Faculty Leadership Development

UC-CORO NORTHERN COHORT (2017)

2017 UC-CORO Northern Cohort

Sharon Walker, Interim Dean
Bourns College of Engineering (Riverside)

Problem Statement

UC needs a leadership pipeline through which faculty can prepare themselves for potential advancement into administrative roles.

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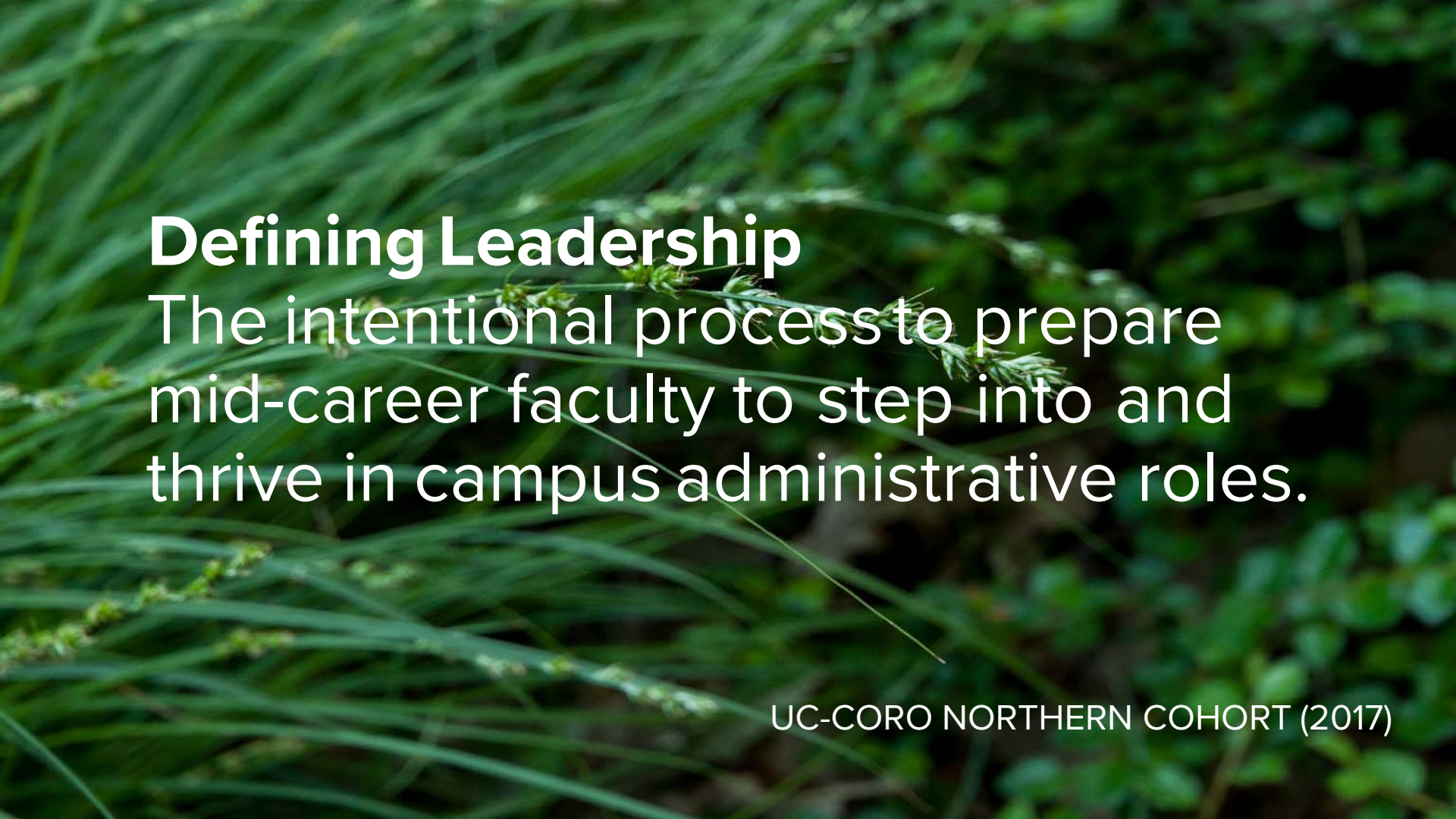

Defining Leadership

The intentional process to prepare mid-career faculty to step into and thrive in campus administrative roles.

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Academic Personnel Manual (APM) - 241 and 246, Faculty Administrator Titles

- College Provost
- Vice Provost, Associate Vice Provost
- Associate Vice Chancellor, Associate Dean
- Department Chair, Department Vice Chair (See APM - 245, Department Chairs)
- Director, Associate Director
- Faculty Assistant to the Dean or Vice Chancellor or Chancellor, Academic Assistant to the Vice Chancellor or Chancellor

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Mid-Career Faculty
Associate Professor through
Full Professor below Step VI
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Opportunity Statement

The intentional development of faculty administrative leaders offers many advantages to UC.

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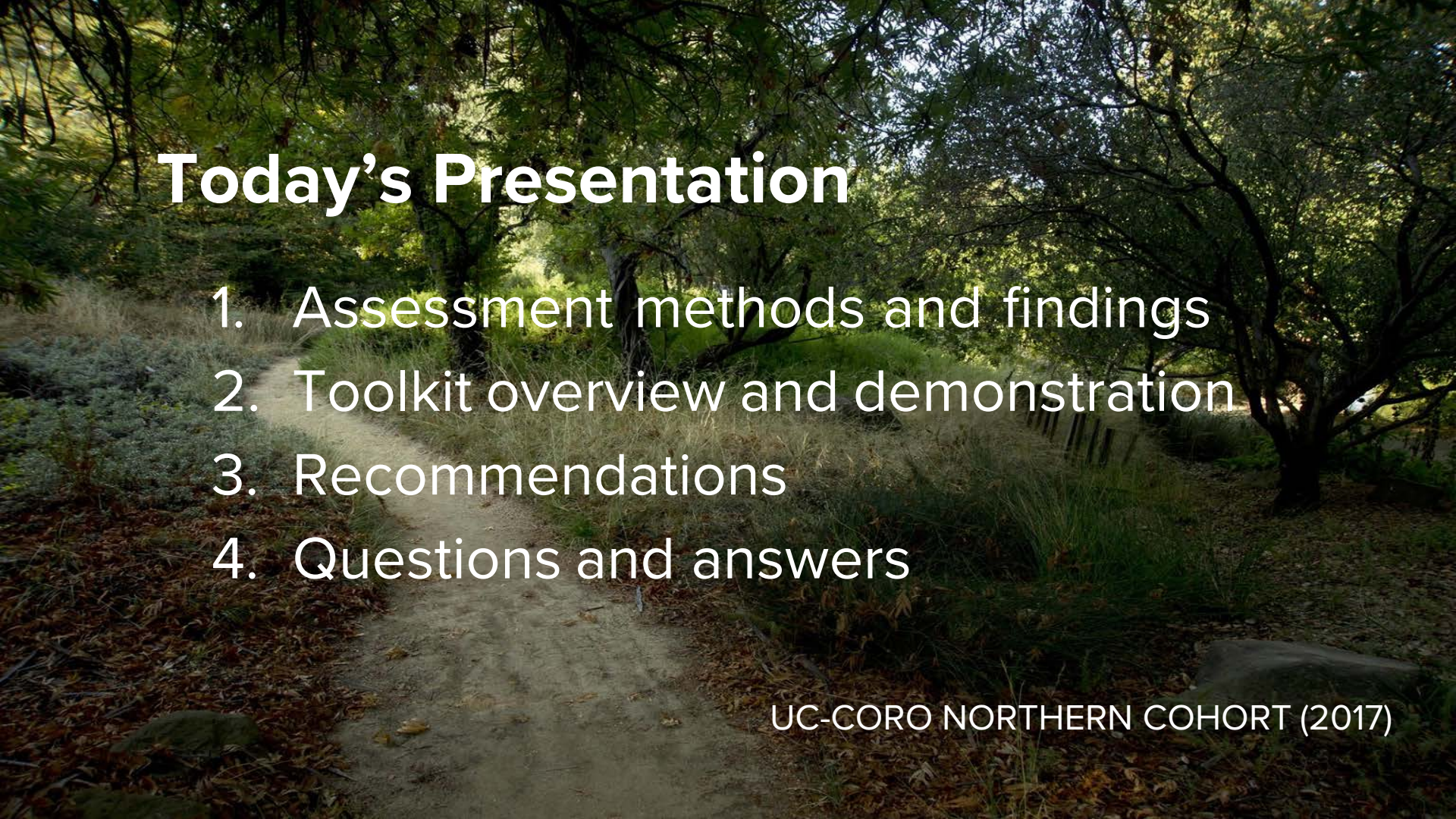

Today's Presentation

1. Assessment methods and findings
2. Toolkit overview and demonstration
3. Recommendations
4. Questions and answers

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Assessment Methodology

1. Literature Review
2. Key Informant Interviews at 7 locations
3. Survey of Associate Professors

Research Conducted

17

Scholarly articles reviewed

50

In-person interviews from 7 UC locations

210

Respondents to Associate Professor survey

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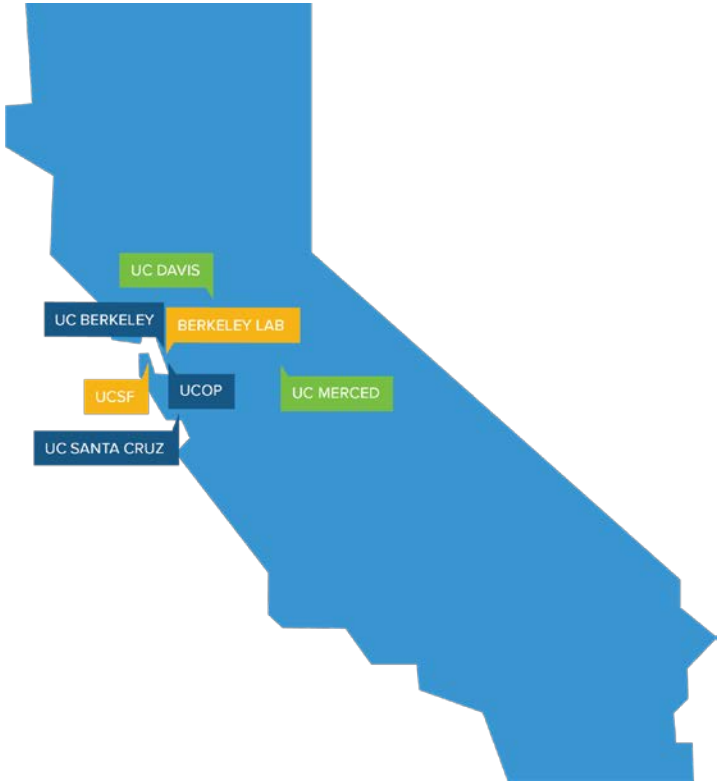
Key Informants

- Senior Leaders (30%)
- Faculty Administrators (36%)
- Faculty (16%)
- HR and other professionals (18%)

Survey Respondents

- Associate Professors
- UC Davis (40%)
- UC San Francisco (60%)



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Assessment Findings

#1

Many faculty are interested in serving in administrative leadership roles, despite a common perception that doing so represents "moving to the dark side."

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Assessment Findings

#2

Faculty administrative roles require expertise distinct from other faculty responsibilities.

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Assessment Findings

#3

The use of systematic, transparent and inclusive processes to identify potential faculty leaders may increase participation from underrepresented groups.

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Assessment Findings

#4

Some faculty leaders do not receive leadership development preparation, leaving them to "sink or swim."

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Assessment Findings

#5

Two of the most cited barriers to faculty participating in leadership development programs are compensation and resources.

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“How to cultivate faculty leaders,” *The Chronicle of Higher Education* (2017)

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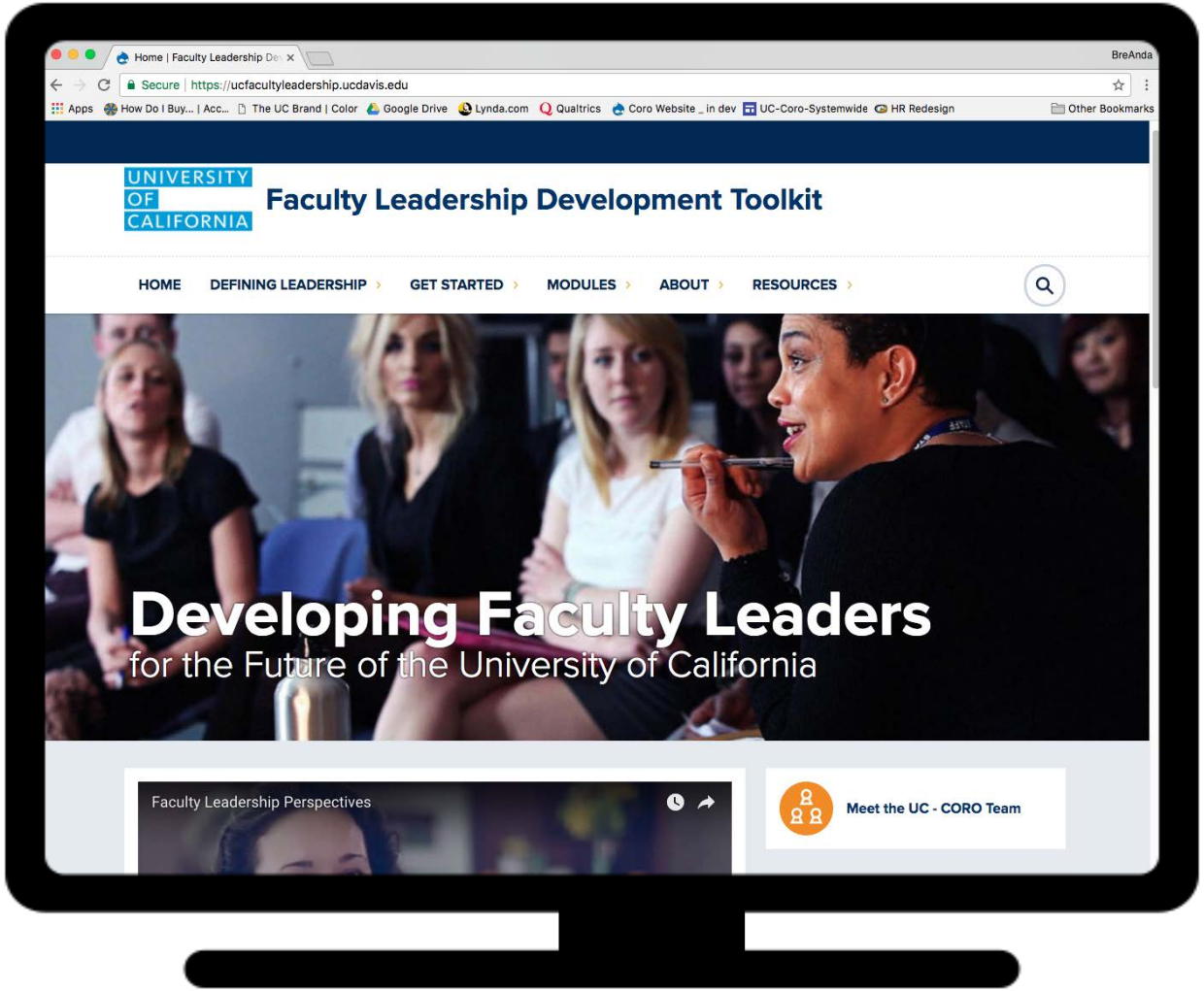
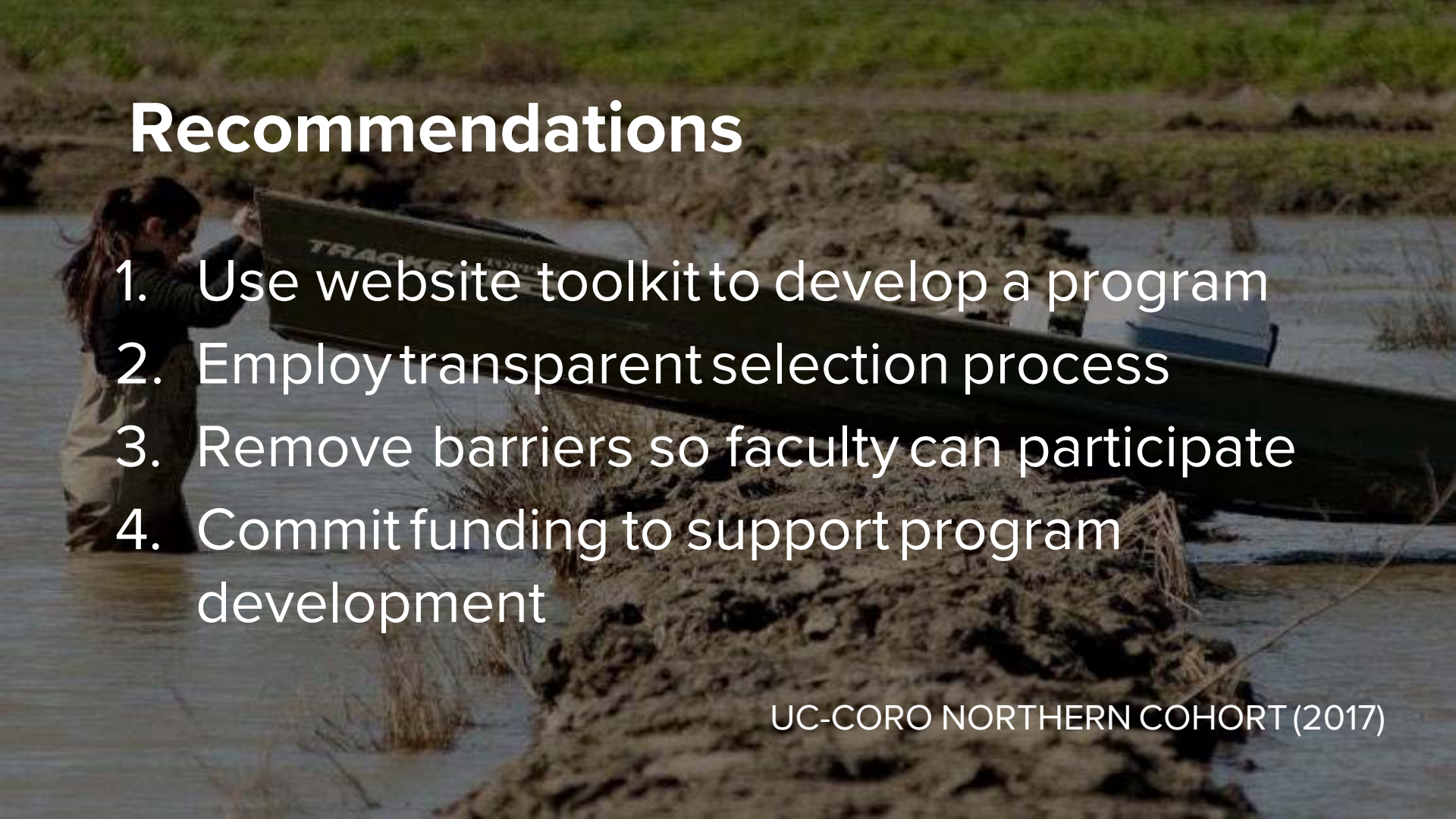
Website Toolkit





Recommendations

1. Use website toolkit to develop a program
2. Employ transparent selection process
3. Remove barriers so faculty can participate
4. Commit funding to support program development

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Ben Houlton, Professor and Chancellor's Fellow
College of Agriculture and Environmental Sciences (Davis)
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Questions

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