

UC Leveraging Leadership Initiative: Faculty Leadership Skill Assessment

December 7, 2017

UNIVERSITY
OF
CALIFORNIA



2017 UC-CORO Systemwide Leadership
Collaborative: Southern California Cohort

Faculty are leaders from the moment they step on campus, in both formal and informal roles; and these roles evolve over time.

The Questions:

AVAILABILITY

Q: What training is available to faculty and how often is it utilized?

VALUE ADDED

Q: When considering training, what do faculty believe is valuable?

MOTIVATION

Q: What would motivate faculty to engage in leadership training?

The Current Challenges:

- Learning-on-the-job
- Developing and valuing leadership within UC
- Diversifying the faculty leadership pipeline

How can the UC system become more **intentional**, more **efficient**, and more **proactive** about how we, as a system, are positioning faculty for success?

The Case:

- **Pathways** for attaining key leadership positions at the university exist
- Faculty **leadership training** programs are already available, but **not utilized** to their highest potential

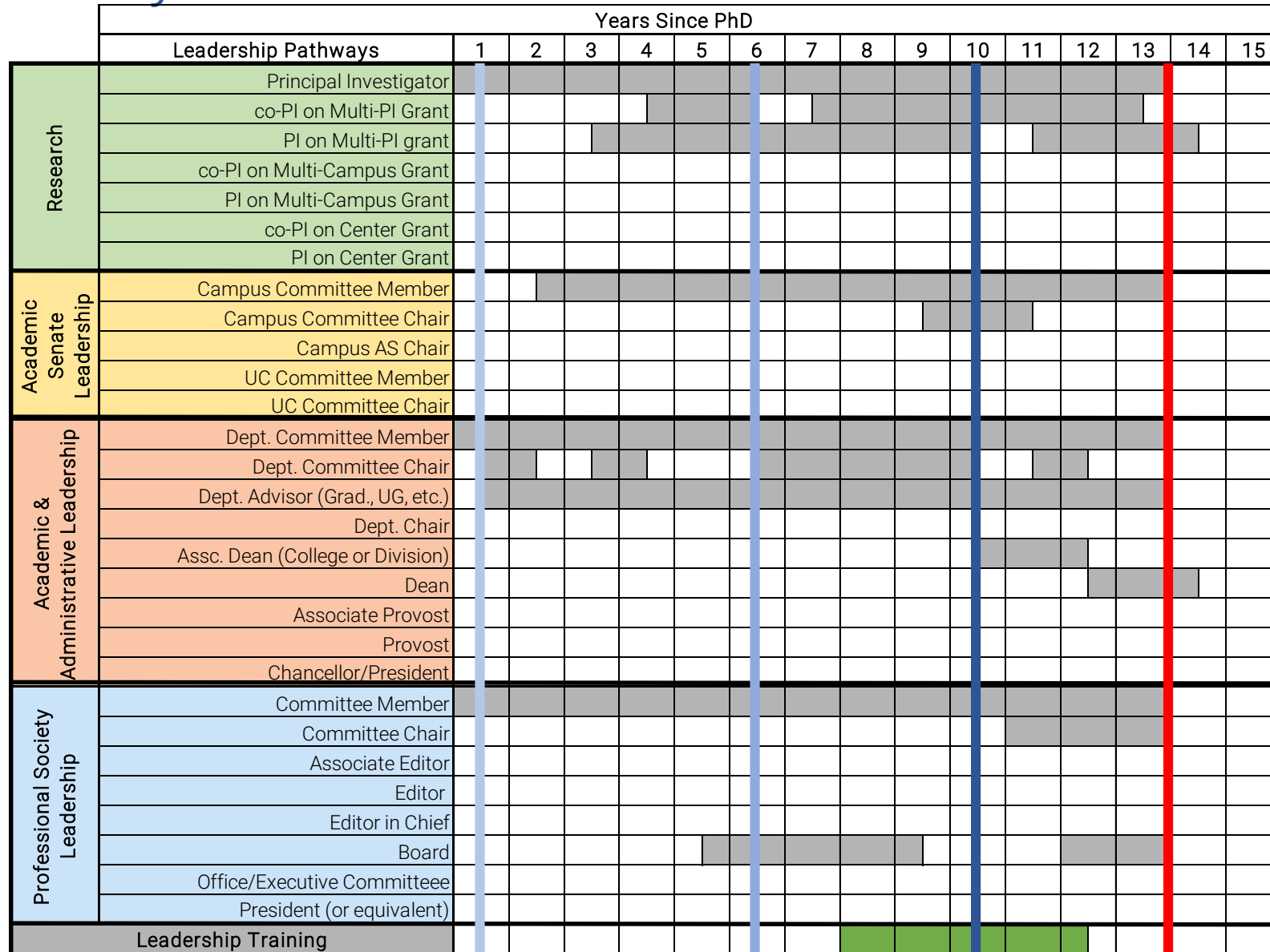
The Case:

- Leadership **skills are needed** for key faculty leadership positions at the university
- Leadership skills training can **support current and future roles** of faculty members

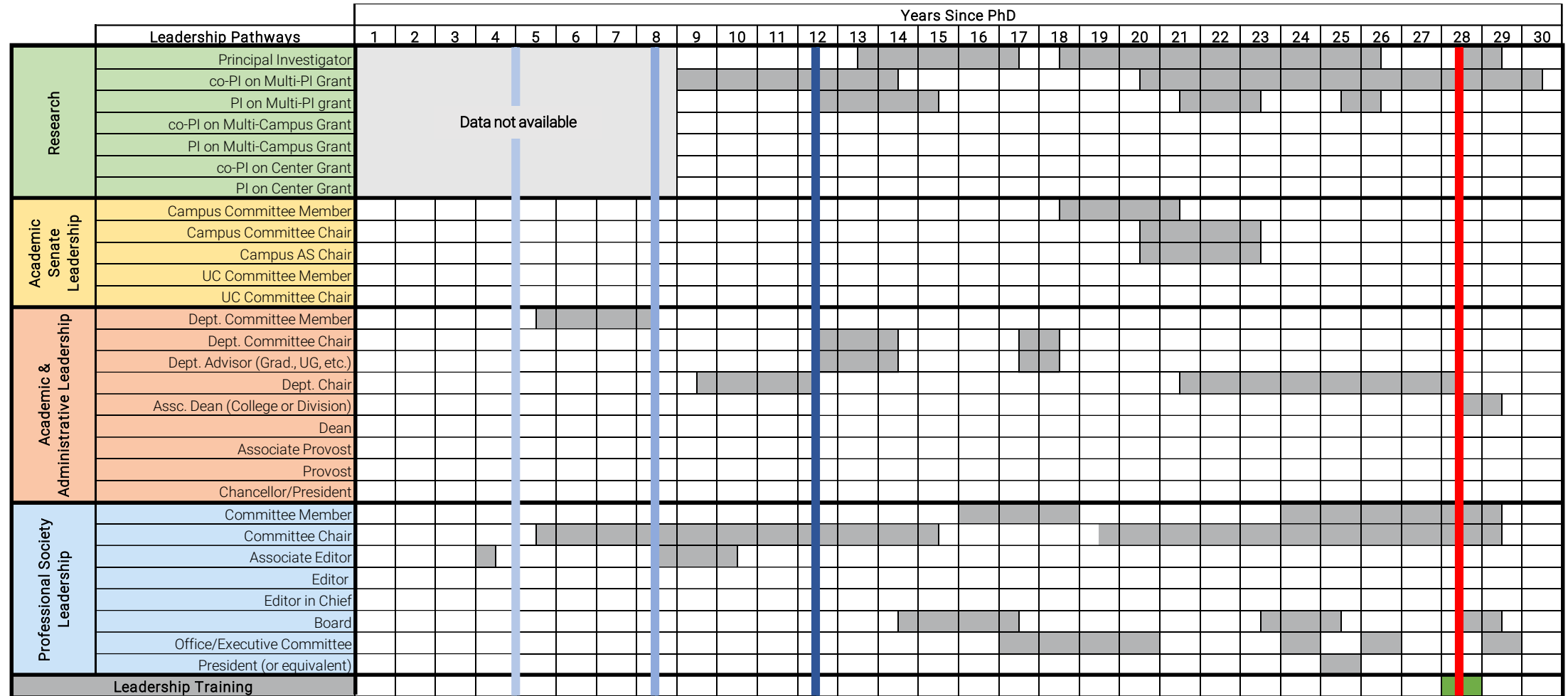
Pathways to Leadership:

- Faculty have many pathways to develop, practice, and benefit from leadership skills
 - Research & Creative Activities
 - Academic Senate Service
 - Academic & Administrative Leadership Roles
 - Professional Societies

Case Study: UC Dean



Case Study: UC Associate Dean



Case Study Summary:

- Faculty:
 - Perform leadership from day one
 - Frequently serve in leadership roles, often concurrently, throughout their careers
 - Achieve higher levels of leadership along one or more pathways
 - Often learning-on-the-job

There is a clear misalignment between when leadership training is taken, and when it is utilized.

Potential Benefits of Enhanced Leadership Skills:

Enhanced leadership skills could:

- Make faculty more effective along various career pathways
- Enhance retention of early career faculty, if offered earlier

Research - Review of Existing UC Programs:

Name of Program	Program Focus	Target Audience	Length/Time Commitment	UC Location
Faculty Leadership Academy	Builds on existing skills to support work at UC Davis and provides opportunity for shared experiences, perspectives and to build professional relationships with peers	<ul style="list-style-type: none"> ➤ Tenured Faculty ➤ Department Chairs 	6 months (Six 5-hour sessions)	Davis
Provost Leadership Academy	Provides strategies and skills development for successful leadership in academia	<ul style="list-style-type: none"> ➤ Faculty showing promise as future leaders 	6 months (one 1-day plus six 2-hr sessions)	Irvine
UCLA Banco Santander W30 Program	Career and psychological support for women seeking to advance in higher education administration; provides tools, training and knowledge to expand their leadership capabilities and hone their personal leadership styles	<ul style="list-style-type: none"> ➤ Female faculty with administrative responsibilities ➤ Women in academic administration at the director level 	3 days	Los Angeles
Provost Faculty Leadership Program	Explores leadership principles and applies them to challenges in Higher Ed and at UCR	<ul style="list-style-type: none"> ➤ Current faculty administrators ➤ Emerging faculty leaders 	8 months (2-5 hrs/month)	Riverside
Associate Professor Leadership Development Program	Provides the skills, knowledge, and resources necessary to effectively and confidently fulfill their many roles and responsibilities as leaders, teachers, mentors, advisors, colleagues, and supervisors	<ul style="list-style-type: none"> ➤ Newly tenured Associate Professors 	6 months (two 1-hour meetings and 9 half-day sessions)	San Diego
Faculty Leadership Collaborative	Leadership training to catalyze individual and collective changes to benefit the broader UCSF community	<ul style="list-style-type: none"> ➤ Salaried faculty appointed at least 50% and have been in UCSF faculty position more than 4 years 	6 months (10 sessions/75 hours program time plus 2 hours outside work per session)	San Francisco
Leadership Academy	Broadens understanding of campus operations and helps hone leadership skills and abilities	<ul style="list-style-type: none"> ➤ Staff ➤ Senate Faculty ➤ Continuing Lecturers 	3 months (2-3 hour/month)	Santa Cruz

Research - Review of Existing non-UC Programs:

NAME OF PROGRAM	PROGRAM FOCUS	TARGET AUDIENCE	LENGTH/TIME COMMITMENT	LOCATION
American Council on Education: Leadership	Leadership development for presidents and senior administrators; rising administrators; and diversity and inclusion	<ul style="list-style-type: none"> Various programs All levels of faculty 	Varies by program	Washington D.C.
Big 10 Academic Alliance: Academic Leadership Program	Professional development and academic leadership in high-performing research universities focusing on management and leadership skills	<ul style="list-style-type: none"> Faculty and executive level staff who have demonstrated exceptional ability and academic promise 	3 seminars each 3 days long plus outside activities	HQ: Illinois
ELATE- Executive Leadership in Academic Technology and Engineering	<ul style="list-style-type: none"> Strategic finance and resource management; Leadership effectiveness organizational dynamics Communities of leadership practice 	<ul style="list-style-type: none"> Full-time women faculty Associate professor or above Some administrative experience 	1 year, part-time	Drexel University
HERS (Higher Education Resource Services)	Developing a leadership model; self-knowledge; networking; and institutional awareness	<ul style="list-style-type: none"> Mid-career and senior women 	2 week intensive or 4 3-day sessions	Univ. of Denver
National Center for Faculty Development and Diversity (NCFDD)	<ul style="list-style-type: none"> Through empirically-tested methods, provides coaching, peer support, and online tools to help academics thrive in their careers and achieve work-life balance <i>Some UC's (e.g., UCI, UCSD) offer grants to cover tuition</i> 	<ul style="list-style-type: none"> Tenure-track and tenured faculty from member institutions UC Members: UCB, UCD, UCI, UCLA, UCM, UCR, UCSB, UCSD, UCSF 	Quarter-long with weekly training	Any member university.
NSF ADVANCE Programs	<ul style="list-style-type: none"> Increase the participation and advancement of women in academic STEM careers. Focuses on institutional transformation, adaptation and partnership. 	<ul style="list-style-type: none"> Women in academic science and engineering 	Will vary based on funded proposal	NSF, Virginia

Survey Introduction:

Given that UC campuses, UCOP, and national programs offer various forms of leadership training:

- Are faculty interested in leadership?
- Are faculty aware of the benefits of leadership skills in the many facets of their profession?
- Are faculty aware of the available programs?
- What do faculty want in leadership training?

What might UC do to improve participation rates?

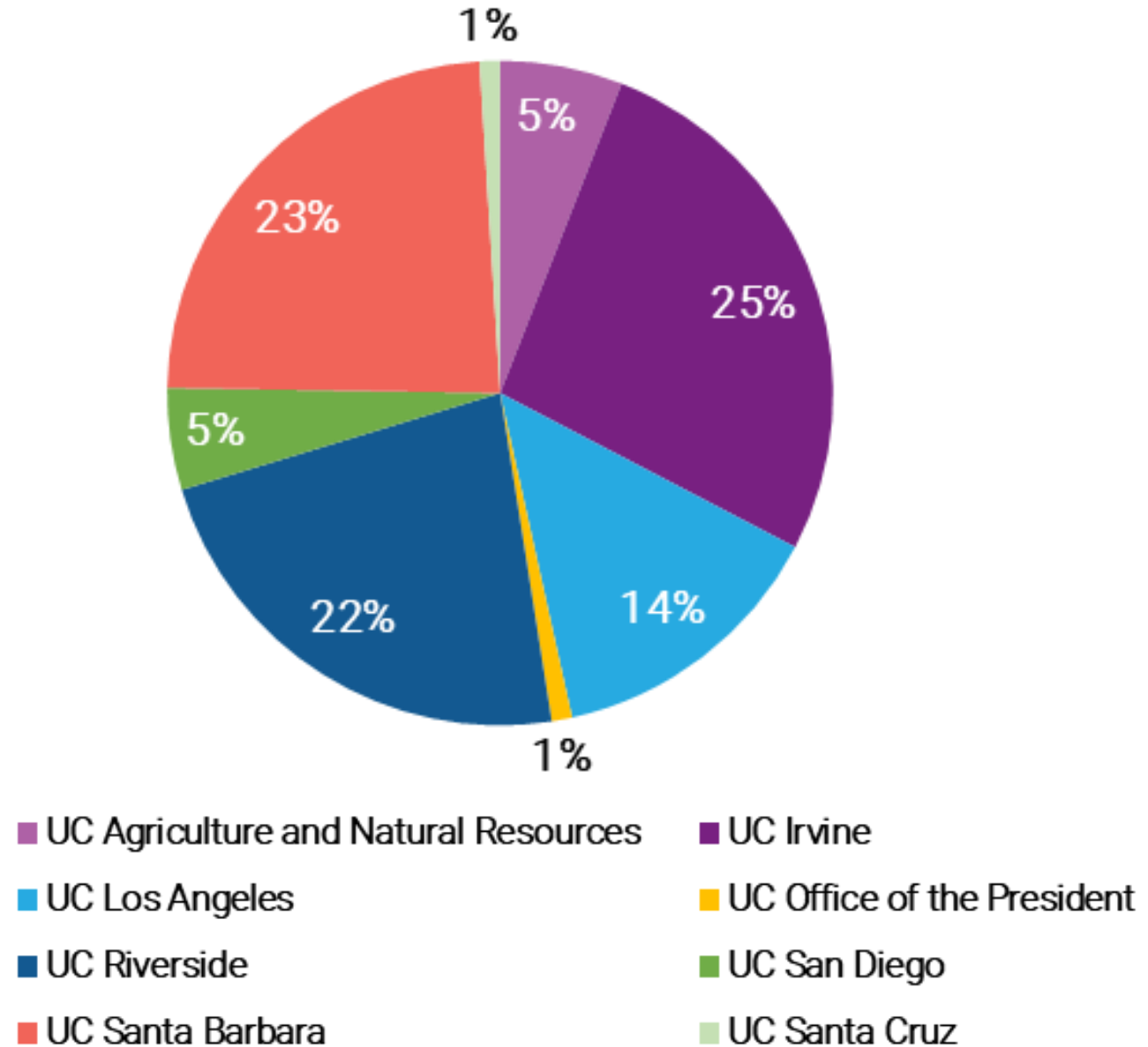
Survey Tools:

Survey #1 –Faculty, and Society and Professional Association Leaders

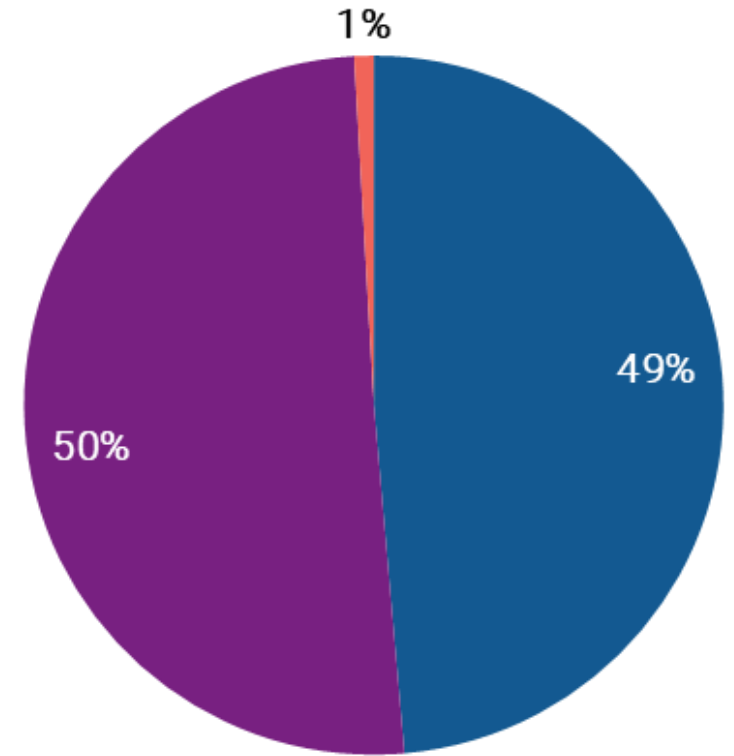
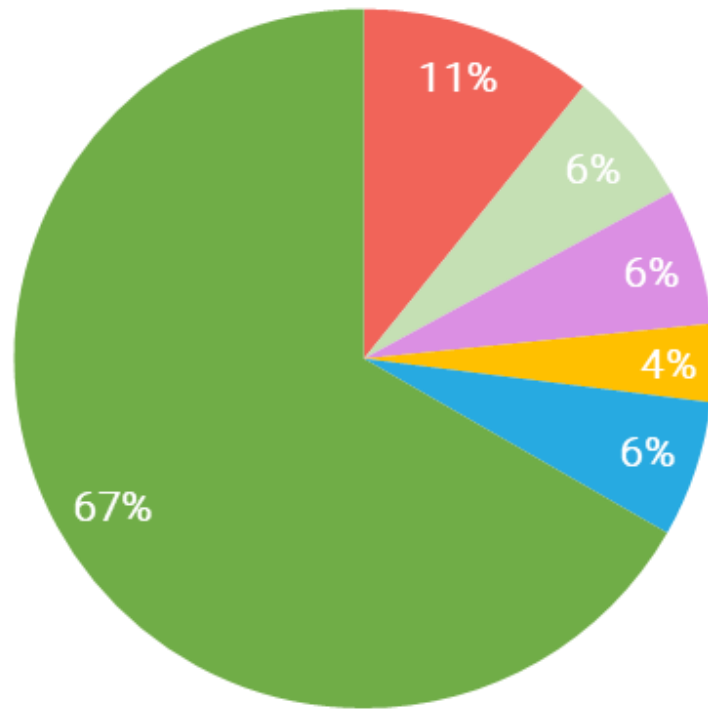
- UC Faculty (Various Ranks and Roles, n=105)
- Presidents and Executive Directors of Scientific Societies and Professional Associations (n=6)

Survey #2 –Former Federal Grant Program Officers (n=5)

Respondents by UC Locations

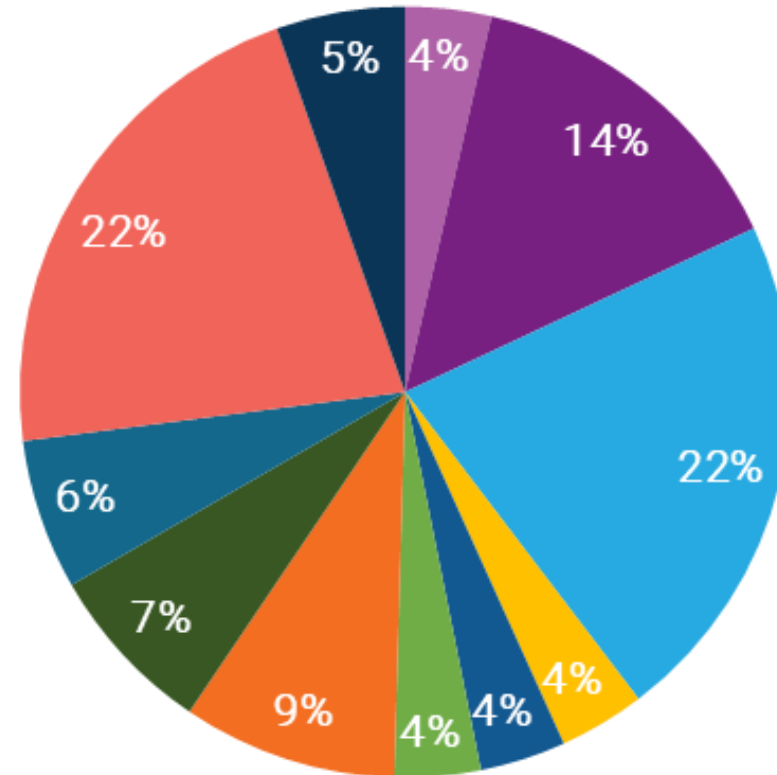


Respondents by Gender and Race/Ethnicity:



- Asian
- Black or African American
- Female
- Hispanic or Latino
- Multi-ethnic
- Male
- Other/Unknown
- White
- Unknown

Respondents by Position:



- Provost/Vice Provost/Associate Provost
- Department Chair/Vice Chair
- Director of a Research Center
- Other Position
- Associate Professor
- Professional Societies

- Dean/Associate Dean
- Academic Senate Chair
- Director of a Program
- Full/Distinguished Professor
- Assistant Professor

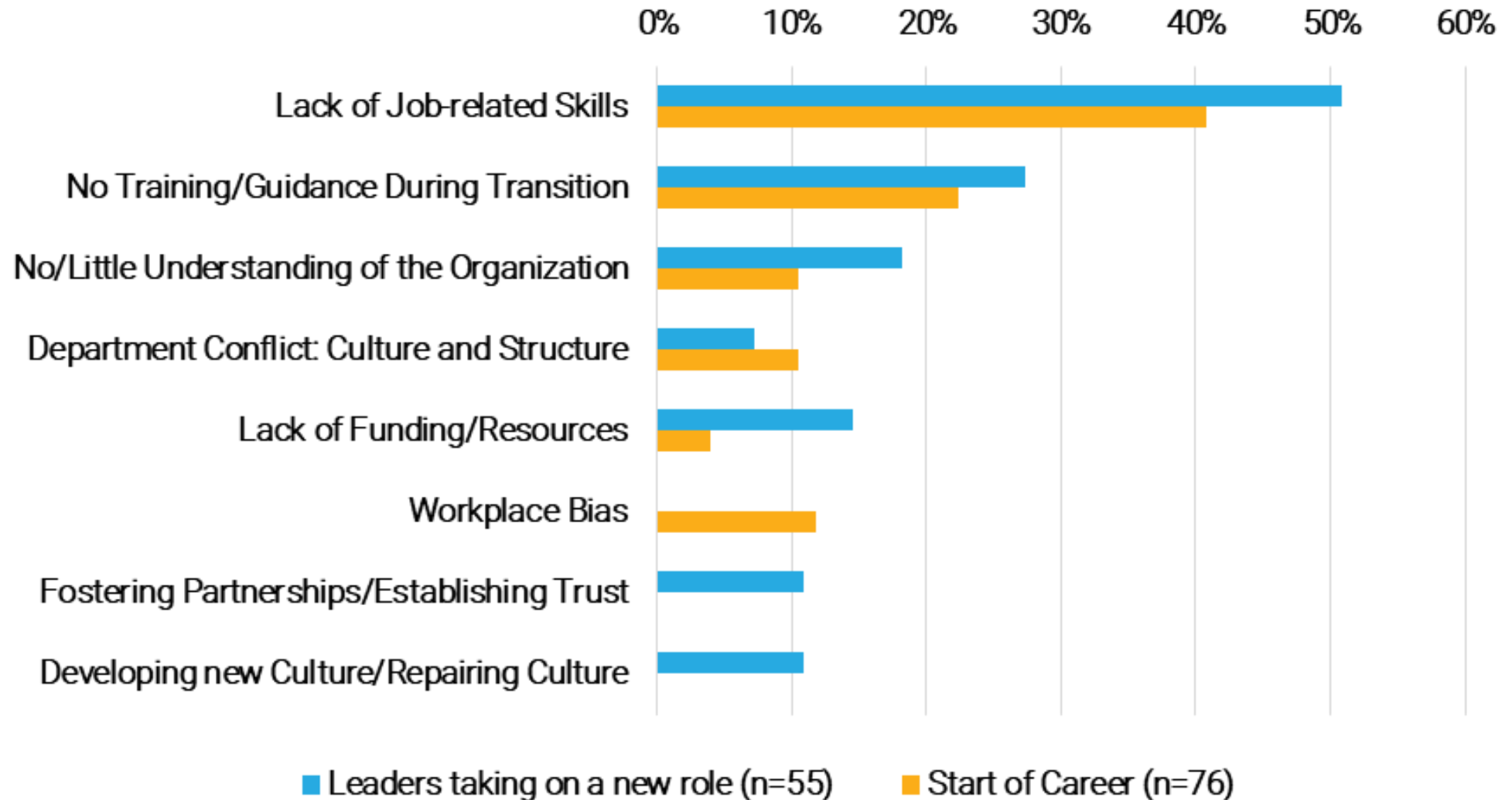
Skills Successful Leaders Possess (n=105):

- Interpersonal Skills (56%)
- Communication (42%)
- Listening (29%)
- Organization (27%)
- Vision/Strategic Planning (25%)
- Problem Solving (18%)
- Honesty/Openness (17%)
- Mentoring/Support (13%)
- Diplomacy (12%)
- Action-oriented/Accountability (10%)
- Time Management (7%)
- Expert in Their Field (5%)

Hiring Leadership Teams: Desired Additional Skills (n=13):

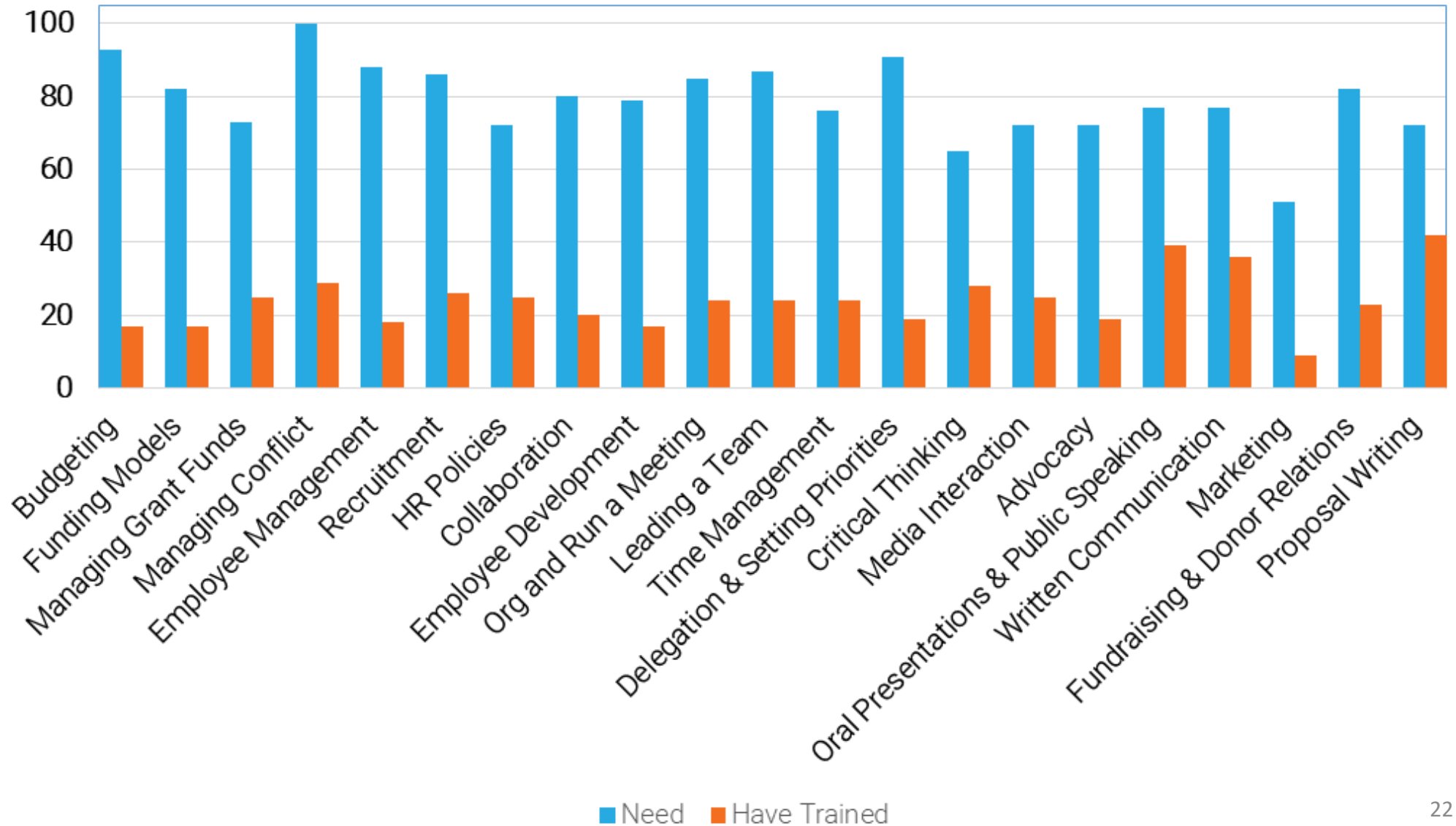
- Subject Matter Expert
- External Relations
- Takes Initiative

Top Issues Faced by Faculty:

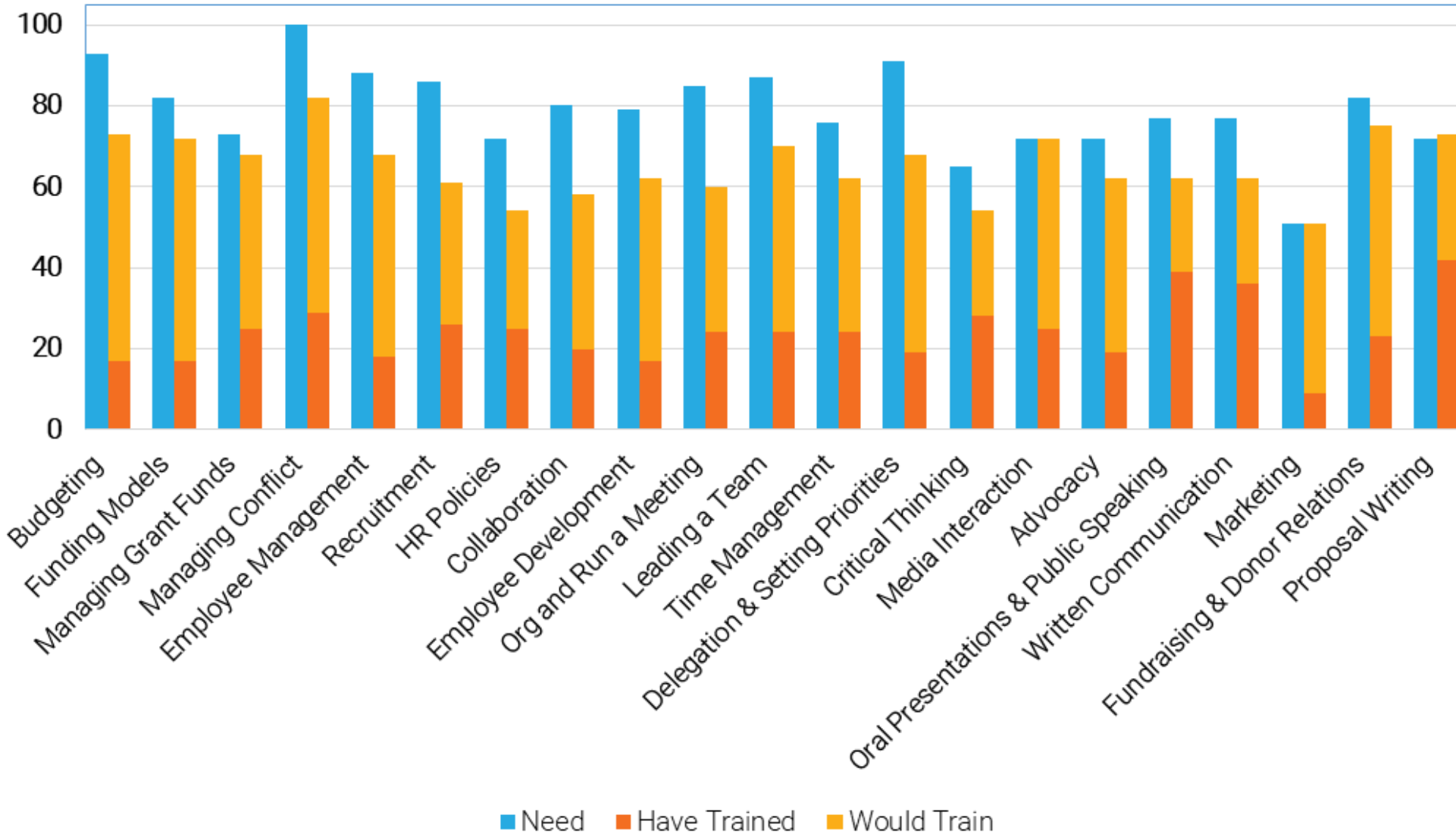


*Job related skills include: budgeting and finance; interpersonal skills; communication, etc.

Skills Needed for Successful Leadership & Training Taken:



Skills Needed for Successful Leadership, Training Taken and Willingness to Participate in Trainings:



Skills Progression and Overlap with Existing Trainings:

All Faculty

Managing Conflict	● ●
Leading a Team	● ●
Human Resources Policies	●
Employee Management	● ●
Employee Development	● ●
Budgeting	●

Assistant Professors

Budgeting - Basics	●
Managing Grant Funds	
Recruitment	● ●
Proposal Writing	
Written Communication	● ●

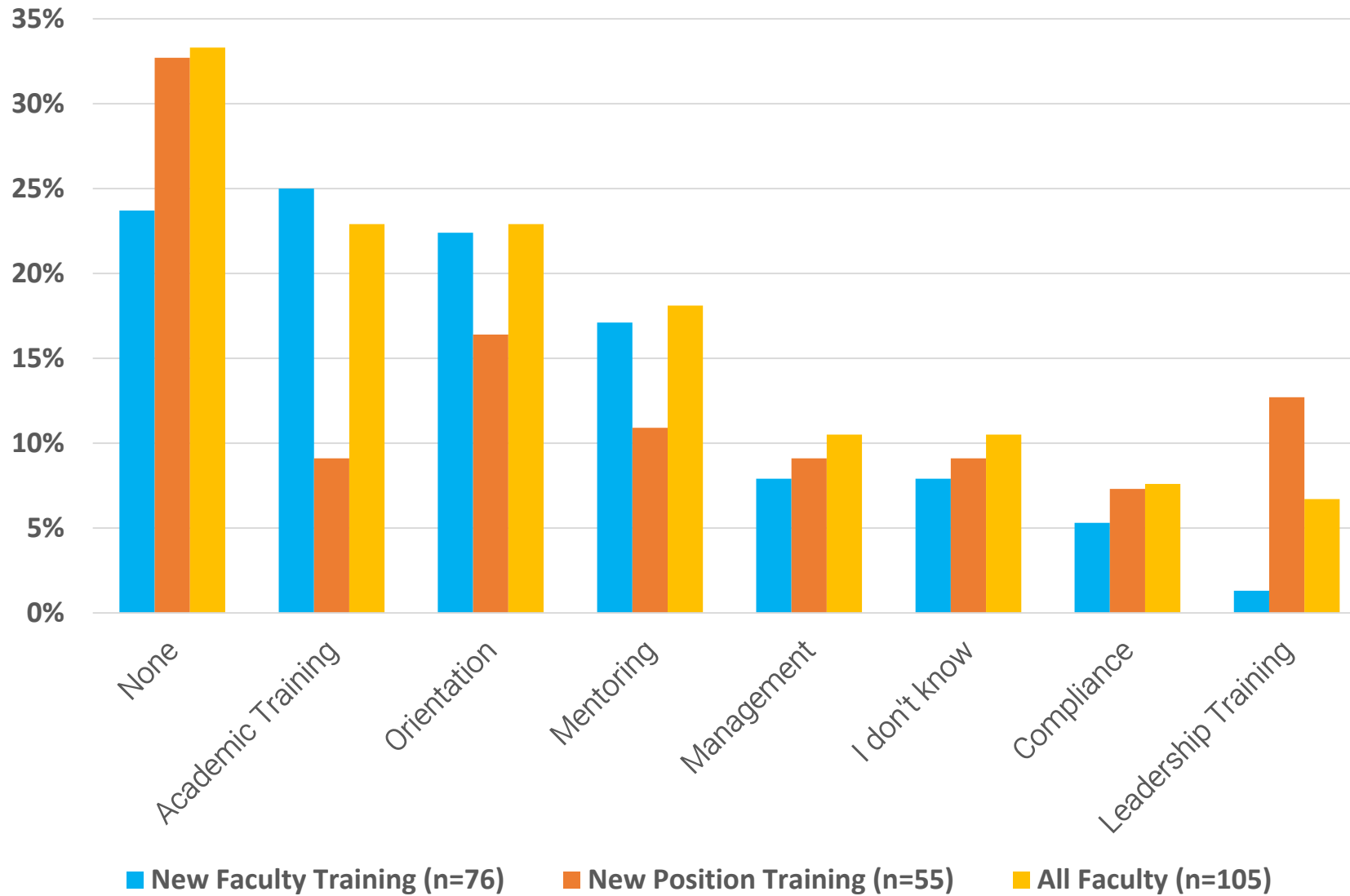
Academic Administration

Human Resources Policies – Advanced	●
Employee Management – Advanced	●
Employee Development – Advanced	●
Delegation and Setting Priorities	● ●

University Funding Models
 Fundraising/Donor Relations
 Budgeting - Advanced
 Organizing and Running a Meeting

- Lynda.com offers relevant content
- UC Learning Center offers relevant content

Available Training Identified by Respondents:



Incentives for Faculty to Participate in Leadership Training:

TIME OR COMPENSATION

31%

Faculty are concerned with both time (23%) and compensation (10%). In order to participate in leadership programs, they need to have time via course release, and/or money via stipend or research funds.

INFORMATION IS RELEVANT

30%

Faculty would be interested in pursuing training if it was relevant to their current or future roles. If the information does not seem relevant, training will seem like a waste of time and resources.

LEARN SOMETHING NEW

24%

Faculty want to ensure they are learning something new. For some, the incentive is about personal development and adding to their own knowledge.

*Other identified incentives are: participant testimonials, and personal invitations.

Survey Results from Former Federal Funding Agency Program Officers:

- The skills that former program officers identified as required for success align with findings from the UC faculty survey
- Program officers place high value on leadership skills and experiences when awarding research center grants

Findings:

1. Faculty serve in **multiple** leadership roles, often **concurrently**, throughout their careers.
2. Faculty view leadership as a complex combination of **people management**, **communication**, **vision**, and **subject matter knowledge**.

Findings (cont.):

3. Faculty **desire to participate** in training is much **lower than the stated need** for it.
4. Federal program officers deem **leadership skills and experience** as **important when making award decisions** for large center grants.

Findings (cont.):

5. Despite findings that leadership training exists, many **faculty reported** that **little to no training is available**.
6. Faculty state they would participate in training if the following incentives were offered:
 - **Time** via course release or **compensation** via stipends or research funding;
 - **Relevance** to current or future roles; and/or
 - **Opportunity** to learn something new.

Recommendations:

1. UC should ensure faculty **understand the value** of leadership skills for research and creative activities, academic and professional service, and administrative roles **throughout their career**.
2. UC should **enhance awareness** of existing leadership skill development programs.

Recommendations (cont.):

3. UC should review successful skill development programs already in use, and **develop a model** that can be shared systemwide with **participation requirements**.
4. UC should **make available** the skills progression (appendix E) which outlines the **reported skills necessary to be successful** at each milestone in a faculty member's career.

Recommendations (cont.):

5. UC administrators (e.g., Deans and Chairs) should **individually identify faculty** with leadership potential, recognize them personally for this potential, and **specifically invite them to participate** in faculty leadership development programs.
6. When encouraging faculty to participate in leadership development programs, UC should **provide testimonials** from past participants that highlight the usefulness of these trainings.

Recommendations (cont.):

7. Existing campus and systemwide leadership training programs should review **faculty-identified skills gaps** and incorporate or **develop relevant modules** to meet those identified needs.
8. Lynda.com and UC Learning Center (UCLC) **courses that are already available should be promoted directly to UC faculty**, perhaps by Academic Personnel on individual campuses.

Recommendations (cont.):

9. UC locations should **ensure faculty have time** to participate in these trainings whether through providing course release or other financial incentives.

BE INTENTIONAL

BE EFFICIENT

TAKE ACTION

Questions?

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