



**AACC Summit of Leadership in Underserved Areas  
March 26, 2004  
Washington, DC**

**DISCUSSION NOTES**

**Worksheet 1: Knowledge, Skills, and Values for Effective Community College Leaders**

What are the key knowledge, skills, and values of an effective community college leader?  
Prioritize your responses.

**Knowledge**

Table 1:

(Note: See coding on newsprint)

Legal issues

Leadership Theory

Cultural \*

Mission \*

Institutional

Political \*

Board/CEO relationship \*

Fund Raising

Resources

Fiscal Management \*

Global

Contemporary issues

Table 2:

Planning \*

Data/Research Analysis

Finance/budget knowledge \*

Well informed

Legal knowledge/awareness

Knowledge of community and culture \*

Governance system \*, gov't practices and procedures

CC History/philosophy/mission

Fundraising

Cultural environment of institution \*

Table 3:

Budgetary process understanding

Enrollment issues

Knowledge of community they serve

Org. theory

Student development theory

State process

Legal

Instructional delivery

technology

Table 4:

K- mind S- hand V- heart
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Finance and budget mgt.  
facilities  
awareness of political and cultural context  
understand greater global context  
self awareness  
history of CC's/philosophy  
understand terminology of leadership, team building, collaboration, etc.  
lobbying and advocacy – case statement “Indian 101”, “Ozark 101”  
communication – knowledge and passion  
knowledge and understanding needs of constituents  
understanding of media – literacy, words, technology  
boardsmanship  
fundraising  
resources  
human nature- varying formal/informal agendas  
technology

Table 5:

Roots-history of CC development  
Community context (service arena) including familiarity with people and groups in area.  
Campus community – aware of who is part of campus and their knowledge/skills  
Personal knowledge of self  
Change theory and practice  
Fiscal management, development of resources  
Plant management and facilities capital projects  
Labor relations  
Governance model in state  
Student services and academics  
Know who students are and their interests and needs

Table 6:

History (4)  
Mission (4)  
Vision (1)  
Human relations  
Legal and union (understanding of contracts)  
Know your community (bds) (6)  
Prepared educationally (3)  
Knowledge of the academy (5)  
Planning and budget (inseparable) (2)  
Media relations  
Technology

### **Skills**

Table 1:

(Note: See coding on newsprint)  
Political  
Communication \*  
People (motivation, influence) \*

Adaptability/ Flexibility  
Marketing  
Decision Making \*  
Consensus/Team building  
Lead by example  
Risk Taking \*  
Entrepreneurship  
Listening \*  
Take responsibility for errors  
Manage change \*  
Environmental scanning  
Diplomacy

Table 2:

Program dev/ project mgt.  
Motivation/team building \*  
Interpersonal skills \*  
Ability to understand people/reading people  
Good listener  
Remembering names  
Recognizing people skills  
Good communicator\*/persuasive/facilitator  
Good information provider (oral, written)  
Undefensive  
Sense of humor\*  
Being smart- intellectually respect worthy\*  
Multi-tasker\*  
Visionary  
High energy a reader  
Fundraising  
Political savvy\*  
Futuristic orientation  
Program development/project management

Table 3:

Ability to navigate political arena  
Budget mgmt.  
Ability to strategically plan  
Implementation of org theory  
Balancing constituencies  
Consistency  
Fundraising  
Friend raising  
Listening active – communication  
Community service (outreach)  
Ability to take unjustified criticism

Table 4:

Fundraising  
Have a clue- utilize it \*Be interesting  
Communication – written and oral  
Interpersonal/people skills  
Presentation skills – media, literacy  
Presence  
Ability to strategize, set priorities  
Intuition- knows what's worth fighting for. Pick battles

Planning  
Delegation/collaboration  
Political savvy  
World view  
Humor  
Multi-tasking  
Deal with ambiguity  
Give and accept feedback/eval. Pref.  
Tact

Table 5:

Ability to balance management and student needs  
Consensus building  
Communication  
Apply appropriate management styles (Contextual)  
Flexibility  
Listening  
Balancing personal life  
Delegation- requires knowing your teams skills and trust them  
Strategic planning  
Vision  
Development/fundraising

Table 6:

Balancer  
Communicator (1)  
Motivator (3)  
Facilitator (1)  
Risk taker  
Political Savvy (2)  
Transcend social strata  
Negotiator/mediator/conflict resolution (1)  
Mentoring  
Friend and fund raiser (long-term partnering) (5)  
Follow through (4)

### **Values**

Table 1:

(Note: See coding on newsprint)

Community focused  
Passion \*  
Diversity \*  
Courage \*  
Honesty \*  
Respect \*  
Ethical \*  
Humility  
Community Advocacy  
Accepting  
Fairness \*  
Open-mindedness \*

Table 2:

Ethical/moral sense/honesty\*  
Stands for integrity and ethical principles – exemplar

Appreciation for diversity\*  
Inclusiveness orientation  
Believes in people, values people\*  
Courageous\*  
Values learning\*  
Values collaborative environment (shared governance)  
Has vision\*  
Principles of democracy: CC education incl. access  
Openness to change  
Authenticity  
Genuinely likes community

Table 3:

Courage (strat plan)  
Students  
Ethical  
Honesty  
Credibility  
Commitment  
Maximize the learning environment  
Continuous improvement

Table 4:

Appreciate diversity  
Honesty- integrity  
Ethics  
Compassion  
Willingness/commitment to service  
Personal courage  
Passion for CCs  
Turn chaos into order  
Value input from others  
Sharing  
Ground rules  
Appreciate ambiguity  
Humility  
Tolerance

Table 5:

(personal or institutional?)  
Trust (4)  
Fairness (3)  
Value the mission (1)  
Commitment to diversity, inclusion (2) Ethics (2)  
Honesty, integrity (1)  
Thinking outside box, valuing creativity, passion of staff (3)

Table 6:

Ethical (1)  
Loyalty (6)  
Integrity (1)  
Honesty (1)  
Nurturing (2)  
Good Listener  
Student-centered (4)  
Learning-centered {includes faculty (5)

Diversity (3)

**\*\*New category by table 6**

**Talents and traits**

Visionary (2)

Stamina (4)

Connectedness (5)

Courage (1)

Ethical/trustworthy (3)

Emotional IQ (5)

Ability to be "on" 24/7

Accessible/open door

Balanced (6)

**Notes on Plenary Discussion:**

Be prepared to share your table's prioritized list of knowledge, skills, and values for an effective community college leader:

**Knowledge** (# of asterisk = # of checks on flip chart)

Understanding of vision

Planning/budget/finance\*\*\*\*\*

Prepared academically

Understand mission/history of college\*\*\*\*

Knowledge of academy

Knowing your county/Svc area/constituents\*\*\*\*\*

Knowledge of self. Well informed/read\*

Political/cultural context/org context\*\*\*\*

Global context

Terminologies of leadership

Lobby/advocacy

Media\*

Human nature

Enrollment and stud. Rev. theory

Org theory

State gov't/ all levels of gov't

Instructional theory

Fundraising

Diversity

Board/CEO relation

HR

Legal/union

Media

Technology

Fiscal/resources

Change Mgt.

Governance

Student Svcs and know who they are

Academics

Plan and Mgt.

**Skills** (# of asterisk = # of checks on flip chart)

Listening\*\*\*

Manage change

Communication} written, oral\*\*\*

Apl skills and motivation/team building/interpersonal\*\*\*

Empowering others

Risk taking  
Decision making  
Facilitator\*  
Sense of humor  
Intuition/insight  
Dealing with ambiguity  
Intellectual/smart  
Multi-tasking  
Political savvy/navigation – internal, external. “stating your case”  
Budgeting  
Planning strategically and set priorities\*\*\*  
Working with constituencies  
Ability to take unjust criticism  
Fundraising  
Delegation and collaboration and team bldg  
World view  
Humor  
Balance} mgt. of inst. , student needs  
Consensus bldg  
Flexibility  
Personal life balance  
Negotiator  
Follow thru  
Friend raiser  
Mediator/conflict res.  
Mentoring

**Values** (# of asterisk = # of checks on flip chart)  
Ethical\*\*\*\*\*/integrity\*\*\*/honesty\*\*\*\*\*/morals/respect  
Nurturing  
Diversity\*\*\*\*\*/inclusion  
Student centered\*  
Learning centered\*\*/learning environment  
Loyalty  
Trust  
Mission of coll.\*  
Creativity/thinking outside the box  
Valuing staff/students\*  
Match between personal/inst. Values  
Commitment to Svc  
Courage\*\*\*\*  
Passion for CC mission\*  
Passions  
Input from others  
Sharing information/resources, etc.  
Tolerance  
Credibility\*  
Commit to inst.  
Continuous improvement  
Vision for college  
Fair, open-minded  
Community advocate  
Challenge status quo  
Role Model – students, Admin, faculty  
Tenacity  
Emotional intell.

**Other notes:**

Tension {knowledge, pedestrian, high level

Tension- which level?

Difference?} leader, manager} what are these distractions?

## **Worksheet 2: Working Definition of Leadership Development**

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

A **working definition** for leadership development:

Table 1:

(definition and strategies)

A deliberate process of: 1) Identification (or self-identification) of leadership potential and interest, 2) Institutional and personal continuous development, 3) Evaluation (self, peer,...), 4) Opportunity to develop and practice skills, 5) Accept mistakes, 6) Mentoring, 7) Developing cross-functional skills, 8) Increasing scope or level of skills and responsibility, 9) Recognition of success

Table 2:

Definition: Establishing and maintaining opportunities, conditions and support systems for the ID, cultivation, encouragement and evaluation of people with leadership potential. SIDE NOTES ON CHART: Interpersonal skills, Communication, Gets the job done

Table 3:

A conscientious and systematic approach to identifying, cultivating, and facilitating the improvement of values, skills, knowledge, talents, and ambitions of those who show promise for managing and leading...

Table 4:

Merge effective leadership into context of society  
Continuing comprehensive process (formal/informal)  
Involves identifying potential leaders  
Involves self-assessment  
Facilitating opportunity for growth  
Commitment and marshal resources. Time-\$-people  
Based on recognized knowledge and skill sets and values  
Provides glue that holds things together (includes value) and wisdom  
Fosters innate sense of responsibility

Table 5:

Leadership dev. Is a long-term process providing experiences which allow people to assess, reflect, apply, and further enhancing knowledge and skills to become effective leaders.

Table 6:

All-inclusive process of identifying personnel and providing nurturing opportunities, both formal and informal, to develop or enhance their credentials, skills, and essential experiences to refine their leadership potential.

**Top priority strategies** for developing leaders:

Table 2:

ID and encourage emerging or existing leaders  
(S)Mentoring/coaching  
Opportunities to grow, "practice". Be creative  
(S)Follow up, on going process of enhancing leadership skills  
Allow opportunity to make mistakes and support staff, "failing forward", risk takers. Learn from mistakes.  
Leadership is an art and a science  
(S)Assessment of indiv. strengths and challenges  
(S)Professional dev. Opp., \$\$, reward-system support retraining, individualize prof. dev. Training.

Positively promote leadership positions and provide systemic support to get indiv. opportunities even outside their current position.  
(S)Peer support, reflection, networking.

Table 3: A continuing cycle that involves: A (providing development, experiences, skills, knowledge) which leads to B (give an opportunity to “practice” and stretch) which leads to C (reward) which leads to D (compassionate feedback) which leads to E (identify) which then leads to A, etc.

Table 4:

Mentoring (Nurturing innate sense of possibility)  
Provide constructive accountability (Meaningful evaluations)  
Expand horizons (Get out of comfort zone. “out of the silo” e.g. international, departments, committees, disciplines, cultures, communities (counties))  
Formal Education (e.g., leadership theory, org. dynamics)  
Peer Network support (Leadership cohorts)

Table 5:

Creating more opportunities  
Dev. Ind.  
Early identification of leaders  
Atmosphere/culture to self-identify and create opp. to be leaders  
Mentoring  
Leaders are resp. to dev. other leaders thought a variety of ways, projects, that don't rely on external \$  
\$ support of internships  
\$ support to cover jobs of intern. Students  
defending/supporting programs for i.e. Hispanic fellows  
legislation for fair/equitable hiring practices  
commitment to blending theory and practice  
long-term, never ending process  
look within and facilitate dev. within own cadre of people  
experiential – guided (internships, fellowships, cross-training)  
information and knowledge (build on \_)  
create culture of L.D.  
feedback  
L. development/L. training  
#'s problem with Latinos-fast growing pop.---increase #'s---early ID, encouragement support  
student services/academic side  
no place to go in institution- opps. not there

Table 6:

Mentoring  
Outside to institutional programs (workshops/seminars)  
Presenters w/ different styles  
Need to have – 1) commitment/resources, 2) access to information about a variety of programs and opportunities

### **Notes on Plenary Discussion**

#### **Definition:**

LD is an all inclusive process of identification of potential personnel; providing formal and in formal opportunities; nurturing (TLC); enhance credentials, skills and experiences to refine their leadership abilities

Mentoring\*

Assessment/eval/accountability

Opportunities and programs (int., ext.)/ practice\*/expand horizon

Identification-continuous/ self identify (culture that supports)

Peer support/networking

Theory/formal educ.

\$/org support

access to info

awareness

EI

Opps\*

Mentoring/coaching\*\*\*

Follow-up

Assmt./fdbk\*

Rewards\*

Peer support, networking\*

ID- cyclical

Practice formal ed

**Strategies:**

- Legislative domain
- Remember- identifying and recruiting leaders when you don't have what you need (e.g. Hispanics)
- Inclusiveness of LD rather than exclus.
- ID of appropriate ldrs- "FIT" w the inst.
- Stimulating staff aspirations
- Ldrshp not just moving up buy with in current positions
- Transition/conflict: mentor/mentee – colleagues. Support system needed

### **Worksheet 3 - Leadership Inventory of Underserved Areas Leadership Development Programs**

#### **What makes a leader effective in your institution?**

Table 1:

- 1) Service
- 2) Wear many hats
- 3) Understanding Inst. Culture
- 4) Willingness to take responsibility
- 5) Under a magnifying glass
- 6) Ability to balance internal/external (geo) hiring

Table 2:

Selective about issues/battles  
Humility- admit when wrong  
Understands institution, mission, vision  
Optimistic  
Good communicator- listening skills/mediator  
“got it” – exhibits exceptional qualities  
thinks and acts inclusively  
Relates well to a variety of audiences  
Ability to motivate- “challenge and support”  
Visibility/accessibility  
Respectfulness

Table 3:

Knowledgeable  
Committed  
Hard workers  
Visionaries  
Sell the vision to college, comm., and generate enthusiasm for it  
Confident  
Respected  
Credible/authentic  
Persistent  
Politically savvy

Table 4:

Understands culture (nuance, history, personality)  
Collaborative style (labor relations, rapport with staff and faculty)  
Empower others  
Respect and trust  
Participating in own professional development – culture of development  
“It’s the team” that makes the institution effective...empower  
deliver praise and feedback, “set bar high”  
pursue institutional excellence by promoting mission, planning, teaching, and learning

Table 5:

Consensus builder/team builder  
Visionary  
Ability to articulate the mission “understands the mission”  
Problem solver  
Risk taker  
Courage

Politically sensitive {external, internal  
Passion- "invested"  
Board sets the tone  
Develops relationships  
Effective communication skills

Table 6: (Note: Table 6 did not separate community and institution questions)

Collaboration  
Compromise  
Humility- not having all the answers  
Organizational courage  
Community factors  
Credibility  
Lead by example  
Don't just espouse theory  
Be up front and honest  
Visionary "ahead of the curve"  
Facilitates  
Show integrity  
Follow through  
Consensus builder  
Don't kill enthusiasm  
Can't be easier to criticize than praise  
Celebrate and reward the "positive" and plus's  
Massage the issue and work with group  
Figure out how to make it work  
Be able to make a stand in a diplomatic way  
Maintain relationships  
Give "informed" no's (self and others)

### **What makes a CC leader effective in your community?**

Table 1:

- 1) Understanding state system
- 2) Respecting experience within comm.
- 3) Being creative about finding "voice" in comm.

Table 2:

Knowledgeable re: comm needs and issues  
Understanding role of CC in community and bus. and Indus.  
Responsiveness, willingness to play comm. support role  
Knowing how to best serve comm..  
Indispensable to comm.  
Be a regular person  
Fostering relationships with other colleges  
Expanding H.E. opps.  
Understand constituency needs/issues/processes. – state/tribal govt.  
Visibility

Table 3:

Extensive involvement (Chambers, boards, businesses, social, funerals, etc.)  
Awareness  
"fish bowl"- authentic, real to community  
ability to develop partnerships and collaborations  
Appear positive and present positive image. Present challenges positively  
Longevity in community

Timing- know when to and when not to  
Able to make a good 1<sup>st</sup> impression

Table 4:

Participates in community affairs (boards, volunteer)  
Engenders community interest in the CC (presidents council – external members)  
“Walks the tightrope” (community priorities, race relations, housing)  
Strategic plan for community/ies (understands the community for program planning)  
Knows power structure in the community (garner support, eliminate opposition)  
Has to be able to say “No” to communities  
Know/ consider community demographics  
Develop friendships/networks

Table 5:

Visible  
Makes/creates opportunities for the board to be informed.  
Extraordinary  
Engaged in community orgs  
Positive role model at all times  
Can articulate the mission/vision of the CC to the community  
Build relationships  
Engage the community in the college  
Maintain internal/external balance

### **What challenges do you face in growing your own, recruiting, and retaining leaders?**

Table 1:

Attracting experienced leaders from “outside”  
“inside” provincialism  
lack of \$ to support prof. development (replacements for sabbaticals, e.g.)  
lack of minority leadership  
lack of administrative depth  
lack of opportunity for “promotion” within our colleges  
internal resistance to hiring “outsiders”

Table 2:

Recruiting: 1) restrictions on pool due to local conditions/issues/needs. Exs: culture/language/ethnicity/pop. Size/diversity/amenities, 2) Org. climate/politics, 3) Compensation, 4) Passion to make a difference, 5) Change agent but effective given local retaining situation, 6) Stress to open benefits of comm. Life, 7) Make case for a cliff event type of reward sys.- you are needed! 8) Probi resistance to change.

Table 3:

Continued credentialing  
Balance, - personal, home, community college  
Diversity- representative of student body, community  
Exposure to other higher ed systems  
Pay scale- some locations  
Physical characteristics of some communities to get people to move there  
Loss of tenure, job security- some comm.  
Time commitment- admin. (leaders) work many hours  
Cost of professional dev. and lack of availability of resources

Table 4:

Community economics (high cost of living)

Shortages in the profession/high demand (nursing)  
High attrition  
Cultural limitations, determinants (increase “position”- leave community of friends, dept., social status (Appalachian culture)  
Perceived risks/costs of upward mobility  
Find minority applicants  
Climate/community (weather immigrant populations)  
No convenient graduate program close by  
Access to affordable leadership programs  
“Community college” status  
Leadership working conditions  
Funds – professional develop. \$4.27/hrs.  
Fewer men interested (Minority males)

Table 5:

Some people don't want to move forward. They are comfortable where they are  
Finding appropriate positions/opps. for people who may have special leadership challenges  
Recognition/reward  
Hiring procedures/practices  
Organizational structure  
Organizational culture  
Salaries, benefits  
Unions  
Remoteness of the area  
Recruiting and retaining people of color  
Fiscal resources

Table 6:

Being the “standard bearer” for everybody's culture  
Varied roles inside the “community”  
The demographics of the community- how to interpret situations  
Find people for the community. (convince)  
Commitment to diversity in recruitment and retaining on all levels (on the part of the school and community)  
Dealing with controversy and relate issues  
Differentiate individual and systemic controversy  
To recognize someone's race does not make you a racist  
Avoid stereotype

### **What other challenges do you have in developing leaders?**

Table 2:

Instituting reward sys. That transcends monetary rewards systems- find new ways to value people.  
Longevity  
Opening comm. perception to “fit” and diversity. – act as change agent. Avoid limiting pools.

#### **Report:**

Be prepared to share:

- *A Summary list of your table's most significant insights on: 1) effective leadership in your institutions and communities; 2) challenges in developing, recruiting, and retaining leaders*

#### **Notes on Plenary Discussion:**

**Worksheet 4: Building a National Framework Together**

National Framework Questions

*Guiding Principles:* in this opening planning stage, we have developed three guiding principles – comprehensiveness, real choices, and usefulness – around which to build this national framework for leadership development (see National Framework image). Please advise us in answering the questions linked to these three principles.

*Reactions:*

What are your reactions, in general, to the idea of creating a national framework?

Table 1:

1. Need a national clearinghouse for leadership programs. (AACC)
2. Identify/develop skill modules and where they are available to prospects.
3. More graduate emphasis on the “practical” aspects of leadership
4. Leadership mentoring program where every president identifies and mentors 2 emerging leaders in nationally coordinated program.
5. Job exchanges to escape provincialism
6. Alternative “licensure” to PhD.
7. Loan forgiveness ala Americorps

Table 2:

1. Incorporate rural college into the “big picture” = higher ed.
2. Have detailed discussion on rural CC’s as leadership topic.
3. Enhancing the image and benefits of smaller campuses and offerings
4. Develop a resource or output for rural CC’s operations/existence. Educate ed. community on the rural CC.
5. Increase visibility of rural CC’s via outreach and recruitment into AACC for example
6. Encourage existing mentors to reach out to potential rural CC’s, leaders
7. Information dissemination!
8. Add on regionalized CC leadership component
9. How to de-institutionalize campuses to create a comprehensive feel? Common ground
10. Include the history of rural CC’s with the “comprehensive” CC via case studies, etc.
11. Develop a cadre of CC leaders that are representative of a national framework.
12. Accessible, affordable, include distance learning as well as face to face interaction.

Table 3:

2 components- administrative & academic (finish PhD). Partnerships and collaborations with other leadership programs. On line components- regional and national

Consist of various tracks to provide flexibility and choice offered at difference levels, i.e.

	Track 1	Track 2	Track 3
Level 1			
Level 2			
Level 3			

Outcome based- assess institutional & individual. Participation will include certificate of completion (documentation of participation) - CEU or credit, Longitudinal assessment, Portfolios, cohorts

Table 4:

A tool for self-assessment, self-identification, identification of potential leaders

Multiple entry points

Marketing campaign- Imp. of CC. Imp of CC leader (part of accreditation criteria?, best practices)

What is leadership from AACC?

Teaching certificates; adult learning cert.  
University specialized programs/classes. More of these  
Coordination of resources  
Increase of CC image- has to be respected  
Information gathering mechanism  
Go somewhere for guidance where the would “fit”  
Treat “pipeline” special  
Commitment to it throughout the ranks  
Internships (in-house)  
Pay for \_ tuition  
Career paths  
Credit for practical skills  
Expand view of qualified candidates  
Adjuncts to university programs

Table 5:

1. collect data on KSV's, Affirm the need, Find list of providers and partners
  2. Develop comprehensive framework. Based on KSV.
  3. Invite people to participate - Effective utilization of stake holders – State assoc./ACCT/etc.
  4. Disseminate, disseminate, disseminate
  5. Encourage common pricing
- AACC as umbrella organization.

Table 6:

Mushing – Framework

- AACC council representation. Bring the councils together periodically
- Begin at an early age. Particularly in regard to prejudice and inclination toward leadership
- Destigmatize leadership
- Dialogue with emerging leaders with their differences
- Organizational clearinghouse to provide factual info, monitor, and debunk
- Database with opportunities and best practices.

Framework “photos”

- Visible, designated training taking leadership training to the people
- Web page (Resume bank, CC focused research, Job bank, Interactive and message board)
- Increased awareness program
- Encourage mentoring by using the “gifts” of the “retired”
- Monitor existing laws and policies with intent of making a national Framework built on small group “roundtables” at AACC conventions.
- Study mesh work or partnerships with initiatives (national, state, regional, houses of commerce)

### **Notes on Plenary Discussion**

Framework:

Small roundtables (AACC), going to rural/tribal campuses for inclusivity

Will require-\$- presidents must invest

AACC going out into the field outside the CC sector in exploring new frameworks

Host summit like this on campus on same issues- espec. Rural/tribal etc.\*\*

Bring ldrs/fellows from variety of campuses to rural/tribal

Title – next phase - “Forward Momentum” (ldg forward), States, Rural, etc.