

Leadership development: Planning for the future

Board of Trustee Retreat
July 14, 2010



“The imminent crisis in college leadership”

Chronicle of Higher Education

Sept. 19, 2010

- Today’s academic leaders are nearing retirement.
- Nationally there are fewer faculty to replace them (*USDoEd*):
 - In 1975, 57% of university faculty were tenure-track.
 - In 2007, 31% of university faculty were tenure-track.
- Tomorrow’s leaders will face a changing and challenging environment for higher education that may require different skills.
- We must look beyond people “like us” for future leaders.
- We must cultivate our future university leaders.

Universities present a unique leadership challenge

- **Distinctive core values:** universities are the source of new ideas, they are in pursuit of truth, they hone the skills of judging quality, they educate the future citizens who are essential to a well-functioning democracy.
- **Shared governance:** “The variety and complexity of the tasks performed by institutions of higher education produce an inescapable interdependence among governing board, administration, faculty, students, and others. The relationship calls for adequate communication among these components, and full opportunity for appropriate joint planning and effort.”

1967 Statement on Government of Colleges and Universities

The classic academic leadership ladder

Faculty roles

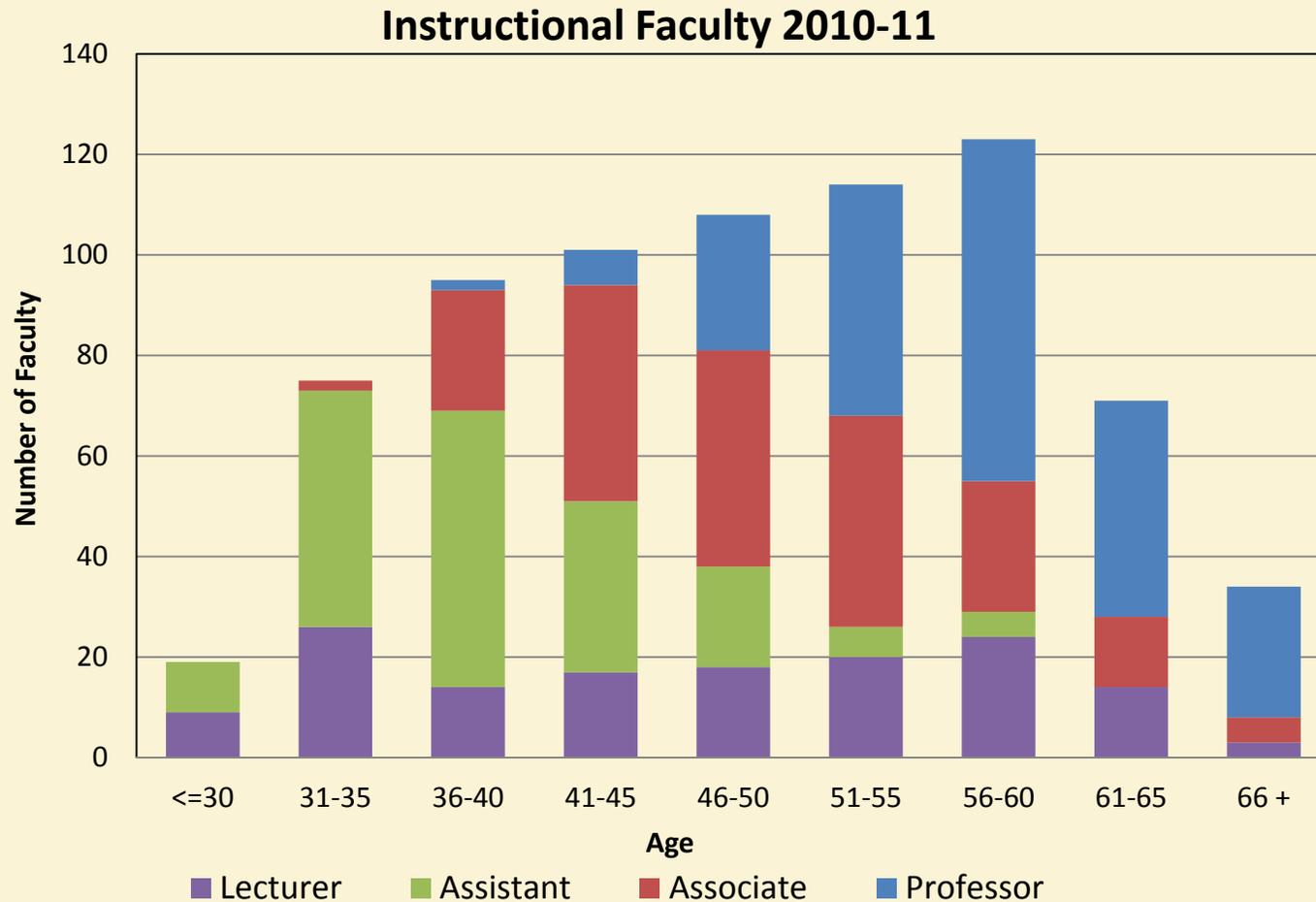
1. Assistant professor
2. Associate professor (typically also tenured)
3. Full professor

Administrative roles

1. Department head
2. Dean
3. Provost
4. President

It can be difficult to interest faculty in transitioning to leadership positions, particularly to department head. We need to work with potential leaders after they are tenured to develop their leadership interest and skill.

UW Academic Personnel Demographics



The Department Head

The academic department is the basic unit of a university

- The head typically is elected from within the department, usually for 3 years
- The head needs administrative, interpersonal, leadership, and resource management skills (none of which were gained by earning a PhD)

Challenges of the department head

- Must lead an alliance of more-or-less equals from a position with little authority
- It takes time to learn the job, then the term is up!

Benefits of the rotating department head

- Opportunities for creative change with new heads
- Department heads can be entrepreneurial if persuasive

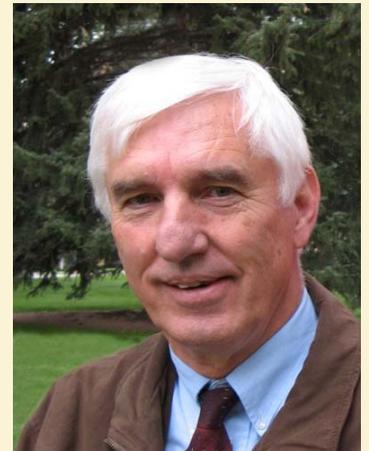
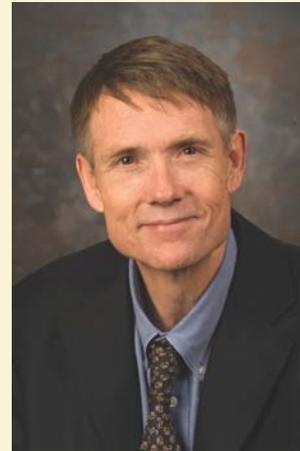
The Department Head

- Roughly 10-12 new department heads are appointed each year
- Most come from within their own departments
- Some are appointed from other departments
- Some are hired from outside the university



The Academic Dean

- The dean has a relatively strong position with substantial administrative and financial independence and academic responsibility.
- The dean's work underpins the reputation of the university.
- The dean needs knowledge of the history and mission of the university, academic credibility and experience, administrative skill, interpersonal and problem-solving skills, and vision to set the stage for the future.
- More than half of our college deans were at UW prior to becoming dean.



The Provost

- The provost is the chief academic officer of the university.
- The provost ensures the uniformity of academic expectations and overall reputation of the university.
- The provost needs:
 - Academic and scholarly credibility that earns the widespread respect of the faculty.
 - Persuasive speaking and writing skills.
 - Vision for the future of the academic enterprise.
 - Leadership skills and energy for a very demanding job.
- 53% of provosts are hired from within their organization, and 42% spend their entire administrative careers in their university (*ACE 2007*).



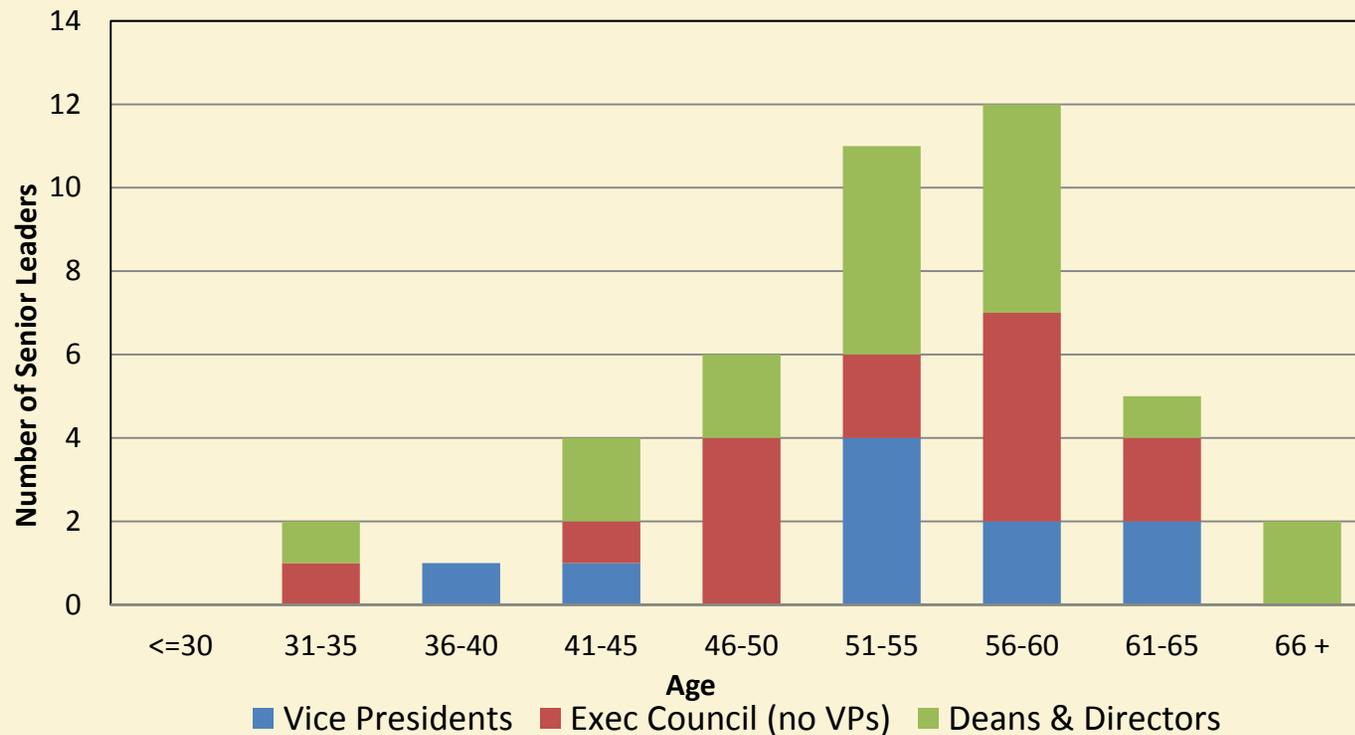
The President

- The president sets the vision for the university and achieves it.
- The president engages ideas and promotes the values of academic inquiry and free speech.
- The president is a public intellectual who speaks with moral and public imagination.
- The president must be a strong administrative leader, ready to decide, act, and produce results.
- The president must connect with a variety of constituencies.
- 72% of presidents are hired from positions outside their institution (*ACE 2007*).



UW Senior Leadership Demographics

UW Senior Leadership 2010-2011



The Challenge

- We need to focus on developing faculty to become department heads.
- We must also look for leaders beyond those in formal positions of authority (department heads, deans, provosts).
 - Because decision-making and responsibility is spread broadly in a university, there are individuals who have little formal power or authority who play vital roles in leadership (“stylistic invisibles”).
- We must seek and develop people with certain attributes and qualities:
 - Professional will: produce results;
 - Personal humility: show restraint, modesty, tenacity, respectfulness;
 - Integrity.

What UW will do

- UW's Human Resources department is launching a senior leadership program for primarily for staff, but also for faculty. The program of study is designed to “foster the personal and professional growth of individuals with recognized potential.”
- The Office of Academic Affairs and the Office of the President are developing a program aimed at associate professors. The academic deans are designing a series of sessions on academic leadership and university organization and function.
- The Office of Academic Affairs offers extensive training for new department heads. They also provide internship positions in their office for interested faculty.
- UW must ensure that each administrative unit has a succession plan in place.

What the Board can do

- The Board has responsibility for presidential succession. Orderly transition requires planning several years before a change is anticipated.
- The Board can develop a succession plan and review it annually. The plan should include selection criteria. It should also include a plan for comprehensive emergency succession to provide stability if the president is away or indisposed.
- The Board can encourage the president to identify, train and mentor potential internal presidential candidates and expose these individuals to the board and to other constituencies.
- The Board can design a search process that will unify the campus and produce a president who is competent and a good fit with the institution.
- The Board can discuss how qualified internal candidates will be integrated in a search process.