



ACADEMIC LEADERSHIP PROGRAM (ALP)

PROGRAM EVALUATION

NOVEMBER 2015

Prepared by:

Charity Farber, Senior Program Manager
Committee on Institutional Cooperation

Review Committee:

Steve Abel, Associate Vice President for Engagement
Purdue University

Mo Bischof, Associate Vice Provost; ALP evaluation chair
University of Wisconsin-Madison

Theodore Curry, Associate Provost and Associate Vice President for Academic
Human Resources
Michigan State University

Brent Ruben, Executive Director for the University Center for Organizational
Development and Leadership
Rutgers University

Table of Contents

Executive Summary	2
Program Overview	3-6
History of ALP	3
Program Goals and Objectives	3-4
Program Structure and Content.....	5
On-campus Programming	5-6
ALP Participants	6
Evaluation Methodology	7
Data Analysis and Summaries	8-13
Provost Perspective	8
ALP Liaison Perspective.....	8-9
Alumnus Perspective.....	10-12
Summary	13
Recommendations	13

Executive Summary

The CIC Academic Leadership Program (ALP) is an intensive leadership development program that develops the leadership and managerial skills of faculty who have demonstrated exceptional ability and academic promise. The CIC completes program evaluations on a rotating schedule. This ALP evaluation was conducted starting in the spring of 2015.

All sources of data indicate ALP is a valuable and necessary program. The program is highly successful and should continue with the current support structure. The ALP program review is a process of refinement and an opportunity to reflect on what's working well and what improvement could be made based on feedback from the provosts, fellows, and liaisons.

Over the 26-year collaborative partnership, ALP has been successful in providing leadership development opportunities for our rising-leaders. The CIC and the evaluation committee¹ identified the following successes:

- ❑ **Providing a leadership development opportunity for rising-leaders is worthwhile and provides value beyond what any single campus can do individually.** This target population is ideal for CIC collaborative training.
- ❑ **The Offices of the Provosts remain the appropriate funding source for the Seminar.** Provost Office funding provides all departments equal opportunity for participation in the Seminar.
- ❑ **ALP liaison participation in the program is necessary.** ALP liaisons provide guidance, structure, and facilitation for seminars and local programming. ALP is dependent on their involvement.
- ❑ **Post-ALP job trajectory is always a success.** In some instances, ALP alumni do not move into a formal leadership role. In fact, alumni may choose that moving into administration is not for them; however, many continue to serve in various informal leadership roles on their campuses. Overall, the experience provides an education opportunity for faculty to become leaders in their departments, associations, and beyond.

Additionally, the CIC and liaisons have had the opportunity to continue to develop ALP over the years. Through this evaluation, the CIC and the evaluation committee recommend the following:

- ❑ **Provide additional leadership tools to participants.** Fellows wish to have more leadership resources that will support their experience in ALP and that will help them continue to develop as leaders.
- ❑ **Incorporate new topics to enhance the current program.** The content of the program needs to be up-to-date with workplace and leadership trends in higher education. The program needs to respond to the changing needs and issues of CIC campuses.
- ❑ **Create networking opportunities.** A significant benefit of the program is developing peer relationships. Identify ways to further connect alumni with the campus and the CIC, post-ALP.
- ❑ **Emphasize leadership in all roles at the university.** The current agenda emphasizes the roles of senior-level administration. The importance of informal leadership should be woven throughout the seminars.
- ❑ **Refine on-campus programming for participants.** Liaisons should work with one another to identify best practices for supplemental programming.

¹ Program Evaluation Committee members include Steve Abel, Purdue University; Mo Bischof, University of Wisconsin-Madison; Theodore Curry, Michigan State University; Brent Ruben, Rutgers University; and Charity Farber, CIC.

Program Overview

History of ALP

In 1988, the provosts identified a need for a more systematic orientation of faculty, including those currently appointed as academic administrators, to gain a better understanding of university-level academic administrative leadership and its challenges. A curriculum with a focus on orientating and training participants in the skills and experiences needed for effective university academic leadership was developed, and ALP was launched in the fall of 1989. The program has maintained a high level of engagement among CIC member universities throughout its lifespan. Over 1,300 faculty have participated in the program. Many of whom have gone on to serve with distinction as college provost, president, and dean.

During the last evaluation, ten campuses participated in the program. Since this time, five additional CIC campuses have entered into collaboration with the program: University of Chicago, University of Maryland, University of Nebraska-Lincoln, Northwestern University, and Rutgers University. Although campus participation in ALP is voluntary, all 15 member institutions² are actively participating in the program.

Program Goals and Objectives

ALP liaisons continually review and refine the goals and objectives for the program based on the changing higher education landscape and feedback from our stakeholders (e.g., provosts, alumni fellows). In July 2015, CIC ALP liaisons updated the program goals and objectives:

Goal Statement: The goal of the CIC Academic Leadership Program is to help a talented and diverse faculty and select executive-level professional staff further develop their ability to be effective academic leaders at all levels of research universities. The program will be delivered in a cost-effective, collaborative way. Participants (designated as ALP Fellows) are chosen based on their proven abilities or demonstrated promise as leaders by their home institutions.

Objectives: The objectives for the Academic Leadership Program, which apply across all three seminars, are described below:

- To learn more about the organization, operations, and physical infrastructure of research universities, as well as their similarities and differences
- To consider the skills and attributes of effective academic leaders, and the challenges and rewards of becoming an academic leader
- To consider current and future challenges and opportunities in higher education
- To meet and develop professional relationships with colleagues through interactions during the seminars and on-campus activities
- To understand the financial landscape of higher education including budget models, philanthropy, public/private partnerships, and its implications for academic leadership

ALP liaisons and CIC staff design seminars and on-campus experiences to meet these objectives with a balance of informational and interactive sessions, opportunities to network and socialize, and campus tours or visits to buildings of special interest. In addition, specific outcomes are provided below for each seminar.

² University of Chicago, University of Illinois, Indiana University, University of Iowa, University of Maryland, University of Michigan, Michigan State University, University of Minnesota, University of Nebraska-Lincoln, Northwestern University, Ohio State University, Pennsylvania State University, Purdue University, Rutgers University, and University of Wisconsin-Madison

Specific Outcomes for Seminar I: Contemporary Issues in Higher Education

- To acquire an understanding of contemporary issues in higher education in their historical and institutional context
- To consider approaches for enhancing campus diversity and inclusion
- To explore opportunities for university engagement and globalization
- To consider and discuss emerging topics related to teaching and learning
- To introduce aspects of academic leadership values, styles, and skills

Specific Outcomes for Seminar II: Internal and External Relationships

- To consider and discuss topics related to faculty and their development
- To explore topics related to the role of university staff and ways to work effectively with them
- To consider contemporary aspects of the student experience within and beyond the classroom
- To consider and discuss opportunities and challenges in the university research mission
- To consider issues related to the university’s external relationships and constituencies
- To further explore the values, styles, and skills that contribute to effective academic leadership

Specific Outcomes for Seminar III: Money, Management, and Strategies

- To increase understanding of various university budget models
- To learn more about university sources of revenue
- To consider approaches to strategic planning at multiple levels of the institution
- To learn more about the issues and management of space and infrastructure
- To learn skills for assessing competing priorities and managing time
- To reflect on leadership values, styles, and skills and to consider the range of opportunities in higher education leadership, both formal and informal

Following consensus on the goals and objectives, discussion focused on past themes as well as the liaisons’ vision for the future. The discussion resulted in an agreement that the following topics should be incorporated into seminars I, II, and III, respectively.

Seminar I: Contemporary Issues in Higher Education	Seminar II: Internal and External Relationships	Seminar III: Money, Management, and Strategies
President and Provost	President and Provost	President and Provost
Campus Tour	Campus Tour	Campus Tour
Globalization	Faculty	Strategic Planning
Diversity and Inclusion	Staff	Financial planning/budget models
Public Engagement	Students	Philanthropy and Advancement
Contemporary Issues in Higher Education	External Constituents/Stakeholders	Space/Infrastructure
Teaching and Learning	Research	Prioritization and Time Management
Academic Leadership	Leadership Values, Styles, Skills	Leading Into Your Future

Program Structure and Content

ALP is a year-long extensive CIC leadership development program that is comprised of three campus-based seminars, each three days in length. Host campus responsibilities rotate among the CIC universities. The seminars follow a format designed to maximize interaction among all the fellows. Over the course of the three days, a multitude of guest speakers address the group on the identified thematic topics through case studies, workshops, and other group exercises, and the participants engage in small group discussions and networking opportunities.

Each campus chief academic officer appoints the institutional liaison(s) to serve as the central coordinator for the program and serve as the campus contact with the CIC office. Liaisons usually hold positions in the Provost's Office with responsibilities in areas such as academic leadership, faculty and staff development, and human resources but also in a range of other academic administrative roles. They are responsible for supervising all aspects of the fellows' activities at their home institutions. Liaisons play an important role in the recruitment and selection of fellows and are essential in the program planning and implementation of the seminars, as well as the on-campus enrichment programs that support the ALP experience.

The agenda has been fairly consistent over the last 5 years. ALP is unique in that this consortium-wide professional development opportunity allows our campuses to draw upon talented speakers/facilitators that would not be financially feasible for one individual campus to contract each year. Topics and speakers are evaluated regularly; ALP participants are encouraged to complete a pre-seminar questionnaire, an evaluation for each seminar, and a post-seminar evaluation, which provides critical feedback regarding the sessions, speakers, and logistics. Based on this feedback and the liaisons' recommendations, speakers and topics are adjusted and adapted to ensure that the seminar remains a progressive and innovative professional development opportunity.

A comprehensive review of the fellows' evaluation summaries reflects the importance of diversity (e.g., race, gender, institution) in seminar speakers. Multiple comments signified the need for our seminars to be less "commercial" in terms of highlighting host University strengths and presenters. Instead, participants want the program to address contemporary challenges reflective of the diversity across CIC institutions. Provosts, fellows, and liaisons believe ALP should include the highest caliber speakers across all three seminars. Future planning will incorporate speaker diversity, as well as balance across our member institutions.

On-campus Programming

To support the ALP experience of its class of fellows, each CIC institution conducts its own series of on-campus enrichment programs. The range is quite varied. Minimally, so that the three campus seminars are as effective as possible, each campus is asked to coordinate a meeting between its fellows and campus officials whose portfolio includes topics to be discussed at the upcoming seminar. For example, before the on-campus session that will include a discussion of diversity and inclusion, ALP liaisons are asked to schedule a meeting between their fellows and their campus chief diversity officer. Similarly, before the seminar session that focuses on strategic planning and budgeting, ALP liaisons are asked to schedule a meeting with their campus budget officer.

Additionally, many campuses hold regularly scheduled discussion sessions for fellows with a variety of University leaders, and on occasion, external stakeholders. Examples of those included are: president/chancellor, provost, regents/trustees, vice presidents (e.g., student affairs, development, general counsel, finance, and operations), athletic director, deans, etc. Some campuses have readings on leadership that are a part of the ongoing discussions between the fellows and the campus liaison(s).

Many campuses formally work to maximize the impact of each of the three campus visits by holding a debriefing session following the three-day seminar. Issues raised at the seminars are discussed and analyzed, and campus and personal implications are considered. Finally, many institutions host events to recognize each new class of fellows, as well as to commemorate the experience of the outgoing class. Some ask the outgoing class of fellows to make a presentation discussing their year-long experience.

ALP Participants

Each CIC institution establishes its own recruitment and selection process for identifying five fellows to participate in the program each year. Fellows are faculty or select executive-level professional staff that are recognized as emerging academic leaders. Women and faculty of color are especially encouraged to participate. The fellows represent tenured faculty from across divisions and with varying levels and types of administrative and leadership experiences at the level of department or major committee chair, governance role, program director, or assistant or associate dean. Fellows are expected to participate fully in the Program by attending the three seminars and participating in all aspects of the campus activities.

Over the years, it has been established that the optimal cohort size is 5 participants per campus. This level of participation allows for campus diversity in the small groups and breakout conversations during seminar sessions. Significantly increasing or decreasing the number of participants would alter the group dynamics and the liaisons believe that this should not occur given how the program is currently structured and conducted. Decreasing the number of participants would diminish the diversity of perspectives; increasing the number of participants would create an impersonal atmosphere with less opportunity for networking and group interaction.

Over the last four years, the cost of participating in ALP averages \$2,795 per person. This is a modest cost compared to a similar intensive training program offered by Harvard³ which charges \$7,860 per person. ALP participants are funded by the Provost's Office on their respective campuses. This model remains the appropriate funding mechanism as it allows the campuses to be in charge of participant selection and it provides open access to the program for all types of departments, regardless of their size or budget.

³ <https://www.gse.harvard.edu/ppe/program/institute-management-and-leadership-education-mle>

Evaluation Methodology

The overarching CIC evaluation process for ALP began in spring 2015. The previous program evaluation was completed in 2009. Charity Farber, CIC Senior Program Manager, coordinated the 2015 program review in consultation with an evaluation team. Mo Noonan Bischof, University of Wisconsin-Madison, served as chair for the program review. The evaluation review committee included three other ALP liaisons: Steve Abel, Purdue University; Theodore Curry, Michigan State University; and Brent Ruben, Rutgers University. The key program constituents include the CIC provosts, ALP liaisons, and ALP alumni fellows. Various methods and data collection were used to gather feedback for the evaluation. Program documents reviewed include ALP liaison meeting notes, past ALP Seminar agendas, and ALP goals and objective documents⁴.

In spring 2015, the ALP liaisons conducted interviews with the provosts. The provosts were asked the following questions:

- 1) What do you think the goals are for the CIC ALP?
- 2) How well has the CIC ALP met these goals?
- 3) How might the CIC ALP program improve?

In addition to the interviews with the CIC provosts, the review committee conducted interviews with the ALP liaisons. These interviews sought answers to the following questions:

- 1) Are the goals and objectives of the ALP current and appropriate?
- 2) Does the current program curriculum for each Seminar accurately reflect the goals of the CIC ALP? What suggestions do you have for improvement?
- 3) What suggestions do you have for the CIC ALP structure -- three seminars hosted at CIC institutions plus individual campus programs? How might we assure continuity of identifying appropriate speakers for the seminars?
- 4) How does your campus program support the overall goals and objectives of the CIC ALP? Should there be specific program elements for all campus-based programs?
- 5) Is your role and responsibility as an ALP liaison appropriate? Do you have suggestions?
- 6) Is the program targeting the correct audience? Do you have suggestions for recruitment and selection of fellows?
- 7) Overall, what ideas or suggestions do you have for the program?

Another component of the program review included surveying ALP alumni fellows. The survey focused on participants' perceptions of the value and impact of the program. The survey included both closed- and open-ended questions. It was sent to approximately 1,175 ALP alumni fellows with more than 300 respondents.

Following each ALP Seminar, the participants are asked to complete a satisfaction survey. These surveys provide feedback that the liaisons take into consideration each year as part of the annual program planning process. The review committee analyzed the survey summary documents from the past three years as part of this evaluation.

⁴ Materials are available from the CIC headquarters upon request.

Data Analysis and Summaries

Provost Perspective

As outlined in the methodology, the provosts provided valuable insight about the program through interviews with their campus liaison(s). From these conversations, the review committee identified a list of their goals for ALP:

- Developing future leaders
- Creating a talent pool
- Retaining more educated faculty that do not take a traditional leadership role should be viewed as a success of the program
- Enhancing advancement opportunities for women and underrepresented minorities
- Understanding innovative responses to challenges
- Enhancing the leadership capability of faculty
- Understanding the complexity of higher education
- Developing professional networks of supportive peers
- Understanding the similarities and differences among CIC institutions
- Highlighting strength through collaboration

The provosts also provided insight into how the program could be enhanced:

- Enable participants to appreciate their intrinsic value and find a way by which they can integrate their talents into their institution. Many participants go on to lead with a lower case “i.” Individuals throughout the fabric of our institutions are called upon to serve in a productive way, and not necessarily assume high-level leadership positions. Many alumni provide invaluable counsel even if they do not hold traditional leadership positions.
- Highlight the importance of personal growth as the priority for their participation. Participants should be aware there may not be opportunities for them within their institution and should not be disappointed if they don’t receive an opportunity.
- Over the course of the seminar, it would be beneficial to seat the participants by discipline and/or university role. This can provide an opportunity for developing peer networks.

ALP Liaison Perspective

The ALP liaisons’ response to the questions provides a wealth of opportunity for the program’s enhancement. Below is a summary of their responses to the questions (see p. 7) posed to them.

ALP Goals and Objectives: The ALP liaisons immediately stepped into action by reviewing and modifying the ALP goals and objectives (see p. 3-4). The group emphasized understanding higher education in the context of public policy and more focus on finance (e.g., budget models, revenue and cost-sharing strategies). Most importantly, they wanted to place more emphasis on leadership (leadership beyond just titles/roles) throughout the program.

Seminar Framework - Curriculum and Structure: Experimentation and flexibility with the seminar development is useful as long as liaisons maintain key topics and expert speakers. It is important to provide planning flexibility to the host campus to take advantage of a local “crisis” as well as specific sessions that focus on how leaders’ responded to the crisis or what impact the issue has had on leadership. A number of curriculum and session format recommendations were identified:

- CIC ALP should be launched with a big-picture overview at Seminar I to ensure fellows understand the program’s intent and design. Seminar II and III should reflect back and forward on the key themes.
- Longitudinal incorporation of leadership throughout the program and within the seminar titles (e.g., leading in changing times, leading people) is important.
- Consider other cross-seminar themes (e.g., diversity). This will require more up-front planning between host institutions. Also consider within-seminar themes that cut across several sessions (e.g., campus climate could be a theme that is addressed within the faculty, staff, and student sessions).
- Seminar topics and titles should focus on who the fellows are and what we expect fellows to learn beyond the content.
- Design sessions to meet the learning goals with particular attention to delivering the sessions in active, engaging ways. Case- or problem-based formats provide more opportunity for fellows to network and learn about other institutions and how they operate. Case studies need to use more realistic cases and less hypothetical cases.
- Liaisons should identify and take ownership of the sessions deemed as essential to the program and may be facilitated by liaisons. For example, fellows continue to request more time and discussions about finance and budgeting. Liaisons might design such a session and include it in the program on an annual basis (e.g., the In-box session).
- Throughout the seminars (within the sessions, meals, etc.) consider grouping fellows by discipline or roles to share common and different experiences around a topic or question.
- Campus tours are highly valued by the fellows. It may be more useful to focus the tours not just on “show and tell” but more about the venues’ history, how it was developed, who was involved, and what were the challenges for the campus/administrative leader.
- Speaker quality is more important than ensuring institutional representation.

Seminar Structure: A majority of liaisons commented that the seminars should remain at host institutions, including Seminar II. The responses cited the importance of seeing other campuses as integral to understanding the different cultures of our campuses. A few liaisons indicated that if travel and costs became burdensome, we might reconsider hosting Seminar II in Chicago (i.e., University of Chicago, Northwestern University, and Big Ten Center) in the future.

On-campus Programs: General consensus supports leaving local campus programming in the hands of each university. However, liaisons support sharing more information with each other about the campus-based programs, especially in support of newer CIC institutions. There is also support to use the campus programs to prepare fellows for the seminars including meeting with campus leaders around topics to be addressed at the seminars and/or to complete “homework” assignments for the seminars. Some campuses have a book program. It is worth considering the idea of having an ALP-read in which all fellows and liaisons read a common leadership-based book. Liaisons would also appreciate a discussion about how to leverage ALP with respect to other on-campus leadership programs.

Fellows: Fellow recruitment and selection is important to the program. Liaisons questioned if fellows should be faculty alone or if staff should also be included. This question needs more discussion among the liaisons as it impacts the program goals and objectives, as well as how to structure seminar topics and discussion. Other issues were raised relative to fellows’ leadership experience prior to ALP. There is recognition that leaders in various positions and roles are important, and they may not be signified by title. In addition, the program needs to support academic leaders in understanding that campus leadership roles may be limited. Regardless of their post-ALP trajectory, the experience in ALP is valuable and valued.

ALP Alumnus Perspective

As a part of the data collection for the ALP program evaluation review, ALP alumni from the past 26 years were invited to participate in the survey. Open-ended questions asked about components of the program that were seen as most beneficial, personal and professional benefits gained, recommended changes, and other observations. The responses are reflective of their participation of the program, which could have happened anywhere from 1 to 26 years ago. In some instances, the issues raised have been long addressed. A condensed summary of their responses are outlined below.

Personal Experience as a Participant: Fellows highlighted the program as great, valuable, and beneficial. Fellows appreciated the opportunity to network within campus teams as well as the greater CIC ALP group. Many fellows suggested maintaining some type of a network post-program at both the CIC and individual university level. There were isolated comments related to differences in on-campus programs, the need for greater diversity in participants and presenters, and expectations that the outcome would be a leadership opportunity that for many never comes.

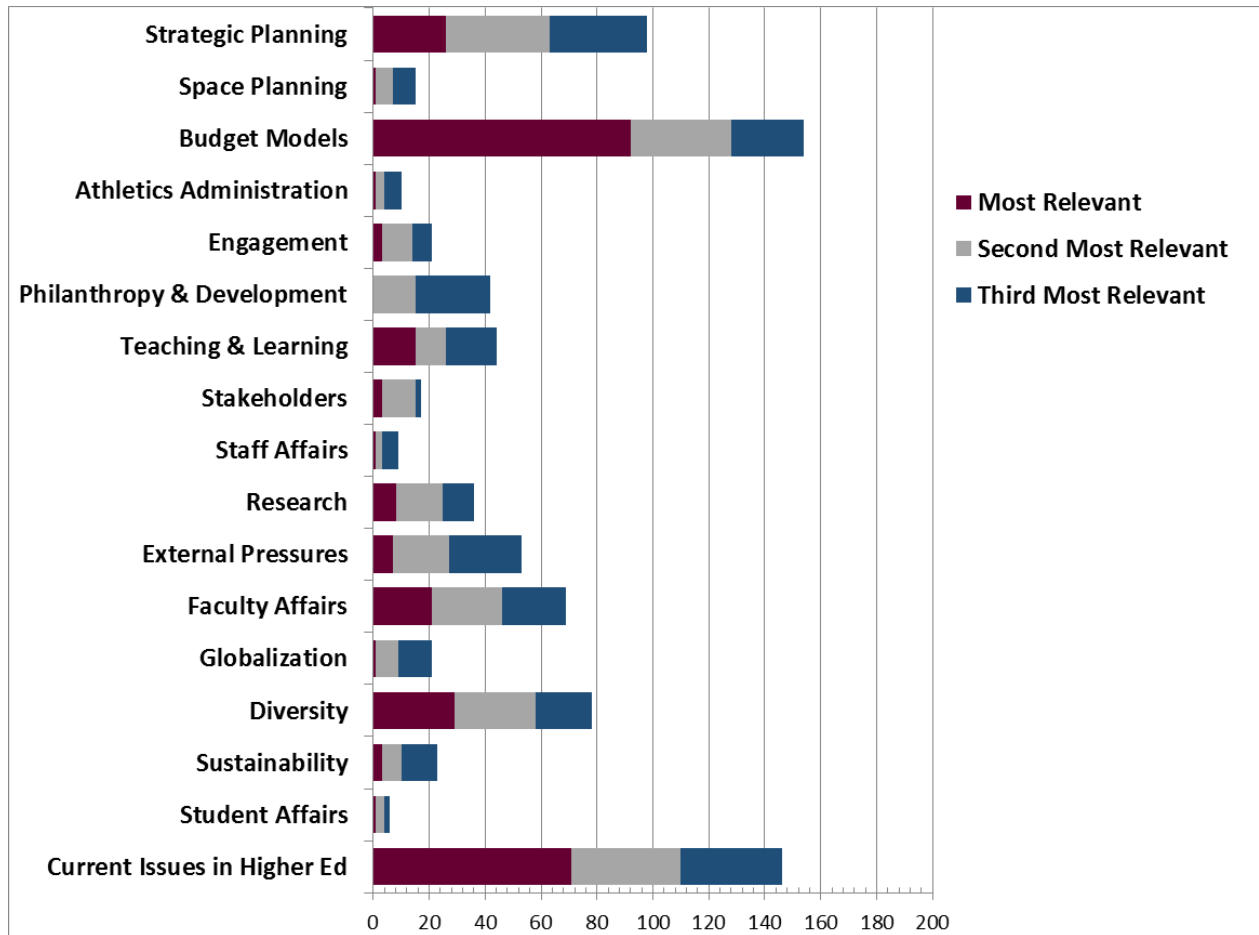
Benefits of ALP Participation: Alumni identified advancement, leadership, network, perspective, confidence, and professional development as the key benefits of the program. Networking, particularly on home campuses, was of significant benefit to past participants. Numerous respondents remarked about enhanced perspective, resulting in a desire to serve in a higher position in most, but not all cases. Perspective was gained both through home institutions and a broader understanding of similarities and differences among CIC institutions. The leadership theme was evident whether individuals did or did not choose to pursue higher-level positions within or outside of their institution.

Recommendations for Improvement: Alumni have a strong consensus for more interaction through sessions as well as social time. There is also a call for sustained networking through a combination of efforts within local campuses and through the CIC. Webinars were recommended as a possible way to manage networking across the CIC. It was also suggested campus-based alumni could assist with local programming for new ALP fellows. For the seminars, alumni would like for readings to be aligned with seminar content and improve delivery based on techniques to enhance adult learning. Alumni would appreciate more information provided on leadership development. Specifically, fellows are interested in more leadership tools for decision-making, budget models, and problem-solving. It was suggested host campuses spend less time highlighting strengths and more time describing approaches to local challenges.

The survey asked the alumni rate their perceptions of the value and impact of participation in the program. The results are listed below.

UNDERSTANDING THE IMPACT AND VALUE OF ALP	1 = Limited Impact/Value 5 = Exceptional Impact/Value
	Average Rate
The value of participation in the CIC ALP program as a leadership development experience	4.28
The value of the CIC ALP program in terms of learning about leadership and institutional practices at peer institutions	4.55
The impact of the CIC ALP program in motivating your interest in pursuing a formal leadership position	3.82
The value of the CIC ALP program in enhancing the knowledge and skill you are able to apply at your institution as an informal leader	4.17
The impact of the CIC ALP program in improving institutional and leadership practices in your home unit	3.62
The impact of the CIC ALP program in improving institutional and leadership practices at your institution	3.61
The value of the CIC ALP program in developing your networks and relationships with peers and liaisons at home and other institutions	3.99

The alumni were asked to rank their TOP THREE seminar topics in order of relevance, with 1 being the most relevant and 3 being the least relevant. Their responses indicated most relevant topics are 1) Budget Models 2) Current Issues in Higher Ed and 3) Strategic Planning.



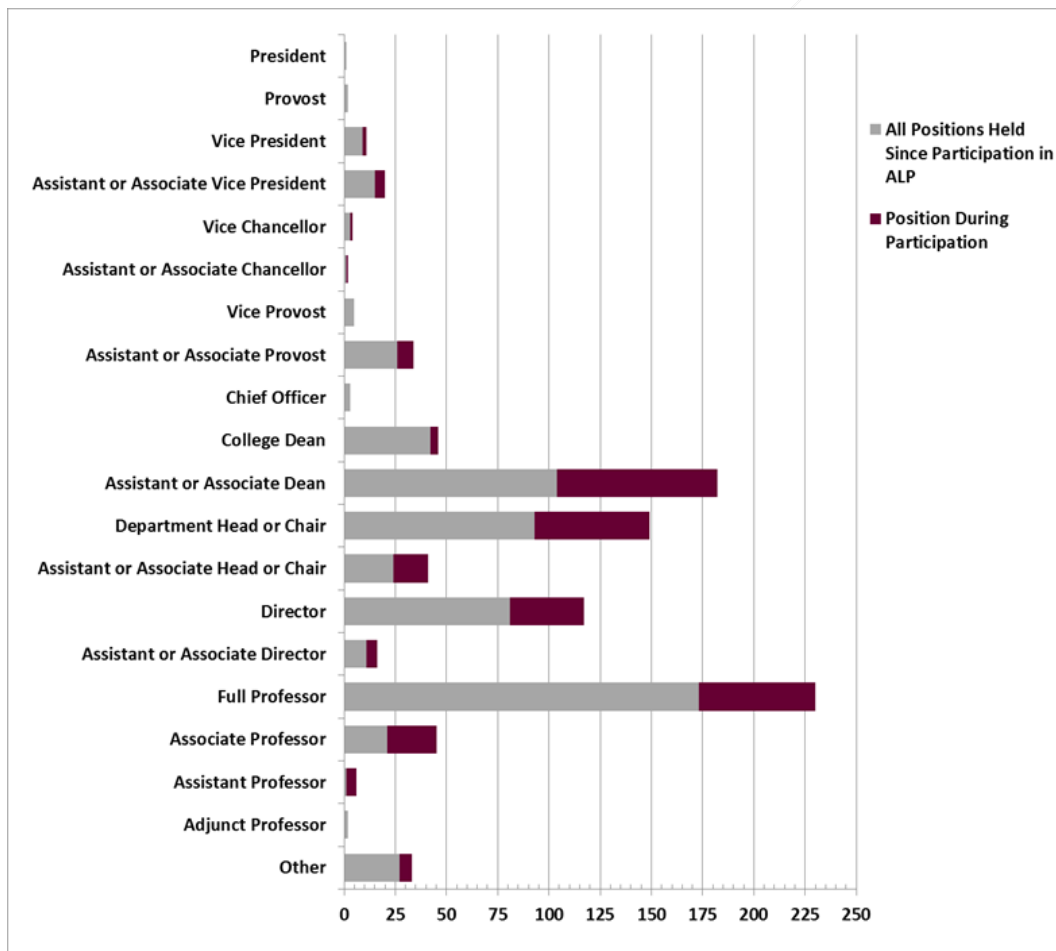
Alumni recommended other issues that could be addressed in the seminars:

- Assessment
- Civility vs. Academic Freedom
- Defunding the research centers' base budgets
- Dangers of excessive corporatization
- Ethics
- Faculty Governance issues
- Faculty meeting and faculty relationships in units
- Fundamental personal leadership development
- Informal relationships in leadership development
- Shift from learning/teaching/research to job training for students
- Student debt/tuition
- Tech transfer
- Top down vs. down up decision-making

Over 87% of the respondents are currently employed by a CIC university; a minimal number are currently working at a non-CIC university. These organizations are listed below:

- | | |
|--|---|
| American University of Sharjah | Texas A+M |
| Auburn University | University at Buffalo-SUNY |
| Boston College | University of California Riverside Emeritus |
| Boston University | University of Colorado |
| Claremont Graduate University | University of Delaware |
| Duke University | University of Georgia |
| Embry Riddle Aeronautical University | University of Nebraska-Omaha |
| Florida Atlantic University | University of Southern California |
| Indiana State University | University of Washington |
| Louisiana State University Health Science Center | Vanderbilt University |
| NASA | Washington State University |
| North Carolina State University | Washington University in St. Louis |
| Syracuse University | West Virginia University |

In addition to analyzing campus affiliation post-ALP, the survey also measured the professional advancement of ALP alumni. The chart below demonstrates there was promotion to senior-level administration.



Summary

All evaluation data indicate that ALP is a valuable collaborative effort. The goal of the program remain the same, and the program fulfills a professional development opportunity across the CIC campuses. The structure of the program is appropriate. Valuable insight has been gained on how to enhance the participants' experience and the seminar sessions; specifically, focusing on networking during and after their participation in the program. There is a need to emphasize personal growth as the main priority for participants and acknowledging that leaders serve in any number of roles within the university, all of which can benefit from the enhanced knowledge and skill ALP participants acquire. Participants should be aware that participation in the program does not always mean the individual will grow into a formal leadership role on at his/her institution.

Recommendations for CIC members and ALP liaisons

This evaluation resulted in the following recommendations to enhance the quality of the program:

- The program is highly successful and should continue with the current support structure.
- Seminar agendas should continue to incorporate new topics on a regular basis to ensure that this leadership development opportunity remains fresh, timely, and cutting-edge. Sessions need to provide leadership tools and takeaways for participants.
- Liaisons should continue to refine the on-campus programming to supplement the seminar experience.
- Liaisons need to identify ways to increase networking opportunities among current and past ALP fellows.
- Liaisons and speakers should highlight the importance of personal growth and the value all participants will bring back to their campus as leaders, regardless of title or role.