Faculty Leadership Development

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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.
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

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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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Faculty administrative roles require expertise distinct from other faculty responsibilities.

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#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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“The skills faculty members have used throughout their careers aren’t the ones they need to run a department. The presumption is that people will learn on the job. The learning curve is steep, and it’s painful ...”


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Website Toolkit

Developing Faculty Leaders for the Future of the University of California
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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Questions