

Developing a Paradigm for Academic Leadership Development

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In this paper we present a paradigm for the design, development, and implementation of comprehensive academic leadership development training programs in higher education. The purpose of academic leadership development is to produce academic leaders who: (a) have high levels of Confidence, Determination, and Integrity. (b) have unique abilities for Innovation, Inspiration, and Vision. (c) have a conceptual sense of organization for success and capacity for action powered by passion. (d) have capacity to step out, reach out, speak out, bring out the best in other people and make things happen.

Rationale

There is no shortage of sound rationale for the development of programs to foster and develop academic leadership. Effective and economically sound policies and practices are critical factors in the success of any institution. Most studies of educational institutions consistently attribute success to strong leadership. While good teaching may be possible in a school with weak and ineffective leadership, sustained improvement is extremely difficult without effective leadership. Often, however, academic leaders are hired or put in positions of leadership for which they have little training, experience, knowledge and/or skills.

We are proposing the following rationale for academic leadership development programs.

1. A breadth of knowledge and depth of understanding of the culture and climate of the university is a crucial element in the success of academic leaders. Acquiring this understanding requires time, energy, and

interaction with all types of people. Many colleges and universities cannot afford the time, or do not have the resources to hire appropriate individuals from outside their own institution. An Academic Leadership Development Program within the institution can recognize, identify, and train potential academic leaders who are already an integral part of the climate and culture.

2. Colleges and universities have missions, philosophies, and goals that are unique. For example, DeVry University "provides high-quality, career-oriented programs with a balance of general education and specialized coursework in technology, business, and management. DeVry aims to help students gain the knowledge, skills, and credentials needed to meet present and future challenges of a global economy" (Mayers Gialamas 2002). This means that through DeVry university helps to develop within its students both high levels of creative thought and creative productivity in commerce. This kind of integration of academic and commercial thought is foreign to many academic leaders. Academic Leadership Development Programs can identify potential personnel who already understand the institutional mission, philosophy, and goals.
3. Academic leadership training programs within the institution bring with them the potential for professional promotion. Potential promotions serve as a strong incentive for faculty, which in turn leads to increased productivity.
4. Bringing and training potential academic leaders together from various geographical locations, will help standardize the differences in administrative style, academic programs, policies and regulations, uniformity of goals and missions, and help to develop a global community network. Training programs also provide the opportunity to observe and identify interactive abilities and leadership traits.
5. Academic leadership training programs provide a platform for open dialogue. This is important in shaping ongoing strategy.
6. Academic leadership training programs give the institution the opportunity to create a large pool of highly trained potential academic leaders.

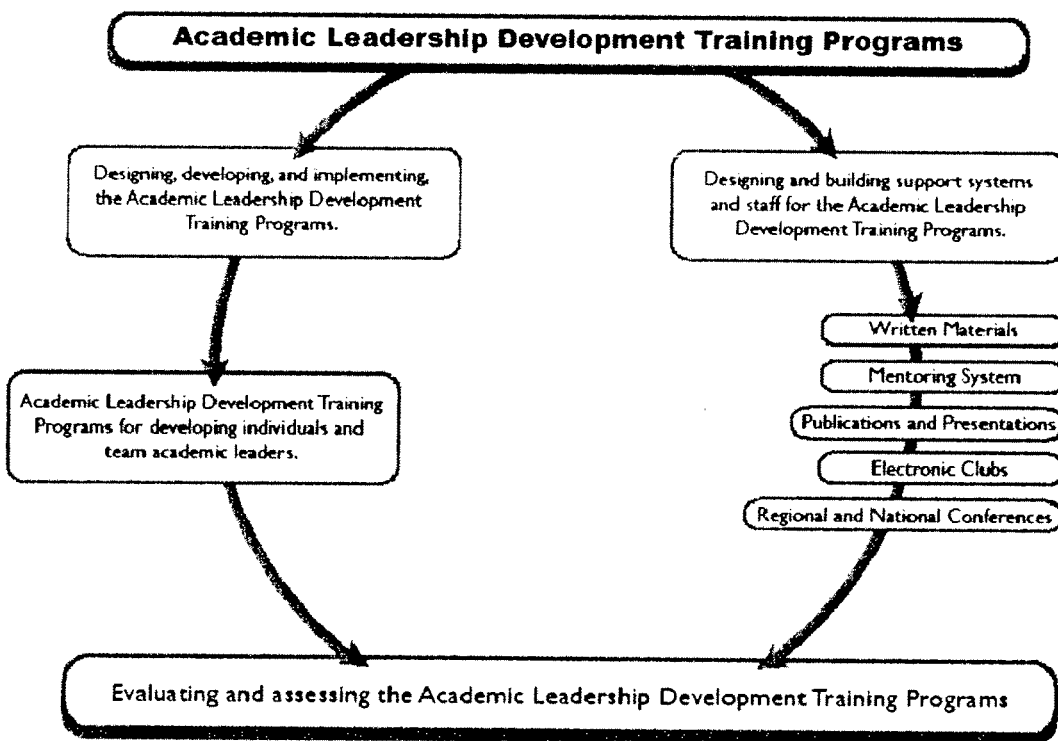
7. Having individuals who have successfully completed academic leadership training programs generates a cadre of effective temporary replacements for administration sabbaticals or emergency leave. Replacements such as these ensure both the continuity of effective leadership and the productivity in the institution.
8. With faculty having successfully completed academic leadership training programs, chairs feel more inclined to develop accountability. A growing body of literature on the role of the human factor in the development of society has convincingly argued that appropriate human factor qualities, such as dedication, honesty, integrity, accountability, responsibility, commitment, loyalty, self-control, truthfulness, etc., hold the key to all forms of productive development. Without these, no institutional programs, policies and plans will work effectively and remain functional over time. (cf., Cherif, Gialamas and Ofori-Amoah, 2000, Adjibolosoo 1999, 1996, Chivaura and Mararike 1998, Adjibolosoo and Ofori-Amoah, 1998). According to Adjibolosoo (1993, 1995, 1996), effective leadership depends on well-prepared people.
9. Although Academic leaders hired from outside the institution are always necessary, they will require more time to learn the climate and the culture of the institution and to become comfortable with the working environment of the institution.
10. Many colleges and universities might not have the resources to conduct their own academic leadership development programs. Institutions such as these might consider sending their newly appointed and/or current academic leaders to attend a well established leadership development program.

Description of the Program.

As seen in diagram #1, the program consists of two main components that are intertwined: First, Leadership Development training programs for individuals and team leaders. Second Support Systems and Staff.

I. Leadership Development Training Programs for Individuals and Team Leaders.

This component of the program includes designing and developing the programs, identifying and selecting potential personnel for academic leadership positions, implementing the training program for developing academic leaders, evaluating and assessing the academic leadership training programs, re-designing, developing, implementing, and re-evaluating the program. Later in this paper we will explore this section in detail.



selected based on their exemplary academic work and accomplishments in their professional careers or work habits and style.

1. Self-Nomination through Application: Faculty, staff and administrators respond to a call For Self- Nominations to participate in academic leadership training programs.

2. Nomination by Others: Current academic leaders, faculty and staff forward names to the office of the Dean of Faculty and Instruction for consideration.
3. Supported Nomination by Current Academic Leaders: Current academic leaders nominate and provide documented support.

II. Support Systems and Staff

This component of the program consists of written materials, individual and team mentoring systems, publications & presentations, electronic clubs, regional and national conferences of university campuses and professional organizations, etc.

Identifying and Selecting Personnel

A number of mechanisms have been implemented to select the right personnel for participating in leadership development training programs. In all cases, a committee from the office of the Dean of Faculty and Instruction reviews the applications.

1. Administrative Nominations: Potential personnel for are identified and selected based on their exemplary academic work and accomplishments in their professional careers or work habits and style.
2. Self-Nomination Through Application: Faculty, staff and administrators respond to a call For Self- Nominations to participate in academic leadership training programs.
3. Nomination By Others: Current academic leaders, faculty and staff forward names to the office of the Dean of Faculty and Instruction for consideration.
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In order to produce a practical model for Academic Leadership Development we are constantly engaging in evaluating and assessing the program. For example, the parts of the training are examined and the successful elements are identified. This self-renewing approach provides us with a practical model for systemic improvements in effectiveness.

The programs are designed and conducted in a way that provides opportunities for participants to ask questions, share experiences, and examine their own leadership practices. In so doing, we are creating the environment to apply various evaluation tools, strategies and procedures to gather quantitative and qualitative data and information that is needed to make a sound decision regarding the effectiveness of the training program. Continuous observations during the training, in-depth interviews with selected numbers of those who complete the program, questionnaires both at the beginning and at the end of the training program, individual and group daily assignments, personal opinion of two outside academic leaders who are invited to attend each training program, after session assignments, follow up limited interviews, follow up surveys, self-reflection evaluation, all serve this process.

Transition from an Existing Position to an Academic Leadership Position

The Transition from Faculty to Chair: Using specific criteria faculty and staff are identified for possible entry to the Chair Development Program (CDP). Identified faculty and staff are asked to provide two written pages to justify why they should be part of this program and become chairs. The finalists enter the training program. During the training in the CDP program, comprehensive observations based on a set of criteria are collected and used to further determine those who possess the potential for becoming successful chairs.

After completing the CDP program, participants are again asked to prepare two written pages to justify why they should be given the opportunity to become chairs. They are also asked to do a self-reflective evaluation of the program. Their written justification and self-reflective evaluation are kept and included as a part of the criteria for future selection.

The Transition from Chair to Dean: The Mechanism and the procedures for implementing CDP are used for developing potential chairs to become deans (DDP). The differences are in the focus, content, and the goals of the program.

Transition from Dean to Academic Chief: The Mechanism and the procedures for Implementing DDP are used for developing potential deans to become Chief academic Officer (ACOP). The differences are in the focus, content, and the goals of the program.

Team Leadership Training Program

Since DeVry University opens at least one new campus every 2- years, there is a need to design, develop, and implement specific programs for developing a team of academic leaders. A team of academic leaders may include the following: four potential chairs, two potential deans, and one potential academic chief officer. Or it may include one existing chair and four potential chairs, one existing dean and two potential deans, and one existing and one potential academic chief officer. The members of a given team academic leaders work together throughout the training period and are required to do individual assignments as well as team assignments including assimilation of running one of DeVry University campuses for one whole academic year.

Building a Support System and Staff for Academic Leadership Programs

The success of the ALDP depends on a support system and staff who are not only highly qualified but who also have a strong belief in the mission of the institution and the goals of the ALDP. A support system such as this should include written materials, individual and team monitoring, publications and presentations, electronic clubs, and regional and national conferences at both institutional level and professional organization levels. Collectively, these supportive mechanisms and strategies provide additional opportunities for participants to increase those skills that will produce greatness in their own campuses and in turn the whole institution. It develops and extends their networks of professional contacts, and increases their knowledge, understanding and appreciation of the various factors and forces that influence education on their campus and institution. This way they acquire personal growth in a supportive, enjoyable professional environment that helps set a positive, energized tone for beginning a career in academic leadership.

Written material: Written materials include a newsletter that reports trends, research findings, exemplary programs, and available resources in leadership development, effectiveness, and productivity. It also reports on the relationship between effective leadership, creative management, effective teaching and productive learning in career-oriented institutions; and serves as a vehicle for communicating new ideas and the use of educational materials for training and building a leadership support system. Written materials also include related books and professional journals.

Mentoring Support System: The Mentoring support system provides real and concrete help and support to those who successfully complete the academic leadership training programs.

Publications and Presentations Support System: Those who successfully complete the academic leadership-training program will be supported and encouraged to conduct research, present professional lectures and presentations, and publish academic papers and research results and findings. The support also includes making them aware of the professional journals that publish their kind of work and publishing companies that might be interested in publishing their work.

Electronic Clubs: Electronic clubs are effective meeting, sharing, and communicating tools for those who work on campuses that are distributed nationwide, or for those who work at different time periods during the workday, semester, or academic year. These types of electronic clubs include Discipline Electronic Clubs, Publishers Electronic Clubs, Chairs Electronic Clubs, Deans Electronic Clubs, and Chief Academic Officers Electronic Clubs.

Regional and National Conferences: Those who successfully complete the academic leadership programs are encouraged to attend, participate and present in conferences and workshops that focus on various aspects in academic leadership. Furthermore, they are encouraged to maintain some level of interest in their original academic profession (e.g., information technology) by attending a few selected conferences for two reasons: 1. People respect those leaders who are still able to intellectually communicate with their peers in their chosen discipline. Maintaining some level of interest in the original professional discipline (e.g., information technology) would help make any backward transition easier. After working for a number of years, some academic leaders decide to go back to teaching and classroom related activities.

Regional Campuses and National Institutional Conferences: Those who successfully complete the academic leadership programs are given the opportunity to organize, attend, and participate in regional campus and national institutional conferences and workshops that focus on their field and professional interest. They are provided the financial support, the flexibility in courses, teaching schedules and or administrative duties, the library resources, personnel and manpower to do research, articulate their ideas and philosophies, and prepare their presentations and workshops in professional fashions. Often they are provided an opportunity to present their presentations at the campus before presenting them in regional and national institutional venues.

Regional and National Professional Organization Conferences: Those who successfully completed the academic leadership program are given the opportunity to attend and present in regional and national professional organization conferences and workshops that focus on their field and professional interest.

Elements to Look for After The Participants Successfully Complete The Program.

1. Did the academic leaders recognized the critical role regular meetings and open dialogue play in shaping ongoing direction?
2. Did the academic leaders delegated much of the work associated with the improvement of instructional and management matters to coordinators, and yet, maintained a key role at every stage of implementation to ensure desirable success and productivity?
3. Did the academic leaders develop and build mechanisms that ensure a balance between pressure and support in their institutions (Hill and Crevola 1999)?
4. Did the academic leaders undertake team-rigorous evaluations of their campuses before initiating limited and or comprehensive improvement strategies for their campuses?
5. Did the academic leaders invested resources, time and staff before initiating a limited or a comprehensive institutional approach to improvement within their own campuses?

6. Are maximizing learning and achieving high student performance still the number one priority of the academic leaders and are these the principles that guide the rigorous evaluations of and the improvement strategies for their campuses?
7. Did the academic leaders built a focused institutional support service to ensure improvement actions can take place at all levels in the campuses?
8. Did the academic leaders design, develop and implement accountability and incentive frameworks that link performance to well established standards of productivity, delivery of educational services and improved student learning outcomes. ?
9. Did the academic leaders give coordinators of programs, chairs of departments, etc., substantial autonomy to improve quality and responsiveness of decision making and in turn the quality of teaching and learning in their own campuses?
10. Did the academic leaders make the changes in their current work habits and philosophy to more leading and less managing?
11. Have the academic leaders been able to identify and lock in the changes that have led to positive and desirable improvement in their campuses?
12. Have the academic leaders "incorporated continuous improvement processes into daily operations so that the gain achieved are not only sustained but progressively extended" Hill & , 1999, p. 138) in their campuses?

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Appendix 1

Knowledge and Skills for Academic Leadership
Development Training Program

Administrative
Process Improvement
Budget, Spending, and Accounting
Classroom Teaching
Communicating Mission
Communication Through Technology
Community Relationship Skills.
Dealing Controversial Issues
Dealing With Projects and Programs
Dealing with Troublesome Employees
Developing an Assessment System
Developing curricula
Developing Instruction
Early Intervention
Employee Assessment and discipline
Employee Rights and Obligations.
Employee-Employer Relationship Skills.
Funding Raising Skills.
Inspiration and organization skills.
Interpersonal Skills
Lead More, Manage Less skills.
Leadership
Goals alignment
Community Partnership
Time management
Monitoring and assessment Skills.
Organizational Skills.
Planning and controlling
Problem Solving and Trouble Shooting
Professional development Skills.
Project Management Skills.
Reading Information Skills (in Content areas)
Reporting
Safety

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Goal setting.

Staff Development

Standards and targets Skills.

Motivation

Taking action and making things happen skills.

Transition from School to work Place Skills.

Legal Responsibilities

Regulatory

Work for rather than wait for success skills.

Written communication