

FACULTY LEADERSHIP DEVELOPMENT



Intentional development of faculty administrative leaders offers many advantages to the University of California

ucfacultyleadership.ucdavis.edu

The problem statement

The University of California needs a leadership pipeline through which faculty can prepare themselves for potential advancement into senior campus and systemwide administrative roles.

"Given the historic, current and certain future challenges facing us, we must get smarter, faster, better, if we are to retain our preeminence ... (by) leveraging the extra intellectual capacity that already exists."

Vice Chancellor Ron T. Coley and Interim Dean Sharon Walker
UC Riverside

ucfacultyleadership.ucdavis.edu

Conducted the following research



17

Scholarly articles reviewed



50

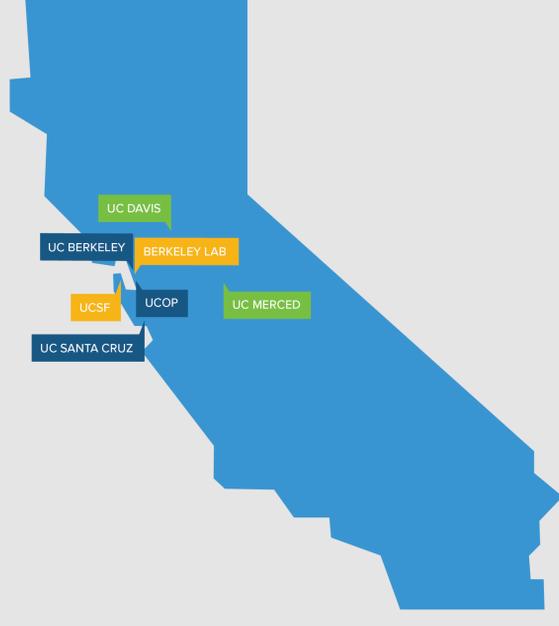
In-person interviews from 7 UC locations



210

Respondents to Associate Professor survey

Collected data from the following locations



What we discovered in our assessment

- #1 Many faculty are interested in serving in administrative leadership roles, despite a common perception that doing so represents "moving to the dark side."
- #2 Faculty administrative roles require expertise distinct from other faculty responsibilities.
- #3 The use of systematic, transparent and inclusive processes to identify new faculty leaders may increase participation from underrepresented groups.
- #4 Some faculty leaders do not receive leadership development preparation, leaving them to "sink or swim."
- #5 Two of the most cited barriers to faculty participating in leadership development programs are compensation and resources.
- #6 There is a general perception of a lack of available leadership programming, despite many existing programs.
- #7 Leadership development programs with a competitive nomination process that offer public recognition are viewed as more meaningful, desirable and prestigious by faculty.
- #8 The most desired leadership development programming includes communication skills, managing people, managing conflict, effective collaboration and strategic vision.
- #9 Some faculty desire a relaxed program structure, which allows them to participate "just in time," while others desire in-person programming or a combination of both.
- #10 Current leaders emphasize the need for understanding the UC Shared Governance Model.

Essential leadership skills

From Surveys

- Financial management
- Problem solving
- Creating a diverse and inclusive workplace

From Interviews

- Understanding shared governance
- Unique roles and responsibilities
- Budget and finance skills
- Negotiation

From Literature Review

- People skills and integrity
- Career planning for faculty
- Time management

Shared Responses

- Communication
- Managing people
- Managing conflict
- Effective collaboration
- Strategic vision



Recommendations

- #1 Leverage the Faculty Leadership Development Toolkit website (address below) to develop programs for faculty to become effective, transformational leaders.
- #2 Select and develop faculty leaders in a transparent, equitable and supportive atmosphere to improve succession planning, increase diversity and support retention of high-quality faculty.
- #3 Remove barriers so faculty can participate in leadership programs, by providing appropriate service credit, financial resources and/or release time.
- #4 Commit competitive funding through UC Office of the President to support program development, with the expectation that outcomes are captured and shared through the website.

About us

CORO Northern California has been assisting the University of California since 2006 to develop current and future administrative and faculty leaders. The 2017 UC-CORO Northern Cohort represents emerging leaders from five UC campuses, a national lab and the Office of the President. To view our website toolkit, go to:

ucfacultyleadership.ucdavis.edu