



**AACC Leadership Summit of Grow Your Own Leadership Development Programs
(Leadership Inventory of Local, State and Regional Leadership Programs)**

**Web Summary
January 9, 2004**

A. WELCOME and explanation of Leading Forward

George Boggs, President and CEO of the American Association of Community Colleges, welcomed 20 community college leaders involved in local, state and regional leadership development programs to the second **Leading Forward** Summit on January 9, 2004, at the Fairmont in Washington, D.C.

In his address, Boggs enumerated the challenge created by the enormous turnover of presidents and top administrators that researchers anticipate as these leaders reach retirement age. Seventy-nine percent of the presidents who responded to a survey in 2001 reported that they plan to retire by 2012. But the exodus is not limited to chief executives.

“The people who report to presidents are almost as old as the presidents,” Boggs said. Research by AACC and others estimate that 700 new community college presidents, 1,800 new upper-level administrators and 30,000 new faculty members will be needed in the next few years. The number of students currently enrolled in graduate school programs for community college administration would fill only a fraction of these openings; the number of advanced degrees conferred in community college administration decreased 78 percent between 1983 and 1997.

“In some ways this challenge that lies ahead of us is an opportunity,” Boggs said, explaining that the administrative changes could bring more women and minorities into leadership roles at community colleges.

AACC seeks to address the leadership challenge with **Leading Forward**, an initiative funded with a two-year planning grant from the W.K. Kellogg Foundation. The summit meetings are one of several steps being taken to obtain input from individuals already working on community leadership programs.

“We are really happy you are here,” said Lynn Barnett, AACC vice president of academic, student and community development and co-director of **Leading Forward**. She explained, at the second of four summit meetings, that the goal of the first phase of **Leading Forward** is to produce an integrated plan or a national framework. AACC hopes the national framework, which it plans to build with the input from various stakeholders, will coordinate information about the disparate leadership development programs, foster collaboration among existing programs and develop programs that address community colleges’ unmet leadership needs.

Steve Brigham, a facilitator with AmericaSpeaks, then asked those in attendance to identify themselves and their leadership development program. The day’s work then began with Brigham’s request that participants talk with the people seated at their tables throughout the day about the issues presented in four worksheets. He noted that the first worksheet asks that conversations focus on what each person thinks are the knowledge, skills and values community college leaders need to be effective. He then explained that

the small groups would be expected to share their lists of the most important knowledge, skills and leadership during a plenary session. He asked that throughout the day, participants not just represent their program and institution, but that they consider “what’s best for the whole community college sector.”

B. WORKSHEET # 1: Knowledge, Skills and Values for Effective Community College Leaders

Key Leadership Knowledge Identified by the Groups and Shared during the Plenary Session:

- Knowledge of community colleges’ missions, values and purposes
- Knowledge of the distinctive vision and operations of community colleges
- Knowledge of trends in education, including technology
- Knowledge of culture and society and organizations
- Understanding of constituencies
- Knowledge of self and others
- Knowledge of how to manage a non-profit organization
- Knowledge of the internal college environment as well as the external environment
- Knowledge of the inter-relationship of organizations and their structures
- Knowledge of accountability and assessment strategies
- Knowledge of resource allocation, budgeting and finance
- Knowledge of leadership styles and philosophies

Other types of knowledge mentioned during the small group discussions include knowledge of technology, legal and bargaining issues, and systems. During the discussions it was also mentioned that it would be helpful for leaders to know how to: be politically savvy yet credible and trustworthy, integrate disparate people and things in meaningful ways, obtain or retain institutional accreditation, raise funds, facilitate, develop commitment or buy-in among various stakeholders, create a safe environment for change.

Key Leadership Skills Identified by the Groups and Shared during the Plenary Session:

- Communications skills in broadest sense, including listening and translating knowledge into action
- People skills such as team building and motivating people behind a single or shared vision
- Strategic thinking that envisions change, makes plans, applies steps and accomplishes intended goals
- Political savvy on campus and off
- Advocacy
- Facilitation
- Risk taking
- Flexibility
- Mentoring and coaching

- Data based, decision-making that is not limited to numbers
- Budget, finance, legal and administrative skills

The ability to enable and empower people
The ability to cultivate and maintain relationships
Fluency in office technologies like email, word processing

Others skills mentioned during the small group discussions included: timing or knowing when to act and how, bringing calm to a crisis, using humor, working with the press or public relations, adapting to change, synthesizing information, seeing the “big picture.”

During the Plenary Session the Groups Identified the Key Values or Qualities of Effective Leaders. They determined that Effective Leaders have:

Passion about the mission of community colleges
Good ethics
Courage
A balance in life including a sense of humor and a sense of play
Fun
Integrity, fairness and honesty
Authenticity

They also reported that Effective Leaders:

Create a safe environment for change
Embrace diversity and access
Cultivate partnerships
Prize creativity
Are caring and compassionate
Like service to others
Are Open-minded
Build the trust of others
Are committed to education, the power of learning to empower people
Believe people are able to change
Enjoy what doing
Value students
Are inclusiveness

Other values or qualities identified in the small group discussions include being transparent in one’s dealings, investing in people, sharing governance, being optimistic, empowering people and advancing one’s own learning and development.

Summary discussion

After listening to all the groups’ lists, Facilitator Steve Brigham began a summary discussion that focused on the key knowledge identified by the groups. He pointed out that many of the groups identified the same knowledge and that there were just subtle differences among the groups’ points. He acknowledged the overarching concern from several groups about the importance of knowledge and skills that cut across the institution. As one participant said, “Senior administrators get in trouble when (other) leaders in the organization don’t understand the fiscal issues the senior administrators have to deal with.”

As the discussion moved to the list of key skills, data-based decision-making generated many comments. Several participants talked about the importance of leaders

making “not just gut” decisions. They said this is particularly important when the decisions do not have a strong financial determinant. Non-financial decisions “need to be substantiated by numbers or other information,” one speaker said. Several people talked about the need for courageous leaders who take risks. This generated a strong reaction from many people who said they had not thought about how the calculation of when to behave courageously and when to take risks is an integral part of the way a leader has to think. Several people referred to this calculation as deciding “what sword you are willing to die on.” Another speaker countered, “You can’t just discount intuition.” All participants agreed that analysis of quantitative and qualitative data is usually not enough to make decisions; calculation and intuition play a role in decision-making.

The participants then discussed the leadership qualities that overlap on all three lists, and came up with the following list:

- Creating a safe environment for change
- Helping others grow professionally
- Using diversity as an asset
- Developing partnerships
- Understanding one’s personal worldview, and how it forms your behavior
- Innovation and creativity

There was further discussion of whether leadership skills can be taught or whether they are inherent. To this one person said leadership styles and philosophies involve knowledge, skills and values.

C. Worksheet #2: A Working Definition of Leadership Development & Most Effective Ways of Developing Leaders

After the plenary discussion of Worksheet #1, Steve Brigham asked the small groups to work on two questions: What is leadership development? What are most effective ways of developing leaders? At the end of these discussions, a representative of each group reported to the plenary session the answers the groups had arrived at by consensus.

What is leadership development?

Leadership development is an investment in a process that provides individuals with opportunities and experiences that enable them to be effective leaders in community colleges. The process includes identifying potential leaders and providing support and encouragement to participate in structured, ongoing growth and development activities. It also recognizes that leadership development is often unstructured.

Leadership development is creating institutional capacity for all individuals to grow professionally in the service of the community college mission/core values by creating opportunities for them to work outside their personal knowledge base and comfort zone.

Leadership development is a process of skill and knowledge building as well as a reflection on values. This group also defined leadership development as the identification of and the sustained education and support of those who have the talent and/or the desire to become leaders in support of the community college mission.

Leadership development involves systematic and intentional approaches to develop key skills, knowledge and values to: a) help people do their current job and b) open opportunities to career advancement.

As the groups shared their definitions there was a discussion about the mismatch that sometimes occurs between peoples' potential to be good leaders and their desire to take on additional responsibilities. One woman noted that sometimes people are identified as potential leaders with talent but they need someone to spark their interest in becoming a leader. There was general agreement that the creators of leadership development programs must grapple with the dynamics of talent and desire.

What are the most effective ways of developing leaders?

The top strategies identified for developing leaders were:

Creating a culture for learning that is a safe place for people to make mistakes

Mentoring that exposes participants to leadership models, styles and contexts

Coaching

Systematic thinking about how all interventions effect the system as a whole

Systemic thinking as a broad strategy

A process that reflects non-hierarchical values

Allocating leadership development resources to part-time faculty and employees

Self-assessments and self-identification

Formal leadership assessments with feedback

Seminars

Dissemination of reading material

Job shadowing

Cross training

Listserv email groups

Sending people off-campus to obtain training that will help fill leadership gaps

Bring leadership development programs to campus

Utilization of literature, drama and other aspects of life to provide leadership

Development opportunities

Talk about the joyfulness of leadership

Using different programs at different career levels

Activities that follow-up on leadership development programs

Maximizing the power of the cohort

Other strategies discussed in the small groups include broadly defining leadership, expanding one's horizons, planting seeds that encourage others to take on leadership, identification of potential leaders, political and financial support of leadership initiatives, commitment of college leaders to develop new leaders, structured leadership development programs, and well-defined purposes and outcomes of leadership development programs.

The benefits that result from leadership development program participants sustaining contact with each other prompted a discussion about "the power of the cohort." One director of a leadership development program talked about how people at different career points utilize the same instructional material differently. He has also found that the mix of people at a leadership development program and the quality of their interactions,

results in different interpretations and uses of the material he presents. He has seen that some cohorts of people who go through leadership training together often become part of each other's professional support networks. Though they may be geographically separated, these people "call on those buddies when they encounter problems," he said.

Another participant commented that the strategies cited were "systemic but not systematic." She thought there could be customizing of leadership development toward whatever type of leader an institution is hoping to cultivate.

One person summarized the statements of others by saying that leadership development "is a proactive thing, not reactive, not something that happens with certificate. That is, it is a process. If you are not being proactive are in trouble." she said.

Another person said he would like the users of the national database to become a cohort.

D. Worksheet # 3 Leadership Inventory of Local, State and Regional Leadership Programs

Steve Brigham asked the participants to review the inventory sampler, which was compiled in advance of the summit, based on information submitted by the local, state and regional leadership development programs. He asked them to consider what niches the programs serve, who they are serving, and why.

What do you see on the list?

After discussing the inventory in small groups for about 30 minutes, representatives of the tables shared the following observations:

- Many programs cater to particular niches determined by the population targeted, the content covered, and how the material is delivered.
- Programs are limited by institutional, state and national boundaries.
- Some programs are aimed at people seeking enrichment, others at aimed at people seeking career advancement.
- Some are demographically-targeted, others are more inclusive.
- Some focus on practical or applied information, others are theoretical.
- Some focus on top administrators.
- Functional vs. cross-functional
- Programs cut across different parts of the spectrum; some aim for breadth while others aim for content depth.
- More of the programs focus on individual training, than training teams of people from the same campus.
- There are many new programs that do not have track records.
- More of them have traditional modes of delivery, rather an on-line or off-the-shelf, centrally-delivered programs.
- Most focus on community colleges and do not include interactions with or participants from other constituencies.
- Some programs intend to inspire participants, others instruct participants how to get a particular job, others guide participants in how to manage a particular post.
- Some programs benefit the employer as much as the person seeking the job.

What is missing?

Brigham then asked the groups to share their ideas about needs that are not being met by the current offerings. The following observations were shared:

- The focus on upper administrative posts meant that needs of classified personnel and beginning administrators not addressed.
- Are we reaching outside academia to get people into community college presidencies?
- Are faculty leaders coming from outside education?
- Do programs give people what they need to know to thrive in the community college culture?
- There is no overall map or connection between different leadership development experiences.
- Few programs have real follow-up or any knowledge of what happens to the careers of people after they complete a program.
- There is no way of identifying who gets in the pipeline for leadership
- None of the programs, except those intended for chief executive officers, address board relations
- No allowance within programs for skill-building over time
- No measures of effectiveness are included in programs
- Insularity of state specific programs is a hurdle
- Leadership development has been a low priority
- Leadership development resources have been limited by funding cuts

In the discussion that followed, someone suggested that helping individuals make sense of the various programs or connect to the different professional development experiences would be a good opportunity for collaboration.

Another person observed that people need support after leadership development programs, and most programs do not have any follow-up activities.

“We need the national equivalent of a curriculum committee,” one man said, suggesting that it would result in more intentional matching of individual needs with programs. Another person pointed out that there is a need for across-the-board integration of programs.

Someone else expressed the need for a mechanism to network the networks. “Wouldn’t it be terrific for one network to network with others,” she said, adding that perhaps AACC could be the “net-worker” of the networks. Program providers and the cohorts of people who got leadership training could then be connected.

Another person wanted some way to identify whom gets in the pipeline for leadership. It was then pointed out that another challenge to overcome is the insularity of each state. This needs to be overcome so people can get to point of recognizing that their skills cross state lines, according to this speaker.

What collaborations are not happening? What are promising leadership development activities?

During the small-group discussions, the needs that surfaced were:

- Networking opportunities.
- Internet-based offerings, perhaps from AACC web site
- A collaborative business process map of best practices in leadership
- Inter-institution cooperative agreements for internships or projects between two and four-institutions.

- A national equivalent of a curriculum committee
- A lace or mechanism to network the networks
- Collaborations that connect states with colleges within a national program.
- An inventory of programs that could be used to refer individuals to other programs. This inventory could include information on program content, approaches, delivery methods, strategies, case studies, foundation studies, biographies and bibliographies.
- A data base with information on consultants, resources, presenters, speakers
- Programs that serve as feeders for other programs
- A method for states to learn from each other.

The plenary discussion on the question of collaboration opened with one speaker pointing out that several years ago there was an emphasis on smaller leadership programs in mid-America, but that most are now on either the East or West coasts.

Creating programs that are “feeders” to other programs could create continuity that doesn’t currently exist, a woman said, suggesting this as an area of collaboration. She went on to talk about institutional collaboration within states and the possibility of states working together for a national effort. If this happened it would be eventually easier to refer people to particular programs and to inventory resources like speakers.

E. Worksheet #4: National Framework Questions

Steve Brigham asked the summit participants “to give us your best thinking about how to accomplish a national framework.” He explained that at its inception, those working on **Leading Forward** developed three guiding principles for the as-yet-undefined national framework. They would like the national framework to be comprehensive, to offer real choices and to be useful.

He then asked the participants to work in their small groups to consider: How AACC can ensure the comprehensiveness of a national framework? What can be done to help people make real choices and distinguish between leadership development programs and curricula? How can a national framework be structured to be useful to individuals, institutions and employers?

Comprehensiveness: How do we ensure comprehensiveness?

It was suggested comprehensiveness could be accomplished by:

- Inventorying competencies in a way that identifies general competencies all leaders need and breaks down specific competencies needed for particular positions or by particular councils;
- Acting on Affiliated Councils’ input to define competencies for various levels like president, dean, and faculty;
- Establishing an advisory committee that would continually monitor leadership programs;
- Listing opportunities in institutions for women and minorities;
- Addressing different management levels;
- Using a variety of delivery mechanisms;
- Allowing for multiple entry points;
- Conducting a gap analysis of what is needed in leadership development and what programs already exist;
- Publicizing best practices;

- Providing an ongoing environmental scan of programs available to all community colleges, not just those offered to the largest colleges with the biggest professional development budgets;
- Capturing all non-traditional paths to establish competency;
- Identifying leadership choices beyond career ladders.
- Considering multiple levels for developing leadership;
- Utilizing AACC to set strategic directions, coordinate resources and be a repository for leadership development information.

During the discussion of comprehensiveness, one group asked for attention to the issue of “glass ceiling” limits on the careers of people who do not have earned doctorates. This group also questioned how it could address questions about the inclusiveness of a national framework when such a framework has not been defined.

Another group asked what is meant by a national framework. In addition to the issues mentioned in the preceding paragraph this group had the following questions: Is there a component for theory? Is there a component for experiential learning? Is there a mechanism to identify and to measure competencies? Is there a mechanism to provide placement opportunities? Is it ongoing? Is it intense? What is the duration of this effort?

Questions were raised by others about leadership development efforts that focus exclusively on candidates from community colleges. Several people suggested that community colleges connect with industry and foundations in their leadership development efforts. One person noted that in the past there were leaders and followers, but that new management models and technologies have made everyone a leader at some point. For this reason, this person asked that a national framework consider multiple levels for developing leaders.

The group that wanted a gap analysis about what is needed in leadership development and what is already in existence suggested using assessments, a literature review and an examination of existing programs to complete this task.

Real Choice: Within it, how do we help people make real choices and distinctions of leadership development programs/curricula?

Real choices can be provided by:

- Conducting personal inventories, perhaps from on-line sources, for individuals to determine needs;
- Using on-line resources to guide individuals to what they need for specific competencies;
- Utilizing career ladders to maximize participants’ choices about what to do;
- Blending theoretical and practical applications;
- Tapping into the Affiliated Councils’ networks to disseminate information about the national framework for leadership development;
- Obtaining foundation support for sabbaticals and other professional development expenses to help ensure accessibility by keeping direct costs to individuals or institutions low.

One of the small discussion groups questioned to whom, for what and how the choices could be adaptable. It suggested self-assessments as a starting point. It also suggested that choices on a framework would follow from the definition of competencies. It would like an adaptable framework that includes traditional and non-tradition paths.

Another group inquired whether individuals who use the suggested on-line resource would then be guided to programs that address specific competencies. This

group stressed that it is important to provide multiple ways of delivering leadership development curricula. Also, it wanted costs to be considered.

People at another table had questions about content and how the content would be delivered. This group pointed out that there are issues of modularity, length, and modality. It also wondered whether the framework would be competency-based or theoretical.

Usefulness: How do we make sure this is useful to individuals? Institutions? Employers? It was suggested that the framework:

- Provide substantive examples of leadership.
- Add value.
- Cover the entire nation.
- Develop outcomes assessment models.
- Act as a catalyst.
- Consider credentialing.
- Include state programs.
- Evaluate what was learned in programs by considering participants' behavior changes and results.
- Be easy to access and easy to use.
- Offer mentor training.
- Make best practices available and market them.
- Use successful individuals to tell success stories.
- Build feedback loops with participants and employers.
- Encourage continuous improvement.
- Evaluate learning development efforts and activities.
- Consider the fit between activities and individuals.
- Include information on cost.
- Offer tracks or modules that are prescriptive.
- Consider regional delivery models and distance learning options.
- Track the progress and success of participants.
- Publicize achievement.
- Evaluate the return on participants' investments in programs.

In addition, one group suggested if programming is delivered on-site that it has to be regional, because of travel costs. But, it also stipulated that distance learning alone would not be effective. It pointed to the Maricopa Community College District's professional development as an example of a blended program that could serve as a model. Maricopa does an on-site workshop complimented with year-long virtual interactions and a closing workshop

One table posited that a national framework will lead to some type of certification, not necessarily an academic credential, but some sort of certification that would be recognized by institutions.

The small group concerned about an evaluation component suggested that AACC's role could be in the mentor training mechanism.

FURTHER DISCUSSION

After hearing the responses to the previous questions, Steve Brigham said he and the others organizing this meeting realize that the summit asks many questions about a national framework without providing much information about what it is. He pointed out

that the day's discussions will actually help fill in those details. The points raised during this discussion included:

- Tests of various competencies
- The pros and cons of AACC as the backer of a national framework
- How a national framework could help when financial resources are scarce
- University perspectives on certification
- How the absence of leaders with doctoral degrees impedes institutions' efforts to obtain funding like some federal grants.
- Obsolete skills
- Methods to address the need for life-long learning

When he opened the floor to comments, one speaker pointed out that Dale Campbell has already formulated a leadership competency test that could be used to create a national framework.

It was then suggested that if a national framework had 20 to 30 modules then university graduate school programs might be willing to accept these for partial credit toward a doctorate.

Someone else pointed out that it is very important for AACC to be the backer of a national framework because, in the future, resources will be scarce.

One participant asked those present from university graduate programs to share their perspectives on the question of certification or as he called it "the C word." One university person replied by asking how much credit community colleges extend to people for activities completed at other colleges or in the workplace. He pointed out that community colleges require students to take a minimum number of courses from them before granting associate degrees.

While suggesting that community colleges grant credit for many experiences, another participant said community colleges are not utilizing some of their best human resources because these people lack paper qualifications. This speaker considered the PhD as a secondary consideration to whether a person possesses the other skills needed to do the job.

Someone else suggested that a national framework would put pressure on graduate schools. It would also put pressure on individuals to prove they can obtain leadership positions and perform their duties well without PhDs.

Another person said if the framework looks at leadership from competencies, it will leave out other possibilities. All educators know the limits of testing, this speaker said, "Be cautious about working solely within such a framework."

Another person pointed out that there is a very real problem with obtaining national funding if a college or even division within a college cannot list its leader as having a doctorate. "You have to have those degrees sometimes," this speaker said.

Someone else pointed out that as much as people would like to obtain doctorates, many universities have ended their higher education administration degree programs.

This was countered by a speaker who declared that the issue is lifelong learning because so many skills are obsolete within five years. What leaders needed before is different than what they will need in the future, she said.

Another person suggested that if AACC came up with a list of recommended competencies it would provide a lever for graduate school programs to make sure their students are well prepared to become community college leaders.

Someone else suggested that if AACC comes up with a certification process it has to certify people who go through programs other than its own.

A speaker familiar with one state's leadership development program, noted that when it began there was concern that those who went through it would simply move up by moving on. Community college administrators had to be convinced that they were not simply training their staff members for the benefit of other institutions.

OPINIONS ON A NATIONAL FRAMEWORK

Following these comments, Steve Brigham asked the group, "What do you think of a national framework?"

"Achieving consensus will be difficult, but if reached it could have a powerful effect by informing universities" and others who can offer programs, one man said, adding, "While difficult, it's terribly important if that consensus can be achieved."

Another person said she is excited about the prospect of a national framework but thinks it is unrealistic for AACC do to it alone. Others have to contribute, she said.

Someone else said the framework would be most useful for non-credit training. This person suggested it would be useful as a bridge to credit courses or to get universities to revise their offerings.

Another person cautioned that a framework would be good if it moved forward with ideas for council activities, but that careful consideration should be given to the idea of industry certification. He pointed out that it is usually the holder of intellectual property that does the certifying. "Are leaders certifiable?" he asked facetiously. More seriously, he questioned what will happen to deans, vice presidents and others if AACC certifies them. The association could quickly find itself in the business of moving people through career ladders.

Another speaker pointed out that time is of the essence. There is a need for a helpful tool, this speaker said, adding, that may not be the same as providing a credential.

Another person acknowledged that certification would be a big leap, but he insisted that work could be done on building a national framework while the certification issue is sorted out.

It would be wonderful if AACC could produce a *Consumer's Report* of programs so there is a way for people to think about leadership development as a continuum," she said, adding the framework would then be a resource for people to locate training when they need it.

Another person responded that just getting agreement on competencies would be progress. But even this is challenging, someone else noted because the fit between employees and organizations vary over time. "That fit is such an individual thing," she said.

It was suggested that it would be important for the national framework to include a feedback mechanism for evaluating how effective programs are over time.

Another speaker noted that much of day's discussion was about how to get people developed into leaders. He, however, thinks institutional policies, particularly sabbatical policies, that foster development of leaders are important, too. He suggested that white papers could shed light on what leadership development-friendly institutions look like.

One person cautioned that the danger in constructing a national framework with lots of specific details is that it will miss people. But, if it is too informal, it will miss other people, the same speaker said.

Given the projected number of new leaders needed, someone else pointed out, the national framework will take leadership development to an entirely different scale over the next decade. "If we're going to create a national framework, it's going to include

greater inclusion,” he said. It’s not just that the nation needs 1,500 leaders in the next few years, one person said, pointing out that the nation needs institutions that are supportive of professional growth across-the-board.

Perhaps, another woman suggested, the national framework could include a leadership development index so institutions can see how they compare.

Other Insights

As the meeting was wrapping up, Steve Brigham asked the summit participants to share their insights and concerns. “We would like to know what has worked well for people at program level, and what do you think at the end of the day about need for and viability of a national framework?” he asked.

One woman urged those creating the national framework to remember to include information on costs and assessment mechanisms. Whatever the final product or activity of **Leading Forward**, she noted that leadership efforts will not grow without great commitment.

“An absence of good ideas is not the problem,” another speaker said. He suggested that coordination and collaboration are the important issues that should be focused on because they are so needed. “I think the need is huge. I think the viability is challenging. But I don’t think that’s a reason not to try,” he said, identifying the ultimate challenge as making it happen in a synergistic way.

Another person said that creating an awareness of the importance of developing leaders has already been valuable.

One person said she hopes the summit meeting is not an endpoint, but rather the beginning of ongoing way to share ideas.

Questions/Thoughts The Framework Raises:

- Comprehensiveness (depends on level) – local, state, national, career level, individual
- Comprehensiveness overlaps with choice
- Real choice, how does one have it with out institutional or managerial support
- Work on institutional endorsements
- Costs: How to keep programs affordable?
- Should framework be structured around a degree model or are there other ways?
- One model does not fit all
- Consumer reports approach – for choice and understanding leadership development as continuum
- Usefulness requires feedback for ongoing evaluation and up-to-date information
- How should employers be included?
- Institution policies that foster leadership development are key
- What would leadership development-friendly institution look like?
- A leadership development index.
- How does your institution rate?
- How do we focus on individual or institution supportive of leadership development?
- Should it be in accreditation standards?
- How do we certify?)

CLOSING

Lynn Barnett closed the meeting, calling it a good first step for engaging the Affiliated Councils in the effort to help community colleges address the leadership development challenge. She encouraged those in attendance to use the network created by the summit and fostered by the day's group discussions.