

# **A Qualitative Analysis of Community College Leadership from the Leading Forward Summits**

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Final Report Prepared for the  
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## Introduction

This report summarizes the results of a qualitative analysis conducted for the American Association of Community Colleges (AACC) by ACT, Inc. The study was conducted in connection with the AACC Leading Forward Project whose goal in the first phase of the initiative is to produce an integrated plan of training strategies, endorsed by all stakeholders, to address the national need for new community college leaders.

Four summits were held in order to collect opinions relating to leadership within community colleges from experts representing various community college settings. The analysis was designed to aggregate the views of experts collected across the summits and to categorize the data into descriptive domains.

ACT's approach to qualitative analysis is based upon the premise that information should be provided by those who are most qualified to provide the specific type of information required. Data concerning competencies, the activities performed, and the importance of those activities are best obtained from those who actually perform the activities in question. Therefore, a panel of professionals in practice as well as educators and trainers who prepare community college leaders was selected by AACC to participate in the summits. The contributions of the summit participants were essential to the success of this study.

The data provided by the experts was used in the qualitative analysis to address four topics related to leadership within the community college setting. These topics were grouped onto worksheets, listed below, and were prepared ahead of time by a panel of AACC employees and consultants to guide the discussions during the summit:

- Worksheet 1.** What are the key knowledge, skills, and values of an effective community college leader?
- Worksheet 2.** What is leadership development and what are the most effective ways for developing leaders?
- Worksheet 3.** Upon a review of existing leadership program offerings, how well are the current programs meeting the needs?
- Worksheet 4.** How can a national framework be built that is comprehensive; provides real choice and distinctions between leadership development programs/curricula; and is useful to individuals, institutions, and employers?

This report is divided into four general sections as follows:

- Method** Description of the methodology used to perform the qualitative analysis
- Results** Summaries of the findings for each of the topics associated with the Worksheets (1 to 4) listed above
- Discussion** Presentation of issues related to interpretation of the findings and recommended next steps
- Appendices** Documentation related to the analyses of each worksheet as referenced within the relevant worksheet section.

In general, qualitative data is a source of well-grounded, rich description and explanation. Methodological principles are used as a guide to structure the analysis, but there is no prescriptive set of methodological steps. Rather, the principles are used and adapted as appropriate for the kind of data that was collected. The data that is most effective for a qualitative analysis represents responses that vary on the same dimension (i.e., equivalent data orientation). In other words, data that provides for the most logical qualitative analysis occurs when participants are answering the same question and provide varied viewpoints that differ on the same issue without incorporating any other issues. The higher the number of response dimensions, the more limited the interpretation of the data. In other words, as participants introduce other issues into their responses to the same question, the interpretation of the data will be weaker and will provide a less clear picture.

The purpose of this study was to perform a qualitative analysis on the data from across four summits in order to synthesize the opinions of over 150 experts in community college leadership. Due to the need to collect and aggregate opinions across various summits, the aim of the methodology used in the qualitative analysis was to transform the data into intelligible accounts that reflected the multiple and varied viewpoints presented by the participants.

AACC chose a facilitated discussion format with worksheets that contained predetermined questions to generate expert opinions. The worksheets focussed the discussions on the topics associated with the Leading Forward initiative. Further, the worksheets standardized the stimuli that generated the opinions in order to aid in combining the data across the summits.

The facilitated discussions were used to gather opinions but not to evaluate them either in the summits or in the qualitative analysis. For example, there was no intent to determine the majority opinion. While some of the questions on the worksheets asked for ranking of top opinions, this was not emphasized and rankings were not systematically or consistently gathered across the summits due to time constraints. Subsequently, the limited ranking data that was available was not used in the qualitative analysis.

Because the methodology chosen was only descriptive in nature, no statistical analyses were used to test hypotheses. Instead, the data were aggregated after coding for the source of the data (e.g., summit and worksheet) and category names were elicited from the opinions particular to the topics contained in each worksheet.

## Participants

The credibility of an analysis of practice is based upon the information provided by those who actually perform the activities being studied. As a result, a panel of professionals in practice as well as educators and trainers who prepare community college leaders was selected by AACC to participate in the summits. Prior to the summits, AACC staff created categories that represented the diverse group of stakeholders in various community college settings. These categories and the dates of their corresponding summit meeting are as follows:

- AACC Affiliated Councils – *November 18, 2003*
- Grow Your Own Programs – *January 9, 2004*
- University Programs – *March 16, 2004*
- Underserved Programs – *March 26, 2004*

Based upon these categories, experts from around the United States were selected that represented the identified community college settings. The number of participants that attended each summit is presented below:

Summit	Experts and Consultants	AACC Staff	Totals
AACC Affiliated Councils	40	5	45
Grow Your Own Programs	22	7	29
University Programs	32	7	39
Underserved Programs	34	7	41

*(n = 154)*

## PreSummit Activities

Before each summit, the participants were asked by AACC to complete a survey and an inventory. The survey asked each of them to generate a description of what leadership development encompassed and how it could be delivered. The inventory asked them to provide descriptive information about their institutions' leadership programs. Information collected from the inventory included the following:

- Leadership initiative name
- Year started
- Audience
- Average number of completers per year
- Topics typically covered
- Length of the program
- Tracking of participants
- Additional information

Copies of the results of these inventories for each summit can be obtained from AACC.

## Summit Activities

During the four one-day summits, experts were divided into groups and were asked to contribute their opinion to each of the following topics:

- Worksheet 1.** What are the key knowledge, skills, and values of an effective community college leader?
- Worksheet 2.** What is leadership development and what are the most effective ways for developing leaders?
- Worksheet 3.** Upon a review of existing leadership program offerings, how well are the current programs meeting the needs?
- Worksheet 4.** How can a national framework be built that is comprehensive; provides real choice and distinctions between leadership development programs/curricula; and is useful to individuals, institutions, and employers?

As each group discussed the topics, they documented their opinions on flip charts. At the end of the discussion of each worksheet, each group elected a spokesperson to present their opinions to the rest of the summit participants. During the group presentations, the facilitator took notes on a flip chart that summarized the content of the presentations. The facilitator's notes were then used in a discussion amongst the summit participants to generate observations about the opinions across the groups. Throughout the group activities, presentations, and participant discussions, a writing consultant documented themes and supportive details that were elicited by the participants by writing journalistic summaries.

## Qualitative Analysis

The data used for the qualitative analyses included the presummit inventories, presummit surveys, group flipcharts, facilitator flipcharts, and the journalistic summaries. At the end of each summit, the facilitator labeled each page of the group and facilitator flipcharts according to the corresponding worksheet number that served as the stimulus for the charted opinions. AACC provided ACT with the original data listed above as well as typed electronic copies.

Upon receipt of the data, ACT staff copied the electronic data into new electronic spreadsheets, coded each piece of data, and recorded the response. Although the coding scheme varied slightly across the analyses, the general coding that was used is as follows:

- Data number** a unique number (assigned in sequence beginning with number one) that identified the piece of data
- Summit** identifies the summit that generated the data
- Source** identifies the means by which the data was collected (e.g., group flipchart, facilitator flipchart, presummit inventory, etc.)
- Type** identifies the dimension the data pertained to based on questions asked on the worksheets
- Response** records the response as indicated by the source material

In order to ensure that the electronic data was accurate, the data in the new spreadsheets were checked for accuracy according to what was recorded in the flipcharts and summaries. Corrections were made in the spreadsheets as needed to reflect the original responses. Once the data check was completed, new tables were created that contained all of the data associated with the same worksheet across the four summits. For

example, a table of coded data was created for the analysis associated with Worksheet 1 that contained all of the data collected with that worksheet in each summit. Similar tables were created with the data across all of the summits for each analysis. These new tables were used to facilitate the next steps of the analysis.

Teams of ACT Industrial-Organizational (I-O) Psychologists were created to conduct the next steps of the methodology. Membership in the teams was rotated so that group membership varied across the analyses. Teams were assigned to perform the analyses associated with the tables of data for each of the four worksheet topics. Each table of data was treated independently by the teams and there was no attempt to impose a set of a priori categories on the data.

Individual I-O Psychologists reviewed the data in each of the new tables. Category names were then elicited from the data in the following manner. When a theme appeared from the responses at least twice, a category name was created to capture that data and a unique category number was assigned to it. As each new response was encountered, it was evaluated similarly for repeating themes, resulting in the creation of new categories and numbers. Each response that best fit under an existing category name was assigned its corresponding category number. This development of categories resulted in category names and definitions that were descriptive of the data contained in each analysis.

Some responses were off-topic in that they either appeared to be addressing another question or were philosophical in nature instead of providing a response that was directly related to the question given. Responses that fit into this classification were categorized under "99, Not otherwise classified" for the analysis. In addition, some responses were quite lengthy and contained more than one theme. Because the nature of this analysis was to describe the aggregate opinions of experts, it was considered best to capture all of the themes contained in these responses. As a result, responses with multiple themes were duplicated in the data set and assigned to category names until all of the themes in the response were assigned to a category.

When all of the responses within a data set had been assigned to a category, the team of I-O Psychologists reviewed the categorization of the data and met to resolve any differences in category names or response assignments. An additional sorting of the tables was performed and the data was checked by additional ACT I-O Psychologists or Editors for consistency. Lastly, summary documents were created for each analysis. These listed the final set of categories. Then, either a narrative summary or a set of the responses was created. These were placed on the summary documents to provide a more complete description of the context that the category was derived from.

Because of the manner in which the category names were created, they should not necessarily be considered mutually exclusive. In addition, categories may be repeated across analyses due to the nature of the responses contained within each set of data.

In addition to the above analyses, a preliminary competency model for community college leaders was created based upon the categorization results of the knowledge, skills, values, and other characteristics (KSVs) elicited in the analysis associated with Worksheet 1. First, the team of I-O Psychologists reviewed each KSV and the content categorized under it looking for logical groupings of the KSVs into a smaller set of competencies. A preliminary set of five competencies, definitions, and illustrative actions was created based upon the data. The team of I-O Psychologists met to review the information and to resolve any differences of opinion in the competency names, competency definitions, or the illustrative actions. The data was checked to be sure that all of the themes presented in the table were represented in the preliminary competency model.

A PowerPoint presentation that summarized the results of each analysis, including the preliminary competency model, was prepared. The summary documents that provided the category names and their descriptions from the data were also prepared. These were presented by Eric T. Vincent, M.S., the ACT project manager and I-O Psychologist, to a panel of experts invited by AACCC to attend the review meeting in Washington, D.C. on June 9, 2004.

## Results

As mentioned earlier, the results of the qualitative analysis provide a description of the data. This section is divided into subsections according to the four summit worksheets and their corresponding topics. The results of each analysis are presented below with references to the appropriate appendices that provide detailed descriptions of the data.

### Worksheet 1 – Leadership KSVs and Competencies

*What are the key knowledge, skills, and values of an effective community college leader?*

The analysis of the data associated with Worksheet 1 resulted in a set of KSVs and a preliminary competency model. Experts who participated in each summit indicated the KSVs they believed were necessary in order to perform effectively as a leader within a community college setting. While some of the groups prioritized their lists of KSVs, others did not. Because much of the data did not include rankings, it was not included in the analysis.

Below is a list of the knowledge, skills, values, and other category names elicited from the data. A detailed description of the category names is provided in Appendix A.

Knowledge	Skills	Values	Other Characteristics
Community	Resource Management	Diversity	Emotional Intelligence
Institution/Organization	Communication	Ethics/Integrity	Sense of Humor
Self	Problem Solving (Decision Making)	Learning	Adaptability/Flexibility
Job	Relationship Building		Work-Life Balance
Organizational Management	Strategic Planning		Humility
	Time Management		Optimism
	Interpersonal		Intellectual Curiosity

Using the above categories of KSVs, a preliminary competency model was created to describe the competencies and illustrative actions of an effective community college leader. The KSVs were categorized into the

five competencies listed below and definitions of the competencies were created:

<b>Competency</b>	<b>Definition</b>
<b>Organizational Strategy</b>	Identify, implement, and evaluate strategies for organizational growth and improvement.
<b>Management</b>	Identify, evaluate, and implement processes designed to yield high-quality education.
<b>Interpersonal</b>	Develop cooperative relationships within the organization and amongst the broader community.
<b>Communication</b>	Create and communicate a shared vision through the development of effective information exchanges within the organization and the broader communities served.
<b>Professionalism</b>	Demonstrate ethics, values and professional practices; community stewardship; and commitment to personal and institutional development.

Using the responses categorized with the KSVs under a competency, illustrative behavior or action statements were created to describe how a community college leader would demonstrate the competency on the job. The complete preliminary competency framework is presented with the illustrative actions in Appendix B.

## Worksheet 2 – Leadership Development Definition and Strategies

*What is leadership development? What are the most effective ways for developing leaders?*

The analysis included data associated with Worksheet 2 as well as with the presummit survey that asked: *What does leadership development encompass [and]... how can it be delivered?* The data was separated into two different analyses: (1) data associated with the definition of leadership development and (2) data associated with the strategies of how to develop leaders.

Below is a list of the category names elicited from the data for the definition and strategic topics. A detailed description of the category names is provided in Appendix C.

Definitions	Strategies
Create Opportunities	Create Opportunities
Techniques/Experiential Learning	Topics/Modules/Content
Content	Techniques/Multi-Modal
Evaluation/Feedback/Assessment	Flexible/Transportable
Supportive of the Process/Encouragement	Assessment/Evaluation/Feedback
Graduate Degrees/Credentials	Finances/Legal
Lifelong Learning/Continuing Education	Clearinghouse/Non-Financial Resources
Rewards	Support/Encourage/Networking/Cohort
Scan Environment/Societal Context/Outside Stakeholders	Professional Development/Lifelong Learning/Professional Organizations
Change/Organizational Development/Vision/Planning	Advocacy/Marketing
Personality/Personal Characteristics	Rewards
Teamwork	Health of Whole Person
Networking/Professional Interaction	Ongoing/Cyclical
	Structure/System
	Credentialing/Accreditation
	Change/Organizational Development
	Professional Interaction/Participation

### Worksheet 3 – Leadership Inventory Evaluation

*Upon a review of existing leadership program offerings, how well are the current programs meeting the needs?*

Two separate groups of analyses were performed in association with the topics presented on Worksheet 3. Data collected in the presummit inventory was analyzed separately from the data generated during the summits.

Presummit inventory

Data collected before the summit in the presummit inventory was collected by AACC and compiled into worksheets. A description of the data collected in the inventory was described earlier in this section. For this analysis, only a sub-set of the data collected was used. AACC staff selected the data that was most related to the topics covered in Worksheet 3 for analysis. Below is a listing of the data used for the analyses (see the column headings) and the category names elicited from the data. A detailed description of the category names is provided in Appendix D.

<b>Topics</b>	<b>Audience</b>	<b>Additional Information</b>
Administrative/ Leadership	All	Administrative/ Leadership
Community/Political	Community	Community/Political
Course/Curriculum Planning	Curriculum	Organizational
Finance	Diversity	Professional Development
General/Other	Faculty	Other
Organizational	Leadership	
Professional Development/ Community	Staff	
Research	Students	
Staff	Other	
Students		
Technology		

#### Summit

Participants at each summit were given access to the results of the presummit inventory for their particular summit in order to answer the questions contained in the worksheet. Each summit had a unique set of data to review that described programs associated with their fellow summit participants. They did not have access to the other presummit inventories from other programs represented in the other summits.

In addition to the different presummit inventories, the data associated with Worksheet 3 contained considerably more complexities than did the other data sets. The question listed above is a summary of the breadth of questions asked in association with this worksheet. Because of the diversity of the different stakeholder groups meeting at these summits, the content of the questions associated with this worksheet was altered in order to capture the unique perspectives of the experts attending the different summits. Below is a listing of the various questions that were asked at each summit:

<b>Affiliated Councils</b>	<b>Grow Your Own Programs</b>	<b>University Programs</b>	<b>Underserved Programs</b>
What do you see?	What niches are these <i>kinds of</i> programs serving?	What do you see?	What makes a leader effective in your institution?
What don't you see?	Who are they serving?	What don't you see?	What makes a CC leader effective in your community?
What do you notice in terms of patterns and/or overlap?	Why?	What do you notice in terms of patterns and/or overlap?	What challenges do you face in growing your own, recruiting, and retaining leaders?
What do you notice for potential collaboration within your collective compilation of leadership programs?	As you look at this sampler, what might it tell us about what kinds of needs aren't currently being met or met well?	What do you notice for potential collaboration within your collective compilation of leadership programs?	What other challenges do you have in developing leaders?
	What kinds of collaboration and networking might be valuable across programs like these?		

In order to aid the analysis of the data, separate analyses were created for responses that came from similar questions. This was done by grouping together similar stimulus questions into domains. The responses generated from the stimulus questions were then grouped into the domains before analysis of the data was performed. Below is a listing of the different domains that were created along with the category names that were elicited from the response data. A detailed description of the category names is provided in Appendix E.

Collaboration/ Networking	Don't See/Gaps/ Needs	Need to Know	Patterns/See/ Insights	Challenges to Recruiting/ Attracting/ Developing Leaders
Competencies/ Best Practices	Multi-Methods of Delivery/ Multi- Modes	Students	Limited Populations	Funding/Resources
Clearinghouse of Information/ Resources	Program Planning/ Coordination	Minorities/Diversity	Collaboration	Diverse Population of Leaders
Program Planning/ Coordination/ Flexibility	Clearinghouse/ Non-Financial Resources	Faculty	Multi-Mode Delivery	Multi-Level
	Recruiting/ Hiring	Resources	Expand Geographic Offerings	"Outsiders"/ Provincialism
	Competencies/ Best Practices		Increase Experiential Learning/ Diverse Approaches	Rewards/ Compensation
	Inclusiveness/ Multi- Level/ Limited Populations		Individual vs. Team Focus	Retention
	Career Paths/ Professional Development		Increase in New Programs	Local Conditions
	Evaluation/ Measurement/ Assessment/ Follow-up		Competencies/ Best Practices	Costs of Leadership/ Whole Person/ Work-Life Balance
	Scan Environment/ Outside Stakeholders		Continuous Improvement/ Measurement	
	Money		Programs	
	Workload		Limited Resources	

#### Worksheet 4 – Building a National Framework Together

*How can a national framework be built that is comprehensive; provides real choice and distinctions of leadership development programs/curricula; and is useful to individuals, institutions, and employers?*

Two separate groups of analyses were performed in association with the topics presented in Worksheet 4. Data collected during the summit activities were analyzed separately from the summit evaluation data pertaining to the questions on collaboration and AACC's role in building a

national framework. However, they are presented together because they deal with the same topic.

Summit

The analysis included data associated with Worksheet 4. The data was grouped into three different analyses because the worksheet contained the following three separate questions that pertained to building a national framework: (1) How do we ensure it is comprehensive? (2) Within it, how do we help people make real choices and distinctions between leadership development programs/curricula? and (3) How do we make sure this is useful to individuals? Institutions? and Employers?

Below is a listing of the category names elicited from the data according to the above listed subtopics. A detailed description of the category names is provided in Appendix F.

<b>Comprehensiveness</b>	<b>Real Choice</b>	<b>Usefulness</b>
Competencies/ Best Practices	Assessment	Competencies/ Best Practices
Create Opportunities	Career Pathways/ Modules/Tracks	Assessment/ Evaluation/Feedback
Scan Environment/ Outside Stakeholders	Competencies/ Best Practices	Lead/Sponsor/Advocate
Measure/ Analysis of Progress/ Feedback	Clearinghouse/ Non-Financial Resources	Credentialing/ Accreditation
Topics/Modules/Mobility	Cost	Multiple Providers/ Multi-Modes
Clearinghouse	Variety of Delivery Modes	Clearinghouse
		Career Pathways/ Modules/Tracks
		Costs/Funding

Summit Evaluations

Participants at each of the summits were provided an evaluation form to complete. It asked them several questions that provided another opportunity to collect expert opinions and observations. Separate analyses were performed on the data associated with the following two questions:

**Question 3.** Where do you see the greatest potential for collaboration...?

**Question 6.** What role do you feel AACC needs to play in developing community college leaders?

Below is a listing of the category names elicited from the data, in no particular order. A detailed description of the category names is provided in Appendix G.

<b>Question 3 – Collaboration</b>	<b>Question 6 – AACC’s Role</b>
Build a program with other institutions	Provide Funding
Share Financial Resources	Foster Discussion
Create a Clearinghouse	Develop Structure
Expand AACC Leadership Opportunities	Enhance Leadership Development Opportunities
Create Succession Planning/Leadership Development of Staff	Clearinghouse/Non-Financial Resources
Develop Competencies/Best Practices	Advocate/Lead/Sponsor
Certification/AACC “Seal of Approval”	

As a result of this analysis, descriptions of key issues related to community college leadership have been created based on the opinions of experts in the field who represent important stakeholder groups. These opinions were gathered using a facilitated group technique, during four summits convened by AACC. The summits were designed to generate and collect the opinions of professionals in practice as well as educators and trainers who prepare community college leaders. Based on these group discussions and the subsequent analyses, AACC has been provided with descriptions that reflect the aggregate opinion of these experts on the following topics:

- Leadership KSVs and Competencies
- Leadership Development Definition and Strategies
- Evaluation of Existing Leadership Program Offerings
- How to Collaboratively Build a Comprehensive and Useful National Framework that Offers Real Choice

The categories developed through the analyses provide evidence of a need for AACC to take a coordinating role by, for example, leading the efforts through advocacy and marketing, creating a clearinghouse of accessible and useful information, and evaluating the success of each initiative. The data also include the call for the creation of a comprehensive implementation plan that advocates standards of practice through the development of competencies, assessments, case studies, and tools. This may involve the creation of curriculum standards that would allow increased modularity of the curriculum content as well as delivery through multiple modes of deployment. Establishing such standards would help to increase opportunities to develop community college leaders because it could expand access to diverse populations by considering their needs by, for example, creating flexibility in the design of the leadership development programs.

Because the methods used were intended to provide an aggregate of the opinions expressed across the summits, techniques were used to preserve content without evaluating or prioritizing it. Specifically, responses that contained multiple themes were duplicated so that each theme could be placed in the appropriate category. This created an artificial inflation in the number of responses collected, which makes a frequency of response analysis ill advised.

The techniques used in the summits were intended to encourage the brainstorming of ideas, so groups that did not generate a specific response might still endorse it if given the opportunity. In fact, during the group presentations, participants could occasionally be heard to say, “Hey, that’s an important one... why didn’t we think of that?”

Because the categories were elicited from the data, there appears to be a great deal of repetition in themes across the worksheets. However, the degree of similarity of themes across the analyses was not determined in this study.

Some difficulty with data collection during the summits was caused by the fact that a comprehensive framework was the subject of the discussions associated with Worksheet 4, yet no definition was provided or collected of what a comprehensive framework might be. Some participants struggled with this and had difficulty responding to the questions asked on the worksheet.

The primary accomplishment of this study is that a large amount of diverse opinions were collected and categorized into descriptions that can be used to assist AACC in continuing its Leading Forward initiative. However, this should be regarded as a first step. AACC could benefit from additional analyses that would qualify and refine the data using more empirical methodologies. Further refinement typically includes additional work by an expert panel, a literature review, and a survey of the profession to validate the content and to prioritize it.

The results of such studies can provide needed evidence of validity and reliability to support the construction of:

1. a coherent competency framework that defines what it means to be a leader within a community college, and
2. an implementation plan that prescribes the interventions to be used to advance the development of leaders for community colleges.

Such a plan should include an evaluative component that measures the effectiveness of the interventions and provides useful feedback for continuous improvement, for developing the understanding of how the practice of leadership changes, and for identifying ways to improve the initiatives.

**Appendix A**  
**AACC Leadership Development**  
**KSVs**

# AACC Leadership Development:

KSVs

## Worksheet 1

### Knowledge

- 1. Community.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.
- 2. Institution/Organization.** Examples include:  
Administrative process/system, CC mission, of the academy, Board sets the tone, CC culture (history, philosophy, CC students, mission), CC movement, governance, governance system, history of higher education, how CC fits within K- and Ed system, internal systems, organizational history/culture/structure/ and politics, policy (local, state, and federal), political process, roots-history of CC development, under organizational dynamics and culture, student services and know who they are, state system, organizational dynamics.
- 3. Self.** Examples include:  
Limitations, self-knowledge, awareness, knowing limitations, lifelong learning/critical self-reflection, self-assessment, understanding your personal world view and how it frames your behavior, develop salient strategies and value, ability to reflect on what is being done (self-reflection).
- 4. Job.** Examples include:  
Job knowledge, technology, academics, academic practitioner (connected to scholarship, associated with graduate education institutions), administration processes/systems, collective bargaining, data/research analysis, effective use of data “culture of evidence”, enrollment of students, enrollment issues, instructional delivery/theory, key issues for K–12/K–16/K–lifeloong learning, academia, economic trends – global/local, higher education law — business/ employment world, legal issues, bargaining, unions, prepared academically/educationally, public policy making process, program development/project management, quantitative/qualitative interpretation (applied learning), student development theory, teaching and learning, technology, trends of education/culture, use technology–e-mail and word processing.
- 5. Organizational Management.** Examples include:  
Leadership theory dynamics, behavioral styles, change management/theory/ practice, continuous improvement, delegation, empowering/delegating,

## AACC Leadership Development:

### KSVs

facilitating change, hiring and other human resource, implementation of org theory, institutional research – consumer and producer of research, change process, leadership styles, leadership theory and practice, leading change, manage change, motivational theories, openness to change, organization theory/dynamics, psychology, scholarship, terminology of leadership.

### **Skills**

1. **Resource Management.** Examples include:  
Assessment of everything, budget/planning/legal, planning/budgeting, HR and financial, budget implications/management, budget/finance/resource allocation, fundraising, facilities, fiscal management, development of resources, plant management and facilities capital projects, resource acquisition and distribution, understanding funding component.
2. **Communication.** Examples include:  
Ability to synthesize into the vision, hold up the vision/forefront, interpersonal skills, listening, persuasiveness, presentation skills, sense of humor, ability to articulate the mission “understands the mission”, appear positive and present positive image, present challenges positively, be able to make a stand in a diplomatic way, communication – knowledge and passion, writing, speaking, media, technology, written and oral, non-verbal, good communicator, compromise, influence, persuade, makes/creates opportunities for the board to be informed, presentation skills, persuasiveness, public relations, sell the vision to college/community – and generate enthusiasm for it, tact, visibility/accessibility, well-informed.
3. **Problem Solving (Decision Making).** Examples include:  
How to apply information, ability to test assumptions, analyze data and use it well, complex decision-making (integrating knowledge, skills, values, and CC mission), creativity, crisis leadership, critical reflection/self-examination, critical thinking, data-based decision-making, figure out how to make it work, how to get and apply information, problem solving, research/reason, synthesize, think broadly, thinking outside the box/valuing creativity, passion of staff, values based on analysis (good decisions) – multi-levels of issues and complexity.
4. **Relationship Building.** Examples include:  
Ability to navigate political arena, build relationships, builds community and common ground/confidence builder, fund-raising, people (human relations), team-building, political, “It’s the team” that makes the institution effective... empower, ability to develop partnerships & collaborations, authenticity, Board

## AACC Leadership Development:

### KSVs

relations, Board/CEO relationship, coalition building, collaboration, collaborative style (labor relations, rapport with staff & faculty), consensus building, creating shared vision, delegation/collaboration, diplomacy, develops relationships, engage the community in the college, engenders community interest in the CC, friend and fund raiser, fostering relationships with other colleges, input from others, group dynamics, inclusiveness (bringing other people in) marketing, lobby/advocacy, massage the issue & work with the group, motivation/team building, networking, partnerships, political savvy, political skills, politically sensitive, shared governance – collegiality, shared government, sharing information/resources, working with constituencies, synthesizing divergent ideas/builds consensus.

5. **Strategic Planning.** Examples include:  
360° view, courage and tenacity – risk-taking, creativity, entrepreneur, strategic thinking, visionary, ability to “see” our next hill, balance management and student needs, see the big picture, strategize/set priorities, balance management of institution/student needs, courage, creativity and innovation, creativity/thinking outside the box, entrepreneurship held dear, environmental scanning, envision/plan/look ahead/anticipate, expansive thinking, futuristic orientation, has to be able to say “no” to communities, having a vision, intuition – knows what’s worth fighting for/pick battles, organizational courage, planning, planning cycles, quality, strategic thinking, challenge the status quo, strategies/tactics, turn chaos into order, visionary..
6. **Time Management.** Examples include:  
Maintain balance in life, managing oneself, access, accessible/open door, balance in life/humor/optimism, balancing constituencies/personal life/professional, managing oneself, multi-tasking, personal life balance, responsiveness, responsiveness – willingness to plan comm. support role, timing – know when to & when no to, time/stress management, wear many hats.
7. **Interpersonal.** Examples include:  
Motivator, people-oriented – all parts of the community – valuing people who work for you, “walks the tightrope” (community priorities, race relations, housing), ability to balance internal/external (geo) hiring, enable/empower people, help others grow professionally/empowerment, lead toward consensus accountable decisions, motivate/challenge/support, understand people/read people, behavioral styles, believes in people, can’t be easier to criticize than praise, caring and compassion – respect for others, celebrate & reward the “positive” & plus’s, conflict management/resolution, don’t kill enthusiasm, draw out best of those around you, facilitates, give and accept feedback/evaluation, ground rules, handling adversity/conflict/stress/criticism, human relations, indispensable to community, investing in people, leadership as a lifestyle,

## AACC Leadership Development:

### KSVs

mediator, mentoring/modeling/coaching, negotiation, people skills, respect, remembering names, service, student-centered, understanding human behavior, value input from others, values interaction, followership, value students.

### Values

1. **Diversity.** Examples include:  
Appreciate diversity, acting on diversity, ability to work within culture, access to education, champion democracy – access/civility, commitment to diversity/inclusion/ethics, cultural competency, diversity/different opinions, embrace diversity, honoring/embracing diversity – commitment to access, inclusiveness, promoting global awareness, respect diversity, respect/integrity for diverse values, students (background, history, differences), tolerance, using diversity as an asset, value diversity.
2. **Ethics/Integrity.** Examples include:  
accountability, academic freedom, integrity/honesty, trust, accountability – outcomes/assessment/accreditation, being trustworthy, be up front & honest, character, credibility, authentic, ethical, fair/open-minded, fairness and trust, honesty/morals/respect, institutional accountability, loyalty, respected, show integrity, stands for integrity and ethical principles – exemplar, value academic freedom.
3. **Learning.** Examples include:  
Access: belief in opportunity, belief in CC mission, commitment to institution, committed to (passion) community colleges, education (power of), expanding higher education opportunities, learning centered/learning environment, learning for ALL (including students), learning process, lifelong learning, maximize the learning environment, staff development, participating in own professional development – culture of development, values lifelong learning & teaching.

## **AACC Leadership Development:**

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### **Other Characteristics**

**Below are other, more personal characteristics that appeared within the data.**

- 1. Emotional Intelligence.**
- 2. Sense of Humor.**
- 3. Adaptability/Flexibility.**
- 4. Work/Life Balance.**
- 5. Humility.**
- 6. Optimism.**
- 7. Intellectual Curiosity.**

## **Appendix B**

# **AACC Preliminary Competency Framework Community College Leaders**

## AACC Preliminary Competency Framework — Community College Leaders

### Organizational Strategy

**Identify, implement, and evaluate strategies for organizational growth and improvement.**

#### *Illustrations*

- Use an integrative perspective to understand the organization within the larger context including the community, nation, and global environments
- Advocate reliance on scientific evidence and use it effectively to solve problems, make decisions, and plan strategically
- Establish systems and processes to manage and continuously improve the quality of education
- Use evidence and knowledge of best practices to improve education
- Use relevant and measurable results for improving organizational efficiency and effectiveness

### Management

**Identify, evaluate, and implement processes designed to yield high-quality education.**

#### *Illustrations*

- Design a functional organizational structure, reporting procedures and incentive strategy to fulfill missions, visions, and goals
- Manage processes efficiently through the use of organization, time management, and planning skills
- Effectively use change and conflict management tools
- Foster the development and advancement of human capital
- Manage resource allocation processes effectively
- Assess and respond to changing demographics, economic, political and epidemiological needs and demands of students and the community
- Manage information resources to ensure the integrity and integration of management reporting systems and databases for operational decision-support

### Interpersonal

**Develop cooperative relationships within the organization and amongst the broader community.**

#### *Illustrations*

- Develop approaches to enhance teamwork and collaboration
- Leverage networks
- Adapt to new languages, cultures, and attitudes about learning
- Motivate others
- Embrace a sense of community and a commitment to address the learning needs of diverse populations
- Use political skill and power to resolve conflict, manage resistance and improve relationships
- Recognize and act upon opportunities that promote diversity

## AACC Preliminary Competency Framework — Community College Leaders

### Communication

**Create and communicate a shared vision through the development of effective information exchanges within the organization and the broader communities served.**

#### *Illustrations*

- Use effective oral and written communication techniques
- Foster open communication
- Listen to others
- Create and clearly communicate shared missions, visions, and values
- Effectively articulate, champion and implement well-conceived directions and strategies for a better future
- Insure appropriate communications stewardship and management of constituent concerns, adverse events, and other failures

### Professionalism

**Demonstrate ethics, values and professional practices; community stewardship; and commitment to personal and institutional development.**

#### *Illustrations*

- Promote and adhere to high standards for personal and organizational integrity, honesty, and respect for people.
- Develop processes for reporting and maintaining social accountability
- Effectively represent educational organizations in the broader community and in various levels of government
- Energize commitment, involvement, and empowerment for addressing challenges and achieving goals
- Value life-long learning in order to develop professional knowledge and skills through continuous learning and education
- Promote the development of professional roles and values

**Appendix C**  
**AACC Leadership Development**  
**Definitions and Strategies**

# AACC Leadership Development:

## Definitions and Strategies

### Worksheet 2

#### Definitions

1. **Create Opportunities.** In creating opportunities for leadership development, institutions create systems to identify potential leaders at multiple levels and entry points in the Community College and increase access to women and minorities. To create a climate of opportunity, CCs identify those with leadership potential and develop their knowledge, skills, values through education and structured, on-going support. This helps individuals do their current jobs better, to open opportunities for career enhancement, and to deal with possible shortages of leaders at all levels of the institution.
2. **Techniques/Experiential Learning.** Experiential learning and techniques in leadership development are the methods utilized by institutions to prepare and impart knowledge to those who choose or are chosen for leadership roles. Approaches employed by Community College leadership development programs include formal/informal educational settings with the institution and the community at large, mentoring/shadowing, encouraging long-term resource availability, dealing with the emotional affects of leadership through encouragement of self-growth and the provision of opportunity to rehabilitate/renew.
3. **Content.** The content of leadership development is the educational material and coursework in the leadership development program that enhances the knowledge, skills, and values of the leader. This content can include the honing of skills, the achievement of new skills, identification of leadership potential and interest, mentoring, practice, long-term assessments, reflections, and applications, and other nurturing opportunities specific to leading in a CC.
4. **Evaluation/Feedback/Assessment.** Evaluations, feedback, and personal reflection that take stock of activities, experiences, and attributes toward the meeting of leadership development objectives. This involves self-appraisal of leadership skills, institutional, educational, and peer assessments, and personal growth activities (such as the acceptance of mistakes) that contribute to continuing self and leadership program improvement.
5. **Supportive of the Process/Encouragement.** Supporting the process of leadership development is the ongoing encouragement and sustainment of leaders and potential leaders by the host institution. The institution creates an environment of support, commitment to the process, empathy, establishment and maintenance of opportunity, and continuous development, enhancement, and enablement.

## AACC Leadership Development:

### Definitions and Strategies

6. **Graduate Degrees/Credentials.** Graduate degrees and certifications are the formal traditional credentials obtained by leaders and potential leaders in an institution of higher education or other certifying body. Recognized credentials can be obtained in both formal and informal settings through credit and non-credit activities including doctoral study, personal growth through in-service programs, self-development, and continuing education.
7. **Lifelong Learning/Continuing Education.** Lifelong learning is the plan for continuing opportunity for personal leadership development activities and education in formal and informal settings toward self and institutional leadership improvement. These opportunities can take the form of self-guided learning, institutional provision of continuing access and opportunity, further education, conferences, and professional development workshops.
8. **Rewards.** Rewards are the system for the recognition of hard work and success in the field of leadership development. These rewards can include a system of incentives and public/institutional acknowledgment and appreciation.
9. **Scan Environment/Societal Context/Outside Stakeholders.** Scanning the environment involves considering the needs of outside stakeholders and examining the larger societal and community context of leadership development at individual institutions. This amplified awareness of surroundings encompasses community-building, engaging in dialogues, involvement in external professional associations, taking in the view from outside the CC, and merging effective leadership into the framework of society.
10. **Change/Organizational Development/Vision/Planning** (PRE-SUMMIT). Leaders in the CC recognize the need to identify a clear vision and to be willing to champion it within the institution as well as the larger community. This involves articulating the vision and assisting others in operationalizing goals designed in keeping with the vision, anticipating trends, strategic planning, acting as a change agent, and encouraging others to challenge the status quo.
11. **Personality/Personal Characteristics** (PRE-SUMMIT). The personality of the leader conveys characteristics that represent a commitment to the job and the CC. These include assertiveness, integrity, loyalty, perseverance, self-discipline, courage, adaptability and flexibility, as well as compassion.
12. **Teamwork** (PRE-SUMMIT). Teamwork involves the recognition of the benefits of building teams of individuals that work collaboratively to advance the CC vision. Leaders form and work with teams and prepare individuals to oversee and facilitate other teams.

## AACC Leadership Development:

### Definitions and Strategies

13. **Networking/Professional Interaction (PRE-SUMMIT).** Networking and professional interactions are the means by which alliances are built and meaningful exchanges of information are conducted. Leaders will network with internal and external stakeholders such as boards, leaders of other organizations, colleagues, and CC staff.
99. **Not Otherwise Classified.** Other unclassified definitions of leadership development include fostering an innate sense of responsibility and fairness, value, and wisdom.

### Strategies

1. **Create Opportunities.** The creation of opportunities for leadership development is the identification of potential leaders and the provision of ongoing activities for institutional and individual improvement. To do so, the institution prepares, develops, and sustains leaders, stimulates staff aspirations at all levels, and encourages minority involvement through formal and informal opportunities.
2. **Topics/Modules/Content.** The topics and content in leadership development are the formal and informal educational elements in leadership development. These can include discussing and enacting of the theory/practice relationship, building knowledge such as the history, models, and styles of leadership, and developing effective communication skills.
3. **Techniques/Multi-Modal.** The techniques used within a leadership development program are the formal and informal methods and models utilized to teach and improve leadership within an institution. These include mentoring, coaching, graduate and degree programs, modeling, job shadowing, institutionally and personally based learning, institutes, academies, theory, financially supported internships, workshops, and conferences.
4. **Flexible/Transportable.** The flexible quality of leadership development is in training that will be transportable and applicable to other institutions. This involves college to college and college to business exchanges and the recognition of the appropriateness of various programs in the given circumstance.

## AACC Leadership Development:

### Definitions and Strategies

5. **Assessment/Evaluation/Feedback.** An integral part of leadership development is in the evaluation and feedback given to individuals and institutions in order to assess effectiveness and progress toward their leadership development program goals. This reflection consists of self and institutional assessment, feedback on skill gaps, meaningful and constructive evaluations, and otherwise appraising performances in leadership development.
6. **Finances/Legal.** The financial and legal aspects of leadership development are the areas that support and promote programs monetarily and legally. To do so, an institution or organization allocates financial resources toward various areas (support of internships), procures political and financial support, and includes legislative bodies on issues such as fair/equitable hiring practices.
7. **Clearinghouse/Non-Financial Resources.** In being a non-financial clearinghouse for leadership development, an institution maintains a body of resources on leadership development topics and practices that is available nationwide through various means that maximize its accessibility. Components of the clearinghouse role are collecting, maintaining, and making accessible information on mentors and speakers (such as retired professionals), multimedia references, and cohorts/collaboration, and developing a database of that information.
8. **Support/Encourage/Networking/Cohort.** Support and encouragement in networking and cohorting is institutional devotion to the creation of a supportive and empowering environment for growing leaders. These elements consist of political and financial support, affiliating, safe learning conditions for making mistakes and risk-taking, and peer support.
9. **Professional Development/Lifelong Learning/Professional Organizations.** Professional development is the recognition of maintained, active, and ongoing efforts to participate in experiences that advance ones learning beyond day-to-day operations. This commitment is demonstrated in the construction of a development plan that may include membership in professional societies, attendance at workshops and seminars, ongoing scholarly reading and writing, presentations at professional meetings, leadership in other organizations, and continuing education.
10. **Advocacy/Marketing.** Advocacy and marketing are activities designed to increase the visibility of the CC institution in order to raise awareness and to garner financial and non-financial support from internal and external constituencies.

## AACC Leadership Development:

### Definitions and Strategies

11. **Rewards.** Rewards are provided to maintain interest and commitment to sustained leadership development that benefits the CC.
12. **Health of Whole Person.** The health of the whole person is considered important to the success of a leader. These include a healthy lifestyle that encourages maturity, respect, and dignity of self and others.
13. **Ongoing/Cyclical.** Leadership development must be strategically designed to be a continuous process that is long-term, yet able to change as a complex organization and society changes and demands change in leaders.
14. **Structure/System.** A structure needs to influence the programs and delivery of programs at all levels of the system.
15. **Credentialing/Accreditation.** Credentialing and accreditation teams are used to establish professional practices to be considered by the network of CC.
16. **Change/Organizational Development** (PRE-SUMMIT). Change and organizational development is utilizing strategic thinking, implementation and an understanding of the politics of change to equip people to broaden their perspective, create plans, and be motivated to implement a constructive change for the betterment of the CC.
17. **Professional Interaction/Participation** (PRE-SUMMIT). Part of **Professional Development/Lifelong Learning/Professional Organizations.**

## **Appendix D**

### **AACC Leadership Inventory Evaluation Descriptions (Pre-Summit Inventory)**

**AACC Leadership Inventory Evaluation**  
Descriptions

**Worksheet 3: Pre-Summit Inventory**

**Topics**

1. **Administrative/Leadership.** Refers to a variety of topics pertinent to administrative work such as governance; influence; the politics and power of leadership; leadership development, styles, or models; contract negotiation; motivation or nurturing; ethics; role of leader (president) in development (of academics, student services, or workforce); and strategic planning or development.
2. **Community/political.** Refers to outreach efforts from the college that include building a positive climate, developing an awareness of the region's issues and problems, or challenges within the community. Also includes creating a climate for student success, emphasis on diversity (the need for diversity and responses to discrimination or stereotyping); commitment to ethics; and topics such as media relations, higher ed in local or international contexts and higher ed law; history and mission of college, developing partnerships or alliances.
3. **Course/curriculum planning.** Includes teaching on the collegiate level and using principles such as adult learning theories, business principles, current theories of learning and best teaching practices. Also refers to the design of curriculum or special projects such as dissertation, field studies, international travel, practicum, "the learning college". Format can include distance learning such as online learning, online research, interactive learning.
4. **Finance.** Refers to monetary planning, control (budgeting), acquisition (such as fund-raising or resource development), financial aid, grant writing, or marketing.
5. **General/other.** Refers to range of: administrative topics, topics dealing with higher education; related topics; yet to be determined. Also refers to topics including the new imperative; new/emerging trends in SPOD; first actions; boundary spanning; understanding the OMB.
6. **Organizational.** Refers to features that impact behavior such as organizational culture or climate; change or change management/leadership; conflict resolution, or behavior; strategic planning/thinking; team building, management, and effectiveness; or organizational structure, assessment, and transition; and process design, redesign, or improvement.

## AACC Leadership Inventory Evaluation

### Descriptions

7. **Professional development/community.** Pertains to activities that lead to personal growth for career enhancement such as one-on-one coaching or mentoring, professional knowledge, ethics, and service; networking; publications; interaction with higher education associations or think tanks; developing skills such as competency in the use of technology; and overcoming personal and professional obstacles. Also includes factors related to job change such as interviewing, getting resumes noticed, and job search strategies.
8. **Research.** Refers to theories (adult learning, leadership) or principles (organizational and social systems, human development, or organizational psychology); research methods; research design; topics such as workplace violence, emotional intelligence, personality testing or power and politics in leadership; and qualitative and quantitative (statistics) research methods
9. **Staff.** Refers to faculty development using tactics such as coaching; issues related to hiring (employment issues or tools including resumes, interviews, application); retention (development and evaluation, discrimination, legal issues, sexual harassment); day to day issues (meetings, office politics, workload, conflict, involvement, interpersonal communication, time management).
10. **Students.** Refers to managing enrollment; coursework and special projects (dissertation); environmental issues that affect students such as diversity, inclusion, student services, whether climate fosters success, financial aid; how students learn (developmental theory).
11. **Technology.** Refers to the training of technology and developing competency in its use. Also includes technology's relationship to program design, and as it is used for online orientation or online learning/instruction, research, or program design.

### Audience

1. **All.** All means all-inclusive; any race, gender, or level within organization; examples include women, people of color, CEO, faculty, support staff, administrative staff
2. **Community.** Refers to entities local to college as well as state and national higher education groups
3. **Curriculum.** Refers to college and university coordinators of curriculum

## AACC Leadership Inventory Evaluation

### Descriptions

4. **Diversity.** Includes gender or race -based leadership development or customized training; or affirmative action in hiring.
5. **Faculty.** Refers to educators, full and part time, across fields; and second career educators.
6. **Leadership.** Refers to those currently in leadership positions (e.g., CEOs, CIOs), aspiring leaders (to become department chairs, deans, VPs, presidents, etc.), or others labeled Fellows, Board members. Also includes new leaders (presidents, administrators) and those with identified leadership strength, management potential, or commitment to the mission.
7. **Staff.** Refers to current full and part time employees (faculty, staff, CIOs). Also includes development officers or beneficiaries of faculty and staff, grant writers, student services professionals.
8. **Students.** Includes those enrolled who: receive Pell grants, participate in Upward Bound, are in leadership positions, are of color; are in master's or doctoral programs, are employees of the college seeking advanced degrees, are scholarship recipients, or are professionals preparing for careers and advancement
9. **Other.** Describes either something designed for new SPOD professionals or something "yet to be determined".

### **Additional Information**

1. **Administrative/Leadership.** Describes opportunities that can lead toward the development of leadership skills at various levels of community college employees – from faculty to administrative staff, including emphasis for groups such as new administrators or women. Many of these opportunities appear to be formal in nature (i.e., workshops, financial support for pursuit of advanced degrees, symposia, mentoring). Many others are recognition programs (awards for exemplary leadership or national leadership; exemplary initiatives award; outstanding leadership award).
2. **Community/Political.** Focuses on the types of organizations that may be involved in an endeavor (i.e., corporations, non-profits, public service, private enterprise) or partnering efforts with other, related councils to develop/present national colloquia on topics important to AACC.

## AACC Leadership Inventory Evaluation

### Descriptions

3. **Organizational.** Refers to an structured group that shares an objective or position
4. **Professional Development.** Pertains to formal and informal activities that lead to personal growth for career enhancement (workshops on ethics, communication, fundraising, legal issues, team building; conference attendance, mentoring, preparing publications, attending colloquia on certification/credentialing, receiving customized training); or leadership development such as participation at leadership institute
5. **Other.** Refers to either being faculty in a management program or to the development of a leadership development program for students

**Appendix E**  
**AACC Leadership Inventory Evaluation**  
**Descriptions (Summit)**

**AACC Leadership Inventory Evaluation**  
Descriptions

Worksheet 3: Summit

**Collaboration/Networking**

1. **Competencies/Best Practices.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.
2. **Clearinghouse of Information/Resources.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.
3. **Program Planning/Coordination/Flexibility.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.

**Don't See/Gaps/Needs**

1. **Multi-Methods of delivery/Multi-Modes.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.
2. **Program Planning/Coordination.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.

## AACC Leadership Inventory Evaluation

### Descriptions

3. **Clearinghouse/Non-Financial Resources.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.
4. **Recruiting/Hiring.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.
5. **Competencies/Best Practices.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.
6. **Inclusiveness/Multi-Level/Limited Populations.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.
7. **Career Paths/Professional Development.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.
8. **Evaluation/measurement/Assessment/Follow-up.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.

## AACC Leadership Inventory Evaluation

### Descriptions

9. **Scan Environment/Outside Stakeholders.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.
10. **Money.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.
11. **Workload.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.

### Need to Know

1. **Students.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.
2. **Minorities/Diversity.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.

## AACC Leadership Inventory Evaluation

### Descriptions

3. **Faculty.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.
4. **Resources.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.

### Patterns/See/Insights

1. **Limited Populations.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.
2. **Collaboration.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.
3. **Multi-Mode Delivery.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.

## AACC Leadership Inventory Evaluation

### Descriptions

4. **Expand Geographic Offerings.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.
5. **Increase Experiential Learning/Diverse Approaches.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.
6. **Individual vs. Team Focus.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.
7. **Increase in New Programs.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.
8. **Competencies/Best Practices.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.
9. **Continuous Improvement/Measurement.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.

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### Descriptions

10. **Programs.** Examples include:

Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.

11. **Limited Resources.** Examples include:

Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.

### Challenges to Recruiting/Attracting/Developing Leaders

1. **Funding/Resources.** Examples include:

Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.

2. **Diverse Population of Leaders.** Examples include:

Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.

3. **Multi-Level.** Examples include:

Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.

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### Descriptions

4. **“Outsiders”/Provincialism.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.
5. **Rewards/Compensation.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.
6. **Retention.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.
7. **Local Conditions.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.
8. **Costs of Leadership/Whole Person/Work-Life Balance.** Examples include:  
Community development/advocacy, student body, campus, culture of community and college, community and culture, global awareness/context, county, state, political climate, community demographics, community needs and issues, institution, media, role of CC in community and business and industry, world view.

**Appendix F**  
**AACC Building a National Framework Together**  
**Descriptions**

**AACC Building a National Framework Together**  
Descriptions

**Worksheet 4**

**Comprehensiveness**

1. **Competencies/Best Practices.** Design a system around competencies that reflects the best practices of leadership development and guides the development of standards for. Identified in conjunction with a committee of stakeholders, the competencies will identify gaps in the content and delivery of leadership development in the profession, and will enable the design of tools to evaluate.
2. **Create Opportunities.** Encourage all individuals with interest in and potential for leadership to participate in development opportunities, regardless of their race, gender, existing level within the organization, or career stage. In order to ensure the most inclusive program possible, these development opportunities would provide multiple entry points, engage multiple providers, utilize multiple modes of delivery, and permit delivery beyond geographical boundaries.
3. **Scan Environment/Outside Stakeholders.** Engage other stakeholders not traditionally included in dialogue and observe national trends in other professions in order to obtain information that is necessary to advance the profession. These efforts would be sensitive to cultural impact and an awareness of how the regional context fits into national trends while advocating ongoing discussions with groups such as industry, foundations, and all employee groups within the organization.
4. **Measure/Analysis of Progress/Feedback.** Examples include:  
Ongoing, Duration, Intensity, Literature review to validate, Monitor with an advisory group, Feedback loop, Revise as appropriate
5. **Topics/Modules/Mobility.** Examples include:  
Theory, Experiential learning, Model after a degree program, Major/core curriculum requirements, Electives.
6. **Clearinghouse.** Examples include:  
Inventory of programs (niches, content, populations), Comprehensive search, Every state and institution, Identify overlaps, AACC set strategic directions, Coordination of resources, AACC as repository, Needs to be usable.

## AACC Building a National Framework Together

### Descriptions

#### **Real Choice**

1. **Assessment.** Examples include:  
Self-assessment, Identify unmet needs (individual/institution), Cost, Selectivity, What others thought regarding the program.
2. **Career Pathways/Modules/Tracks.** Examples include:  
Pathway models (e.g., aspiring presidents), Tied to specific competencies, Adaptable, How to promote?, Number of choices, Design in career ladders, One model does not fit all.
3. **Competencies/Best Practices.** Examples include:  
Awareness of best practices, Establish model portfolio, Provide specific tracks/modules, Defined goals.
4. **Clearinghouse/Non-Financial Resources.** Examples include:  
Program inventory, Awareness of good programs, Categories to search, Niches, Resources for providers, Adequate information, Range of possibilities, Funding alternatives, Consumer reports approach.
5. **Cost.** Examples include:  
Sabbaticals, Dollars for individual (regardless of institution), “No leaders left behind”, Cost and selectivity-need to be knowns, Keep programs affordable.
6. **Variety of Delivery Modes.** Examples include:  
Adaptable (whom, what, how), Flexibility without competition, Structure around a degree model or other ways.

#### **Usefulness**

1. **Competencies/Best Practices.** Examples include:  
Examples of leadership, Success stories from successful individuals, Agreed upon competencies.
2. **Assessment/Evaluation/Feedback.** Examples include:  
Feedback loops, Return on investment, Program evaluation, Longitudinal assessment, Track progress of programs and participants, Employer satisfaction survey, Individual needs assessment, catalog of assessment tools of competencies.

## AACC Building a National Framework Together

### Descriptions

3. **Lead/Sponsor/Advocate.** Examples include:  
How can AACC add value... advocate, consistent message, a catalytic effort, publicize achievements, professional development, regional networking among states, coordination.
4. **Credentialing/Accreditation.** Examples include:  
Certification, the “c” word, accreditation standards, do we certify (?), need value-added approach to incorporate what’s already in place.
5. **Multiple Providers/Multi-Modes.** Examples include:  
Delivery-regional, distance learning, ease of access/use, collaboration across programs, on-site and distance academies.
6. **Clearinghouse.** Examples include:  
Inventory – content, approaches, materials, delivery strategies, modes, presenters, consultants, speakers; information for grant proposals, sources of scholarships, speakers (evaluated), referrals, topics (evaluated), success stories.
7. **Career Pathways/Modules/Tracks.** Examples include:  
Fit between activity and individual, tracks/modules – prescriptive, framework of professional development sequence, leadership development index, AACC mentor training.
8. **Costs/Funding.** Examples include:  
Costs, Sharing costs, Scholarships, Funding tips, Funding strategies.
99. **Not Otherwise Classified.** Examples include:  
Tools for hiring, Framework of paid sequence (skills, knowledge, use in evaluation).

## **Appendix G**

### **AACC Building a National Framework Together Descriptions (Summit Evaluations)**

**AACC Building a National Framework Together**  
Descriptions

**Worksheet 4: Summit Evaluations**

**Question 3: Collaboration**

1. **Build a Program with Other Institutions.** Building programs with other institutions involves collaboration between councils and institutions through sharing educational and financial resources and the development of curricula towards growing and strengthening high-quality, comprehensive leadership programs that function together as a network. This alliance consists of mutual assistance, filling gaps in the educational framework (as opposed to competing), sharing program models and aiding in the creation of new programs, coordinating activities (conferences, speakers, etc.), and constructing an online consortia.
2. **Share Financial Resources.** Sharing resources among institutions expands access and opportunities for all involved by providing faculty and staff, finances and cost-effective methods, and information to the mutual benefit of each organization. In doing so, the institutions would share faculty, students, and resources in a consortium setting, aid in the implementation of programs, and cut costs.
3. **Create a Clearinghouse.** The clearinghouse functions as a pool for leadership development resources that connects and benefits the institutions involved. Such a clearinghouse features information on networking (i.e., internship/mentoring programs), the exchange of ideas, dialogue on best practices, promotions, referrals, and cost sharing. It could take the form of a national database, listserv (or other Internet mediums) offering the means and access necessary to reach a shared vision of leadership development among institutions.
4. **Expand AACC Leadership Opportunities.** Expanding AACC leadership opportunities is the prescription for enriching member institutions' possibility of leadership roles within the organization. To do so, the AACC might offer more leadership posts, host regional meetings, continue to hold conventions and leadership activities, provide information, encourage diversity, and otherwise encourage the framework of leadership development.
5. **Create Succession Planning/Leadership Development of Staff.** Staff leadership development and succession planning is the creation of defined leadership prospects within an institution toward a map of leadership infrastructure that establishes the chain of command and ascension. To cultivate this map, the institution will heighten organization, provide job training and access, clearly define leadership development opportunities, and take mentoring initiatives.

**AACC Building a National Framework Together**  
Descriptions

6. **Develop Competencies/Best Practices.** Developing competencies and best practices is mounting standards and sharing strategies for leadership development among institutions. The institutions enact this plan by sharing ideas and information, clarifying professional standards, and linking the discussion of theory with practice.
7. **Certification/AACC “Seal of Approval”.** Certification is the process of obtaining qualification in leadership development in higher education through the AACC and related organizations to maintain credibility. Individuals and institutions build better programs and certifications, set standards for leadership development, and work toward an AACC “Seal of Approval”.
99. **Not Otherwise Classified.** Other possibilities for collaboration among councils and organizations range from delivery of technical assistance to developing more national framework.

## AACC Building a National Framework Together

### Descriptions

#### **Question 6: AACC's Role**

1. **Provide Funding.** Providing funding is the AACC's financial contribution toward leadership development for member institutions. In doing so they generate and share resources, leverage grant money, and supplement and support existing community college programs.
2. **Foster Discussion.** In fostering discussion, the AACC encourages a dialogue amongst institutions and itself toward the improvement of leadership development programs. This catalytic role involves in-depth conversation on critical issues and best practices, coordinating meetings/summits, focusing and providing a united voice on issues, and highlighting leadership development as a national priority.
3. **Develop Structure.** The AACC's role in developing structure is designing a framework for leadership development programs and providing opportunities to enhance these programs by offering classes and models to master leadership development competencies. AACC trains mentors, gives guidance and direction to member institutions, fosters in-depth discussion, establishes guidelines and practices, unites leadership development programs, and should develop a future certificate program.
4. **Enhance Leadership Development Opportunities.** AACC's enhancement of leadership development opportunities is the enabling of activities, training, certifications, and program creation that contribute to increased and improved occasion for leadership development. To do so, the AACC aids development of programs and internships, supports/sponsors quality programs, trains mentors, encourages initiatives for all levels of leadership, and provides opportunities for Community College programs.
5. **Clearinghouse/Non-Financial Resources.** As a clearinghouse for non-financial resources, the AACC serves as the electronically accessible repository for discriminating information, activities, and opportunities that make leadership development programs successful. Some elements of the clearinghouse are the collection, maintenance, and dissemination of information on forums, institutions, current research, coordination, tools for creating, assessing, and choosing programs, cataloguing existing programs, collaboration, brokering, and best practices in leadership development.

## AACC Building a National Framework Together

### Descriptions

6. **Advocate/Lead/Sponsor.** As an advocate, leader, and sponsor of Community College leadership development programs, AACC is the chief coordinator of activities, information, and promotion. The AACC functions as a driving, nurturing force in leadership programs that networks, brokers stakeholder groups toward consensus, brings together state organizations, facilitates, convenes, and otherwise promotes Community College leadership programs as a chief priority.
  
99. **Not Otherwise Classified.** In developing matrices, the AACC assesses and develops the environment surrounding CC leadership programs. This involves strategic thinking about forms of leadership and necessary credentials, assisting with the growth of adaptable leadership programs, maintaining leadership programs, and integrating various types of Community Colleges.