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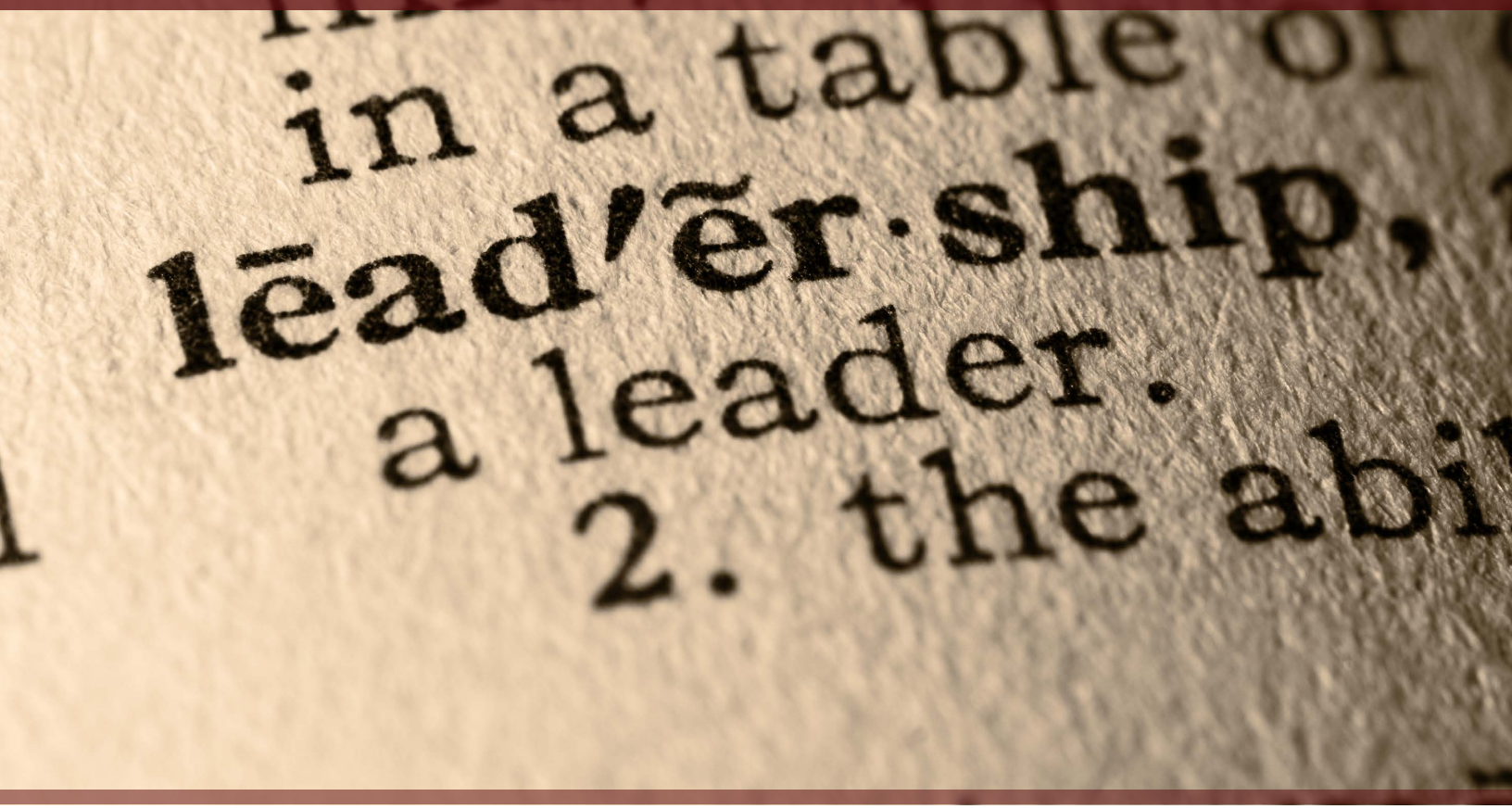

CREATING A FACULTY LEADERSHIP DEVELOPMENT PROGRAM

By

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David Kiel is the Senior Leadership Consultant at the Center for Faculty Excellence at the University of North Carolina at Chapel Hill. During his 15-year affiliation with UNC, Dr. David Kiel has initiated and helped sustain five separate pan-university faculty leadership development programs. These include: cohort programs for strategic leadership for emerging leaders, for department chairs, for faculty new to administration as well as a series of open enrollment leadership skills courses for faculty. He also assisted the campus in strengthening programs for mentoring new faculty.

Kiel is broadly trained in leadership, group, and organizational development. Early in his career he taught masters level management and organizational theory courses in public health and public administration at three state universities. He spent more than two decades in private practice consulting, where he worked with a wide variety of government, education, health care, non-profit, and small business organizations. During this time he conducted projects in the areas of leadership development, conflict resolution, and strategic planning.

He is the author of articles on applying behavior science concepts for positive change in a wide range of organizational and community settings. He is the co-author of *If Your Life Were a Business, Would You Invest in It?* published by McGraw Hill in 2003. An undergraduate Morehead scholar at UNC, he studied organizational behavior at what is now the Yale School of Management and received his Doctorate in Public Health from UNC-Chapel Hill in 1974.

David Kiel, Dr. P. H., Senior Leadership Consultant, UNC-CH Center for Faculty Excellence prepared a version of this paper for participants in the 2015 POD National Conference in San Francisco. The first version of this paper was presented at the Conference on Higher Education Pedagogy at Virginia Tech in February 2015.

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CREATING A FACULTY LEADERSHIP DEVELOPMENT PROGRAM

Effective faculty leadership is important because faculty are the main stakeholders in the university who are committed to the core academic and democratic values that underpin higher education in the US. If faculty members are not effective leaders, then higher education at every level is ineffective and does not fully reflect these core values. While senior administrators, parents, trustees, students, and alumni are also important stakeholders, they may not be as fully committed to the core academic values as faculty, whose professional identity center on these values.

These values include: a genuine commitment to intellectual pursuit and the life of the mind; excellence in teaching and scholarship; a commitment to public service and the best interests of students in their educational experience; accessibility of higher education on the basis of fairly assessed ability and merit without regard to race, religion, ethnicity, or economic circumstance.

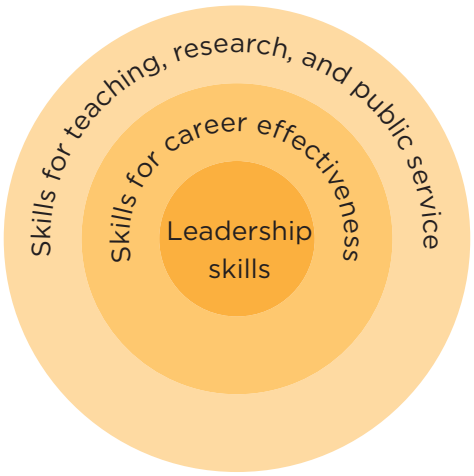
Yet, few institutions offer effective support in developing faculty leaders.

OFFERING LEADERSHIP DEVELOPMENT

Offering leadership development is distinct from offering faculty development generally. In general, faculty development should be understood to include career-long support for the main activities that are required in the faculty role: teaching, research and public service. It also includes broad professional and career development services that impart the skills needed for faculty to be effective organizational actors and productive scholars. These include: managing their time effectively, working well with others, knowing how to be influential and persuasive, talking with the media, communicating with the public, presenting data, solving organizational problems and other skills.

Leadership development is a specialized and crucially important dimension of professional development for faculty. It includes all the skills and knowledge that faculty need to be effective in a wide variety of leadership roles: chairs of departments, heads of centers and institutes, associate deans, faculty governance officers, leaders in professional associations, policy advocates, etc.

Domains of Faculty Development



In this paper, we will argue that institutions of higher education should consider introducing and expanding programs for faculty leadership development. Training mid-level faculty leaders is the most practical entry point to begin this work; it is also the most sustainable level for expanding this work in the long term.

HOW THIS PAPER CAN HELP

To help you get started, in this paper we will share:

- A framework: 4 reasons why faculty leadership development is especially critical now
- A leadership skills inventory for mid-level faculty
- 10 considerations in designing effective faculty leadership development programs
- A case study highlighting UNC-Chapel Hill's approach
- Next steps for moving toward a comprehensive faculty leadership development program

FACULTY LEADERSHIP DEVELOPMENT: WHY WE NEED IT AND WHAT IT LOOKS LIKE

First, we want to point out four reasons why faculty leadership development is particularly important now for colleges and universities:

1. There is an institutional need for a higher level of faculty leadership at the mid-level to address the many issues facing higher education in the US.

2. Mid-level faculty leaders lack institutional support for the development of needed skills and knowledge.

3. The diverse nature of faculty leader roles requires multiple skill sets and knowledge areas.

4. Mid-level faculty leadership development programs can advance broader institutional goals.

1. THERE IS AN INSTITUTIONAL NEED FOR A HIGHER LEVEL OF FACULTY LEADERSHIP AT THE MID-LEVEL TO ADDRESS THE MANY ISSUES FACING HIGHER EDUCATION IN THE US.

Higher education is under many pressures including declines in public funding, increases in costs, rapidly changing technology, declining infrastructure, the need to increase diversity, more contentious stakeholders, partisan polarization, globalization, troubling campus safety issues, declining middle class incomes, increasing student debt, lower graduation rates for minorities, a knowledge explosion, the creation of new media in the arts, new disciplines in the sciences, decline in faculty morale, restiveness of TAs, lack of support for graduate education, and excessive length of time to some graduate degrees. And the list goes on.

While preparing senior leaders to meet these challenges is important, the problems cannot be solved nor can opportunities be grasped by senior leaders acting alone. Adapting to all of these pressures also requires leadership at the mid-level of the institution. Mid-level leaders include chairs and associate chairs of departments; directors of research centers and interdisciplinary institutes; associate deans; directors of service programs; and leaders of faculty senates, committees, and task forces.

The actions of mid-level faculty leaders affects students, faculty, and communities very directly because they administer the delivery of teaching, research, and service programs. In carrying out these leadership roles they must hire faculty and staff, determine what courses are offered, review what educational policies and changes are proposed, and decide how they are implemented. This is the leadership group that can identify in detail the long- and short-term needs of academic units (in terms of personnel, skill sets, subject areas, equipment, and facilities) and assure that these needs are addressed. They advocate for greater funding from deans and provosts and must be intimately involved in raising funds from alumni and other donors. It is also the mid-level leaders that often support or initiate much significant innovation in teaching, research, and service.

2. MID-LEVEL FACULTY LEADERS LACK INSTITUTIONAL SUPPORT FOR THE DEVELOPMENT OF NEEDED SKILLS AND KNOWLEDGE.

Faculty members who take on these mid-level roles have usually had to learn on the job or through an informal mentoring process. While human resource organizations in many universities offer leadership training and organizational development services that would be helpful, faculty tend not to utilize them. HR staff delivering these services may not be in tune to the critical nuances of faculty culture, structures, time demands, and career trends to make their services fully relevant to faculty needs. Indeed, most HR leadership and development services address the larger population of non-faculty staff members who provide vital services but are not so centrally involved in the delivery of teaching, research, or public service. As a consequence, in many universities and colleges, faculty do not really have effective access to the leadership development and organizational development supports typical in other organizational sectors; and nothing near the support they might need to provide effective and innovative leadership in this time of great challenge. No other large institution in the public or private sector would presume to operate with such a dearth of leadership development opportunities for its main leadership cadre.

3. THE DIVERSE NATURE OF FACULTY LEADER ROLES REQUIRES MULTIPLE SKILL SETS AND KNOWLEDGE AREAS.

Faculty leaders play a variety of roles at the mid-level and these roles require a variety of skills. Leading a department is different from leading a center or institute, which is in turn different from leading a campus-wide task force or standing faculty committee, or being a member of the faculty council or senate. While there is some overlap in the roles, each is different in important ways. There are also critical leadership functions that faculty members rotate through during the course of their academic work; these include leading a lab, being a principal investigator on research study, heading a search committee, being involved in raising funds, representing their work or the institution to the media, or leading a national professional organization. Each of these has its own special challenges.

If a faculty member chooses to lead at the mid-level, he or she becomes a vital link or node in the whole vertical and lateral network of university leadership. This usually means interactions with systems and processes that he or she may know little about. In some cases this lack of knowledge can lead to failed projects, delays, turnover, legal problems, data loss, etc. These systems include budget and finance, position and performance management, contracting and purchasing, federal and state compliance requirements, information technology and data security, diversity and EEO regulations, and so on.

In addition, performance in any of these roles would likely be enhanced if the faculty leader has a perspective on the ultimate goals or values that should drive faculty leaders, the nature of higher education in general, and the particular role and challenges of the institutions they serve, as well as some knowledge of the governance and administrative processes in which they are enmeshed. Finally, all of these leadership roles are part of the career of the faculty member and involve tradeoffs, so faculty leaders need skills in managing the career impact of their leadership work. On page 13, this paper will walk you through a mid-level faculty leadership skills inventory.

4. MID-LEVEL FACULTY LEADERSHIP DEVELOPMENT PROGRAMS CAN ADVANCE BROADER INSTITUTIONAL GOALS.

There are broader institutional goals that can be met through the development and continuing support of faculty leadership development efforts. In fact, it is these goals that justify the expenditure of scarce resources on the development of these programs within higher educational institutions. These goals can include, but are not limited to:

- Leadership succession: Identifying a pool of trained and motivated faculty candidates for future leadership positions
- Faculty retention: Retaining strong associate professors by offering leadership and career development opportunities
- Retaining minority faculty by offering leadership and career development opportunities
- Building institutional culture: Strengthening respect for faculty leaders and leadership on the campus
- Breaking down "silos": Connecting faculty leaders across the campus and reducing the tendency toward unit isolation
- Problem prevention: Preventing early burnout, mistakes, and failure of faculty who take on new leadership roles
- Mid- to senior-level relationship building: Creating more of a vertical team with the senior academic and administrative leadership around core academic values, institutional initiatives, and shared priorities
- Implementing needed changes: in organizational structures, management behaviors, institutional priorities, administrative systems, funding patterns, and the like
- Fostering mid-level leadership creativity and empowerment
- Connecting faculty leaders to administrative leaders and encouraging dialogue about how to make all systems (HR, Legal, IT, Finance) more leader-friendly

- Fostering innovation: Helping support a culture of faculty innovation and entrepreneurship; identifying promising innovators and promising ideas within the faculty; given faculty innovators the tools to succeed.
- Developing funding: Providing support for faculty innovators to develop their ideas into programs and proposals that can gain external support in conjunction with capital and fundraising campaigns.

A LEADERSHIP SKILLS INVENTORY FOR MID-LEVEL FACULTY

Given everything we have just discussed, it is clear that faculty leaders need to develop a broad range of skills and knowledge so as to lead effectively in a variety of roles over the course of their careers.

Having an inventory of what these skills and knowledge areas might contain is an important first step in devising a leadership development curriculum for faculty leaders. The following list provides a model inventory against which institutions can evaluate their emerging leadership curriculum. Use this inventory to check for gaps in what your new programs cover.

Broad perspectives and knowledge of higher education, leadership, and faculty careers

Higher education context and value perspective: Gaining understanding of higher education and its challenges, the political and social dynamics that are in evidence, and developing a perspective on the desired directions for growth and change

- Understanding and perspective on leading and leadership: having a perspective on what it means to be a leader; theories and perspectives leadership, costs and benefits, what makes for ethical leadership, what leadership effectiveness means, and what is distinctive about faculty leadership and its demands
- Knowledge about career development and how to access support for making good career decisions about what leadership roles to take on and when to do this
- How to understand one's leadership contribution in the context of one's whole career trajectory and to make choices accordingly; how to integrate teaching and scholarship with leadership responsibilities over the course of the career; how to achieve a meaningful life balance.

Role and institution specific knowledge and information

Institutional Context: Having a detailed understanding of one's own institution, and, in particular, the unit or entity he or she is endeavoring to lead

- Role and Responsibilities: Understanding one's responsibilities in the role that one has taken on (Chair, Center Director, Task Force Leader, etc.) and the best ways to discharge those responsibilities (including how to access the support systems that are available)
- Specific organizational knowledge of organizational structures, policies, and procedures; how to get things done in relevant areas: personnel, budget, legal compliance, IT, management, strategy, team development, human resource development, dealing with the media, communication to donors, contractors, alumni, student parents, etc.

General leadership and management skill sets and knowledge

General leadership and management processes and knowledge and skills: meeting management, planning, goal setting, delegating, supervising, evaluating, recruiting, managing and introducing change, handling crises and disruptions, representing the group, managing inter-group relations, working with superiors, advocacy, etc.

- Broad perspectives and knowledge on systems and organization: understanding the dynamics of large systems and small groups, appreciating the role of politics, and the interactions of multiple constituencies
- Practical knowledge of how to move initiatives forward while working from the middle of the organization in terms of timing, tactics, influencing, network development, and so on.

Core interpersonal, analytical and self-management skills

Influencing and collaborating with others: listening, persuasive speaking and writing, interpersonal communication, conflict management, negotiation, assertiveness, responsiveness, using data and information to make an organizational argument

- Self-management skills: awareness of strengths, weaknesses, "style" and "type," time and stress management, career development, ability to reflect on and learn from experience
- Key analytical skills including: financial analysis and management, collection and interpretation of data relevant to assessing organizational performance and problem-solving, presenting information to others.

GETTING STARTED WITH FACULTY LEADERSHIP DEVELOPMENT

We can address faculty leadership development needs through an incremental but cumulative process of program development.

To be effective in any particular leadership role, the faculty leader needs some subset of the knowledge, skill, competencies, and perspectives described above, in the leadership skills inventory. Ideally, as the faculty leader evolves, one would expect his or her knowledge, understanding, and skill to broaden and deepen.

It is an unrealistic expectation for all these skills and competencies to be imparted at once. They need to be learned over time. Some are learned on the job, and some people are just "naturals" at one aspect of the job or the other. Some are learned in the course of the normal performance of one's academic duties. Many others are not. So for institutions of higher education that are concerned about faculty leadership development, it makes sense to have a collection of programs with different entry points that provide faculty with the opportunities to develop their leadership skills throughout their career.

Putting together this set of programs need not happen all at once, but can be achieved incrementally and steadily over a period of years. Later in this paper we discuss how UNC-Chapel Hill has been building up a portfolio of faculty leadership program levels through this incremental process. In this section, we will share a general framework for what you need to consider in designing any specific leadership program for faculty.

10 CONSIDERATIONS IN DESIGNING FACULTY LEADERSHIP DEVELOPMENT PROGRAMS

One important argument in this paper is that it is better to create multiple programs that are targeted to teach certain skills and to reach specific audiences than try to create a few programs with diffuse objectives. The more diffuse programs will be less effective in delivering in either the targeted skills or broad perspectives that faculty need to perform effectively in a given leadership task or role at a given stage of the career. The reasons for this are primarily pedagogical.

Any experienced teacher is familiar with the difficulties posed by trying to teach a class composed of students with vastly different backgrounds, skill levels, and degrees of motivation. So it will be no surprise to hear that teaching leadership to faculty also requires thoughtful analysis and careful program design. Such focused thinking is necessary in order to form a group in which the learners have similar interests and motivation. This will facilitate the creation of a relevant set of learning activities to address priority-learning goals.

Faculty leadership is a complex function. Materials crafted to prepare one type of faculty leader may not be relevant for another. The list below provides a framework for developing targeted leadership initiatives. Each program might be differentiated according the following ten factors.

1. **The role and level is important.** In universities, mid-level faculty leaders such as center directors, institute heads, and department chairs have more in common with each other than they do with deans, vice chancellors, and others who head larger organizations.

2. **The level of experience in the role is also important.** First time leaders will have entirely different concerns and questions than incumbents who have served for several years. While the latter may assist the former with their questions, the reverse is not likely to be the case.

3. **The topic is important.** Some topics (e.g., time management, delegation, leadership style, and interpersonal communication) may be suitable for a leadership class that contains leaders at various levels while others, such as strategic thinking and planning, are quite different from a senior or mid-level perspective.

4. **The level of the academic career is important.** The career concerns of junior faculty, mid-level, and senior faculty inevitably affect the leadership situations of incumbents at those stages. For example, a seminar on stress management for department chairs may cover different content than stress management for new faculty members. The interplay between the demands of the career and the demands of the leadership role should be taken into account when considering the design of the leadership program.

5. **The learning objectives are important.** Is the goal to expand knowledge, develop higher order thinking, or strengthen motivation? Is the focus solely on the learning of the individual faculty member or is there intent to help the organizations they lead as well? Does the program envision that participants will actually be able to perform certain tasks with a defined level of skill?

6. **It is important that the activities match the learning objectives.** Does the program teach primarily by lecture and discussion? What is the mix of focus on theory, principles, and application to situations of the participants? Are self-awareness activities involved? Are active learning methods like role-play or group projects involved? Is there an online component? Is a key part of the program network building, or meeting and hearing from university leaders? How important is it to build the learning group versus focusing on the individuals?

7. **The institutional intent is important.** Is the program developed to forestall preventable problems that are caused by "rookie mistakes" and to assure compliance with university rules? Is the program designed as a tool for developing, motivating, and retaining faculty for whom academic leadership is an interest? Is the program designed to advance a particular agenda such as appreciation of diversity, teaching innovation, entrepreneurial behavior, or interdisciplinary research? Is the program intended to support new leaders early in their tenure and thus reduce anxiety and build the confidence needed to be effective?

8. **Logistics are important.** Faculty members regularly teach classes and have intense research and service commitments, often compressed into a 9-month semester. As a result, the time available for convening groups, holding workshops, and studying leadership is very limited. How does the proposed program deal with this reality? What are the incentives for faculty to participate? What are the barriers to participation?

9. **The resources are important.** Programs with endowed funds have more flexibility than those without endowed funds. Strategies that leverage a position to coordinate resources already at the institution may yield a high return. Grant funding of course is time limited. If a leadership program is to become part of the fabric of the institution, a strategy for sustainable resourcing is important.

10. **Incentives are important.** In most universities there is much resistance to "required training," so attracting the target audience to the program is an important design consideration. What incentives are possible and effective, such as released time, educational stipends, peer pressure and recognition, senior level urging and recognition, advancement of career objectives, positive reputation of the program, timing when work-load is less (e.g. after graduation), etc.

WHAT SHOULD DRIVE YOUR PROGRAM?

It is the premise of this paper that colleges and universities should seek to develop comprehensive programs of faculty leadership and organizational development.

However, since such an investment will be costly and resources are limited, it is also assumed that such a goal will be achieved in an incremental manner, one or a few steps at a time, and as the needs become apparent and resources become available. As a consequence, a framework for thinking about faculty leadership development, such as that offered in this paper, is required to develop the parts with a vision of the whole in mind. It is also important to understand how leadership development fits into the broader picture of faculty development so leadership development programming can draw from and contribute to the overall faculty development effort.

How does an institution move from its promising initial initiatives to a more comprehensive effort? Since there is so much that could be done, a question arises about how to set priorities of what is done first and how scarce resources are allocated. Below are listed some options for determining how to proceed. These "program drivers" are not mutually exclusive and could be pursued simultaneously or sequentially. Which of these "drivers" might be utilized and in what combination should be the result of an intensive (but not necessarily long) series of conversations with the institutions leaders and the leaders of the faculty development organization.

Let's look at some of the options for these drivers.

1. SINGLE STRATEGIC INITIATIVE FOCUS

Drive the program by focusing on institution strategic goals—pick an area where there are strong needs or opportunities, and focus on those (e.g., interdisciplinary research development, diversity, global programs, entrepreneurship, or innovative teaching). Focus on the strategic area but bring in the leadership content needed for implementation. Such a program could accompany the adoption of an academic plan, or an institution's strategic plan, or be part of a general institutional "culture shift" initiative.

Pros and cons of this approach: This approach ensures that the school is taking visible action on a previously identified critical area of priority; however, taking this approach may lead to a kind of "crazy quilt" collection of programs that advances certain priorities, but leaves the majority of faculty untouched.

2. START AT THE TOP

If the chancellor or president has been "bitten by the leadership bug" and has evinced a genuine interest in leadership development, go with it! Start with a classic executive team-building approach, which not only provides training in executive skills (e.g., strategy, communication, team leadership) but also helps organize second-level leaders (deans, associate provosts, vice chancellors) around institutional goals that are central to the most senior leaders.

Pros and cons: This approach really has the institution as a major client because it works with the senior group. If well done, it strengthens the professionalism and coherence of the top leadership of the campus and sets a tone for the college or university. However, unless such an approach is carefully institutionalized, it may not carry over to the next senior leadership group and so no long-term institutional change will have been effected. Also, starting at the top may arouse resistance at the mid-level ranks if the program leads to the perception among faculty that the institution is trading academic values for corporate ones.

3. WORK WITH NEW MID-LEVEL LEADERS.

Start with new department heads, chairs, division directors, and associate deans, and provide them with the training and organizational supports they need to be successful in their leadership roles including: a package of training and education, coaching, and facilitation services. This would include: getting clear about the institution's goals and how their unit fits in, what should be in the unit's strategic thinking and planning, a mechanism for training, coaching and feedback for mid-levels, an opportunity for peer support, and a standard process of evaluation of chair and division head performance.

Pros and cons: This is a group that is really motivated to learn because they have been handed responsibilities, and, as we have discussed, they really have little training to help them be successful. On a large campus there will be enough new incumbents in any year to make a cohort. On a small campus however a combination of tutorial, on-boarding practices, and general programs (perhaps using outside vendors), may be necessary to accommodate the few new leaders each year. This approach will require someone or an office that is specifically tasked with, and knowledgeable about leadership development in order to be successful. For many reasons, faculty development centers may be a good place to locate such a program.

4. DEVELOPMENT FOR POTENTIAL LEADERS

Use a developmental approach with faculty before they take on leadership positions. In this model, Deans would nominate faculty who have interest in academic leadership (but not necessarily a current leadership job) and provide some incentives such as: stipend, released time, certificate, or other forms of recognition. Alternatively create an expectation or requirement for them to take a certain number of hours of prescribed training in which they study leadership roles in the school, learn about key administrative functions, get a primer on leading people, get an overview of what leadership is about, get a perspective on big picture challenges and opportunities, and get 360 degree feedback and coaching.

Such a program could be spread out or concentrated over a period of time as needed. Each cohort would have opportunity to continue in self-directed peer support groups. This group would also continue to meet and have quarterly briefings on current issues facing the institution. This type of program could be the entry to a succession planning sequence.

Pros and cons: This approach creates a great opportunity to shape the leadership culture of the institution and to demonstrate commitment to effective leadership. It can assure that new incumbents come into their jobs as division heads or department chairs with a basic knowledge of the leadership job, and it can increase cross-departmental contacts and school-wide awareness. However, it can be expensive in terms of hiring quality instructors, and it can be time consuming for the participants; it requires strong continuing commitment from senior leaders, if it is to drive the leadership culture.

5. FOCUS ON EARLY CAREER AND PROFESSIONAL DEVELOPMENT/CAREER DEVELOPMENT

Create a robust curriculum of high quality topical courses for faculty over their first ten years and set a norm that each faculty member complete a certain number of these courses and then some electives in the areas of professional development including time and stress management, communication and listening, requisite computing and social media skills, and presentation skills. While these topics are not specifically leadership oriented, they are important skills for faculty leaders to have and a bridge between courses focused on teaching and learning and those focused on career development.

Pros and cons: This approach can be of significant assistance to faculty early in their career and communicates that the school cares about their well-being. It can be a safety valve for new faculty who are experiencing problems, and can help faculty learn skills that will make a difference in the quality of their lives and their work. The challenge is to find out how to fit these programs into the busy faculty schedule and to create incentives for attendance. Probably without some serious prodding, most faculty would not choose to spend the time in this way, even though it would be "good for them" in the long-term. For faculty development centers that want to get into the leadership field, this early career focus on professional skill development may pave the way for programs that directly address leadership issues and build a bridge to this new focus of programming.

6. CONTINUING LEADERSHIP EDUCATION

Create a series of programs/modules around core skills for incumbent faculty leaders that give them the support they need to be successful in a variety of administration roles. These programs could be face-to-face courses, webinars, online programs, or a mixture (a mix of simulation and assessment center approaches have worked for other organizations). They would cover such key leadership skills as: setting goals, leading a team or a committee, conducting a meeting, managing a budget, handling conflict, managing change, supervision one on one. (These could be required over time or offered as electives). Some would need to be customized for the institutions, but others could be "off the shelf," easily adapted from existing programs, or brought in by outside vendors.

Pros and cons: Once there has been "a basic training" of new leaders, the challenge arises of how to motivate leaders to continually renew and refresh their skills. IBM once famously required their managers to get 40 hours of approved training each year. Similarly, physicians must participate in continuing education and renew their board certification. Some challenges in using this model include making accessible a top quality set of leadership continuing education programs (via face-to-face courses, distance learning, webinars, etc.) and finding a formula to motivate leaders to take advantage of these programs on an ongoing basis so as to continually upgrade their skills.

7. ADMINISTRATION CURRICULUM FOR CURRENT OFFICE HOLDERS

This could be included in the approach for new mid-level leaders discussed in section 3 above, but this is a more modest approach and could be an initial program in a series. This administrative curriculum would be comprised of a number of intensive modules on what mid-level and senior level administrators need to know about the technical areas of administration: finance, budget, legal, human resources, information management, operations, contracting and purchasing, facilities, diversity, strategy, dealing with the media, fundraising, etc. These could be required over time or offered as electives, and start with a general orientation program like the one listed in Table 2, item 5 below.

Pros and cons: When faculty become leaders of units they immediately need to know how to hire and fire, manage a budget, lead people, negotiate conduct meetings, supervise one-on-one, and handle conflict, but most have little training in these basic skills. Actually there are fairly tried and true "how tos" for each of these tasks including important tips and tools that can make a big difference in the outcome of the situation. New leaders are often eager to learn the skills required to be successful so a cohort program for new leaders may be reasonably successful without too many additional incentives.

8. PROVIDE COACHING/CONSULTING SUPPORT

Identify and/or train a cadre of individuals who could serve as coaches for leaders at all levels. This might include outside professional coaches who would work on a paid basis, and past faculty leaders who might volunteer as coaches. A list of consultants and their specialties could also be provided and a staff member in the faculty development unit could be a knowledgeable broker to fit the right resource to the need of the incumbent.

Pros and cons: Coaching for leaders is becoming more widely accepted as a best, even necessary practice to assure organizational success in the world outside the academy. This approach could provide valuable in-depth assistance to leaders beyond any training and educational function, however it could be costly and would require an individual or office staffed by knowledgeable leadership and organizational development professionals to organize and manage this effort. However, such a program could get a "Two-fer" in faculty development if it effectively mobilized past faculty leaders to help new ones.

9. GRADUALLY EXTEND THE CURRENT PROGRAM OF OFFERINGS OF FACULTY SUPPORT UNITS TO INCLUDE LEADERSHIP DEVELOPMENT

Campuses that have robust Centers for Teaching and Learning and/or Faculty Development have an opportunity to expand their reach by offering programs for faculty leaders. For example if a faculty development unit has a tradition of creating faculty-learning communities, consider creating these for chairs, center directors, program leads, or associate deans across-campus. Or if the faculty development unit offers seminars on course design, leading discussions, grading and the like for new faculty, consider adding a series of programs on leadership topics like supervision, delegation, goal setting, conflict resolution, fundraising, etc. for chairs and program heads. For institutions that lack faculty development units, the potential sponsor of such programs could be the Office of the Provost, perhaps in conjunction with the faculty senate or other faculty governance body.

Pros and cons: This is a common sense approach that allows the faculty development unit to test out programs and get into this area without raising too many eyebrows. Successful forays in faculty leadership development may ultimately surface strategic questions for the faculty development unit if leadership development and faculty career development are not already part of the program's mandate. On the other hand this may be a way of gradually increasing the faculty development unit's prestige on campus and expanding its mission and mandate. Programs that emerge from an administrative unit, like the Office of the Provost, or the Office of Human Resources will need to think extra hard about how to get faculty buy-in and participation.

10. START WITH A UNIT THAT HAS RESOURCES AND IS READY TO ACT

This is the ultimate pragmatic and opportunistic approach but it can show the way and demonstrate the benefit of faculty leadership development. An institution of higher learning that wants to expand its offerings into the leadership area can begin with a unit that has the means to pay for a leadership program and a demonstrable need and desire to have one (such as a large college or school within the institution). Since leadership is readily understood and appreciated outside the academy as a distinct set of skills and disciplines, an outside donor could provide the funds for an initial effort.

Pros and cons: This model can provide a beginning for faculty leadership development programming, but unless thought is given to next steps, the program can be seen as a one-off and become a dead-end rather than a promising beginning. Materials, curriculum, and presentations developed in the pilot effort could be adapted to other audiences however, and some of the participants in the initial effort could become advocates, teachers, or mentors in subsequent efforts.

FUNDING AND SUSTAINING FACULTY LEADERSHIP DEVELOPMENT PROGRAMMING

Funding is the mother's milk of innovation. No successful program of faculty leadership development can proceed without dedicated and sustained funding that matches program objectives. On the UNC campus currently there are ten different programs available for different faculty leader groups that have been sustained for three to fifteen years. (These are the eight programs for faculty described in Table 2, plus two programs that mix staff and faculty: ULEAD* and Bridges) They have run the gamut of funding models: tuition, foundation funding, administrative funding, and endowed funding. What is common however is that each leadership program that has been sustained on the UNC campus has a clear organizational sponsor, a defined time-limited set of offerings, a targeted clientele, and a dedicated source of funding.

**ULEAD is a mid-level leadership cohort program for staff and faculty at the University of North Carolina at Chapel Hill and North Carolina Central University offered by the office of human resources, and Bridges is a cohort leadership program for woman staff and faculty from the UNC system.*

Most of UNC-CH's programs are budgeted within an administrative unit with the implication they are funded by general revenues. However some programs are generously funded by outside donors, some charge tuition that is paid by sponsoring units, and some have external grant funding from foundation and private sources. Programs offered at the UNC system level for all seventeen institutions have come and gone with new administrations. However, some other states may have a better track record of sustaining faculty leadership efforts at the multi-campus system level.

STAFFING AND ADMINISTERING FACULTY LEADERSHIP DEVELOPMENT PROGRAMS

Organization and administration. All of these long-lasting programs have some office or individual who is responsible for designing and marketing the leadership effort; recruiting and qualifying candidates; designing the curriculum; handling logistics such as meals, rooms, AV materials, copying, managing associated Sakai and Blackboard websites or other platforms; accessing webinars; setting up panels; and the like. These duties are distributed among the full-time staff of the sponsoring office. In some cases, but not all, a full-time leadership or organizational development professional is hired to oversee the program. In other cases, individuals with this training are hired as consultants and partner with faculty leaders in program design, delivery, and administration.

Program delivery and staffing. Likewise, there are often leadership experts who deliver the content of the leadership program. These experts may be in the form of external vendors (consultants and other experts), internal vendors (faculty and staff who receive an honorarium), and internal volunteers (faculty and staff who work in the leadership program on a volunteer basis). At UNC-CH all of these models have been deployed. The Center For Faculty Excellence, perhaps because it operates under the mantle of the provost's authority and because of the general spirit of cooperation that exists at Carolina has been able to staff its two major cohort programs with volunteer effort from faculty or senior administrators who are willing to take one session (out of ten) on a continuing basis. Other programs use outside vendors to deliver a specific program on an annual renewable contract. When using the faculty learning community model in its pure form (see http://www.units.miamioh.edu/flc/whatis.php), the program of leadership development would not necessarily incur instructional costs, but still requires administrative coordination and support.

IN REVIEW: THE CHOICES YOU NEED TO MAKE

Therefore, in thinking about next steps in creating leadership development programs for faculty in given institution, a number of factors should be considered:

a) What specific groups will be targeted?

b) What organizational benefits are expected; how might these be measured?

c) Why are these the priority groups and needs at this time?

d) How does the proposed effort contribute to the establishment of a more comprehensive program for faculty development over the longer term and facilitate further development?

e) What resources are available or can be made available for developing an effective and high quality effort?

f) What is required in terms of administrative infrastructure to make the new programs effective?

g) What continuing investment will be required to sustain the new program and what is the probability that these resources will be available in the future?

Once these more strategic questions have been answered, then some additional design questions can be addressed:

- Learning objectives and their relation to the hoped for institutional benefits
- Content of the program(s) and their relationship to the learning objectives
- Time required of participants; timing of sessions (or use of asynchronous methods)
- Incentives or requirement for participation
- Qualification for participation
- Strategies for recruitment of participants
- Administrative needs of the proposed program(s)
- Skills and qualification for faculty delivering the program(s)

- Educational technologies to be deployed
- How to add/design program elements to maximize synergies and organizational benefit (e.g., coaching services, have participants address real institutional concerns, etc.)
- Mix of unit resources, campus resources, and outside vendors to deliver the program(s)
- Revenue model: How is cost shared among participants, units, or the institution?
- Resources: What's the cost sharing among various groups, what is the expectation for resourcing the program (e.g., volunteer time from certain faculty; private donor endowment; continuing grants from specified school or outside funds, etc.)?
- Methods for assessing cost, results, and benefits
- How to follow-up with participants

CASE STUDY: UNC-CHAPEL HILL'S APPROACH

Now, let's look at a case example of the incremental growth of mid-level faculty leadership development on a single campus.

Since 2001, UNC-CH has developed eight separate leadership programs available for younger and mid-level faculty. Five are yearlong cohort leadership programs in which faculty are nominated by the deans or peers and go through a selection process. These include two separate programs for emerging (not yet) leaders, one for new leaders, one for new department chairs, a separate cohort program on strategic planning, and a weeklong program on entrepreneurial skills for faculty. Two open access workshops series on professional and leadership skills have also been offered: one targeted for early-career faculty and another for all faculty.

Each of these programs involves a different design reflecting the relative importance of the elements in the bulleted list above. For example, faculty members new to administration get a yearlong, monthly luncheon program which brings them together with the leaders offering the services they need to do a good job (IT, Legal, HR, etc.). Faculty who want to strengthen their center or department get a yearlong series of monthly dinner sessions devoted to strategic planning and thinking with a lot of application to their own situations. New chairs get a monthly dinner session that is high on peer support and problem solving and low on content in order to help them adjust to their new and demanding roles. Classic leadership training material (i.e., managing change, negotiation, supervision, leading meetings, etc.) is delivered in lunch-and-learn sessions on an open-enrollment basis throughout the year. Table 1 below provides a list of these programs with a brief description of each. Table 2 shows the same programs classified to learning objectives, and institutional goals.

Table 1.
UNC-CH's Faculty Leadership Development Offerings

- **Academic Leadership Program.** Yearlong, seminar-based study of academic leadership. Includes a week of leadership training at CCL and two career development workshops. Serves eight tenured faculty or master lecturers (four from the college and four from the professional schools.) A "High Potential Program." Started in 2001. Offered by the Institute for the Arts and Humanities (IAH).
- **Chairs Leadership Program.** Serves up to a dozen chairs annually, primarily but not exclusively, in the College of Arts and Sciences. This program operates as a peer-mentoring group for new chairs in their first year with a largely open-ended agenda. Led by an experienced former chair and a professional facilitator. Started in 2007. Offered by the IAH.
- **Faculty Entrepreneurship Development Program.** Teaches entrepreneurial skills and perspectives to a cohort of faculty in an intensive weeklong session. In 2013, it was expanded to include faculty from campuses across the UNC system. Up to thirty faculty participate each year. This program is colloquially referred to as the "Faculty Entrepreneurship Boot Camp." Started in 2009. Sponsored by Innovate Carolina.
- **Core Skills Program for Faculty Leaders and Organizational Skills Seminars for Early Career Faculty.** Offer eight luncheon seminars annually for faculty on an open enrollment basis. These include such topics as leading groups, supervision, managing change, negotiation, stress management, conflict resolution, and goal setting. Five additional topical sessions on organizational skills are offered for early-career faculty. Started in 2010. Offered by the Center for Faculty Excellence (CFE).
- **Faculty Learning Community (FLC) on Strategy and Leadership.** Eight to ten senior leaders participate in a focused program of strategic thinking and strategic leadership for the units and projects they lead within Carolina. Meets monthly June to February. The tangible output of the program is a carefully crafted vision and strategy presentation for the chancellor, provost, and other senior leaders. Started in 2011. In 2014, this program was modified to focus on mid-career faculty leaders (below the level of the dean) and doubled in size. Offered by the CFE.
- **Faculty Administrator Development Program (FADP).** The main objective of the program is to address the information and support needs of faculty new to administration in the early weeks and months of their tenure. Participants will meet with senior administrators to discuss these issues in eleven luncheon sessions during the academic year. Topics covered include: human resources, legal issues, IT concerns, diversity policies, finance, and budgets. Twenty-five are enrolled in 2014. Started in 2013.

School of Medicine:

- **The Academic Career Leadership Academy in Medicine (ACCLAIM)** is a School of Medicine program that provides leadership and career development opportunities to a dozen SOM junior faculty members with an emphasis on those underrepresented in medicine. Participants meet regularly in a seminar format to hear presentations on leadership topics or discuss articles on key leadership and career development topics. Participants propose an idea that they will work on that advances research, strengthens teaching, and improves the health care system. This project must span departmental and institutional boundaries. This learning-by-doing component is a main focus of the program and discussion.
- **The Program in Leadership Development:** This is a series of presentations and discussions available to new chairs and division heads in the schools. Featured in this series are presentations about human resources, finance, legal, and other key systems that leaders need to be conversant with as well as general leadership topics. Participants are also eligible for coaching services provided by experienced organizational coaches. The goals of the program are to smooth the transition for new leaders and to build the competence of the emerging generation of formal school leaders.

Table 2
Analysis of Selected UNC-CH Faculty Leadership Development Programs in terms of goals, audience, learning objectives, formats, activities, and size.

Arrangement of Table: Early-career focus programs on top, more senior faculty program focus on bottom—In the first four programs in the tables, participants may join irrespective of whether they already occupy a leadership role so these may be considered programs for emerging leaders in most cases.

Program	Institutional Goals	Audience	Learning Objective	Format	Activities	Size
1. School of Medicine ACCLAIM	Minority faculty retention and development	Diverse group of SOM junior faculty	Build: confidence, contacts, visibility, and perspective on leadership	Weekly seminar	Readings, presentations, projects	12
2. Center for Faculty Excellence (CFE) Organizational Skills Series	Introduce organizational skills to new faculty	UNC junior faculty	Learn practices in each area(e.g., time management)	Monthly, 90-minute mini-sessions	Presentation, discussion, readings, self-assessments	25
3. CFE Leadership Skills Series	Support faculty leaders at UNC with core skills, (e.g., leading meetings)	UNC incumbent faculty leaders	Learn practices in each area (e.g., supervision)	Monthly, 90-minute mini-sessions	Presentation, discussion, readings, self-assessments	25
4. Institute for Arts and Humanities (IAH) Academic Leadership Program	Emerging leader development; for mid-career	Mix of faculty in academic and professional units	Broad understanding of leadership; colleague support; visibility	Weekly seminar	Discussions, retreats, follow-up support group; off-campus training week	10

Programs in the table below support faculty in existing leadership roles; nomination by deans is the main route to entrance, but other qualifying applicants can be accepted.

Program	Institutional Goals	Audience	Learning Objective	Format	Activities	Size
5. CFE Faculty Administrator Development Program (FADP)	Orient to administrative systems: HR, IT, Legal, etc., prevent mistakes	New chairs and center directors	Key responsibilities in each admin area; contacts for assistance; prevent "rookie mistakes"; provide colleague support	Monthly lunchtime sessions, present Q&A	Meet senior teams from major admin. functions	25
6. IAH Chairs Leadership Program*	Accelerate chair confidence and competence	New and reappointed chairs in the College of Arts and Sciences	Apply critical thinking to organizational problems; how to give and receive support	Monthly facilitated support group	Opportunity to discuss ongoing challenges in confidence	12
7. Faculty Entrepreneurship Program*	Strengthen support and capacity for faculty entrepreneurship and innovation	Faculty from UNC and other UNC System campuses	Learn key concepts; practice venture development and pitch	Week-long residential intensive	Presentations and discussions; teams develop and present a new venture proposal	30
8. CFE Program in Strategy and Leadership	Support and expand promising programs that can strengthen UNC	Chairs and directors of institutes and centers; associate deans	How to think about, develop, and implement organizational strategies	Monthly presentations and discussions, 2.5 hours per month; consultations	Hearing about strategic planning and execution, writing up one's own plan; engaging stakeholders	25

NEXT STEPS TOWARD A COMPREHENSIVE MODEL OF FACULTY LEADERSHIP DEVELOPMENT

While UNC-CH has made a strong start in developing programs for faculty leadership development, it cannot be yet said to be comprehensive in scope or adequate in depth.

A leadership curriculum might be called comprehensive if it:

a) Covers all the topics that faculty leaders need to know about and develop competencies in; and

b) If it has offerings at all levels of leadership: senior, mid-level, beginning, and emerging levels.

The curriculum is of sufficient depth if the programs presented really support and enable the knowledge and skill acquisition required to effectively lead in the roles that are undertaken.

WHAT THE TOTAL PACKAGE LOOKS LIKE

A comprehensive program should include the following elements:

a) An overview of and orientation to opportunities for leadership development available to faculty throughout the career cycle.

b) A curriculum of career and professional development (CPD) offerings that individuals can participate in, independent of whether they are seeking leadership roles. *In addition to CPD programs listed above, there might be personal planning workshops for mid-career and late-career faculty leaders. * However, selected professional development topics (e.g., time and stress management) might also be offered in a leadership track. Many of the general professional skills are helpful for all but some are critical for leaders.

c) Programs for new incumbents such as division heads, center directors, program leaders that orient them to roles and responsibilities of their positions in regards to administration: HR, Legal, Financial, ITS, Diversity, Ethics, and overview of SOM leadership—(with targeted programs for leaders of clinical, teaching, research, or service units).

d) Follow-up in-depth offerings that are designed to help leaders learn basic administrative knowledge, and practices, and develop skills in more technical areas, such as: recruitment and hiring; budgeting; purchasing; contracting; information management; strategy; legal issues; diversity and inclusion issues related to gender, ethnicity, race, nationality, religion, and age; dealing with the media; raising funds from donors, foundations, and corporations; etc.

e) Programs that are offered to all leaders that provide training in core leadership skills: planning, goal setting, motivating staff, managing individual performance, evaluating the team's productivity, improving overall performance of individuals and groups, creating a positive organizational culture, and others in these categories.

f) A program that is explicitly devoted to helping leaders assess their own styles, preferences, and ways of operating; to understand how that makes them similar and different from others, and to identify the behaviors they need to change or add to become more effective in the situation they are in.

g) Training for recurring faculty leadership roles that do not necessarily carry permanent titles: leading a search committee; chairing a faculty committee; taking on roles in professional organizations, and the like.

ORGANIZATIONAL SERVICES THAT MIGHT SUPPLEMENT LEADERSHIP TRAINING

Most large organizations in the private and public sector have come to recognize that formal training of leaders may be necessary but not sufficient to support effective performance of individual leaders or organizational units. Most effective public and private sector organizations provide supplemental services to help faculty leaders implement lessons learned in various leadership programs and to reinforce and accelerate on-the-job learning.

Based on the experience of many non-academic organizations that have organizational development and change management services as part of their administrative infrastructure, a strong support system for leaders should include:

a) Coaching. The availability of a skilled, objective, professional coach outside the organizational hierarchy that a leader can turn to for advice on a continuing basis. (These could be professional coaches, or a cadre of internal individuals trained for this purpose, e.g. former leaders, retired leaders, etc.)

b) Leadership support groups. These provide a continuing sounding board for new leaders and provide confidentiality and a safe environment for brainstorming solutions to problems. (Could be organized on a peer basis, or leaders assigned; could be formed out of ongoing cohort training programs.)

c) Organizational development services. The availability of skilled third-party individuals who can facilitate retreats and workshops for units for the purposes of planning and problem-solving and who can work with leaders to follow up and implement initiatives. (Could be provided by in-house staff hired for this purpose or funds could be made available for this purpose to be accessed by certain classes of leaders in certain situations, for instance upon taking on a new position.)

d) Succession planning and career development services. A well-conceived succession planning program for mid-level leaders can be a driver for leadership development programming, assure leadership continuity, and motivate faculty participation. It can also link mid-level and emerging leader efforts to the work of more senior leaders. Career development workshops, especially if they are targeted toward potential and incumbent faculty leaders may allow faculty to thoughtfully integrate their interests in leadership with other aspects of their roles such as teaching, research and public service. Such workshops can help them sequence their involvements with due attention to competing family and personal priorities including: child-rearing, aging parents, personal health issues, and commitments to research and writing projects or teaching.

CONCLUSION

If faculty development is conceived as a means of preparing and strengthening faculty in all of their key institutional roles, then faculty leadership development must be part of any comprehensive program of faculty development. In addition, a comprehensive program also includes a broad range of professional development activities that allow faculty members to be effective organizational actors, contributing institutional citizens, and to achieve some kind of work-life balance. An especially important aspect of professional development is leadership development for faculty.

Leadership development is especially important at the present time because higher education faces many serious institutional challenges and these will not be solved by senior leaders (deans, chancellors, provosts, presidents, and trustees) acting alone. They will need the support and partnership of the mid-level leaders (chairs, center directors, associate deans, program heads, and others). It is this level of the faculty that take on these roles without giving up their primary faculty identity. It is they who are a crucial mediating level between senior leadership who are often importing demands and pressures from outside the institution and the academic units who must respond. Leaders at this level, despite their management and leadership roles, still are the carriers of core academic values and share the faculty's perspective. If universities and colleges are to successfully adapt to change while retaining continuity with core academic values, then these mid-level leaders must be equipped to act effectively.

So creating a comprehensive leadership development program for mid-level faculty and faculty across the faculty lifecycle is a worthy goal. However, to deliver the greatest value for the institution, such an effort should be undertaken in a highly conscious manner. Even if development proceeds piecemeal, step-wise, and opportunistically, it helps to have a comprehensive model to work toward that is shared by those who are concerned with strengthening academic leadership.

Program developers should consider not only the most practical and pragmatic next steps from an institutional cost-benefit perspective, but also how such an effort might be synergistic with what is already in place. They will want whatever is done to:

- Contribute to a more comprehensive and sustainable effort of overall faculty development that includes not only development of faculty core skills (i.e., skills in teaching, research, and public service) but also broad professional and career development, leadership development, and
- Model effective program initiation, implementation, and institutionalization processes.

The Office of the Provost is a good place to initiate and house such a program. In addition centers for teaching and learning on campuses across the country may be positioned to lead in the formation of such programs, to administer them, and to sustain them. To do so is not only an important service to the faculty and to the campus, but can also increase the visibility and centrality of the faculty development unit on campus. Faculty Development Centers that have not already done so should seriously explore the possibility of initiating programs for faculty leadership development. Faculty development centers that are already engaged in this area might benefit from using the framework presented in this paper to think about extending and deepening their efforts. Yet, we should not rule out the possibility that the first mover might be an innovative dean or extension leader on a particular campus. The important thing is to get started, learn from experience, and build steadily.

Institutions that effectively address needs for faculty leadership development are likely to see gains in adaptability, accountability, innovation, and collegiality. Colleges and universities can achieve these benefits through an iterative and continuing process of defining and prioritizing needs for faculty leadership development and, on an incremental basis, implementing programs over a period of years. As might be predicted by pedagogical theory, the best results occur when audience, program objectives, format, and learning activities are carefully designed to fit together. By persevering in this way, institutions of higher education may achieve the degree of comprehensiveness required so as to begin to address the crisis in leadership development for faculty leaders and thus contribute to the positive resolution of serious institutional challenges and realization of new growth and innovation opportunities.

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