

July/August 2003

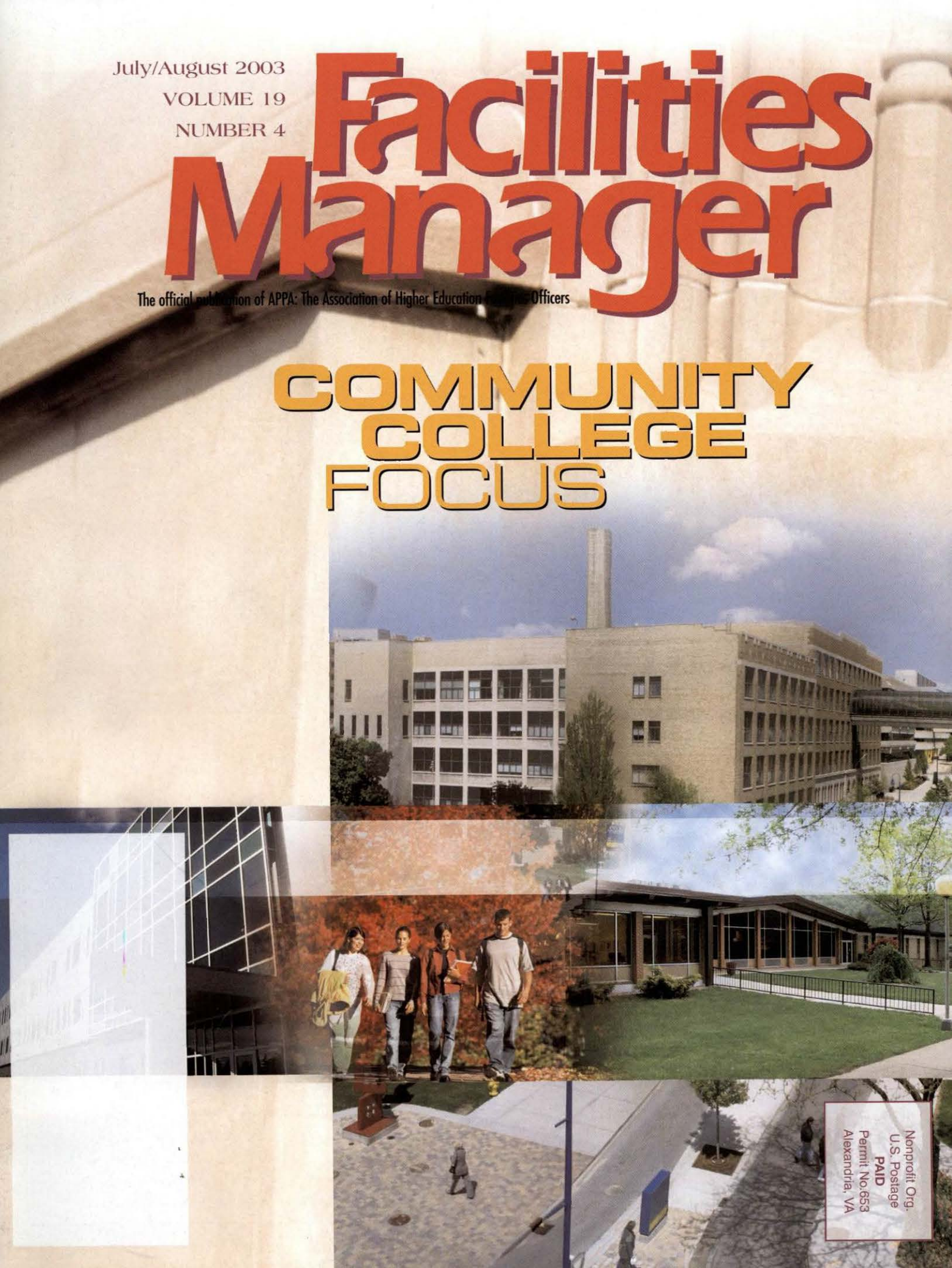
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Facilities Manager

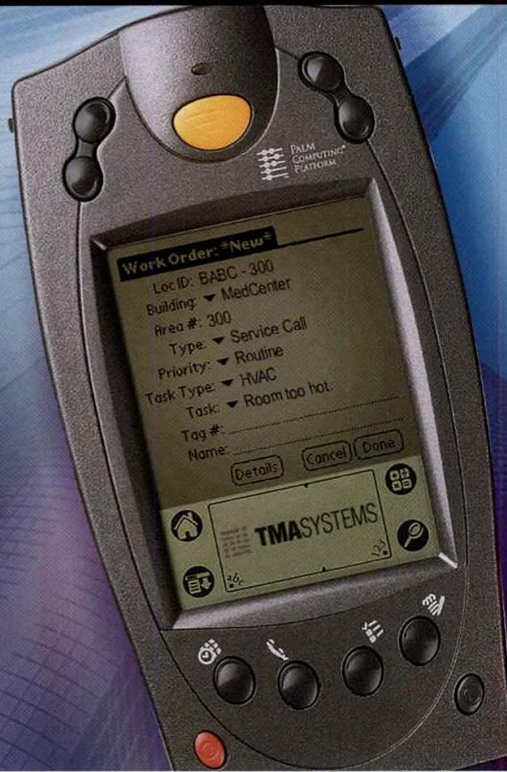
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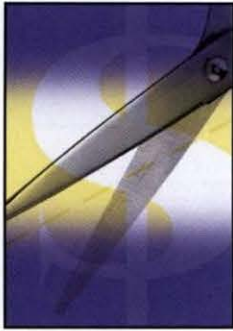
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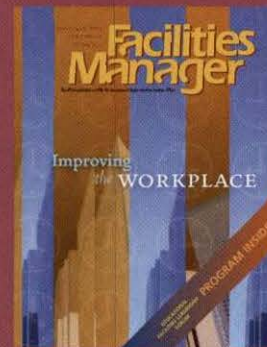
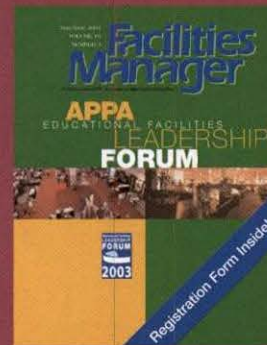
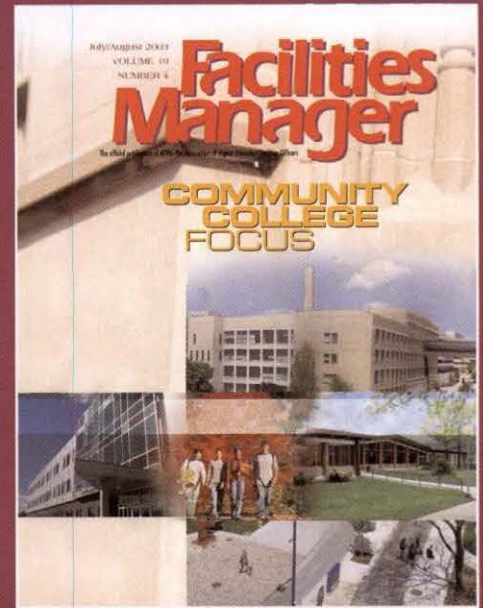
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Global Partner in Learning

From the Editor

by Steve Glazner

CFaR At-a-Glance

What is the Center for Facilities Research (CFaR)?

CFaR was founded by APPA to establish an internationally recognized resource to support learning environments. This research entity will collect and organize educational data as well as encourage the study of the educational environment, appropriate management strategies, and their impact on education. APPA/CFaR is committed to advancing the body of

CFaR | Center for
Facilities Research

knowledge of facilities management through research, discovery, and innovation.

What are the desired outcomes for CFaR?

There are six important goals of CFaR that are vital to making this research arm a success. They include:

1. Identify areas for research.
2. Consolidate existing and future facilities-related research.
3. Engage more constituents and stakeholders in research.
4. Ensure stability and continuity of the research initiative.
5. Expand and strengthen the facilities body of knowledge.
6. Improve access to facilities research information.

What are CFaR's four types for research?

CFaR is designed to encourage participation from a broad spectrum of

people with an interest in education regardless of formal research experience. Research within CFaR is defined broadly within four types, which include inquiry, sharing, synthesis, and creation.

What are the core areas of facilities management on which CFaR will concentrate its efforts?

The current vision for CFaR is to structure its foundational knowledge into one of the four identified core competency areas and they include general administration; operations and maintenance; energy, utilities, and the environment; and planning, design, and construction. The core competency areas are underpinned by six strategic imperatives: financial stewardship; internal process management; innovation and learning; customer service orientation; technology management; and knowledge management.

How do I learn more about CFaR?

APPA's Center for Facilities Research will be officially unveiled in July at the 2003 Educational Facilities Leadership Forum in Nashville, Tennessee. A major research project will be announced, and sponsors and researchers will be introduced. In addition, we will be asking potential researchers to submit their research proposals to APPA. To learn more about CFaR, visit www.appa.org/cfar. 🏠

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President's Report

by Philip L. Cox

[Ed. Note: The following reports are from APPA's 2002-03 officers for activities and services provided this past year. The officers are listed by their 2002-03 titles.]

Global Partners in Learning Globalization Task Force

With a growing interest in forming relationships with other international facilities associations, a result of the 2002 Phoenix Forum, a task force was commissioned to identify the nature of potential global relationships. Chaired by Robert Kelly of Macquarie University, the nine-member task force met in February 2003 in conjunction with the mid-year Board of Directors meeting. The task force identified six potential levels of engagement to define the future relationships, ranging from contacts by individuals up through the formation of strong partnerships, with access to services and rights to vary accordingly. The Globalization Task Force is expected to issue its final report for review by the APPA Board at its July 2003 meeting.

Mexico

At the invitation of Eduardo Gallegos, director of physical plant at the Mexico City Campus of Tec de Monterrey, I attended a meeting on February 20th there. The purpose of the meeting was to bring together facilities professionals to share knowledge and to explore the possibilities of forming an association of facilities professionals from Mexican universities with a link to APPA. The meeting was attended by 80 to 100 facilities people from several of the 32 Tec de Monterrey campuses and from other universities from throughout Mexico.

Juan Arvizu Vargas, a member of our Globalization Task Force, led the organizing discussion. The group reached consensus that they will form an association and that this association should have a relationship with APPA. Further, the group decided that the association will be organized into three sections. Each section will hold meetings locally, minimizing travel expenses. All sections will come together annually for a national meeting.

Australasia

The AAPPA Region has elected to form an independent association. This follows ten years as an APPA region that followed four years as a chapter of PCAPPA, and after many challenges to the membership given the geographic location of the region. While a part of APPA for 14 years, the association has matured and developed many of their own member services that mirror APPA's. Thus, AAPPA will become Tertiary Education Facilities Management Association (TEFMA). While there will continue to be a strong tie to APPA, the exact nature of the alliance has yet to be defined. We congratulate TEFMA and look forward to continuing a long and rewarding relationship with them.

AUDE

The University of London, Royal Holloway campus, was the venue for the April 2003 annual meeting of the Association of University Directors of Estates of the United Kingdom. It was interesting for me to attend this annual meeting of AUDE, with whom we have a strategic alliance agreement, and see first-hand how our friends in the UK are facing challenges very much like our own. One of the gener-

al session topics was a discussion of a recent white paper concerning the current state of higher education and the outlook for the foreseeable future. Commissioned by the Higher Education Funding Council of England (HEFCE), the paper predicts strategic changes in higher education that might be of interest to APPA members. I hope to persuade one of our AUDE colleagues to write an article about it for *Facilities Manager*.

AUDE's recent hiring of an executive, for the first time, to manage association affairs, should foster enhanced communication and collaboration between and AUDE and APPA.

HEFMA

Following a visit to South Africa in 2001 by John Harrod, Gary Reynolds, and Robert Kelly, much progress has been made among southern African nations to organize the higher education facilities professionals. In fact, the Higher Education Facilities Management Association of Southern Africa has recently been established.

Technology

In May, the APPA staff rolled out the new look of the APPA website. While enhancing the ease of navigation, the new design is just one of many improvements intended to make substantial advances in the way in which APPA serves its members. The Information and Research Committee sponsored the 2002-03 Technology Plan, which will add capabilities for data collection, online library functions, information cataloging, Web-based conferencing, and e-commerce. In short, we are investing in technology upgrades to further enhance the advantages of Web-based member services.

Center for Facilities Research (CFaR)

After nearly two years of planning and much hard work by many APPA leaders, members, and staff, CFaR is a reality. Designed to organize and consolidate the search for facilities management information, CFaR will truly allow APPA to pursue its entire mission: "To support educational excellence with quality leadership and professional management through education, research, and recognition." CFaR will be formally rolled out at the Forum in Nashville and is expected to raise APPA to a new level of providing significant value to our profession. In addition, CFaR will foster greater opportunities for member involvement and will lead toward many new forms of membership recognition.

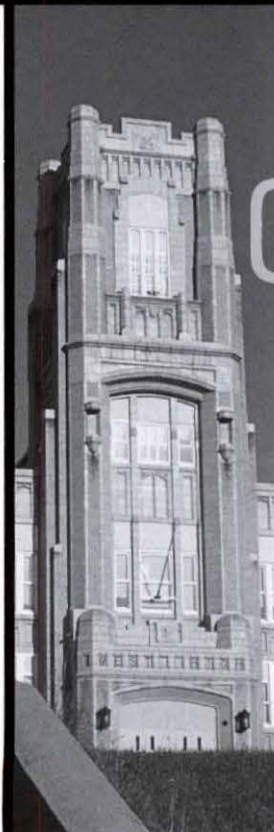
Diversity

After having selected "diversity" as the theme for my presidency, it has been truly heartening to see the progress made in improving APPA's inclusiveness over this past year. Before I became President, two Bylaws changes were passed that should increase the diversity of our membership—in spring of 2002 a Bylaws change was approved that allowed for a new form of membership, the individual member, and this past spring the membership passed another change allowing member institutions to designate their institutional representatives, irrespective of their employment status, i.e., direct paid or contracted employee. It has also been gratifying to see how our standing committees have taken up

my challenge to weave diversity issues into the work and products of the committees. The committee chairs, our Vice Presidents, and Secretary-Treasurer have identified myriad of ways to improve diversity—not just in APPA, but also in the facilities profession. Also, the leadership of our regions have pursued a number of initiatives to broaden our diversity. One example of this is the organization by Dr. Sam Polk of a gathering of representatives of Historically Black Colleges and Universities (HBCUs) in conjunction with the SRAPPA annual meeting. Sam's initiative—with support from Unicco—brought potential members from HBCUs to the SRAPPA meeting, informed them about the advantages of APPA, and most impor-

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Continued from page 8

tantly, made them feel welcome in our association.

Standing Committees

Many of APPA's programs and services are born out of the hard work of the standing committees. This past year the committees continued with their efforts to continually improve our services to members. The Education Committee, for example, conducted a thorough review of the Institute for Facilities Management curriculum during the January Institute in Fort Worth. While minor modifications will be made to the program, in general, the quality and relevance of the existing curriculum was validated.

The Membership Committee continues to press for new members and, even more importantly, to retain current membership. Their efforts are bearing fruit as our membership numbers belie the industry-wide trends in declining memberships.

The Professional Affairs Committee conducted a study to determine the feasibility of establishing a professional certification system. The conclusion was that APPA should not establish a certification program of its own at this time.

The Information and Research Committee has been busy with the establishment of CFaR, the Strategic Assessment Model (SAM), and with implementation of the Technology Plan. In addition, the committee is responsible for APPA's publications, with several outstanding additions

added to our long list of offerings this year. Within these committees is where the bulk of the work is done on behalf of all APPA members. I would like to express my sincere appreciation for the members of these hardworking committees and the staff that support them.

Collaboration

APPA continues to play a lead role in the Council of Higher Education Management Associations (CHEMA). This consortium of approximately 35 higher education associations provides a catalyst for active collaborations. The co-located meeting with NACUBO for our 2003 Forum in Nashville is just one example. We recently partnered with the National Association of Educational Buyers (NAEB) in offering our 2003 Leadership Academy. Also, APPA collaborated with NACUBO, CSHEMA, and ACE to produce a white paper titled "Academic Chemical Waste Management Issues," that was presented to the EPA to urge alterations to federal regulations. You can expect many more collaborative efforts among associations in the future because when acting together, we can achieve more for our members.

Regions

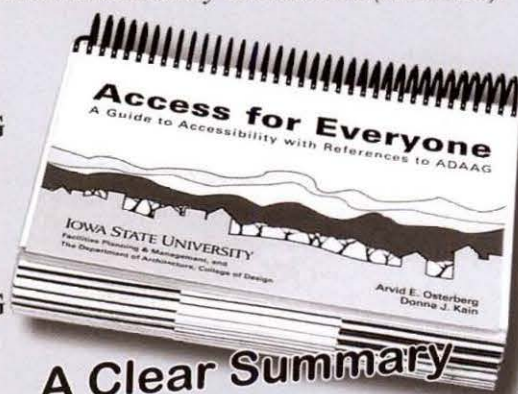
It was a great privilege to attend the annual meetings of three regions—RMA, ERAPPA, and SRAPPA—last fall. I regret that I was not able to attend the other regional meetings, but with four regional meetings scheduled concurrently, that proved to be impossible. I was truly impressed by the work and the programs of each region. The dedication of the regional board members was an inspiration. Naturally, the best part of my regional visits was the opportunity to meet hundreds of new friends and colleagues. What an experience! It is gratifying, too, that incoming

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President Brooks Baker has pledged to devote new energies and attention to relationships with our regional associations, truly a vital part of APPA.

APPA's Stewardship

You will read elsewhere in this annual report the details of APPA's finances. This association, probably not unlike your own organization, has faced a few years of challenging economic times. However, due to the diligence and hard work of a lean and nimble staff and the Executive Committee, APPA has been able to weather the storm over the past two years. Anticipating a decline in some of our revenue generators, such as meeting attendance, a conservative budget was adopted and has enabled us to close the fiscal year with a modest surplus, that will contribute to our reserve account. Thus, we continue to make remarkable progress in reaching our goal for having a prudent reserve ready in the event of a serious financial setback. APPA members should take great comfort in knowing that under the skillful leadership of Lander Medlin, executive vice president, and the dedicated APPA staff, your association is being well managed and safeguarded.

To close, let me say that the privilege of serving you as APPA's President has been one of the highlights of my career. I feel truly honored. My wife Marsha, who has traveled extensively with me over my years of APPA involvement, and I have experienced superlative hospitality and have gotten to know hundreds of wonderful people. We will treasure these relationships forever. And for all the magical moments that we will be able to remember and enjoy, we are truly grateful.

Immediate Past-President's Report

by Gary L. Reynolds

This past year has been a challenging time for the association. And the next several years will even be more challenging. At the core of these challenges is the ability of APPA to continue to transform itself to meet the needs of the association within the environment we find ourselves in today.

As Immediate Past President, I would like to share a few final thoughts. While continuing to focus on the things we do well is a necessary condition, it is not sufficient. We must understand intimately what we should hold onto, but just as importantly, what we must let go. A strong vision of the future, now more than ever, is the key to our success. It is very important that APPA understand what is in our Circle of Influence and what, for the moment, must stay in our Circle of Concern. This understanding, combined with allocating limited resources to address the issues in our Circle of Influence, is at the very heart of the challenges we face.

Many positive steps have been taken in the past decade. Our vision statement and strategic plan have helped to identify the issues in our Circle of Influence. Other steps include increasing our global outreach, transforming our recognition and educational programs, re-inventing the Forum, creating the Center for Facilities Research (CFaR), and moving to e-commerce learning. But let's not deter from our determination to stay focused on the issues that lie at the very core of APPA's "raison d'être." This challenging environment will not last and when we find ourselves in more advantageous times, we can look to expand our Circle of Influence.

Now, more than ever, it is important that we as members hold true to APPA and stand by the association. Institu-

tionally we can do this by continuing our institution's membership although, for the moment, we may not be able to take full advantage of that membership. Personally we can support the association by participating in discussions on the listserve, writing articles for *Facilities Manager*, or volunteering for a committee or for the CFaR project. There are many ways to participate, stay engaged, and support APPA at little or no cost to your institution.

It has been an honor and a privilege to work with the most professional and dedicated people I have ever known—both volunteers and staff. I have made many friends and gained far more than I have given through the opportunities afforded me in my leadership role with APPA. It is a debt that cannot be repaid. Thank you for allowing me to serve.

President-Elect's Report

by Brooks H. Baker III

Wow, what an extraordinary year it has been serving as president-elect for the greatest professional association in the world, APPA. When the SRAPPA Board asked if I would be willing to run for President-Elect last year, I was extremely flattered and appreciative that they would think of me in regard to this role. Last fall, my wife, Virginia, and I were given the opportunity to attend the AAPPA annual meeting in Brisbane, Queensland, Australia. The meeting was hosted by the Queensland University of Technology—Garden Points Campus. The AAPPA group presented a tremendous program and it appeared that the attendants at this event represented a high percentage of the AAPPA membership. AAPPA represents 100 percent of the universities in Australia and New Zealand which is quite an accomplishment.

Much of the conversation at the AAPP meeting revolved around the desire of a number of individuals to become an independent organization rather than a region of APPA. The AAPP group has been operating more independently each year, with strong leadership in Australia and New Zealand, and the desire to make that independence official was quite strong. Virginia and I had a wonderful visit with Andrew and Claire Frowd, Alan McGregor, and others during this meeting. Robert Kelly was a terrific tour guide in Sydney, and we appreciated the time he invested in us during our brief stay there. Greg Simpson was a super host in Auckland, New Zealand, and he and his fellow Kiwis made us feel quite at home. The people of New Zealand are truly a delight and we made a number of friends among that group. We were able to return some of this hospitality when we hosted a couple from New Zealand, Bruce and Robin Knox, in our log cabins in Alabama for a week during the month of May. It was a tremendous visit and getting to know them was a true delight.

As we move toward the Forum and my year as President-Elect suddenly turning to the reality of becoming President of the organization, it is definitely time to get serious about the business at hand. For the past few months a nagging question has been going through my mind, "What are you doing that will last?" This article is being composed in a log cabin that we relocated to our farm last year. This cabin was built in 1826 in Bowling Green, Kentucky, by two highly skilled cabin builders, Hunt and Christian. These men were well known in their era, and, as I look around, I can see their personal touch in every log. These huge poplar logs were mature when George Washington was president, and they are still solid. Hunt and Christian hand

tongue and grooved and hand-beaded the floor and ceiling boards for the cabin. Each of these boards was signed by one or the other and sometimes both of these craftsmen. The signatures are visible still today, reminding us of the work that they did almost 180 years ago.

What is the legacy that we, the current APPA membership, will leave in years to come? Will APPA be a strong and viable organization that still stands decades down the road like this Hunt and Christian cabin? I say yes, but we have some work to do in order to be the best we can be. John Harrod encouraged us to "reach out and touch someone," and Gary Reynolds said "leadership is personal." Phil Cox most recently asked us to reach out to those who may not look or talk exactly as we do and to "embrace our diversity." These presidents have encouraged us to spread the news of APPA in order to more firmly entrench and broadly spread our core values of competency, credibility, and collaborative relationships. Being active in a local church for many years has given me the opportunity to observe the ups and downs in our congregation, and to do some analysis of the causes of those ups and downs. Our church prospers and has an effective outreach when the entire membership gets excited and involved. When we decide to let someone else do the outreach, our membership dwindles and our excitement wanes. In order for that local congregation to be effective, it must be hungry for outreach. The same principles apply to our association. We, at the grassroots level, must be willing to "reach out and touch someone." As we continue to see the budgets of our organizations in trouble, and as we struggle along with our colleagues to maintain quality environments at our universities, we must stay hungry as an association.

Lastly, I would like to encourage each of you to attend the Forum in Nashville this July. Dr. Sam Polk and the Tennessee state group are our hosts for this meeting, and no one hosts an event better than Sam. When Sam and his group hosted our annual SRAPPA meeting a few years back, it was one of the most successful meetings in recent memory. Who knows, they may even have Dolly Parton and Garth Brooks (or a close resemblance) show up again for this event.

I look forward to working with you in the coming year, and, hopefully together we will be able to answer the question that has been nagging me—"What are you doing that will last?"

Secretary-Treasurer's Report

by Jack K. Colby

The fiscal year ending March 31, 2003, has been a very challenging period as APPA continues to respond to the economic impacts of the recession. Although the recovery has not materialized, aggressive planning and APPA staff actions to control costs have allowed us to once again meet our budget while making a significant contribution to reserves. Given the long-term impacts of the lagging economy on higher education, it is significant that we have maintained such a positive financial position. This accomplishment is due to the hard work of many staff members and leaders.

The first graph (see page 14) depicts a six-year history of revenues and expenses for our association. The 2002/2003 fiscal year ended with a \$249,027 surplus, thus allowing a \$220,000 contribution to reserves for capital and operating expenses. This year's contribution brings us to 67 percent of our \$1,100,000 goal of liquid reserves that represents 25 percent of the operating budget and 10 per-

cent of the estimated replacement value of property and equipment.

A portion of the reserves is invested in equities based on the new investment policy approved by the Board in 2001. Although these investments saw the expected decline when the economy faltered, the losses were minimal and we expect the modest recovery to continue.

There are many factors that impact our financial performance. Membership levels in the Institutional and Associate categories have declined slightly but have been partially offset by increases in other categories and by the recruiting efforts of staff and regions. The Forum in Phoenix presented excellent programs and was able to contribute positively to the net income despite a lower attendance than expected. The Leadership Academy also achieved a surplus balance. The Institute for Facilities Management in September 2002 and in January 2003 were smashing successes with full registration and provided a large contribution to the net income. The implementation of a creative sales strategy by the APPA staff provided a positive result in revenues for publications, advertising, and job listings. This, in conjunction with significant reductions in expenses, has allowed APPA to realize a substantial surplus and meet its budget requirements. Revenues for the year by source are displayed on the second graph (see page 14).

The third graph (see page 14) indicates how funds are utilized by the association to support educational excellence with quality leadership and professional management by our members through education, research, and recognition in the educational facilities field. Although the bulk of our spending is focused on education, member services, the annual Forum, and publications, we continue to

provide support for research in educational facilities through our investment in the Center for Facilities Research (CFaR) and other ventures. Ongoing efforts to create valuable tools for our membership such as *Strategic Assessment Model (SAM)*, the trilogy of staffing guidelines for the custodial, trades, and grounds areas, the APPA website, *Environmental Compliance Assistance Guide for Colleges and Universities*, and others demonstrate the value of APPA to our profession.

This year the membership approved a Bylaws change that removed the restriction that only direct-paid employees of the member institutions could belong to APPA as institutional representatives, associate members, and affiliate members.

For further details of APPA's activities, members may find the Board of Directors meeting minutes online at www.appa.org/leadership/board/boardcorner.cfm.

Vice President for Educational Programs

by James O. Roberts

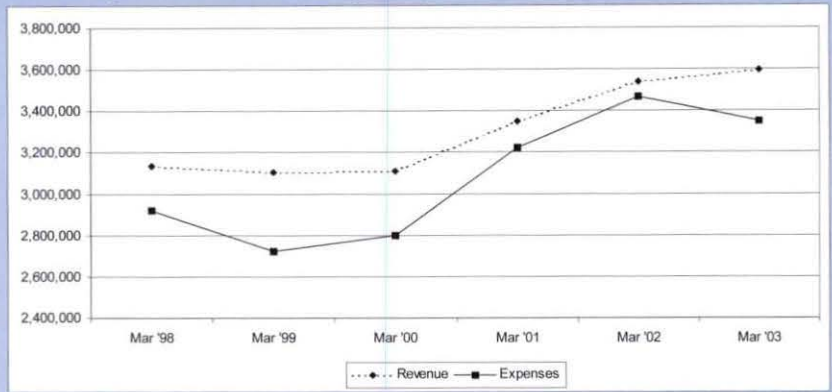
It is a pleasure to serve as the Vice President for Educational Programs for APPA. Our programs this year have been some of the best in recent memory. This is mainly attributed to our staff at the APPA office and the quality of our presenters. Attendance and participation in our educational programs is excellent and we plan to continue to develop programs to meet the desired outcomes of APPA's Strategic Plan. We have addressed Competency, Collaborative Relationship Building, and Credibility. In everything we do, these desired outcomes are at the heart. We have completed reviews of the major areas within the Educational Programs preview and will continue to seek input from constituencies in an effort to

provide the best product for our membership. We intend to continue to be viewed as the leader in the education field for facilities management. With this year's co-located (with NACUBO) Forum in Nashville, Tennessee, we are working hard to increase the awareness of the facilities profession with senior institutional officers.

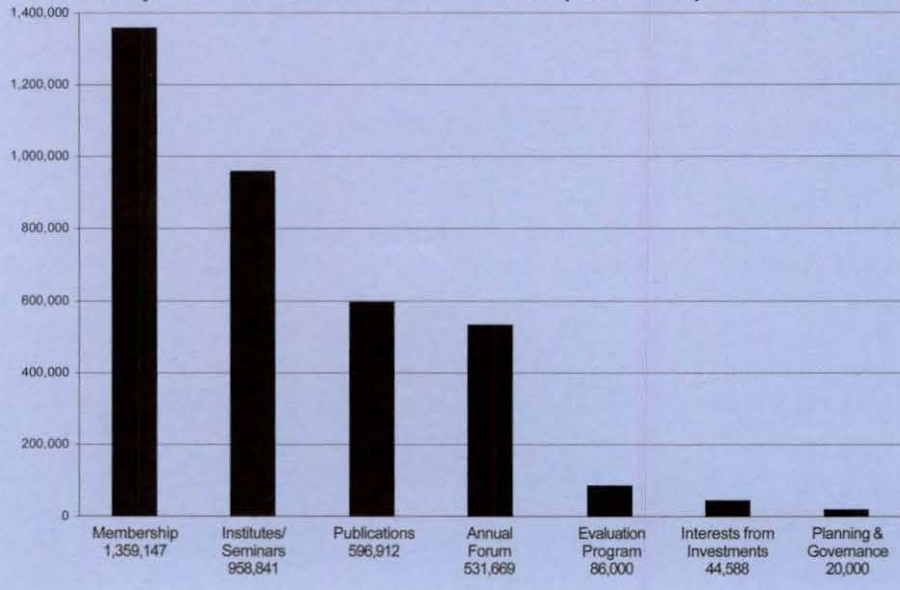
2003 Educational Facilities Leadership Forum

Plans are solidly in place for an excellent meeting in Nashville. The location is a fabulous one—the Gaylord Opryland Hotel. The educational programs are innovative. APPA, along with NACUBO, has arranged three tremendous keynote speakers for this year—Charles Farnsworth from FranklinCovey, Rosabeth Moss Kanter, author and professor from Harvard, and the Honorable Al Gore. The Education committee includes: Jeff Buenting, University of Illinois/Urbana-Champaign (MAPPA), Jerrel Fielder, Arkansas State University (CAPP), Mark Hunter, California Polytechnic University, (PCAPP), Brian Phillips, University of South Australia (AAPP), Anita Bailey, Phillips Exeter Academy (ERAPP), Polly Pinney, Arizona State University (RMA), and Dewey Yeatts, Murray State University (SRAPP). Our at-large members are Jay Klingel from the University of Virginia and Doug Christensen from Brigham Young University. These representatives have developed six topical issues (presented in six presentation styles) that will be addressed at the Forum. You will be impressed with these issues and methods of presentation. When you get the chance, thank your committee member for a job well done. Dr. Sam Polk, Tennessee State University, chairs the welcome committee. Without a question, it will be a delightful event. Special thanks go to all who have contributed to this event.

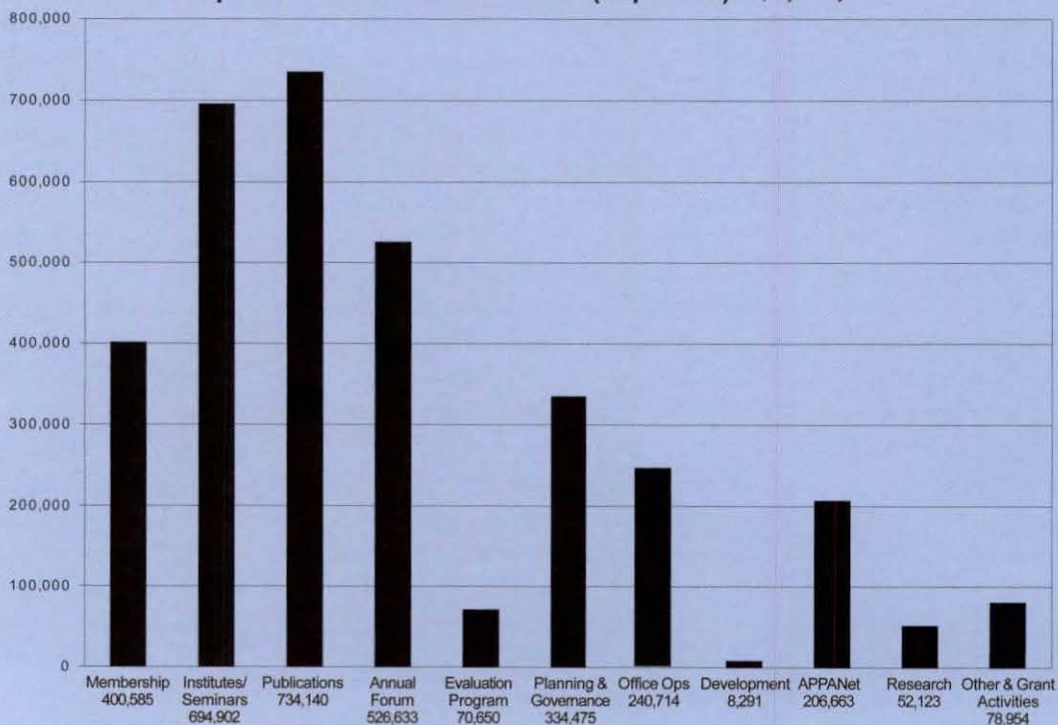
Graph 1. APPA's History of Revenue and Expenses



Graph 2. 2002-2003 Sources of Funds (Revenues)—\$3,597,157



Graph 3. 2002-2003 Uses of Funds (Expenses)—\$3,348,130



Institute for Facilities Management

This has been an excellent year for the Institute for Facilities Management. In January, we completed a complete review of the program. With minor adjustments in the works, we will continue to provide the product needed to meet the needs of our membership. Jay Klingel, University of Virginia, is the Institute chair and the Dean of the Maintenance and Operations section. We have a new Dean for General Administration and Management—Mary Vosevich, University of New Mexico. That gives us a strong administration team that also includes Don Guckert, University of Iowa, who is heading up Planning, Design, and Construction, and Mo Qayoumi, California State University, Northridge, who is directing Energy and Utilities. This program continues to amaze me. It is by far the most popular program offered by APPA and now with registrations online, it is even more efficient and quicker to fill each session. We have had wonderful programs in 2002 and 2003 and look forward to our next Institute in September in Indian Wells, California.

Leadership Academy

We are in the fourth year of the Leadership Academy and June 8–12, 2003, it was held in Rancho Mirage, California. We have increased enrollment in the program each year and last year had to increase the first track to two sessions. The three tracks within the Academy focus on building leadership skills in continuing steps. These steps include personal, organizational, and professional leadership skills. Our thanks continue to go to Doug Christensen who chairs the Professional Leadership Center. With the support of Bill Daigneau and Gary Reynolds, this program is recognized as leadership training for all of education, not just facilities management.

Final Thoughts

We are continuing to look at new ways to deliver and provide for the educational needs of the membership. We are excited about the Forum and its locations for the next four years: Nashville, Washington, D.C., Orlando, and Honolulu. It doesn't get much better than that. It is the goal of the Education Committee to provide you with the education you need to be the best facility department you can be. I look forward to your comments. Please e-mail me at roberts@mailcenter.campbell.edu, and thank you for allowing me the opportunity to serve.

Vice President for Information and Research

by Vickie Younger

Both internal work and committee work was accomplished during this past year. The committee decided that it should take time out to put together expectations for committee members, based upon the views of both an incoming and an experienced member's needs. We feel that this will assist in recruiting new members to the committee and help them get quickly up to speed.

To contribute to the President's initiatives on diversity, the I&R Committee can assist by documenting stories of successes, advertising in other targeted publications, touting online benefits of membership, and recruiting/creating articles for the

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magazine that focus on career paths, expectations, higher education jobs. We would like to see *Facilities Manager* develop a spotlight feature that would focus on an Institute class—both new and developing members.

CCAS and SAM

We did a combined data collection this year for 2001–02 *Comparative Costs and Staffing* (CCAS) and *Strategic Assessment Model* (SAM). This was able to be done electronically and/or by paper. The fields were automatically populated for members who had previously participated. This allowed for simple updates to be placed in the fields that had changed. We hope that this technique will make submission of data a bit easier for organizations. This also represents the start of a new annual data collection process.

CCAS had 183 registrants and SAM had 59. Approximately 65 percent of registrants completed the process. We are working to make this 100 percent completion next year by developing better definitions, focusing on specific reports and/or data, and automatic MBTU calculations. SAM users continue to grow.

Confidentiality issues were addressed this year by creating a report without printing institutional names. We did not find that this helped increase numbers and will wait for feedback to determine if this technique will be used in the future.

Publications

The readership survey indicated that readers consider *Facilities Manager* a valuable tool and of great quality and value. Four new publications and

a supervisory training program for front-line supervisors will be available by the Forum.

- 2001–2002 *Comparative Costs and Staffing Report*
- 2001–2002 *Comparative Costs and Staffing Report/CD*
- *The Building Commissioning Handbook, second edition*
- *Planning and Managing the Campus Facilities Portfolio*
- *Supervisor's Toolkit: Nuts and Bolts of Facilities Supervision*

Technology and Website Update

APPA awards forms are online and available for this year's nominations. The Education Committee used electronic registration this year and were quite pleased with the results. E-commerce is alive and well. We expect to

Continued on page 18

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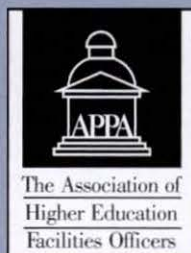
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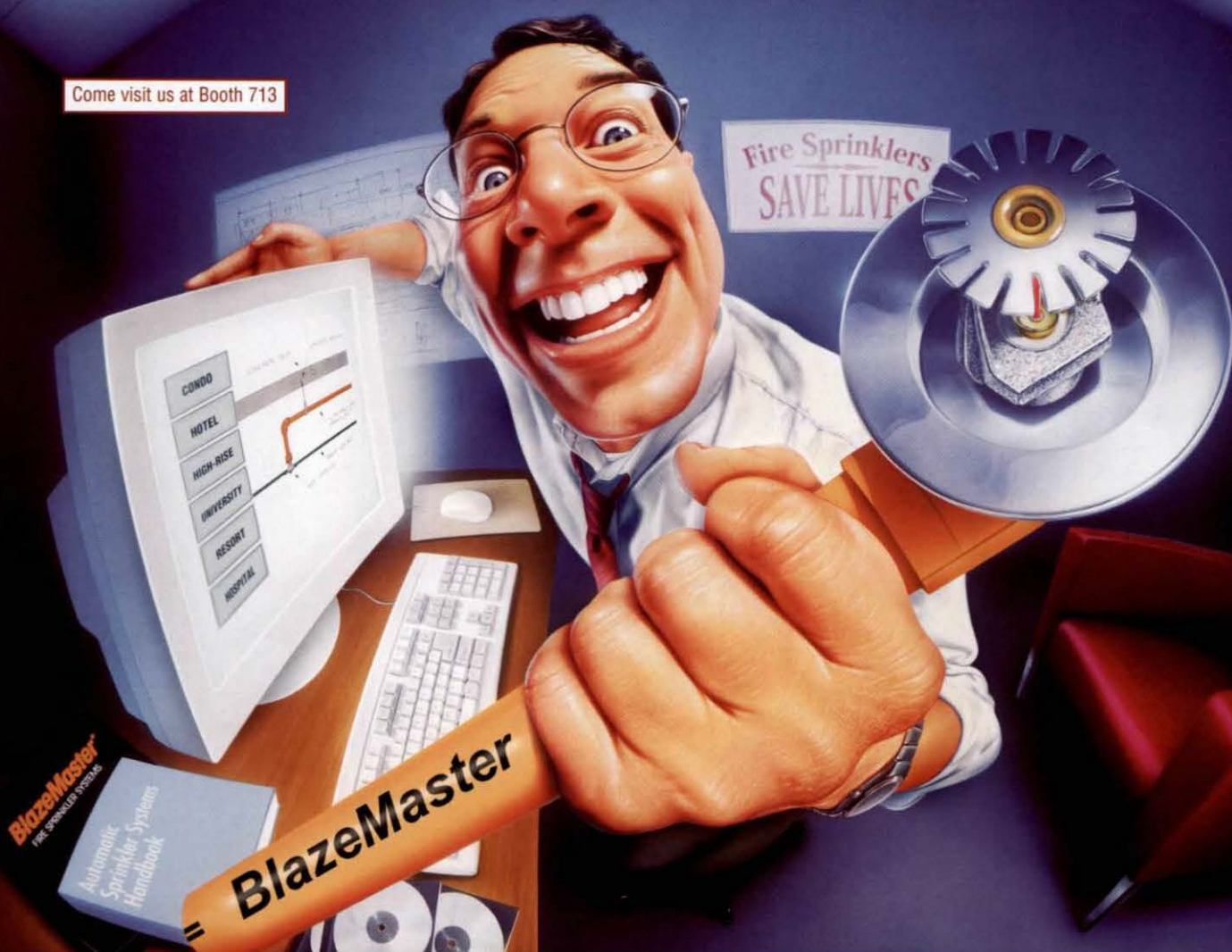
Resume Bank

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Position Listings

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, and graduates of APPA's Institute for Facilities Management.

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Continued from page 16

see its functionality grow in the near future. Other developments include "Ask the Business Partner." Over 70 percent of our membership has e-mail addresses. The new format for the APPA website went live the first week of May. The fresh new look is more user friendly and supports new initiatives such as the Center for Facilities Research.

Center for Facilities Research (CFaR)

You may have noticed a subtle change in the name of this committee—our new name is Information and Research. The addition of Research is no mistake, in fact it is a purposeful strategy to align the Committee appropriately with a bold new

APPA initiative. For the past two years a group of APPA members have been hard at work creating the Center for Facilities Research.

The Center for Facilities Research will serve a vital need by integrating the development, collection, and delivery of research in the educational environment. CFaR is being established within APPA to organize and consolidate research related to facilities management issues that impact educational outcomes. We are defining research very broadly as the "deliberate search for knowledge."

CFaR is intended to function as an instigator of research, a repository, a resource center, a means for distribution, and a resource to identify opportunities for recognition of APPA members.

Desired outcomes from the initiative include:

- Identify needed research areas
- Consolidate existing and future facilities-related research
- Engage more constituents and stakeholders in research
- Ensure stability and continuity of the research initiative
- Expand and strengthen the facilities body of knowledge
- Improve access to facilities research information

Opportunities to participate in CFaR are many. You can

- ask a question using the APPAinfo discussion list.
- share a success story.
- become a researcher.

Continued on page 20



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Continued from page 18

- raise your level of credibility and competence to help make your case.

I will keep my words brief about this initiative at this time, as it will be unveiled to you at the Forum in Nashville. Details related to CFAR will be forthcoming in a September/ October follow-up article in *Facilities Manager* magazine. Stay tuned.

Committee Membership

My thanks to the regions for finding and supporting such great members on this committee again this year: Jerry Hill, ERAPPA; Randolph Hare, SRAPPA; Thomas Dale, MAPPA; Scott Turley, CAPP; Harvey D. Chace, RMA; Debbie Aguilar, PCAPPA; Alan Egan, AAPPA; and Maggie Kinnaman, At-Large Member. Special thanks also

to Steve Glazner, director of knowledge management at APPA, for his work as liaison to our committee.

Vice President for Professional Affairs

by Michael Besspiata III

I have resigned my position as director of facilities management at Georgetown College, effective May 31, 2002. Subsequently I have also resigned as Vice President for Professional Affairs since I will no longer be an institutional representative of a higher education institution. The July committee meeting will be chaired by the incoming VP for Professional Affairs Alan Bigger. I want to personally thank all committee members for their contributions during my tenure as committee chair. Francine

Moore has provided a tremendous amount of support in her new position as director of marketing & outreach and staff liaison to the committees.

Facilities Management Evaluation Program (FMEP)

The new FMEP criteria has been approved and this criteria will also be used for nominations for the Award for Excellence. David Cain chaired the FMEP Task Force and the group created a new sample FMEP report (with updated criteria) to be sent out to institutions inquiring about having an FMEP done on their campus. An e-manual is near completion and will include questions to ask, who to conduct interviews with, and how to write up the final report. Other task force members that were instrumental in finalizing the FMEP criteria included Jim Christenson, Doug Christensen, Jack Hug, Rick Bowen, and Val Peterson.


Award for Excellence

For 2003, six schools applied for APPA's prestigious institutional award. Iowa State University and the University of Maryland, Baltimore will be bestowed the Award for Excellence at the Forum. The guidelines have been revised slightly to reflect the criteria for the FMEP process. APPA encourages all institutions that excel in their operations to apply.

Effective and Innovative Practices Award

For the second year of this institutional award, ten schools applied for the Effective and Innovative Practices Award. The selections were narrowed down to Slippery Rock University for "Stockless Custodial Supply Chain," Emory University for "Occupancy Approval Checklist," American University for "Safety Alert Program," University of Florida for T.O.P.G.U.N. Customer Service," and University of

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Meritorious Service Award

The Awards and Recognition Committee evaluated and rated four Meritorious Service nominations. Two people were selected and approved by the board. Winners for the 2003 Meritorious Award are Alan Bigger, MAPPA and Ed Rice, CAPP.

Pacesetter Award

The Awards and Recognition Committee evaluated and rated three Pacesetter nominations. All three nominations were submitted to the Board and were approved. They are Neal Swarnes, CAPP; J.B. Bardouille, MAPPA; and Robert Carter, ERAPP.

Electronic Submissions

2003 was the first year for people to submit nominations electronically. While there were some glitches with the submission process in the beginning, all problems were addressed and resolved. The majority of the award nominations were submitted by electronic format. There will always be a need for face-to-face discussions to evaluate the nominations. But committee meeting time was significantly shortened by having the nominations submitted online before the start of the meeting. Online forms can be sent to the regional representatives electronically and are available on the website. PAC will work to further the effort of streamlining the awards nomination process.

Thank you for the opportunity to serve APPA and for what you as an organization (and group of friends) have given me in return.

Executive Vice President's Report

E. Lander Medlin

Although this has been an exciting year for APPA, we remain extremely concerned about the continued economic downturn and its impact on the higher education community. The dire straits of most state government budgets and the dramatic drop in the stock market and its corresponding impact on endowments and private philanthropy plague both public and private institutions, respectively. Despite the present and unfortunately worsening econom-

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ic situation, you will be pleased to know that APPA remains the "association of choice" by its members to meet their professional development needs. One measure of that support is our financial stability. Our diverse portfolio of programs, products, and services continues to serve us well. We are pleased to report a year-end surplus of \$249,027. Most of this surplus will be placed in our operating and building reserves funds that represents 75 percent of our long-term, Board-directed cash reserves goal. Every category of our conservative, yet focused budget, achieved or exceeded the targets set for revenue enhancement and expense minimization. Nevertheless, the Board and staff have a keen eye on the future and have established another lean budget for the ensuing year that is generally

free of fee increments. The potentially worsening plight of our educational institutions is ever-present on our minds and an important factor in our decision making.

Our strategic plan remains a valuable and viable resource providing constant and predictable guidance, direction, and focus during these turbulent times. We are indeed on the road to achieving the three desired outcomes of competency, collaboration, and credibility.

Competency

I encourage you to take advantage of the excellent work of your colleagues in setting the appropriate guidelines and standards for measuring the performance of your department. These guidelines and standards can be found in such tools

and resources as the *Strategic Assessment Model (SAM)*, the *Comparative Costs and Staffing* report, the trilogy of staffing guidelines for the custodial, trades, and grounds areas, the *Environmental Compliance Assistance Guide for Colleges and Universities*, and the Facilities Management Evaluation Program review (FMEP). Plus, we have added two new books to these great resources. The first is *Planning and Managing the Campus Facilities Portfolio* which has been collaboratively produced with NACUBO and represents a significant transformation of the former book *Managing the Facilities Portfolio*. The second book is the revised edition of the popular *Building Commissioning Handbook*. You will want to add these new books to your resource library. Further, the availability and flow of relevant information regularly occurs via *Facilities Manager*, APPA's bi-monthly magazine, our website, and the APPAinfo list. If you have not visited our newly redesigned website lately, please do so soon. We have not only updated the look and feel of the site, we also took your feedback and advice and, as a result, we feel the website is easier to use and navigate. I am sure you will be as pleased as I am.

Of particular note this year, we are officially unveiling the new Center for Facilities Research (CFaR) which will fill a vital need by integrating the development, collection, and delivery of research in the educational environment. Active participation in and involvement through CFaR by facilities professionals, allied associations and agencies, and other education community stakeholders will significantly increase the quality and quantity of credible data, information, and knowledge you need to make knowledgeable and informed decisions for your institutions. CFaR is designed to be a repository of educational facilities-related information.

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The research collected and sponsored by CFaR will provide compelling information to a number of key constituencies and educational stakeholders.

The content and appeal of APPA's vast array of educational programs (Institute for Facilities Management, Leadership Academy, and the Forum) continue to provide members with the professional and personal growth and development needed to compete and collaborate effectively in today's environment. Further, a group of dedicated facilities professionals/trainers has just completed the extensive development of a basic supervisory training program. This September we will debut the four-day program under the umbrella of the Institute for Facilities Management in California. You won't want your front-line supervisors in the trades, custodial, grounds, and other general services areas of responsibility to miss this program. More important, the training can be offered at your own institution or at a nearby regional institution. Just let us know when and where. Finally, look for our new hot topic "webinars" and "e-learning" short compliance courses as they roll out early this fall.

Collaboration

Increased collaboration and partnering is occurring on a number of fronts to increase the depth and breadth of information and ultimately the value you receive as part of your membership. Most notable is the co-location of this July's Forum with NACUBO (National Association of College & University Business Officers) at Opryland in Nashville, Tennessee. We hope that both groups of attendees take advantage of the crossover opportunity offered in the exhibit halls and in the educational sessions. And remember, our 2006 Forum will consist of a joint meeting

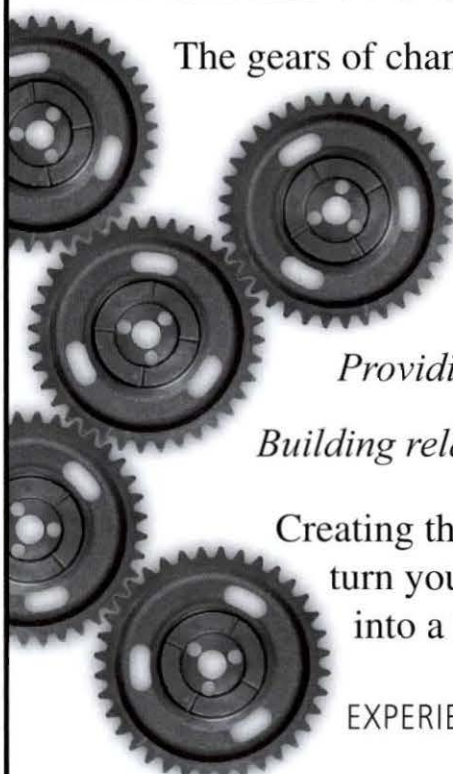
with NACUBO and SCUP (Society of College and University Planning) in Honolulu. This represents the ultimate opportunity in collaboration and partnership! In addition, I am pleased to highlight the co-sponsorship of the Leadership Academy by the National Association of Educational Buyers (NAEB). Our

combined vision of providing a collaborative leadership program for the professionals within higher education is taking root.

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These tools are available as a result of our strategic alliance with the Department of Energy/Rebuild America program (DOE/RBA) and the strong relationship we have formed with EPA's Energy Star program. Each group is providing educational sessions at the Forum for both APPA and NACUBO attendees. Consider becoming a Rebuild Partner at your institution or in your community today.

Credibility

Environmental issues and concerns remain an important part of our alliance with ACE (American Council on Education), NACUBO, CSHEMA (Council of Safety, Health, and Environmental Managers Association), and HHMI (Howard Hughes Medical Institute) and drive our effort to create and maintain a substantive

dialogue with the Environmental Protection Agency (EPA). The above groups have promulgated a white paper on the need for regulatory change surrounding hazardous materials compliance on college and university campuses. This has been a huge undertaking by all concerned but an extremely important one nonetheless. In addition, the EPA just announced this past June the creation of a College & University Sector Initiative. This is both notable and noteworthy in our quest for a meaningful and substantive dialogue with EPA.

As I have stated numerous times in the past, the essence of what APPA, as your international association, can and should do on behalf of its members and their chosen profession—facilities management—is “to increase the awareness of the facilities

profession with senior institutional officers. I firmly believe that this is occurring and I hope you see similar outcomes. It is quite exciting to see that our programs and publication offerings are extending beyond the walls of the facilities profession as collaborative activities and opportunities rapidly expand. The credibility gained on behalf of the profession is a natural outcome and is continuing to grow and flourish.

I must say that our competitive advantage in this rapidly changing and challenging world is the fact that you continue to choose to remain members of APPA, actively engage in our programs, and faithfully utilize our products and services. I know many of you are facing difficult economic times and the decisions you face and the priorities you make must be strategic. We appreciate the value you continue to place on your membership in APPA and in our training and development programs and publications. We understand that our efforts to focus on the grassroots of this organization must not only continue in the coming year but increase appreciably in order to ensure that your needs and expectations are being heard and ultimately met. I firmly believe that it is through this vast array of educational offerings, print and electronic information, and publications that APPA can help you gain that competitive edge and enhance your professional image. 🏛️

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CORRECTION

The Educational Programs Department would like to apologize to Walter Kavanagh for a misprint that was published in the Graduate Listing for the Institute for Facilities Management Class of 2003 held in Ft. Worth (March/ April 2003). Walter is the Assistant Director at the University of Arizona not Alaska. We apologize to Walter and again congratulate him, along with his fellow colleagues, on their accomplishment for completing the Institute For Facilities Management.

Your Resource in Tough Times

by Suzanne Healy

According to www.dictionary.com, *resource* is defined as something that can be used to help. Resources such as people or money are a little scarce today based on the current economic situation that many higher educational institutions are facing. As you look to do more with less, lean on www.appa.org to be your resource.

In May, we unveiled our new website look. Your input contributed to the new design and layout. With the improved organization of the site, you will be able to locate information quickly and easily, whether you are looking for membership information, information on the Forum or the Institute for Facilities Management, publications, *Facilities Manager*, regional or chapter information, or research data. Remember that dropping an e-mail to the webmaster of any website can be just a comment on the site itself or can be a question to the webmaster for help in locating information or other websites.

As we begin the second phase of APPA's technological enhancement we will continue to look to you for suggestions and advice. Some of the components of the second phase will include:

- Personalization of the website. www.appa.org will become a tool that can anticipate your needs and make suggestions based on your member profile and on other areas of the Internet that you have visited.
- Creation of your virtual toolbox. It is a goal of the second phase of the

Suzanne Healy is APPA's director of meetings, conventions, and education. She can be reached at suzanne@appa.org.



enhancement of the website to unveil this next generation of supportive tools from APPA.

- Enhancement of one-stop shopping. As APPA's newest program, Center for Facilities

Research (CFaR) takes full flight, the website will become the facilities reference library. White papers, statistics, and data from CFaR will be captured, stored, and analyzed to allow for later use by APPA members.

- Development of e-learning. APPA is in the process of venturing into the world of e-learning. Currently we are working at finding the best source materials and individuals who can deliver information in an e-learning format.

These are just a few of the components that will become the forces behind the second phase of the technical enhancement of www.appa.org. Stay with us for more! 📢

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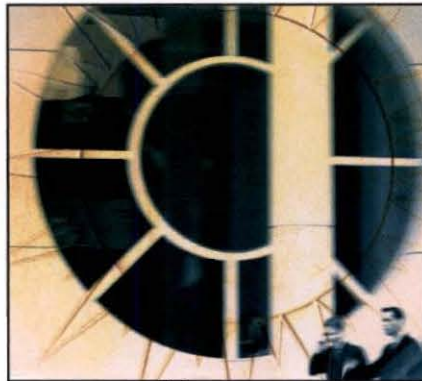
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Executive Summary

Join the Winner's Circle

by E. Lander Medlin



The Discovery Channel recently aired a special documentary on the horse racing industry.

Albeit fascinating information in its own right, I was struck by the similarity in qualities or attributes used to describe today's finest thoroughbreds and those qualities required of today's facilities professional in these economically challenging times. The four qualities that depict a thoroughbred's success in the horse racing industry are stamina, strength, speed, and spirit. I see little difference in the qualities required to tackle the tumultuous challenges facing today's (and tomorrow's for that matter) higher education community.

A general summary of the challenges facing higher education today includes:

- Burgeoning enrollments and rising demands;
- Declining budgets amidst an historic economic slump;
- Increasing accountability and performance measurement;
- Decaying facilities and utilities infrastructure;
- Counteracting terrorism (both the physical and in cyberspace);
- Deteriorating environments;
- Pressing compliance issues and unfunded mandates;
- Emerging technologies; and,
- A changing landscape and marketplace we used to call "higher education."

These challenges are all culminating in what might be feared and/or best described as the "perfect storm." However, we should not be focusing only on the adversities of the day; we should be setting a multi-year path to

maintain and improve the best higher education system in the world. Just addressing these challenges from the facilities perspective will require our best efforts using both our individual and organizational stamina, strength, speed, and spirit.

For me, stamina suggests a sustained effort focused on change, growth, and continuous improvement day in and day out. This requires a relentless push for learning both as individuals and as organizations which creates the learning environment needed to take rapid advantage of new information and knowledge. Good strategic planning and preparation reside at the core. Realizing the importance of the long-term perspective sustains our organizations and ourselves during the peaks and valleys that normally occur.

Strength begins with healthy individuals aligned in a productive organization that is focused on the reliable and effective delivery of operations and services. These individuals are willing to extend solid, unwavering support to the institution and its stakeholders no matter what the economic or political circumstances. We must resolve to be purposeful and stick to guiding principles and values in all that we do.

When we think about speed, our first thought is usually that of a fast-

paced organization. But it is more important that we be responsive, flexible, and adaptable. Specifically, we need to find problems before they occur; not just solve problems after they have happened. Speed depicted as responsiveness means that we go beyond just fulfilling needs to exceeding expectations at every turn.

Although many people quake at the thought of and discussion about "heart" in the workplace, I firmly believe it is absolutely essential. Our people need to feel our passion, energy, and enthusiasm for the work, not just hear the words. If your heart is not in it, unfortunately it will show and ultimately affect everyone around you.

All of these qualities rely on a positive, upbeat attitude. Only you can choose the attitude you bring to the workplace everyday. No matter what the situation—good or bad—we always have a choice of attitudes that we can adopt as we go about our activities.

I would also suggest that undergirding the challenges identified and the four qualities examined is the need for change. We all know that "the only thing constant is change." But change, unfortunately, does not occur easily or readily for many of us. An article titled "How to Handle Resistance to Change" by the Deutsch Group captures this by stating, "Change is inevitable if a company and its people are to grow. Unfortunately, most people find security in the status quo—they resist change. There is only one way to handle resistance to change effectively—people must be made to feel part of change!"

Although we have some organizational and managerial responsibility for creating an engaging environment that is open to and allows for others

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to be part of the change occurring around them, change really only occurs as a result of individual decision. In other words, because change is personal, we must choose to change. "Life is a series of choices and, as such, we each choose our own destiny."

So we come full circle. The challenges we face will require us to change the way we do business today and well into the future. Will we personally choose to make the necessary changes? If so, will we apply the stamina, strength, speed, and spirit necessary to succeed? The choice is yours! But as you consider your choice, remember the words of author William Arthur Ward who once said, "The pessimist complains about the wind; the optimist expects it to change; and the realist adjusts the sails." And we must adjust "our sails" if we are to successfully face this "perfect storm" that will surely determine our ultimate survival and that of our institutions. 🏰

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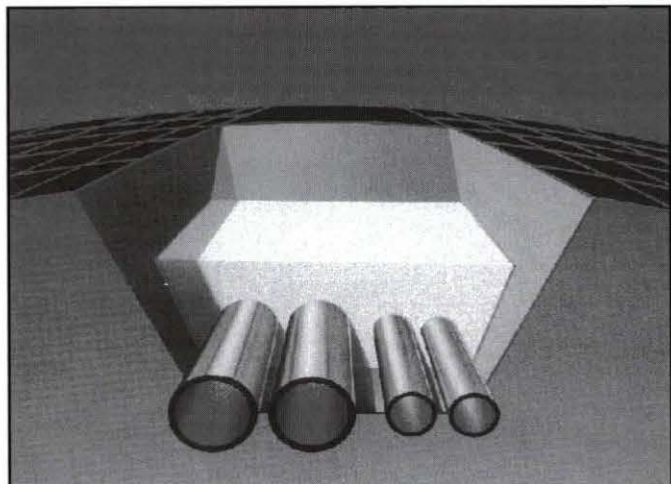
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Why Community Colleges Choose APPA

A conversation with Sharron Balic, Don Hedrick, Ed Kroenlein, and Paul Smith • Interviewed by Randel Edwards

Interviewer: How did each of you become acquainted with APPA?

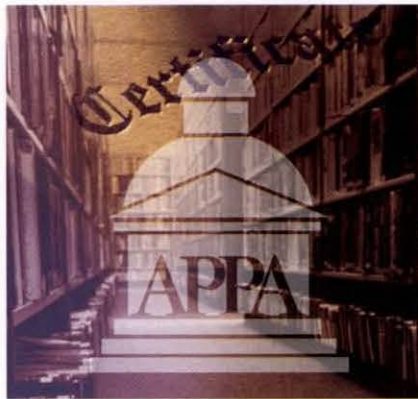
Balic: When I first came to Valencia in 1990, I found that the college was active in APPA. My former supervisor, James Reinschmidt, encouraged me to become involved.

Hedrick: I was introduced to APPA by a friend of mine—Bill McKenzie—who was the head of facilities at Frostburg State College in Maryland.

Kroenlein: Wyoming has seven community colleges. The facilities managers at these schools and at the University of Wyoming get together twice each year for meetings, and this is where I first heard about APPA. Schools in Wyoming who are members of APPA encouraged us to join, listing the positive benefits of membership in APPA.

Smith: I saw *Facilities Manager* magazine and a newsletter from Rocky Mountain Region of APPA.

Sharron Balic is the superintendent of plant operations at Valencia Community College in Orlando, Florida. She can be reached at sbalic@valenciacc.edu. Don Hedrick is the director of physical plant at Allegany College of Maryland in Cumberland, Maryland. He can be reached at dhedrick@allegany.edu. Ed Kroenlein is the director of physical plant at Eastern Wyoming College in Torrington, Wyoming. He can be reached at ekroenle@ewc.wy.us. Paul Smith is the assistant vice chancellor at Pima Community College in Phoenix, Arizona. He can be reached at paul.smith@pima.edu. Randel Edwards is APPA's director of member services and can be reached at randel@appa.org.



Interviewer: APPA is well known for its educational programming. What has been your experience with various programs that APPA offers?

Balic: My most valuable experience was my time at the Executive Leadership seminar at Notre Dame. The atmosphere, the staff, the coursework, and the opportunity to interact with colleagues in that setting was a great experience.

Hedrick: I have attended the APPA Institute for Facilities Management and every annual meeting except two since 1982. It's really hard to put a value on the ideas that you gain ... proven ideas that work.

Kroenlein: I haven't had much opportunity to participate in educational programming outside of the state. APPA offered a course at Casper College in Wyoming several years ago that was very helpful to us. Although our budget is small, we were able to send two staff persons and myself to this program mainly because it was regionally delivered.

Smith: I have found the educational programming to be relevant and professional. The costs are reasonable when compared to other professional associations.

Interviewer: What other APPA products, publications, or services have been helpful to you?

Balic: The book *Maintenance Staffing Guidelines for Educational Facilities* has been invaluable. It has given me the information I need to justify position and equipment requests.

Hedrick: Obviously, *Facilities Manager* magazine. I read each issue from cover to cover. ERAPPA's training library has also been very helpful on numerous occasions.

Kroenlein: I have utilized *Facilities Management: A Manual for Plant Administration*. Also, I have used *Custodial Staffing Guidelines for Educational Facilities* and *Operational Guidelines for Grounds Management* to improve the operations of the college.

Smith: *Facilities Manager* magazine, the Institute for Facilities Management, and the staffing guidelines books.

Interviewer: What impact has APPA had on your professional development?

Balic: APPA's programs have helped me balance my technical skills with management skills. I have been able to encourage more of our first-line supervisors to take advantage of the educational programs which I hope will give them the skills they need to move up in the organization.

Hedrick: I would say a tremendous impact. As someone who has been very active in APPA ... it has allowed me to interact with much larger colleges and gain from their experience. I can call them at any time and gain their help.

Smith: I have attended the Institute for Facilities Management and the

Executive Leadership seminar at Notre Dame. These courses plus the various publications have enabled me to translate my previous experience to higher education facilities issues. I believe I am a better higher education facility officer because of the training and publications.

Interviewer: *Networking is an important facet of any association. Can you share an example where you received practical help as a result of networking in APPA?*

Hedrick: When I first arrived at Allegany, the administration was trying to control energy costs. Local laws require that there must 10 percent fresh air in a standard class room facility at any time. So I had the mechanics adjust all dampers at 10 percent open. When I talked to some APPA colleagues from the University of Maryland, I learned that I could get the 10 percent fresh air from a closed damper via infiltration because the dampers do not close completely. When I returned to work, I instructed the mechanics to close the dampers. We not only achieved compliance with the local codes, but saved the college thousands of dollars in energy costs over the coming years.

Kroenlein: Mainly I have learned everyday management skills through the programs at the biannual Wyoming meetings and from networking with other members of APPA.

Smith: I needed some information regarding gym floors and the name of a firm to perform an evaluation of the gym floor at our college. I made a couple of phone calls [to APPA members] and by the end of the day I had what I needed to answer these issues.

Interviewer: *How has your community college directly benefited from belonging to APPA?*

Balic: The involvement of plant operations in APPA has helped heighten the awareness of the community col-

lege mission and Valencia Community College's commitment to that mission.

Hedrick: Our college has benefited from the experience that I have gained from the meetings and the Institute for Facilities Management. There is a direct benefit to the college because the experience and ideas I bring back from these meetings results in a more efficient physical plant operation. I learn something important or applicable at every meeting I attend. I bring that tidbit back to our staff and it has a lasting impact on our operations.

Kroenlein: As a member of APPA, we have access to a wealth of information and educational opportunities related to physical plant operations in both community colleges and universities.

Smith: I have been able to get my managers, directors, and supervisors trained in facilities management, to use RFPs from other institutions to get services, and to gain access to a wealth of information on facilities issues.

Interviewer: *Clearly, your community colleges see value in APPA membership. What would you say to a facilities professional at a nonmember community college as to why they should join APPA?*

Balic: I don't believe there is another professional organization like APPA that can provide the community college facilities professional with the educational offerings and the networking opportunities.

Hedrick: The benefits, if they are used, of belonging to APPA far outweigh the costs.

Kroenlein: Why join? For the information that is available through APPA and the support from APPA members and the APPA office.

Smith: APPA provides an excellent peer network, relevant training, and a professional organization dedicated to helping you succeed at providing quality facility services. 🏢

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Current Issues In Community Colleges

by George R. Boggs, Ph.D.

In 1901, the doors opened at Joliet Junior College in Illinois, beginning a community-responsive movement that has opened access to higher education to the most diverse student body in history. Since their founding over 100 years ago, community colleges have spread throughout the United States (and several in Canada), with campuses located within commuting distance of over 90 percent of the population. Community colleges have changed the paradigm for higher education from having to “go away to college” to having access to affordable and high quality higher education and training right in local communities. The 1,151 regionally accredited community colleges in the United States now enroll about 11 million credit and non-credit students, many of whom would not otherwise have an opportunity to continue their education.

Overlooked by rating systems based upon exclusivity, community colleges accept all students who can benefit from their

services and provide extensive remedial programs, English as a Second Language programs, services for students with disabilities, and many other support services to help their students succeed. The diversity of the student body in America's community colleges provides a uniquely rich learning environment in which students from different age groups and cultural traditions can share life experiences and learn together. Programs are offered in the evenings and on weekends in addition to daytime hours to serve their many non-traditional students. Community colleges were early adopters of distance learning technologies as a way of further extending access.

Students who begin their studies at community colleges before transferring to baccalaureate degree granting institutions generally do as well as native students. Class sizes are small, and students have opportunities to interact directly with faculty members. Many universities have realized that relationships with community colleges can diversify their own student bodies at the upper division while extending educational opportunity. However, the process of transfer is not as easy as it should be, and AACC (American Association of Community Colleges) is working with AASCU (American Association of State Colleges and Universities) with the support of the Lumina Foundation to improve access to the baccalaureate degree for community college students.

Responding to the economic development and workforce needs of their communities, community colleges offer occu-

George Boggs is president and CEO of the American Association of Community Colleges, Washington, D.C., an association of more than 1,200 institutions serving more than 10 million students annually. This is his first article for Facilities Manager, and he can be reached at gboggs@aacc.nche.edu.

Number of Community Colleges:

- Public institutions - 992
- Private institutions - 148
- Tribal institutions - 31

Total - 1171

Enrollment:

- 10.4 million students
- 5.4 million credit
- 5 million noncredit
- 44% of all U.S. undergraduates
- 45% of first-time freshmen
- 58% women; 42% men
- 63% part time; 37% full time (full time = 12 + credit hours)

Student Profile:

- 46% of African-American undergraduate students
- 55% of Hispanic
- 46% of Asian/Pacific Islander
- 55% of Native American
- Average student age - 29 years

Students Receiving Financial Aid:

- Any aid - 32.8%
- Pell Grants - 14.9%
- State aid - 6.1%
- Federal loans - 6.0%

Percentage of Federal Financial Aid:

- Pell Grants - 33.0%
- Campus-based aid - 9.8%
- Stafford Loans:
 - subsidized - 5.9%
 - unsubsidized - 5.1%
- PLUS - 1.2%

Tuition and Fees:

- \$1,518 average annual tuition

Degrees and Certificates Annually:

- More than 450,000 associate degrees
- Nearly 200,000 two-year certificates
- In 2001, 60.4% of applicants taking the national registered nurse examination to become licensed professional registered nurses were graduates of associate degree programs.

Revenue Sources: (Public Colleges)

- 42% - state funds
- 23% - tuition and fees
- 18% - local funds
- 5% - federal funds
- 10% - other

Governance: (Public Colleges)

- More than 600 boards of trustees
- 6,000 board members
- 29 states - local boards
- 16 states - state boards
- 4 states - local/state boards

Welfare Reform:

- 48% of community colleges offer welfare-to-work programs. Of those that do not, 54% plan to offer programs specifically designed for welfare recipients.

Healthcare:

- 65% of new healthcare workers get their training at community colleges.

** Statistics from AACC's National Profile of Community Colleges: Trends and Statistics, Third Edition (2000).

pational programs, contract education for local businesses and government, and retraining or lifelong learning opportunities. Community service programs provide general interest courses, and community colleges are often seen as the cultural centers for their communities. A growing international student population and curricular revisions are adding a global perspective to the colleges and their communities.

Traditionally the lowest-funded systems of higher education, community colleges have responded through their resourcefulness. Across the country, community colleges have established partnerships with local businesses, governmental agencies, community-based organizations, and other educational institutions to provide learning facilities for their students and their communities. This resourcefulness is reflected throughout the institutions in the creativity of faculty and staff who are often the leaders in developing innovative methods to promote student learning and to improve services to students.

The capacity of the nation's community colleges will be challenged in the years ahead. Higher education enrollments are expected to swell by nearly 20 percent in the next 20 years. Over 40 percent of these new students are expected to begin their higher education in a community college. This "tidal wave" of traditional age college students will be entering community colleges at the same time as lifelong learning becomes essential for people to maintain skills needed for employment. Forward thinking college leaders and trustees are planning for these enrollment increases by developing facilities plans and seeking support through bond elections and private fundraising.

Today, communities across America are struggling to deal with an economic downturn. Community college student enrollment is increasing dramatically as the unemployed and the underemployed are coming to our institutions to prepare for a better future. At the same time, state appropriations to higher education, including community colleges, are being dramatically reduced. Colleges have responded by increasing tuition costs for students. In fall 2002, tuition and fees grew by 7.5 percent at private community colleges and 7.9 percent at public community colleges. Even larger increases are expected for fall 2003. Although these increased costs will likely limit access for some financially needy students, the colleges have little choice if they are to maintain sufficient class offerings for students.

Community colleges are well known for their efficiency and cost effectiveness. However, in order to be effective in meeting needs for education and training, community colleges must have the required resources. Because of state budget shortfalls, colleges around the country are dealing with budget reductions that threaten their ability to provide access to all potential students. Funding for education, in particular community colleges, must be seen as an investment in the future and the way to economic recovery.

Community colleges are also preparing for the challenge of faculty and leadership turnover. Many community college faculty members and administrators hired during the expansion period of the 1960s and 1970s are approaching retirement. The people who follow these professionals must understand and protect the core values of the institutions. Recruiting faculty in high-demand disciplines is already difficult for many colleges. The coming years will probably bring even more competition for talented faculty and leaders. On the other hand, the turnover of faculty and staff may provide a window of opportunity to increase diversity. AACC has been working on a number of initiatives to prepare the colleges for the challenge of turnover.

In a world that has become smaller and suddenly more dangerous, community colleges must do their part to encourage global education for our students, and we must help to inform people from other countries about American values and about the importance of valuing diversity. Global education is the key to world peace and understanding and to improving the economy and quality of life for everyone. AACC is responding by instituting a number of new international education services for our member colleges.

Community colleges around the country are responding to the nation's nursing and other health care worker shortage by expanding preparation programs wherever possible. Health care programs, however, are much more expensive to operate than are general education courses. Some states have begun to recognize the cost and are providing financial support for the colleges to expand nursing education programs. Some colleges have been successful in securing needed support from hospitals and other health care facilities in their communities.

A window of opportunity to improve federal education programs is opening in Washington, D.C. AACC has developed positions on the reauthorization of the Higher Education Act, the Workforce Investment Act, and the Carl Perkins Act. We hope to improve the programs that these pieces of legislation authorize and to make it easier for community colleges to respond to student and community needs. AACC is also sponsoring legislation to expand the Hope Scholarship Tax Credit so that it benefits more community college students.

America's community colleges have come of age. They are an important part of the higher education fabric in the United States and a significant con-

tributor to the economic well being of the country. With their "open door," they are the colleges of opportunity. While they provide transfer students to universities, educational and cultural offerings for their communities, and skilled workers for industry and government, they are likewise dependent upon the universities, their communities, and industry and government for providing new leadership, new faculty, and needed resources. Their continued success in their second century depends upon the strength of the partnerships that are created and whether these unique institutions remain true to their core values of access, community responsiveness, resourcefulness, and a clear focus on teaching and learning.

We are living in a challenging time, but community colleges are making it a time of opportunity, helping students and communities prepare for a better future. Community college services are shaped by the core values of open access, community responsiveness, resourcefulness, and a clear focus on student learning. These values continue to be a lens to judge our actions and a compass to guide us as we plan and make decisions for our institutions. AACC is working to fulfill its responsibilities to provide our member colleges the support they need and to keep the community college movement a vital one. 🏛️



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SERVING THEIR COMMUNITIES:

Profiles of 20 Community Colleges



By Steve Glazner

We wanted to learn more about the many community colleges that comprise APPA's membership, so we set out to compile short profiles on as many of them as we could before this issue went to press. The profiles that follow are from 20 community colleges across North America, including two from Canada. All are intensely dedicated to their missions of career development, four-year-college preparation, and true community service.

In the profiles that follow, the Campus GSF refers to the gross square footage of the college's buildings. The student count is a general headcount, not full-time equivalent. Most are commuter campuses with no residence halls, but a number of the colleges do have students living on campus.

Many thanks to everyone who contributed to these profiles. It is obvious that our community colleges are strong, viable organizations dedicated to their students and the communities in which they reside. 🏛️

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

▶ Algonquin College

Ottawa, Ontario, Canada

Mike Rushton, director of facilities (13 years at the college)



Most Popular Courses: Dental hygiene, paramedic, massage therapy, firefighter preservice

Campus GSF: Woodroffe Campus = 1,389,019

#Students: Approx, 12,000 full-time; plus approx. 12,000 students per semester in continuing education

#Students Living on Campus: 700

Total Facilities Staff: 63 full-time

Contracted Services: Security guards, cleaning services

Biggest Challenge: Adding square footage without proportionately increasing budget, increased client expectations, insufficient deferred maintenance dollars

Recent Success: Consolidation onto one campus

What Others Should Know: Algonquin is ranked as #1 in Ontario for student satisfaction; 95 percent of students are employed within six months of graduating. •

► Allegany College of Maryland

Cumberland, Maryland

Donald L. Hedrick, director of physical plant (24 years)



Most Popular Courses: dental assistance, nursing

Campus GSF: 350,000

#Students: 3,241

#Students Living On Campus: 230

Total Facilities Staff: 35

Contracted Services: Window cleaning, fire/safety inspections

Biggest Challenge: Proper staffing with regard to enough money to hire additional help

Recent Success: Construction of five student housing units

What Others Should Know: Allegany College is the only community college in the state of Maryland with student housing. We are also unique in that we have two campuses located in the state of Pennsylvania that are Pennsylvania-state supported. •

► Anne Arundel Community College

Arnold, Maryland

H. Michael Wilson, director of facilities management (5 years)



Most Popular Courses: General studies, business administration/management, education

Campus GSF: 600,000

#Students: 19,154; non-credit = 38,015

#Students Living on Campus: 0

Total Facilities Staff: 76

Contracted Services: HVAC, elevator, alarm maintenance

Biggest Challenge: Maintaining our standards of customer service and responsiveness in an austere environment

Recent Success: Conquering Maryland's record snow of 2003, and finding national and state resources for expense reimbursement

What Others Should Know: Anne Arundel Community College was the National Alliance of Business "Community College of the Year" award winner for 2002. •

► Coastal Bend College

Beeville, Texas

Charles McCameron, director of administrative services (28 years)



Most Popular Courses: Protective services (criminal justice), computer science

Campus GSF: Approx. 500,000

#Students: 3,600

#Students Living on Campus: Approx. 150

Total Facilities Staff: 32 full-time, 8 part-time

Contracted Services: Pest control

Biggest Challenge: Maintaining a high level of quality in all services with fewer personnel

Recent Success: Three years ago our campus looked much like an untamed part of the southwest desert, but we set about with a determination to beautify. Our campus now is like an oasis, with much greenery and outdoor seating areas with tables where our students congregate on a regular basis.

What Others Should Know: We care. We care about our students comfort, about beautifying our surroundings, about keeping our buildings and grounds in the best possible condition, and most of all we care about our students succeeding while at Coastal Bend College and beyond. •

► College of DuPage

Glen Ellyn, Illinois

Joseph Buri, director of campus services (13 years)



Most Popular Courses: Culinary arts, dental hygiene

Campus GSF: 1,350,759

#Students: 36,150

#Students Living on Campus: 0

Total Facilities Staff: 114

Contracted Services: Elevators, fire safety, building automation, architectural and engineering services

Biggest Challenge: Implementation of \$300 million facility master plan and providing immediate feedback to customers

Recent Success: Passed building bond referendum in late 2002. •

► College of the Canyons

Santa Clarita, California

Jim Schrage, director of facilities (6 years)



Most Popular Courses: General education courses, fire science, nursing

Campus GSF: 450,000

#Students: 13,500

#Students Living on Campus: 0

Total Facilities Staff: 50

Contracted Services: None

Biggest Challenge: The time to adequately address both personnel management and facilities planning needs

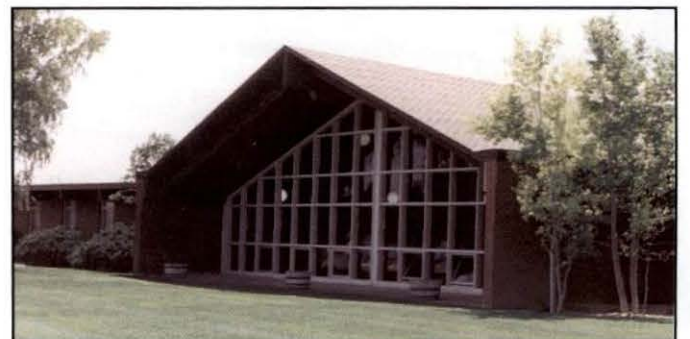
Recent Success: Having one of the lowest facilities condition indexes (FCI) in the state.

What Others Should Know: Our staff takes pride in their work and their accomplishments, and it shows. During a recent accreditation process, consisting of high-ranking community college leaders from around the state, the comments regarding our facilities—even from members evaluating other portions of the campus processes and procedures—were many and overwhelmingly positive. •

► Eastern Wyoming College

Torrington, Wyoming

Edward Kroenlein, director of physical plant (34 years)



Most Popular Courses: Veterinary technology, welding and joining technology, elementary education, pre-nursing

Campus GSF: 253,216

#Students: 1,574

#Students Living on Campus: Approx. 150

Total Facilities Staff: 11 full-time; 4–15 part-time

Contracted Services: None

Biggest Challenge: Bringing technology into the daily operation of our department. Also, last year's drought and an aging lawn irrigation system has made it difficult to keep the campus green.

Recent Success: The acquisition and development of EWC's North Campus, which is located on eight acres and features a holding facility for large animals and an animal treatment building used to demonstrate veterinary technology procedures on live animals.

What Others Should Know: Eastern Wyoming College is a great for students to become educated and also a great place to work. The family atmosphere is very much a part of our heritage. •

► Eastfield College of the Dallas County Community College District

Mesquite, Texas

Arthur E. Sykes, director, facilities services (6.5 years)

Most Popular Courses: Business information systems, mathematics, biology, auto tech (Toyota T-Ten Facility)

Campus GSF: 500,000

#Students: 10,963

#Students Living on Campus: 0

Total Facilities Staff: 30 full-time, 5 part-time, 6 seasonal

Contracted Services: Custodial

Biggest Challenge: To maintain training and certification of staff, and to continue to provide the same high quality of services during lean budget years. Expectation of the same degree of service is expected by the campus community.

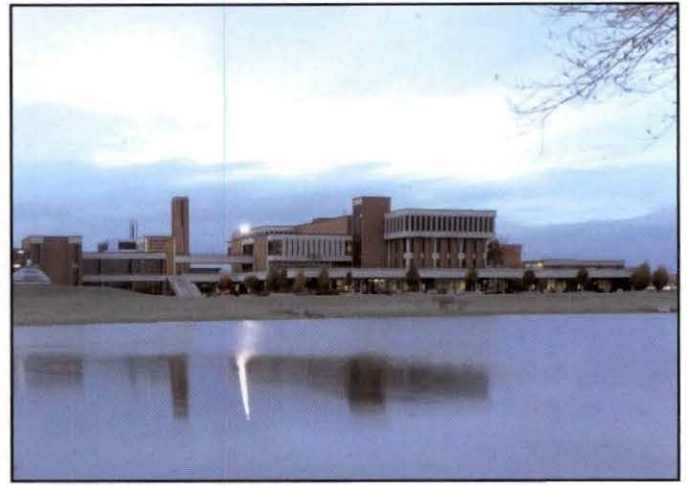
Recent Success: For the first time in the 33-year history of the college, we received the best grounds/green space award from the city of Mesquite.

What Others Should Know: Eastfield College prepares the student to be successful at the next level of life and/or education. Our students continually make outstanding achievements in the workplace and academic institutions. •

► Elgin Community College

Elgin, Illinois

Paul A. Dawson, managing director of facilities (9 years)



Most Popular Courses: Arts and sciences, lower-level English as a Second Language, nursing

Campus GSF: 730,435

#Students: 18,322

#Students Living on Campus: 0

Total Facilities Staff: 102

Contracted Services: None

Biggest Challenge: Equipment and furniture for new facilities through other sources than referendum bonds

Recent Success: Elgin Community College was cited as a "power booster" in a new book, *Power Boosters: Illinois Efficiency Success Stories*, compiled and published by the Safe Energy Communication Council. The book describes how the college enjoyed a \$440,000 reduction in operating costs during 12-month period due to the installation of a combined CPH plant, which produced an annual energy savings of 25,000 MMBtu.

What Others Should Know: Founded in 1949, ECC is one of the oldest community colleges in Illinois and the ninth largest in gross square feet. Two building referenda have been successfully passed, in 1967 and 2001. The 2001 issue not only addresses immediate space needs at the main campus but ensures future growth of the campus with the addition of 45 acres contiguous to the present campus. Twenty-two projects were covered by the 2001 referenda, 16 of which will be completed by 2005. •

► Foothill DeAnza Community College District

Los Altos Hill, California

John Schulze, executive director for facilities, operations, and construction management (17 years)



Most Popular Courses: Business, computer science/math, social science

Campus GSF: 1.7 million

#Students: 45,000

#Students Living on Campus: 0

Total Facilities Staff: 100

Contracted Services: Minor service contracts such as elevators only

Biggest Challenge: We are in the midst of a \$300 million building campaign funded by a bond measure. Overseeing this activity is our major challenge, followed closely by concerns about increasing staffing to maintain and clean the new buildings.

Recent Success: Significant reduction in the use of electricity and gas due to implementation of energy conservation measures.

What Others Should Know: We provide an extensive amount of service to our students for a minimum of costs. •

► Grand Rapids Community College

Grand Rapids, Michigan

Tom Smith, director of facilities (5.5 years)



Most Popular Courses: Transfer programs: business, teacher education, engineering; and occupational programs: nursing, criminal justice, culinary arts

Campus GSF: 2.2 million

#Students: 13,900

#Students Living on Campus: 0

Total Facilities Staff: 90

Contracted Services: Window cleaning, snow removal, elevator maintenance

Biggest Challenge: Maintaining the infrastructure for 22 facilities to meet today's ever-changing technological requirements

Recent Success: The completion of our second Michigan Technical Education Center (90,000 sq.ft.)

What Others Should Know: In addition to meeting the needs of 13,900 students, Grand Rapids Community College (GRCC) services approximately 23,000 additional customers each year through seminars, conferences, workshops, and special events. •

► Humber College

Toronto, Ontario, Canada

Carol Anderson, director, facilities management (4 years)

Most Popular Courses: Nursing, industrial design, paralegal, e-commerce Campus GSF: 1.6 million

#Students: 16,148

#Students Living on Campus: 700 (soon to be 1,300)

Total Facilities Staff: 39

Contracted Services: Cleaning, lighting, some mechanical maintenance, some electrical maintenance, some plumbing, all renovations, refuse removal, snow removal

Biggest Challenge: Space planning to accommodate additional growth without new buildings

Recent Success: Negotiating a good contract with 15 other colleges for hydro purchase in a deregulated market

What Others Should Know: We are the second largest college in the Ontario College System and the top-rated college in the Greater Toronto Area. •

► Hutchinson Community College

Hutchinson, Kansas

Gene Allton, director of plant facilities (17 years)



Most Popular Courses: Health-related (nursing, LPN, health information technology), business administration, public service (fire science & criminal justice)

Campus GSF: 590,131

#Students: 4,950

#Students Living on Campus: 350

Total Facilities Staff: 53

Contracted Services: Night time security

Biggest Challenge: Spreading budget dollars and staff talent against deferred maintenance and new facilities being developed and brought online

Recent Success: Two major facility upgrades on our main campus: Shears Technology Center and the Rimmer Learning Resource Center

What Others Should Know: Hutchinson Community College is host of the NJCAA Basketball Tournament held each year in March. HCC won the National Championship in 1988 and 1994. •

► Illinois Valley Community College

Oglesby, Illinois

Larry Rousey, director of facilities (5 years)



Most Popular Courses: Nursing, general business

Campus GSF: 375,000

#Students: 4,200

#Students Living on Campus: 0

Total Facilities Staff: 600

Contracted Services: None

Biggest Challenge: Keeping up with the demands and needs of faculty and staff for facilities improvements. Trying to find the funding to perform my job effectively.

Recent Success: The completion of a three-building, 150,000-sq.-ft. asbestos abatement and renovation project; and the successful implementation of a team cleaning program.

What Others Should Know: We are the third oldest community college district (of 39) in the state of Illinois. Established in 1924. •

► Kansas City Kansas Community College

Kansas City, Kansas

Larry Seal, director of buildings & grounds (16+ years)

Most Popular Courses: Nursing, mortuary science

Campus GSF: 470,000+

#Students: 5,000+

#Students Living on Campus: 0

Total Facilities Staff: 47

Contracted Services: Pest control, chiller maintenance

Biggest Challenge: Expanding the energy management program

Recent Success: Energy management program

What Others Should Know: Nice landscaping, clean and well maintained. •

► Middlesex County College

Edison, New Jersey

Donald R. Drost Jr., executive director of facilities management (15 years)



Most Popular Courses: Liberal arts, business administration, computer science, criminal justice

Campus GSF: 782,000

#Students: 11,700

#Students Living on Campus: 0

Total Facilities Staff: 81

Contracted Services: Maintenance contracts are in place for specialized services such as chillers, high voltage electric, underground utilities, exterminating, tree care, fire alarms, fire sprinklers, etc.

Biggest Challenge: Continually attempting to improve services while reducing costs through energy reductions, productivity improvements, and use of new technologies. This is achieved with the full support of the Board of Trustees and the entire college community.

Recent Success: The presidents of all 56 colleges in New Jersey signed a Sustainability Greenhouse Gas Action Plan that called for a reduction in greenhouse gas emissions of

3.5 percent from the 1990 levels by the year 2005. Middlesex County College reported a 14.9 percent reduction by the year 2000. This was achieved through reductions in electrical usage and conversions from fuel oil to natural gas for heat. Electrical usage actually was reduced by more than 600,000 kWh during that period even though the campus grew by almost 60,000 square feet.

What Others Should Know: Middlesex County College is an open access institution dedicated to student success. We accept any and all members of our community, and through various programs and high academic standards, we graduate highly successful students. •

► Morgan Community College

Fort Morgan, Colorado

Susan Clough, vice president for administration & finance (16 years)



Most Popular Courses: General education transfer, agri-business management

Campus GSF: 108,936

#Students: 3,121

#Students Living on Campus: 0

Total Facilities Staff: 7

Contracted Services: None

Biggest Challenge: Meeting the physical plant needs of students in a multi-campus setting with reduced staff and financial resources.

Recent Success: Completion of a \$4.5 million construction project that included the construction of a new building to house automotive programs and physical plant space and renovation of vacated space into science labs and multi-use classrooms.

What Others Should Know: MCC provides courses in an 11,500-square-mile service area that includes the main campus and five off-campus centers plus interactive distance learning systems, television, and other non-traditional means. •

► North Idaho College

Coeur d'Alene, Idaho

Homer D Barnett, director of physical plant (2 years)



Most Popular Courses: General studies, nursing/pre-nursing, education

Campus GSF: 585,335

#Students: 4,222

#of Students Living on Campus: 202

Total Facilities Staff: 16

Contracted Services: None

Biggest Challenge: Keeping up with the advances of technology in buildings system; and stretching our training dollars.

What Others Should Know: We are known as the "College by the Lake." •

► Pima County Community College District

Tucson, Arizona

Paul F. Smith, assistant vice chancellor, administrative services and facilities (12 years)



Most Popular Courses: Dental hygiene, electronic technology, building technology
Campus GSF: 1,308,000
#Students: 84,590
#Students Living on Campus: 0
Total Facilities Staff: 103
Contracted Services: Custodial (partially), tree care, grounds (partially), architect/engineering services
Biggest Challenge: Moving the workforce toward a multi-skilled environment and maintaining morale as the cost of benefits go up and pay remains stagnant.
Recent Success: Recently completed over \$140 million in construction within budget with no major claims outstanding.
What Others Should Know: Multi-campus institution with nine major educational locations in the greater Tucson area, PCC has significantly increased its student population while the major renovation and construction program was ongoing. •

► **Salt Lake Community College**

Salt Lake City, Utah

Bob Askerlund, director of facilities (13 years)



Most Popular Courses: Health sciences, general education, business
Campus GSF: 2.1 million
#Students: Approx. 24,000
#Students Living on Campus: 0
Total Facilities Staff: 120 with seasonal fluctuations
Contracted Services: Some custodial and some grounds
Biggest Challenge: Doing more with less. Providing the necessary services to students for them to continue to achieve their educational goals.
Recent Success: Completion of our first buildings and occupancy of our new Jordan Campus.
What Others Should Know: We're the second largest public institution in the state of Utah, directly behind the University of Utah. •

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Unique Partnership Yields Renovated College Campus

by Douglas D. Sitton, P.E., PLS, and Jean F. Maue, R.A.

For 30 years, Southern Illinois University Edwardsville (SIUE) had operated one of its satellite campuses, the SIUE East St. Louis Center, in what had been the Broadview Hotel in East St. Louis. The building—housing 23 university-sponsored outreach programs, services, and clinics—was bursting at the seams and too troublesome to bring up to modern building-code standards. It was time to check out of the hotel.

About the same time that SIUE administrators began looking at additional land on which to build a new facility, the Illinois Community College Board decided to close Metropolitan Community College because of financial and management problems. The college was located just a block away from the SIUE satellite campus. With a bevy of underutilized classroom space—and plenty of land on which to build new facilities—the community college campus emerged as the solution to the university's satellite site search.

That was in late 1998. Five years, four renovated facilities, three new parking lots, and two brand-new buildings later, the renamed East St. Louis Higher Education Campus officially reopens its doors for the fall 2003 semester. It is home not

only to SIUE East St. Louis Center administrative offices and community outreach programs, but also to a consortium of other colleges as well as a vocational-tech center operated by the East St. Louis Community College Center.

"This was a complex project with multiple agencies that had to come to consensus on various issues, and the result today is space designed to meet everyone's needs," said Gloria Atkins, SIUE assistant vice chancellor of administration for the new campus.

A \$27-million capital investment from the state of Illinois enabled the project, which was administered by the state's Capital Development Board, to be completed. The board contracted with Woolpert LLP, an architectural/engineering/planning firm, to completely overhaul the former community college campus. Along the way, Woolpert also served as a liaison as the new entities became involved in the project and the scope of work evolved.

Meeting Community Needs

For Don Wilske, director of system finances for the Illinois Community College Board, it was a tough decision to close Metropolitan Community College. The region that surrounds it is economically depressed, and the local community college often was the stepping stone to improved lives. "We wanted to make sure educational offerings were still available in the area," Wilske said, "so we put together a consortium of colleges to offer coursework at the location."

The consortium includes Southwestern Illinois College, Shawnee Community College, and Kaskaskia College. The

Continued on page 46

Douglas Sitton is a partner in the Belleville, Illinois office of Dayton, Ohio-based Woolpert LLP. He can be reached at doug.sitton@woolpert.com. Jean Maue is an architect and project manager in Woolpert's Belleville office. She can be reached at jean.maue@woolpert.com. This is their first article for Facilities Manager.

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Continued from page 44

colleges, which comprise the East St. Louis Community College Center, and the SIUE East St. Louis Center, each had specific needs and wants different from the former Metropolitan Community College campus. SIUE needed modern health care clinics, a daycare center, and classrooms for its charter school, among other things. The consortium of colleges needed traditional and hands-on, high-tech classrooms.

Throughout the first half of 1999, the planners met frequently with representatives of these organizations to plan and revise the project scope. Shared and split uses between the entities were examined and presented under different scenarios that called for renovated and new building space.

Then, in October 1999, the Illinois Department of Employment Security expressed interest in operating a "one-stop" job training and placement center at the campus. "It was a natural fit," said Illinois Community College Board President and CEO Joseph Cipfl, Ph.D. "(People locally) are in desperate need of educational opportunities and empowerment, and adding the one-stop center uniquely put everything in one place."

But it also meant that some aspects of the project would need to be evaluated to accommodate this third entity. The planners worked with SIUE, the colleges, and the Illinois De-



The new 12,000-square-foot Illinois Department of Employment Security building, also known as the Workforce Development Center, with the SIUE East St. Louis Center building in the background.

partment of Employment Security to accommodate these needs. Ultimately, it was decided that a new Illinois Department of Employment Security administrative building would be constructed and that additional conference space would be shared by all on the campus.

Design plans were finalized in 2002. Given a favorable bidding climate, the construction bids came within the budget and construction began promptly in the fall of 2002. The construction portion occurred over four phases. The first two phases included renovating the existing community college facilities. Phase three involved constructing the Illinois Department of Employment Security building. Phase four was the construction of a building exclusively for SIUE.

The project was designed to accommodate students (currently about 550 per semester) and administrative functions throughout construction. As buildings were renovated, classes were shifted to alternate spaces on the campus. A detailed phasing plan was established for the duration of the construction. Based on cooperation and effort of all parties, adjustments were made to allow the project to progress. All entities were cooperative and patient during this time despite the dust and inconvenience that construction projects bring.

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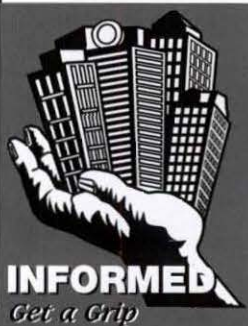
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A view of the new 50,000-square-foot SIUE East St. Louis Center building from the northeast.

A Transformed Campus

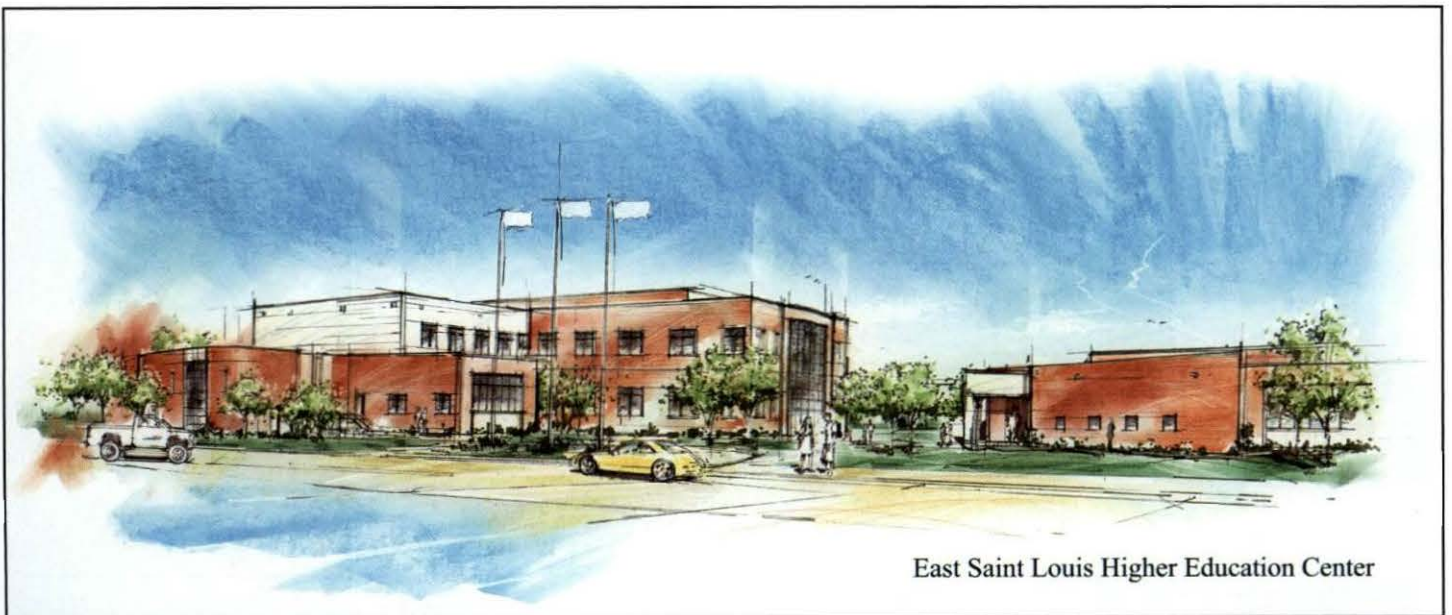
Metropolitan Community College alumni might not recognize their former campus today. With construction and renovation nearing completion, the campus now boasts:

- A brand-new 50,000 square-foot SIUE East St. Louis Center building.
- A brand-new 12,000 square-foot Illinois Department of Employment Security building, also known as the Workforce Development Center.
- Four renovated buildings totaling 128,000 square feet of space used by the consortium of colleges, SIUE, and the Illinois Department of Employment Security.
- Three new parking lots.
- Reconfigured streets and plazas.
- New landscaping.

Specifically, the new SIUE East St. Louis Center Building contains its child development program, three health care clinics (eye, dental, and nursing services), a “distance learning” lab, an urban research institute, and a multipurpose area. This multipurpose area not only can host campus events, it also can be used by the community at large. In fact, other than nearby casinos, the multipurpose room is now the largest conference and banquet facility in the area and can accommodate up to 450 people.

The new Illinois Department of Employment Security building houses personnel space, a special facilities area, and building support. The renovated Classroom Building includes classrooms, instructional office pods, computer lab areas, sci-

Continued on page 49



East Saint Louis Higher Education Center

An artist's rendering of the SIUE East St. Louis Center building.



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The Benefits of Collaboration

- The former community college facilities were underutilized—allowing for SIUE to make use of the space, which reduced the university's requirement for new construction.
- Many of the spaces will be shared between the various entities, which reduced the overall requirement for new construction.
- Open land existed on the campus to allow for additional buildings to be built, which eliminated the need to purchase land.
- Because of the consolidation of facilities on one campus, operational and maintenance costs are reduced.
- Co-location of educational and employment opportunities expands opportunities for East St. Louis residents and those in surrounding communities.

Continued from page 47

ence rooms, SIUE East St. Louis Center's charter school offices, Adult Ed/GED classrooms, a nursing assistance lab, educational storage, and outreach program offices.

The renovated Administration Building contains the director's office and educational offices of the SIUE East St. Louis Center, as well as space for SIUE's Talent Search, Upward Bound, and Gear Up programs. The building also includes other administrative offices for various programs.



The library in the renovated Library Building.

The renovated Library Building houses distance learning labs, computer labs, community college administrative offices, and support resources such as the Learning Resource Center, shared conference rooms, and food service/dining.

The renovated Vo-Tech Building includes space for educational and vocational classes, administrative space for SIUE's Head Start offices, the East St. Louis Center for the Performing Arts, a fitness room, and offices for campus security and maintenance.

Some spaces are shared by the various entities. Meanwhile, each entity also wanted to keep its "identity" intact, so certain

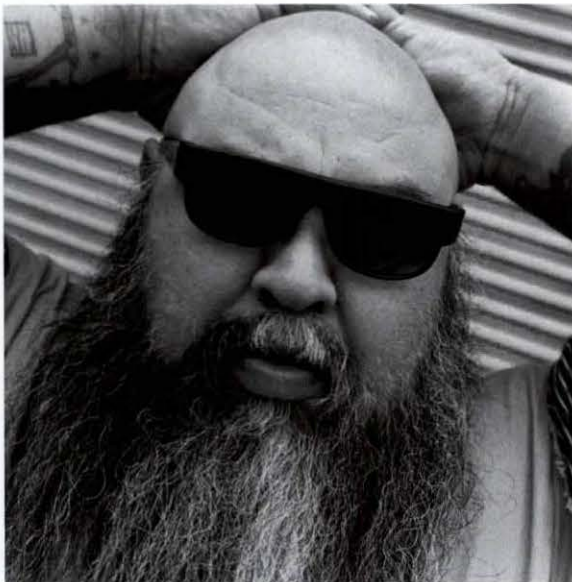
interior and exterior areas exclusive to each entity are clearly marked as such. Money was saved by maximizing the space used. For example, the distance learning labs also can be used as conference rooms and classrooms. Also, resources such as campus security and maintenance are shared and paid for by all entities (SIUE manages these functions for all entities).

The project was designed with future expansion in mind. Indeed, Dr. Cipfl envisions the East St. Louis Higher Education Campus someday serving upwards of 10,000 students.

A Model for Other Communities

Dr. Cipfl, as well as representatives of the other organizations involved in the project, believes the partnership is a first in Illinois in terms of bringing unique entities together to offer educational and employment opportunities. "What we've built from a bricks-and-mortar point of view—as well as from an instructional point of view—could well serve as a model for other communities," Dr. Cipfl said. 🏛️

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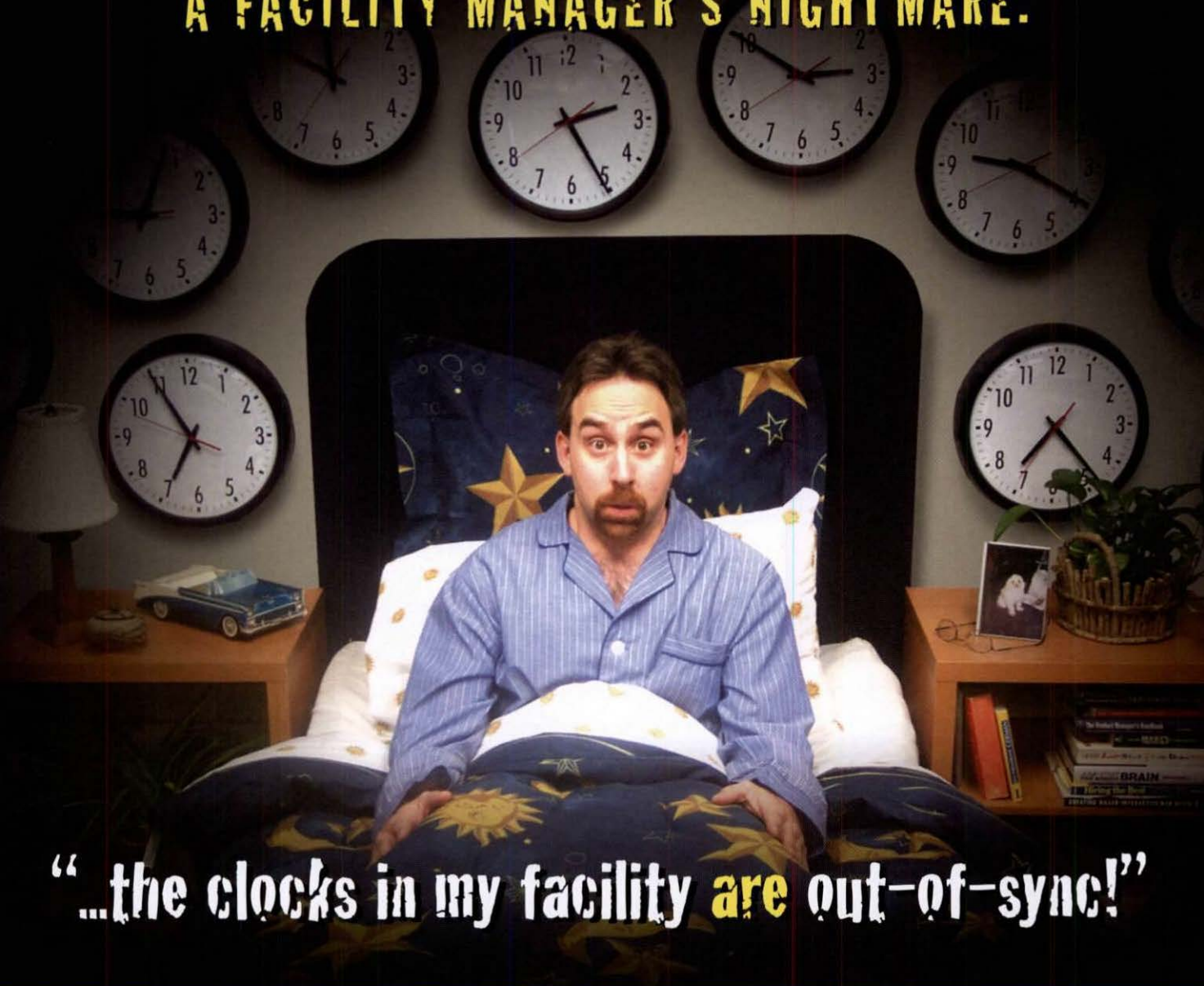
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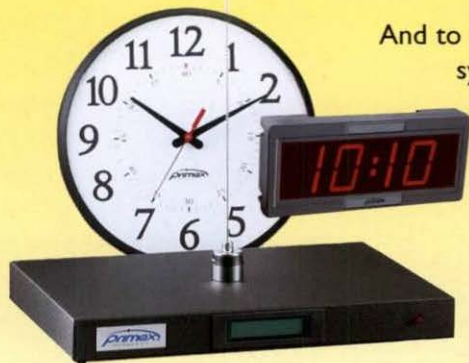
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FUTURE

by Jeffery L. Campbell, Ph.D.

It hasn't been until the last 20 years that the practice of physical asset management has evolved into a professional discipline. Like facilities management, physical asset management is an unknown science and thus is not understood by management in general. Little research has been conducted in the field and it is not an area of training and education at schools and universities. Historically, physical assets have been managed by finance and accounting departments. The focus has been on financial accounting. The skill sets required for this new thinking typically fall outside the discipline of accounting and finance. Given the fact that facility costs typically rank second only to salaries and benefits in the United States (both public and private entities) there has been a significant increase in approaches to physical asset management.

The last 20 years has yielded some new perspectives that should be explored. There are four driving concepts that should be better understood.

1. Asset management should have a holistic, "cradle to grave" perspective. This life cycle approach is extremely important in managing resources. The industry has been

fixated on building first costs but little attention has been placed on the life cycle costs of new buildings. Research has shown that in a typical situation, for every \$1 that is spent on a new building, it will cost \$10 to operate and maintain that building over its life. Up until the early 1980s, the United States was locked into the mentality of the design-bid-build model. More recently there has been a move to the design-build model. To have a better holistic approach some in the industry are now adopting the design-build-maintain model.

2. An asset life cycle should not be confused with useful life. There are 1.2 computers for every knowledge worker in the United States. Most companies or organizations replace their computers every two to three years. Because of the changes in technology, the useful life of a computer is only two to three years, but the life cycle is much longer. Technology drives useful lives.
3. There needs to be a change in the perspective as to how buildings are managed. Buildings are not managed, but the systems that make up those buildings are managed. Roofing systems, mechanical systems, flooring systems, etc., are all systems that must be understood and managed.
4. Progress cannot be improved unless there is an agreed upon standard that can be measured.

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There have only been a few promising practices identified that meet the preceding criteria. The U.S. General Accounting Office report "Military Infrastructure: Real Property Management Needs Improvement" (GAO/NSIAD-99-100, September 1999) identified Brigham Young University's Capital Needs Analysis Center (CNA) and the University of California's Lawrence Livermore National Laboratory as two entities that demonstrated the best practice of extending the life of physical assets. Their systems and methodology include a predetermined inspection process that provides accurate results. They use standardized, industry-accepted cost estimating systems, and an easy-to-use database that prioritizes current and anticipated maintenance and repair requirements. This system maximizes the use of resources.

Over the last 20 years, BYU has built a mature database model that provides "smart data" about the true length of asset lives and the key points at which assets should be inspected and retrofitted. This has not always been the case. In the early 1980s, the university had an unquenchable appetite for money to renew facilities. Over that time period, energy and regulatory costs were escalating. The needs and missions of the colleges were changing. Technology was also drastically reducing the life cycle of assets—therefore more money was needed more often.

Even though long-range planning was taking place, the plans had not necessarily been serious nor believable or followed. The leaders did not understand what was happening. This situation created a culture of confusion and lack of trust. It was at this time that the trustees of the university asked nine important questions.

1. What standard can the organization afford?
2. Can the facility team really separate capital funds from operating funds?
3. Can the facility team project facility costs for the next 40 years, and project an average cost per year?
4. How would the facility team manage if they were given limited capital funding?
5. Can the facility team provide a detailed list of all capital replacements over the next 40 years?
6. Can the facility team project space needs based on maximum utilization?
7. Can the facility team carefully prioritize a list of one-time projects for existing facilities?
8. Can the facility team establish a replacement standard?
9. Can the facility team design a computer program to track and maintain facility integrity and usefulness?

New Model

These questions led to a new vision of no longer being the manager or caretaker of facilities but being a true leader in total asset management. This shift redirected the focus from being money driven to true-needs driven. The new terminology and direction included:

Quality is defined as meeting all stakeholder expectations
Assets are defined as looking at the long-term capital investment as true life cycle cost.

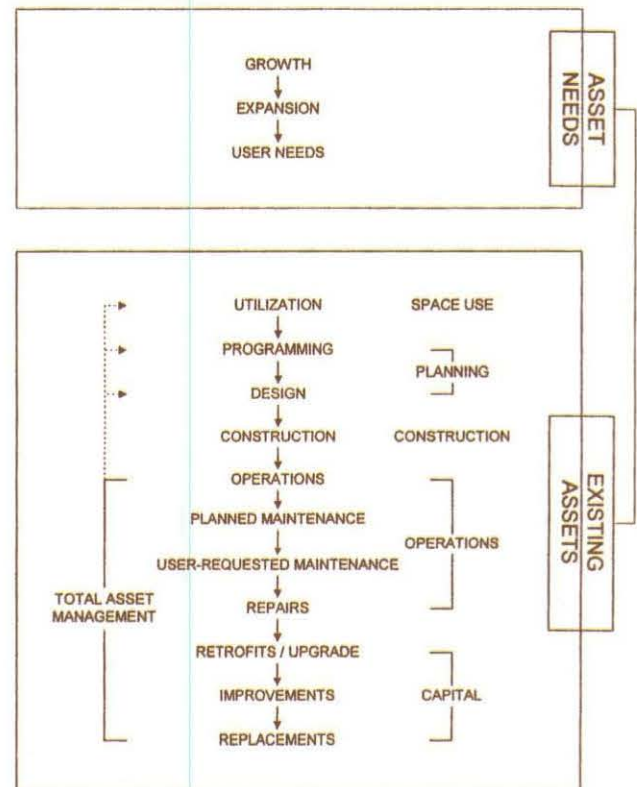
Management is defined as doing the thing right, by being efficient.

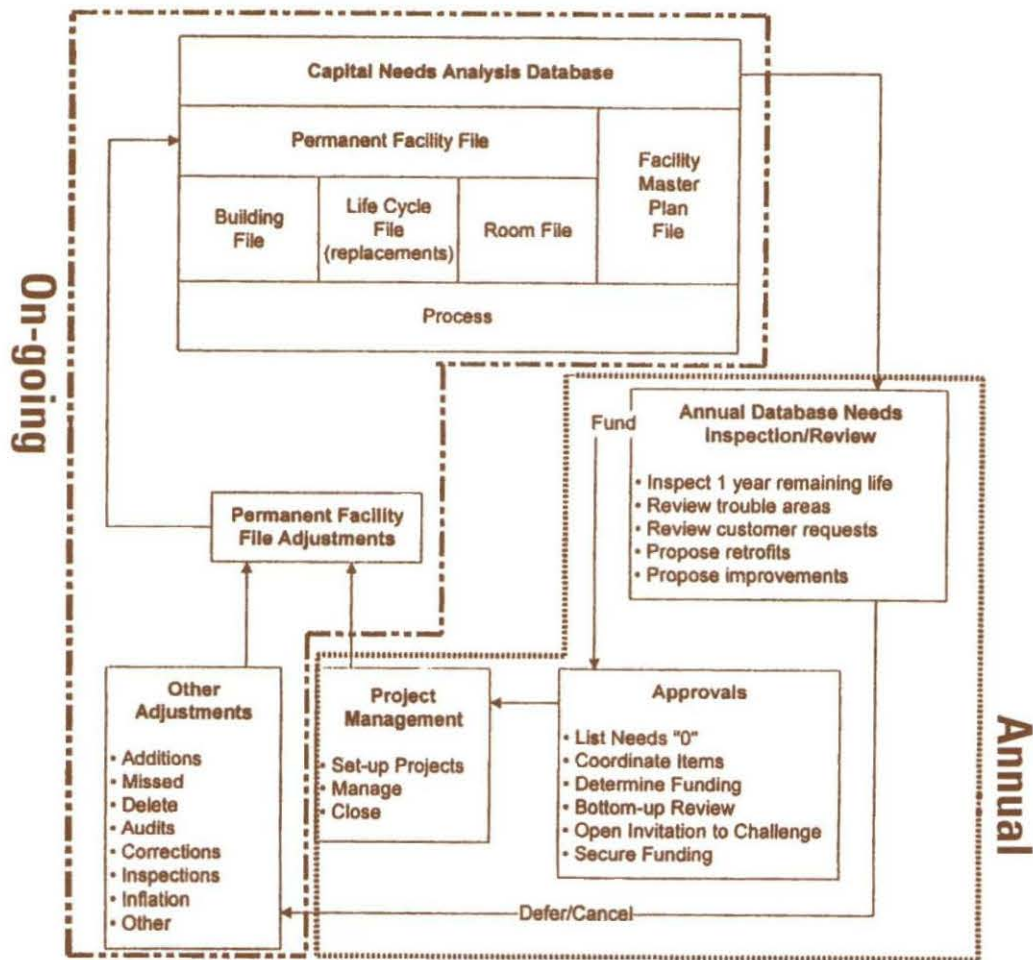
Leadership is defined as doing the right thing, by being effective.

This new vision and direction led to the creation of 15 driving principles and values. They are:

1. Focus on needs and not dollars.
2. Be proactive not reactive. Work on important and not always urgent activities.
3. The best method to determine needs is from the bottom-up.
4. Use a database to inventory all assets, meaning all buildings, all systems, and all rooms.
5. Goal: Maximize the useful life of every asset. Focus on prevention.
6. Retrofit rather than replace when economical to extend useful life.
7. Fund only proven needs not political requests.
8. Use the "Law of Witnesses" to determine the replacement standard. The person who maintains the asset determines the replacement. It must have a signoff from higher management.

Total Asset Management





9. True move to life cycle costing.
10. Use common sense.
11. Apply methods consistently.
12. Be a learning company. Learn from the information and the maturing database.
13. Continuously improve the process.
14. Maintain communication by a high level of accuracy, visibility, and unity. Build trust and integrity with the stakeholder partnership.
15. Maintenance of existing assets must have a higher priority than new or additional assets.

This vision also led to a new understanding and definition of operating and capital budgets. Total asset management includes the proper organization and function of operating and capital budgets. Operating budgets include operations, maintenance, and repairs and must promise that assets are managed properly. This makes certain that users are satisfied, assets function, and that the environment is stable. Capital budgets ensure the assets' useful life. Replacements, retrofits,

improvements, and new space additions must maximize and extend useful life.

Total Asset Management Processes

There are three categories in the organization and processes of total asset management. The replacement group focuses on the life cycle. This group ensures the quality of building interiors, exteriors, utilities, major equipment, general site, distribution systems, and information technology.

The retrofit group handles one-time projects such as utility systems, room-type renewal, building renewals, and exterior and general site renewals.

The improvements group also manages one-time projects such as mandatory or compliance items, general site and utility expansion, space improvements, information technology, additions and new space, and asbestos and seismic projects.

Two other smaller groups handle unscheduled or emergency replacements and other special funded projects.

There are two main responsibilities of the Capital Needs Analysis Center. First is the ongoing process of learning by tracking real needs, ensuring that all assets are included in the inventory and updating any changes to the assets. Second, beyond standard maintenance and repair, an annual inspection is made of all assets that have one year of remaining life to determine whether life can be extended or if indeed it must be replaced. Also a review is done of customer requests and trouble areas along with a review of one-time projects for priority need. The asset management database is divided into four categories.

- The building file tracks all buildings and facilities.
- The life cycle file tracks the life cycle for all assets.
- The room file tracks all assets within a space.
- The facility master plan file tracks all one-time projects such as retrofits and improvements.

A partnership with key stakeholders provides an annual funding limit, a 40-year cash flow average of all life cycle database items, and a five-year average of all facility master planned items. The funding limit is reviewed annually for changes.

A so-called bank is established from which funds are placed and then distributed. Annual inspections and reviews are done to determine needs. If needs do not exceed the limit difference, it goes into the bank. If needs exceed the annual limit/funds then it comes out of the bank. Existing limits, changes in needs, and bank balance should be reviewed annually.

After 20 years of operations this asset management system information has been able to meet and answer the nine questions that were originally proposed. The system now provides seven key areas of information:

- A closed system of information.
- A way to monitor asset changes.
- A variety of cash flow projections.
- A current costs inventory.
- A way to measure reliable increases as information is used.
- A method of assigning funding responsibilities.
- A tool for determining quality.

The results have significantly reduced costs in long-term life cycle building costs when benchmarked with similar campuses while maintaining a high level of facility readiness and mission focus.

The business world seems to have found a way to micro-manage almost every element of an enterprise except facilities. Physical asset management is going to be an important tool in the future to bridge the gap between finance and facilities. Facility capital budget numbers will carry credibility as facilities professionals lead the way in this new discipline. 🏢

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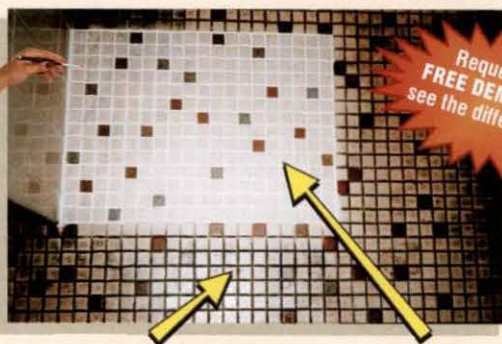
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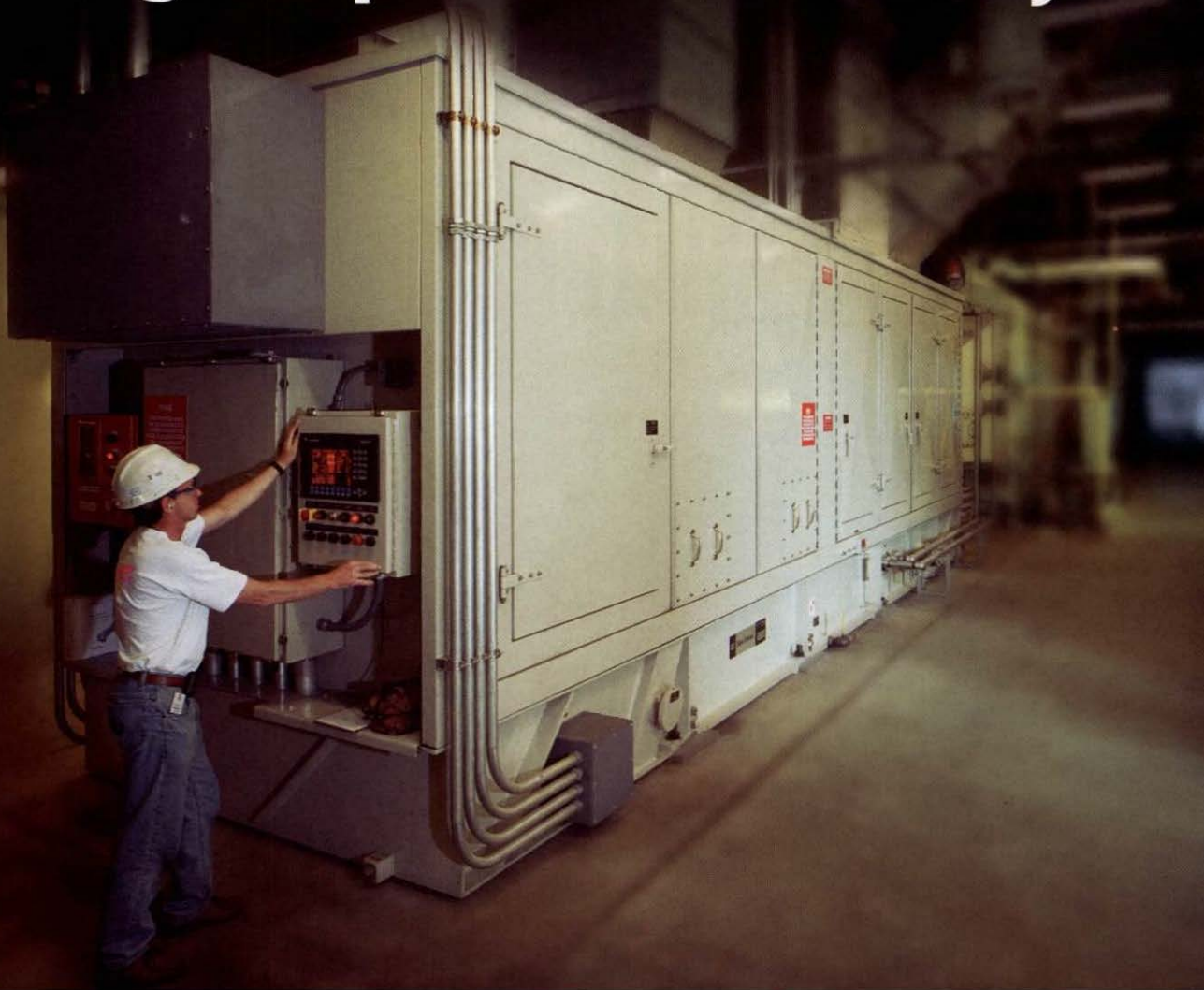
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A RESIDENTIAL FACILITIES Makeover

by Thomas Rathbone

Nineteen-fifty-eight was a year of big moves in the 48 states that then comprised the United States of America.

- The United States moved into space with its first satellite, Explorer 1;
- The New York Giants and the Brooklyn Dodgers moved to California;
- Elvis moved into an Army barracks as a new recruit; and,
- President Eisenhower moved to ease the national teacher shortage by championing and signing the National Defense Education Act that provided loans to college students planning to become teachers.

In response to the Education Act, the State University College at Oneonta, New York—in 1889 with the sole mission of training teachers—moved to prepare itself for a new wave of students by building its first dormitory.

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Over the next 16 years, many more students enrolled at the college, and many more dormitories were built for them—14 in all, with a total capacity of approximately 2,900. The last residence hall was completed in 1974.

By the early 1990s, all the dormitories were a little shop-worn, and the students who entered now expected a lot more in their new “homes”—computer laboratories, cable TV hookups, nearby clothes washers and dryers, recreation facilities, and more.

Trying to attract students in an increasingly competitive market, college officials realized that their facilities had to be upgraded. In 1993, the college undertook major initiatives to improve the quality of student residence life, academic programs, and dining facilities.

To improve its facilities, the college turned to the Dormitory Authority of the State of New York or “Daz-nee—DASNY” as it was known.

This public authority was created by the state legislature in 1944 specifically to build the residences that would be needed by returning veterans who were taking advantage of the GI Bill and attending college. The Dormitory Authority was given a mandate that included authorization to issue tax-exempt bonds to finance capital construction. Since its creation,

Concurrent with upgrading residence halls, every food service facility has been upgraded in a parallel \$6 million program. Gone are the military-style chow lines.



Wilber Hall rehab—Original building circa 1958

DASNY had also developed significant experience and expertise in building and rehabilitating educational facilities.

Consequently, when the College at Oneonta began looking for ways to improve its residential facilities, they found in DASNY a natural partner. Beginning with Tobey Hall, the first dorm built on campus, the college began what would be a remarkable transformation, completing dramatic improvements to its residential facilities. Over a ten-year period in partnership with the Dormitory Authority, the Oneonta Facilities and Residence Life departments coordinated nearly \$10 million in construction involving renovations and rehabilitation of all 14 of the college's residence halls.

The college's building rehabilitation plan, which is a living, working document, now entails \$1.5 million to \$2 million in capital construction every year. The bedrock of the plan is devoted to infrastructure, including roof replacements, asbestos abatement, utility upgrades, and sitework. Each of the 14 residence halls has been "wired" for computer, telephone, and cable television service.

Old gang-style bathrooms have had baths and showers replaced, and new floors and lighting have been replaced. Dark, dingy corridors have been transformed into cheerful venues through the addition of brighter lights, new flooring, and a

softer treatment to the walls. Lounges have been upgraded to include kitchenettes. A new security card access system has been installed to ensure a high degree of building security.

Every residence hall has at least one computer lab installed, along with a campus-wide computer network linking more than 600 PC and Mac computers. (The College at Oneonta was recognized by Yahoo as one of the top 200 "wired" colleges in the nation—number 159, to be exact.)

Drafty windows were replaced with energy-efficient ones, fire alarms were upgraded, and rooms were modified and improved. New laundry facilities were completed. Doors were refinished, new stair treads were installed, mailboxes were rehabilitated, and sidewalks were installed. In short, virtually every facility system was examined and improved.

Concurrent with upgrading residence halls, every food service facility has been upgraded in a parallel \$6 million program. Gone are the military-style chow lines. Gone are all interior walls and partitions. Food is now served in a food court. Personnel wear professional chef uniforms and prepare food in front of their customers. Gone are most of the "back of the house kitchens," and, along with it, the perception of mystery meat. One such facility is located in a 450-bed residence hall. Because of its location, students eat in the comfort



Hulbert Hall Entry Corridor



Hulbert Dining Hall

of their own "home," often dining in lounging attire, including fuzzy bedroom slippers.

Due to the demand for facilities on campus, the college could not take buildings "offline" for an entire year for individual building "total rehabs." Instead, the college undertook a series of summer-long, "high-compression schedule" projects. Under this schedule construction begins at the end of May and must be finished by mid-August, in time for student move-in day.

Working in such a tight schedule required cooperation and coordination between the campus and the Dormitory Authority, who designed and coordinated the rehabs. According to Leif Hartmark, vice president of administration and finance, "The Dormitory Authority has been outstanding in its support of the college's capital construction requirements. Their can-do attitude and dedication to quality and timeliness has been critical in our ability to execute a rigorous construction schedule."

Rick Bianchi, the Dormitory Authority's senior director of construction, echoes Hartmark's feelings: "SUNY Oneonta has an aggressive capital plan. It has been a textbook partnership in providing high-quality residential facilities for their students."

The college, in partnership with DASNY, is now building a new 200-bed residence hall. The new facility will feature suite-style living quarters and a large number of individual rooms, reflecting students' request for more privacy. The new building is not expected to raise enrollment, but to allow more students already enrolled to enjoy the residence life experience.

Working closely together, the college and DASNY have shown it is possible to remake a college campus—one summer at a time. 🏰

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About SUNY Oneonta

The State University of New York College at Oneonta's 250-acre campus overlooks the scenic Susquehanna River Valley in the rolling hills of the upper Catskill Mountains of Central New York, halfway between Albany and Binghamton. On nearby Otsego Lake in Cooperstown, the college maintains a complex that houses its Biological Field Station and Graduate Program in Museum Studies. Founded in 1889, the College at Oneonta became a charter member of the State University system in 1948. Today, the college enrolls more than 5,400 students in over 60 undergraduate majors and nine graduate programs. A liberal arts college with a pre-professional focus, the SUNY College at Oneonta is noted for an outstanding and accessible faculty, students committed to both academic achievement and community service, excellent facilities and technology, a beautiful campus with a new field house, and a modern library with the second largest collection among SUNY colleges of arts and science.

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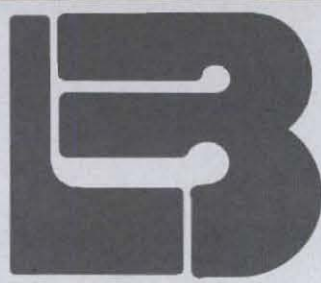
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Margin or Excellence? Can We Have Both?

by James E. Christenson

"...many people have not heard from themselves for a long, long time."

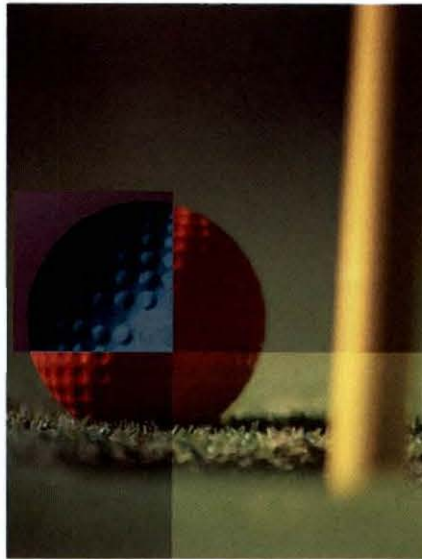
—Robert Banks

Are you busy enough? Do you have enough meetings? Would you like to take on some more responsibilities to fill out your workday?

I doubt if you've been asked these questions lately. As a profession, facilities officers are among the world's most consistent workaholics. Increasing demands for service in the face of shrinking budgets, exploding technological complexity, and expanding expectations by both faculty and members of the facilities staff collaborate to consume whatever waking hours may have been left unscheduled. Discretionary time seems to vanish like water down the drain.

If you characterized your lifestyle on a piece of paper, would there be even one margin left? Lack of margin leads to unhealthy stress (which is distress or, in the extreme, hyperstress). A distressed person cannot be fully effective.

Richard A. Swenson, M.D., in his book *Margin*, asserts that the conditions of modern-day living devour margin. In part, he defines margin this way: "Marginless is not having time to finish the book you've been reading on stress; margin is having the time to read it twice. Marginless is hurry; margin is calm. Marginless is the baby crying and the phone ringing at the same time; margin is Grandma taking the baby for the afternoon. Marginless is fatigue; margin is energy. Marginless



is the disease of the 1990s; margin is its cure."

Facilities officers are not alone in finding their margins disappearing. If one attempts to draw a curve quantifying information, complexity, change, volume of advertising, travel, and the speed of almost everything on the y-axis, with the years 1900 through 2000 as the x-axis, we find each item increasing exponentially, most with the increase changing from linear to exponential between 1960 and 1970.

The citizens of most developed countries feel that society has made great progress in the last hundred years. This flow of progress has been assumed to be positive. So is there really a problem? Perhaps. If we attempt to depict the quality of our relationships on a curve, we may find some other, less welcome, exponential increases in the last half-century. Samples include divorces, illegitimate births, court cases, bankruptcies, and number of prisoners.

Putting these trends together, we find that we have exponential increases in things that cause us stress or that

consume our time, and that this condition causes a specific decrease in discretionary time, including the time required to develop and maintain meaningful relationships. Work, like a fire-spouting dragon, consumes more and more of our time and in doing so, also consumes our relationships.

Testimony before a U.S. Senate subcommittee in 1967 predicted that in 1985 people would be working 22 hours per week or 27 weeks per year or would retire at age 38, depending on individual preferences and job requirements. Instead, leisure time decreased 37 percent between 1973 and the early 1990s in the United States and the average workweek rose from 41 to 47 hours. What happened to all the time we saved with technology and "labor-saving" devices? Swenson explains the unexpected result with this axiom of progress: "The spontaneous flow of progress is toward increasing stress, complexity, and overload." The corollary is "The spontaneous flow of progress is to consume more of our time, not less...to consume more of our margin, not less."

So what's new? For the younger readers nothing is new. It has always been this way for them. Some of us, though, know from our personal observations that the present rate of change is following a new mathematical formula. A few of us seniors grew up on small farms with no electricity or running water in the days of one-room country schools. We are witnesses who can validate the fact that the accelerating rate of progress, the level of stress, the attack on discretionary time, and the loss of meaningful relationships are unique products of the last 40 years.

Jim Christenson is an APPA member emeritus and can be reached at jchrise@jackelec.com.

Normally, a study of history is instructive in guiding us into the future. Perhaps for the first time, though, we are now experiencing something that history cannot speak to. History gives us no clues on how to handle this phenomenon of seemingly limitless exponential change.

We have created a new world of complexity that affects every aspect of our lives. We have overloaded ourselves in the areas of information, change, choice, debt, expectations, noise, media, pollution, waste, traffic, technology, possessions, fatigue, commitment, and—not least of all—work. Besides all that, the natural flow is to increase the overload, thus decreasing the margin.

But we can make an important choice. We can develop a cure to our disease. We can deliberately resist the natural flow and increase our margin. Dr. Swenson argues that margin exists for relationships. Part of his prescrip-

tion for increasing margin is to set boundaries, to learn when to say no. Another part is to cultivate social supports and deep friendships, to reconcile relationships quickly, to create a vision for what a meaningful life should be, and to deliberately simplify.

How does Tom Peters' "passion for excellence" fit into this? No problem, if life is lived in balance. You might consider plotting on a bar graph your excellence in all areas of life, not only your career. How is your excellence in education, family, emotions, nutrition, service, exercise, rest, and community? If you demonstrate a high degree of excellence in career and education, but failure in the rest, it may be time to think things over. The overriding passion for excellence in one's career may blind the person to myriad of warning signals that will only be picked up if there is some degree of excellence in the other areas of life.

One of the most common failures among career-focussed corporate giants recently has been that of unethical—even illegal—behavior driven by greed.

A significant casualty of lack of margin is reflection. Robert Banks, quoted at the beginning of this article from his book, *The Tyranny of Time: When 24 Hours Is Not Enough*, observed this: "Those who are caught up in the busy life have neither the time nor quiet to come to understand themselves and their goals. Since the opportunity for inward attention hardly ever comes, many people have not heard from themselves for a long, long time. Those who are always 'on the run' never meet anyone any more, not even themselves."

Stephen R. Covey, in his book, *First Things First*, joins Banks and Swenson in urging us to not be ruled by the urgent. In his Time Management Matrix, Covey would have us eliminate the "not urgent/not important" and the "urgent/not important" quadrants so we can use that time to expand Quadrant II, the "important/ not urgent" quadrant. Quadrant II includes such activities as prevention, planning, relationship building, preparation, values clarification, and true re-creation. Quadrant II requires some quiet time, some time for reflection on direction and purpose. In the end, expanding Quadrant II leads to eliminating most of the dragons that consume our margin. And it can lead to true excellence in our career, a career enriched by relationships that are mutually nurturing.

A final caution. If you are a type A personality and are satisfied to excel in two or three areas of your life while failing in the other areas, do not impose your unbalanced value system on those who work with you. Most people serve their employers—and certainly themselves—best when they lead balanced lives. Allow them, even encourage them, to create and maintain their margin even if you really believe you are thriving on having none. 🏰

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Surviving Budget Cuts

by Matt Adams, P.E.

The slowdown in the economy has directly impacted the coffers of our state governments. Some states are able to run deficits and others cannot. Regardless, the impact of these budget shortfalls directly affects our public education institutions. While some private institutions have had to trim expenses, the current triage is taking place mainly in our publicly funded institutions of higher education. It has happened before, during the late 1980s and early 1990s when our universities and therefore their respective facility management departments had to endure across the board cuts. These often occurred for many years in a row. Financial records show that the typical facilities management department endured cuts that exceeded those of the other competing departments within the university. Why did the plant department get hit so much harder? Will the same thing happen again? Ten years later, we have a more savvy group of plant administrators and we have learned a few lessons since then.

In good times, fund-based accounting has given us cover. Now that things are tight again, it is payback time. At the senior administrative level, the campus-wide shortfall from state-based funding is relatively easy to determine. This figure translates into a rough percentage of the overall campus operating budget. As you might expect, this percentage is then applied to each of the major departments (although not always evenly). When the accounting dust settles in the finance office, the plant depart-

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ment is often presented with a reduction guideline of 1, 5, or even 10 percent. In the past, the review of the plant budget was overly simplistic. The following questions were usually asked.

- What is our total O&M budget as reflected by the office of finance?
- What is the requested (x)% of that budget?
- What are the variable cost budgets, e.g., material supply and contracted services?
- Can we cut those enough to avoid reducing funded positions (jobs)? If so, do it and hope for a better day.

This approach can create havoc within the department in the following years. Without materials, maintenance staff cannot be productive. Specialized contracts for maintenance and other services are necessary, but not renewed. This work, left unfinished, typically presents acute performance issues for campus buildings with respect to controls, life/fire safety systems, chillers and boilers, etc. The campus demand for “work-for-hire” continues. This work then dips into the state-funded maintenance resources. This sequence of events was very difficult to control for most departments back then. Many have only recently recovered from those reductions.

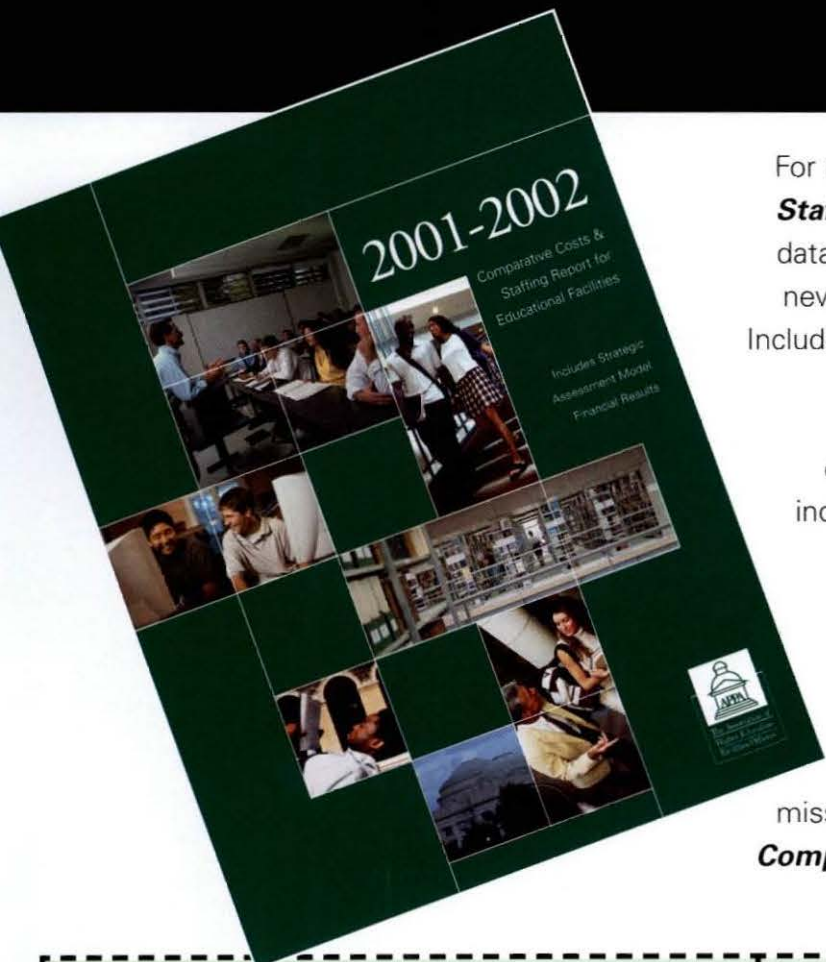
Now, during this economic slowdown, many of our peers are more sophisticated. What was once a collegial environment, where we all worked for one college, now gives way to pragmatic departmental advocacy. This time, the plant department is a shrewd advocate as well. Some of the most important strategies to consider have been used by other departments within the university before. Other strategies are common sense and hard to argue with.

First of all, what is a “core” service of the department versus “non-core?” Bigger is not better in periods of budget scrutiny. The plant department that has gradually added other services to its repertoire is doubly hurt during a cutback. There is a difference in services—some services are scalable and others are not. Some are expected by the campus stakeholders while others are not. Unfortunately, the presence of too many non-core services will exacerbate the cut to core services. If there is an impending budget cut, the communiqué must distinguish between core and non-core services. Otherwise, forward looking accounting practices of the department must clearly delineate core versus non-core.

One of the biggest issues is work-for-hire. Many facilities employees provide small project work for our campus. This dollar volume of work is not part of the core services and should not be included in what is hard funded. A good example of this is the custodial service provided to auxiliary customers. These satellite sites represent a fixed entry on the financial statement. The department has a custodial budget of \$1 million in total. Pursuant the budget cut, the

Continued on page 67

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ARMSTRONG WORLD INDUSTRIES BANKRUPTCY

NOTICE OF: (I) Approval of Disclosure Statement; (II) Establishment of a Record Date for Voting Purposes; (III) Hearing to Consider Confirmation of the Plan; (IV) Procedures for Objecting to Confirmation of the Plan; and (V) Procedures and Deadline for Voting on the Plan

In re:) Case No. 00-4471(RJN)
ARMSTRONG WORLD) Chapter 11
INDUSTRIES, INC. et al.,) (Jointly Administered)
Debtors.)

PLEASE TAKE NOTICE THAT:

- 1. By order dated June 2, 2003 (the "Order"), the United States Bankruptcy Court for the District of Delaware (the "Court") approved the Disclosure Statement, dated June 2, 2003 (as may be amended, the "Disclosure Statement") for the Fourth Amended Plan of Reorganization of Armstrong World Industries, Inc. ("AWI"), dated May 23, 2003 (as may be amended, the "Plan") as providing adequate information for holders of claims against or interests in AWI to make a decision as to whether to accept or reject the Plan.
2. In addition, the Court entered an order (the "Voting Procedures Order") establishing voting procedures in connection with the Plan (the "Voting Procedures"). Capitalized terms used but not defined in this notice have the meanings ascribed to such terms in the Disclosure Statement and the Voting Procedures. The Voting Procedures, which are contained in Exhibit "D" to the Disclosure Statement, (i) contain special balloting instructions and solicitation and tabulation procedures, (ii) establish a record date for voting purposes only, (iii) provide special procedures for voting Asbestos Personal Injury Claims, (iv) set forth special procedures relating to the voting of Debt Securities, and (v) require certain Claim holders who wish to vote on the Plan and whose Claims are the subject of an objection or who wish to vote their Claim in a different amount, to file a motion with the Court, in accordance with the Voting Procedures, requesting temporary allowance of such Claim for voting purposes in an amount deemed proper by the Court. Creditors, especially holders of Asbestos Personal Injury Claims and their attorneys, should review the Voting Procedures carefully.
3. The Order establishes the deadline by which votes to accept or reject the Plan must be actually received by the Voting Agent (Trumbull Services, LLC) (or for holders of Debt Securities only, the Special Voting Agent (Innisfree M&A Incorporated)) as September 22, 2003 at 5:00 p.m. Wilmington, Delaware time (the "Voting Deadline").
4. The Plan proposes two injunctions: (i) an Asbestos PI Permanent Channeling Injunction and (ii) a Claims Trading Injunction. The Asbestos PI Permanent Channeling Injunction is an injunction under section 524(g) of the Bankruptcy Code, applicable to all persons and entities, that results in the permanent channeling of all Asbestos Personal Injury Claims against any PI Protected Party to a new trust for resolution and payment. The Claims Trading Injunction is an injunction that prohibits the transfer (with certain exceptions) of Asbestos Personal Injury Claims after the Effective Date of the Plan. See the Plan and the Disclosure Statement for the specific terms and conditions of the Asbestos PI Permanent Channeling Injunction and the Claims Trading Injunction.
5. A hearing (the "Confirmation Hearing") to consider the confirmation of the Plan will be held at 9:30 a.m. Eastern Time on November 17, 2003, at the Martin Luther King, Jr. Federal Building and U.S. Courthouse, 50 Walnut Street, Newark, New Jersey, Courtroom 4609. The Confirmation Hearing may be continued from time to time without further notice other than the announcement by AWI of the adjourned date(s) at the Confirmation Hearing or any continued hearing, and the Plan may be modified, if necessary, pursuant to 11 U.S.C. § 1127 prior to, during, or as a result of the Confirmation Hearing, without further notice to interested parties other than by filing such modifications with the Court prior to the Confirmation Hearing or announcing any such modifications at the Confirmation Hearing.
6. In accordance with the Voting Procedures, Solicitation Packages, including copies of the Plan and Disclosure Statement, will be mailed to all known creditors, except to individual holders of Asbestos Personal Injury Claims who are represented by counsel known to AWI. Holders of Claims, other than individual holders of Asbestos Personal Injury Claims who are represented by known counsel, that are entitled to vote on the Plan will receive ballots and instructions for voting in the Solicitation Packages. Individual holders of Asbestos Personal Injury Claims who are represented by known counsel may receive a copy of the Disclosure Statement and a ballot from their counsel and may authorize their counsel to vote their Claims. To the extent counsel is not authorized to vote their claims, individual holders of Asbestos Personal Injury Claims will be sent Solicitation Packages directly once counsel provides their names and addresses to AWI. Individual holders of Asbestos Personal Injury Claims or attorneys for the holders of Asbestos Personal Injury Claims also may receive a Solicitation Package by calling the Special Voting Agent toll-free at (877) 750-2689. Such materials also may be viewed at and downloaded from AWI's website, www.armstrongplan.com.
7. Shareholders of Armstrong Holdings, Inc. do not have a direct interest in AWI and, therefore, are not entitled to vote on the Plan. Shareholders will be receiving, however, a Disclosure Statement and, pursuant to the Order, are entitled to file objections to confirmation of the Plan.
8. Any holder of a Claim that AWI believes, in accordance with the Voting Procedures Order, is entitled to vote to accept or reject the Plan, has been mailed a Ballot and voting instructions appropriate for such Claim. The Voting Record Date for determining creditors entitled to vote on the Plan is June 4, 2003. For any vote to accept or reject the Plan to be counted, a Ballot (or a Master Ballot, in the case of a Master Ballot submitted by (i) a law firm on behalf of multiple holders of Asbestos Personal Injury Claims or (ii) a Debt Nominee on behalf of beneficial owners of Debt Securities) to

accept or reject the Plan must be actually received by the Voting Agent (or, solely for Debt Securities, the Special Voting Agent) by the Voting Deadline. In accordance with the Voting Procedures, all Ballots other than Ballots for holders of Debt Securities are to be returned by mail to Armstrong World Industries, Inc., c/o Trumbull Services, LLC, P.O. Box 1117, Windsor, CT 06095. Ballots other than Ballots for holders of Debt Securities may also be returned by hand delivery or overnight courier to the Voting Agent, Trumbull Services, LLC, 4 Griffin Road North, Windsor, CT 06095 (Attn: Armstrong World Industries, Inc.). All Ballots for holders of Debt Securities (including record holder Ballots, Master Ballots, and prevalidated owner Ballots), except those beneficial owner Ballots that are to be returned to the Debt Nominees, are to be returned to the Special Voting Agent, Innisfree M&A Incorporated, 501 Madison Avenue, 20th Floor, New York, New York 10022 (Attn: Armstrong World Industries, Inc.).

9. Objections to the confirmation of, or proposed modifications to, the Plan, if any, must (i) be in writing, (ii) state the name and address of the objecting party and the nature of the claim or interest of such party, (iii) state with particularity the basis and nature of any objection or proposed modification, and (iv) be filed, together with proof of service, with the Court and served so that they are actually received no later than 4:00 p.m. (Wilmington, Delaware time) on September 22, 2003 (the "Objection Deadline") by all of the following parties: (a) the Clerk, 824 Market Street, Fifth Floor, Wilmington, Delaware 19801; (b) the attorneys for AWI, Weil, Gotshal & Manges LLP, 767 Fifth Avenue, New York, New York 10153 (Attn: Stephen Karotkin, Esq.) and Richards, Layton & Finger, P.A., One Rodney Square, P.O. Box 551, Wilmington, Delaware 19899 (Attn: Mark D. Collins, Esq.); (c) the attorneys for the agent for AWI's prepetition bank lenders, Duane, Morris, LLP, 1 Riverfront Plaza, 2nd Floor, Newark, NJ 07102 (Attn: William S. Katchen, Esq.) and Duane, Morris, LLP, 1100 North Market Street, Suite 1200, Wilmington, Delaware 19801 (Attn: Michael R. Lastowski, Esq.); (d) the attorneys for AWI's postpetition lenders, Morgan, Lewis & Bockius LLP, 101 Park Avenue, New York, New York 10178 (Attn: Robert Scheibe, Esq.) and Klett Rooney Lieber & Schorling PC, The Brandywine Building, 1000 West Street Suite 1410, P.O. Box 1397, Wilmington, Delaware 19899 (Attn: Terry Currier, Esq.); (e) the attorneys for the Official Committee of Unsecured Creditors, Paul, Weiss, Rifkind, Wharton & Garrison, 1285 Avenue of the Americas, New York, New York 10019 (Attn: Andrew N. Rosenberg, Esq.) and Cozen O'Connor, Chase Manhattan Center, Suite 1400, 1201 North Market Street, Wilmington, Delaware 19801 (Attn: Mark E. Felger, Esq.); (f) the attorneys for the Official Committee of Asbestos Claimants, Caplin & Drysdale, Chartered, 399 Park Avenue, 36th Floor, New York, New York 10022 (Attn: Elihu Inselbuch, Esq.), Caplin & Drysdale, Chartered, One Thomas Circle, Suite 1100, Washington D.C. 20005 (Attn: Peter Van N. Lockwood, Esq.), and Campbell & Levine, 1201 Market Street, 15th Floor, Wilmington, Delaware 19801 (Attn: Aileen Maguire, Esq.); (g) the attorneys for the Official Committee of Asbestos Property Damage Claimants, Klehr, Harrison, Harvey, Branzburg & Ellers, 919 Market Street, Suite 1000, Wilmington Delaware 19801 (Attn: Joanne B. Wills, Esq.); (h) the attorneys for the Future Claimants' Representative, Kaye Scholer LLP, 425 Park Avenue, New York, New York 10022 (Attn: Michael J. Crames, Esq.) and Young, Conaway, Stargatt & Taylor, LLP, The Brandywine Building, 1000 West Street, 17th Floor, Wilmington Delaware 19801 (Attn: James L. Patton, Jr., Esq.); and (i) the United States Trustee for the District of Delaware, 844 King Street, Suite 2313, Lockbox 35, Wilmington, Delaware 19801 (Attn: Frank Perch, Esq.). Objections not timely filed and served in the manner set forth above shall not be considered and shall be overruled.

10. Any holder of a Claim that (i) is scheduled in AWI's schedules of assets and liabilities dated January 30, 2001, or any amendment thereof at zero or in an unknown amount or as disputed, contingent, or unliquidated, and is not the subject of a timely filed proof of claim or a proof of claim deemed timely filed with the Court pursuant to either the Bankruptcy Code or any order of the Court or otherwise deemed timely filed under applicable law, or (ii) other than an Asbestos Personal Injury Claim, is not scheduled and is not the subject of a timely filed proof of claim or a proof of claim deemed timely filed with the Court pursuant to either the Bankruptcy Code or any order of the Court or otherwise deemed timely filed under applicable law, shall not be treated as a creditor with respect to such Claim for purposes of (a) receiving notices regarding, or distributions under, the Plan, or (b) voting on the Plan.

11. Any party in interest wishing to obtain (i) information about the Voting Procedures or (ii) copies of the Disclosure Statement, the Plan, or the Voting Procedures Order (a) should telephone AWI's Special Voting Agent, Innisfree M&A Incorporated, toll-free at (877) 750-2689, or (b) may view such documents at AWI's website, at www.armstrongplan.com. All documents that are filed with the Court may be reviewed during regular business hours (8:30 a.m. to 4:00 p.m. weekdays, except legal holidays) at the United States Bankruptcy Court for the District of Delaware, Marine Midland Plaza, 824 Market Street, Wilmington, Delaware 19801.

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custodial department, like the others within plant, must cut 5 percent or \$50,000. Each facilities department does the same math.

However, close scrutiny of the custodial budget and its operation reveals important considerations. This department supplies custodial services (dedicated staff) to the gymnasium and the student health center. This staff also works on special events for overtime pay, e.g., graduation, sports events, seminars, etc. This work is done on a chargeback basis and annually totals \$150,000. The reality is that this work will continue. It will not be reduced by 5 percent. As such, the core custodial services to the classrooms will take a disproportionate cut since the original calculation of \$50,000 in cuts now represents 50,000/ (1,000,000-150,000) or 6 percent.

The effects become exacerbated as mentioned earlier. Now a total of 6 percent or the core budget is cut and it affects both material and contracts, effectively reducing the productivity of the core custodial staff. The internal "true" cuts then exceed even 6 percent. Unfortunately, the real calculations do not reflect the reduced satisfaction from the core customers (staff, faculty, and students). It is very important that budget reduction proposals take this reality into consideration.


Recent industry best practices have proven that the most effective way to reduce the chance of deeper budget cuts is to clearly separate services and their associated budgets. To do this, the plant administration must go back to the basics. Determine exactly what services the state and subsequently the college "hard" funds. Was the motor pool a part of the state's funding formula? Was environmental health and safety? What about moves and set-ups?

From a budget, organizational, and if possible physical standpoint, the

basic maintenance services (stewardship) for education and general facilities must be clear and distinct. When they are not, the total pool of resources and services are viewed together, as one big service and cost center. This point of view is highly detrimental to plant departments in lean times.

Ideally, a true zero-based education and general maintenance budget should be presented on its own with

clear service-scope description. Everything else is described realistically as "other" or nonmaintenance services. This begs the question during budget cuts—do we cut basic stewardship or do we cut other nonmaintenance services? When this distinction is made at the onset of a proposed budget cutting review, you are many steps ahead of your peers from the last round of budget cuts ten years ago. 🏠



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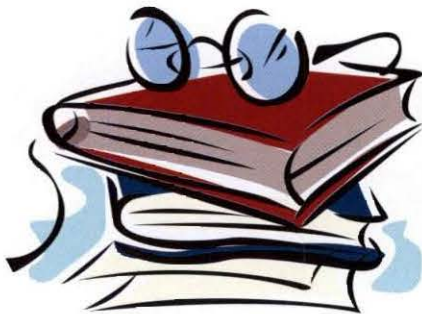
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Book Review Editor: Theodore J. Weidner, Ph.D., P.E., AIA

Reviews this month include books selected to be outside the mainstream facilities area. Those attending the Forum will be meeting with business officers so I decided to be a little more creative in the selection of books for this issue. Regardless of whether you are a facility officer or not, I assume you will enjoy the selections. And given the focus of the first book, let me remind you that we are approaching the bicentennial of the Lewis and Clark expedition to explore the Louisiana Purchase (1804–1806). A good history of this exploration is *The Journals of Lewis and Clark* edited by Bernard DeVoto. The journals cover over two years of struggle and discovery by the two men and their “Corps of Discovery.” Because the Louisiana Purchase encompassed the states of Louisiana, Arkansas, Oklahoma, Missouri, Iowa, Minnesota, Kansas, Nebraska, South Dakota, North Dakota, eastern Wyoming and Montana, Colorado, and a tidbit of New Mexico and Texas, there are many campuses close to, or within a reasonable drive of the trail. I have been fortunate to visit many points and features along the Lewis and Clark Trail and would recommend that you take the time to discover just a little bit more about their exciting journey. If your campus is near the trail, it may give you a better understanding of the area.

Ted Weidner is president of Facility Asset Consulting, Amherst, Massachusetts. He can be reached at tweidner@charter.net.



Measuring America, by Andro Linklater, New York: Walker Publishing Co., 2002. 292 pages, hardbound.

It seems as though every time we get moving someone asks us to stop and measure what we are doing. It can sometimes be frustrating and seem counterproductive. But imagine what life would be like without a common form of measurement and what the future implications of that would be. *Measuring America* begins with a description of that chaos—the size of a bushel of corn purchased from a farmer was larger than a bushel of corn sold to a miller or the size of an acre of land varied by the productivity of the land not a physical measure. Some measures were organic and based on human factors or culture.

In the melting pot of America, with significant trade between the colonies and countries in Europe, the clash of different units necessitated development of common measures. In addition, the new government of the United States found the sale of western lands to be an essential way to pay off the country's debt and common measurements of the land were necessary to sell it.

The development of these measures was not simple; it took decades for the United States to decide. It was not purely a scientific or technical process either. It was intertwined with politics, financial influence, and piracy. The development of these measures is a fascinating story and involves many great names in U.S. history as well as many lesser known names (some infamous); Linklater tells the story in a fluid and fast-paced way. Even after common measures were accepted they were not always applied consistently—a result of more politics and intrigue. While the details of the technical aspects and other issues associated with the development of a measurement system may seem boring, Linklater does a great job keeping the reader interested and involved.

Because the book is based on the measurement of land for sale by the federal government to individual pioneers and investors, it focuses on the surveying units of sections, acres, chains, and links. These may not be typical measures in daily use unless you are a farmer in the Midwest working land that has been in your family since the 1800s. The book describes the use of the grid to clarify and simplify measurement; this resulted in other outcomes, such as the “square states,” “a square deal,” “a four-square guy,” etc. The story of why the United States does not use metric (SI) units despite the efforts of President Jefferson is covered. The author prefers “English” units but agrees that final conversion will be inevitable.

If you like technical details, history, politics, or if you just enjoy a good book, you will enjoy *Measuring America*. Use it as a way of getting away from the pressures of work this summer or fall. And when you are asked

again to measure something, you will understand the necessity of common measurements and the beauty of this book.

* * *

Effective Security Management

4th Edition, by Charles A. Sennewald, Burlington, Massachusetts: Butterworth-Heinemann, 2003. 382 pages, hardbound.

Homeland security,

Internet security, and rape crisis are terms we are familiar with but may not really understand how to manage in a college or university setting. The government seems to develop a new requirement every few months that we must address; so how is that done? While not specifically focused on higher education security issues, *Effective Security Management*, provides insights that are applicable to campuses.

Centered mostly around a management book, *Effective Security Management* contains chapters on organizational structure, employee roles, job descriptions, discipline, communication, community relations, etc. From my perspective, the book does not plow new ground until the issues of risk and security assessment are discussed. The concepts are not necessarily new or difficult but they are essential to create some semblance of comfort in these uncertain times. A list of items to "sell" security is valuable including another Sennewald text that is referenced.

Chapters on security statistics are also valuable. There are nice examples of what to measure, why to measure, and how to measure (both numbers and graphic information). If there is a way of quantifying risk, it cannot be done without measuring what has occurred. My preference would be that the security risk and measurement

chapters be tied together in a more cohesive manner.

Finally, the book concludes with a rather light-hearted look at bad management. This large concluding chapter would make a good monograph for any management organization or seminar.

If you are looking for the silver bullet in *Effective Security Management* I am sorry to say that there isn't one. However, the techniques to better manage a security organization are there and if that is one of the many areas of your responsibility, this book may prove helpful. 📖

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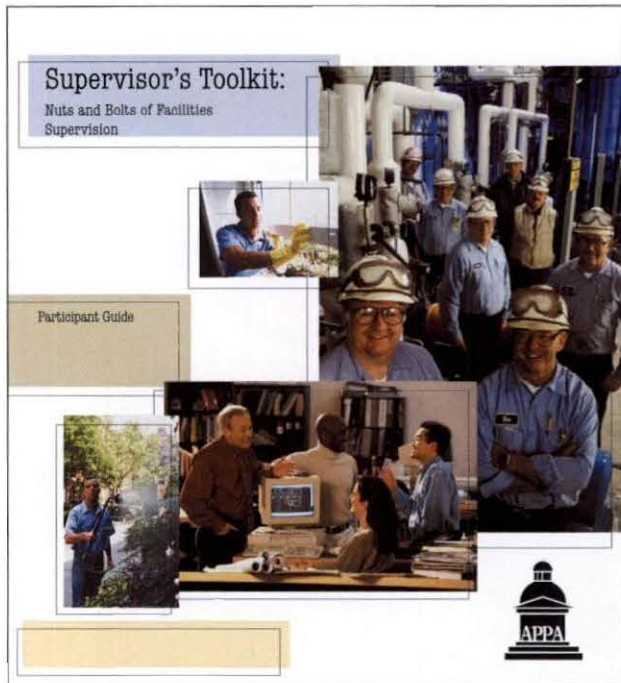
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APPA's *Supervisor's Toolkit* – Your Solution for Success



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Ideas Into Action

Developed by a group of dedicated facilities professionals and trainers, APPA's **Supervisor's Toolkit: Nuts and Bolts of Facilities Supervision** was created to increase productivity, morale, and decrease poor performance. The **Supervisor's Toolkit** has eight modules of varying length and is presented in a PowerPoint program. The training package includes participant workbooks, wall charts, films, and video clips.

The program is designed for a full-week of training (36–40 hours) or could be conducted on a flexible schedule over two or more weeks.

Modules

Module 1: Supervision, What Is It? Learn to define effective facilities supervision; identify the roles and responsibilities of supervisors; and understand the four functions of supervision.

Module 2: It's More Than Administration. Learn to understand the supervisor's role in administering organizational policy and procedures; recognize the legal considerations in the facilities environment; and gain an awareness of resource management.

Module 3: Communication, Let's Talk! Identify barriers to effective communication; demonstrate communication skills; and understand your role in the communication process.

Module 4: If It Weren't for the People. Discover how to understand the importance of developing and maintaining effective relationships with others in the workplace; examine the different types of relationships that exist in the workplace; and identify strategies and skills for improving relationships with others.

Module 5: Motivation and Performance. Identify methods of training and developing employees; ascertain methods of positive reinforcement; and understand the importance of performance management and evaluation.

Module 6: Customer Service Triangle. Learn to create a basic understanding of three major aspects of customer service which include process, experience, and recovery; examine the role of the supervisor in customer service; and help participants identify areas for improvement in service delivery in their organizations.

Module 7: Supervisors as Leaders. Master techniques to understand critical elements of leadership; transition from managing to managing and leading; and understand your own preferred leadership style.

Module 8: Synthesis. Look at lessons learned, examine your toolkit, and evaluate the program's effectiveness.

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New Products

New Products listings are provided by the manufacturers and suppliers and are selected by the editors for variety and innovation. For more information or to submit a New Products listing, contact Gerry Van Treeck, Achieve Communications, 3221 Prestwick Lane, Northbrook, IL 60062; phone 847-562-8633; e-mail gvtgvt@earthlink.net.

American Seating introduces the Spirit chair, the newest addition to the company's offering of fixed seating products. Spirit is designed for educational facilities, auditoriums, arenas, and other public seating venues where stylish, high-quality seating is required. It is virtually maintenance free, available in six widths and two back heights, and offers the simplicity and durability of self-rising gravity-fold. For greater detail and additional information, call American Seating at www.americanseating.com.



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Gateway Safety, Inc.

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Mule Lighting, Inc. introduces the new LED-R63 Series of decorative light source bulbs. The bulbs feature a reflective coating for optimum brightness and general illumination equivalent to incandescent bulbs up to 60 watts. These attractive, energy-efficient LED bulbs are suited for a wide range of applications. Available in cool white and warm white as well as amber, red, green, and blue. A variety of optional LED color and luminance intensities are also available to meet the desired lighting effect. For additional information, call Mule Lighting, Inc. 800-556-7690.



Thybar Corporation presents its heavy-duty equipment lockbox.

This rugged lockbox safeguards your equipment from theft with its durable steel construction and double padlock hasp. It is ideal for on-the-spot storage or at job-sites, and for sporting or maintenance equipment. Optional wheels allow for easy movement both indoors and outdoors and mounting bolts and holes allow for permanent outdoor placement if desired. Safety features include a compression spring lid and a hold open arm. For greater detail, call Thybar Corporation at 800-666-2872. 🏠



Coming Events

APPA Events

For more information on APPA seminars and programs, visit our website's interactive calendar of events at www.appa.org/education.

Jul 27-29—Educational Facilities Leadership Forum. Nashville, TN.

Sep 14-18—Institute for Facilities Management. Indian Wells, CA.

Oct 12-15—Housing Facilities Workshop. Phoenix, AZ.
Sponsored by ACUHO-I and APPA. Contact Andy Matthews at matthews@umerl.maine.edu

APPA Regional Meetings

Sep 17-20—RMA Regional Meeting. Sedona, AZ. Contact Polly Pinney 480-965-6106, or email polly.pinney@asu.edu.

Sep 27-Oct 1—MAPPA Regional Meeting. St. Louis, MO. Contact Robert Washburn 618-650-8560 or email rwashbu@siue.edu.

Sep 27-Oct 1—PCAPPA Regional Meeting. Portland, OR. Contact Townsend Angell 503-777-7763 or email townsend.angell@reed.edu.

Sep 27-Oct 3—ERAPPA Regional Meeting. Philadelphia, PA. Contact Fred Long 215-951-1315 or email long@lasalle.edu.

Sep 28-Oct 1—AAPPA Regional Meeting. Adelaide, Australia.

Contact Brian Phillips 61-08-8302-1648 or email brian.phillips@unisa.edu.au.

Oct 10-14—CAPPA Regional Meeting. Corpus Christi, TX.

Contact Ron Smith, 361-825-2422 or email ronsmith@falcon.tamucc.edu.

Oct 11-14—SRAPPA Regional Meeting. Morgantown, WV.

Contact Lee Comer, 304-292-2330 or email lcomer2@wvu.edu.

Other Events

Aug 5-8—National Collegiate CADD Conference. University of Maryland, College Park, MD. Contact Charles Bowler 301-405-0008, cbowler@wam.umd.edu or visit www.nccconf.org.

Aug 11-13—Diagnosing Indoor Air Quality Problems. Madison, WI. Call 1-800-462-0876 or email custserv@epd.engr.wisc.edu.

Aug 13—Fighting Absenteeism. Audio Conference—10:00-11:00 a.m. Central. Contact lalande@uthscsa.edu or call 800-982-8868.

Sep 10—TB & HIV Information for Custodial Workers. Audio Conference—10:00-11:00 a.m.

Central. Contact lalande@uthscsa.edu or call 800-982-8868.

Sep 13-19—National Association of Elevator Contractors 54th Annual Convention & Exposition.

Orlando, FL. Contact NAEC 770-760-9660, www.naec.org.

Sep 21-24—ICMA Annual Conference. Charlotte, NC. Contact ICMA 202-289-4262, www.icma.org.

Oct 8-10—Custodial Management Association of Texas. Austin, TX. Contact Ken Lewis 979-845-3615 or email klewis@ppfs4.tamu.edu.

Oct 8—Successful Safety Committee Meetings. Audio Conference—10:00-11:00 a.m. Central. Contact lalande@uthscsa.edu or call 800-982-8868.

October 19-22—ACUTA Fall Seminars. San Diego, CA. Visit www.acuta.org for more information.

Nov 12—Where's the Beef? The Need for Quality Standards. Audio Conference—10:00-11:00 a.m. Central. Contact lalande@uthscsa.edu or call 800-982-8868.

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