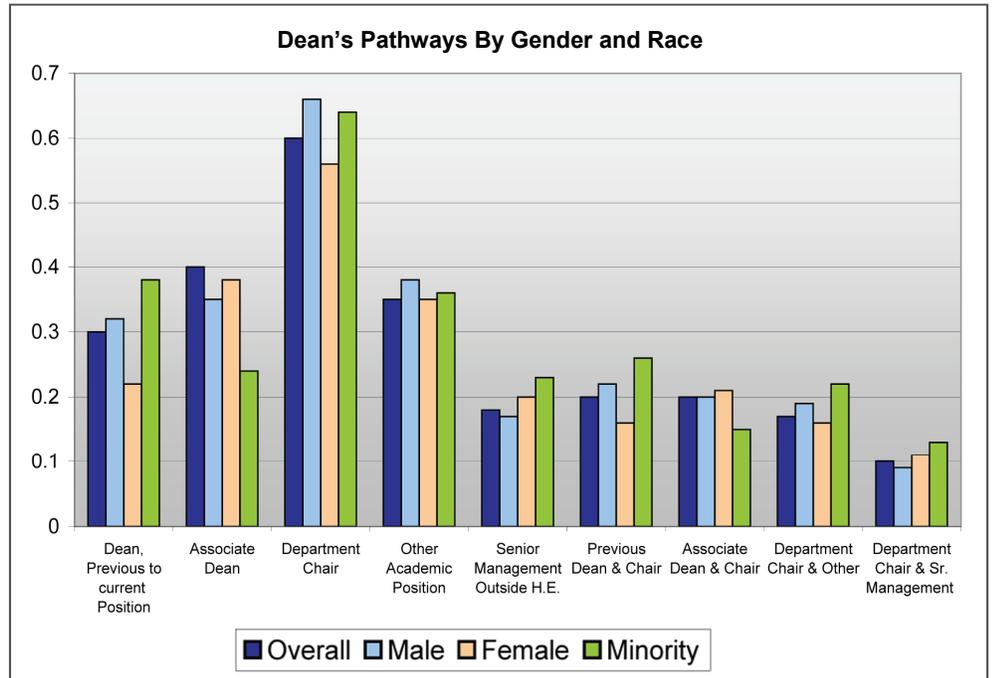


Developing Academic Leaders

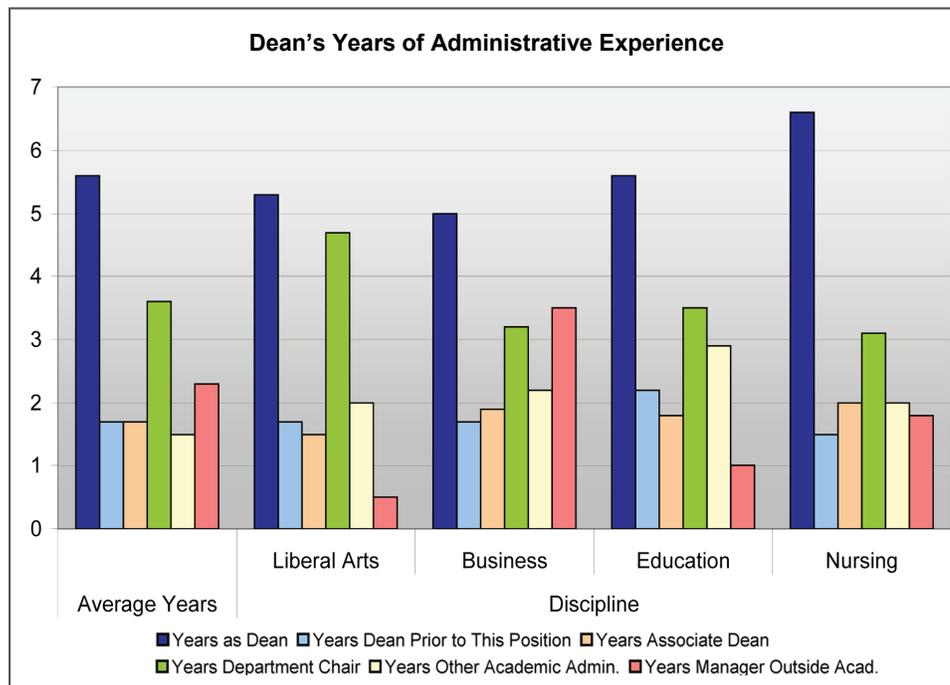
Few studies have been done on career development for academic deans. One book that addresses career pathways, obstacles, skills sets, job stressors and leadership development for academic deans is *College Deans: Leading from Within*, by Mimi Wolverton and Walther H. Gmelch, American Council on Education, Oryx Press, 2002.

The information in *College Deans* is based on a study conducted by the Center for Academic Leadership at Washington State University (Gmelch, Wolverton, Wolverton & Hermanson, 1996). Thirteen hundred (1300) academic deans at 360 universities in the United States were surveyed, 60 percent responded. Sixty public and 60 private institutions were surveyed in the Carnegie classifications: research, comprehensive and baccalaureate. Deans of the colleges of education, business, liberal arts and allied health professions (primarily nursing) participated in the study.



Pathways to Deanship

In the study, the dean's administrative experience prior to their current deanship included prior experience as a dean, serving as associate dean, administrative experience outside the academy and the largest percentage (60%) had served as department chairs. It



was noted that fewer women than men in the study had prior experience as a dean or associate dean. Many had experience as a department chair (56%) or in another academic position, such as director or coordinator (35%). In the study, 23% of the minority respondents had been in senior management positions outside higher education before coming to the deanship. (This may be influenced by the types of colleges surveyed, including business, education and nursing.) The charts on this page provide more detail on the previous administrative experience of the deans surveyed.

The Role of Dean

Wolverton and Gmelch (2002) defined a set of roles for the dean position. They break these down into 6 categories: resource management, academic personnel management, internal productivity, personal scholarship,

leadership and external and political relations. Further description of these categories as they defined them is found in the table below:

The deans were asked to rank the importance of the role sets on a 5-point scale, with 5 high. The deans ranked internal productivity and academic

personnel management as their most important roles, followed by external and political relations, leadership, resource management and personal scholarship.

Category	Sub-categories
Resource Management	<ul style="list-style-type: none"> • Manage non-academic staff • Ensure college record maintenance • Maintain resources (grants, facilities, equipment) • Keep current with technological changes • Comply with state, federal and certification agency guidelines
Academic Personnel Management	<ul style="list-style-type: none"> • Recruit & select chairs and faculty • Evaluate chair & faculty performance • Supervise department chairs and directors
Internal Productivity	<ul style="list-style-type: none"> • Maintain effective communication across departments • Communicate goals/mission of college • Foster good teaching • Maintain conducive work climate • Encourage faculty, chair & staff professional development • Participate in college/university committee work
Personal Scholarship	<ul style="list-style-type: none"> • Maintain own scholarship program and professional activities • Stay current with own academic discipline • Model scholarship by Publishing/presenting papers regularly • Maintain own professional growth
Leadership	<ul style="list-style-type: none"> • Communicate to college about university and community concerns • Solicit ideas to improve college • Assign duties to chairs & directors • Plan & conduct college leadership team meetings • Coordinate college activities with constituents • Represent college at professional meetings
External and Political Relations	<ul style="list-style-type: none"> • Build relationships with external community/stakeholders • Obtain & manage external funds • Foster alumni relations • Develop and initiate long range college goals • Financial planning, budget preparation & decision making • Foster gender & ethnic diversity in the college • Represent college to the administration

Leadership Model

Wolverton and Gmelch defined three dimensions that constitute academic leadership for deans: building a community of scholars, setting direction, and empowering others. They created a survey which asked deans to rate themselves on eight items related to each dimension. Overall the means scores for each dimension of leadership were high. All three dimensions were strongly correlated with the dean's perceptions of leadership effectiveness and the deans in the study believed themselves to be effective leaders.

The leadership dimensions and their identifying actions are shown below. This list can be used as a tool for self-assessment of leadership effectiveness.

Building Community

- I show I care about others.
- I show concern for the feelings of others.
- I involve others in new ideas and projects.
- I support effective coordination by working cooperatively with others.
- I communicate feelings as well as ideas.
- I treat others with respect regardless of position.
- I provide opportunities for people to share ideas and information.
- I make others feel a real part of the group or organization.

Setting Direction

- I communicate a clear sense of priorities.
- I encourage others to share their ideas of the future.
- I engage others to collaborate in defining a vision.
- I willingly put myself out front to advance group goals.
- I have plans that extend beyond the immediate future.
- I am oriented toward actions rather than maintaining the status quo.
- I consider how a specific plan of action might be extended to benefit others.
- I act on the basis that what I do will have an impact.

Empowering Others

- I make sure people have the resources they need to do a good job.
- I reward people fairly for their efforts.
- I provide information people need to effectively plan and do their work.
- I recognize and acknowledge good performance.
- I help people get the knowledge and skills they need to perform effectively.
- I express appreciation when people perform well.
- I make sure that people know what to expect in return for accomplishing goals.
- I share power and influence with others.

Developing Academic Leaders

“One of the most glaring shortcomings in the leadership area is the scarcity of sound research on the training and development of leaders (Conger & Benjamin, 1999). Gardner (1987) contends that leadership development is a process that extends over many years. Rather than search for answers in specific training programs, we suggest that three spheres of influence create the conditions essential to develop academic leaders: (a) conceptual understanding of the unique roles and responsibilities encompassed in academic leadership; (b) the skills necessary to achieve the results through

working with faculty, staff, students, and other administrators; and (c) the practice of reflection to learn from past experiences and perfect the art of leadership. These three spheres and their intersections serve as our analytical framework for what we believe is needed if we are to successfully develop effective leaders in the academy.” (Wolverton & Gmelch, 2002)

Conceptual Understanding

Understanding the leadership role of the dean involves understanding the dimensions of leadership that are unique to the academy and unique to the college or division. This can be acquired through mentoring or aca-

Definition of Academic Leadership:

“The act of building a community of scholars to set direction and achieve common purposes through the empowerment of faculty and staff.”

(Wolverton and Gmelch, 2002)

demical leadership programs. Topics specific to academic administration, such as finance, budgeting and planning are available. Conferences sponsored by professional organizations such as the American Association of Higher Education (AAHE), the American Council on Education (ACE) and the American Association of Colleges and Universities (AACU) provide workshops and presentations related to academic administration. In addition, publications, such as the *Chronicle of Higher Education*, or other periodicals specific to the academy provide articles related to academic leadership.

Skill Development

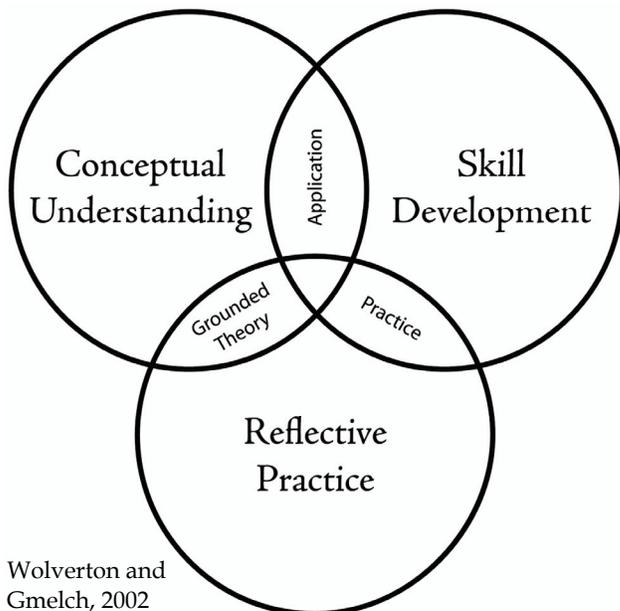
In addition to a conceptual understanding of leadership, development of specific behaviors and skills, such as communication, conflict resolution, negotiation, resource management and performance evaluation and coaching are also necessary for effective leadership. To some degree these can be acquired in formal training, but on-the-job practice and feedback is important to solidify application of these skills.

Reflective Practice

Wolverton and Gmelch contend that “leadership development is an inner journey. Self-knowledge, personal awareness and corrective feedback must be part of a dean’s leadership journey.” They note that dean’s isolation in their positions tends to work against the ability to discuss and share with peers, which enables reflection. Opportunities to discuss important challenges in peer groups or with a mentor would help the reflective learning necessary for leadership development.

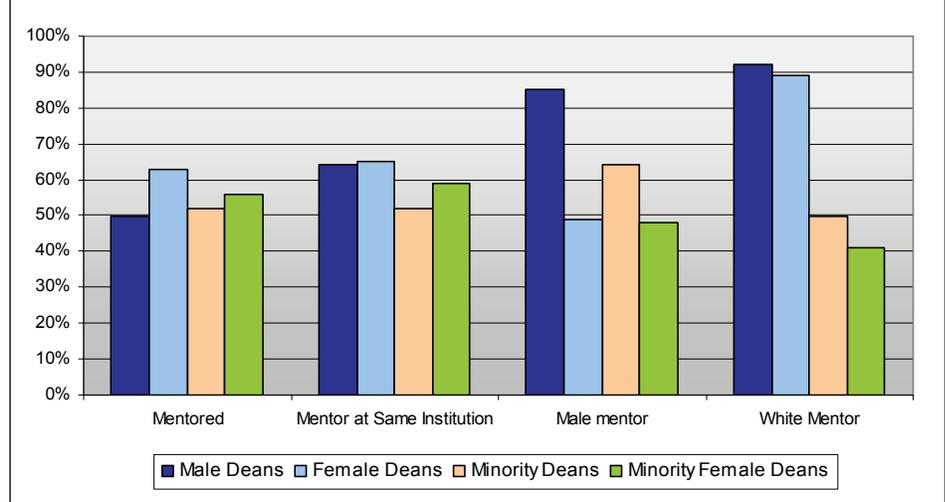
Mentoring

Mentoring is one of the most typical forms of development in the academy. In their study, Wolverton and Gmelch found that “less than two-thirds of all deans experienced mentoring relationships. Men were far less likely than



Wolverton and Gmelch, 2002

Mentoring Support as Leaders



women to be mentored. Most men were mentored by white men. Women, in general, were less likely to be mentored by men. Male minority deans were more likely than white male deans to be mentored by women.” The chart above provides additional detail. Given that less than two-thirds of the group cited mentors as a form of development, it may be necessary to find ways to increase the amount of leadership mentoring provided to potential deans and to supplement this form of development with additional means.

Conclusion

On-the-job experience in different types of academic leadership positions is the typical path toward a deanship. These experiences form the basis of understanding the leadership role of dean, however they often provide an incomplete picture and may not provide the conceptual understanding and skill development necessary for success in the broader role.

Developing academic leaders takes time and

specific steps to understand, practice and refine academic leadership skills. This process requires conceptual understand-

“A former dean and renowned anthropologist once reflected, ‘Being a new dean is like learning to ice skate in full view of your faculty.’”

(Wolverton and Gmelch, 2002)

ing, skill development and reflection that can be attained through reading, education, mentoring, skill workshops and peer interaction. Developing leaders in the

academy has often been left to chance or the individual mentoring efforts of a few. Given the generational turnover currently underway and the increasing demands and challenges placed on deans, institutions should implement a more focused and systematic process for developing future academic leaders.

References:

- Conger, J.A., & Benjamin, B. (1999) *Building leaders: How successful companies develop the next generation*. San Francisco: Jossey-Bass.
- Gardner, J.W. (1987) *Leadership development*. Washington, DC: Independent Sector.
- Gmelch, W.H., Wolverton, M., Wolverton, M.L., & Hermanson, M. (1996). *National study of academic deans in higher education*. Pullman, WA: Center for Academic Leadership.
- Wolverton, M., and Gmelch, W.H. (2002). *College deans: Leading from within*. Westport, CT: American Council on Education Oryx Press.

Department Chair Key Competencies & Development Plan

Instructions for Use

The attached document is intended as a development tool for academic leadership. It is best used in conjunction with ongoing discussions about the role of the department chair, preparation for becoming a department chair and/or development of new department chairs. It can be used in two ways:

- 1) Use it with new Department Chairs to assess and discuss current competencies and create a leadership development plan.
- 2) Use it to assess, discuss and create a leadership development plan for faculty members who aspire to the role of Department Chair.

The column labeled “Importance” is available for you to indicate your view of the importance of the listed competency for this particular position.

The column labeled “Current Status” is available for you to indicate your assessment of the individual’s current level of competency attainment.

You may add to or revise the column labeled “Examples in Practice” to reflect your institution.

If needed, you may add key competencies and their evaluation criteria to this document.

Department Chair Key Competencies & Development Plan

Key Competencies	Importance High=1 Med=2 Low=3	Current Status High=1 Med=2 Low=3	Evaluation Criteria	Examples in Practice	Ways to Develop this Competency
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NAME: _____

DATE: _____

Strategic or Long-range Planning			<ul style="list-style-type: none"> Formulates long term goals and objectives; evaluates and prioritizes unit needs, anticipates future issues and develops strategies for addressing them. Links departmental goals and priorities to division and institution strategic plans and goals. 	<ul style="list-style-type: none"> Strategic Plan Academic Plan Curriculum Development 	
Management & Organization of Department			<ul style="list-style-type: none"> Organizes and prioritizes departmental work effectively; manages faculty and staff workload effectively. Sensitive to meeting student needs for open classes; adopts comprehensive view of enrollment management. 	<ul style="list-style-type: none"> Course Scheduling Workload Management Staff Management 	
Open Communication			<ul style="list-style-type: none"> Communicates effectively in oral and written form; keeps others informed; is accurate, thorough and punctual in reports and in responses to requests. 	<ul style="list-style-type: none"> Written Verbal Formal/Informal 	
Enabling a Diverse and Inclusive Department Climate			<ul style="list-style-type: none"> Exerts effort to diversify faculty, staff and student body and has demonstrated success. Maintains high morale in faculty and staff. Sensitive to issues of inclusion/exclusion for underrepresented groups and women. Enables contribution of ideas and suggestions for improvement from all members of the department. 	<ul style="list-style-type: none"> Maintaining Department Morale Maintaining Staff, Faculty, Student Diversity 	

Department Chair Key Competencies & Development Plan

Key Competencies	Importance High=1 Med=2 Low=3	Current Status High=1 Med=2 Low=3	Evaluation Criteria	Examples in Practice	Ways to Develop this Competency
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NAME: _____

DATE: _____

Managing Interpersonal Relationships			<ul style="list-style-type: none"> Develops and maintains smooth and effective working relationships with other administrators, faculty and staff including historically underrepresented groups and women; displays personal concern for faculty and staff; supports the faculty and staff as appropriate; encourages and fosters cooperation and institutional responsibility. Maintains positive relationship with dean. 	<ul style="list-style-type: none"> Handling Difficult Faculty Situations Maintaining relationships with Dean Faculty/Staff Rapport 	
Maintaining Standards of Quality			<ul style="list-style-type: none"> Concerned with the quality of programs at the undergraduate and graduate levels, and with teaching effectiveness, student recruitment and advising. Facilitates and encourages excellence in research and scholarship' fosters efforts to achieve competitive national ranking. Supports efforts for outreach to groups historically underrepresented in the discipline in higher education. 	<ul style="list-style-type: none"> Leading departmental reviews Reviewing teaching evaluations 	
Command of Campus Policies & Procedures			<ul style="list-style-type: none"> Understands and adheres to faculty and staff personnel policies. Thorough, fair and rigorous in tenure and promotion decisions, effective in process and emphasizes performance in merit reviews. Understands legal issues and UC policies on ethics, sexual harassment, discrimination, accommodation of disabilities, etc. 	<ul style="list-style-type: none"> Record keeping and reporting Dossier preparation 	

Department Chair Key Competencies & Development Plan

Key Competencies	Importance High=1 Med=2 Low=3	Current Status High=1 Med=2 Low=3	Evaluation Criteria	Examples in Practice	Ways to Develop this Competency
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NAME: _____

DATE: _____

Recruiting and Hiring			<ul style="list-style-type: none"> Effective in recruiting, interviewing, selecting and hiring Contributes to diversification of faculty and staff. 	<ul style="list-style-type: none"> Conducting Faculty Searches Negotiating job offers 	
Faculty and Staff Development			<ul style="list-style-type: none"> Emphasizes faculty and staff development. Effective in bringing new and junior faculty into the department. Motivates and develops associate and full professors. Retains key faculty and staff through proactive communication and negotiation. 	<ul style="list-style-type: none"> Mentoring junior faculty Proactive retention of faculty members 	
Resource Allocation and Budget Management			<ul style="list-style-type: none"> Reports on budget factually; ties budget requests to programmatic needs; controls costs; monitors and oversees use of funds; allocates resources effectively and in a timely fashion. 	<ul style="list-style-type: none"> Managing department budget Managing physical resources of department 	
Fund Raising & Public Relations (extra-departmental)			<ul style="list-style-type: none"> Involved with college and university matters; effective fund raiser for the department; is sensitive to advancement of the unit and its public relations; effectively represents the university; persuades other inside and outside the institution to support initiatives. 	<ul style="list-style-type: none"> Fund Raising Representing the department at public events 	
Personal Academic Accomplishment			<ul style="list-style-type: none"> Continues research, teaching and service activities at professional level. 	<ul style="list-style-type: none"> 	

ACE Fellows Program

Excerpt from Ace Fellows Program Promotional Brochure

Q: What does the ACE Fellows Program mean?

A: It means ...

- Respect from current and future colleagues and associates;
- Participation within the “inner leadership circle” at the top of a complex, respected institution of higher education;
- A chance on a day-to-day basis to observe and be mentored by a president or provost of a college or university whose job it is to see that one learns as much as possible during the Fellowship;
- Discussions with nationally renowned chief executive officers of internationally recognized colleges and universities;
- A burgeoning knowledge base affecting one’s thinking about leadership and most other higher education issues;
- The challenge of leaving behind, for up to a year, the comfort and security of one’s home institution and, in some cases, even one’s family;
- The opportunity to devote a concentrated amount of time to learning;
- Inspiration from some of the nation’s greatest academic leaders to aspire to administrative heights previously unconsidered;
- The good fortune to be able to share this experience with __ other colleagues and friends;
- The satisfaction of knowing one has been selected as a current and future leader in education; and
- The reward of a promising future in higher education administration.

*—RIC KEASTER (1997–98) PROFESSOR, EDUCATIONAL LEADERSHIP
UNIVERSITY OF SOUTHERN MISSISSIPPI*

AN INVESTMENT IN LEADERSHIP

As critical an issue as leadership is for a college or university, few more than 300 institutions think systematically about developing their leaders. The skills and qualifications necessary for success as a professor or mid-level administrator are not the same as those required for success as a dean, vice president, or president. The fact is, most academics are thrust into leadership positions with little preparation for the demands and responsibilities of a leadership position in higher education. And the rapid pace of change in higher education, combined with escalating demands on the academy, make years of on-the-job training, trial-and-error experience, or a few workshops woefully inadequate.

The Fellows Program, the American Council on education’s signature leadership development program, is a powerful solution. Because it condenses years of on-the-job experience and skills development into a single semester or year, and combines that experience with structured seminars and interactive learning opportunities, it is the most effective and comprehensive leadership development program in higher education today.

Participation in the program requires strong commitments and sacrifices—on the part of the institutions that nominate and host Fellows and on the part of Fellows themselves. The colleges and universities that nominate Fellows must be willing to give up a talented member of their staff for up to a year. Presidents and other senior officers of the colleges and universities that host Fellows must be willing to give time and attention to mentoring and teaching a more junior colleague. Fellows themselves must be willing to alter their professional and personal lives for an experience most call transformational.

But the investment is repaid many times over for nominating institutions, host institutions, and Fellows alike. The nominating institution gains a seasoned leader who is ready for new responsibilities, with honed leadership and

management skills and informed perspectives on critical issues and challenges. The host institution is rewarded with a colleague who brings energy, talent, and new ideas to important projects and challenges. Fellows benefit from a singular experience that often changes their lives and prepares them to rise to new levels of responsibility once they return to their home campuses. And all contribute to the future of higher education by expanding its reserve of experienced, well-qualified leaders.

This brochure outlines the benefits of participating in the Fellows Program—for you, your institution, and all of higher education. We think you will find that they justify the investment many times over.

Q: Who is eligible to become a Fellow?

A: The ACE Fellows Program seeks candidates who have a solid record of achievement and leadership experience at a college or university as a vice president, dean, associate dean, department chair, or in another position that requires them to assume institution-wide leadership responsibilities.

A UNIQUE LEARNING EXPERIENCE ON ANOTHER CAMPUS

In comparison with all other leadership development programs in higher education, the ACE Fellows Program is unique in one major respect. ACE Fellows spend an extended period of time on another campus—working directly with presidents, senior academic leaders, and other senior officers—observing firsthand how the institution and its leaders address strategic planning, resource allocation, policy formulation, and other issues. The ACE Fellows Program enables participants to immerse themselves in the culture, policies, and decision-making processes of another institution.

Fellows are mentored by a team of experienced administrators—usually the president, chief academic officer, and vice presidents. Fellows shadow the institution’s leaders, observe and participate in key meetings and events, and take on special projects and assignments. In short, they learn by observing and doing. At the same time, they contribute to the important work of the host institution.

FELLOWSHIP PLACEMENT OPTIONS

The nominating institution and the Fellow select one of three options for the off-campus learning experience:

- a yearlong placement at another institution. The host institution pays the \$7,000 program fee and provides the Fellow with a professional development budget of up to \$14,000 to attend seminars and national meetings, and to visit other campuses.
- a semester-long placement at another institution. The nominating and host institutions each pay \$3,500 toward the \$7,000 program fee, and each institution contributes one-half of the professional development budget (approximately \$7,000 per institution), which enables the Fellow to attend seminars and national meetings, and to visit other campuses. During the semester that the Fellow remains on the home campus, he or she should have adequate release time to continue participating in Fellows’ activities and to complete assignments.
- Periodic visits to another institution. The nominating institution pays the \$7,000 program fee and provides the Fellow with a professional development budget of up to \$14,000 to attend seminars and national meetings, and to visit other campuses.

Most Fellows make a commitment to a year long placement because it provides the greatest access to Mentors and the greatest benefits to fellows. They agree that spending a year on another campus provides the best opportunity for involvement in the policy-making functions, structure, and culture of the host institution. However, some Fellows choose a placement for a single semester or periodic campus visits. These alternative options may be more attractive to Fellows whose professional and personal responsibilities make it difficult for them to spend a year away from their home institutions. The semester placement option allows the Fellow to spend one semester at the host campus and the other at the home campus. During the semester at the Fellow’s home institution, a team of senior administrators typically takes on the responsibility of mentoring the Fellow. The home institution also provides the Fellow with release time from regular responsibilities to participate in the required seminars and the ACE annual Meeting, prepare reading and written assignments, and read and reflect on the most relevant and challenging issues facing higher education today.

Q: How is a person nominated for the Fellows Program?

A: College and university presidents or chief academic officers nominate candidates to ensure that the commitment of time and financial resources has the approval of senior administrators. At institutions without a history of involvement with and support of the ACE Fellows Program, interested faculty or administrators should approach a president or chief academic officer to make a strong case for their nomination. In either situation, a strong commitment from the institution's top leadership is critical to ensure a successful and productive Fellowship year.

The other alternative is periodic visits to the host campus. as with the semester placement option, when at the home institution, the Fellow is mentored by a team of senior administrators and released from regular responsibilities for Fellowship activities and assignments. in order to allow sufficient time at the host institution for learning and engagement, the ideal arrangement for the periodic visits is a minimum of three month-long visits to the host campus during the course of the Fellowship year.

THE PAYOFF FOR THE NOMINATING INSTITUTION

sensitive gender and diversity issues. Complex budget and financial pressures. intricate financial aid policies and procedures. assessing learning outcomes. Preparing for accrediting team visits. Politically charged faculty governance, performance, and tenure issues.

The challenges faced by department chairs, deans, presidents, and other higher education leaders seem more daunting by the day, but ACE Fellows are prepared to tackle them. Fellows, through the benefit of their experience and an intensive seminar program delivered by expert educational leaders, develop the skills and knowledge they need to address critical leadership and management issues in higher education. institutions that nominate ACE Fellows receive immediate benefits. Throughout the Fellowship year, Fellows focus on a topic, issue, or project identified with the Nominator and return to their home campus with expertise to share. Fellows also return to campus re-energized with new ideas and perspectives on a myriad of topics, and are able to apply what they have learned to the most pressing issues at hand.

The decision to nominate an ACE Fellow may be complicated by concerns over staff resources or budget constraints that make it difficult for a college or university to release a valued person for a year and underwrite a Fellowship. at the same time, dozens of leaders at campuses across the country – many of whom have a long history of nominating or hosting Fellows – realize that sponsoring an ACE Fellow produces extraordinary rewards for the institution itself and higher education as a whole. Some of the immediate and long-term payoffs that Nominators attribute to the ACE Fellows Program include:

- Fellows return to their home campuses with new ideas, perspectives, knowledge, and skills in critical areas.
- Fellows have access to a network of seasoned colleagues around the nation who are willing to share and discuss their best practices and approaches to institutional challenges.
- Fellows are prepared to assume a variety of leadership positions.
- Fellows can lead special initiatives or projects of urgent concern.

THE REWARDS FOR THE HOST INSTITUTIONS

How valuable would it be for your institution to have someone within the inner circle of your institution's leadership with new ideas and a different perspective? a talented individual who is able to take on special assignments and projects critical to your institution? an impartial observer who can participate in key meetings or on important committees as an objective voice, who can share insights about how other campuses tackled the same problems? An imaginative thinker with new ideas, whose views have not been highly influenced by your institutional culture? When you agree to host an ACE Fellow on your campus, you get a bright, articulate, energetic person who is able to play this role; a person who not only learns by working at your side, but who also teaches by asking new questions and challenging conventional practices and ways of thinking.