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

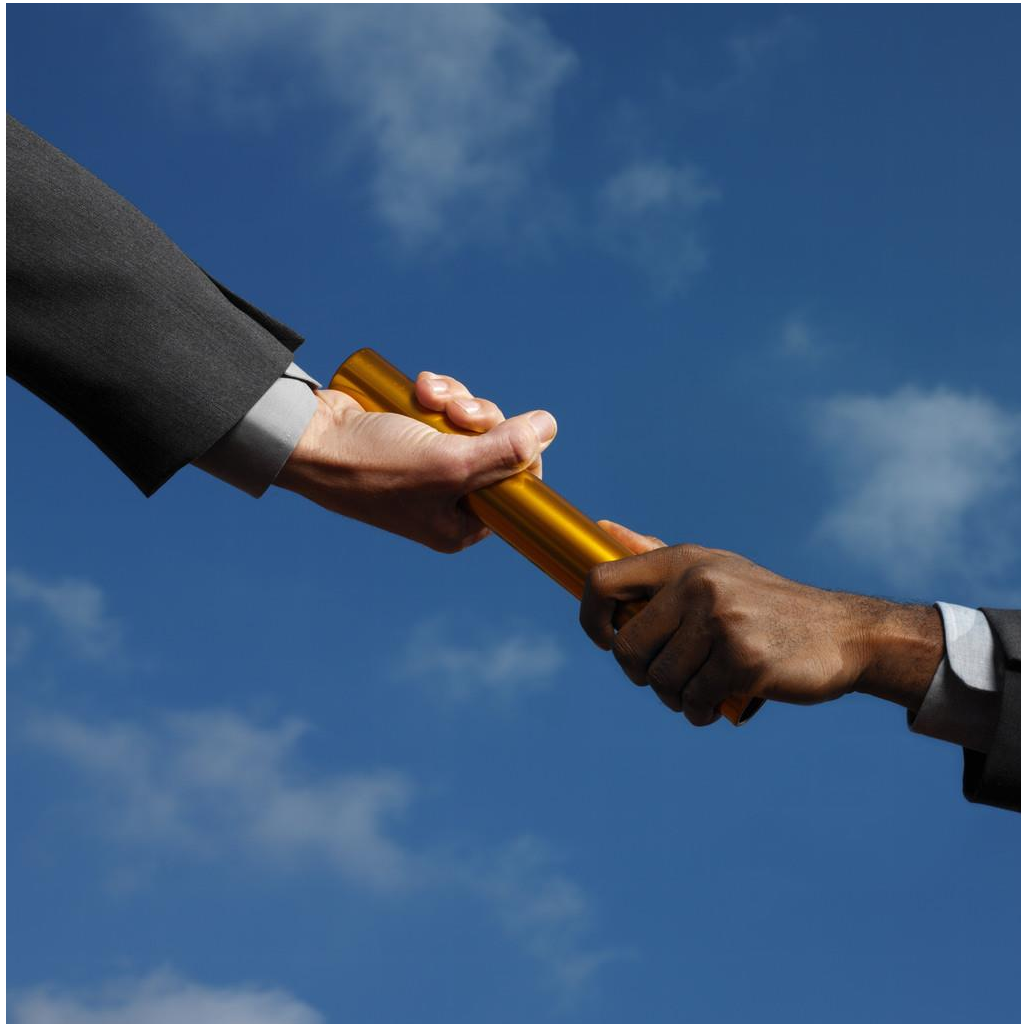# Lack of future leaders in the pipeline

Avoidance of leadership roles

PHOTO: HANS NELEMAN/GETTY

Planned succession strategies are nonexistent

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

Effective Governance and Leadership

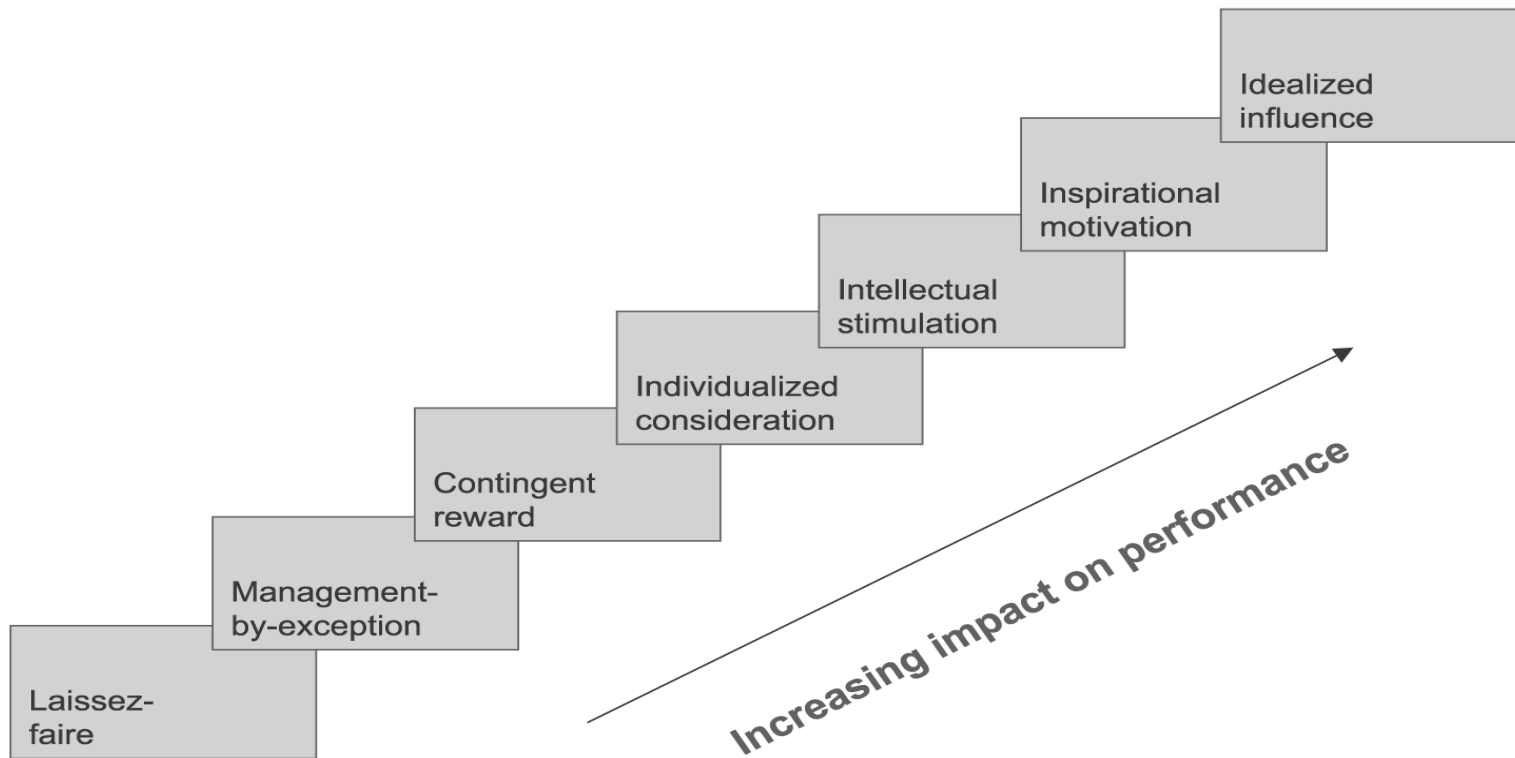Facilitates institutional change and growth

…identifying priorities

…and exerting sufficient control to manage outcomes

Amey, Jessup-Anger & Jessup-Anger (2008)

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FULL RANGE LEADERSHIP MODEL

Laissez-faire

Management-by-exception

Contingent reward

Individualized consideration

Intellectual stimulation

Inspirational motivation

Idealized influence

Increasing impact on performance

Bass, B. M., & Avolio, B. J. (1993)

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

	Leader	Observer (faculty)
Full time	55 (100 %)	73 (73%)
Part time	0	23 (23%)
Disciplines	24	49
Gender	Male: 25 (45%) Female: 28 (51%)	Male: 47 (46%) Female: 50 (49%)
Age	29 – 70 (median 51)	57 – 75 (median 56)
Education	Doctorate: 16 (29%) Masters: 37 (67%) Bachelors: 2 (4%)	Doctorate: 30 (29%) Masters: 62 (61%) Bachelors: 5 (5%)
Tenured	54 (median 2004)	61 (median 2005)
Date hired	1969 – 2013 (median 1999)	1969 – 2013 (median 2005)

Table 1

DEMOGRAPHICS (CONTINUED)

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

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

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RESULTS

- Rejected hypothesis 1: Results indicated a connection between those leaders who exhibit behaviors associated with the <u>five transformational factors including idealized influence—both attributes and behaviors; inspirational motivation; intellectual stimulation; and individual consideration</u>, as well as the transactional factor–contingent reward and organizational outcomes.

RESULTS (CONTINUED)

- Rejected hypothesis 2: These results indicated a connection between the presidents' self-perceived leadership factors and organizational outcomes, <u>which confirmed other research indicating a strong relationship between transformational leadership behaviors and organizational effectiveness in research in higher education</u>.

Results (continued)

- Rejected Hypothesis 3: The findings of this study suggested that elected faculty presidents might need to have some management skills <u>as faculty members</u> 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.

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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

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CALL TO ACTION

- What can we do to be more strategic?

- What do we know about ourselves?

- What are we currently doing that works?

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