UC Leveraging Leadership Initiative: Faculty Leadership Skill Assessment

December 7, 2017
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

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<tr>
<th>Years Since PhD</th>
<th>Leadership Pathways</th>
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<td>Principal Investigator</td>
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<td>co-PI on Multi-PI Grant</td>
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### PATHWAYS TO LEADERSHIP

- Case Study: UC Dean
- PATHWAYS TO LEADERSHIP
- Years Since PhD
- Leadership Pathways
  - Principal Investigator
  - co-PI on Multi-PI Grant
  - PI on Multi-PI grant
  - co-PI on Multi-Campus Grant
  - PI on Multi-Campus Grant
  - co-PI on Center Grant
  - PI on Center Grant
  - Campus Committee Member
  - Campus Committee Chair
  - Campus AS Chair
  - UC Committee Member
  - UC Committee Chair
  - Dept. Committee Member
  - Dept. Committee Chair
  - Dept. Advisor (Grad., UG, etc.)
  - Dept. Chair
  - Assoc. Dean (College or Division)
  - Dean
  - Associate Provost
  - Provost
  - Chancellor/Provost
  - Committee Member
  - Committee Chair
  - Associate Editor
  - Editor
  - Editor in Chief
  - Board
  - Office/Executive Committee
  - President (or equivalent)

### Leadership Training
- Research
- Academic
- Professional Society
- Academic & Administrative Leadership
- Office/Executive Committee
- President (or equivalent)
Case Study: UC Associate Dean

### Leadership Pathways

| Years Since PhD | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|----------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| **Research**   |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Principal Investigator |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| co-PI on Multi-PI Grant |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| PI on Multi-PI Grant |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| co-PI on Multi-Campus Grant |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| PI on Multi-Campus Grant |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| co-PI on Center Grant |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| PI on Center Grant |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| **Academic Service** |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Campus Committee Member |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Campus Committee Chair |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Campus AS Chair |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| UC Committee Member |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| **Academic & Administrative Leadership** |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Dept. Committee Member |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Dept. Committee Chair |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
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| Dean |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Associate Provost |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Provost |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Chancellor/President |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| **Professional Society Leadership** |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Committee Member |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Committee Chair |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Associate Editor |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Editor |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| Editor in Chief |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
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| **Leadership Training** | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|------------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Data not available |   |   |   |   |   |   |   |   |   |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
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
<table>
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<tr>
<th>Name of Program</th>
<th>Program Focus</th>
<th>Target Audience</th>
<th>Length/Time Commitment</th>
<th>UC Location</th>
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</table>
| 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 | ➢ Tenured Faculty  
➢ Department Chairs                                                  | 6 months (Six 5-hour sessions)                                                                  | Davis         |
| Provost Leadership Academy                         | Provides strategies and skills development for successful leadership in academia                                                                                                                           | ➢ 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 | ➢ 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                                                                                                                    | ➢ 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 | ➢ 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                                                                                                 | ➢ 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                                                                                                                   | ➢ Staff  
➢ Senate Faculty  
➢ Continuing Lecturers | 3 months (2-3 hour/month)                                                                              | Santa Cruz   |
### Research - Review of Existing non-UC Programs:

<table>
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<tr>
<th>NAME OF PROGRAM</th>
<th>PROGRAM FOCUS</th>
<th>TARGET AUDIENCE</th>
<th>LENGTH/TIME COMMITMENT</th>
<th>LOCATION</th>
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</table>
| American Council on Education: Leadership             | Leadership development for presidents and senior administrators; rising administrators; and diversity and inclusion | • 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 | • 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 | • Strategic finance and resource management;  
• Leadership effectiveness  
• Organizational dynamics  
• Communities of leadership practice | • 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 | • Mid-career and senior women        | 2 week intensive or 4 3-day sessions                                                   | Univ. of Denver    |
| National Center for Faculty Development and Diversity (NCFDD) | • Through empirically-tested methods, provides coaching, peer support, and online tools to help academics thrive in their careers and achieve work-life balance  
• Some UC’s (e.g., UCI, UCSD) offer grants to cover tuition | • 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                                  | • Increase the participation and advancement of women in academic STEM careers.  
• Focuses on institutional transformation, adaptation and partnership. | • 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

- UC Agriculture and Natural Resources: 23%
- UC Irvine: 25%
- UC Los Angeles: 14%
- UC Riverside: 5%
- UC Santa Barbara: 5%
- UC Office of the President: 1%
- UC San Diego: 1%
- UC Santa Cruz: 1%
Respondents by Gender and Race/Ethnicity:
Respondents by Position:

- Provost/Vice Provost/Associate Provost: 22%
- Dean/Associate Dean: 14%
- Department Chair/Vice Chair: 9%
- Director of a Research Center: 7%
- Director of a Program: 6%
- Full/Distinguished Professor: 5%
- Academic Senate Chair: 4%
- Associate Professor: 4%
- Professional Societies: 4%
- Other Position: 4%
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:

- Lack of Job-related Skills
- No Training/Guidance During Transition
- No/Little Understanding of the Organization
- Department Conflict: Culture and Structure
- Lack of Funding/Resources
- Workplace Bias
- Fostering Partnerships/Establishing Trust
- Developing new Culture/Repairing Culture

*Job related skills include: budgeting and finance; interpersonal skills; communication, etc.*
Skills Needed for Successful Leadership & Training Taken:

- Budgeting
- Funding Models
- Managing Grant Funds
- Employee Management
- Recruitment
- HR Policies
- Collaboration
- Employee Development
- Organizing and Running a Meeting
- Leading a Team
- Time Management
- Delegation & Setting Priorities
- Critical Thinking
- Media Interaction
- Advocacy
- Public Speaking
- Written Communication
- Fundraising & Donor Relations
- Proposal Writing

(Chart showing the comparison of skills needed and those trained)
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:

<table>
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<tr>
<th>Incentive Category</th>
<th>Percentage</th>
<th>Faculty Concerns</th>
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<tbody>
<tr>
<td>Time or Compensation</td>
<td>31%</td>
<td>Faculty are concerned with both time (23%) and compensation (10%). In order to</td>
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<td>participate in leadership programs, they need to have time via course release,</td>
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<td>and/or money via stipend or research funds.</td>
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<tr>
<td>Information is Relevant</td>
<td>30%</td>
<td>Faculty would be interested in pursuing training if it was relevant to their</td>
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<td>current or future roles. If the information does not seem relevant, training</td>
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<td>will seem like a waste of time and resources.</td>
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<td>Learn Something New</td>
<td>24%</td>
<td>Faculty want to ensure they are learning something new. For some, the incentive</td>
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<td>is about personal development and adding to their own knowledge.</td>
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*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?