point:

“The last few decades, people have not thought about higher education as a place to look for value,” [Wilson] said. “But now, they’re going to be looking for quality institutions that offer a great experience, and a great value at a great price. There’s going to be a lot of pressure on higher education institutions to get their value propositions in place.”

As anyone who has purchased a car, a home, a major appliance—or even a pair of socks—knows, value doesn’t necessarily mean low price. Value is the extent to which a good or service is perceived by the customer to meet his or her needs or wants, measured by the customer’s willingness to pay for that good or service. Some students will find the greatest value in their local community college, others in a \$40,000/year private liberal arts college. The critical point for all institutions is to understand what value they offer and to whom.

Questions for institutional dialogue:

- How has your institution responded to the latest economic downturn—with short-term cost-cutting measures or long-term financial strategies? What would it take for the institution to achieve financial discipline? How could facilities help? What sorts of barriers would such an effort have to overcome?
- Do facilities leaders understand the concept of Total Cost of Ownership? What about leaders outside of facilities? What concrete steps could facilities leaders take to promote Total Cost of Ownership as a core principle of facilities construction and maintenance?
- For greater Return on Investment on campus facilities, do you have a policy to close or even demolish a building that is costing more than it is bringing in? Does senior administration consider innovative approaches to generating revenue for facilities assets? Does your institution view your facilities assets as an expense or an investment?

3. Creating change agents in facilities departments.

The Issue: Resistance to change remains a perennial problem within institutions and facilities departments, but organizations can develop leaders who will help promote change from within.

Strategies:

- Take advantage of the current environment to promote change.
- Create an open environment for dialogue about change and why it is needed.
- Develop an accession/succession plan to recognize and promote those willing to change and meet your new requirements.

One unexpected advantage of the current environment of anxiety about the future of higher education is that discussions of the need for fundamental change have never been more widespread. Complacency is no longer lulling members of the campus community into inaction. Leaders should take advantage of the situation by moving forward aggressively, creating a vision for change, and mobilizing commitment.

What will it take to succeed? Management experts say seven steps are necessary to make change happen and work well over time:

1. Have in place a leader who will champion change, build alliances, and support the goal.
2. Create and affirm the need for change within the organization.
3. Create and disseminate a vision for what the outcome will look like.
4. Mobilize commitment and support change with adequate resources.
5. Track benchmarks to monitor progress, uncover roadblocks, and guarantee accountability.
6. Finish the job by celebrating successes and spreading new skills and ideas throughout the organization.

Data Point: Financing green improvements

Revolving loan funds provide a means to pay for sustainability improvements

The recession is wreaking havoc across college and university budgets, making it particularly difficult to pay for green campus improvements. One model, however, has proven successful as a funding mechanism for sustainability projects: revolving loan funds (RLFs).

RLFs are created by setting aside a sum of money generated from grants, donations, campus fundraising, and student fees. Members of the campus community can then submit proposals for sustainability projects that will produce savings in energy costs. The board grants loans to the most effective projects, providing the necessary upfront costs, and the savings generated are paid back into the fund until the project is fully paid for. This creates a revolving source of capital for green projects.

Several institutions have used RLFs with significant results. For example, Harvard University's Green Loan fund financed 147 projects between 2001 and 2007 that reduce emissions by 33,227 metric tons of CO₂ and saved 15.5 million gallons of water. The average project return on investment was 26 percent. Today, numerous other colleges and universities are considering the potential of RLFs for their campuses.

7. Anchor the change in the systems and structures of the organization.

(Excerpted from Brien Palmer, *Making Change Work: Practical Tools for Overcoming Human Resistance to Change*, ASQ Quality Press, 2004.)

One point here is worth discussing in greater detail: the task of creating and affirming the need for change. To get others on board with the change agenda, leaders need to create an open environment in which dialogue about change is welcome. Staff can talk about elements of the organization where they see the need for change, and leaders can convey their assessment of problems and their vision for the future. It's important that everyone understands the forces driving change—remember that it's hard sometimes those in the trenches to have a sense of the big picture. Giving them insight into the pressures on an institution as a whole can clarify the need for change.

Finally, organizations need to seek out future leaders who are willing and able to drive change and meet the department's evolving requirements. Identifying promising staff members is a good first start, but it's only the beginning. Facilities organizations need to do a better job of growing their own leaders from within. That means establishing accession/succession plans that will help train the next generation of leaders with a commitment to positive, effective change.

Questions for institutional dialogue:

- Is your organization taking advantage of the current environment to promote needed changes?
- Where is your department in the process outlined above? Are leaders available and committed to making change work?
- Do staff understand the driving forces pushing change on the organization? Do leaders understand where staff would focus change? Is there opportunity for dialogue about change? Can you develop consensus on the need for change and a vision for the end result?
- Is an accession/succession plan in place to both identify and promote future leaders?

4. Addressing regulatory compliance.

The Issue: Institutions need to work to lighten the burden of regulations on higher education.

Strategies:

- Keep on top of the growing number of state and federal regulations that apply to your institution and organization.
- Advocate for streamlined regulations that are more relevant and less burdensome.

Most federal and state regulations are rooted in reasonable, understandable desires for safety, privacy, and fairness. It is hard to argue that campuses should have adequate security, that laboratories and dorms have proper fire protection, that students have their privacy protected, or that hazardous waste be disposed of properly. However, the result of all of these good intentions is a major burden on colleges and universities. In fact, higher education institutions face more regulations than almost any other type of organization. According to the Catholic University of America, which sponsors the Campus Legal Information Clearinghouse, colleges and universities fall into several overlapping categories of regulations:

- Laws that apply to any employer—e.g., ADA, HIPAA, nondiscrimination.
- Environmental rules that apply to most American industries—hazardous waste disposal, reporting of greenhouse gas emissions.
- Regulations that apply to financial institutions—e.g., the Gramm-Leach-Bliley act, Antiterrorist Financing rules.
- Rules that apply to research organizations—e.g., human subject research rules, animal regulations, patent law, etc.
- For public schools, requirements that apply to state agencies—e.g., purchasing and contract regulations.
- For private schools, laws that apply to non-profit institutions.

These regulations are in addition to all of the rules that apply to higher education alone, including those concerning immigration for students and scholars, financial aid, campus safety, student privacy, Title IX, and others. Catholic University estimates roughly 200 regulations from almost every federal agency—excepting only the Federal Trade Commission and the Consumer

Products Safety Commission—apply to colleges and universities.

Regulations wouldn't be so onerous if so many of them didn't seem outdated, inconsistent, unclear, duplicative, or an exercise in paperwork. The Campus Security Act, for example, requires institutions to post Campus Crime Alerts to warn members of the campus community about serious crimes—a simple task that has real benefit. As Catholic University staff noted in a statement to the Secretary of Education, at their best, regulations meet a real need and provide a real benefit.

At their worst, however, regulations can absorb huge amounts of time and waste scarce campus financial resources with little tangible benefit to anyone. The Campus Security Act's requirements for publication of crime statistics are burdensome yet of dubious value, with no substantial evidence to support that the information is used by prospective students and parents to make college choices.

Some higher education institutions and organizations have begun attempting to measure the cost of regulations to make clear their impact on college and university budgets. A study by the University of North Texas of 35 public institutions in the Lone Star state found they spent a total of \$6.5 million preparing and filing state reports to comply with purchasing and contracting rules.

How can institutions deal with the regulatory burden? The first step is to better manage existing regulations. It's not easy to keep up with all of the rules and requirements, but the job needs to be done consistently and carefully. Institutions can rely on resources both within specific fields—APPA, for example, includes in its training and professional development initiatives information on facilities-related regulations—and resources intended for higher education in general. Catholic University's Campus Legal Information Clearinghouse, seeks to provide up-to-date, detailed information on the shifting regulatory landscape.

Institutions may also choose to start measuring the cost of regulations as they keep track of their compliance. This won't be an easy task, but it may be the only way for their true cost to be known. Currently, the best estimates about the cost of regulations are only

that—estimates—and several are years old, or specific to one type of requirement. One industry observer in *Inside Higher Ed* recently urged institutions not only track the cost of regulations but also to go so far as to add a line item to tuition bills for a “regulatory compliance fee.” It's unlikely this proposal will gain much traction, but it's clear that frustration with regulations is growing and that tracking costs is the only real way to make their impact clear.

Finally, institutions concerned about federal regulations should consider some form of advocacy to make their point. Individual players in the federal government have expressed concern about the regulatory burden—Senator Lamar Alexander attempted to remove outdated regulations from the reauthorization of Higher Education Act, while U.S. Secretary of Education Arne Duncan recently told the Association of Public and Land-Grant Universities he was willing to work to cut red tape if institutions made progress on increasing student performance. However, it will take a sustained effort by numerous colleges and universities to have a real impact.

Institutions often have excellent relationships with elected officials on both the state and national level; they should leverage these relationships to reduce the burden of regulatory compliance. Higher education organizations are also organizing to make their position known. APPA's Code Advocacy Task Force, for example, recently collected input from APPA members on the development of the 2011 National Electric Code. APPA holds a principal voting position for the industry on Code-Making Panel No. 1 and used the information gathered from members to produce a voting position on behalf of APPA and its member institutions.

Questions for institutional dialogue:

- Does your institution/organization have a system in place to keep track of regulations?
- Who is responsible for ensuring the institution/organization remains up-to-date on changes to rules and regulations?
- Should the cost of regulations be tracked? What amount of effort would this require? Would it be worthwhile?
- Should the college or university advocate directly with state and federal governments to lighten the regulatory burden?

5. Facing the challenge of changing demographics.

The Issue: Colleges and universities need to understand how the demographics of their student body and workforce are likely to change and develop strategies to address that change.

Strategies:

- Assess the demographics of your region, your workforce, and your student population.
- Start addressing the changes that will be needed to student services.
- Understand how demographic shifts will affect your workforce and craft plans to help you recruit, train, and retain the staff that you need.

No one questions that the demographics of the United States are changing in unprecedented ways. What is unclear, however, is exactly how these changes will play out across different regions. General statements about the aging of the population and the growth of minority groups will have different relevance in different parts of the country.

For example, the Brookings Institution recently concluded a major study on the demographics of major metropolitan regions. In general, the report pointed to five new realities:

- **Population growth:** The U.S. recently passed the 300 million mark, and over the next decade will add another 28 million people.
- **Population diversification:** More than 80 percent of population growth between 2000 and 2008 was among nonwhites, and within 40 years whites will be the minority.
- **Aging of the population:** Metropolitan areas had a 45 percent increase in their 55-to-64-year-old population between 2000 and 2008.
- **Uneven higher education attainment:** Younger adults are less likely to hold post-secondary degrees than older adults, while African American and Hispanic groups lag behind white and Asian counterparts by more than 20 percent.
- **Income polarization:** Low-wage and middle-wage workers lost income between 1999 and 2008 while high-wage workers saw their incomes rise—with high-wage workers out-earning low-wage workers by a ratio of more than five to one.

Data Point: Addressing regulatory concerns

Higher Education Regulations Study seeks to identify unnecessary and burdensome regulations

A ray of hope for those concerned about the cost and impact of federal regulations on higher education is offered by a provision in the reauthorization of the Higher Education Act to create the Higher Education Regulations Study. The Advisory Committee on Student Financial Assistance has been charged with conducting a review and analysis to determine whether regulations affecting higher education are duplicative, no longer necessary, inconsistent with other federal regulations, and/or overly burdensome.

The committee began its task by creating a website that includes an area for the public to offer recommendations for streamlining regulations. In addition, the committee is supposed to convene at least two panels to review regulations and provide recommendations on streamlining. At the same time, the National Research Council of the National Academy of Sciences is supposed to conduct a study on all of the reporting requirements imposed on colleges, including an estimate of compliance costs and recommendations for reducing or eliminating them. Within two years, the committee is required to report its findings to Congress.

So far, the committee has held one review panel meeting, sought input from NASFAA, NACUBO, AAU, and the general public, and assembled a preliminary list of burdensome regulations. However, at least one element will likely be missing from the final report—the National Research Council hasn't received any appropriations to conduct its study. One hopes the irony of an unfunded regulation to review the cost of regulations isn't lost on the Department of Education.

However, examine the data closely and regional patterns quickly appear:

- **Population growth:** Some regions are seeing significant increase in their population—particularly Florida, Texas, Arizona, California, North Carolina,

and Georgia—while others have experienced profound population decline—particularly the Rust Belt.

- **Population diversification:** The Hispanic population is growing, but their numbers remain concentrated in a band from California to Texas, with significant growth in Florida, North Carolina, Georgia, and Virginia. Meanwhile, the largely white populations of New England and the Northwest have had little growth in minority groups.
- **Aging of the population:** The population is growing older in such diverse cities as Denver, Provo, and Raleigh while at the same time regions such as the South Texas Border and the Central Valley of California are seeing significant increase in the growth of the under-18 set.
- **Uneven higher education attainment:** While regions with the highest population growth are seeing a decline in those with post-secondary degrees—Texas and Arizona in particular—other regions, including the Northeast corridor from Washington, D.C., to Boston and south Florida—are experiencing an increase in the population with at least a bachelor's degree.
- **Income polarization:** While average incomes declined across most of the United States, a few regions had small increases in income, particularly San Diego, California, Worcester, Massachusetts, and Washington, D.C.

The point of this analysis is that demographic shifts vary widely by region, and no one demographic approach will make sense for all colleges and universities. Even within the same region, a private liberal arts college will be confronted with different demographic challenges than a large community college district. Colleges and universities need to closely examine the demographic changes in their own neck of the woods. A school in the Rust Belt confronting an aging, declining, largely white population will need to take different actions from one in Phoenix looking at a young, growing, increasingly Hispanic population.

Institutions also need to break their analysis down to consider the demographic changes to their student population separately from those of their workforce—the two could be very different. Institutions need to respond to the shift in student demographics both in terms of

student services and course offerings. Services might need to be expanded to provide increased support for minority populations as well as for those who speak English as a second language.

Shifts to the workforce are likely to challenge facilities departments in particular, since facilities groups employ not only highly educated professionals but also trade and craft workers and unskilled staff. Already, many college and universities are seeing their workforce age as older workers delay retirement. While older staff can limit promotions for younger staff and sometimes create friction, institutions have relied on expertise and experience of these employees; plans need to be put into place to ensure their institutional knowledge isn't lost when they eventually leave.

Others are seeing a marked increase in the number of Hispanic employees, a trend that will only continue in many parts of the country; language training will likely be needed for both employees and employers to meet the challenge of non-native employees in the workforce. Finally, it is clear that new generations of workers bring a new attitude to work, in an environment where it is rare to keep one job for more than five to ten years and career-shifting is expected. If institutions want to keep good employees and maintain their investment in their staff, they need to find ways to accommodate these trends. For example, is the institution prepared to help employees gain new skills and shifts between jobs and programs on campus?

Questions for institutional dialogue:

- Does your institution understand the demographic changes going on in your metropolitan area? How are the population size, racial and ethnic mix, age, and educational level predicted to shift?
- How are student demographics in particular expected to change? What will students need and expect from higher education in the next ten to fifteen years?
- How are workforce demographics in particular expected to change? What will workers need and expect from their employers in the next ten to fifteen years?
- How will human resources programs need to change to meet the needs of the new workforce?

6. Creating an environmentally sustainable and energy efficient campus.

The Issue: Colleges and universities must continue to make progress toward environmental sustainability and energy efficiency.

Strategies:

- Build a culture of sustainability on your campus.
- Develop and implement an energy policy to cut consumption, manage use, and reduce volatility.
- Make a business case for energy efficiency and sustainability.
- Ensure the facilities department is leading the charge for campus sustainability.

Sustainability and energy efficiency have been a priority of participants at the Thought Leaders symposium since 2006, but the importance of the issue has only grown. Energy costs have gone through extreme swings in the last five years at the same time concerns about global warming have exploded. The American

College & University Presidents Climate Commitment (ACUPCC) has gone from an idea to a movement with nearly 700 signatories. The majority of college campuses have created official sustainability policies and hired dedicated staff.

While concern about sustainability has grown, much remains to be done to achieve real progress on reducing greenhouse gas emissions, cutting waste, and improving energy efficiency. The first priority is to build a culture in which environmental awareness is widespread among students, faculty, staff, and administrators, and sustainability influences decision-making across the campus. Environmental action too often remains an “extra”—a separate effort that is given attention only occasionally or by certain people. Sustainability efforts have achieved results under this approach, but they will remain limited until efforts are integrated into the institution’s thinking from top to bottom. The Association for the Advancement of Sustainability in Higher Education (AASHE) calls this “whole-system thinking” and describes it as “a different way of thinking about buildings, utilities, perceptions, institutional

Data Point: Changing demographics

Dallas County Community College strives to meet the needs of the largest Nepalese community outside of Kathmandu

While most colleges and universities deal with large-scale demographic trends such as the increase of the Hispanic population, others must also address microdemographic shifts in their area. For example, the Dallas County Community College district—and in particular, its Irving-based North Lake College campus—has experienced a dramatic increase in the number of students from Nepal.

This land-locked country bordered by India and China and home to Mount Everest has 1,366 students enrolled in the community college district with 832 enrolled at North Lake, making up on average 5 to 10 percent of the North Lake student body. Irving, Texas has become a hub of the Nepalese population in the United State, and many students arrive there knowing they can find their favorite foods at local Nepalese restaurants, celebrate Nepalese religious holidays together, and get support from countrymen and women. Many

join the campus’s Nepalese Student Association.

North Lake faculty and staff have had to respond to the unique challenges faced by their Nepalese students. Students who learned British English in their homeland must adjust to American slang. Many need help learning to speak up in class, take part in discussions, and ask questions of their professors—unaccustomed activities in traditional Nepalese culture.

While few schools will need to address the specific challenges of a large Nepalese student body, others are likely to see their own microdemographic trends. Institutions in the Twin Cities, for example, have worked to provide services for the large Hmong population originally from Southeast Asia. Colleges and universities have a responsibility to know about the unique populations in their regions and should work to develop the potential of these students.

structures, and all the other components of the system that comprises energy and your campus.”

Campuses that embrace whole-system thinking are seeing the benefits. Cape Cod Community College, for example, has gone so far as to add a focus on sustainability to its mission statement; institutional commitment starts at the president’s office, where Kathleen Schatzberg has earned a reputation as one of the most outspoken advocates for sustainability among community colleges. Programs include cafeteria waste composting, solar-powered trash compacting, and xeriscaping (environmental design that uses various methods for minimizing the need for water use) on campus grounds. The college has invested significant time, effort, and money by making this level of commitment, but this is what true sustainability looks like.

A second priority according to Thought Leaders participants is the development of comprehensive campus energy plans and policies. These policies need to examine campus energy use, assess the associated costs of this use (both financial and environmental), and propose strategies to reduce energy across the board. Strategies should address all sectors of the campus including buildings, transportation, IT, and other elements. They should include plans for diversifying energy sources to include renewable power and for increasing energy efficiency and conservation. Such plans can have a significant impact on the institution’s long-term approach to energy. For example, the official energy policy of the College of the Atlantic is for the institution to be a carbon-neutral campus. To achieve this ambitious goal, the college’s energy plan includes a requirement to use 100 percent renewable energy as well as to design all buildings to be energy efficient, using passive solar heating and efficient lighting. The plan gives the college an overall policy directive as well as specific goals and strategies.

Despite the high profile of sustainability on college campuses, many institutions still struggle to get the support from the highest levels of the administration, particularly business officers. It remains important for colleges and universities to make a business case for sustainability and energy efficiency. As noted in the *Climate Neutral Campus Report* from the ACUPCC:

Even amid rising energy costs, colleges and universities can miss opportunities for

worthwhile energy enhancements because of a communications gap between senior administrators and engineering personnel. Facilities professionals recommending environmentally positive energy projects risk rejection of their proposals if they fail to communicate effectively. They cannot get their point across if they do not speak the language spoken and understood by decision makers or address the full range of issues that a president considers when evaluating a proposal. Communications gaps between leaders and the facilities team can condemn a solid energy recommendation to failure.

Part of the solution is to learn to speak the language of administrators. That means educating oneself about the challenges facing financial staff and understanding how they like to receive information. It means developing cost-benefit analyses for proposed sustainability initiatives that include a determination of the payback period and options for funding. It means building relationships with top finance executives and meeting with them prior to presenting proposals to achieve their buy-in. Making a business case is hard work, but fortunately resources are available to guide facilities professionals through the process, including the book *The Business Case for Renewable Energy* from APPA, NACUBO, and SCUP.

The final strategy recommended by Thought Leaders symposium participants is to ensure the facilities department is leading the charge for campus sustainability. Facilities have an important role to play in improving the energy efficiency and overall sustainability of campuses, with a direct effect on everything from the chemicals used to clean floors to the generation of power. Senior facilities officers should play leading roles in sustainability discussions, helping to shape policy as well as managing implementation. As APPA noted in its report *The Educational Facilities Professional’s Practical Guide to Reducing the Campus Carbon Footprint*, “today’s facilities professional must understand that today’s efforts to address climate change require campus-wide collaboration among many stakeholders. In this new environment, facilities professionals must be willing to serve in new capacities.” These capacities include acting as subject experts with unique understanding of the

issues surrounding sustainability, academic liaisons ready to help faculty and students fulfill academic goals relating to climate change initiatives, strategic administrative partners working to ensure the required resources are devoted to sustainability initiatives, and communicators and motivators promoting the importance of climate change initiatives on campus. Facilities officers need to assess their role on campus and see where they need to step up to increase their impact on the sustainability discussion.

Questions for institutional dialogue:

- Has your campus embraced sustainability within its culture? How do you measure the campus's commitment to sustainability?
- Is sustainability an overall policy priority for the institution? Is whole-system thinking in place?
- Does the college or university have an energy policy in place? If not, what would be required to craft and implement such a policy?
- Are communications gaps between facilities officers and financial administrators hindering progress in implementing sustainability projects? Do facilities experts need to make a better business case for their initiatives? What would such a case involve?
- Are facilities experts recognized as sustainability authorities on campus? If not, do they need new skills and resources to help them broaden their roles?

7. Managing the impact of technology.

The Issue: Colleges and universities must continue to address the shifting impacts of technology on campuses, as well as plan for disaster management and facilities integration.

Strategies:

- Assess how changes in Information Technology will affect all aspects of teaching, learning, research, communications, and the built environment.
- Develop strategies that will help the institution/organization remain nimble and flexible in the face of rapid technological change.
- Make the right investments to ensure IT resources can withstand disaster.
- Integrate IT and facilities planning to maximize success.

Information technology has already dramatically changed the university campus. Walk across any campus commons and you'll likely see the majority of students either on their phones—texting as likely as talking—or on their computers. Today's students couldn't imagine a library without a fully searchable database, journals in print only, classrooms without PowerPoint presentations, and courses without online resources.

Nevertheless, IT is likely to continue to change higher education. A recent global survey by *The Economist* for the New Media Consortium found that nearly two-thirds of respondents representing both the public and private sectors believe technological innovation will have a major influence on teaching methodologies over the next five years. The availability of online courses is likely to grow, along with research partnerships with corporations. Online collaboration tools and Web 2.0 technologies such as wikis and instant networking are expected to increase individually paced learning and provide opportunities to make teaching more outcome-based and student-centered. While these advanced technologies are expected to be critical, survey respondents believed an even greater impact is possible through the expanded access to reference resources.

Nevertheless, *The Economist* found that many institutions still face significant challenges to taking advantage of the potential of technology. The biggest concern remains cost—nearly 70 percent cited this factor as their greatest challenge. Entrenched organizational culture is another hurdle, along with IT's alignment with overall policy. Relatively few university CIOs have a role in setting institutional strategy, with only one-quarter of respondents stating their CIOs are on key decision-making teams. Finally, institutions need to overcome the disruptions posed by technology in the classroom; survey participants noted both an increase in plagiarism and cheating and problems keeping students focused in the classroom due to the distractions of phones and computers.

Participants at the Thought Leaders symposium stated that institutions need to keep on top of surveys such as the one from *The Economist* and track how changes in IT are likely to affect all aspects of teaching, learning, research, communications, and operations. Some change is likely to be incremental—technology that involves a step forward in increasing access to information, streamlines processes, or enhances learning.

E-readers represent this sort of technology; the recent explosion of devices from the Kindle to the iPad are attracting attention from higher education for their potential to transform textbooks from static, expensive printed books to dynamic, interactive educational resources.

While e-readers would change textbooks, they would be used in essentially the same way and wouldn't fundamentally transform higher education. Other changes might be what Josh Baron, Marist College's director of academic technology and eLearning, calls "disruptive." Disruptive change is, in his words, "change that nobody is necessarily expecting, that happens relatively quickly, is rather pervasive, and is driven by technology or at least facilitated by technology." Baron points to the example of ePortfolios—Web technologies that would enable students to showcase their accomplishments and demonstrate their mastery of content. ePortfolios have the potential, Baron says, to completely transform education by shifting assessment from tests to overall evaluation of a student's performance—they "can very effectively measure the authentic learning that students are engaged in, along with their ability to apply the knowledge that they're gaining to real-world problems." As a result, they have the potential to be a highly disruptive change since "we might not need the whole infrastructure we have at colleges and universities today for students to engage in learning and get credentialed for that learning."

Understanding potential transformations in campus technology will help the institution develop strategies to remain nimble. The pace of change in IT has always been fast, and it's only growing—in marked contrast to the slow pace of adaptation found at most colleges and universities. Everyone remembers the frustration of investing in "wired" classrooms where students could plug into the Internet only to have wireless technology render these classrooms obsolete. Senior IT administrators need the authority to make rapid decisions as conditions change as well as a role in the overall decision-making of the campus.

Institutions also need to invest in IT security. Risk management is an increasing priority for colleges and universities as they recognize how many critical operations rely on IT. Institutions need to take a comprehensive approach to security; strategies should address challenges ranging from physical theft to

hacking, viruses to natural disasters. The biggest concerns of IT staff, according to a recent survey by Amplitude Research, are securing remote access, keeping virus definitions up to date, patching systems, monitoring intrusions, and managing passwords—all relatively routine, although certainly significant, issues.

In addition, institutions need to plan for crises and catastrophes from fires and floods to massive security breaches, terrorist attacks, and on-campus violence. A crisis management plan is the right starting point, but colleges and universities also need to test their plans—a task that few complete, according to a 2010 survey by Academic Impressions. The study found that only 54 percent of institutions have tested their crisis response plans in the last year, while 23 percent have never tested their plans at all. As for why this is important, of those that did test their plans, only a third found them effective.

The most effective IT security plans are based on extensive analysis, including security audits. For example, when Meredith College in Raleigh decided to evaluate its network security, it hired an outside consultant who attempted everything from trying to hack the network, gain access to secure buildings, and get the student help desk to reset a password. The result was a comprehensive view of the risks to the system and a detailed list of tasks needed to secure it.

Finally, colleges and universities should work to better integrate their IT and facilities efforts. These two departments began as separate entities, and on many campuses they remain operationally divided, only teaming up for particular projects. But as IT's role grows to encompass every campus activity, the need for integration grows. IT is now perceived by students as a service just like running water and electric lights. Facilities departments are accustomed to meeting student needs 24/7 and have much expertise to offer IT personnel. On the other hand, IT's insight into what students, faculty, and staff want and need from technology is critical for facilities staff as they design new buildings and update old ones.

Questions for institutional dialogue:

- How is technology likely to change teaching, learning, research, communications, business operations and the built environment? Does your campus regularly assess

coming trends and analyze how they might affect you? Are disruptive changes considered along with incremental ones?

- Have you conducted security audits to understand where your system is most at risk?
- Does your IT department have a crisis management plan?
- How well integrated are your IT and facilities departments? Do the two groups work together routinely? What policies and mechanisms should be put into place to increase integration?

8. Addressing campus safety and security.

The Issue: Facilities departments can help not only to manage emergencies when they occur but also to prevent security threats in the first place.

Strategies:

- Conduct a building security audit to understand potential threats.
- Look to technology to help balance openness with security.
- Work with security personnel to develop a comprehensive communications plan.

Facilities departments play critical roles in campus safety, and savvy facilities professionals make security a major priority. Facilities experts can not only aid in developing and implementing emergency management plans on campus, they can also help minimize security threats in the first place. Clearly, no one can prevent all threats at college and university campuses. But, recent tragic events have brought home the reality that just because “it hasn’t happened here” doesn’t mean that it can’t. However, resources are available to help facilities staff understand their risks and make strides to minimize threats.

One critical step facilities departments can take is to conduct a building security audit. These audits look for threats that could disrupt a facility and its operations. Threats can include, but are not limited to, attacks on occupants, damage to facility components or systems that will affect occupants, and damage to the area around the facility that will affect the ability of occupants to safely evacuate the building. Different facilities will face

different threats. If a facility houses critical services, such as police or emergency medical services, it will have a different threat profile than a residence hall.

Audits pay particular attention to access points where a facility’s security can be breached. Some can be easier controlled than others—buildings with reception areas are easier to monitor and control than those with multiple public entrances. Other access points should also be evaluated, including windows, fresh-air intakes, utilities, roofs, and adjacent facilities. It is important to remember that security audits should not be static documents—buildings change in terms of their use, their systems, and their configuration, and audits need to be updated to reflect these changes.

New technologies are introduced every year promising to help secure campuses, and it’s easy to be overwhelmed by the options available. One way to prioritize technology investments is to consider them in the light of how they help the campus balance openness and safety. A campus is not a secure space—and deliberately so. Colleges and universities want to encourage an open environment in which people can explore and learn; residential campuses in particular cultivate a round-the-clock learning lifestyle. Technology provides a way to maintain that atmosphere while ensuring security.

Two types of technology are proving particularly useful: CCTV and access control. Originally closed-circuit TV systems acted simply as a deterrent; today they have evolved into tools to help security personnel identify, prevent, or interrupt security breaches. Intelligent video algorithms, such as sophisticated motion detection, can identify unusual patterns and alert guards to particular video screens. Access control systems keep facilities open to those authorized to be there but limit availability to those who shouldn’t. Smart cards have become a familiar item for many students and faculty and can combine the functions of student ID, meal card, library card, and building key.

When combined, CCTV and access control have even more power. For example, when a Yale University graduate student Annie Le disappeared, personnel quickly determined that Le entered a campus lab building but never exited; they also learned that the suspected killer had entered the same building and accessed her lab. This information allowed police to act quickly, reassuring the Yale community and allowing the campus to return to normal operations.

Finally, technology can also aid in communications when a crisis occurs. Research by the National Campus Safety and Security Project, including a survey of campus administrators and site visits on six campuses, pointed to the crucial importance of emergency communications. Systems that use e-mail, Web, text messaging, and voicemail to send out emergency notifications are growing increasingly common on campus, although not universal: 84 percent of public four-year institutions have such systems, but only 55 percent of public two-year institutions. However, high-tech solutions such as text-messaging systems are only one part of the puzzle.

The best communications systems strive for redundancy to achieve total campus community coverage—low-tech as well as high. For example, a simple poster informing occupants what to do in case of emergency can be as useful in a crisis as an e-mail: emergency instructions should be posted in all campus facilities. Similarly, alarms, sirens, and megaphones can be as critical in getting the word out about a crisis as text message systems. As for those high-tech notification systems: messages only work if individuals receive them. Many colleges and universities with such systems use an “opt-in” approach where students, faculty, and staff have to sign up to receive emergency alerts; experts recommend an “opt-out” approach instead, in which, for example, students are automatically enrolled in the system when they register for classes. Some campuses go even further and make enrollment in the system mandatory.

Questions for institutional dialogue:

- Have you conducted a security audit of your campus buildings? Are audits kept up-to-date as changes to facilities occur?
- How does the culture of your institution affect the balance between openness and security on campus?
- Does your institution have a modern CCTV system that uses technology to help guards identify threats?
- How is access controlled on campus? Where is access control appropriate, and where is it not?
- Are the CCTV and access control systems integrated?
- Does your campus have an emergency communications plan? What is addressed in that plan? Does it rely too heavily on high-tech solutions and ignore simple, low-tech strategies? Is there a diversity of communication options?
- Are emergency instructions posted in buildings?
- How easy is it for individuals to ensure they will receive emergency alerts? Are notification systems opt-in, opt-out, or mandatory? Which strategy makes sense for your institution and campus culture?

Section V: Developing the Role of Senior Facilities Officers

One of the goals of the Thought Leaders Series has always been to raise the profile of senior facilities officers within their institutions. APPA has been concerned for years that these highly experienced professionals do not contribute at full capacity, as their skills and expertise have not been well understood or applied. Facilities officers could significantly assist their institutions by ensuring that facilities professionals are considered when key decisions are made.

The entire Thought Leaders Series has been designed to give senior facilities officers tools to help them understand the issues facing presidents, provosts, chancellors, and boards as well as giving those administrators insight into the challenges and contributions of facilities. APPA believes the project has been successful at raising critical issues facing higher education and its built environment.

However, this year APPA decided to confront the challenge facing senior facilities officers directly. During the symposium, several exercises were held to assess the role and status of senior facilities officers within higher education and to craft action plans to further raise the profile of these officers within their institutions. This initiative is only the beginning of a long process to provide facilities managers with additional tools to help them achieve their full potential and provide the greatest benefit to their institutions.

Assessing the role and status of senior facilities officers within higher education

When participants at the Thought Leaders symposium were asked whether senior facilities officers were viewed as strategic partners within the institution, the general answer was no.

The reasons cited were interesting. Many participants pointed to the institution and its tendency to limit the senior facilities officer's role. In some institutions, facilities officers are seen not as problem solvers but as providers of a service. In fact, facilities are central to the

institution's mission. A well-planned, constructed, and maintained campus helps meet many of higher education's core goals: it offers a living/learning environment within dormitories; fosters learning and collaboration in classrooms; spurs research and development within laboratories; promotes student, alumni, and community engagement and supports student athletes through athletic facilities; and provides an iconic image of the institution itself with the campus as a whole. Senior facilities officers do much more than make sure that the lights stay on and the plumbing remains operational. They assess and interpret the mission and vision of their institutions and translate those intangibles into concrete, plaster, brick, and wood.

Data Point: Must-have traits of senior facilities officers

1. Cultural builder – makes his or her organization better, smarter, and faster.
2. Cultural traveler – reaches out to constituents and demonstrates interest in others.
3. Horizon thinker – looks out beyond the immediate situation.
4. Decision maker – makes the right choices at the right time.
5. Effective listener – knows when to stop talking and hear what others are saying.
6. Articulate communicator – asks good questions and can convey complex material quickly and clearly.
7. Expert translator – educates others on critical knowledge.
8. Creative leader – can look for solutions beyond the data and encourages others to demonstrate creativity in performing their jobs.
9. Qualities include self-awareness, trustworthiness, agility, multiple skill sets.

Adapted from "A Learning Agenda for Chief Business Officers," by Sanaghan, Goldstein, and Jurow, May 2001 NACUBO Business Officer.

So what steps can senior facilities officers take to promote their strategic value to the institution? Participants at the Thought Leaders symposium developed several recommendations:

- **Demonstrate competency.** Use your successful track record to show how skilled and experienced you are. Start monitoring your own progress so that you have credible data to prove your ability and worth.
- **Show value.** Competency is only the first step—the next is to show your value to the institution. Look for ways to add value to campus projects—and make sure everyone knows about your contribution.
- **Align facilities with the institution's mission.** Assess the programs of the facilities department and ensure that they are integrated with the mission, vision, and goals of the college or university. Make clear to administrators how facilities are supporting that mission.
- **Create opportunities for collaboration.** Reach out to others in the organization and propose collaborative projects. Seek out opportunities to be a partner.
- **Make clear the impact of facilities on the campus community.** Educate administrators, faculty, and staff on the many ways facilities shape the campus experience and support teaching and learning.
- **Understand others' needs.** Think outside the facilities box and work to understand what other stakeholders in the institution want and need. Communicate in their terms. Think of yourself as selling a product—the best salespeople speak the language of their customers.
- **Don't be the problem.** Overwhelmed, understaffed facilities officers can sometimes become obstacles instead of problem solvers. Budgets may be tight and resources scarce, but if you answer “no” to every question, no one in the organization will consider you a partner.
- **Insist on professionalism from your staff.** It won't do a senior facilities officer any good to be a model strategic partner if his or her staff is uncooperative.

Professionalism starts at the top, but it must extend throughout the facilities organization. Every member of the team needs to be seen as contributing to the institution.

Symposium participants also considered how individual facilities officers could enhance their own image:

- **Promote yourself.** Don't be hesitant to toot your own horn occasionally.
- **Be a go-to resource.** Build a reputation as someone who can solve problems and is ready to help.
- **Be open to compromise.** Rigid thinking discourages discussion and shuts down communication.
- **Educate others.** Explain your position and make clear why you're recommending a course of action. Help others make good decisions by providing good information.
- **Provide a range of options.** When choices are available, make them clear. Give others opportunities to contribute to design and planning decisions so they feel ownership in the process.
- **Be visible.** Don't shut yourself away in your office. Get out there, attend campus events, participate in campus organizations, and become recognizable to faculty, students, and staff.
- **Teach.** Build relationships and credibility by teaching at your institution.
- **Act like you belong at the table.** Have confidence in your ability to contribute. Help solve all problems—not just facilities ones—to establish your value.
- **Build your credentials.** Become certified to hone your skills and polish your resume. Make contributions to community and professional organizations—not only will these actions give you good experience, they also are respected by others in the academy.

APPA will continue to work with its members to develop tools and resources to help senior facilities officers enhance their status and improve their role as an institutional resource and partner.

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