

# Cultivating Leadership from Within: “Growing Your Own”

Presiding:

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# Paula Lutz, Dean of Arts and Sciences University of Wyoming

- Formal internal leadership development programs focused on networking and skills development
  - University of Missouri System: LDP/PALI
  - Montana State University: DEAL (Developing Excellence in Academic Leadership)
  - University of Wyoming: UW LEAD



UNIVERSITY OF WYOMING

Participated in: Leadership Development Program of the  
President's Academic Leadership Institute  
University of Missouri System

- Year-long commitment: ~35 participants from four campuses.
- 360<sup>0</sup> evaluation prior to participation year.
- Run by external consultants (Triangle Associates).
- Began with a four-day retreat (team-building exercises, 360<sup>0</sup> evaluation review, leadership styles discussion, personal and personnel management, personal reflection and goal-setting).
- Four additional half-day sessions: strategic budgeting, dealing with difficult people, leading change, and decision making.
- Additional 'alumni' events and coaching offered.



# PALI's LDP

## PROS:

- **NETWORKING**—built support systems.
- **SKILLS DEVELOPMENT.**
- Enhanced understanding of leadership styles.
- Team-building within a campus and a university system.
- Campus deans paid travel/lodging; remainder covered centrally.
- **VALUE ADDED:** Better leaders/managers; less burnout.

## CONS:

- **EXPENSIVE** (\$80,000+ for 35 participants)
- Buy-in from the top critical—Manuel Pacheco, then Elson Floyd—then budget cuts.



# DEAL: Developing Excellence in Academic Leadership Montana State University

- Initial brainstorming with HERS participants; personal leadership development piece for Department Heads, Associate Deans, and Center Directors MISSING.
- Start-up funds used for jump-start; advisory team created → Triangle Associates consultants brought in to facilitate design.
- Academic year—8 workshops; once afternoon per month commitment; internal and external facilitators.
- Began with Bozeman campus; expanded to other MSU campuses.
- Topics: budgeting, conflict management, time management, leadership styles, negotiation, resource development, communication, effective meetings, leading change...



# DEAL

## PROS:

- Filled an LD hole in campus programs—**SKILLS DEVELOPMENT**.
- **NETWORKING** and team building.
- Central funding raised by advisory team—no cost to deans.
- Relatively inexpensive—\$13-15,000 per year for 25 participants.
- **VALUE ADDED:** Better leaders/managers; less burnout.

## CONS:

- No stable funding source—went ‘hat in hand’ year after year.
- No central home: **DEAL’s** home = L&S Dean’s Office!
- Required staff time, three key leaders’ time invested.



# UW LEAD

## University of Wyoming

- Requested funding for this program as dean's start-up.
- Time of great upheaval on campus—BUT deans were interested! Needed a steady supply of leaders...
- Moved forward with planning—five dean advisory team.
- Began in September 2014—32 participants.
- Academic year length—eight workshops; one afternoon per month commitment; internal and external facilitators.
- Topics: leading from strengths, leading change, budgeting, conflict management, negotiation, running effective meetings, resource development, time management...



# UW LEAD

## PROS:

- **SKILLS DEVELOPMENT.**
- **NETWORKING** and team building.
- Paid from start-up initially; no cost to deans.
- Relatively inexpensive-- ~ \$15,000 per year for 32 participants.
- **VALUE ADDED:** Better leaders/managers; less burnout.

## CONS:

- Stable funding source?
- Home needed—now administered from A&S Dean's Office.
- Requires 'someone' or a committed group to carry it across the finish line.





## LESSONS LEARNED:

- Internal programs are very valuable.
- Can be done for a relatively small investment with committed deans behind it.
- Support from the top (President, Provost) essential.
- Topics and facilitators should be fluid and reflect campus climate; some external speakers needed.
- Watch for hijackers!
- Worth your time and effort in skilled AD's and DH's.



# Work with Associate Dean

- Weekly one-on-one meetings.
- Tasks that build the A.D.'s portfolio for future Dean applications.
- Opportunities for A.D. to lead some discussion at monthly college administrative leadership meetings.
- A.D. attended the CCAS New Deans/Associate Dean Workshop.
- Dean's Office Team will participate in Gallup StrengthsFinder assessment and training.

# Meetings with Junior Faculty

- Informal “check in” with each person about her/his research, teaching, and/or service accomplishments.
- Discussion of an entry in David Perlmutter’s “Know the Vital Players in Your Career” *Chronicle of Higher Education* series.
- Open discussion of topics of interest to junior faculty.
- Closing “check out” where I list any action items we have generated.

# Meetings of “UnBox Committee”

- Committee of people with reputations for creative problem solving and/or innovation idea generation.
- Representatives from several categories: tenure-track faculty, non-tenure track adjunct lecturers, professional staff, administrative staff, and students.
- No tenured faculty members to reduce power differential.
- Primary purpose of the committee is to generate new college initiatives; also discussed professional development and leadership opportunities.

## Faculty Fellow Program

Sponsored by the Potter College of Arts & Letters (PCAL) Dean's Office. Now in second year.

### Presentation Overview:

- Contexts for program's creation
- Program structure and activities
- Benefits and challenges to faculty fellow
- Reflections on post-faculty fellow experiences
- Lessons learned and suggestions



## Contexts for Faculty Fellow Program

- Leadership development in higher education
- Institutional (WKU)
- College (PCAL)



## Program's Structure and Activities

- *Structure*: one college faculty member each academic year is reassigned one course per semester to the dean's office to serve as Faculty Fellow.
- *Activities*: based upon the Faculty Fellow's interests and skills combined with the college's needs.



## Benefits to the Faculty Fellow

- see broader picture of college-level operation
- understand better how own unit fits into the college and university structure and plan
- meet faculty colleagues, department heads, and upper-level administrators
- begin to understand university budgeting process, including how faculty hiring fits
- collaborate with dean's office staff on ongoing college projects
- represent college at university-wide meetings and events





## Challenges Experienced by the Faculty Fellow

- adapting to administrative schedule while still teaching 2-2 and coordinating departmental internship program
- managing hybrid role for the year
- learning about the pace of change at the college level
- tracking one new project to conclusion beyond term as faculty fellow
- realizing other projects were not going to be able to be completed as planned



## Reflections on Post-Faculty Fellow Experiences

- participating in new, university-wide initiative (Faculty Leadership Year)
- acting more assertively as a departmental citizen
- providing context to students and colleagues about college and university operations



## Lessons Learned and Suggestions

- review internal communication strategies and preferences; decide how to include FF consistently
- consider physical space available and what option would best serve dean's office's needs and FF's needs
- provide FF with college-specific items
- determine how current FF can best be involved in selection/orientation of new FF
- conclude FF experience formally
- consider how to “count” or credit the FF experience in annual review process



# Discussion Questions

- What are the roadblocks to establishing these kinds of leadership programs?
- What types of programs can be created at different levels of investment? (Consider not only financial investment but also institutional investment and organizational investment.)
- How can we most successfully identify faculty members who would be a good fit for leadership cultivation?
- How can we recruit faculty members in a way that encourages them to think of our program as an opportunity instead of as remediation?

