

U On Research and Leadership P D A T E

Vol. 16, No. 1

Fall 2004

Leading Forward: An Interview with Nan Ottenritter, AACC

by Debra D. Bragg, Ph.D.

On Tuesday, November 23, 2004, just before Thanksgiving, I had the pleasure of interviewing Nan Ottenritter, Manager of the *Leading Forward* project of the American Association of Community Colleges (AACC). Despite her hectic work schedule prior to the long holiday weekend, Nan found nearly an hour to discuss a project that has become incredibly important to her, to AACC, and most importantly to the nation's community college system. Drawing upon the rich knowledge base that she has developed over the past year and a half managing *Leading Forward*, Nan talked about the importance of the community college system revisiting its history and thinking carefully about who and how people should be prepared to lead community colleges in the future.

Leading Forward was launched by AACC in July, 2003, with a planning grant from the W. K. Kellogg Foundation. Drawing upon information available on the AACC *Leading Forward* website at <http://www.ccleadership.org/>, we know that "by 2007, the United States will need 700 new community college presidents and campus heads, 1,800 new leaders in upper administrative positions, and 30,000 new faculty." Finding and developing the human resources that will be critical to continuing to build and deliver community college education is vitally important to the future of our nation.

To carry out the project, AACC has engaged in a number of linked activities that are enumerated on the website, including the following:

- A series of one-day leadership summits to gain consensus on a national leadership development framework, including shared agreement on the characteristics of effective community college leaders, a national inventory of leadership offerings, and identification of venues for collaboration.
- An online leadership portfolio, a tool to implement the national framework by creating a "roadmap" for future leaders to chart their own development or to assist colleges in recruiting leaders.
- Studies of community college leadership programs supported by the W.K. Kellogg Foundation in 1960s and 1970s, and selected contemporary and emerging programs.
- An active web site containing comprehensive information about community college leadership at <http://www.ccleadership.org>.
- A comprehensive plan for *Leading Forward: Community College Leaders Today and Tomorrow* for the next 3-5 years, created by the end of the *Leading Forward* two-year planning grant.

Editor's Note: *This issue of UPDATE focuses on leadership development opportunities for persons interested in pursuing or advancing in positions of leadership at community colleges.*

This issue and back issues of UPDATE can be found on the web at:
<http://occr.ed.uiuc.edu>.

This issue features:

- 1** **Leading Forward: An Interview with Nan Ottenritter, AACC**
- 5** **Learning to Lead in Community Colleges**
- 8** **Leaders Are Not Born: Illinois Career and Technical Education Leadership Institute**
- 9** **Community College Executive Leadership Program**
- 10** **The Illinois Leadership Academy**
- 11** **Survey of "Grow Your Own" Leadership Programs in Illinois Community Colleges**

Some of the most interesting and insightful aspects of my interview with Nan Ottenritter (Nan), appear below.

Debra: *Why did AACC launch the Leading Forward initiative?*

Nan: The main reason we launched *Leading Forward* was the demographic shift in terms of retiring community college presidents, CEOs, and mid-level managers leaving their administrative posts. So, the big push had to do with shifting demographics. However, I also have to point to a passion for the community college mission and a strong commitment to community colleges sharing their rich history and experiences, and not wanting to lose that. Community colleges don't want to stay fixed in the past, but they also don't want to lose their history. Also, as I've gotten into this more, I've realized this emphasis on leadership is a blessing in disguise. We have an opportunity for all of us - the collective "we" - to shape community college leadership for the future!

Debra: *What is the current status of the Leading Forward initiative?*

Nan: The seed is planted. We gathered such good data from our summits during 2004. As I consider our work, two words stand out in my head that are reflected in our grant from the W. K. Kellogg Foundation: They are "convene" and "catalyze." AACC hopes to convene and catalyze the field of community college leadership on a national scale. Likewise, we see community college leaders as conveners and catalyzers within their colleges and their communities. These functions are linked to very special skill sets that deserve further attention and exploration. So, the idea of community college leaders as conveners and catalyzers is at the very center of our work. By the time this is printed participants from the summits will have received an online survey on the competencies identified by participants and synthesized for AACC by ACT. Once we've heard from the participants and we believe we have a clear understanding of the groups' thoughts, we'll make the competencies public - and we'll start to use them.

We're at the very beginning of putting together the leadership plan to help advance community college leadership. The plan could include an array of online support modules, support services, leadership development modules, eportfolios, etc. We'll also be convening face-to-face meetings to catalyze our thinking and continue to learn from each other, and we'll be enhancing our information dissemination capacity.

Debra: *Where is Leading Forward heading in 2005?*

Nan: We're getting a good idea of what the competencies should be and what AACC can do to facilitate their dissemination, including the networking and collaborative work that needs to happen. During the next several months we'll be finalizing the competencies while working toward securing a continuation grant from Kellogg, to begin funding in the summer of 2005, for the implementation phase.

The intent of our planning grant with Kellogg was to listen, learn, and come up with a viable plan; we feel we've been very

successful at achieving the first two goals and are now hard at work on creating a viable, multi-faceted plan to advance community college leadership.

Debra: *Has AACC's work with Leading Forward confirmed the importance of leadership preparation?*

Nan: Absolutely! What we're doing is so important. We are more convinced now than ever!

Debra: *Have you learned anything particularly surprising that you didn't anticipate at the beginning of the project?*

Nan: Yes, we've learned just how rich the concept and practice of leadership is. This initiative goes well beyond a single program focused on preparing managers and leaders. It encompasses creating leadership friendly environments on campuses, supporting emerging leaders, and undertaking a whole gamut of activities to support not only the development of leaders, but also their actual practice of leading their institutions.

Let me give you an example. I'm going to go to Phi Theta Kappa (PTK) in a few weeks to be part of a team reviewing the fabulous leadership development program that PTK offers students. This is an award-winning program that began with a grant from Kellogg. When I attend, I'll not be thinking of leadership solely for CEOs - for gosh sakes, our students are students. And yet because leadership cuts across the institution, potentially involving all levels of college "citizens," I'll be thinking of leadership as something that applies to everyone! A colleague in Alaska reminded me recently of this, pointing out how our community college students become community and college leaders, especially in rural areas in large western states like Alaska. We know the importance of leadership for everyone, but because of *Leading Forward*, now we know it more fully.

Debra: *Which of the competencies stated as part of the Leading Forward competency framework is especially important, and which require the most change to traditional ways of viewing leadership development?*

Nan: Community college advocacy has emerged as a particularly important competency. It was highlighted by our 2002 Leadership Task Force and reappeared in 2004 when ACT analyzed our leadership summit data. Every stakeholder group we involved in the consensus building process brought up the importance of community college advocacy. By this we mean valuing and promoting open access, student success, diversity, inclusion, equity, excellence, teaching, and learning. We also mean advocating the community college mission; advancing lifelong learning and supporting a learner-supported environment; and representing the community college in the local community, the broader educational community, and in various levels of government. Several groups focused on the criticality of a strong community college presence in the future, and they say an essential skill set as one that focuses on community college leaders knowing how to advocate.

Debra: *Can you elaborate on other competencies that have emerged at this time?*

Nan: The one that comes off the top of my head, partly due to *Leading Forward* but partly due to my experience facilitating the President's Academy Summer Institute, is the skill set that deals with partnerships and fund raising – resource management. This area seems to be getting increased priority. At least for CEOs these concepts are becoming more important over time.

The other competency areas that emerged were organizational strategy, communication, collaboration, and professionalism. As leaders refine their leadership skills set, they will find themselves, quite naturally, focusing more heavily on different competencies at different points in their career.

Debra: *Who are some of the key partners that you're talking about when you mention the importance of partnerships, fund-raising, and resource management?*

Nan: Partnering with K-12 and other dimensions of education, including other segments of higher education, is one area of focus. For example, dual enrollment has increased significantly in recent years. Blurring boundaries between K-12 and community college, including Tech Prep and seamless transfer programs, is critically important for us to understand and manage. High school students have an increasing presence on our campuses. So clearly, collaboration along the lines of education is very important. A similar picture can be painted for the connections on the other side of a community college education, those with four year colleges and universities.

Collaboration with business and community partners is also critical. If diversity is as important as we believe it is, we need to learn from diverse organizations that are different than our own. And we need to work closely with community groups because we are *community colleges*.

Let's talk about resource management for a moment. Providing for the professional development and advancement of all staff is one leadership task under resource management. Colleges can do this in a variety of ways. Information Technology professionals can be trained through arrangements with technology providers. Emerging leaders can be trained in a "grow your own" program developed by a community college or a program developed by the state and offered to all community colleges in the state. Potential community colleges leaders can attend local Chamber of Commerce leadership development programs, enriching their knowledge of the community while, at the same time, educating community members about the local community college. The list of possibilities is endless.

Debra: *What issues emerged through *Leading Forward* of particular importance to women and minorities?*

Nan: I believe we need to look more closely at the identity development of leaders, along with their personal development. Stay with me here, because I will get to addressing women and minorities. We need to think about the intersection of leaders' identity development [related to work], along with their other identities. You see, there are times when you value being with people who are like you and times when you value being with

people who are different. Your ability to respond depends, in part, on where you are in your multiple identity development processes.

To illustrate: consider Harvard University's range of programs using problem-based case studies. The attendees are leaders from colleges and universities throughout the country. Community college leaders have an opportunity to learn from college and university leaders who operate in different contexts and think differently from themselves. At the same time AACC's Presidents Academy Summer Institute, designed for community college presidents, provides an excellent opportunity to enhance identity development through interaction with others who operate in fairly similar contexts.

I believe we all need to think about diversity and support identity-oriented programs that enhance others' identity development as leaders who are also "x." You've heard the phrases: "a woman president" or a "Hispanic chancellor." There are definite places for leadership programs like the ones sponsored by AACC's American Association for Women in Community Colleges and the National Institute for Leadership Development, the National Community College Hispanic Council, and the National Council on Black American Affairs. Our Councils are an important part of this picture. AACC has them at the table because they provide a wonderful mix of cultures.

Through communications and experiences with a range of people, we learn more about ourselves and how to become effective as leaders. To that end, it is also important for women and minorities to intentionally seek out opportunities to work with a wide range of people. This is a both/and situation.

Debra: *What else have we learned about diversity through *Leading Forward*?*

Our demographic snapshot suggests gender is rather stable among community college executive leaders, whereas the number of Hispanic and African American leaders is increasing slightly. We've looked at our student populations relative to the number of leaders of color, and we recognize that greater alignment here might be more desirable. To educate yourself about the demographic shift of race and ethnicity among of community college presidents, go to http://www.ccleadership.org/resource_center/demo_snapshots.htm.

In reference to the competencies, right now we need to take a broad cut at the information, identifying the general competencies. However, down the road we may want to come back and slice our data in numerous ways, including looking at the implications of the leadership competencies by gender, race/ethnicity, career stage, maturity level, etc.

Debra: *What do you recommend local community colleges do to support emerging leaders?*

Nan: Well, there is the purely logistical management of resources. Set aside a budget for professional development and release time. One of the recommendations in *The Knowledge Net: A Report of the New Expeditions Initiative* states "Community

Colleges should allocate at least two percent of their annual operating budgets to the professional development and training of their personnel.” These resources could be used to send people to leadership development experiences or to support their development at home.

Consider being more pro-active in developing your own leaders by offering local programs that people can attend. We are interested in “grow your own” programs in which community colleges have created leadership friendly environments and where leadership development is woven into the tapestry of the college culture. This could mean supporting a brown bag meeting at regular intervals where emerging leaders talk together on a critical issue. It could also mean a formalized program offered by the college.

To some extent it’s a no brainer! Invite emerging leaders to become engaged; invite them to be engaged in a leadership capacity such as working on a task force or managing a process that requires working with people. It is so important for community colleges to form a supportive environment and encourage participation. We believe this issue is so important that our first publication from the *Leading Forward* project will focus on “grow your own” and “leadership friendly” programs offered by local community colleges.

Debra: *I believe this issue is particularly important too. Often I hear from community college faculty and administrators who want to engage in leadership development but they have little or minimal support from their own colleges. Will AACC encourage “grow your own” and other such programs such as passing a policy statement on “leadership friendly” environments?*

Nan: I would like to see that happen. We would like to see community colleges advocate for grow your own leadership development approaches and I will work to present a policy statement to the AACC Board of Directors.

Debra: *In closing, do you have any particular recommendations for Illinois community colleges?*

Nan: Only that it’s a wonderful time to address what could be perceived as a negative thing – our increased need for leaders – because it’s an opportunity embedded in a challenge. Over the past several years I’ve come to believe that this is a very special time in our history, and we need to enjoy preparing our new leadership and helping leaders and colleges think short-term and long-term. This is a time when we have an opportunity to be intentional about ourselves and our future leadership. If we accept the challenge and become more intentional about leadership, I believe we’ll also be more intentional about moving community colleges forward. All of us who work here at AACC are proud of working with and for community colleges. It’s a real privilege to do our work! ♦

Nan Ottenritter is Manager of the Leading Forward project at AACC. She can be reached via phone at 202-728-0200 x 230 or e-mail at nottenritter@aacc.nche.edu.

Debra D. Bragg is Director of OCCRL and Professor of Higher Education and Coordinator of the Community College Executive Leadership program at UIUC. She can be reached at dbragg@uiuc.edu.

Learning to Lead in Community Colleges

by Pamela Eddy, Ph.D.

Over the past several years calls of a pending community college leadership crisis have been replete in the literature. Not only is there a need for new presidential leaders, but also upper level administrative leaders. This turnover in personnel sets a critical juncture in community college leadership and creates possibilities for envisioning new constructions of leadership at two-year colleges and an expanded composition of who makes up this cadre of leaders. Historically, community colleges have been structured bureaucratically, however, they were also sites at which women and people of color have ascended to leadership positions to a much greater extent than at other institutional types. Women comprised 27% of public two-year college presidents in 2001, while minorities made up 14.9% of college presidents at public community colleges (Corrigan, 2002). These levels of representation, while not reaching parity with the number of white male leaders, reveal 72% more women and 32% more minorities in top leadership positions at community colleges compared to the representation found at public, doctoral granting institutions during the same time period. This statistic highlights the fact that, relatively, two-year colleges provide underrepresented groups greater access to upper level leadership positions.

The traditional pathway to the presidency begins with a first position as a faculty member who eventually moves to the position of chair or dean, ascends to vice president, and finally president. Amey and VanDerLinden (2002) reveal this path is slowly changing. Leaders come to the position of the presidency via many routes, including some outside of higher education, often from the business sector. The expanding route of access also includes hiring individuals from community college administrative positions in areas not traditionally thought of as on the career pathway to a community college presidency. These areas include student affairs, information technology, and administrative affairs. While the chief academic officer position or a preceding presidency is still the most common previous position for new community college presidents, the expansion of alternative routes to the presidency is creating opportunities for people who do not fit the norm. This expansion comes at a time when it can aid in meeting the demand.

Not since the tremendous growth period during the 1960s have community colleges needed so many new leaders. Recent reports highlight that as many as 700 new community college presidents will be required by 2007 (AACC, 2004). The necessity to hire so many college leaders emphasizes the importance of institutions and hiring boards to closely consider how these new leaders will learn to lead. Discovering ways to create smooth transitions to the presidency and other senior positions is critical to both the leaders' success and to the institutional health of

the colleges they will lead. Because increased pathways will result in many new leaders with diverse backgrounds, it is necessary to address the issue of how new leaders learn about the culture and mission of community colleges in general and the specific institutions they will lead. Moreover, as organizations have become more complex and as external pressures on institutions mount, new leaders must forego bureaucratic conceptions of leadership in favor of more dynamic and interactive ways of leading.

Research Project

The data for this research came from site visits, conducted between 2001 and 2003, at nine community colleges located across the country. Site selection criteria included campuses with new presidents, defined as leading the campus for five years or less. The research design employed case study methodology, with interviews conducted with the college president, members of upper level leadership ranks, faculty, and mid-level administrators. In total, the study included 73 interviews.

Findings

The research reported here reviews the impact of adult learning theory as a framework for thinking about the learning processes for new presidential hires, the influence of previous experiences on presidents' actions at their new campuses, and the role of situated learning for the presidents once on the job. The cognitive approach new leaders bring to their understanding of organizational operations also impacts their actions once on the job and is considered in the learning equation. A review of implications for the future looks toward ways in which to prepare leaders while in the pipeline to a presidency.

Adult Learning Theory

Aspiring college presidents approach learning the requisite skills of leadership as adult learners. Knowles (1989) identified a set of assumptions necessary for a learning environment using an andragogical approach. The assumptions include (a) the need for adults to know why they should learn something, (b) adults' desire to be validated by others as self-directed learners, (c) the use of adult experiences to enrich learning, (d) acknowledgement of adults' readiness to learn as a function of the need to perform social roles, (e) adults' problem centered orientation to learning, and (f) that adults' most potent motivators are internal. The research in this study validated Knowles' assumptions. The presidents interviewed referred to specific learning opportunities, including formal programs offered by the League for Innovation and the American Association for Community College's

Presidents Academy, as critical to their success. Clearly, the participants noted the most helpful learning experiences included occasions when they could immediately apply information learned to practice.

Previous Experience

Prior work experience provided another learning venue for the new college presidents interviewed. They referred to accomplishments from previous positions and how they used this information to approach situations as a new president on campus. One president stated frankly, "I know this business." Not only did experiences guide their leading at their new colleges, but also their observations of how others led and the outcomes of those experiences. As one new president noted when reflecting on her experience as a vice president, "You find yourself watching your boss and thinking 'He's making mistakes that I wouldn't make.'"

Mentors also served to open up a variety of opportunities for the participants. These opportunities, however, were not always equally available. One female president reflected, "Maybe it's changing, but I just have a sense that some of my male colleagues have stronger mentoring arrangements than I did." The fact that some individuals are groomed for advancement, while others are not, may cause the pipeline to the presidency to narrow. One recent study on career pathways at community colleges concluded that two of the critical barriers reported by participants included a lack of opportunities at their current institutions and an unwillingness to move or relocate (VanDerLinden, 2003). Thus, how individuals experience opportunities while enroute to a presidency can impact how they construct their actions as a president and, more importantly, who is allowed access to advancement opportunities.

Situated Cognition

Individuals' underlying mental maps provide reference points as leaders learn to navigate in their new positions. These maps serve as guides to understanding what to expect based on previous outcomes under similar conditions. Complementing these maps is the situated learning that occurs in new contexts. Situated learning assumes that learning occurs not only by individual interactions, but also depends on the contexts in which the interactions happen (Lattuca, 2002). Thus, as leaders learn to operate in new environments, they receive environmental feedback that allows them to augment their thinking and approach to leading in their new context. When leaders are aware of the influence of contextual learning they can make better use of feedback loops. Otherwise, individual leaders may apply old mental models in situations that call for different actions. The outcome of success or failure can ultimately depend on the leader's ability to assess and adapt to the new environment in which he or she leads.

Cognitive Approach to Leading

The approach leaders take to leading can be a combination of frames of references. Bensimon (1991) concluded that presidents who use multiple organizational frames achieve more success because they see a wider view of the organization and can apply different approaches in a variety of situations. While no single organizational frame equated with more success for presidents in this study, a more favorable perception existed for those presidents employing a symbolic lens. The management of meaning that is central to this organizational approach provided a critical leadership component for the presidents who used symbolic references. How the president chose to frame campus events resulted in a particular campus perspective that could act as a powerful component for action. Understanding and learning to use this cognitive approach more consciously would give new leaders another lever for change.

Implications and Conclusions

As community college faculty and administrators anticipate a large turnover in campus presidencies, it is important to consider how to best prepare for the transition, both on an individual level and on an institutional level. Employing adult learning principles in leadership development programs would ease the learning curve for developing leaders. Aspiring presidents should also work to expand their breadth of experiences because research demonstrates that lessons learned in prior experience often have relevance in similar activities in future positions. For women and leaders of color, it is especially critical to create networks and learning opportunities that go beyond their positional duties. The expansion of work experiences for these groups may begin to address the lack of mentoring or institutional opportunities for advancement experienced by some members of these constituencies. Institutions should provide expanded experiences and formal mentoring programs to enable the growth of all individuals and to aid in succession planning.

The concerted efforts of professional organizations like AACC and the League of Innovation in offering leadership development opportunities provide a critical component to addressing projected leadership needs. Individuals currently in the president's position can further aid the development of their successors by providing a wide array of experiences for potential leaders. Thinking outside of the historical range of positions which may have excluded women and people of color would help expand leadership opportunities for these individuals.

Another source of learning about leading is afforded in graduate programs. Many future leaders are currently obtaining the credential of a doctorate as they prepare to compete for future promotion. As such, it is important for graduate programs training these aspiring leaders to teach not only the requisite skills of understanding organization, budgets, and laws, but also how to

become reflective learners. The complexity of current organizations and the demands of the external environment on higher education in general make it necessary for leaders to be lifelong learners. Part of this process is recognizing that learning about leadership requires a foundation in adult learning theory and reflective experiences. The demands placed upon community colleges are too great to ignore the importance of providing comprehensive training and educational experiences for our future leaders. ♦

Pamela Eddy is an Assistant Professor of Educational Administration and Community Leadership at Central Michigan University. She can be reached via phone at 989-774-1162 or e-mail at pamela.eddy@cmich.edu.

References

- American Association of Community Colleges. (2004). *Leading Forward Overview*. Retrieved October 25, 2004, from http://www.cleadership.org/leading_forward/overview.htm
- Amey, M. J., & VanDerLinden, K. L. (2002). *Career paths for community college leaders*. Leadership Series. AACC Research Brief. Washington, DC: American Association of Community Colleges.
- Bensimon, E. (1991). The meaning of "good presidential leadership": A frame analysis. In M. Peterson (Ed.), *Organization and governance in higher education* (pp. 421-431). Needham Heights, MA: Simon & Schuster.
- Corrigan, M. (2002). *The American college president: 2002 Edition*. Washington, DC: American Council on Education Center for Policy Analysis.
- Knowles, M. (1989). *The making of an adult educator*. San Francisco: Jossey-Bass.
- Lattuca, L. R. (2002). Learning interdisciplinarity: Sociocultural perspectives on academic work. *The Journal of Higher Education*, 73(6), 711-739.
- VanDerLinden, K. L. (2003). *Career advancement and leadership development of community college administrators*. Paper presented at the 2003 Annual Meeting of the American Educational Research Association, Chicago, IL.

Upcoming Conferences and Events of Interest for Those Interested in Leadership Development

National Institute for Leadership Development

Leaders 2005 Workshop

January 10-14, 2005

Scottsdale, Arizona

www.pc.maricopa.edu/nild/leaders.html

American Association of Colleges for Teacher Education

"Celebrating Collaborative Leadership in Education"

February 20-23, 2005

Washington, D.C.

www.aacte.org

ICCB

Leadership and Core Values Institute

February 24-25, 2005

Bloomington, Illinois

www.iccb.state.il.us/

AACC

Future Leaders Institute

February 27-March 3, 2005

Houston, Texas

www.aacc.nche.edu/FLI

Chair Academy

International Conference

March 2-5, 2005

Ft. Lauderdale, Florida

www.mc.maricopa.edu/other/chair/2005/index.html

National Education Association

Higher Education Conference

March 4-6, 2005

San Antonio, Texas

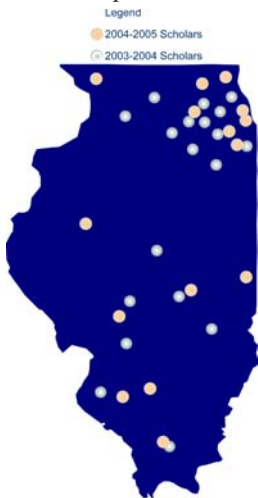
www.nea.org/he/conf.html

Leaders Are Not Born: Illinois Career and Technical Education Leadership Institute

by Jeanne Kitchens

Have you pondered your leadership qualities or the leadership qualities of individuals within your education organization? Many of us move into leadership positions without the knowledge and skills needed to successfully lead. Education administrators must be able to lead change, set strategic priorities, understand when a system needs to be revamped, and know how to implement change.

The primary purpose of the Illinois Career and Technical Education Leadership Institute is to strengthen the role of career and technical education through effective leadership. The Institute's goal, to more fully prepare career and technical education administrators to meet the challenges of providing leadership in a changing environment, is supported through a year-long program based on the belief that leaders are not born. Through effective leadership development, individuals can gain effective leadership skills as Institute Scholars.



The Institute, now in its second program year, has selected a new group of Scholars representing a wide geographical area of the state. The map (left) depicts the education areas represented by the current year Scholars (2004-2005) and the graduated 2003-2004 Scholars. The program format creates an opportunity for those who believe in the importance of career and technical education to lead change at the local and state levels. The 2004-2005 program focus is on:

- Functioning with political and financial challenges.
- Developing and leading education/change processes.
- Becoming effective users of research and evaluation.
- Identifying the need for planning and implementing effective programs.
- Engaging in continuous learning.
- Determining the role and responsibilities of a leader.

Scholars engage in a set of learning experiences that include six face-to-face seminars, webcasts, development of an Individual Leadership Development Plan, an internship activity, and a

mentoring experience as well as participation at a state and national policy conference. Current resources are also provided to further strengthen the learning process. The graduated Scholar class cites the National Policy Seminar in Washington, D.C. as a highlight of the program year. Scholars visited with their legislators on Capitol Hill, visited the Department of Education headquarters, and networked with conference participants. Much to the surprise of the Scholars, Department of Education staff gave more than just a tour; they used the opportunity to learn more about state needs through the Scholars' expertise and knowledge of career and technical education in Illinois. The current year Scholars are looking forward to their trip to Washington, D.C. for the National Policy Seminar in March 2005.

The Institute invites aspiring career and technical education leaders and program supporters to visit the program's web site (<http://leadership.ioes.org>). The web site provides a wealth of information about the program. Also, to stay up-to-date on the Institute's activities, join the Affiliate Update Program. Members are provided an e-mailed newsletter that shares outcomes, archived webcasts, and other pertinent program information. Many of us have the ability to develop leadership skills; stay informed and be one of the first to submit an application to join the class of 2005-2006 (beginning July 2005). ♦

Ms. Kitchens is a Researcher in the Illinois Office of Educational Services in Springfield, Illinois. She can be reached via phone at 800-252-4822, ext. 234 or e-mail at jkitchens@ioes.org.



ICTELI Class of 2005 Scholars

Community College Executive Leadership Program

by Catherine Kirby, Ed.M.

The College of Education at the University of Illinois has engaged in graduate education for community college personnel for many years. The Department of Educational Organization and Leadership (EOL) at the Urbana-Champaign campus offers the Community College Executive Leadership (CCEL) graduate option. The CCEL program is designed for current community college administrators and faculty leaders who aspire to executive leadership positions as presidents, vice presidents, and deans in public community colleges. Involvement in the CCEL program requires coursework over approximately three years, plus a dissertation. Both the Doctor of Philosophy (Ph.D.) and the Doctor of Education (Ed.D.) degrees are offered, depending on the participant's choice of enrolling as a full-time or part-time student. Selection is competitive; members of underrepresented groups are highly encouraged to apply.

Most participants enter this graduate option as a cohort and continue through the coursework as a group. Each course for the CCEL cohort is offered on four intensive weekends during each semester, allowing full-time employees the opportunity to earn a Doctoral degree while maintaining their positions at colleges throughout the Midwest. Two courses are offered most semesters. Classes are held on the UIUC campus, and some courses are offered via the Internet in part or in total.

The cohort model fosters the construction of a network of relationships among future and current leaders in community colleges in Illinois and across the nation. This network has proved

to provide a web of collective knowledge and experience that supports CCLEP participants and encourages graduates to continue to develop their leadership training as they mentor others. Participants are also invited to attend the Community College Leadership Retreat held at Allerton Park, the University's conference center in Monticello, Illinois, where faculty, students, and alums gather to explore current and emerging issues relevant to leading community colleges.

The University of Illinois is a Research 1 public institution that is ranked among the best in the world. The sixteen graduate courses required to complete the CCEL option are taught by faculty who are nationally known scholars in community college and higher education, many having held top leadership positions in universities and national associations related to the community college agenda. Their areas of expertise include community college and higher education, equity issues in higher education, education law and finance, organizational theory, instructional design including online learning, women's studies, and more.

Since 1998, three CCEL cohorts have enrolled approximately 50 doctoral students. Graduates have been successfully placed in administrative positions as president, vice-president, dean, director, and department chair in Illinois and nationally. For more information about the CCEL program, please visit the website: <http://www.ed.uiuc.edu/EOL/>, call 217-333-2155, or e-mail: EOL-INFO@mail.ed.uiuc.edu. ♦

ANNOUNCEMENT: Community College Leadership Seminar Offered Spring 2005

The Academic Outreach unit and the Department of Educational Organization and Leadership (EOL) of UIUC are pleased to announce the Community College Leadership Seminar course will be offered during Spring 2005. This course explores how leadership and organizational theories apply to the specific context of the community college. A requirement for doctoral students in the Community College Executive Leadership program, this course is an excellent opportunity for others interested in community college leadership to learn from a national expert, Dr. David Pierce.

Dr. David Pierce is an Adjunct Professor of Higher Education at UIUC and the former President of the American Association of Community Colleges (AACC), and an Executive Director of the community college systems in Illinois and Virginia. Bringing his extensive experience and knowledge of leadership to the classroom, Dr. Pierce is imminently qualified to facilitate this important course in community college leadership.

The Community College Leadership Seminar will meet on Fridays 5-9 and Saturdays 9-4 during the following weekends: Feb. 4-5, March 4-5, April 1-2, and April 29-30.

Because of the relevance of this course to practicing and aspiring community college leaders throughout the state, **a limited number of enrollments will be provided to students not affiliated with UIUC's Community College Executive Leadership (CCEL) doctoral program.** Persons interested in attending the course should phone the EOL Department at 333-2155 and speak to Ronda Rigdon or e-mail her at rrigdon@uiuc.edu. Persons interested in more details about the course are also encouraged to notify Professor Debra Bragg at dbragg@uiuc.edu.

The Illinois Leadership Academy

by Judith Marwick, Ed.D.

In response to the recognized need for new community college leaders due to the expected retirement of current leaders in the next five to seven years, several leadership opportunities have been developed in Illinois. One such initiative is the Illinois Academy for Leadership and Development, modeled after the Academy for Leadership and Development located in Mesa, Arizona. The Arizona academy has worked with numerous statewide community college organizations and has provided training to more than 4,000 leaders over the past 12 years. The Academy agreed to customize their year-long leadership program to prepare future community college leaders in Illinois. The Illinois Leadership Academy is designed to provide the leadership theories, practices, and skills needed to support current leaders and prepare prospective leaders for effective leadership at Illinois community colleges.

Mary Kay Kickels, President, Paradise Valley Community College in Arizona (formerly Senior Vice President, Academic Affairs at Moraine Valley Community College) along with Geoffrey Obrzut, President and CEO, Illinois Community College Board provided the leadership to bring this program to Illinois. Thirty-five individuals from community colleges across Illinois attended the first week of the year long program in June 2004. This skills-based leadership program includes two weeks of intensive training that surround a year-long practicum. Topics covered as part of the Academy include organizational leadership, strategic and scenario planning, appreciating diversity, managing conflict, leading change, and hiring for excellence.

The Academy program provides prospective leaders with the opportunity to develop leadership skills and apply these skills while working in their current positions. An individual professional development plan (IPDP) was written by participants at the end of their first week experience. This plan connects an individual's work goals in his or her current environment to the leadership concepts that were presented during the first week of the program. During this academic year, Academy participants will read, reflect, and journal about their progress toward meeting their goals at their community college as outlined in their IPDP.

Mentoring is another component of the leadership practicum. Participants are linked to both a mentor from the Academy and a local mentor. During the year-long practicum, participants meet or correspond with mentors to discuss challenges and opportunities within their work environment. Participants also select a colleague from the program to provide peer support. In addition

to this formal mentoring component, the cohort nature of the program, and the fact that all participants work at Illinois community colleges provide connections to colleagues at other community colleges. The Academy listserv provides a network to facilitate the program as well as serve as a valuable resource for many years as friendships are made and problems shared with others at community colleges across the state. When an issue arises at one college, a quick email can provide information about practice at other colleges.

The Academy program will conclude in June 2005 with a second week of training designed to further develop and enhance the leadership skills of participants. This final week will allow current and prospective leaders to reflect on what they learned during the year-long experience and share with Academy instructors and colleagues both the successes and challenges they encountered. Additional sessions will be offered to build on these experiences and make connections between theory and practice.

All individuals who participate in the full Academy program and complete all requirements will receive a framed certificate in recognition of their training and skill development. Graduate credit is also available for those who wish to apply. Although these credentials will serve as evidence of individual accomplishments, the true evidence of the effectiveness of this and other professional development opportunities to prepare future community college leaders in Illinois will be the continuation of effective leadership at Illinois community colleges during the expected period of high turnover in leadership positions during the next several years.

Community college leadership is a simultaneous exercise in art, science, politics, and morality. It is a change-oriented process of visioning and building relationships that requires hard work, time commitment, and a skill set based on both theory and practice. The Illinois Leadership Academy provides one example of a comprehensive statewide training and development effort for emerging leaders at Illinois community colleges. These individuals, representing community colleges across Illinois, learn together, share ideas and best practices, build community, and develop relationships that will ensure the Illinois community college system remains one of the best in the nation. ♦

Dr. Marwick is the Assistant Vice President of Academic Programs at Moraine Valley Community College in Palos Hills, Illinois. She can be reached via phone at 708-974-5290 or e-mail at marwick@morainevalley.edu.

Survey of “Grow Your Own” Leadership Opportunities in Illinois Community Colleges

by Catherine Kirby, Ed.M.

The *Leading Forward* initiative of the American Association of Community Colleges (AACC) has clearly illustrated the necessity and importance of leadership training to prepare for the roughly 2,500 administrative positions that were projected to occur between 2001 and 2007. While many leadership skills are transferable from one organizational type to another, the AACC is determining through consensus the competencies specific to effective leadership of community colleges. Some aspiring leaders are exposed to the requisite knowledge, skills, and values of community college leadership through formal, educational pathways that culminate with a credential; others learn them informally through experience and mentoring, and in some cases, a well-developed, leadership training program at the community college where they work.

Over the next year, the AACC's *Leading Forward* initiative will explore the extent and depth of “grow your own” leadership training programs: those efforts developed by community colleges and states to prepare future leaders in the community college system. To determine the status of the programs developed by community colleges in Illinois, OCCRL conducted a survey of all community colleges in the State. Of the 36 colleges who responded to the survey, six reported having well-established programs in place, and two are launching programs in 2005.

The format of the eight programs in existence or in the planning stage is varied and includes a one-day, off-site conference; a two and a half day, off campus retreat; a four-day, off campus conference; a series of 18, three-hour sessions held on campus throughout the academic year; a multi-day seminar held on campus in the Fall of each year; and a series of five, on-campus, full day sessions spaced throughout the year. While some programs are held during the academic year, others are held between spring and summer terms, and faculty attend on their own time. Typically, selection occurs through nomination and self-submission. Participation in all eight programs is voluntary.

Content and leadership of the programs are also varied. One college depends on its faculty and administration to develop and deliver the modules; another includes a panel of regional presidents; and several of the programs include nationally renowned experts and scholars in community college literature and leadership, in addition to the college's administrative staff. Regardless of the format and content, the respondents, who had either attended the programs or heard from others who had, reported that the attendees felt that the commitment was well worth their time. One attendee stated that although she had taught at the college for 10 years before she attended her

college's conference, she felt a much deeper sense of belonging and responsibility after the intense workshop. She went on to say that the group of people who attended the same year as she have taken on much greater leadership responsibility in the college and frequently call upon one another for advice. Another attendee said that faculty often talk of a reunion retreat to recreate the sense of collegiality and continue the valuable dialogue that began as a result of the conference.

Of the 28 colleges that reported no ongoing or annual leadership program, many stated their college sends representatives to various leadership training opportunities at local, state, and national levels. Many of the people interviewed at campuses where there is not an ongoing initiative were interested in learning more the nature of the programs in existence and the topics covered. One person stated that the college was considering beginning “management training” for administrative staff. This person was interested to hear that many colleges include faculty and staff as well as administrators in their programs. Several college representatives made a comment similar to one respondent: “Starting such an initiative is on the agenda of the [administration]. We're very interested in learning more about what's out there.”

Lack of resources was often cited as a reason some colleges have not yet begun such programs. One college recently held its first leadership conference, partnering with another college that has conducted a leadership conference annually since 1994. The two colleges' programs were conducted separately but were held at the same location during the same week to share the cost of bringing in nationally recognized speakers. This clever use of resource management is one example of the strategies colleges can use to accomplish their goal of offering leadership training during lean economic times.

As a result of the survey several issues become apparent, and the implications for leadership training are many. It is clear that interest and need are growing. Regardless of format, the experience of participating in such activities appears to engender a strong, collegial bond between participants. A deep sense of collegiality is an important but invisible structural component of an organization that values shared leadership. Where leadership training is offered on an annual or ongoing basis, the growing web of shared knowledge of community college leadership skills has the potential to help form a generative culture of continuous learning. However, the transfer of skills, knowledge, and values from training to practice requires ongoing dialogue and feedback.

It is commonly known that exposure to leadership training through informal or formal means does not automatically make one a leader. Community colleges are wise to include in their leadership initiatives exposure to not only the requisite skills, knowledge, and values of leaders but also to the expectations and responsibilities of participants to continue to develop and practice what they have learned.

There is evidence that efforts of *Leading Forward*, The Illinois Leadership Academy, the Illinois Career and Technical Education Leadership Institute, and the University of Illinois' Community College Executive Leadership program are helping fill the

gap between the need for and availability of leadership education and training for individuals who seek it. Meeting the projected needs is both a challenge and an opportunity. Multiple strategies will be needed to equip today's colleges with tomorrow's leaders. How we approach this opportunity to lead our community colleges forward is up to us. ♦

Catherine Kirby is Assistant Director of OCCRL and serves as an adjunct faculty member of Eastern Illinois University's School of Technology. She can be reached via phone at 217-244-0858 or e-mail at ckirby@uiuc.edu.

The Office of Community College Research and Leadership (OCCRL) was established in 1989 at the University of Illinois at Urbana-Champaign. *Our mission is to provide research, leadership, and service to community college leaders and assist in improving the quality of education in the Illinois community college system.* Projects of this office are supported by the Illinois Community College Board (ICCB), and are closely coordinated with the Illinois State Board of Education (ISBE). The contents of the UPDATE newsletter do not necessarily represent the positions or policies of OCCRL, the ICCB, or the ISBE.

STAFF

Debra D. Bragg, Ph.D., Director, OCCRL and Professor, UIUC

Catherine Kirby Ed.M., *UPDATE* Editor and Information Specialist, UIUC

Linda Iliff, *UPDATE* Production Manager and Administrative Assistant, UIUC



University of Illinois at Urbana-Champaign
51 Gerty Drive, 129 CRC
Champaign, IL 61820
Phone: (217) 244-9390
Fax: (217) 244-0851
<http://occr.ed.uiuc.edu>