

# PREPARING FACULTY FOR ACADEMIC MANAGEMENT

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NEEDS ASSESSMENT & BENCHMARKING



LEADERSHIP DEVELOPMENT PROGRAM  
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## CONTENTS

I. Project Sponsors and Team .....	4
II. Executive Summary .....	5
III. Project Overview .....	7
IV. Research Methodology .....	8
V. Key Findings .....	12
VI. Benchmarking Results .....	26
VII. Recommendations .....	36
VIII. Appendices .....	39

## I. PROJECT SPONSORS AND TEAM

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Vice Chancellor–Research

STEVE LUSTIG  
Associate Vice Chancellor–Health and Human Services

### **Functional Sponsors**

ELIZABETH ELLIOTT  
Interim Director, Center for Workforce Development

ANN JEFFREY  
Assistant Vice Chancellor–Research

PATTI OWEN  
Assistant Vice Provost–Academic Personnel

### **Project Team**

URSULA ALBERTS  
Haas School of Business

TIM BEAN  
Environment, Health, & Safety

SARITA DIXIT  
Residential and Student Services

NATHAN JEW  
Public Affairs

DEBORAH LLOYD  
Office of Human Resources

MOLLY LOHMAN  
Haas School of Business

RUSSELL LOW  
Office of the Registrar

BERNIE ROSSI  
Information Services & Technology

ANNETTE SLIKKER  
Physical Plant–Campus Services

## II. EXECUTIVE SUMMARY

UC Berkeley is a leader in public higher education. To sustain this preeminence, the faculty administrators who lead departments, research units, and the campus itself must be excellent not only in research and teaching, but also in leadership, management, and administration. As many experienced academic administrators retire in the next decade, the campus must prepare to fill these positions with effective leaders.

UC Berkeley has no comprehensive program to prepare faculty administrators or to support their learning needs while in the position. Over the past several years, the notion that this gap should be addressed has been gathering momentum. To better understand how the University should support its faculty administrators—whether through training or otherwise—the LDP project team reached out to faculty and staff at UC Berkeley through online surveys and in-person interviews. We asked about the preparation needs of faculty administrators, how they prefer to learn new information, what positive and negative aspects of academic leadership they encounter, and what they need from the University. We also did a benchmarking study to uncover what other institutions are doing to support their academic leaders.

We found that UC Berkeley faculty administrators learn on the job and through past experience in their departments and units. Very few faculty rely on formal training opportunities—such as workshops, seminars, or courses—to prepare for their jobs. In addition, faculty prefer one-on-one or small group venues for learning new skills. Despite the spread of online learning, our faculty prefer face-to-face interaction.

When asked what they might like to learn in a University-sponsored development program, many faculty asked for leadership skills (as opposed to policy and procedure details) and help with fundraising. It was clear that bringing money into a department or unit from the outside has become a bigger part of a faculty administrator's job over time. It was also clear that faculty administrators would prefer to spend more time leading and less time managing details and doing work that staff could do.

Faculty also asked for guidance on balancing their heavy workloads. In fact, some faculty felt that training would be just another item to squeeze into their tight schedules, and asked instead that training resources be redirected to the departments to augment their budgets.

Indeed, faculty were extraordinarily candid about workload problems and the many other challenges they face as administrators. Although many faculty noted positive aspects of academic administration—the chance to impact the department and to learn about the University, among other things—the loudest message was not about the benefits of administration. Nor, importantly, was the message about the need for training. Instead,

faculty spoke passionately about the drawbacks of serving in an administrative role, and their feedback fell into three areas:

1. Faculty administrators have a heavy workload and a range of responsibilities that is too broad. The consequences of this are stress and exhaustion and loss of work-life balance.
2. Faculty administrators do not have enough time for research and teaching.
3. Faculty administrators are not adequately compensated.

One faculty administrator captured many of the problems expressed by colleagues:

“Most aspects of department chair are now negative. But I am not surprised since I didn’t expect it to be a nice job. You assign me responsibility for fixing problems but give me no resources. You ask me to address faculty salary and faculty equity issues, but the Budget Committee exacerbates the situation and disregards my recommendations. You praise me for taking on ‘the hardest job in the University’ and then make it harder by dumping work on my department that should be done by upper administration. And you cut my staff as well. I am loyal to the vision of what Berkeley should be and am working hard to care for my department. But I could use a great deal more direct assistance (i.e., resources) and not so much training.”

As this quote shows, the biggest problem for faculty administrators is not a lack of training but an overly heavy workload and not enough resources. Faculty administrators struggle to balance their research, teaching, administrative duties, and personal life. They feel they are working uphill against a cumbersome bureaucracy without enough time, money, or capable staff. Compounding this is the perception that administrative service hurts faculty careers by negatively impacting merit and promotion reviews.

Our main recommendation to the University is further research into how the campus can better compensate faculty administrators and provide other incentives—more space, highly trained staff—to accomplish campus goals. Until the right incentives are in place—that is, until faculty feel adequately rewarded and have the tools to accomplish their goals—additional training will not be maximally effective.

As better incentives are put in place, and academic administrators feel they have the time and resources to lead, the University can help meet training and information needs through small group and one-on-one development opportunities, as well as on-demand resources and mentoring. Programs such as the Deans and Chairs Retreat and the Council of Deans are useful to faculty administrators and should be supported and developed further. Any formal training would be best conveyed in specific topics in small venues and on demand. Some of our peer universities have developed programs for faculty administrators, and we especially encourage a closer review of the programs offered at the University of Wisconsin-Madison, Ohio State, and Cornell, as they have implemented a variety of development programs for academic administrators that have been very positively received. Some of the most successful programs are conducted precisely in the small group environment, with experienced peers in attendance, that allows for the one-on-one mentoring and consultation that our own faculty administrators would strongly prefer.

### III. PROJECT OVERVIEW

UC Berkeley has an international reputation for excellence, and is a leader in public higher education. To sustain this preeminence, the faculty administrators who lead departments, research units, and the campus itself must be leaders not only in research and teaching within their academic field, but also must provide excellent leadership, management, and administration. As many experienced academic administrators retire in the next decade, the campus needs to prepare to fill these positions with effective leaders.

Many faculty administrators at UC Berkeley receive no formal preparation for leadership. While the positions of deans and ORU Directors are typically filled by a search process, and candidates bring relevant management experience to the job, department chairs are frequently selected by rotation or internal selection among the department's faculty, and their background in research and teaching was not designed to give them the skills to manage budgets, staff, fundraising, technology, and many other issues. Indeed, for many faculty, academic administration is a temporary service and not a career choice.

UC Berkeley has no comprehensive preparation or development program to prepare or support faculty administrators. Today the only such campus-wide program is the annual Dean's and Chair's Retreat, which resembles orientation more than training. Over the past several years, the notion that this gap in preparation needs to be addressed has been gathering momentum on the Berkeley campus.

To gain a clearer understanding of the challenges our faculty leaders face and how these might be addressed, a group of campus leaders—George Breslauer, EVCP; Jan De Vries, Vice Provost; Beth Burnside, VC–Research; Nathan Brostrom, VC–Administration; and Steve Lustig, Associate VC–Health and Human Services—commissioned this project to investigate and present recommendations on how the campus can best support its faculty administrators in their leadership and management roles. The project was also sponsored by Elizabeth Elliott, Interim Director of Center for Workforce Development; Ann Jeffrey, AVC–Research; and Patti Owen, Assistant Vice Provost–Academic Personnel; from whom we received additional direction, and support. A copy of our original Project Proposal can be found in Appendix 1.

The project team conducted research at UC Berkeley and at peer institutions using online surveys, in-person and telephone interviews, and website research. This report summarizes the findings of our research and details our recommendations on how the campus can better support and develop academic leaders at UC Berkeley.

## IV. RESEARCH METHODOLOGY

This section discusses the research methodology our project team used to accomplish the four tasks assigned by our project sponsors:

1. Gather and analyze data from stakeholders in teaching, research, and administration to determine what faculty administrators need to know and do to perform administrative roles successfully at Berkeley.
2. Interview academic leaders here on campus to find out what they believe they need to know, what competencies and skills they want to develop, and what learning and development opportunities and formats would be most useful and attractive to them.
3. Benchmark faculty leadership development at other UC campuses and peer institutions.
4. Identify available resources to help build leadership development programs for faculty administrators that exist both on and off the Berkeley campus (such as the Center for Executive Development, University Extension, the Center for Workforce Development, Center for Organizational Effectiveness, NACUBO, ACE).

To accomplish these tasks, our project team used three primary methods: online surveys, face-to-face interviews, and a combination of internet research, telephone interviews, and e-mail correspondence. We describe each method in the following sections.

### Online Surveys

Our team decided to perform the first task—gathering data to determine what faculty administrators need to know and do—via online surveys, targeted at the following three campus constituencies:

1. **Current and former faculty administrators**—This population would give us a unique perspective on how they obtained their positions and what issues they faced when leading their respective departments or units. This population included current Deans, Associate Deans, Department or Divisional Chairs, Vice Chairs, Directors of Organized Research Units, and people who have formerly held these positions.
2. **Current tenured faculty who have never held a faculty administrator position**—We wanted to understand whether and why these faculty members are attracted (or not attracted) to administrative positions. Understanding incentives



and disincentives to becoming an administrator would help us recommend ways to encourage this population to serve their departments and the campus.

- 3. Staff managers (Management Services Officers [MSOs] and Chief Administrative Officers [CAOs])**—Faculty administrators and their MSOs/CAOs have an interdependent relationship, and this population’s perspective was critical to understanding the situations that faculty face when functioning in an administrative position.

As surveys by nature are non-interactive and a “one-shot deal,” we expended great effort to ensure that the surveys were properly worded, concise, and comprehensive. We enlisted the Office of Student Research (OSR), which provided a comprehensive survey instrument and analysis tool. Gregg Thomsen, Director of OSR, acted as our consultant on such matters as what types of questions to include, how to formulate the questions, and survey strategies in general. Our project sponsors also provided helpful feedback as we developed our survey questions.

We used a combination of multiple-choice and open-ended questions. We created three surveys in all, each tailored to one of our three constituencies (above), though some of the questions were identical or similar across all three surveys. (See Appendices 3 - 5 for copies of the surveys with tabulated responses.)

We obtained permission from our primary sponsor, Executive Vice Chancellor and Provost George Breslauer, to announce the surveys via e-mail under his signature using the CALmessages system. (See Appendix 2 for a copy of the announcement.) The announcements were sent to all ladder-rank faculty (including deans, chairs, and directors) on November 13, 2006. The announcements went to our third population—staff managers—on November 14, 2006, using an e-mail list maintained by the Academic Business Officers Group. In addition, project team members sent personal e-mail reminders to faculty and staff contacts, asking them to urge their staff managers and faculty to complete the surveys.

The survey e-mail announcements were sent to 2,221 ladder-rank faculty; a total of 248 completed surveys were received from current/former faculty administrators and 114 surveys were received from other tenured faculty (who never held an administrative position), which translates to a 16.3 percent response rate. A total of 146 survey e-mail announcements were sent to staff managers; we received 53 completed surveys from this group, for a response rate of 36.3 percent. In all, a grand total of 415 completed surveys were received, which is an overall response rate of 17.5 percent.

Although the original closing date of the surveys was November 22, the date was later extended to December 1, to allow for additional responses to be submitted after the Thanksgiving break.

Respondents accessed the surveys via the internet, using a web browser; the URLs

for each survey were embedded in the e-mail announcements, so the respondents only needed to click on the appropriate link to go directly to the survey instrument.

The surveys were completed anonymously, i.e., the respondents were not required to authenticate with their CalNet IDs or otherwise identify themselves when logging onto the surveys. However, we provided an option for respondents to include their names and contact information if they were willing to be contacted for follow-up.

Each survey began with a statement of purpose and confidentiality. We agreed with our sponsors that any survey comments printed in this report would be “cleansed” of identifying information to ensure the confidentiality of the author. The raw data will remain on the OSR server and have no connection to the list of names and contact information given by respondents willing to be contacted for follow up. The Center for Workforce Development will be the sole owner of the data, and no other groups or people will have access to it.

### **In-Person Interviews**

To perform the second task—interviewing academic leaders to find out what they believe they need to know—the project team conducted 44 face-to-face interviews with academic and staff leaders on campus. Although the interviews and surveys covered much of the same ground, the interviews gave us an opportunity to probe questions more deeply.

With suggestions from our sponsors, we identified the following campus populations from which to select individuals to interview:

- Project Sponsors
- Faculty:
  - Deans
  - Chairs and Vice Chairs
  - Associate/Assistant Deans/Provosts
  - ORU Directors
  - Academic Senate Committee
- Staff:
  - Academic Personnel Office
  - Budget Office
  - Center for Executive Development
  - Center for Organizational Effectiveness (CORE)
  - Environment, Health, & Safety
  - Graduate Division
  - Human Resources
  - MSOs/CAOs

A list of the persons interviewed can be found in Appendix 6.

We wrote interview questions for our three constituencies (current and former faculty administrators, tenured faculty who have never held an administrative position, and staff managers). The interview questions can be found in Appendices 7 - 9.

We conducted interviews in October and November 2006. A pair of team members conducted each interview, which generally lasted one hour. Interviewers posted interview notes on our secure project site on bSpace so that all team members could read them (the same confidentiality was promised to interview subjects as to survey respondents).

### **Internet Research, Telephone Interviews, E-mail Correspondence**

To carry out the third and fourth tasks of our data gathering—benchmarking faculty leadership development at other campuses and finding campus resources for training programs—our project team used a combination of internet research, telephone interviews, and e-mail correspondence.

The benchmarking task was initially assigned as “best practices” research. However, we changed this to benchmarking (in consultation with our sponsors) when it became clear that defining “best” was beyond the scope of this project. As with the interviews, we asked our functional sponsors to provide suggestions of institutions to investigate. We also included the peer institutions to whom UC Berkeley is most frequently compared. (A list of the institutions researched can be found in the Benchmarking section of this report, on page 26).

Each project team member was assigned several institutions to investigate. Research was conducted via the internet, primarily by searching each institution’s websites for information, following up by e-mail and/or telephone to gain additional information when necessary. For such cases, we developed a set of questions that were asked either via telephone or e-mail to a contact person at the institution. A copy of the questions can be found in Appendix 10.

The fourth task—identifying available resources to help build leadership development programs for faculty administrators—was accomplished primarily by internet research (within the berkeley.edu domain), with follow-up by telephone in some cases. This task became a much smaller part of our project once preliminary findings suggested that extensive training programs are not considered the best way to support faculty administrators.

## V. KEY FINDINGS

We have categorized our key findings into three areas. The first section, “Selection, training, and preparation,” explains how current and former faculty administrators prepared for their jobs and the learning formats and content that would be most useful, should the University decide to sponsor formal preparation or development opportunities for its academic leaders.

The second section, “Incentives,” discusses what faculty administrators enjoy about their jobs and what other tenured faculty see as incentives for assuming a leadership position.

The third section, “Disincentives,” discusses the many negative aspects of faculty leadership, including issues inherent to the UC bureaucracy. We found that lack of formal training is far from the most serious problem facing faculty leaders on campus. To truly foster effective academic leadership, the campus will have to improve incentives before training will be welcome or useful.

Although most of the findings described below are from the electronic survey, they were reinforced in interviews. Indeed, our findings were remarkably consistent across methods of discovery.

### **Selection, training, and preparation**

To understand how faculty administrators attain and prepare for their positions, we asked a series of survey questions of our three audiences: current and former faculty administrators, tenured faculty who have never held an administrative position, and staff managers. For better readability, from here forward we will refer to these populations as faculty administrators, other tenured faculty, and staff managers, respectively.

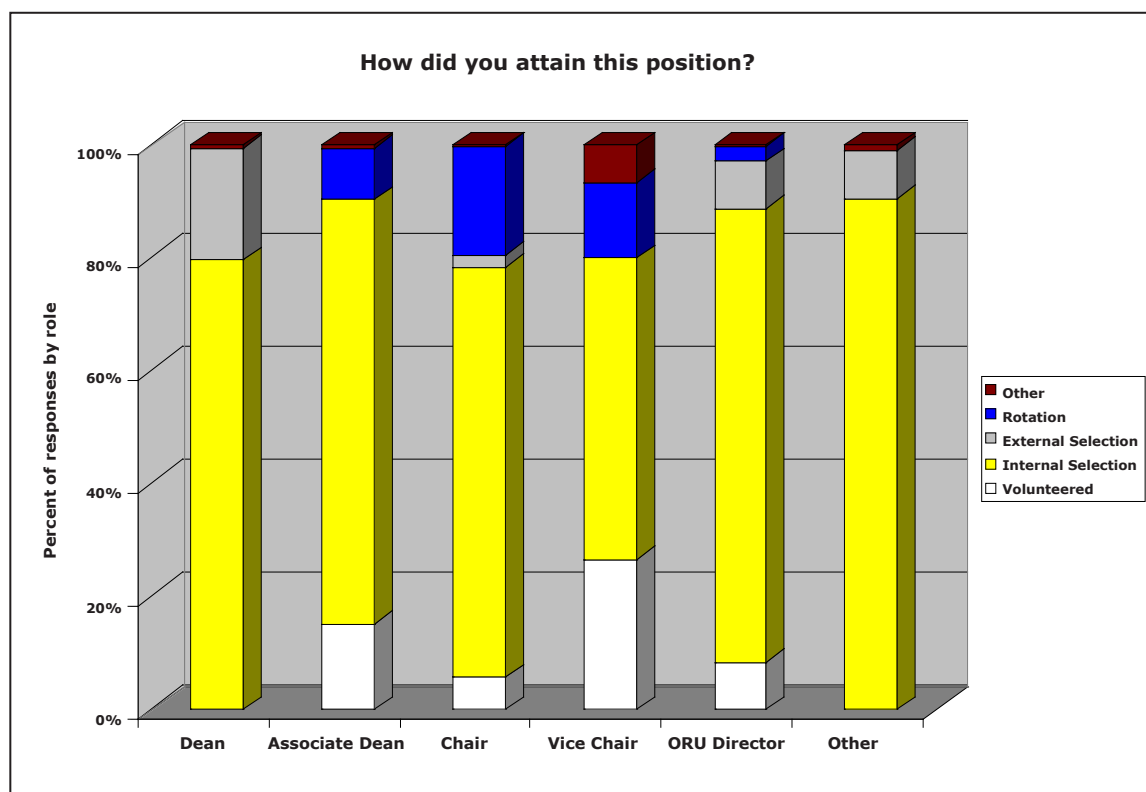
The faculty administrator respondents fell into the following categories:

Title	Percentage of survey respondents
Dean	9.3
Associate Dean (or similar)	16.9
Department or Divisional Chair	38.7
Vice Chair (or similar)	6.0
Organized Research Unit Director	14.9
Other	11.7
No response	2.4

About 67 percent of faculty administrator respondents have held (or did hold) their positions for five years or less.

The survey revealed that the vast majority of faculty administrators are selected by an internal process as opposed to volunteering or being hired from outside the University. Indeed, only 6 percent of faculty administrators volunteered for their positions. As we will explain later, respondents were very candid about the many drawbacks of academic leadership at UC Berkeley.

**Figure 1. Most Faculty Administrators Are Selected Internally and Do Not Volunteer**



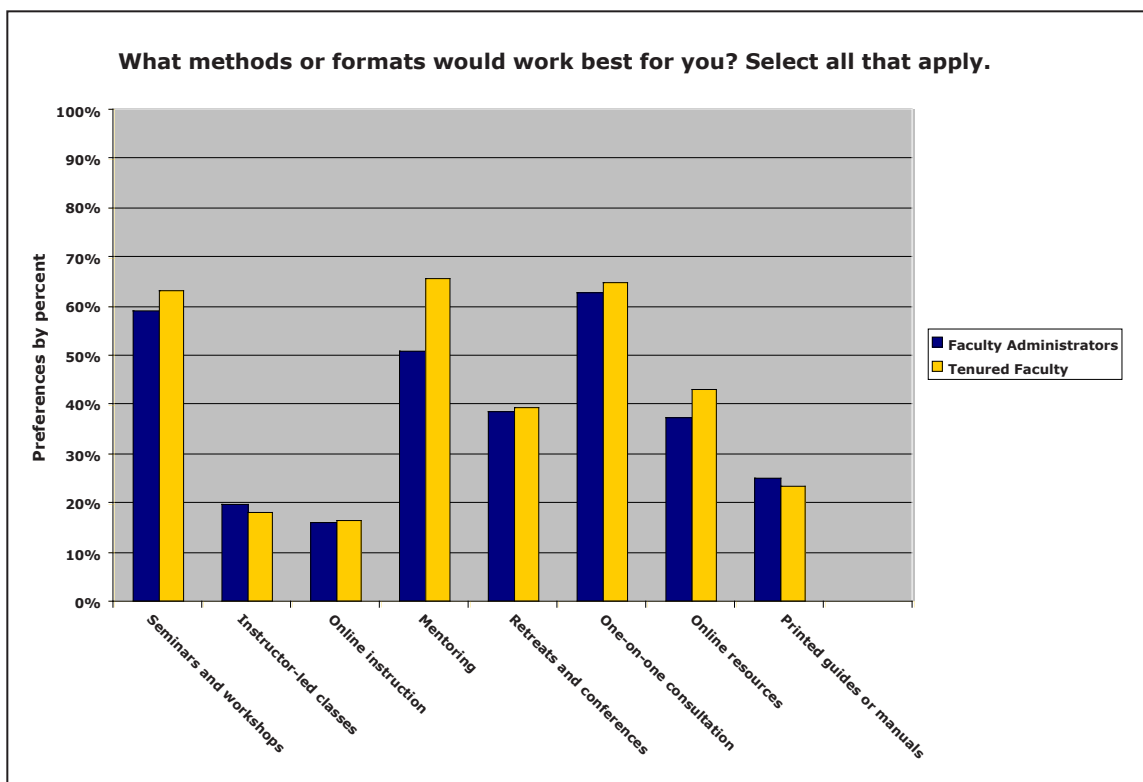
We also asked faculty administrators how they prepared for their positions. This confirmed one assumption underlying the project: most faculty either cannot find or do not avail themselves of training opportunities. When asked “How did you prepare for this position,” most faculty administrators reported that they learned from previous experience or by consulting their predecessors and colleagues. Only 7 percent said they attended workshops or courses to develop administrative skills.

**Figure 2. Most Faculty Administrators Learn on the Job**

Tenured faculty who have not yet become administrators were asked how they would prepare for an administrative position, and their responses were similar to those of current and former administrators: 54 percent said they would consult with the incumbent, and 60 percent said they would consult with colleagues in similar positions. Fifty-one percent said they would bring previous familiarity with the department and position. In contrast to their incumbent colleagues, 35 percent of tenured faculty said they would take workshops or courses to develop administrative skills. This may indicate that faculty see potential value in formal training opportunities but that, in reality, few avail themselves of them (only 7 percent). This difference could also indicate a generational shift toward seeing more value in formal training; this hypothesis was promulgated by many of our interview subjects.

We gathered additional data on delivery methods of information and job knowledge by asking faculty administrators and other tenured faculty what “methods or formats would work best for you” should “the University develop opportunities for faculty to advance their skills as administrators.” Survey responses confirmed what we heard in interviews: faculty prefer one-on-one mentoring and other small venues to online instruction or instructor-led classes. The top three methods for both faculty administrators and other tenured faculty were one-on-one consultation with peers/colleagues, mentoring, and seminars/workshops.

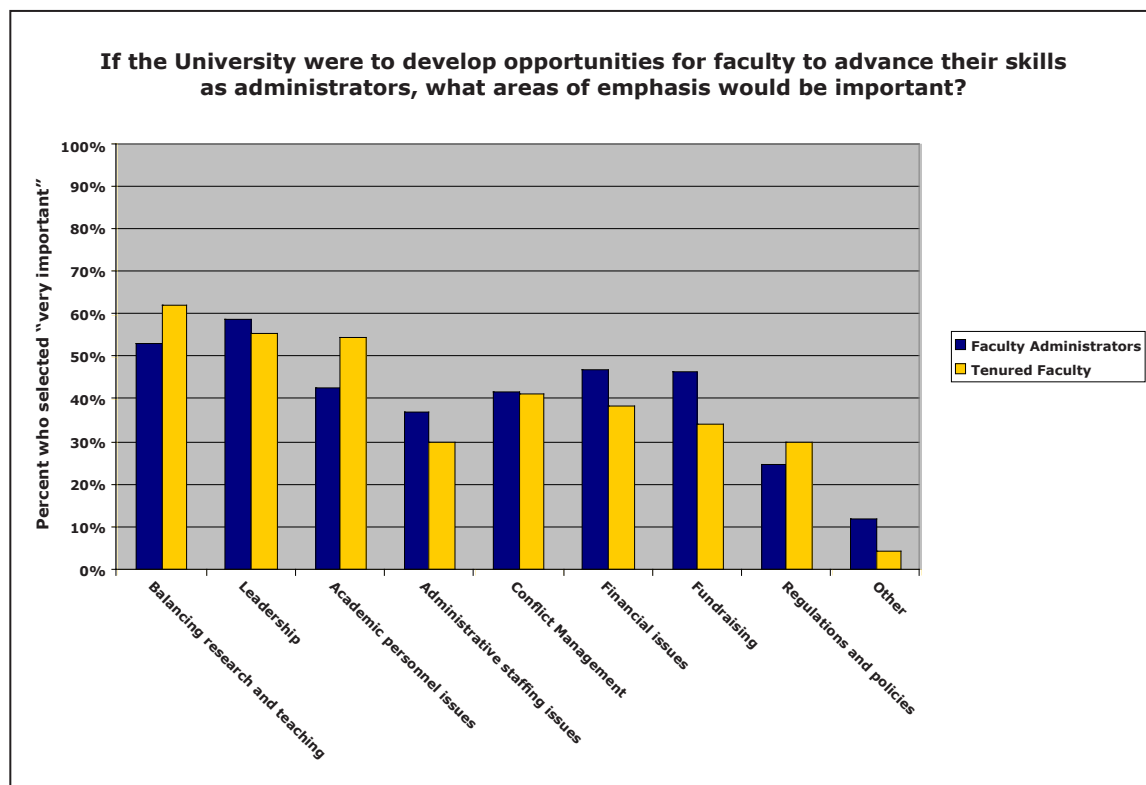
**Figure 3. Faculty Prefer Mentoring and Other Small Venues for Learning**



We also asked faculty administrators and other tenured faculty what topics to emphasize in such venues as mentoring, workshops, and the like. We asked both audiences to rank from “not important” to “very important” a list of issues that might be covered in a development session. Faculty administrators and other tenured faculty agreed on the top two issues: balancing research and teaching time with administrative duties and developing leadership skills. More than half of the respondents in each audience ranked these issues as “very important.” The groups diverged on their third choice, with faculty administrators choosing financial issues and other tenured faculty choosing academic personnel issues.

On the flip side, the issue deemed “not important” by the highest percentage of respondents was “awareness of regulations and policies,” with 22 percent of faculty administrators saying this was not important. Their other tenured colleagues disagreed: only 11 percent found this subject not important, choosing fundraising instead as the least important topic (23 percent).

**Figure 4. Faculty Would Choose to Learn about Leadership Skills and Balancing Their Workload**



Respondents used the comment box to elaborate on this question, and many asked for help with fundraising and general management skills.

“Fundraising is also critical, but takes too much time for most chairs ... might suggest a fundraising “team” consisting of selected former chairs and leaders ...”

“My unit requires considerable management skills because of the jobs that it performs. Learning these management skills – dealing with budgets, choosing and managing personnel, and making sure that projects get done in a timely fashion – has been very challenging.”

One MSO commented:

“Faculty administrators who I have worked with were very good with the academic/programmatic issues they faced. They were not well prepared for managing/understanding the financial issues, staff issues or the sometimes overwhelming policies/procedures involved in managing the operations of the unit.”



Many comments expressed confusion about how the University functions, where decisions are made, and how funding is allocated across units. One respondent asked that any future development programs

“convey a clear sense of where administrators at various levels can have impact on policy and operations and where they cannot. I wasted a great deal of time trying to articulate and suggest things where chairs’ input was simply not welcome.”

In the words of another respondent,

“The campus still has a way to go to arrive at a rational and transparent allocation of resources ...”

Sentiments toward training in general were mixed. Some faculty felt that a lack of preparation left them vulnerable:

“Administrators are incredibly vulnerable; for example, a mistake by an employee can bring tremendous negative media attention to your unit. Administrators are given responsibilities for millions of dollars, or hundreds of lives, with little or no preparation...”

Alongside these comments were others questioning whether training was useful at all. One concern expressed in survey comments and interviews was the great diversity among departments and the resulting difficulty of a “one size fits all” model. This could explain the preference for mentoring and other one-on-one or small group delivery methods, as these can be tailored to the audience.

Still other respondents asked that campus direct resources toward staff or budget augmentations rather than training.

“I fear that the administration’s training would be bureaucratic and not very useful. A large part of the problem is time pressures and getting everything done. More administrative help could be more helpful than training.”

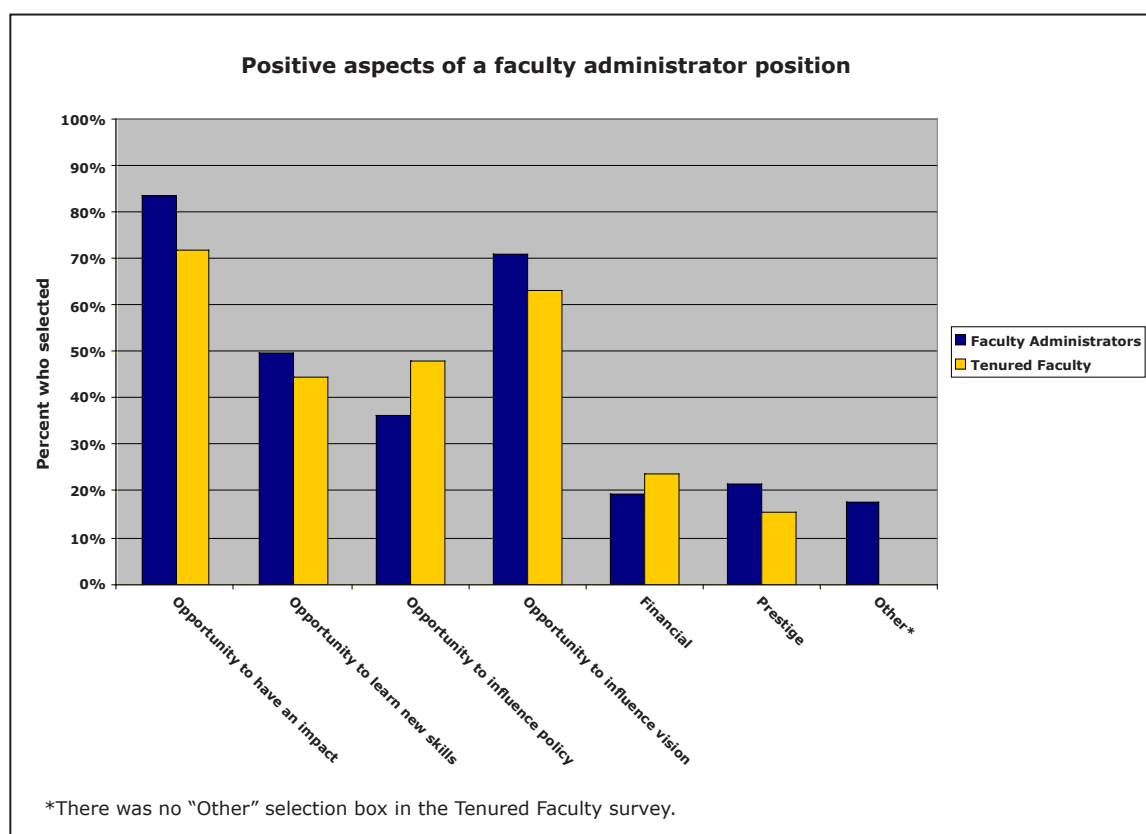
A more passionate, but still representative, response was:

“I would not feel disposed to volunteer for you to provide me with training. What I need are resources: staff, faculty, and funding. Giving me a course in extracurricular fundraising would be an exercise in futility: after you have stripped away my staff, with what spare time shall I engage in that?”

## Incentives

To get beyond the training question, we wanted to know what motivates faculty to add administrative duties to their normal teaching and research responsibilities. Any investigation into how to support faculty administrators must take into account why they are there in the first place. We asked both faculty administrators and other tenured faculty about the positive aspects of academic leadership. The two groups agreed that the best part is the ability to impact the department and, very similar to this, the opportunity to influence a departmental or campus-wide vision. Only 22 percent of faculty administrators saw prestige as a positive aspect of leadership, and even fewer stated that the financial reward is a positive aspect of administration; these responses were mirrored by other tenured faculty.

**Figure 5. Impact, Not Money, Draws Faculty Into Administration**



Respondents used the comment box to elaborate on the pre-selected choices, and we pulled out five common themes about the benefits of academic leadership:

***1. Service fulfills a sense of duty and is a reflection of faculty's loyalty to and love of UC Berkeley.***

“I felt an obligation to ‘pay back’ to the University all the opportunities and advantages it had given me before I had any administrative position.”

“While the financial increase and prestige are nice, they really are not why I am in this—I am in it because I care passionately about what happens at Cal and to Cal.”

***2. Service allows faculty to have an impact on the department and the University beyond their teaching and research.***

“Opportunity to help sustain Department’s position as national leader in the discipline, and contribute to maintain parity of leading US public University vis a vis elite private competitors.”

***3. Faculty administrators enjoy learning more about the University and meeting peers and leaders in other departments (and campuses).***

“As a career faculty member at Berkeley (and as a Berkeley Ph.D.), [my administrative role] gave me a wonderful opportunity to broaden my horizons beyond the department, to learn how the campus as a whole operates (under three Chancellors), and to meet and work with many faculty and administrators on many issues.”

***4. Faculty enjoy new challenges beyond those presented by teaching and research.***

“I needed a new challenge ... I love challenges, and I need to be needed.”

***5. Some feel the position helps them gain authority and respect, while others feel they lose respect from their colleagues when they become administrators.***

“I really developed professionally and developed self confidence that I as a woman never got before. I learned a lot about many substantive areas and developed fundraising skills and negotiating skills and management skills...”

“[The negative side of administration is] having less time to spend with my family, and suffering the opprobrium of my colleagues who feel that going into administration ... is a tacit admission that one has lost the ability to conduct worthwhile research.”

## Disincentives

To discover whether the University should offer support to academic leaders beyond formal training and preparation, we asked several questions about the negative, surprising, and challenging aspects of faculty administration that such support might address.

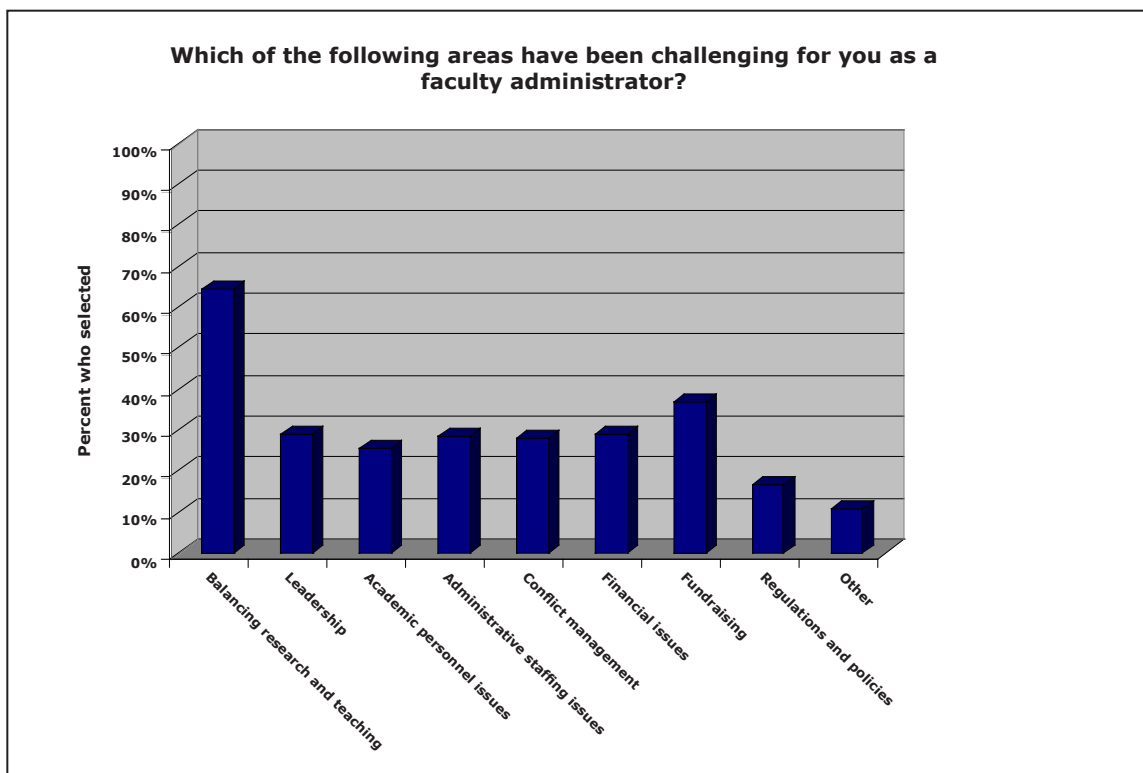
We asked faculty administrators whether there were any negative aspects to their position, and 82 percent said yes. Among other tenured faculty who might become administrators, 93 percent anticipated some downsides to administration.

We provided a comment box and asked respondents to explain their answers. One respondent captured many of the problems that his/her colleagues also noted:

“Most aspects of department chair are now negative. But I am not surprised since I didn’t expect it to be a nice job. You assign me responsibility for fixing problems but give me no resources. You ask me to address faculty salary and faculty equity issues, but the Budget Committee exacerbates the situation and disregards my recommendations. You praise me for taking on ‘the hardest job in the University’ and then make it harder by dumping work on my department that should be done by upper administration. And you cut my staff as well. I am loyal to the vision of what Berkeley should be and am working hard to care for my department. But I could use a great deal more direct assistance (i.e., resources) and not so much training.”

When asked to rank areas that have been challenging during their administrative careers, 65 percent of faculty administrators said that “Balancing research/teaching time with administrative duties” has been very challenging. This was by far the most frequent choice; the next highest selection was fundraising, with 37 percent of respondents ranking it as very challenging. Losing time for research and teaching is a major complaint that we will discuss later.

**Figure 6. Balancing Research and Teaching with Administrative Work is Challenging for Faculty Administrators**



We also asked two open-ended questions: “When you first took this position, what aspects of the role, if any, were surprising or unexpected?” and “In what ways could the University better support you in your role as a faculty administrator?” Although some people listed positive aspects in their answer to the first question, most answers detailed unpleasant surprises.

The answers to these open-ended questions and the comments on other questions fell into three common themes regarding the disincentives to taking on a faculty administrator position.

***1. Faculty administrators have a heavy workload and a range of responsibilities that is too broad. The consequences of this are stress and exhaustion and loss of work-life balance.***

Countless comments cited stress, anxiety, and exhaustion as a regular part of life as a faculty administrator. The difficulty of balancing administrative work with other faculty duties, as well as a personal life, was noted time and again. In the words of one respondent,

“I am finding it impossible to balance research/teaching with administrative duties, so much so that I intend to resign from the administrative duties as soon as I can.”

One particularly critical responsibility of faculty leadership is staff management. Numerous faculty wrote passionately about the importance of excellent staff to the well-being of the department and the job satisfaction of its faculty administrators. Both faculty administrators and their support staff (MSOs, CAOs) commented on the many challenges related to finding, keeping, and supporting excellent staff. Many respondents asked for more staff and more control over the staff they had—whether power to fire a poor performer or power to raise the salary of a good one so as to avoid “predatory hiring” by other departments. Interestingly, other tenured faculty looking ahead to these positions made very few comments on staff issues.

Both faculty administrators and MSOs/CAOs see their relationship as interdependent. This relationship should ideally be based on trust and mutual respect because the MSO frequently acts in the faculty administrator’s name, or provides information that the faculty administrator must use to make important decisions.

“Support the idea that MSO/CAO and faculty administrators are a team. If training is developed then part of the training should include both parties – not separate MSO and separate faculty admin training as it is now. This would develop a level of collaboration and trust from the very beginning and a way for each to identify strengths and weaknesses and forge an alliance early on.”

“I think it would be advantageous to have training session for faculty administrators where their MSO’s were also included. I see the relationship of a faculty administrator and MSO as a team, at least in many of the administrative areas. ....Administering an academic department is similar to running a small company. We are a team and it is in my opinion crucial to have an open and respectful environment where everyone works together well.”

“The Chair and MSO are partners. They should work together, receive and share information and have a shared vision of where the department is going and how they are going to get there. There should be joint training sessions where they both hear the same information.”

“It took impossible amounts of time. Although I learned new skills, these included tasks that would have been better done by staff, had staffing been adequate. The unit’s budget does not cover its activities, so my stipend has been used to pay for operating expenses. Thus my family has a certain bitterness that I do extra work for no extra pay. The position has also slowed down my research, which is what governs in merit cases.”

We’ll probe more deeply into these financial complaints below. We believe that when only 19 percent of faculty administrators said that money was a positive aspect of leadership, most meant that the financial reward is too low, not that it is unimportant.

“My recommendation would be to spend [training] resources on higher paid support staff instead. My experience watching others who’ve had more challenging administrative assignments than I have is that high-quality support staff and the ability to keep excellent people—and remove low performing staff are the campus’s biggest problems.”

Interpersonal conflict was cited in interviews as a stressor in staff relations but also in faculty relations. Departmental politics and the difficulty of making unpopular decisions weighed heavily on many respondents, such as this one:

“STRESSSSSS!!!!!!!!!!!!!! When faculty are at war with each other, they also attack the chair.”

Or this one:

“...internal department politics are difficult to manage, particularly for someone who has a long history in the department.”

Another big contributor to the heavy workload and stress of these positions is the bureaucracy of the UC system. Specifically, faculty administrators complained about tight budgets, unfair (or at least non-transparent) allocation of resources, and a lack of support in general from the central administration.

“... my department is grotesquely under-resourced (in money and staff), which makes my job harder than it should be.”

One faculty administrator said that the negative sides of the position were

“ 1. The sheer load, with inadequate back-up from a lot of the Cal administration. 2. Having to deal with the incredible parochialism and unfairness inherent in much of the Berkeley way of doing things: for instance, in chairing a .. department... in a building with absolutely no spare space, having to view buildings next door with entire floors vacant (but no recourse, because these departments are covered by a kind of ‘eminent domain’ for historical reasons). 3. The rewards are great, but the frustrations of dealing with what is in some ways an inherently inequitable Berkeley system do give one pause.”

Faculty administrators also mentioned feeling like they had overwhelming responsibility with little power behind it.

“A departmental chairmanship is the worst administrative position on campus. It has no authority and a great deal of responsibility.”

Many comments cited the daunting complexity of UC policies and procedures and the overwhelming amount of detail faculty administrators are asked to work with and master, leaving little time for leadership and big picture thinking. Still others discussed “silo” behavior by departments that must compete with one another for scarce resources.

“The UCB bureaucracy is tiresome. Things could be more streamlined to make the day-to-day responsibilities less onerous, leaving more time for implementing new initiatives.”

“My research productivity decreased. I sometimes found myself in a state of being obsessed with petty details and feeling harassed.”

“Dealing with the bureaucracy was no fun. People have to spend too much time around here struggling to make things happen that are obviously good ideas. The place is choking on rules and regulations.”

Comments from Staff Managers (MSOs/CAOs) echoed the sentiments expressed by the faculty administrators.

“I feel the Dept Chairs are ill prepared for duties as chair, particularly with regards to the processes involved. For example, to put through a new course, to make a change to the on-line schedule. They don’t realize that items must go through an approval process.”

“...faculty administrators need to understand the process and that there are rules and regulations that are meant to be followed. Staff is placed in an untenable position when they are asked to ignore these because the dean says it is his prerogative and we are to carry out his orders.”

“Chairs often do not know the most basic rules regarding staff employment or staff responsibility. Chairs sometimes become angry when staff tell them that there are rules regarding certain matters and they feel that staff simply are not carrying out their wishes or are being obstructionist.”

“The chairs were familiar with the department’s operations but did not have any real knowledge of how these were achieved. The chairs understood the position’s duties but did not realize the bureaucratic procedures that needed to be followed to accomplish things.”

## ***2. Faculty administrators do not have enough time for research and teaching.***

The heavy workload described above causes stress partly because faculty have less time to spend on the jobs they enjoy, research and teaching. Falling behind on research can be particularly stressful because of the impact on merit pay increases and promotion up the career ladder, as described below. Several faculty noted that their research projects suffered near-irreparable damage and neglect during their time as a faculty administrator. Other noted that they lost their colleagues’ esteem when their research agendas fell behind.

“Takes time away from teaching and research. Much of the work is thankless, repetitive, and often unnecessary.”

“It reduced my research productivity, publication record, and career standing and advancement in my field.”

MSOs agreed with this viewpoint, as shown in these comments:

“Most chairs do not give up their research and some still teach while holding a chair position. It is too much work for one person, especially in large departments. This causes a lot of stress for everyone.”

“On a personal front, I see over and over again how very difficult it is for a department chair to balance their research with administrative duties. Often they don’t, and it hurts them professionally when it is time for their merits.”



### ***3. Faculty administrators are not adequately compensated.***

Also of concern is the negative impact that taking a position as a faculty administrator has on merit increases and future pay. Many respondents noted that service is not given equal (or enough) weight with research in merit and promotion reviews, and that it took years to get back to the level of research productivity they had achieved before becoming a faculty administrator. In addition, faculty administrators and other tenured faculty said the stipends that administrators receive are insignificant and disappear after the term of service is over, leaving their salaries below many of their colleagues.

“... Faculty serve as excellent administrators at their own peril in terms of merit and promotion.”

“I believe that the University greatly under-rewards faculty for service. ... In fact, when I recently gave the junior faculty a tutorial on ‘career development’ at Berkeley, I pretty flatly told them that the road to career and salary maximization included the bare minimum of service. That’s just a fact, as far as I can tell: the suckers do the service.”

We will return to these disincentives in our Recommendations section on page 36, where we will also address ways to better transfer knowledge and skills to new faculty administrators. The next section describes how other colleges and universities are preparing their faculty for academic management.

## VI. BENCHMARKING RESULTS

Our sponsors asked our project team to investigate development programs for faculty administrators at other universities. We looked into programs for preparing or supporting faculty leaders at other UC campuses, as well as other peer institutions nationwide. We conducted web-based research to identify structured programs, and we followed up with interviews where possible. Not enough information was available to determine "best" practices; therefore, the information collected is to be viewed as benchmarking data and a resource for further study.

Based on discussions with our sponsors and initial web research, we looked at programs at the following places:

### Peer institutions nationwide

Carnegie-Mellon University  
Cornell University  
Ohio State University  
Pennsylvania State University  
University of Illinois at Urbana-Champaign  
University of Michigan  
University of Minnesota  
University of Texas–Austin  
University of Virginia  
University of Wisconsin–Madison

### National programs

Committee on Institutional Cooperation  
Council of Graduate Schools

### University of California campuses

UC Berkeley  
UC Davis  
UC Irvine  
UC Los Angeles  
UC San Diego  
UC San Francisco

We collected information on the following aspects:

- Structure of program
- Sponsoring office
- Audience
- Any partnerships in presenting the program
- Desired outcomes

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The following peer institutions were also recommended for benchmarking research; however, we were unable to find any substantive information applicable to faculty administrator development programs:

Harvard  
Massachusetts Institute of Technology (MIT)  
Stanford  
State University of New York at Buffalo  
University of Washington

For a quick overview, we have compiled the information in a matrix format, included here. We have also compiled a summary of each institution's programs (see Appendix 11). The institutions are listed by category (peer institutions nationwide, notable national programs, and University of California campuses), with those institutions offering a broader range of development opportunities listed first, followed by those offering a more limited number. We listed the University of California campuses last, as we found relatively few programs targeted specifically to the development of faculty administrators at these locations.

**BENCHMARKING MATRIX**

Institution Name	Selection of Programs	Sponsoring Unit	Participants	Frequency of Attendance / Format
<p><b>University of Wisconsin, Madison</b></p>	<p><u>Chairs &amp; Directors Workshops</u>: Opportunity to talk with SME about topics &amp; network with seasoned chairs</p>	<p>Office of the Provost and Office of HR</p>	<p>Department and Program Chairs, Assistant &amp; Associate Deans</p>	<p>1 Workshop per month, typically 2.5 hours long</p>
	<p><u>Department Chairs Chats</u>: Opportunity for very informal networking - group of 5-6 seasoned chairs design topics, or take by request and discuss over lunch</p>	<p>Office of the Provost, Office of Quality Improvement, and Office of HR</p>	<p>Department Chairs</p>	<p>Recurring sessions - “How to Thrive &amp; survive As a Department Chair”</p>
	<p><u>New Chairs and Directors Orientation</u>: Introduction to top leaders on campus, followed by short presentations from key service depts.</p>	<p>Office of the Provost and Office of HR</p>	<p>New Chairs &amp; Directors</p>	<p>Initial session is 1 day in August, followed by a session 2-3 months later, to answer questions that have arisen</p>
	<p><u>Climate Workshop for Chairs</u>: 3-part workshop to engage small groups of chairs in discussions about climate in their own depts, followed by dept climate survey, allowing chairs to identify specific issues of concern</p>	<p>Developed by Women in Science &amp; Engineering Leadership Institute</p>	<p>Department Chairs</p>	<p>One-Time</p>
	<p><u>Department Chairs’ Toolkit (Online)</u>: Provides helpful links to campus offices, policies, programs &amp; other resources in support of academic departments</p>	<p>Office of the Provost</p>	<p>Department Chairs</p>	<p>On Demand</p>
<p><u>Department Administrator Certificate Program</u>: Strives to guide individuals in their professional pursuits by enhancing knowledge of the University, assisting in supporting their departments, and becoming more effective</p>	<p>Office of HR</p>	<p>Dept Administrators (MSO)</p>	<p>One-Time, by nomination from administrator’s Dean’s office</p>	

Institution Name	Selection of Programs	Sponsoring Unit	Participants	Frequency of Attendance /Format
<p><b>Ohio State University</b></p>	<p><u>Academic Leader Development and Seminars:</u> Address issues such as leader roles and responsibilities, promotion &amp; tenure, faculty review &amp; development, financial stewardship, legal issues</p>	<p>Office of HR</p>	<p>New Academic Leaders but all Academic Leaders are encouraged to attend</p>	<p>Seminars over the course of a year scheduled at the end of summer and prior to beginning of Fall quarter</p>
	<p><u>President's and Provost's Leadership Institute</u> -experiential workshops, a project, mentoring partnership, small and informal interactive lunches with university leaders focus on long-term faculty leadership development in the academic environment</p>	<p>Office of HR</p>	<p>Presidents and Provosts</p>	<p>Two-Year Institute consists of series of twelve experiential workshops</p>
	<p><u>Books &amp; Breakfast:</u> Opportunity for participant discussion over breakfast, on learning's from the books assigned during program</p>	<p>Office of HR</p>	<p>Academic and Administrative Leaders from Director Level Up to President</p>	<p>Held 3 times a year</p>
	<p><u>Leading Edge:</u> Opportunity to interact with other participants to share learning experiences</p>	<p>Office of HR</p>	<p>Mid-level staff managers and leaders</p>	
	<p><u>Multiple Source Feedback:</u> Collaboration to determine appropriate strategies to solicit feedback from colleagues, direct reports, supervisors, etc</p>	<p>Office of HR</p>	<p>Current Campus Leaders and Managers</p>	<p>On-Demand</p>
	<p><u>Coaching for Leaders and Managers:</u> Consultants work with leaders/managers to attain desired results in leadership or management roles</p>	<p>Office of HR</p>	<p>Current Campus Leaders and Managers</p>	<p>Individual Basis</p>

Institution Name	Selection of Programs	Sponsoring Unit	Participants	Frequency of Attendance / Format
Cornell University	Faculty Leadership Development Program: 5-day workshop analyzes role of leadership in the academic setting and looks at competencies and skills needed to perform roles	Office of HR and Organizational Development Services	Faculty	One-Time; 5 Day Workshop
	<u>Faculty-Effective Interaction in Organizations</u> workshop driven by faculty needs focusing on faculty role as institutional agent and challenging interactions in which faculty cannot readily use authority to dictate outcomes	Office of HR and Organizational Development Services	Faculty	One-Time; 2 Day Program
	Proposed: <u>Dept chair Leadership Program</u> to help current & future dept chairs dev the knowledge, skills and abilities for leading an academic dept	Office of HR & Vice Provost for Faculty Development planning to conduct focus groups	Faculty	One-Time; 10 Day Program
	Faculty Leadership Reunion: New program for alumni of Faculty Leadership Development Program	Office of HR and Organizational Development Services	Faculty	Half Day Seminar
	Under consideration: <u>Chair Manual</u> , either in print or online format	Office of HR	Faculty	

Institution Name	Selection of Programs	Sponsoring Unit	Participants	Frequency of Attendance /Format
<b>University of Michigan</b>	<p>“Just In Time Training”: Cover topics including tenure, recruitment, budget and promotions</p>	<p>Medical School; Engineering Dept.; Literature, Science, and the Arts (equivalent of L&amp;S at Berkeley)</p>	<p>Chairs</p>	<p>1.5 hours once a month. Trainings are specific to whatever event/deadline/report is happening next</p>
	<p><u>New Chairs Orientation</u>: Focus on broader issues relevant to expectations of the position</p>		<p>New Chairs</p>	<p>One-Time</p>
	<p><u>Leading Excellence: The e Role of Full Professors at Michigan</u>” - training on how the university works, central decision-making process, and leadership role</p>	<p>Engineering Dept.; Literature, Science, and the Arts (equivalent of L&amp;S at Berkeley)</p>	<p>Full Professors in Sponsoring Department Only</p>	<p>One-Time; 2 Day Program</p>
<b>University of Minnesota</b>	<p><u>Provost’s Department Chairs Leadership Program</u>: Discuss topics of interest to faculty leaders</p>	<p>Office of Vice Provost for Faculty &amp; Office of HR</p>	<p>All New Heads and Chairs</p>	<p>Year Long Program, Meet once a month for Four Hours</p>
	<p><u>New Faculty Orientation</u>: Cover issues relevant to faculty development</p>	<p>Office of Vice Provost for Faculty &amp; Academic Affairs</p>	<p>Faculty</p>	<p>3 Day Session held in August Each Year</p>
	<p><u>Grant Writing Seminars</u></p>	<p>Office of Vice Provost for Faculty &amp; Academic Affairs</p>	<p>Faculty</p>	<p>One Day Seminar</p>
	<p><u>Brown Baggers</u>: Conflict Management, Team Building, Performance Mgmt</p>	<p>Office of HR</p>	<p>Academic and Administrative Leaders</p>	<p>On-Going</p>
	<p><u>Resources for Chairs &amp; Heads of Academic Departments</u>: On-line tools and on-demand workshops</p>	<p>Office of HR</p>	<p>Academic and Administrative Leaders</p>	<p>On-Demand</p>

Institution Name	Selection of Programs	Sponsoring Unit	Participants	Frequency of Attendance / Format
<b>University of Virginia</b>	<u>Executive Leadership Program</u> : Examine the strategic agenda of the University in depth and develop personal leadership qualities	Leadership Development Center	Nominated Faculty and High Level Staff and Faculty in High Level Academic Positions	5 1/2 days of program sessions, spread over 4 months; 5 hours of independent work required between each group session; executive coaching; written briefings. Cost per participant is \$2,275
	<u>Executive Coaching</u> : Voluntary coaching, confidential and tailored to expectations and schedule of individual	Leadership Development Center	Senior Level Academic and Administrative Leaders	On Demand @ Cost of \$250 initial fee
	Customized Programs and Services: Organizational consulting, team building, retreat planning, leadership workshops and conferences	Leadership Development Center	Faculty and Staff	Stand Alone or On-Going Basis
<b>Carnegie-Mellon University</b>	<u>Faculty and Staff Leadership Symposium</u> : Provides strategies, information and resources to enable achievement of organizational goals.	Office of HR	Faculty and Staff	One Day Symposium
	<u>Carnegie-Mellon Interactive Theatre</u> : Presents scenarios to foster awareness and dialog on sensitive issues such as diversity, sexual harassment, and workplace relationships	Office of HR	Faculty and Staff	On-Going
	<u>Learning and Development Seminars</u> offered throughout the year. Video taped programs also available	Human Resources	Staff and Faculty	Throughout the Year; Sometimes as “Lunch & Learn” format. Staff are encouraged to attend at least one per semester



Institution Name	Selection of Programs	Sponsoring Unit	Participants	Frequency of Attendance / Format
<p><b>University of Illinois at Urbana-Champaign</b></p>	<p>Senior Admin Retreat: Activities planned to fully orient and assimilate new administrators to the campus</p>	<p>Office of the Provost and Office of Training for Business Professionals (T4B)</p>	<p>New Senior Administrators, Deans, Chairs</p>	<p>Annual year-long orientation and informational program; monthly meetings from September through June</p>
<p><b>University of Texas, Austin</b></p>	<p><u>Academic Professional Development Fund (APDF)</u></p> <p>Workshop for Dept Chairs and ORU Directors: Opportunity for Chairs and ORU Directors to meet and network with their peers while learning about budget process, legal issues, HR, evaluation and promotion of faculty</p>	<p>Office of the Provost</p>	<p>Professional Staff</p>	<p>On-Demand; \$50,000 available per year in APDF awards and a matching contribution from applicant's unit is required</p>
<p><b>University of Pennsylvania</b></p>	<p>Workshop for Dept Chairs and ORU Directors: Opportunity for Chairs and ORU Directors to meet and network with their peers while learning about budget process, legal issues, HR, evaluation and promotion of faculty</p> <p>Professional Development Program: Workshops available throughout the year. Custom designed programs available.</p>	<p>Office of Exec VP and Provost</p>	<p>New Chairs and ORU Directors</p>	<p>One-Time, but attendees can attend again; 2 Day Workshop; Attendance is strongly encouraged by the Provost.</p>
<p><b>Council of Graduate Schools</b></p>	<p><u>New Deans Institute and Summer Workshop</u>: Learn about how to be as effective as possible in their graduate school roles, governance and organization, budget and staff management strategies</p>	<p>Office of HR</p>	<p>Faculty and Staff</p>	<p>Ongoing seminars offered throughout the year. Presented in a series format.</p>
		<p>Council of Graduate Schools (comprised of over 470 universities in the US and Canada, plus 13 universities outside the US) UCB is a member.</p>	<p>new deans</p>	<p>Offered annually during the Summer; 5 Day program</p>

Institution Name	Selection of Programs	Sponsoring Unit	Participants	Frequency of Attendance / Format
<b>Committee on Institutional Cooperation (Big 10 schools plus U. Chicago)</b>	<p><u>Department Executive Officer Program:</u> Developing leadership skills, in-depth analysis of case studies, focusing on challenges facing executive officers</p> <p><u>Academic Leadership Program:</u> Opportunity to develop the leadership and managerial skills of faculty and orient them to the challenges of academic administration at major research universities and how best to meet them</p>	<p>Committee on Institutional Cooperation (Big 10 schools plus U. Chicago)</p> <p>Committee on Institutional Cooperation (Big 10 schools plus U. Chicago)</p>	<p>Department Heads and Chairs</p> <p>faculty who have not yet taken on leadership roles</p>	<p>one time (3-day program. Participants travel to the host university)</p> <p>one time (3 seminars, 2 days each. Participants travel to the host university)</p>
<b>UC Irvine</b>	<p><u>Leadership Academy</u> - experiential, lecture, case study, pre-reading, project based; develop leadership skills and be able to replace capable leaders as they retire</p>	<p>Office of HR Organizational Development and Training Unit</p>	<p>High Potential Employees possibly assume leadership positions within Univ</p>	<p>2 concurrent days/month face to face meetings per month over a 7 month period</p>
<b>UC San Diego</b>	<p><u>Chairs and Deans Training:</u> orientation to their role and other relevant topics such as ethics, employment law, financial management, etc.</p>	<p>Academic Affairs</p>	<p>Deans and chairs and Faculty Supervisors</p>	<p>Quarterly Training 4 times per year</p>
<b>UC San Francisco</b>	<p><u>Coro Center for Civic Leadership:</u> Increase knowledge, awareness, and connections to the UCSF Community</p>	<p>Academic Personnel</p>	<p>All Faculty</p>	<p>100% attendance required; 6 Hour Interactive Seminar every other week for a total of 65 Hours</p>
<b>UC Los Angeles</b>	<p><u>Management Seminar Series:</u> Offer unique professional development for university leaders by world-class faculty</p>	<p>Office of HR</p>	<p>Managers</p>	<p>Quarterly, Half-Day Workshops</p>

Institution Name	Selection of Programs	Sponsoring Unit	Participants	Frequency of Attendance / Format
<p><b>UC Berkeley</b></p>	<p><u>Deans and Chairs Retreat</u>: Opportunity to learn leadership skills to be an effective Chair/Dean</p>	<p>Office of the Executive Vice Chancellor and Provost</p>	<p>Deans and Chairs</p>	<p>Annual two and a half day conference</p>
	<p><u>Chairs Toolkit</u>: on-line links to policies, procedures, and other resources of interest to Chairs</p>	<p>Office of the Executive Vice Chancellor and Provost</p>	<p>Chairs</p>	<p>On-Demand</p>
	<p><u>Council of Deans</u>: Individual college deans hold additional informal meetings to share out and discuss relevant issues and challenges with each other</p>	<p>Office of the Executive Vice Chancellor and Provost</p>	<p>Deans</p>	<p>As needed in addition to the regularly scheduled bi-weekly meetings of the Council of Deans</p>

## VII. RECOMMENDATIONS

The preceding Benchmarking Matrix and the Benchmarking Summaries section in Appendix 11 describe a wealth of programs at other institutions for training faculty (and in many cases staff alongside them) in academic administration. Although these programs are worth further research to determine which are “best practices” and might be applied to UC Berkeley, as a whole our findings indicate a need for better incentives before better training.

Based on research and analysis, we recommend the following in order of priority:

1. Improve incentives for becoming a faculty administrator (this includes removing or reducing disincentives).
2. Address training and information needs through small group and one-on-one development opportunities, as well as on-demand resources.

### **1. Improve incentives for becoming a faculty administrator**

The biggest problem we uncovered is not a lack of training but an overly heavy workload and lack of resources. Faculty administrators struggle to balance their research, teaching, administrative duties, and personal life. They feel they are working uphill against a cumbersome bureaucracy without enough time, money, or capable staff. Compounding this is the perception that administrative service hurts their career by negatively impacting merit and promotion reviews.

Our main recommendation in this area is further research into how the campus can better compensate faculty and provide them the budgets, space, and staff needed to accomplish big things. Until the right incentives are in place—that is, until faculty feel adequately rewarded and have the tools to accomplish their goals—additional training will not be maximally effective.

The following *italicized* recommendations came from our research and analysis; the bulleted suggestions are just ideas to start thinking about, some of which came directly from the faculty and staff with whom we spoke.

#### ***a. Improve compensation for faculty administrators***

- One faculty administrator suggested gradually building an administrative stipend into base pay. For example, for each year of service, a certain percentage of the faculty administrator’s stipend would become part of his or her base pay, with the entire amount folded in by the fifth year of service.
- Campus might rethink the academic personnel review process so that merits and promotions adequately reward service, and that faculty do not feel they put their career and salary in jeopardy by becoming an administrator.

**b. Invest in more staff and more highly trained staff**

Support from competent staff is a critical element in a faculty administrator's ability to manage effectively. The campus could consider:

- Analyzing staffing needs campus-wide and adding administrative staff to needy departments.
- Providing incentives for competent staff to stay with the department, including higher salaries. Faculty administrators could give staff more responsibility with administrative tasks, so that faculty administrators can focus on leadership.
- Establishing a structured training program that prepares high-level support staff (such as CAOs and MSOs) for their roles. Although staff can now take advantage of myriad training opportunities in everything from academic personnel case preparation to team building, no comprehensive program exists specifically for MSO and CAOs—the staff that academic administrators interact with most closely.
- Acknowledging the important relationship between staff managers and faculty administrators by offering collaborative training for faculty administrators and CAOs/MSOs; this could help build respect and understanding for each other's areas of responsibility.

**c. Make it easier for faculty to continue research while being an administrator**

- Many faculty find it difficult to maintain a research agenda while performing administrative service. Awarding research grants to faculty administrators would enable them to hire research assistants to continue their research projects.
- Course relief policies are decentralized to departments, although campus does issue guidelines. Giving a fixed amount of course relief to faculty administrators (and funding this) might help.

**2. Address training and information needs**

Our research indicated that the preferred mode of learning the “ropes” of faculty administration is an informal approach, such as mentoring, one-on-one meetings, or small group formats. We propose the following for further consideration.

**a. Improve transfer of knowledge from one faculty administrator to the next.**

- Predecessor wisdom can reduce the learning curve for new faculty managers. A formal hand-off procedure that requires the new administrator to shadow the incumbent for a certain length of time would be effective. Identifying successors as quickly as possible and providing opportunity for development during the course of current administrators' tenures would help ensure proper preparation. In addition, having templates and examples of paperwork such as merit reviews, staff appointment and dismissal, and so forth could be presented to the new faculty administrator. Part of the shadowing process would be one-on-one consultation with the department's MSO or CAO.

**b. *Improve understanding of UC Berkeley governance and decision making.***

- The Deans and Chairs Retreat generally receives good feedback, and we recommend that the audience be broadened to associate deans and vice-chairs, or that a similar retreat be developed for that audience.
- Similar to the Council of Deans, regular networking meetings for Chairs and other faculty administrator groups should be established. On an ongoing basis, there could be regular networking opportunities covering topics contributed by senior chairs, or by input from participating chairs. As practiced at University of Wisconsin, Madison, this could be attended by a subject matter expert to share relevant information.

**c. *Provide training in specific topics in small venues and on demand***

A more formal approach, such as seminars and workshops, is appropriate for enhancing knowledge in special areas.

- Now more than ever, fundraising is an issue for Deans and Chairs. We recommend assigning a fundraising mentor to each department. In addition, there could be a seminar offered on how the mechanism for allocating fundraising dollars back to the department works and the thought process behind this. Several deans recommended seminars on fundraising provided by the Council for Advancement and Support of Education (CASE) as having been very helpful (see Appendix 12 for more details on CASE).
- To serve those who would like training in general management skills, the best venues are small groups and easy-to-use on-demand resources. For example, a telephone hotline along with an updated Berkeley organizational chart with contact information are immediate recommendations. Also, cross-departmental brown baggers could help faculty network across campus and find people to call for advice. To mirror what we found at other universities, regular seminars on specific topics would be helpful.
- Because the heavy workload of faculty administrators calls for easy-to-use resources available on demand, we recommend further publicizing and developing, with faculty input, the online toolkit sponsored by the Executive Vice Chancellor and Provost. In our interviews, several deans recommended The College Administrator's Survival Guide as an excellent resource for new department chairs (see Appendix 12 for the full citation).

We would especially encourage a closer review of the programs offered at the University of Wisconsin-Madison, Ohio State, and Cornell, as they have implemented a variety of development programs for academic administrators that have been very positively received. Some of the most successful programs are conducted precisely in the small group environment, with experienced peers in attendance, that allows for the one-on-one mentoring and consultation that our own faculty administrators would strongly prefer.

Because one of our key interview and survey findings is the importance of skilled staff to successful academic leadership, we have included a section detailing notable staff training programs at several peer institutions (see Appendix 11).

## VIII. APPENDICES

1. Project Proposal and Scope Statement .....	40
2. Survey Announcement E-mail from EVC&P George Breslauer .....	42
3. Faculty Administrator Survey (with response percentages by question) .....	43
4. Tenured Faculty Who Have Never Held an Administrative Position Survey (with response percentages by question).....	48
5. Staff Manager Survey (with response percentages by question) .....	52
6. People Interviewed by the Project Team .....	58
7. Interview Questions for Current and Former Faculty Administrators .....	61
8. Interview Questions for Tenured Faculty Who Have Never Held an Administrative Position.....	63
9. Interview Questions for Staff Managers .....	65
10. Benchmarking Questionnaire.....	66
11. Benchmarking Summaries .....	67
12. Benchmarking and Other Resources .....	85

## APPENDIX 1. PROJECT PROPOSAL AND SCOPE STATEMENT

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### **“Preparing Faculty for Academic Management --- Needs Assessment & Best Practices”**

**Sponsors: George Breslauer, EVCP; Jan De Vries, Vice Provost; Beth Burnside, VC – Research; Nathan Brostrom, VC-Administration**

**Project Facilitation: Patti Owen, Assistant Vice Provost - Academic Personnel, Elizabeth Elliott, Interim Director, Center for Workforce Development – Administration, Ann Jeffrey, AVC – Research**

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### **Background**

Academic deans, chairs, and research directors play a critical and increasingly complex role in sustaining Berkeley’s pre-eminence as a leader in public higher education. We expect our faculty managers to guide and retain the best faculty in the world and to effectively manage finances, fundraising, grants, technology, space, and staff performance. We look to them to foster thriving learning communities both in and out of the classroom, inclusive places where everyone can do their best work, grow careers, and contribute to Berkeley’s important mission all while continuing to maintain the work in their academic discipline to which they usually return.

For many faculty, academic administration is a temporary service they contribute to the Berkeley campus and is not a career choice. In the coming years as many of Berkeley’s experienced academic administrators retire, we will build a pipeline of new academic leaders that fulfills our goals of equity and inclusion. We’ll need to prepare more faculty to effectively expand their scholarship, teaching and research roles to include leadership and management as well. In a time when there is increasing pressure to show that public funds are being used effectively, our new and experienced academic administrators need to become expert not only in their area of scholarship but in the effective management of schools, ORUs and departments.

### **Project Purpose**

The purpose of the project is to investigate how we can best support our faculty administrators in their leadership and management roles on the Berkeley campus. We currently provide little formal preparation for chairs, ORU Directors, and associate deans in their administrative responsibilities. Most learning about the role of department leadership occurs on the job and informally. There is no systematic program to help chairs and department heads grow in their roles as campus leaders. To address the need to develop and support our best leaders we want a development program equal to Berkeley’s reputation.

This project will investigate the feasibility of a comprehensive development program for faculty managers with a goal of aiding and supporting all academic leaders in the administration of their duties within departments, college/schools and research units.



**Scope:**

This project is designed to explore the learning and development needs of faculty managers and possible structures for a development approach to help them master the administrative responsibilities of their role. The target audience includes deans, chairs, ORU directors, PIs, and associate deans and chairs.

The project will consist of the following:

**A. Research and Analysis**

The LDP team will

1. Gather and analyze data from stakeholders in teaching, research, and administration to determine what faculty administrators need to know and do to perform administrative roles successfully at Berkeley.
2. Interview academic leaders to find out what they believe they need to know, what competencies and skills they want to develop, and what learning and development opportunities and formats would be most useful and attractive to them.
3. Survey best practices of faculty leadership development at other UC campuses and peer institutions.
4. Identify available resources to help build leadership development programs for faculty administrators that exist both on and off the Berkeley campus (such as the Center for Executive Development, University Extension, the Center for Workforce Development, Center for Organizational Effectiveness, NACUBO, ACE)

**B. Recommendations (based on research and analysis)**

The LDP team will recommend:

1. Key outcomes that a program must produce
2. Content topics for faculty and administrator development
3. Formats(s) for faculty administrator development (including an institutional type approach)

**C. Report**

The LDP Team will:

1. Report on the methods used by the group, the findings from the research, and their recommendations for developing the management competencies of academic leaders at Berkeley.
2. Share the report with the co-sponsors, with other stakeholders, with the Center for Workforce Development and the Academic Personnel Office.
3. Make a presentation to the entire LDP program, including sponsors and guests.

## APPENDIX 2. SURVEY ANNOUNCEMENT E-MAIL FROM EVC&P GEORGE BRESLAUER

From: "George W. Breslauer, Executive Vice Chancellor & Provost" CalMessages@berkeley.edu

To: "Academic Senate Faculty, Deans, Directors, Department Chairs":

Subject: Faculty Leadership Development Survey

Date: Mon, 13 Nov 2006 18:00:05 -0800

DEANS, CHAIRS, ORU DIRECTORS, & ACADEMIC SENATE MEMBERS

As you are aware, academic deans, chairs, and research directors play a critical and increasingly complex role in sustaining Berkeley's preeminence as a leader in public education. In the coming years, we hope to build a pipeline of new academic leaders by preparing faculty to be effective not only as scholars, teachers, and researchers, but also as experts in the effective management of schools, departments, and ORUs.

I am currently sponsoring a project, via the campus's Leadership Development Program, to ascertain how Berkeley can best prepare and support faculty administrators in their leadership and management roles. I ask for your assistance with this valuable project by completing a brief online survey. Please click the appropriate link below to access the survey.

If you are a current or former UC Berkeley faculty administrator (Dean, Chair, Associate Dean/Chair, ORU Director), please click the following link:

[https://osr2.berkeley.edu/Users/debbie/LDP\\_FACADMIN\\_06/loginc.html](https://osr2.berkeley.edu/Users/debbie/LDP_FACADMIN_06/loginc.html)

If you have never held a faculty administrator position at UC Berkeley, please click the following link:

[https://osr2.berkeley.edu/Users/debbie/LDP\\_TENURE\\_SURVEY\\_06/loginc.html](https://osr2.berkeley.edu/Users/debbie/LDP_TENURE_SURVEY_06/loginc.html)

The survey should take no more than 10-15 minutes to complete.

We ask that you complete the survey by Wednesday, November 22, 2006.  
Thanks very much for your assistance.

Sincerely,

George Breslauer  
Executive Vice Chancellor & Provost

## APPENDIX 3. FACULTY ADMINISTRATOR SURVEY (WITH RESPONSE PERCENTAGES BY QUESTION)



### FACULTY ADMINISTRATORS (n=248)

The purpose of this survey is to investigate how the campus can better prepare and support faculty administrators in their leadership and management roles. We are interested in learning about your experience in your current role as a faculty administrator and what would be helpful in supporting you in your role. Your responses will be kept confidential.

1. What is the highest level administrative position you have held at UC Berkeley?

- 23** (9.3%) • Dean
- 42** (16.9%) • Associate Dean (or similar)
- 96** (38.7%) • Department or Divisional Chair
- 15** (6.0%) • Vice Chair (or similar)
- 37** (14.9%) • ORU Director
- 29** (11.7%) • Other—please specify:
- 6** (2.4%) *no response*

1a. Other

2. How long have you held (or how long did you hold) this position?

- 18** (7.3%) • Less than 1 year
- 85** (34.3%) • 1 - 3 years
- 64** (25.8%) • 3 - 5 years
- 75** (30.2%) • 5 years or more
- 6** (2.4%) *no response*

3. How did you attain this position?

- 15** (6.0%) • I volunteered for it.
- 159** (64.1%) • I was selected after an internal UC Berkeley process.
- 11** (4.4%) • I was hired from outside UC Berkeley.
- 22** (8.9%) • The position rotates and it was my turn.
- 33** (13.3%) • Other—please specify:
- 8** (3.2%) *no response*

## 3a. Other

4. How did you prepare for this position? (check all that apply)

- 191** (77.0%) • I consulted with my predecessor.  
**119** (48.0%) • I consulted with colleagues in similar positions.  
**93** (37.5%) • I attended the Deans & Chairs Retreat.  
**116** (46.8%) • I held leadership positions on committees and/or in professional organizations.  
**35** (14.1%) • I had previous experience as a faculty administrator at another institution.  
**8** (3.2%) • I conducted research via the Internet.  
**17** (6.9%) • I took workshops/courses to develop certain administrative skills.  
**134** (54.0%) • I was already familiar with the operations of the department as well as the position's duties and responsibilities.  
**12** (4.8%) • I did not prepare at all.  
**29** (11.7%) • Other

4a. Please elaborate on any of the above responses:

5. What were the positive aspects of serving in this position? (check all that apply)

- 207** (83.5%) • Opportunity to have impact on the department  
**124** (50.0%) • Opportunity to learn new skills  
**90** (36.3%) • Opportunity to influence University policy  
**176** (71.0%) • Opportunity to influence departmental or campuswide vision  
**48** (19.4%) • Financial  
**54** (21.8%) • Prestige  
**44** (17.7%) • Other—please specify:

## 5a. Other

6. Were there any negative aspects to serving in this position?

- 204** (82.3%) • Yes  
**39** (15.7%) • No  
**5** (2.0%) *no response*

6a. If yes, please explain:

7. When you first took this position, what aspects of the role, if any, were surprising or unexpected?

8. Please indicate how long you have served in the following positions at UC Berkeley:

	Never served	Less than 1 year	1-3 years	3-5 years	5 years or more
Dean	<b>77</b> (31.0%)	<b>5</b> (2.0%)	<b>6</b> (2.4%)	<b>4</b> (1.6%)	<b>13</b> (5.2%)
Associate Dean (or similar)	<b>71</b> (28.6%)	<b>2</b> (0.8%)	<b>24</b> (9.7%)	<b>14</b> (5.6%)	<b>16</b> (6.5%)
Department or Divisional Chair	<b>43</b> (17.3%)	<b>10</b> (4.0%)	<b>36</b> (14.5%)	<b>45</b> (18.1%)	<b>42</b> (16.9%)
Vice Chair (or similar)	<b>48</b> (19.4%)	<b>4</b> (1.6%)	<b>30</b> (12.1%)	<b>20</b> (8.1%)	<b>9</b> (3.6%)
ORU Director	<b>37</b> (14.9%)	<b>5</b> (2.0%)	<b>26</b> (10.5%)	<b>16</b> (6.5%)	<b>38</b> (15.3%)
Academic Senate committee member	<b>17</b> (6.9%)	<b>3</b> (1.2%)	<b>40</b> (16.1%)	<b>28</b> (11.3%)	<b>70</b> (28.2%)

9. Which of the following areas have been challenging for you as a faculty administrator? Please rate each on a scale of 1 to 3, with 1 being "not challenging" to 3 being "very challenging".

	1	2	3	<i>no response</i>
Balancing research/teaching time with administrative duties	<b>17</b> (6.9%)	<b>64</b> (25.8%)	<b>160</b> (64.5%)	<b>7</b> (2.8%)
Leadership (developing shared vision, managing change, strategic planning, improving organizational effectiveness, etc.)	<b>49</b> (19.8%)	<b>118</b> (47.6%)	<b>72</b> (29.0%)	<b>9</b> (3.6%)
Academic personnel issues (faculty hiring, merits, promotions, retention, etc.)	<b>70</b> (28.2%)	<b>103</b> (41.5%)	<b>64</b> (25.8%)	<b>11</b> (4.4%)
Administrative staffing issues (performance evaluations, hiring, development, etc.)	<b>60</b> (24.2%)	<b>105</b> (42.3%)	<b>71</b> (28.6%)	<b>12</b> (4.8%)
Conflict management	<b>60</b> (24.2%)	<b>107</b> (43.1%)	<b>70</b> (28.2%)	<b>11</b> (4.4%)
Financial issues (budget management, fiscal oversight, financial reports, etc.)	<b>53</b> (21.4%)	<b>105</b> (42.3%)	<b>73</b> (29.4%)	<b>17</b> (6.9%)
Fundraising	<b>63</b> (25.4%)	<b>59</b> (23.8%)	<b>92</b> (37.1%)	<b>34</b> (13.7%)
Awareness of regulations and policies (collective bargaining, student affairs, health and safety, etc.)	<b>82</b> (33.1%)	<b>111</b> (44.8%)	<b>42</b> (16.9%)	<b>13</b> (5.2%)
Other—please specify	<b>3</b> (1.2%)	<b>3</b> (1.2%)	<b>27</b> (10.9%)	<b>215</b> (86.7%)

## 9a. Other

10. If the University were to develop opportunities for faculty to advance their skills as administrators, what areas of emphasis would be important? Please rate each of the following on a scale of 1 to 3, with 1 being "not important" to 3 being "very important".

	1	2	3	<i>no response</i>
Balancing research/teaching time with administrative duties	<b>34</b> (13.7%)	<b>64</b> (25.8%)	<b>132</b> (53.2%)	<b>18</b> (7.3%)
Leadership (developing shared vision, managing change, strategic planning, improving organizational effectiveness, etc.)	<b>21</b> (8.5%)	<b>63</b> (25.4%)	<b>146</b> (58.9%)	<b>18</b> (7.3%)
Academic personnel issues (faculty hiring, merits, promotions, retention, etc.)	<b>30</b> (12.1%)	<b>87</b> (35.1%)	<b>106</b> (42.7%)	<b>25</b> (10.1%)
Administrative staffing issues (performance evaluations, hiring, development, etc.)	<b>27</b> (10.9%)	<b>106</b> (42.7%)	<b>92</b> (37.1%)	<b>23</b> (9.3%)
Conflict management	<b>35</b> (14.1%)	<b>86</b> (43.1%)	<b>104</b> (41.9%)	<b>23</b> (9.3%)
Financial issues (budget management, fiscal oversight, financial reports, etc.)	<b>26</b> (10.5%)	<b>86</b> (43.1%)	<b>117</b> (47.2%)	<b>19</b> (7.7%)
Fundraising	<b>47</b> (19.0%)	<b>63</b> (25.4%)	<b>115</b> (46.4%)	<b>23</b> (9.3%)
Awareness of regulations and policies (collective bargaining, student affairs, health and safety, etc.)	<b>55</b> (22.2%)	<b>112</b> (45.2%)	<b>61</b> (24.6%)	<b>20</b> (8.1%)
Other—please specify	<b>4</b> (1.6%)	<b>4</b> (1.6%)	<b>30</b> (12.1%)	<b>210</b> (84.7%)

## 10a. Other

11. What methods or formats would work best for you? (check all that apply)

- 147** (59.3%) • Seminars/workshops
- 49** (19.8%) • Instructor-led classes
- 40** (16.1%) • Online instruction
- 126** (50.8%) • Mentoring
- 96** (38.7%) • Retreats/Conferences
- 156** (62.9%) • One-on-one consultation with peers/colleagues
- 93** (37.5%) • Online resources (handbooks, FAQs, policies, etc.)
- 62** (25.0%) • Printed (hardcopy) guides or manuals
- 15** (6.0%) • Other—please specify:

## 11a. Other

12. In what ways could the University better support you in your role as a faculty administrator?

13. If you have additional comments or observations, please indicate them below:

14. May we contact you if we wish to follow up or get clarification on any of your responses? If yes, please provide your contact information below:

**174** (70.2%) • Yes  
**56** (22.6%) • No  
**18** (7.3%) *no response*

First Name

Last Name

Department

E-mail

Telephone

Thank you for taking the time to complete this survey. Please hit the submit button when you've answered all the questions.

## APPENDIX 4. TENURED FACULTY WHO HAVE NEVER HELD AN ADMINISTRATIVE POSITION SURVEY (WITH RESPONSE PERCENTAGES BY QUESTION)



### TENURED FACULTY (n=114)

The purpose of this survey is to investigate how the campus can better prepare faculty administrators to assume leadership and management roles. Tenured faculty members are often appointed to these positions with little formal preparation, and we are interested in learning about what would be helpful in preparing you for a role as a faculty administrator (for example, dean, chair, ORU director, head of Academic Senate committee). Your responses will be kept confidential.

1. How long you have been a faculty member at UC Berkeley?

- 21** (18.4%) • Less than 5 years
- 31** (27.2%) • 5-10 years
- 62** (54.4%) • 10 years or more

2. Please indicate which of the following positions that might attract your interest at UC Berkeley. (Check all that apply)

- 47** (41.2%) • Department or Divisional Chair
- 21** (18.4%) • Vice Chair (or similar)
- 30** (26.3%) • ORU Director
- 27** (23.7%) • Associate Dean (or similar)
- 19** (16.7%) • Dean
- 36** (31.6%) • I do not expect to serve in a faculty administrator position at UC Berkeley.



2a. If you indicated any of the positions above, how will you prepare for these positions? (Check all that apply)

- 62** (54.4%) • Consultation with incumbent.
- 68** (59.6%) • Consultation with colleagues in similar positions.
- 49** (43.0%) • Holding leadership positions on committees and/or in professional organizations.
- 7** (6.1%) • Previous experience as a faculty administrator at another institution.
- 12** (10.5%) • Conducting research via the Internet.
- 40** (35.1%) • Taking workshops/courses to develop certain administrative skills.
- 58** (50.9%) • Previous familiarity with the operations of the department as well as the position's duties and responsibilities.
- 0** (0.0%) • Little or no preparation needed.
- 5** (4.4%) • Other

2b. Please elaborate on any of the above responses:

3. What would be the positive aspects of serving in a faculty administrative position? (check all that apply)

- 82** (71.9%) • Opportunity to have impact on the department
- 51** (44.7%) • Opportunity to learn new skills
- 55** (48.2%) • Opportunity to influence University policy
- 72** (63.2%) • Opportunity to influence departmental or campuswide vision
- 27** (23.7%) • Financial
- 18** (15.8%) • Prestige

3a. Other (please specify.)

4. Do you anticipate any negative aspects to serving in a faculty administrative position?

- 106** (93%) • Yes
- 5** (4.4%) • No
- 3** (2.6%) *no response*

4a. if "Yes", please explain.

5. If the University were to develop opportunities for faculty to advance their skills as administrators, what areas of emphasis would be important? Please rate each of the following on a scale of 1 to 3, with 1 being "not important" to 3 being "very important".

	1	2	3	<i>no response</i>
Balancing research/teaching time with administrative duties	<b>16</b> (14.0%)	<b>20</b> (17.5%)	<b>71</b> (62.3%)	<b>7</b> (6.1%)
Leadership (developing shared vision, managing change, strategic planning, improving organizational effectiveness, etc.)	<b>12</b> (10.5%)	<b>29</b> (25.4%)	<b>63</b> (55.3%)	<b>10</b> (8.8%)
Academic personnel issues (faculty hiring, merits, promotions, retention, etc.)	<b>11</b> (9.6%)	<b>32</b> (28.1%)	<b>62</b> (54.4%)	<b>9</b> (7.9%)
Administrative staffing issues (performance evaluations, hiring, development, etc.)	<b>14</b> (12.3%)	<b>55</b> (48.2%)	<b>34</b> (29.8%)	<b>11</b> (9.6%)
Conflict management	<b>15</b> (13.2%)	<b>43</b> (37.7%)	<b>47</b> (41.2%)	<b>9</b> (7.9%)
Financial issues (budget management, fiscal oversight, financial reports, etc.)	<b>15</b> (13.2%)	<b>45</b> (39.5%)	<b>45</b> (39.5%)	<b>9</b> (7.9%)
Fundraising	<b>26</b> (22.8%)	<b>40</b> (35.1%)	<b>39</b> (34.2%)	<b>9</b> (7.9%)
Awareness of regulations and policies (collective bargaining, student affairs, health and safety, etc.)	<b>13</b> (11.4%)	<b>58</b> (50.9%)	<b>34</b> (29.8%)	<b>9</b> (7.9%)
Other—please specify	<b>2</b> (1.8%)	<b>1</b> (0.9%)	<b>5</b> (4.4%)	<b>106</b>

5a. Please specify "Other".

6. What methods or formats would work best for you? (check all that apply)

- 72** (63.2%) • Seminars/workshops
- 21** (18.4%) • Instructor-led classes
- 19** (16.7%) • Online instruction
- 75** (65.8%) • Mentoring
- 45** (39.5%) • Retreats/Conferences
- 74** (64.9%) • One-on-one consultation with peers/colleagues
- 49** (43.0%) • Online resources (handbooks, FAQs, policies, etc.)
- 27** (23.7%) • Printed (hardcopy) guides or manuals

6a. Other (Please specify.)

7. If you have additional comments or observations, please indicate them below:

8. May we contact you if we wish to follow up or get clarification on any of your responses? If yes, please provide your contact information below:

**46** (40.4%) • Yes  
**59** (51.8%) • No  
**9** (7.9%) *no response*

First Name

Last Name

Department

E-mail

Telephone

Thank you for taking the time to complete this survey. Please hit the submit button when you've answered all the questions.

## APPENDIX 5. STAFF MANAGER SURVEY (WITH RESPONSE PERCENTAGES BY QUESTION)



### ADMINISTRATIVE MANAGERS (n=53)

The purpose of this survey is to investigate how the campus can better prepare and support faculty administrators in their leadership and management roles. We are interested in learning about your experience supporting faculty administrators. Your responses will be kept confidential.

1. Please indicate how long you have served as an MSO, CAO, or other staff administrative manager at UC Berkeley.

- 10** (18.9%) • Less than 3 years
- 7** (13.2%) • 3-5 years
- 10** (18.9%) • 5-10 years
- 26** (49.1%) • 10 years or more

2. How are faculty administrators in your current department/unit chosen? ?Faculty administrator? is defined as Dean, Associate Dean (or similar), Department or Divisional Chair, Vice Chair (or similar), ORU director.

- 2** (3.8%) • They volunteer
- 28** (52.8%) • They are selected through an internal UC Berkeley process
- 3** (5.7%) • They are hired from outside UC Berkeley
- 10** (18.9%) • The position rotates
- 10** (18.9%) • Other—please specify below:

2a. Other

3. How did faculty administrators in your department/unit prepare for their positions?  
(Check all that apply)

- 42** (79.2%) • Their predecessors consulted with them.
- 17** (32.1) • They consulted with colleagues in similar positions.
- 40** (75.5%) • They attended the Deans & Chairs Retreat.
- 21** (39.6%) • They held leadership positions on committees and/or in professional organizations.
- 9** (17.0%) • They had previous experience as a faculty administrator at another institution.
- 2** (3.8%) • They conducted research via the Internet.
- 1** (1.9%) • They took workshops/courses to develop certain administrative skills.
- 20** (37.7%) • They were already familiar with the operations of the department as well as the position's duties and responsibilities.
- 6** (11.3%) • They did not prepare at all.
- 5** (9.4%) • Other

3a. Please elaborate on any of the above responses.

## 4. Please indicate your level of agreement with the following statements.

	Strongly disagree	Disagree	No opinion / neutral	Agree	Strongly agree	<i>no response</i>
Faculty administrators in my unit understand their administrative responsibilities.	<b>6</b> (11.3%)	<b>4</b> (7.5%)	<b>6</b> (11.3%)	<b>26</b> 49.1%	<b>9</b> (17.0%)	<b>2</b> (3.8%)
Faculty administrators in my unit have the skills and abilities needed to run the unit effectively.	<b>6</b> (11.3%)	<b>9</b> (17.0%)	<b>7</b> (13.2%)	<b>20</b> (37.7%)	<b>9</b> (17.0%)	<b>2</b> (3.8%)
Faculty administrators in my unit know exactly where to go or whom to contact when they need assistance.	<b>7</b> (13.2%)	<b>16</b> (30.2%)	<b>8</b> (15.1%)	<b>14</b> (26.4%)	<b>7</b> (13.2%)	<b>1</b> (1.9%)
Faculty administrators in my unit know what they can expect from me and other staff.	<b>7</b> (13.2%)	<b>3</b> (5.7%)	<b>7</b> (13.2%)	<b>22</b> (41.5%)	<b>13</b> (24.5%)	<b>1</b> (1.9%)
Faculty administrators in my unit enjoy their administrative positions.	<b>5</b> (9.4%)	<b>15</b> (28.3%)	<b>14</b> (26.4%)	<b>13</b> (24.5%)	<b>5</b> (9.4%)	<b>1</b> (1.9%)
Turnover of faculty administrators is a problem in my unit.	<b>9</b> (17.0%)	<b>19</b> (35.8%)	<b>19</b> (35.8%)	<b>4</b> (7.5%)	<b>1</b> (1.9%)	<b>1</b> (1.9%)
Knowledge is passed on effectively when a new faculty administrator takes over.	<b>8</b> (15.1%)	<b>16</b> (30.2%)	<b>17</b> (32.1%)	<b>9</b> (17.0%)	<b>2</b> (3.8%)	<b>1</b> (1.9%)

## 4a. Please elaborate on any part of question 4.

5. Which of the following areas have been challenging for the faculty administrators in your department/unit? Please rate each on a scale of 1 to 3, with 1 being “not challenging” to 3 being “very challenging”.

	1	2	3	<i>no response</i>
Balancing research/teaching time with administrative duties	<b>4</b> (7.5%)	<b>9</b> (17.0%)	<b>35</b> (66.0%)	<b>5</b> (9.4%)
Leadership (developing shared vision, managing change, strategic planning, improving organizational effectiveness, etc.)	<b>5</b> (9.4%)	<b>19</b> (35.8%)	<b>25</b> (47.2%)	<b>4</b> (7.5%)
Academic personnel issues (faculty hiring, merits, promotions, retention, etc.)	<b>10</b> (18.9%)	<b>26</b> (49.1%)	<b>13</b> (24.5%)	<b>4</b> (7.5%)
Administrative staffing issues (performance evaluations, hiring, development, etc.)	<b>13</b> (24.5%)	<b>21</b> (39.6%)	<b>14</b> (26.4%)	<b>5</b> (9.4%)
Conflict management	<b>6</b> (11.3%)	<b>27</b> (50.9%)	<b>16</b> (30.2%)	<b>4</b> (7.5%)
Financial issues (budget management, fiscal oversight, financial reports, etc.)	<b>7</b> (13.2%)	<b>22</b> (41.5%)	<b>20</b> (37.7%)	<b>4</b> (7.5%)
Fundraising	<b>5</b> (9.4%)	<b>20</b> (37.7%)	<b>23</b> (43.4%)	<b>5</b> (9.4%)
Awareness of regulations and policies (collective bargaining, student affairs, health and safety, etc.)	<b>7</b> (13.2%)	<b>22</b> (41.5%)	<b>19</b> (35.8%)	<b>5</b> (9.4%)
Other—please specify below.	<b>1</b> (1.9%)	<b>2</b> (3.8%)	<b>6</b> (11.3%)	<b>44</b> (83.0%)

5a. Other

6. If the University were to develop opportunities for faculty to advance their skills as administrators, what areas of emphasis would be important? Please rate each of the following on a scale of 1 to 3, with 1 being "not important" to 3 being "very important".

	1	2	3	<i>no response</i>
Balancing research/teaching time with administrative duties	<b>10</b> (18.9%)	<b>12</b> (22.6%)	<b>28</b> (52.8%)	<b>3</b> (5.7%)
Leadership (developing shared vision, managing change, strategic planning, improving organizational effectiveness, etc.)	<b>0</b> (0.0%)	<b>14</b> (26.4%)	<b>36</b> (67.9%)	<b>3</b> (5.7%)
Academic personnel issues (faculty hiring, merits, promotions, retention, etc.)	<b>2</b> (3.8%)	<b>24</b> (45.3%)	<b>24</b> (45.3%)	<b>3</b> (5.7%)
Administrative staffing issues (performance evaluations, hiring, development, etc.)	<b>5</b> (9.4%)	<b>20</b> (37.7%)	<b>25</b> (47.2%)	<b>3</b> (5.7%)
Conflict management	<b>2</b> (3.8%)	<b>22</b> (41.5%)	<b>26</b> (49.1%)	<b>3</b> (5.7%)
Financial issues (budget management, fiscal oversight, financial reports, etc.)	<b>2</b> (3.8%)	<b>19</b> (35.8%)	<b>29</b> (54.7%)	<b>3</b> (5.7%)
Fundraising	<b>3</b> (5.7%)	<b>22</b> (41.5%)	<b>25</b> (47.2%)	<b>3</b> (5.7%)
Awareness of regulations and policies (collective bargaining, student affairs, health and safety, etc.)	<b>6</b> (11.3%)	<b>20</b> (37.7%)	<b>24</b> (45.3%)	<b>3</b> (5.7%)
Other—please specify below.	<b>2</b> (3.8%)	<b>0</b> (0.0%)	<b>8</b> (15.1%)	<b>43</b> (81.1%)

6a. Other

7. In your opinion, what methods or formats would work best for faculty in your department/unit? (check all that apply)

- 28** (52.8%) • Seminars/workshops
- 14** (26.4%) • Instructor-led classes
- 13** (24.5%) • Online instruction
- 25** (47.2%) • Mentoring
- 28** (52.8%) • Retreats/Conferences
- 24** (45.3%) • One-on-one consultation with peers/colleagues
- 25** (47.2%) • Online resources (handbooks, FAQs, policies, etc.)
- 12** (22.6%) • Printed (hardcopy) guides or manuals
- 5** (9.4%) • Other—please specify below.

7a. Other



8. In what ways could the University better help you support faculty administrators?

9. If you have additional comments or observations, please indicate them below.

10. May we contact you if we wish to follow up or get clarification on any of your responses? If yes, please provide your contact information below.

**25** (47.2%) • Yes  
**20** (37.7%) • No  
**8** (15.1%) *no response*

First Name

Last Name

Department

E-mail

Telephone

Thank you for taking the time to complete this survey. Please hit the submit button when you've answered all the questions.

## APPENDIX 6. PEOPLE INTERVIEWED BY THE PROJECT TEAM

### Project Sponsors

George Breslauer, Executive Vice Chancellor and Provost  
Jan de Vries, Vice Provost for Academic Affairs and Faculty Welfare  
Beth Burnside, Vice Chancellor–Research  
Steve Lustig, Associate Vice Chancellor–Health and Human Services  
Patti Owen, Assistant Vice Provost–Academic Personnel  
Elizabeth Elliott, Interim Director, Center for Workforce Development  
Ann Jeffrey, Assistant Vice Chancellor–Research

### Faculty

#### *Deans*

Paul Ludden, Dean, College of Natural Resources  
Mark Richards, Professor and Dean of Physical Sciences, College of Letters and Science  
Dennis Levi, Professor and Dean, School of Optometry  
Robert Holub, former Professor of German and Dean of the Undergraduate Division, College of Letters and Science  
Buford Price, Professor in the Graduate School and former Dean, College of Letters and Science  
Mary Ann Mason, Professor and Dean of the Graduate Division  
Janet Broughton, Dean of Arts and Humanities

#### *Chairs and Vice Chairs*

Ben Hermalin, Economics, former Associate Dean and Acting Dean, Haas School of Business  
Robert Price, former Chair of Political Science, current Associate Vice Chancellor for Research  
Brian Wright, former Vice Chair of Agricultural & Resource Economics  
Mark Schlissel, Vice Chair of Molecular and Cell Biology  
Marjorie Shapiro, Chair of Physics

*Associate/Assistant Deans/Provosts*

John Kaso, Assistant Dean, Business and Administrative Services  
Andrew Szeri, Associate Dean, Graduate Division  
Jay Stowsky, Assistant Vice Provost, Academic Plan and Facilities  
Alice Kubler, Assistant Dean, Budget and Operations, Haas School of Business  
Whitney Hischer, Assistant Dean, Center for Executive Development, Haas School of Business

*ORU Directors*

Samer Madanat, Director of Institute of Transportation Studies  
Jill Duerr Berrick, Professor of Social Welfare  
C. Judson King, Director, Provost & Senior VP Emeritus, Center for Studies in Higher Education  
Edward Arens, Director of Center for Environmental Design Research  
Henry Brady, Professor of Political Science

*Academic Senate Committee*

William Drummond, Vice Chair of the Academic Senate, Professor of Journalism

**Staff**

*Academic Personnel Office*

Phyllis Takahashi, Analyst  
Valerie Helmold, Analyst  
Elizabeth Leavitt, Analyst

*Budget Office*

Paul Jenny, Associate Vice Chancellor of Budget & Resource Planning  
Teresa Costantinidis, Assistant Vice Chancellor, Budget

*Graduate Division*

Diane Hill, Director, Academic Affairs

*Environment, Health & Safety*

Mark Freiberg, Director, Office of Environment, Health & Safety

*Human Resources*

Jeannine Raymond, Assistant Vice Chancellor, Human Resources  
Inette Dishler, Principal Learning Consultant

*COrE*

Katherine Mitchell, Organizational Development Consultant

*MSOs*

Steve Owen, Integrative Biology  
Sandi Ketchpel, Goldman School of Public Policy  
Eleanor Crump, Physics  
Carol Dudley, Physics

## APPENDIX 7. INTERVIEW QUESTIONS FOR CURRENT AND FORMER FACULTY ADMINISTRATORS

What is your official working title?  
How long have you held this position?  
How many years have you been at UCB?

Confidentiality statement

1. What was your most valuable learning experience in your role as chair/dean/oru director?
2. How were you chosen for this position?
3. Have you received any formal or informal training for this job? What were the high and low points? What tools were most helpful?
4. When you took this position, what were the biggest surprises or challenges?
5. What subject areas present the biggest challenge to effective administrative management by faculty leaders?

Staff Issues

- o Staff interview and selection process
- o Conflict management
- o Staff performance
- o Academic personnel issues
- o Collective bargaining
- o Faculty administrator development
- o Staff development

Financial

- o Financial management of department
- o Budget
- o Fundraising
- o Grants

Regulations and Policies

- o Campus regulations and policies
- o Collective bargaining
- o Student affairs
- o Health and Safety

Other

- o Space allocation
- o Information technology
- o Government and Community relations
- o Media relations
- o \_\_\_\_\_
- o \_\_\_\_\_

6. In what ways can the University support you in your role as a faculty administrator?
7. How do you balance research and administrative responsibilities?
8. If we had the best faculty management in the world, what would it look like? What are the barriers to getting there?
9. If you were to design a development program for academic managers here at UCB, what would it look like?
10. If you had to leave tomorrow, what 3 things would you want to be sure that your successor knew to be well prepared?
11. What would you like your MSO and administrative staff to know?
12. If you were a faculty administrator at another institution, how did that institution compare with Berkeley with regard to preparing/supporting you in your role as a faculty administrator?
13. Are you aware of leadership development programs for academia that have been successful and could serve as a model for us to use as a resource for further research?

## APPENDIX 8. INTERVIEW QUESTIONS FOR TENURED FACULTY WHO HAVE NEVER HELD AN ADMINISTRATIVE POSITION

1. What management skills do you feel you have developed in your role as PI?
2. Have you received any formal or informal training for this job? What tools were most and least helpful? What format most appeals to you for developing administrative skills?
3. What subject areas present the biggest challenge to effective administrative management?

### Staff Issues

- o Staff interview and selection process
- o Conflict management
- o Staff performance
- o Academic personnel issues
- o Collective bargaining
- o Faculty administrator development
- o Staff development

### Financial

- o Financial management of department
- o Budget
- o Fundraising
- o Grants

### Regulations and Policies

- o Campus regulations and policies
- o Collective bargaining
- o Student affairs
- o Health and Safety

### Other

- o Space allocation
- o Information technology
- o Government and Community relations
- o Media relations
- o \_\_\_\_\_
- o \_\_\_\_\_

4. If we had the best faculty management in the world, what would it look like? What are the barriers to getting there?
5. How do you balance research and administrative responsibilities?
6. What do you see as the positives and negatives about moving into a position as a chair or dean in the future?
7. In what ways can the University support you in your role as a faculty manager?
8. What would you like your chair/MSO/dean to know?

9. If you were a faculty administrator at another institution, how did that institution compare with Berkeley with regard to preparing/supporting you in your role as a faculty administrator?
  
10. Are you aware of leadership development programs for academia that have been successful and could serve as a model for us to use as a resource for further research?



## APPENDIX 9. INTERVIEW QUESTIONS FOR STAFF MANAGERS

1. If we had the best faculty management in the world, what would it look like?  
What are the barriers to getting there?
2. In general, do you think current faculty managers perform optimally in their roles?
3. What are the top five things you'd like your faculty manager to know?
4. What management qualities do you see a successful chair having?
5. What types of preparation do you have currently for a new faculty manager on academic management?
6. What types of preparation or development to develop manager skills would be most effective for a faculty manager in your department?
7. Which of the following would you see as an area in need of more development for a department chair?

### Staff Issues

- o Staff interview and selection process
- o Conflict management
- o Staff performance
- o Academic personnel issues
- o Collective bargaining
- o Faculty administrator development
- o Staff development

### Financial

- o Financial management of department
- o Budget
- o Fundraising
- o Grants

### Regulations and Policies

- o Campus regulations and policies
- o Collective bargaining
- o Student affairs
- o Health and Safety

### Other

- o Space allocation
- o Information technology
- o Government and Community relations
- o Media relations
- o \_\_\_\_\_
- o \_\_\_\_\_

8. In what ways can the University support you in your role?
9. (MSOs ONLY) How does a professor become a chair in your department?
10. (MSOs ONLY) Is there someone else in your department who has a key role in supporting your chair/dean?

## APPENDIX 10. BENCHMARKING QUESTIONNAIRE

Greetings,

I am part of a research team from UC Berkeley and we are researching Leadership Development Programs for Faculty Administrators as practiced at other institutions.

We would greatly appreciate it if you have the time to provide responses to our questions.

Best regards,

Questions for Benchmarking Study of programs for Faculty Administrators at other institutions:

1. How long has your program been in existence?
2. Who is the audience?
3. How many served? In numbers, in percent?
4. What is the normal tenure of these positions at your institution?
5. Has your program been effective? What feedback have you received?
6. Is it mandatory - is it a condition for accepting the position?
7. Are there incentives for participating in your program?
8. What are the desired outcomes of your programs?
9. What is your evaluation method; what measurements do you use?
10. Are you revising the curriculum based on feedback from participants?
11. Do you use any partners for developing your programs? Internal - external? If yes, please elaborate.
12. What is the structure/format of your program?
13. Is attendance one-time or recurring?
14. What is the cost of running this program (staff, \$\$)
15. Do you feel your programs are helpful in enabling your Institution to do succession planning?
16. Are you aware of incentives for accepting a position as Faculty Administrator?

## APPENDIX 11. BENCHMARKING SUMMARIES

### Peer Institutions Nationwide

#### *University of Wisconsin, Madison*

- Chairs and Directors Workshops  
Designed for department and program chairs and assistant and associate deans, these workshops encourage and promote excellence by providing leaders with the skills to succeed in their professional endeavors. Sample topics include managing conflict, time, and stress; legal issues and parliamentary procedures; supporting student success; expectations of leaders; and strategic visioning (for new chairs).  
  
The workshops have been offered for about seven years, with one workshop per month. They are typically 2.5-hours long, or over lunch. The workshops present an opportunity to talk with a subject matter expert or panel on special topics, and then network with seasoned chairs. The workshops are sponsored by the Office of the Provost and the Office of Human Resource Development.
- Department Chairs Chats  
Entitled, “How to Thrive and Survive As a Department Chair,” these sessions are designed by and for department chairs. Small groups of department chairs meet for open discussions on topics of interest to chairs. There is no cost to participants, and all receive a free lunch. The sessions provide an opportunity for very informal networking. These Chats have been offered for two years and have been very successful: fifteen to eighteen chairs attend, plus a sponsor representative who listens to the issues and provides information as needed. The Chats are sponsored by the Office of the Provost, the Office of Quality Improvement, and the Office of Human Resource Development.
- New Chairs & Directors Orientation  
This one-day workshop in August offers new chairs and directors an introduction to the top leaders on campus, who come to speak on key issues and give an overview of governance, strategic direction, and other big picture issues. Their talks are followed by short presentations by representatives from key service areas, such as OHR, Ombud, Equity, and so forth. “Follow-on” sessions are scheduled two to three months later to answer questions that may have arisen. This orientation has been offered for nearly four years.
- Climate Workshop for Chairs  
Developed by the Women in Science and Engineering Leadership Institute, the three-part “climate” workshops engage small groups of department chairs in

discussions about the professional atmosphere in their own departments. A brief departmental climate survey of chair, faculty, staff, and students, administered between the first and second workshop, allows chairs to identify specific issues of concern for their departments. This program is funded through a grant and was started three years ago. It is well received.

- Department Chair's Toolkit (Online)  
The Chair's Toolkit provides helpful links to important campus offices, policies, programs and other resources of interest to and in support of chairs of academic departments. This online resource is sponsored by the Office of the Provost.

### *Ohio State University*

The Organization and Human Resource Consulting (OHRC) group in the Office of Human Resources at Ohio State University provides quality consultation, organization development, and training services for staff and faculty to enhance organizational effectiveness and efficiency. OHRC creates and coordinates learning experiences for emerging and existing leaders to discover their strengths, enhance their skills, maximize their potential, and improve their relationships and work effectiveness.

- Academic Leader Development and Seminars  
The Offices of Academic Affairs and Human Resources collaborate on orientation and ongoing development opportunities for academic leaders including deans, associate and assistant deans, department chairs, and school/center directors. The program consists of a series of seminars over the course of a year that address such issues as leader roles and responsibilities, promotion and tenure, faculty review and development, evaluating instruction, legal issues, managing staff, and financial stewardship. The seminars, scheduled at the end of summer and prior to the beginning of the autumn quarter, are designed primarily for new academic leaders; however, all academic leaders are encouraged to attend all sessions as new material is provided every year. A sampling of topics includes "What Are Deans and Chairs Really Responsible For?" "How Academic Leaders Should Handle Sexual and/or Romantic Relations In and Beyond Their Departments;" "What's Prohibited and What's Permissible Under Ohio Law - Overview of Prohibited Conduct Including Conflicts of Interest."
- President's and Provost's Leadership Institute (PPLI)  
The program focuses on long-term faculty leadership development, its goal being to help leaders develop themselves and their leadership skills so as to become highly effective in the academic environment. The emphasis in the workshops and program activities is on the nature of effective leadership, rather than on the tasks for which academic leaders are responsible. The two-year Leadership Institute uses a variety of learning experiences, including a series of twelve experiential workshops, a project developed and completed by each participant, a mentoring relationship with an experienced academic leader, small and informal interactive

lunches with University leaders, and lunch presentations by University leaders.

- Books and Breakfast  
This program is offered to academic and administrative leaders from the Director level to the President's Cabinet level. Invited participants receive a book related to leadership issues and read it before each program. At the breakfast program, a University leader speaks briefly about his/her learning from the book, followed by participant discussion in small groups. The program is held three times per year. The leadership development program is sponsored by OHRC and the Office of Academic Affairs.
- The Leading Edge  
The Leading Edge is a series of intensive learning experiences for faculty and staff to maximize interaction between participants and between participants and program facilitators. The program is limited to a maximum of twenty-five individuals at a time. It is strategically targeted for mid-level staff managers and leaders. Applicants must have at least two years of experience at OSU and are selected based on their demonstrated leadership potential.
- Multiple Source Feedback  
OHRC consultants collaborate with faculty and staff leaders to determine appropriate strategies to solicit feedback from individuals such as colleagues, direct reports, supervisors, and so forth. The consultants identify assessments that may be suitable, or they may design customized processes specific to the leader's context. The consultants analyze and report data findings, interpret the data, and identify action steps and timelines.
- Coaching for Leaders and Managers  
OHRC consultants are available to work individually and confidentially with faculty and staff leaders and managers to attain desired results in leadership or management roles. Coaching is leader driven rather than consultant driven and lasts as long as the leader or manager finds it beneficial.

### *Cornell University*

- Faculty Leadership Development Program  
This five-day program analyzes the role of leadership in the academic setting and examines the competencies and skills needed to perform the role successfully. Participants examine and practice techniques and tools for understanding themselves and others, setting direction, communicating with individuals and groups, building teams, conducting effective meetings, appraising and coaching performance, resolving conflict, and leading change. Outcomes include enhanced self-awareness about personal style and impact, enhanced interpersonal communication skills, greater team-building skills, and a better understanding of the dynamics of change at an organizational level. The Faculty Leadership Development Program is in

its second year, and the first iteration was very well received. Participation in the program is voluntary.

- Faculty - Effective Interaction in Organizations  
The content of this two-day program is driven by faculty needs and facilitated by Organizational Development Services in partnership with Cornell Interactive Theater Ensemble. The program is well suited to a smaller group (8-15 participants). The first day focuses on the faculty role as institutional agent. With the help of theater, faculty explore the role of agency in building relationships through effective expectation setting, performance management, and management of situations involving some human resource-related law. The second day shifts the focus to challenging interactions in which faculty cannot readily use authority to dictate outcomes. Outcomes include enhanced awareness of the expectations Cornell sets for faculty in their role as agents of the University, increased ability to address job performance, climate issues, potential legal situations, and a framework that allows faculty to work through complex interpersonal challenges while maintaining and building relationships. This program has been offered for three years. It grew out of a Supervisor Development Program, which was open to both staff and faculty. About fifty faculty members have participated to date.
- Proposed: Department Chair Leadership Program  
A comprehensive, 10-day program designed to help current and future department chairs and other academic leaders critically examine the role of the department chair, and develop the knowledge, skills, and abilities for leading and managing an academic department. Participants learn how to become more effective and productive in running an academic department and discover ways to mobilize, develop, and lead others. The program is divided into two five-day modules, which are presented twelve weeks apart. The first module, entitled “Leadership for Department Chairs,” focuses on self-assessment, individual and group challenge, and peer support. Participants use a variety of techniques to develop a model of effective leadership, which they then use as a baseline to work in teams with colleagues from their own institution to identify and deal with a set of individual and departmental challenges. These experiential exercises help individuals get to know each other and facilitate group trust, relationship building, and group process while at the same time addressing real issues.

The second five-day program module, entitled “Operational and Change Management for Department Chairs,” focuses on the critical aspects of effective management and key functional strategies for managing change and daily operations of an academic department. In this module, the participants and their teams engage in a variety of practice and skill-building exercises to develop and implement a strategic plan, determine a budget, coach and evaluate faculty, and build a supportive team. Participants learn how to facilitate group dynamics and conduct effective meetings, design and build project teams, and negotiate and resolve conflict.

The specific content of this program is still under development. OHR, in collaboration with the Vice Provost for Faculty Development, will be conducting Chair focus groups to further inform the development process.

- Faculty Leadership Reunion  
This is a new program for the alumni of the Faculty Leadership Development Program. It is designed as a half-day seminar focusing on topics of interest to faculty administrators. The Reunion seminars focus on work-life issues, a topic identified in a faculty survey, and will help participants to improve leadership skills in creating an effective work climate in their departments.
- Under Consideration: Chair Manual, either in print or online format  
It is envisioned that this resource will cover such areas as development of a strategic plan, promotions, disciplinary action, and so forth.

### *University of Michigan*

- Just-in-Time Training for Chairs  
The three largest departments on campus—the Medical School, Engineering, and Letters and Sciences—do “just-in-time” skills training two months before a report or request is due. Training topics covered include tenure, recruitment, budget, and promotions. The trainings are 1.5 hours in a classroom format.
- Orientation for New Chairs  
In Fall 2007, Michigan is launching a campus-wide Orientation for New Chairs. The topics will be broader issues relevant to expectations of the position, including working with colleagues or balancing academic and administrative responsibilities (the average Michigan faculty member teaches four courses per year, and department chairs get 50 percent release time). Specific content is still under development.
- Leading Excellence: The Role of Full Professors at Michigan  
In Fall 2005, Michigan launched this program for faculty who have just been promoted to full professor (the highest rank). The program provides training in how the University works, how central decision-making works, and the big “aspirational” questions—why one might want to take on a leadership role. To date, this training has been rolled out only to a few large departments.
- American Council on Education programs  
Michigan also sends faculty leaders to American Council on Education programs on managing meetings and managing staff.
- Michigan is part of the Committee on Institutional Cooperation (see separate entry under “National Programs”).



### *University of Minnesota*

Minnesota's Office of the Vice Provost for Faculty and Academic Affairs and the Office of Human Resources offer programs separately and in partnership. Faculty also participate in national leadership programs. One purpose of the Office of the Vice Provost for Faculty and Academic Affairs is to provide faculty development opportunities across the faculty lifespan.

- Provost's Department Chairs Leadership Program  
This program is a collaboration between the Provost's Office and the Office of Human Resources. The year-long program is open to all new heads and chairs. Participants meet once a month for four hours, and a variety of topics of interest to faculty leaders are covered, such as, "leading and fostering a supportive department," "planning and managing finances," "dealing with difficult issues," and "strategic planning and change."
- New Faculty Orientation  
A three-day session held in August of each year covers a wide variety of issues relevant to faculty development, such as organization of the University, system administration, faculty governance, information technologies, and online tools for faculty.
- Grant Writing Seminar  
A one-day seminar is offered each semester.
- Brown Baggers  
OHR offers brown bag lunches on such topics as conflict management, team building, and performance management.
- Resources for Chairs and Heads of Academic Departments  
Offered by the Office of Human Resources, these resources include online tools and on-demand workshops, such as an Emotional Intelligence Workshop.

### *University of Virginia*

The Leadership Development Center at the University of Virginia runs a variety of programs for faculty and staff.

- Executive Leadership Program  
The Executive Leadership Program is for nominated candidates and accepts staff and faculty in high-level academic positions. The focus is on developing effective leadership by examining the strategic agenda of the University in depth, and on developing personal leadership qualities. The program includes required group sessions, an opportunity to meet individually with an experienced executive coach, an opportunity to exchange perspectives with other participants, and written briefings



posted on the internet for review. Participants attend five half-day program sessions spread over four months. Five hours of independent work is required between group sessions. The cost per participant is \$2,275.

- Executive Coaching Program  
The Executive Coaching Program is designed for senior academic and administrative leaders who want to develop new perspectives on leadership skills. Coaching is voluntary, confidential and tailored to the expectations and schedules of the individual. Each participant pays a \$250 initial fee.
- Customized programs and services  
Services are available on a stand-alone or ongoing basis to faculty as well as to departments or other University groups. Programs offered include organizational consulting, team building, retreat planning, leadership workshops, and conferences.

### *Carnegie-Mellon University*

The Department of Human Resources at Carnegie-Mellon University manages Learning and Development programs on campus.

- Faculty and Staff Leadership Symposium  
Carnegie Mellon presents a one-day Faculty and Staff Leadership Symposium. The program focuses on leadership development; i.e., providing the strategies, information and resources to enable faculty and staff to achieve organizational goals. In addition, the Symposium offers a variety of sessions in the areas of Leadership Development, Management Practices, Legal Updates, and Culture and Workplace Environment. Attendees may concentrate on one area of focus, or mix and match sessions from the tracks to meet their needs.
- Carnegie-Mellon Interactive Theatre  
Interactive Theatre presents scenarios to foster awareness and dialogue on such sensitive issues as diversity, sexual harassment, and workplace relationships.
- Learning and Development Seminars  
Offered throughout the year, these seminars cover a variety of topics including leading people, Oracle financials and procurement training, research administration, and computer education. Some seminars are presented as “Lunch & Learn,” where attendees “bring the lunch and take home the learning.”

### *University of Texas-Austin (UTA)*

- Annual Workshop for Department Chairs and Organized Research Unit Directors  
UTA holds an annual workshop for Department Chairs and Organized Research Unit Directors, which is run under the sponsorship of the Office of the Executive Vice President and Provost. The workshop lasts for two days and appears similar in structure and content to Berkeley’s New Deans and Chairs Retreat. The agenda for the retreat includes administrative topics such as the University budget process, legal issues (including employee relations, complaints, and grievances; crisis management), human resources, and the evaluation and promotion of faculty members. The workshop, which has been in existence for 10 years, is not mandatory, but attendance is strongly encouraged by the Provost. It is billed as an opportunity for Chairs and ORU Directors to meet and network with their peers. Feedback, by means of a survey, has been very positive. Sessions are reviewed annually and revised based on participant responses. The program is considered generally effective.

### *Pennsylvania State University*

Penn State has been providing faculty and staff with a variety of professional development opportunities for enhancing job performance, career growth, and personal goals for more than 50 years.

- Professional Development Program  
Penn State Human Resources Center manages the Professional Development Program, which addresses such topics as career development, communication, leadership and management, and teamwork.

There are many programs offered under each of the previously listed topics; they are presented as workshops in a series format. Attendees are free to choose specific topics or multi-sessions that meet their professional development needs.

- Penn State is part of the Committee on Institutional Cooperation (see separate entry under “National Programs”).

## National Programs

### *Council of Graduate Schools*

The Council of Graduate Schools is a national organization (of which UC Berkeley is a member) whose mission is “to advance graduate education in order to ensure the vitality of intellectual discovery and to promote an environment that cultivates rigorous scholarship.”

- New Deans Institute and Summer Workshop  
This workshop is offered yearly during the summer for newly appointed deans of member graduate schools. The program lasts for several days (usually from Saturday through the following Wednesday) and focuses on topics such as the following:
  - “Freshman Deans’ Reflections,” where “sages of the graduate deanery speak to newcomers about how to be as effective as possible in their graduate school roles.”
  - “Governance and Organization,” which is focused on “how graduate deans work with current organizational and governance structures within their institutions.”
  - “Budget and Staff Management Strategies,” where strategies are shared for “making difficult management decisions that often confront deans, including those that involve budget and personnel.”

Additional information and agendas for previous institutes can be found on their website at: <http://www.cgsnet.org>.

### *Committee on Institutional Cooperation (CIC)*

The CIC is a consortium of 12 research universities, including the 11 members of the Big Ten Conference and the University of Chicago.

- Department Executive Officer Training  
Each member institution sends five people per year to the Department Executive Officer (usually chairs) training in Chicago. This program covers topics involving departmental leadership skills, and emphasizes in-depth analysis of case studies, focusing on the challenges facing chairs. Trainers, provosts, and invited participants are all involved in identifying timely and appropriate topics and in planning the program. The seminars create the opportunity for a group of the best department chairs and heads from each institution to meet and share best practices with some of the best chairs and heads from the other CIC institutions, thus creating a cross-disciplined CIC collaborative culture at the departmental level.

- Academic Leadership Program  
The Committee also offers the Academic Leadership Program to provide an opportunity to develop the leadership and managerial skills of faculty on CIC campuses who have demonstrated exceptional ability and administrative promise. The program is specifically oriented to the challenges of academic administration at major research universities and is designed to help faculty members prepare to meet them.

## University of California Campuses

### *University of California, Irvine (UCI)*

The Human Resources Organizational Development and Training unit at UC Irvine (UCI) offers a selection of programs geared toward enhancing leadership and management skills of faculty and staff to better serve the campus at large. The goal is to provide development and training opportunities not only for faculty and staff in their current positions, but also catering to those high-potential individuals identified for becoming future senior administrators at UCI.

- Leadership Academy for Academic Units  
The UCI Leadership Academy for Academic Units is designed to prepare 20 to 30 high-potential employees (both faculty and staff) to possibly assume positions of leadership within the University. To develop the leadership skills and be able to replace capable leaders as they retire, University Extension and Human Resources have recently partnered to create this Academy. The target audience for this program is the identified high-potential individual who could become a future assistant dean or high-level management services officer (MSO). The program offers high-quality training and has strong visibility within the UCI community. The program is for seven months, consisting of two-day, face-to-face meetings/classes each month. Comprehensive topics covered in the curriculum include principles of leadership, relationships and interrelationships, financial planning and budgeting, capital planning, academic and staff best practices, ethical dilemmas, academic senate and its role in governance, the role of dean and assistant dean, writing proposals, and organizational and communication skills.

### *University of California, San Diego (UCSD)*

UCSD is looking to establish more formal training programs for chairs, deans, and faculty supervisors at their main campus. Currently the campus has ad hoc training for sexual harassment prevention.

- Quarterly Training  
Currently, chairs and deans attend a quarterly training (four times per year). The initial meeting provides an orientation to the role of a department chair or dean

with successive meetings focusing on a particular relevant topic: ethics, employment law, employee relations, financial management, and so forth. Outside speakers are also invited to present, adding a broader perspective while sharing knowledge and insight of value to participants in their positions. These quarterly trainings have been in place for some time and are mandatory campuswide. The trainings became mandatory only after results of a campuswide survey revealed low staff morale, poor communication between faculty and staff, and staff feedback that training for academic leaders was inadequate and faculty did not know policies necessary for them to perform successfully.

UCSD evaluates the effectiveness of the quarterly trainings by surveying participants immediately following the trainings. The response has been mixed; some years the feedback is positive, other years it is not. Participants have shown a positive response to the employee relations training but disliked other “soft” topics, such as conflict management and role of chair or dean as a leader. Participants prefer concrete material that is specific to UCSD and relevant to their daily life. Evaluations have also shown that participants prefer the delivery and exchange of information by former academic leaders (their peers) instead of outside trainers, because the topics are considered more concrete and relevant.

### *University of California, San Francisco (UCSF)*

UCSF conducted a survey in 2001 and, based on results, recommendation was made by the Task Force on Faculty Life for a new position for Director of Mentoring and implementation of a leadership program. Numerous vendors were reviewed, including an internal group, and the finalist, Coro Center for Civic Leadership, a nationally known leadership training organization based in San Francisco, came onboard two years ago.

- Coro Training

The training program is open to all faculty members, tenured and nontenured, and women are especially encouraged to apply. With no prior experience of applying their program in an academic setting, Coro has adapted their existing format to meet the needs of UCSF. There are only 32 participants allowed per year through a competitive selection process and 100 percent attendance is required. The program consists of a six-hour interactive seminar every other week (a total of 65 hours) during which participants are exposed to learning opportunities to increase their knowledge, awareness, and connections to the UCSF community. Coro trainers serve as coaches and guides to assist participants in their leadership development process. Coro training emphasizes culturally competent, collaborative and results-oriented leadership skills based on the conviction that individuals, provided with a broad array of tools, methodologies and experiences, create systemic change. Some benefits of participation include an enhanced ability to leverage understanding to improve governance and affect decision making, take more risks with creative leadership, develop a support network with other emerging leaders, and activate collaboration among unlikely allies.

Response to the program has been enthusiastic, and Coro has taken the feedback and made adjustments to their program accordingly. The program is free to both the faculty member and the department and is currently being paid for by central funds, although they hope to get permanent funding from the Chancellor by next year.

The start-up costs during the first year totaled \$100,000.00, which included the initial set-up fees. This year and subsequent years, the costs are expected to be lower.

Encouraged by the participation in this program, UCSF is looking into developing a similar format for a staff leadership program, again partnering with Coro to create this program.

A one-stop shop designed for faculty to find information and links to critical campus resources can be found at the following website: <http://academicaffairs.ucsf.edu>.

### *University of California, Berkeley (UCB)*

- Deans and Chairs Retreat  
The Retreat is a two-and-a-half day conference hosted annually by the Office of the Executive Vice Chancellor and Provost. With learning to be an effective chair or dean as its primary focus, three important goals of the retreat are to ensure that deans and department chairs are well informed, highly motivated, and ably supported in the conduct of their work. A range of topics are covered during the program, from obtaining a grant to investigating faculty compensation, handling a possible conflict of interest or recruiting a new faculty member, official procedures and guidelines to be followed when engaged in crafting new programs and policies, introduction to the cultural practices that operate on the Berkeley campus, faculty compensation, graduate student recruitment, fundraising, media relations, government affairs, tenure appraisals, academic personnel and case preparation, and employment search training.
- Chairs Toolkit  
This resource provides helpful online links to policies, procedures, and other resources of interest to chairs of academic departments. Links include academic and faculty affairs, business and finance administration, environment and safety, and many more.
- Council of Deans  
The Council plays a central planning role for undergraduate education, with particular attention to issues and policies that cut across the colleges and professional schools. This group consists of the most senior administrator in charge of undergraduate programs in each of the five colleges and in those professional schools that have at least one undergraduate program. The Council meets every two weeks. Some of the council members hold additional informal meetings with their col-

leagues to share and discuss relevant information presented during the biweekly meetings.

## STAFF DEVELOPMENT PROGRAMS

### *University of Wisconsin, Madison*

- Department Administrator Certificate Program  
The Department Administrator Certificate Program strives to guide individuals in their professional pursuits. By enhancing administrators' knowledge of the University and assisting them in supporting their departments, the program encourages administrators to become more effective and successful managers and supervisors. Participation in the program is by nomination from the administrator's Dean's office. The program is sponsored by OHR.

### *University of Illinois at Urbana-Champaign*

The Office of Human Resources offers career enrichment resources at University of Illinois at Urbana-Champaign. Additionally, an Academic Professional Development Fund (APDF) is available for professional staff members to take advantage of professional development opportunities. The Office of the Provost manages this fund, and \$50,000 per year is available in APDF awards, although a matching contribution from the applicant's unit is normally required.

- Human Resource Development Units  
The Urbana-Champaign campus maintains Human Resources Development (HRD) units, which are separate from the Office of Human Resources. HRD provides employees with training opportunities that promote career development, as well as enhance personal and professional growth. Training for Business Professionals ("T4B") offers customized professional development and training for businesses, higher education, and individuals wanting to improve their skills and knowledge.
- Senior Leadership Seminar Series  
Each year, new senior administrators receive an invitation to take part in the Senior Leadership Seminar Series program, which is a year-long orientation and informational program for new campus administrators. Monthly meetings are planned from September through June on various topics presented at workshops, lectures, tours, and networking opportunities. These activities are all planned to fully orient and assimilate new administrators to the campus. Participants are not required to attend all meetings, but instead are encouraged to take full advantage of this opportunity. Participants can sign up as their schedule allows. There is no cost to participants or departments; this program is sponsored by the Office of the Provost and facilitated by the Office of Training for Business Professionals (T4B).



## *University of California, Irvine (UCI)*

The Human Resources Organizational Development and Training unit at UC Irvine (UCI) offers a selection of programs geared towards enhancing leadership and management skills of faculty and staff to better serve the campus at large.

- Management Skills Assessment Program (MSAP)  
MSAP is offered to all career employees who are full supervisors, entry level managers, or professional staff (Assistant III equivalent or above). The program is designed to be most challenging to those who are aspiring managers or relatively junior managers as well as staff members who are senior in their technical specialty but whose background or skills in management need enhancement. The activities designed for MSAP provide supervisors and their employees with a framework for discussing the employee's managerial skills and for exploring skill development opportunities.
- Business Officers Institute (UC BOI)  
This system-wide institute was developed by the Office of the President for providing a core educational program whereby managers could enhance their management skills and support the leadership in positioning UC for sustained excellence. With the goal of ensuring that business management practices are responsive to the complex and changing UC environment and establishing consistent management techniques and increased accountability in conduct while minimizing legal and institutional risk, academic and non-academic participants who have responsibility for managing key UC resource areas are encouraged to attend. The institute takes place over a three-day period, twice each year and is offered, alternately, in northern and southern California. Fees are covered by the Office of the President, except for travel expenses.
- UCI Business Officer Institute (BOI)  
The UCI Institute was developed as a follow-up to the system-wide institute and presents similar topics with a focus on the issues, practices and resources available at UC Irvine. The UCI program is offered once each year, and provides managers with additional education in ethics in management, UCI budget process, audit management, space and facility management, environmental health and safety issues, information technology, policies and procedures, human resources, and leading organizational change. The institute takes place over a three-day period at the UC Irvine campus.
- Staff Workshops  
Academic Personnel offers a variety of workshops designed for experienced staff who want "refresher courses" as well as for new staff who seek "in-depth training". Departments are also encouraged to send employees who occasionally provide backup support to the unit. Topics covered in these workshops include Academic Personnel Basics, Academic Review Process-Faculty, and Appointment



Process - Regular Ranks Faculty, and additional sessions covering subjects related to specific types of appointments (lecturers, research titles).

### *University of California, Los Angeles (UCLA)*

Managers and future managers can improve their effectiveness in their current roles and prepare professionally for career growth. Programs include a certificate series in fundamentals of supervision, assessment centers of management competencies, UCLA management seminars offered in partnership with the Anderson School, system-wide conferences for business officers, and a UC institute focused on managing people.

- Management Seminar Series

Management Seminars offer quarterly, half-day workshops for UCLA managers in a partnership between Campus Human Resources' Training and Development and UCLA's Anderson School Executive Education Program. Each year's program is organized around a theme of topics relevant to current issues and emerging management trends. These seminars offer unique professional development for University leaders by world-class faculty. They feature relevant tools and approaches that have direct impact on improving organizations, innovations in management education and engage participants and their colleagues in intellectual stimulation and learning. Participating managers can:

- Gain first-hand access to distinguished faculty
- Learn about research-based practical applications for organizational success
- Sharpen organizational and leadership skills
- Receive powerful techniques that can be immediately implemented at work
- Interact with UCLA colleagues who share similar workplace challenges

The theme for 2007 is *Winning the Talent Game: Nurturing and Maintaining Your Talent Pipeline*. As important as financial capital is to success, the most important asset is human capital. Talented, motivated employees drive the peak performance of our functional areas. And with demographers predicting increasing numbers of retirements, it is imperative to focus on managing your talent pool and plan for succession and transition. This year's program will cover key topics of a successful talent management process. Participants will spend time in each session working with the faculty on how to implement a successful talent management plan in their own areas.

Past seminar themes included the following:

- 2001: Leading the Future
- 2002: Power and Influence
- 2003: Oh Brave New World: Meeting the Challenges Facing Public Universities in this Economy
- 2004: Sustain Your Spirit: Enhancing Employee and Personal Motivation During Challenging Times
- 2005: Profiles in Leadership: Translating Vision into Reality
- 2006: Constructing the Future: Strategic Planning for Excellence

Each year's program is announced near the start of the calendar year in campus-wide announcements. Workshop descriptions are posted and available for enrollment to employees in PSS 5 classifications and above in the SkillNet system.

- Management Skills Assessment Program (MSAP)  
Previously detailed under University of California, Irvine.
- Business Officer Institute (BOI)  
Previously detailed under University of California, Irvine.
- UC Leadership Institute (UCLI)  
UCLI is a residential program for UC managers (those who supervise supervisors or who have major programmatic responsibilities.) Over a three-day period, UCLI will equip managers with the skills, knowledge and professional networks they need to be effective leaders at UC, today and in the future. Attending UCLI will help participants develop into leaders who:
  - Understand and integrate UC's strategic goals into their daily work
  - Better understand people management issues and practical ways to approach them
  - Create networks for information, support, advice and practical applications
- Supervisor's Toolkit  
The Supervisor's Toolkit is designed to offer a dashboard of subject tools and information that a typical supervisor needs to quickly and successfully deal with day-to-day responsibilities. The subjects covered range from appropriate processes and procedures to determining the course of action in a given situation.
- Staff Enrichment Program (SEP)  
This one-year program offers entry-level staff employees both vocational and professional development and a career path toward professional opportunities. Program components include monthly seminars, team projects, career coaching, department presentations and creation of a professional portfolio. A stipend of \$500 is allocated to program members for educational opportunities. This program

has been serving the University since 1979 with these goals:

- Offer staff employees vocational and professional development experiences and a career path toward professional opportunities.
- Provide the campus with a pool of skilled applicants to meet the challenges of UCLA's changing environment.
- Achieve a more diverse, professional workforce to meet the operational needs of the University.
- Encourage career development opportunities through workshops, partnership experiences and department projects.

Recruitment for the Staff Enrichment Program begins in the fall of each year.

- Professional Development Program (PDP)  
This one-year leadership development program provides participants in PSS 2-6 classifications with opportunities to enhance professional and management skills, build professional networks, and learn about the structure and culture of the University. Program components include a 21/2 day off-site retreat, monthly seminars, Buddy Program, Brown Bag sessions, structured mentorships, team projects, 360-degree assessment and career coaching. PDP was launched in 1994 to provide the University with highly trained and qualified staff prepared to move into leadership positions. The program provides participants with an opportunity to enhance management skills, build professional networks, and learn about the structure and culture of the University.

### *University of California, Davis (UCD)*

- Business Officers Institute (BOI)  
This system-wide institute detailed earlier under UCI, has had a very positive response from the UC Davis campus. To date, 585 individuals have participated in the BOI.
- Management Skills Assessment Program (MSAP)  
Detailed earlier under UCI.
- University of California Leadership Institute (UCLI)  
Detailed above under UCLA.

### *University of California, Berkeley (UCB)*

- Business Officers Institute (BOI)  
This system-wide institute detailed earlier under UCI.
- Management Skills Assessment Program (MSAP)  
Detailed earlier under UCI.

- ICE - Interactive Course Enrollment System  
Although designed for staff and faculty, the current offerings focus on supporting staff needs and enhancing skills in the workplace in a variety of disciplines.
- Center for Organizational Effectiveness (COre)  
COre helps campus leadership identify, plan and implement strategic change for UC Berkeley. This is accomplished by facilitating strategy planning and implementation, organizational assessment, leadership development, and work process improvement. Self-study tools developed by COre are available on their website; these include strategic planning, strategic thinking, and developing purpose statements, along with links to valuable resources and events.
- The Career Place, Career Development  
Helpful website to access resources for developing staff and meeting personal career goals. Provides listing of self-help development tools and opportunities, motivational testimonials, and helpful links at UC Berkeley.
- Leadership Development Program  
The Leadership Development Program (LDP) provides an opportunity for Berkeley to develop highly skilled and motivated leaders prepared to meet the challenges of the campus' changing environment. LDP strengthens leadership competencies and practices.

Program highlights include:

- A 13-month program for 25 participants
- Multi-source assessment of leadership competencies
- Individual sessions with a professional development coach/career counselor
- Conversations with senior campus leaders
- Classes and skill-building opportunities on various topics
- Analytical project work done in a team
- Individual sessions with a campus mentor

## APPENDIX 12. BENCHMARKING AND OTHER RESOURCES

### University of Wisconsin, Madison

**Contact:** Mo Noonan Bischof, Assistant Vice Provost, Office of the Provost  
[mabischof@wisc.edu](mailto:mabischof@wisc.edu), Tel. 608-265-4413

**Website:** <https://fpm-www3.fpm.wisc.edu/ohrd/>

### Ohio State University

**Contact:** Organization and Human Resource Consulting at (614) 292-2800

**Website:** <http://hr.osu.edu/ohrc/>

### Cornell University

**Contact:** Chester Warzynski, Director, Organizational Development Services,  
Office of Human Resources, [ccw7@cornell.edu](mailto:ccw7@cornell.edu), Tel. 607-254-8308

**Website:** <http://www.ohr.cornell.edu/careerDev/index.html>

### University of Michigan

**Website:** <http://www.umich.edu/~hrd/>

### University of Minnesota

**Websites:** <http://www.academic.umn.edu/provost/faculty/index.html>  
<http://www.academic.umn.edu/provost/faculty/development.html>  
<http://www1.umn.edu/ohr/leadership/>

### University of Virginia

**Website:** <http://www.virginia.edu/ldc/>

### **Carnegie-Mellon University**

**Website:** <http://www.cmu.edu/>

### **University of Illinois at Urbana-Champaign**

**Websites:** <http://www.uiuc.edu/>  
<http://www.T4B.uiuc.edu>

### **University of Texas–Austin (UTA)**

**Contact:** Kim Snyder, Office of the Executive Vice President and Provost

**Website:** <http://www.utexas.edu/provost/>  
<http://www.utexas.edu/hr/ts/index.html>

### **Pennsylvania State University**

**Website:** <http://www.ohr.psu.edu/hrdc/programs.cfm>

### **Council of Graduate Schools**

**Website:** <http://www.cgsnet.org>

### **Committee on Institutional Cooperation (CIC)**

**Websites:** <http://www.cic.uiuc.edu/programs/DEO/index.shtml>  
<http://www.cic.uiuc.edu/programs/ALP/index.shtml>

### **University of California, Irvine (UCI)**

**Contacts:** Bob Kumamoto, Organizational Development and Training Specialist,  
(949) 824-5429  
Bonni Stachowiak, Organizational Development and Training Manager,  
(949) 824-9084

**Website:** <http://uci.edu/administration.shtml>  
(select Human Resources ->Organizational Development and Training)

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### University of California, San Diego (UCSD)

**Contact:** Jennifer J. Collins, VC – Academic Affairs, UCSD  
jcollins@ucsd.edu  
**Website:** <http://academicaffairs.ucsd.edu/>

### University of California, San Francisco (UCSF)

**Contact:** UCSF, Cynthia Lynch Leathers  
Director, Academic Personnel, (415) 476-2888, [cal@acadpers.ucsf.edu](mailto:cal@acadpers.ucsf.edu)  
Coordinates CORE Center for Civic Leadership (see below)

### University of California, Los Angeles (UCLA)

**Contact:** UCLA, Campus Human Resources, Training and Development  
Phone: (310) 794-0850 | Fax: (310) 794-0855  
**Website:** <http://map.ais.ucla.edu/portal/site/UCLA/>  
Select “Human Resources” then “Management and Supervision” and/or  
“Training and Development”

### University of California, Davis (UCD)

**Contact:** Kelly Crabtree, MSAP Director , kacrabtree@ucdavis.edu  
(530) 752-6381, Fax: (530) 752-4744  
**Website:** [http://www.hr.ucdavis.edu/Learning\\_and\\_Development](http://www.hr.ucdavis.edu/Learning_and_Development)

### University of California, Berkeley (UCB)

**Websites:** <http://hrweb.berkeley.edu/ice/home/>  
<http://core.chance.berkeley.edu/>  
<http://thecareerplace.berkeley.edu/>  
<http://hrweb.berkeley.edu/ldp/ldp.htm>

## Additional Resources

- In our interviews, several deans recommended the following **book** as an excellent resource for new department chairs, as it addresses many of the difficult situations academic administrators may find themselves confronted with:

Gunsalus, C.K., *The College Administrator's Survival Guide*. Harvard University Press, Cambridge, MA, 2006.

In this book, a widely respected advisor on academic administration and ethics offers tips, insights, and tools on handling complaints, negotiating disagreements, responding to accusations of misconduct, and dealing with difficult personalities. With humor, C. K. Gunsalus applies scenarios based on real-life cases, examples from negotiation, law, and child-rearing to guide novice (and experienced) academic administrators through the dilemmas of management in not-entirely-manageable environments.

- Several deans recommended **seminars on fundraising provided by the Council for Advancement and Support of Education (CASE)** as having been very helpful.

Headquartered in Washington, DC, CASE is the professional organization for advancement professionals at all levels who work in alumni relations, communications, and development.

CASE helps its members build stronger relationships with their alumni and donors, raise funds for campus projects, produce recruitment materials, market their institutions to prospective students, diversify the profession, and foster public support of education. CASE also offers a variety of advancement products and services, provides standards and an ethical framework for the profession, and works with other organizations to respond to public issues of concern, while promoting the importance of education worldwide.

<http://www.case.org/container.cfm?CONTAINERID=40&CRUMB=2&NAVID=54>

- UC San Francisco selected **the CORO Center for Civic Leadership**, a nationally-known **leadership training organization** based in San Francisco, to develop a leadership program for their faculty administrators.

### Coro Center for Civic Leadership

**Contact:** Alexandra Cespedes Kent, Community Programs Manager,  
(415) 986-0521, ext.103\_

**Website:** <http://www.Coro.org>



## NOTES