



**Leadership Summit of University-Based Leadership Development Programs
American Association of Community Colleges
March 16, 2004
Washington, DC**

SUMMARY OF FLIPCHART RESPONSES

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:

Organizational/Theory Dynamics
Leadership Theory Dynamics
Strategy/Tactics
Culture/environment/assessment
Motivational Theories
How to create wealth
Community college History

Table 2:

Qualifiers: 1) Leadership (Pres. Level, others?), 2) Definition of knowledge/skills? 3) Good knowledge and bad knowledge? 4) Implication that knowledge drives skills?
Human Relations, Psychology, Politics, Statistics, Ethnography, Ethics, Intellectual curiosity,
Emotional knowledge, Physical knowledge
More than external, but degree, subjective, depth?

Table 3:

Leadership applied, contextualized to community colleges
Understanding of community constituencies (internal and external) – students, employers, faculty
Working knowledge of legal issues
Financial management
History of community colleges
Unique mission
How community colleges fit within K- and ed system
Effective use of data “culture of evidence”
Public policy making process
Understanding of students
Academic practitioner (connected to scholarship, associated with graduate ed institutions)
Organizations – dev/beh/change

Table 4:

CC culture and higher ed (culture, history, philosophy)
Students (background, history, differences)
Law and policy
Policy (local, state, and federal)
Fundraising – grantwriting
Fiscal policy

Organization theory
Delegation
Management

Table 5:

Political – legal – state, local, nationally
Knowledge of economic trends – global/local
Accountability
Self-assessment for decision-making
Planning – strategic
Knowledge of communities
Collective bargaining
Emotional intelligence
Board Relations
Handling adversity/conflict
Conflict resolution
Entrepreneurship
Knowledge of higher ed and community colleges

Table 6:

Scholarship on organizational/leadership theory
History of higher ed (CC)
Budget/finance
Law
Accountability (student outcomes, programs assess.)
Partnerships
Key Issues K-12
Planning cycle
Teaching/Learning

Skills

Table 1:

Strategic Thinking
Boundary spanning (K-20 and business)
Communication/Relationship
Crisis Leadership
Critical Thinking
Listening/Good followers
Political skills
Intuition
Quantitative/Qualitative Interpretation (applied learning)

Table 2:

Versatility
Friend raising
Draw out best in those around you, e.g. cross fertilization.
Cultural competency
Adaptability
Adhocracy
Team leadership (diversity, honesty)
Political savy

Table 3:

“People” skills – work with others, influence others
Critical thinking and values-based analysis
Values interaction
Complex decision-making (integrating k,s,v, and cc mission)

Communication – l,w,s

Table 4:

Team work
Delegation
Consensus Building
Negotiation
Networking
Time management
Writing
Communication - media
Conflict Resolution
Using Research
Interpersonal
Listening
Planning/goal setting
Budgeting
Teaching/mentor/coach
Handling stress and criticism
Communication – listening, writing, speaking, media, technology
Strategic Planning/Vision/Identifying/Selecting, mentoring staff
Problem Solving/negotiating/conflict resolution
Time management/stress handling
Accountability
Self-assessment for decision-making
Planning – strategic

Table 5:

Communication
Budgeting/fundraising
Political/legal – state, local, national
People skills – motivating/inspiring
Flexibility
Advocacy
Collective bargaining
Emotional intelligence
Board Relations
Handling adversity/conflict
Conflict resolution
Entrepreneurship
Valuing diversity
Empowerment
Flexibility
Managing change

Table 6:

Ability to test assumptions
Communications
Creating shared vision
Relationship building/group dynamics
Influencing behavior of others
Risk-taking
Modeling/mentoring
Community development
Conflict management
Legislative advocacy
Resource acquisition and distribution

Values

Table 1:

Ethics
Diversity
Flexibility
Values Contributions of others
Integrity
Inquisitive/idea seeking
Have a life/balance
Shared vision
Passion/Commitment to CC mission
Credibility, trust, Integrity
Tolerance, Respect

Table 2:

Table 3:

Institutional research – consumer and producer of research
Value diversity
Self-knowledge
Value ethical behavior and decisions
Value academic freedom
Passion/ commitment
Reflective practitioner

Table 4:

Embrace diversity
Champion Democracy – civility
Ethical behavior
Lifelong learning
Academic freedom
Access
Shared governance – collegiality
Value learning

Table 5:

Flexibility
Tolerance of ambiguity
Great persistence with great patience
Cc mission
Belief in worth of humans/ their capability of success
Value quality-driven
Accountability
Understand/value multiple perceptions of reality
Emotional intelligence
Balancing personal/professional
Entrepreneurship
Critical reflection
Team building
Diversity
Empowerment
Flexibility
Value students
Teaching and learning

Table 6:

Honesty

Integrity
Lifelong learning/critical self-reflection
Vision
Scholarship (Boyer, Vaughan vision)
Diversity
Access
Staff development
Accountability
Humility/respect
Social benefit of higher ed

Notes on Plenary Discussion:

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

[Note: * denotes how many times a topic was mentioned after the initial mention of it]

Knowledge

CC culture (history, philosophy, cc students, mission)**
Organization**/leadership theory** - development and behavior
Policy- state, federal*
Fiscal**/budget/finance-how to create wealth, economic development*
Accountability* – outcomes, assessment, accreditation
Conflict resolution
Knowledge of county - local, state, etc.
Knowledge of H.E.
Knowledge of Higher ed. law* - business/employment world
Partnerships – external, internal
Key k-16 issues, K-lifelong learning
Planning cycles
Teaching and learning
Role of technology
Strategies/tactics
Culture/environment assessment
Motivational theories
Knowledge of American High School
Org. history
Human relationships
Psychology
Poly sci.
Ethics
Intellectual curiosity
Emotional/physical knowledge
Understanding of students

Skills

People** (human relation)
Communication**** (listen, speak, write, media, technical)
Values-based on analysis (good decisions) – Multi levels of issue and complexity,
 Develop salient strategies and value
Budget/fundraising
Versatility
Friend-raising
Promoting global awareness (how to do this)
Board relation
Draw out best of those around you
Managing change
Cultural competency
Valuing and enacting around diversity

Adaptability
Adhocracy
Team leadership
Time/stress management
Scholarship
Political savvy*/legal
Strategic thinking and planning**
boundary spanning
problem solving
crisis leadership
critical thinking
follower ship*
political skills
intuition
qualitative/quantative analysis- practical
ability to test assumptions
creating shared vision
influence behavior of others*
risk-taking
mentoring, nurturing “new” generation**
conflict management*
advocacy*
garner and distribute resources
helping students in need – obtaining financial ad.
community development

Values

Champion democracy – access, civility
Valuing lifelong learning & teaching*
Ethical behavior (strong ethics)**
Flexibility*
Global awareness
Tolerance for ambiguity
Belief in worth of humans (contributions of others)* and ability to succeed
Quality-driven
Effective use of data/culture of evidence (consumers/producers of research)
Emotional intelligence
Entrepreneurship held dear
Critical reflection/self examination*
Team building
Honesty/Integrity/trust**
Shared vision, purpose* - communicating
Scholarship (faculty and presidents) – applied, Boyer
Diversity*
Access to education
Staff development and growth
Linking values to community college mission
Inst. Accountability
Humility/ Respect
Commitment to broader social benefits of H.E.
Inquisitive/Inquiry
Balanced life
Passion to CC mission
Credibility
Tolerance
Respect
Self-knowledge
Academic freedom

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:

[NOTE: The following in worksheet #2 were compiled by Madeline Patton]

Table 1:

A systematic and opportunistic process of meaningful experiences that change, or reinforce, the behavior of actual and potential leader throughout the organization in ways that prepare them for the challenges that face complex organizations in a turbulent environment.

Table 2:

Leadership Development:

- 1) Focuses on individual as learner – including self-assessment, *Self-reflection, *spark – something that makes the semi-conscious conscious & potentially more formal.
- 2) Focuses on implementation-Using the knowledge of 1 to address original needs. Who does learning development with and for me?
- 3) Assessment—challenge – support, Self& circumstances, Internal & external, 360 degree
- 4) Challenge - May be catalyst for assessment or vice/versa, Readiness, Timing, Doing something Different or Differently, Under support.

Table 3:

- 1) Leadership Development Definition
 1. Learning contextualized to community colleges
 2. Reflective/ academic practitioners
 3. Integration of K.S. & V

(In different color ink – table 3, discussion 2 p. 1)

- 2) Content
- 3) Process

4) Multiple ways/providers a formal and non-formal or informal learning process or program which recognizes the leadership potential of all persons using multiple means and providers
 Assumptions about who a leader is: 1) not just presidents, 2) leadership at all levels of the organization, 3) does not need to be the person with the most power (positional), 4) leadership “skills” must be developed, 5) identify “competencies” that define leaders

Table 4:

Working Definitions

- Appropriate credentials
- Current knowledge of students
- Continuing development
- Constant Reflection
- Assessment * self-evaluation
- Internal, self-learned
- To achieve/enhance Knowledge, Skills and Values
- For the students

NOT

ARROGANCE

- caught in own needs
- lacks cultural footprints

(pg 2)

Building from the core/foundation

- Character (as individual)
- Touch/ empathize
- Betting the community to follow voluntarily
- Fairness

FORMAL: (the bedrock)

Program of study to help students

Achieve or enhance the Knowledge, Skills and Values

Informal:

Table 5:

Leadership Development -A continuous process for predisposed individuals to develop knowledge, skills and values to be effective leaders.

Table 6:

Leadership Development

- Formal and informal dimensions
- Credit, non-credit
- Doctoral study, Professional continuing education
- Cognitive & Affective Aspects
- (With diagram as shown below

	Cognitive	Affective
Degree		
Prof/continuing Ed		

Leadership development implies professional and personal growth leading to the capacity to sustain, grow and transform an organization dedicated to teaching and learning & community building.

Leadership development has 3 distinct aspects:

- 1) Personal growth & self-development
- 2) Personal growth through institution-based in-service programs and external professional associations

- 3) Personal growth through extended study of education, k-16 that is external to the cc

This is accomplished via university-based degree programs, professional & continuing education & self-study/reflective thinking

Top priority strategies for developing leaders:

Table 1:

1. Performance appraisal
Developmental leadership plans
2. Coaching/mentoring
Internal/external coaches, executive coaching
3. Structural learning experiences
Formal/informal, credit/non-credit, long/short-term, internships
4. Expand exposure
Organizations, professions, internal, external publics' work groups –classified staff, academics
5. Networking/ affiliation

Table 2:

Mentors, 360-degree assessment, Internal/external, Feedback, Mentoring, Reflection, Formal & informal opportunities & experiences, Professional practice issues to consider

Table 3:

1. Graduate education, (formal) - Experiential education, Mentorship, Electronic, Communication techniques, Student based teaching
2. Seminars & other professional development
 - Peer ed/coaching
 - Formal
 1. Classroom-different levels and types
 2. Experiential
 - Informal
 1. Seminars
 2. Mentoring
 - Non-Formal
 - Peer coaching
3. Identify Potential, commitment to lifelong learning, ability to recognize skills in others, ability to empower others, emotional intelligence, maturity, awareness of people around them, desire to be a change agent, respect and dignity

Table 4:

To select the people who have already portrayed leadership potential (Encourage self-assessment, -Expose them to situations)
Multiple assessment and strategies to enhance self-development
Experiential – (Job shadowing, internships, modeling, mentoring, coaching)

Table 5:

1. Cohort /collaborative
2. Authentic learning
-Developing leadership between university programs and community colleges
3. Individual learning plans
4. Reading/other strategies for lifelong learning (self-directed)
5. Mentoring/executive coaching

Table 6:

Degree programs
Doctorates
Masters

Specialists
Certificates
Cohorts
Theory-practice relationships
Teaching effective communications skills (writing)
Study of history

Professional/Continuing Education NON-CREDIT
Accreditation team
National organizations (AACC, ACT, League, NISOD, Councils)
Leadership roles in professional organizations
Presentations at professional meetings
Leadership academies
(Institutional, state and regional)
Non-education Leadership institutes
“Leadership IOUs”???

Personal/SELF-DEVELOPMENT
Reflective journal writing
Lifelong study of education
Scholarly writing
Ongoing reading
Healthy lifestyle

Notes on Plenary Discussion

Not just positional leaders –throughout institutions
PREDISPOSED ... is this essential? How do you define predisposed??
Distinction: informal and formal
 Institution-based vs. in-service vs. personal
Continuous process
Some don't realize they are leaders when they are
Can't make a leader
No cookbook approach or 7 easy steps to leadership
Development assumes right interventions
Between leader, organization and followers
Can leadership development programs prevent “bad” leaders?
Assumption:
Leadership development is applied, not theoretical
Leadership changes as complex society and complex organizations change – it's ongoing
Leadership – is a continuum ... everybody has some traits
Not an either/or or an or none
Barriers for selection (to university programs) – do they weed out potentially good leaders?
Can university programs make you a leader? ... Skeptical
University-based: how to do it for people in different career phases?
Requires thinking differently for where they are
Make science-based decisions on leadership development strategies –shouldn't be opinion-based

Worksheet 3 - Leadership Inventory of University-Based Leadership Development Programs

In the Leadership Inventory for University-Based Programs:

Table 5:

What do you see?

Diversity of approaches- presenting ed content

Diversity of level of university programs

Most programs are young/developing

What don't you see?

Lack of consortia approach for sharing courses not offered

Lack of multicultural focus

Lack of international focus

What do you notice in terms of patterns and/or overlap?

Increase distance ed

Need:

Non-credit university learning programs

Info about what happening. Experiential learning.

Money to implement (peer review)

Table 6:

Need:

Typology from detailed inventory of programs resulting in source book.

Demographic profile of students, pop. of programs, e.g., baseline data of student grads, etc.

Continuum of program delivery

Differential staffing models (What makes CC CC? Where do you get professors?)

How to sell a person to a university, but credible to the field?

Common: Decision to prepare leaders, formal, rough map of current programs (but what of U's not on list?)

Report: Be prepared to share a summary list of your table's most significant insights on patterns, collaboration, etc. on the University-Based Inventory

Notes on Plenary Discussion:

Faculty and admin leadership programs

Similarity in populations appealed to – employed people in CCs

Bridge programs in traditional industry

Leveraging CC programs to work with other industries to improve what we're doing for leadership training – MISSING

Collaboration: Chairs Academy – 6-9 credits; doing other kinds of groups doing non-credit workshops – opp. For collaboration on experiential activities

Emergence of online learning and use of tech.

NOT DOING: collaborating in on-line progs; might form a consortia of univ. to develop discipline-spec. courses, peer reviewed (funded by Kellogg?)

Lot of variation in delivery methods; great deal more diversity in methods than 5 years ago

Similarity in course titles – but different delivery systems

Majority connected to CCs in their areas

Inventory: include – external advisory cmte of practitioners?

One is enough phenom – only one person on entire campus that can spell CC ... as Kellogg gears up – statement of 'good practice'; reduce reeducation of new leaders of overall doctoral progs;

Inventory: need detailed inventory of progs resulting in a Sourcebook; include: demog. On students and graduates; demog profile on population programs, who's teaching in them;

Expanded curriculum now from decades ago; reflects how large CCs have become; much more specialized knowl-base now;

Questions: where do you get professors; how do you sell a professor who is credible to the field; value practitioners and scholars both

Preparing the CC professoriate – how do we attract new people; who's the professoriate now?

Part of leadership gap: faculty who teach leader. Dev.; this is an emerging professional area

Unaddressed: research orientation ... advising and directing the doctoral process for students

Using CCs in a study environment – building courses around that on strategy, process redesign, etc.; perhaps reverse the flow ... redesign H.E. curriculum ... using CC as a focus for what higher ed orgs will look like in future

Decision to prepare leaders; is this inclusive of all programs offering CC progs? How does it become more inclusive?

Lot of faculty in these programs that have porous boundaries in terms of courses taught and focus of research and doctoral theses; might not have the CC label on it ... but still doing good work
CC's are very different from generic educ. Leadership prog; issue: people prepared to work in a CC, that has a theoretical basis to build from

Need to strike a balance; needs to be embedded in larger context of higher ed and education broadly

Most are situated in clusters of other educ programs; challenge: ability to deliver leadership dev if we don't connect the secondary education and the higher and adult education pieces in to CC focus;

Not Seen: programs are opportunistic; different origins and histories, especially of key persons who started them up; as a result, causes us to think of what would be *ideal* leadership dev program ... what can we agree on? ... pursue this rather than continuing with 'cobbled together' programs

Need to Know: more about students in progs; who's recruited; how many enroll; how many graduate (with a doc; every year;) ... from either 'pure' or 'porous' programs – could quadruple # of programs here without overlapping to meet the future need

All programs (?) struggling to recruit women and minorities

Compile inventory of credentials of faculty ? ... study in '70s of profs teaching in educ programs; what constitutes our faculty currently who are teaching in these programs around the country

How do we get pipeline going? Students more concerned with taking courses who have the experience or research background to address the issues they're concerned with ... to fill the future faculty pipeline

What is the program(s) that prepares CC leader dev programs? How do we serve a pipeline for those outside education who are interested in working in CCs. How do we prepare new professors of CC leadership dev?

What are we doing in area of skills and values in ldr dev ... in terms of preparing future leaders
Many in CCs don't have their background in education; do we need a contract-education model in taking leadership models to institutions

Missing: reporting structure – to whom does program report? Many of us have dramatically increased enrollment due to funding cuts, but hasn't met additional resources for the program; own department? own budget line? Want to see amount of dollars spent per student

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.

Comprehensiveness: How do we ensure it is comprehensive?

Table 1:

See diagram on flipchart.

De facto framework already

Univ. - do we really know how to fit in/contribute into an overall framework? (What are we best at? How do we cooperate with others? How do we complement what others do? What don't do we?)

Trouble with term "framework"

Univ. provide educ. component of Leadership development...don't do it all.

National framework – presupposes cooperation ... but climate now is less cooperation more competition

Table 2:

Important to know what "it" is before ready to endorse it.

Agree- need to build toward greater comprehension

Complete a fuller inventory

Table 3:

What are things as university professors want to do that we're not doing?

Make sure understanding on a deep level of what we do (our livelihood) in university based programs

Ways to leverage resources- not just money- to support our programs- vitally important.

Comprehensiveness-

- o Take research questions here to our students to answer some of these in formal research
- o Need for clearinghouse- best practices
- o Standards/Accountability- creeping up. Will face this soon, need to get ahead of the game.

AACC? – case studies of CC's linking practice to theory to support univ-based programs.

Table 4:

Assessing skills/tracking programs are providing

Look at conceptual framework- K,S,V – to drive what is being done.

Where do students go to take what they're interested in?

Statement of 'good practices' for faculty and programs as a guide

Policy statement- AACC- on percentage funds set aside for professional/leadership development

Voucher system: use funds as you wish across 'the framework'

Increase role for AACC- leading entity for the profession (CC leaders), facilitator of collaborations on resources (political, economic)

Any framework can't separate out competencies from graduate faculty.

Establish a greater position nationally to fund research, to professionalize a national network.

Small graduate faculty programs- AACC, critical to help us know what

'good' practice is and keep us up to date in the field.

Organizational structure of our departments determines outcomes...too far down the food chain in a Dept. of Education. Too much time spent justifying dept. and positions.

Rise of county-based Fdns- have doc from AACC, funded by Kellogg sent to

Table 5:

AACC serving as a clearinghouse

Some might be: create peer reviews clearinghouse for expertise or programs- can include it as part of own program even if you didn't offer it yourself

Should framework build around 4 stakeholders.

Struggled with "framework"...tried to define.

Use of term may move us toward standards which might be of concern

Framework might be the wrong word.

What functions do providers provide?

Table 6:

AACC : Try to develop inventory/sourcebook.

Balancing p.thy description (one end of spectrum)

To a "binder" with couple of pages a piece.

For programs incl. – faculty, graduates, #s of students, resources, description of distance learning, partnerships, contact info.

Would include CC specific and non CC programs in binder

Identify key personnel that can assess our programs from a broader perspective

Not for accreditation- but to help us in new directions

Maybe certificate, not accreditation of K, S, V, in a program, to leverage and maintain resources.

Capacity- how to meet the increased need of new leaders.

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

Table 2:

Info sharing, process to catalog and publicize

Support specific kinds of collaborators.

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

Table #3: Sharing info