PREPARING FOR THE FUTURE: FACULTY DEVELOPMENT FOR LEADERSHIP SUCCESSION

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AGENDA

- The problem
- Need for leadership
- Research on local senate leadership
- Recommendations
- Questions and Answers
GRAYING SENATE LEADERSHIP
Lack of future leaders in the pipeline
AVOIDANCE OF LEADERSHIP ROLES
PLANNED SUCCESSION STRATEGIES ARE NONEXISTENT
Effective Governance and Leadership

Provides a framework for defining institutional purpose and growth and strategic direction...

...identifying priorities

...and exerting sufficient control to manage outcomes

Facilitates institutional change and growth

Full Range Leadership Model

DATA

Collection:
- When: June 2013, follow up August and September
- How: Academic Senate listserv
- What: Confidential and voluntary
- Who:
  - Elected Presidents (leaders)
    - electronic survey of faculty leaders on all 112 colleges
    - 65 responded and 55 completed (49%)
  - Faculty (observers)
    - 183 responded with 99 completed (54%)
# Demographics

<table>
<thead>
<tr>
<th></th>
<th>Leader</th>
<th>Observer (faculty)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Full time</strong></td>
<td>55 (100%)</td>
<td>73 (73%)</td>
</tr>
<tr>
<td><strong>Part time</strong></td>
<td>0</td>
<td>23 (23%)</td>
</tr>
<tr>
<td><strong>Disciplines</strong></td>
<td>24</td>
<td>49</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td>Male: 25 (45%)</td>
<td>Male: 47 (46%)</td>
</tr>
<tr>
<td></td>
<td>Female: 28 (51%)</td>
<td>Female: 50 (49%)</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td>29 – 70 (median 51)</td>
<td>57 – 75 (median 56)</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>Doctorate: 16 (29%)</td>
<td>Doctorate: 30 (29%)</td>
</tr>
<tr>
<td></td>
<td>Masters: 37 (67%)</td>
<td>Masters: 62 (61%)</td>
</tr>
<tr>
<td></td>
<td>Bachelors: 2 (4%)</td>
<td>Bachelors: 5 (5%)</td>
</tr>
<tr>
<td><strong>Tenured</strong></td>
<td>54 (median 2004)</td>
<td>61 (median 2005)</td>
</tr>
</tbody>
</table>

Table 1
### Leadership Experience

<table>
<thead>
<tr>
<th>Leadership Experience</th>
<th>Leaders %</th>
<th>Observers %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senate President</td>
<td>91</td>
<td>10</td>
</tr>
<tr>
<td>District Senate President</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Local Senate Executive Committee</td>
<td>58</td>
<td>10</td>
</tr>
<tr>
<td>Curriculum Committee Chair</td>
<td>27</td>
<td>7</td>
</tr>
<tr>
<td>Other Committee Chair</td>
<td>62</td>
<td>34</td>
</tr>
<tr>
<td>Department Chair</td>
<td>27</td>
<td>28</td>
</tr>
<tr>
<td>Senate Officer</td>
<td>55</td>
<td>24</td>
</tr>
<tr>
<td>Union Officer</td>
<td>22</td>
<td>19</td>
</tr>
<tr>
<td>Professional Organizations</td>
<td>33</td>
<td>36</td>
</tr>
<tr>
<td>Other</td>
<td>25</td>
<td>4</td>
</tr>
<tr>
<td>Dean</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>No answer</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

*Table 2*
HYPOTHESIS

- **Hypothesis 1**: The mean values for self-perceived leadership factors and organizational outcomes are the same for the elected president and faculty.

- **Mean Values for Self-Perceived Leadership Factors for the Senate President**

- **Hypothesis 2**: There is no correlation between the presidents’ self-perceived leadership factors and organizational outcomes.

- **Hypothesis 3**: There is no correlation between faculty’s perceived leadership factors and organizational outcomes.
RESULTS

Rejected hypothesis 1: Results indicated a connection between those leaders who exhibit behaviors associated with the five transformational factors including idealized influence—both attributes and behaviors; inspirational motivation; intellectual stimulation; and individual consideration, as well as the transactional factor—contingent reward and organizational outcomes.
Rejected hypothesis 2: These results indicated a connection between the presidents’ self-perceived leadership factors and organizational outcomes, which confirmed other research indicating a strong relationship between transformational leadership behaviors and organizational effectiveness in research in higher education.
RESULTS (CONTINUED)

- Rejected Hypothesis 3: The findings of this study suggested that elected faculty presidents might need to have some management skills as faculty members generally do not supervise others and may be hesitant to take on this role, which might cause some to think the elected president is a passive leader.
RECOMMENDATIONS

- Well-developed succession planning for local senate leadership
- Clear job descriptions and expectations for local leaders
- Orientation and mentoring programs
- Administrators fostering faculty leadership
- Further research on effective local senates
  - Qualitative (interviews)
  - Quantitative research on cultural, discipline, gender
  - Qualitative/Quantitative research on the use of succession planning, clear expectations, orientation, and training
CALL TO ACTION

- What can we do to be more strategic?
- What do we know about ourselves?
- What are we currently doing that works?
REFERENCES


