



**AACC Leadership Summit of Underserved Areas
Web Summary
March 26, 2004**

A summary of the fourth **Leading Forward** Leadership Summit was published in the April 9 issue of the *Community College Times*. It can be viewed at www.aacc.nche.edu by following the hot topics link to leadership issues. A more detailed account of the eight-hour meeting in Washington, D.C. follows.

A. WELCOME and explanation of Leading Forward

“We really appreciate your help and advice as we work on an ambitious leadership agenda,” AACC CEO George Boggs told the 32 participants attending the Summit on Leadership in Underserved Areas.

In his introductory remarks, Boggs referred to studies that report that 45 percent of community college presidents will retire in the next five years, and 79 percent will retire in 10 years.

Leading Forward is an initiative funded with a two-year planning grant from the W.K. Kellogg Foundation. The impetus for the grant was the March 2001 AACC Leadership Summit. A summary of the goals and strategies that came out of this meeting, including identification of the characteristics of effective community college leaders, can be viewed at its aacc.nche.edu. Other activities sparked by this first Leadership Summit include AACC’s Future Leaders Institute.

This **Leading Forward** summit at the Loew’s L’Enfant Plaza Hotel in Washington, D.C., was actually the fourth **Leading Forward** summit since November 2003. The people participating in this meeting were from colleges with particular needs due to the geographic location of their institutions. The previous summits on community college leadership development were with representatives of AACC’s Affiliated Councils; Grow-Your-Own programs developed by state, regional organizations and individual community colleges; and university-based graduate schools.

Boggs noted the unique leadership requirements for those working in the community colleges designated as underserved. For purposes of this conference, underserved colleges were defined as either Tribal, small and rural, or large and urban.

“I hope to get some great advice from all of you,” Boggs said to the summit participants before turning the meeting over to Lynn Barnett, vice president of academic, student and community development at AACC.

Barnett explained AACC’s plan to get consensus “from as many viewpoints as possible” on how best to proceed with a national effort that will help develop effective community college leaders.

“We designed the fourth summit not to hear from programs per se but from people who have particular challenges,” she said. She said AACC is sensitive to the

isolation leaders in rural colleges and tribal colleges sometimes feel. “The areas you represent have special challenges that we would like to represent,” she said.

In response to comments from participants at one of the previous summits, she explained that Leading Forward’s desire for input on a “national framework” is an overarching phrase to capture intended national impact of an initiative that has yet to be defined. “It does not mean that we have presupposed anything,” she said, stressing the association’s desire to reach “shared agreement” on an action plan for leadership development based on the input from the four summits and other resources.

Barnett then introduced Steve Brigham, chief operating officer of AmericaSpeaks, and the facilitator of the **Leading Forward** summits. Brigham provided guidelines for the participants’ small group discussions. He asked the participants to work with others at their tables to develop answers to several questions, and then report the priority responses reached by consensus to the entire group during plenary sessions.

Brigham stressed the importance of the small group conversations and their power to provide “a critical piece” of information for addressing the leadership challenges facing U.S. community colleges. The day’s conversations, he said, have the potential to affect “the future of the community college sector and the future of this country in a very important way.”

At Brigham’s direction, the participants introduced themselves and identified their college or organization to the large group. The small group discussions then began with an “ice breaker.” During this opening discussion participants shared leadership strategies they have used and found effective. A selection of these recommended strategies can be viewed at www.cclleadership.org.

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

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

- Knowledge of the vision of one’s institution
- Knowledge of planning and budgets including funding sources
- Knowledge of academic affairs and credentialing
- Knowledge of student services and development, including enrollment procedures
- Knowledge of the history and mission of community colleges
- Knowledge of the academy
- Knowledge of the culture of the college and the community
- Knowledge of the college’s community including understanding of demographics, and familiarity with community groups and industry within the college’s service area
- Knowledge of human nature and how to foster good human relations
- Knowledge of labor relations and contract negotiations
- Knowledge of legal issues
- Knowledge of one’s self
- Knowledge of change theory
- Knowledge of the media
- Knowledge of the faculty
- Knowledge of governance
- Knowledge of the political environment
- Knowledge of good organization skills

Knowledge of community service
Knowledge of organizational theory
Knowledge of state issues, governmental systems and practices
Knowledge of instruction and delivery methods
Knowledge of technology
Knowledge of the world as a well-read, well-informed person
Knowledge of fundraising
Knowledge of how to build an effective relationship between the board and ceo

After hearing from each group, Steve Brigham pointed out that the types of knowledge listed most often as priorities by groups are:

Knowledge of fiscal issues and budgeting
Knowledge of the community in the college's service area
Knowledge of the political culture
Knowledge of legal considerations
Self Knowledge
Knowledge of the media
Knowledge of governance
Knowledge of labor union

The pattern he said he noticed from the groups' lists is that some knowledge is global and requires a depth of knowledge, while other types of knowledge do not require encyclopedic understanding. For instance an effective president does not need to know every aspect of higher education law, but she or he does need to know what questions to ask the college's legal counsel and when to ask them.

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

Political savvy that enables one to navigate the political arena externally from the college and internally within the college
The ability to manage change
Communication skills including listening actively, writing well, speaking in a way that clearly articulates what one means and a good memory for names
The ability to influence and to motivate people
Adaptability and flexibility
Decisiveness and a willingness to take risks
Team-building
Facilitating that builds consensus
Intellectually smart
The ability to multi-task
Budget management
The ability to work with multiple constituencies
Strategic thinking that sets priorities and anticipates reactions
Endurance when unjustly criticized
Fundraising skills including how to raise money and otherwise marshal the resources to run college
Interpersonal or people skills

Delegation of authority, which requires knowing the skills of one's team and trusting them
A willingness to collaborate
An accurate world view
A sense of humor
A clear vision of one's institution and its potential
Management that balances institutional needs with student needs
The ability to choose management styles that are appropriate for particular contexts
Balance with one's personal life, or the understanding to know that if one doesn't balance his or her life they will not have a personal life
Discipline to follow projects through to completion
A friend raiser as well as fund raiser
A mediator with good conflict resolution skills

One group summed up the skills necessary to be an effective community college leader as "don't be clueless and don't be boring."

On a more serious note, Steve Brigham identified the commonalities among the groups' responses as:

Communication skills, especially listening
People skills
Political savvy
Strategic planning, particularly setting priorities
Facilitating
Fundraising
Delegation and the ability to collaborate
Personal life balance

When Brigham asked for comments on these lists of high-priority skills, one participant identified the "ability to empower others" as missing. Another person suggested that "mentoring" be added.

Another person noted that a quality not mentioned but implied by many of the skills listed is "intuitiveness." The speaker noted that this is something that cannot be taught.

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

Placed a high value on their students and staff
Learning and students as their central concern
Loyalty
Talents and traits like courage, ethics, trustworthiness, stamina, emotional IQ, a balance with one's external life and within spiritually
Personal values including honesty, integrity, fairness and trust
Institutional values that include the community college mission for inclusion, diversity, and prize the creativity and passion of the community college staff
Matched their talents in a complimentary way with the institution
An appreciation of integrity, diversity, and ethics
A willing commitment to public service
Courage

Passion for the community college mission
Openness to input from others
Credibility
Commitment to the institution
Esteem for learning and seek to maximize the learning environment
Desire to continuously improve
Good ethical and moral sensibilities
A combination of integrity and ethical principles as well as exemplary people skills
An appreciation for diversity in the community and among the college's staff, students
A vision for his or her community college and a vision for other things that will move
the institution to a higher level
Respect
Fairness and open-mindedness
Community advocacy

The group that suggested community advocacy described it as occurring when someone willingly steps "up to the plate" as a leader. These leaders get involved in community activities not just for the public relations value, but to empathize and understand student and personnel issues, the group's spokesperson explained.

In suggesting courage, one of the groups declared it to be of paramount importance because a community college leader is "often alone and needs to make a stand."

A person whose professional field is early childhood education said that in many ways, developing good leaders involves the cultivation of behaviors taught to preschoolers. She identified these skills as "sharing, taking turns, listening, keeping your hands to yourself, and tolerance."

Looking for consensus among the groups' priorities, Steve Brigham pointed out the following as the most-often cited values:

Ethics
Integrity
Honesty
Diversity and inclusion
Courage
Learning-centered
Student-centered
Valuing staff and students
Commitment to the mission of the college and the community college mission, in general
Commitment to continuous improvement

The wrap-up discussion of key knowledge, skills and values began with the observation that in underserved areas, if the community college president does not have ethics and integrity his or her leadership will come to a standstill. "It's a fish bowl; you cannot hide," the speaker said, referring to the small communities where rural and tribal colleges are located.

Another person said courage is especially important in underserved areas because leaders often have to challenge the status quo, which means they are contending with people who are not accustomed to dealing with change.

It is important for community college leaders, especially those coming from four-year institutions or business, to know the history of community colleges and the reasons for their commitment to accessibility, one woman said.

Passion in general, is important, another woman suggested. “It’s what drives you, what makes you committed to education. It’s missing from a lot of presidents,” she said. “If you are not driven by these (qualities), are you driven by evil?” she asked. Steve Brigham suggested that passion could be linked to sustainability.

One man pointed out that some of values are extremely difficult to connect to daily practices but that people recognize the absence of integrity and ethics. Another person added that wrong behaviors are apparent. “If it doesn’t smell good, don’t do it,” he said.

Even for administrators who eschew community leadership, are role models for their students and others, one woman said. She said this especially true for Native American Indians and other minorities. “There are so few of us in these positions that whether you want to be or not, we are role models,” she said.

The difference between effective managers and good leaders is an interesting distinction, one rural college president said. “In institutions like ours – small, rural and underserved -- we need leaders,” he said. Another person noted that tenacity is very important, too.

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

Following the Plenary Session on Worksheet #1, Steve Brigham asked the groups to answer two questions: What is leadership development? What are the most effective ways for developing leaders? The groups were given about 30 minutes to discuss their responses and reach consensus on the answers that they shared with the large group.

What is leadership development?

Leadership development is an all-inclusive process of identifying personnel and providing nurturing opportunities – both formal and informal – to develop or enhance their credentials, skills and building essential experiences to refine their leadership potential.

Leadership development is a long-term process of providing experiences which allow people to assess, reflect, apply and further enhance the knowledge and skills to become effective leaders.

Leadership development:

- Merges effective leadership into the context of society (at once encouraging people to be leaders and sometimes alienating them from their peers);
- Is a continuous, comprehensive, proactive process;
- Is both formal and informal;
- Involves commitment to identify potential leaders;
- Requires commitment to marshal resources, including time, money and people;
- Should be based on recognized knowledge skills sets and values;

- Provides the glue that holds things together (including knowledge and wisdom leader one able to provide wisdom;
- Fosters an innate sense of responsibility.

Leadership development is a conscientious and systematic approach to identify, cultivate, and facilitate the improvement of values, skills, knowledge, talents and ambitions of those who show promise for managing and leading.

Leadership development involves establishing and maintaining opportunities, conditions and support systems for the identification, encouragement and cultivation of people with leadership potential.

Leadership development is a deliberate and continuous process of identifying and evaluating individuals with leadership potential.

The common threads, identified by Steve Brigham, in the definitions of leadership development are that it:

- Is a continuous and comprehensive process of identifying, evaluating and supporting potential leaders
- Is formal and informal
- Involves practice or experience
- Requires a conscious, planned effort
- Utilizes opportunities

Brigham told the plenary session that he noticed more commonality among the six definitions shared by the groups at this summit than at the previous three summits.

What are the most effective ways of developing leaders?

The top strategies identified for developing leaders were:

Self-awareness

Opportunities

Mentoring, coaching and follow-up as an ongoing process of enhancing skills

Emotional intelligence

Assessment of an individual's skills

Method of rewards to take advantage of leadership opportunities

Peer support

Positive promotion or marketing of leadership positions with systemic support that gives opportunities for people to improve within their current positions as well as advance by moving up

Opportunities to practice leadership skills

Compassionate feedback

Continuous process of potential leaders

Nurturance of peoples' innate sense of possibilities

Expanding people's horizons with international experiences or staff exchanges with other departments within the college or other cultures

Academic seminars that include reading on leadership development and organizational theory

Peer network support

A culture that encourages self-identification

Opportunities once an individual has identified himself or herself as potential leader
Combining theory and practice
Money to support internships, including money for the staff person to go away and the institution to pay for someone to cover their responsibilities while they are gone
Support for emerging leaders in ways that deliberately create opportunities for people to test their leadership skills
Outside institutional programs for professional development
On-site, on-campus presenters of leadership development programs
Commitment of resources
Access to information about potential leadership training programs

One group diagramed what they would like to be considered a model for leadership development. The circle in their diagram begins at the top with **identifying potential leaders**, it moves in a counterclockwise direction to **provide with opportunities to learn knowledge, skills and values** then leads to **opportunities to practice those things** followed by **compassionate feedback** which leads to back to **identifying potential leaders** as those new leaders are encouraged to suggest other potential leaders.

Steve Brigham noted that the most often repeated strategies among the groups' responses were:

Mentoring
Assessment, evaluation
Accountability
Opportunities both internal and external to practice and expand one's horizons
Identification of leaders
Self-identification of leaders
Peer support networking
Learning organizational theory and getting formal education, as needed
Resource allocation

In the discussion that followed the small group reports, one person pointed out that some states, like California, have legislation that sets guidelines for fair and equitable hiring practices that could affect leadership development process.

A man, who said his organization has leadership development programs, said it is possible to come up with ways to develop leadership skills with people when you have them, but you also have make sure you have strategies to get people in the program. "You can have a great leadership program but if you have no one ready to do it" then it will fail, he cautioned. He said there is a "need to develop a conduit" to the leadership development program. He said the essential question is, "How do you employ strategies to make sure you have the people?"

Someone else added that none of the strategies mentioned considered the identification of potential leaders from unlikely sources on and off campus. "This thing needs to be inclusive," he advised.

A woman then spoke up to say that the identification of "appropriate leaders" who fit institutions may exclude some people. "We tend to just clone ourselves. I'm not sure that's what we need to be doing," she said. She suggested identifying potential leaders earlier in their careers.

This prompted another participant to point out that community colleges are good at stimulating students' aspirations, but sometimes overlook staff members who may have the same limitations that students share but are given support to overcome. "I think there has to be an inspirational dimension that awakens people to their own possibilities" he said.

There was then a discussion of what happens when a new leader receives a promotion or in some other way surpasses his or her mentor. When the mentee is promoted to an equal post or what that is better than the mentor's it can create tension, one speaker said. Several other participants nodded in agreement. But then it was pointed out that mentors should always be trying to help a mentee surpass them

D. Worksheet #3: Unique challenges of leadership development in Underserved Areas

The afternoon portion of the summit began with questions for the small groups that were different from the previous summits. These questions were intended to provide information to **Leading Forward** about the unique challenges faced by tribal, small and rural, and urban institutions.

Steve Brigham asked the participants to consider: **What makes a leader effective in your institution? What makes a community college leader effective in your community? What challenges do you face in growing your own, recruiting, and retaining leaders? What other challenges do you have in developing leaders?**

After discussing their responses for 45 minutes, Steve Brigham asked the summit participants to share their groups' most significant insights on effective leadership in their institutions and the most significant challenges they face in developing, recruiting and retaining leaders.

He summarized saying, "So what are the things unique to your geography or who you are serving that create challenges in recruiting, growing and developing leaders?"

One woman said she loses a lot of good talent because people are resistant to change.

Another person said that life on an island or in a place where rains 15 feet a year is, which is the situation for two of the college administrators at the meeting, is not attractive to many people.

A person from a rural college pointed out that his institution in a town of 6,000 people cannot attract single people or minorities because there is "no dating pool."

Many participants responded affirmatively to the experience of another small, rural college president who noted that with limited opportunities to promote people internally, there is a lot of tension when an outsider is hired because the institution needs "fresh blood." Often the outsider and the person who has hired the outsider cannot get past the resistance they encounter among the veteran staffers and even their relatives.

Many participants also nodded in agreement that with lean budgets it is hard to fill positions because the college cannot compete with salaries offered elsewhere.

One woman pointed out that whether a college or an administrator can "truly grow your own" leaders can depend on contract language and other union activities.

Another person suggested that community colleges' focus on teaching rather than research sometimes give people the impression that work at community colleges is "less serious" or of a lower status than university employment. In these instances, status can be a hurdle.

Several presidents of rural community colleges made the point that there is a direct connection between the size of an institution and its community. Their rule of thumb is that the smaller the institution, the more it is influenced by the local culture, politics and history. This combination of culture, politics and history effects hiring decisions in inverse proportion to the size of the institutions. At small institutions, these factors have enormous influence on hiring choices. In larger, more diverse communities, college staff members are more willing to accept new employees from outside the area, according to the presidents who shared their experiences.

This perception, however, was challenged by another college administrator who said that he has recently wondered whether his college's difficulty attracting minority candidates was because he had not done enough to recruit minorities. Referring to the earlier point that administrators say the local climate is not friendly to minorities, he questioned, "Am I saying that is true because it's true or because I haven't done enough to recruit minorities to my town?" He wondered aloud whether he is getting fewer minority applications because candidates can look at his college's website and size up that there are few minority students or staff members.

To this, a young black woman responded that institutions that "aren't even sensitive enough to give me an illusion" of diversity on a website are unlikely to attract minority applicants.

Another woman responded that if the organizational culture is not friendly to people of color, it does not matter what pictures on a website show. If the reality is that "if you aren't from family of original farmers or ranchers" you will not be accepted then minorities and other non-natives to the area leave. Someone suggested that exit interviews could provide information about why people leave an institution.

A woman who spoke previously said there is an ongoing question about whether enough is being done to recruit minorities. "Many minorities want jobs, but they aren't hearing about jobs or otherwise getting information," she said, adding, "It goes back to the courage of the CEOs."

This drew a quick response from a black man who hires for an urban college. He said that even in his large, Northern city he "struggles with finding qualified minorities." He said his college, because of its location and large minority student population, faces enormous pressure to hire minority candidates. Unfortunately, he said, he often cannot find people with the necessary qualifications. He said he thinks they are "not in the pipeline."

A person familiar with a graduate school program that has a large minority enrollment insisted they are in the pipeline but later acknowledged that outreach efforts between the university program and potential employers could be improved.

Another speaker said there is "discouragement in some places" when diversity is to the key criteria in hiring decisions.

A person familiar with tribal college presidential searches noted that, "It's hard to find someone who knows both worlds" referring to requirement for fluency in tribal language and customs and mainstream higher education practices

One man noted the perhaps the "greater problem with growing own talent is you have the potential to make your institution more provincial."

Another person said that just motivating people to take leadership positions can be difficult. In the service area of his college, for instance, just one percent of the population has an advanced degree. For people in this environment to pursue graduate school studies

or other advanced training they have to take a huge leap – philosophically and physically – from the mainstream community.

A woman added that many small community colleges, tribal colleges, have reached out and brought people in. These recruits frequently need to get credentialed, but they already have enormous demands on their time. This expectation to do a graduate program adds stress, she said. To this is added the sense of isolation that can occur when someone who has been part of the institution is promoted to run it. She said another issue for these people is a question of their effectiveness when they have had limited experience elsewhere. “How do you expose them to other systems?” she asked.

A man observed that upwardly mobile people can suffer stinging criticism from their peers and the community at large. “You don’t want to get above your raisin’,” he said quoting a local vernacular familiar to him.

A number of people commented on the “pioneer spirit” that has to accompany aspirations of leadership. In some parts of the country, one person noted, encouraging people to be leaders involves asking them to separate themselves from their culture.

A man suggested that community colleges address this challenge by having more conversations with universities. Community college leadership programs or executive training programs need something to increase the number of people moving up. “They need to get the academy to move,” he said.

One woman noted that recruiting people to work at community colleges where it is “very expensive to live” is difficult. This challenge is coupled with shortages in certain professions. She asked whether other people had noticed that fewer men were working in community colleges.

In response to the earlier comments about the university program with a large number of minority students, a man said he is familiar with the program and knows it is excellent. But, he said, university programs need to be “bidirectional.” He suggested graduate programs in urban environments invite people from rural colleges to speak at their career program so they can talk about the positive aspects of rural life. He suggested bus trips to rural colleges would let people “see what life is like” he said, adding “some people may have a change of heart.”

Another person pointed out that some leadership jobs end up having very short durations. They are obviously so risky, people shy away from them, this person observed.

The discussion ended with one participant asking, “How do we manage cost of leadership development and lack of resources?”

Steve Brigham closed the discussion at this point because of time constraints, noting it had surfaced many challenges and made it possible for some participants to make new connections.

E. Worksheet #4: National Framework Questions

Before beginning work on the fourth and final question of the day, one participant asked to make a point about the previous discussion. He said one of the challenges of being an effective community college leader, particularly a college chief executive officer, is having an informed board comprised of people who understand what constitutes good higher education policies. So, he noted that a challenge not mentioned during the day, is developing effective college boards.

Steve Brigham explained that AACC's goals for the **Leading Forward** initiative include development of a mechanism to address community colleges' leadership challenges. In its planning grant application to the Kellogg Foundation, AACC referred to this as a National Framework. But what exactly the National Framework will be remains fairly ambiguous, Brigham explained, so that the suggestions from the stakeholders who have attended the summits and others can influence its construction. "We want your thinking to think it through," Brigham said.

Among the questions **Leading Forward** has addressed with the inventory of leadership development programs compiled from information submitted by the summit participants are: Who are providers of leadership development? Who are the users of leadership development activities? How is leadership development being delivered? This inventory can be viewed at www.cceadership.org.

As yet unresolved is how **Leading Forward** and AACC can, at the national level, help address community colleges' leadership challenges. Those at AACC working on **Leading Forward** are guided by the goals that the National Framework will be comprehensive, that it will offer real choices and that it will be useful. Brigham then asked the groups to consider:

- 1) How do we make sure this is a comprehensive approach at a national level?
- 2) How do we help people make real choices and distinctions?
- 3) How do we make sure whatever framework is put together is useful to institutions like yours or others?

He also asked people to share their reactions to the idea of creating a National Framework. He advised the groups they would be expected to share their ideas for addressing these questions.

Plenary Session.

During the Plenary Session the following suggestions were made:

Comprehensiveness: How do we ensure comprehensiveness?

- Offer administrative components and academic components to help people finish their doctorates
- Partner with existing programs by having universities do some parts.
- Keep it accessible by offering leadership development online, holding regional or state level meetings and a national component on topics that need to be covered
- Make leadership development attractive to people at various levels, on various tracks. People need knowledge, skills and values at all levels but the extent to which they need these items may vary depending on what level they are working on or to which they aspire. So the framework needs tracks as well as levels.

It was suggested that a comprehensive framework would be based on knowledge skills and values. From a career lattice perspective it would sell the profession and show how knowledge, skills, and values fit in.

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

- Create a national clearinghouse of leadership programs.
- Provide factual information to monitor and debunk information about programs
- Promote increased awareness of leadership programs
- Create a database of best practices that is real with tangible details so potential users can practically “smell and touch” what is to be taught.
- Establish common pricing to make programs consistent and financially accessible
- Grant graduate school credit for practical skills that would help people get started on doctorates
- It has to deliver, so there is a need for assessment. These assessments should be short and longitudinal.
- List providers and potential partners with an evaluation of what the various programs are providing.
- Identify the skill modules that are located at institutions so they can be accessed by short-term learning or on-line. For instance if someone needs information on union work, he or she could contact institutions that offer these courses.
- Highlight the practical aspects of leadership provided by programs.
- Encourage graduate schools to emphasize practical aspects of community college leadership in their programs.
- Recognize PhD programs but develop the legitimacy of other paths to leadership.

Usefulness: How do we make sure this is useful to individuals? Institutions? Employers?

- To motivate people there needs to be some sort of credential, credit or certificate. This would help colleges justify the expense of funding leadership development it would also give people something for the extra effort.
- Incorporate rural colleges into the “big picture” of higher education
- Create a marketing campaign to enhance the images and benefits of smaller colleges. Put a community college ad in the first half of the Super Bowl.
- Develop a resource on rural community colleges
- Encourage mentors to reach out to community colleges
- Include the history of community colleges in the curriculum via case studies that use community college scenarios
- Pay attention to what rural and other underserved community colleges need
- Monitor existing laws with the intent of making a national framework --- study mesh work with initiatives
- Develop a cadre of community college leaders who are representative of a national framework
- Show diversity throughout framework
- Make the framework accessible, affordable and include online component
- Provide tools for self-assessment and self-identification as well as tool set for individuals to help others identify potential leaders and put them on track for leadership.
- Help colleges develop succession plans
- Provide scholarships and other steps or incentives in college pay scales that treat pipeline people differently
- Make a commitment to leadership throughout the ranks
- Offer internships in-house or share resources with other colleges

- Recognize what skill sets are
- Help non-traditional community college people into community college leadership
- Have community college leaders serve as adjuncts to university leadership programs.
- Provide data on knowledge, skills and values and what it means to be leader
- Keep these activities ongoing
- Disseminate information about the effort as much as possible
- Make AACC Umbrella organization for people to use and include all stakeholders including states and trustee organizations
- Expand AACC council representation so that the council that consistently deals with rural colleges' issues is active
- Look for leaders early in their careers, work with people to think about their leadership potential. Do cross generational activities, even bringing kids onto campus for leadership activities.
- De-stigmatize leadership
- Foster dialog with emerging leaders
- Take leadership to people
- Create a database of leaders with resume bank
- Utilize interactive message boards
- Encourage mentoring by using the gifts of the retired college administrators. Involve retirees' as mentors or program leaders. "Don't let them go."
- Ask every community college president to mentor two people and bring the people they mentor to AACC annual convention for pre-session workshops.
- Get around provincialism by swapping administrators with geographically-different community colleges for up to a year.
- Forgive education loans if people go to work in rural community colleges.
- Invite all people to participate using AACC as an umbrella organization for people to come in and play.
- Utilize all stakeholders out there –states, trustee organizations
- Make the initiative real so people can take it back to their home institutions and use it there.

Steve Brigham wrapped up the reports from the small groups by saying that the summit participants had provided “interesting, specific possibilities” for ***Leading Forward*** to pursue. He also noted that the age, race, and gender diversity of this summit's participants were reflected in the multiplicity of responses during the day's discussions.

Brigham then asked the group if they had any other comments to share before filling out their evaluations and leaving.

One person encouraged AACC to do more outreach with other groups including attending other groups' conferences.

Another suggested that AACC take future leadership meetings out into the field and meet with others, like state programs and regents, who are looking at leadership development. This person would like AACC to promote a vehicle for everyone involved to talk, not just about courses, but about an overall plan for leadership development.

The idea of going into the field prompted a follow-up response from a person who would like AACC to bring leadership programs directly to community college campuses. This speaker noted that on a rotating basis Iowa's community colleges host the state's leadership development program, and that it works well. At the very least, this speaker

would like AACC to offer programs at different regional locations to cut down on the time and expense of traveling to leadership programs.

Someone else pointed out that truly developing leaders is going to take resources. “Money has got to be set aside,” this person said of the need to make a dedicated effort to prepare people to become good leaders.

The summit ended when someone said they hoped *Leading Forward* would lead to “forward momentum.”