



## Faculty Development Department

### *Academic Leadership (Department Head) Development*

### Research and Implementation Plan

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## Academic Leadership Development Overview

Effective leadership in any organization requires a complex set of competencies<sup>1</sup>. In the higher education setting this is especially true, given the nature of the university system (Middlehurst, 1993). Yet, individuals are not always selected for leadership positions in the academy based on the competencies required for leadership success. Rather, as Yelder and Codling (2004) found, promotion to senior management positions is most often based on individual contributor expertise, such as research capability.

Professional development is valued in higher education. Faculty members, for example, are given a number of years (seven on average) and multiple supports to develop expertise in their roles, through the tenure process. Most universities, however, fail to apply the same level of rigor to academic leadership preparation. Instead, it is assumed that if you are an effective faculty member, then you are bound to be good (or at least adequate) at being a department chair with no additional development (Wolverton, et al., 2005). Yet the roles require very different competencies.

Table 1 demonstrates that many Department Heads feel unprepared for the primary functions they are expected to fulfill.

**Table 1: Areas department chairs felt least prepared for (%)** (Wolverton, et al., 2005, p. 232)

RATING SCALE	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	(least prepared)			(most prepared)		

	RATINGS						Avg
Legal aspects of role	42.9	23.8	4.8	9.5	14.3	4.8	<b>2.18</b>
Budget	19.0	23.8	19.0	14.3	9.5	4.3	<b>2.39</b>
Balancing demands of position	23.8	23.8	28.6	4.8	9.5	9.5	<b>2.71</b>
Faculty evaluation and supervision	4.8	9.5	23.8	28.6	19.0	4.3	<b>2.76</b>
Building community in department	0.0	9.5	14.3	33.3	23.8	19.0	<b>3.33</b>
Time management	4.8	4.8	4.8	9.5	33.3	42.9	<b>4.66</b>

Given that Department Heads play such a pivotal role, yet are inadequately prepared for the role, it is apparent that investments in Department Head development will have a significantly positive effect on the academy. Determining the framework, content, and format for that development is the subject of this Implementation Plan.

<sup>1</sup> A competency is a characteristic of an employee that contributes to successful job performance and the achievement of desired results. These characteristics include knowledge, skills, and abilities plus other characteristics (often referred to as personal attributes) such as values, motivation, initiative, or self-control.

## Competency-based Approach to Development

For decades, organizations of all types have used a *competency framework*, or model for employee development. The Armed Forces, for example, relies on a competency framework for leadership development, as it aligns development and performance management processes, as well as clearly conveys what leaders are expected to do (Horey, et al., 2004). Bersin & Associates characterize leadership development programs that are based on core competencies as being more mature than those that are based on perceived topics of need or interest (Lamoureux, K, & O'Leonard, K., 2009).

Competencies are an effective tool for leadership development in higher education (Spendlove, 2007). A brief review of RIT's benchmark schools (please refer to Appendix 1 for more information) found the following universities have some form of competency development for leaders:

- Carnegie Mellon
- Case Western Reserve
- Cornell University
- Massachusetts Institute of Technology
- Rensselaer Polytechnic Institute
- Syracuse University
- University of Rochester

A cursory search for *any* university using a competency-based approach to academic leadership development uncovered the following universities (please refer to Appendix 1 for more information):

- Central Michigan University
- Florida State University
- Tufts
- University of Minnesota
- University of Wisconsin

A competency framework, or model<sup>2</sup>, defines each required competency for a given job role and provides examples of observable, measurable behaviors an individual would exhibit, if s/he were competent.

It is important to note that a competency model defines those competencies required for a given position and does not include those that are vital for success in the organization as a whole. Certain "core competencies" like honesty and integrity, while important, are not included in a position-specific competency model.

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<sup>2</sup> A competency model is a set of competencies that describe what successful performance in a job role looks like.

The University of Minnesota has developed competency models for all levels of academic leadership. The following excerpt from their framework (for what they classify as Senior Leader Level II) is an effective example of a competency model (University of Minnesota, n.d., p. 2):

<i>Competency title</i>	<b>Operates Strategically</b>
<i>Competency definition</i>	Aligns initiatives with the strategic priorities of the University; determines objectives and priorities; integrates information from a variety of sources to evaluate alternatives; adheres to defined principles when making decisions.
<i>Competency behaviors</i>	<ul style="list-style-type: none"> <li>• Defines and articulates a clear vision and priorities.</li> <li>• Aligns the strategic priorities of the unit with the direction and strategic priorities of the broader organization.</li> <li>• Understands and predicts trends that may impact the University and the unit.</li> <li>• Clarifies issues despite layers of complexity and ambiguous information.</li> <li>• Makes decisions using appropriate data.</li> </ul>

## Academic Department Head Competencies

Success in a Department Head role is especially challenging given the diverse set of responsibilities inherent in the role. A recent webinar conducted by the University Leadership Council (Enyeart, 2011) identified a number of trends leading to the increasing complexity of the academic leadership role, including diminishing resources, increased expectations for accountability, the decline of civility, and heightened tensions between faculty and administration.

According to Gmelch and Miskin (2010), the wide range of department chair responsibilities can be categorized in four distinct areas:

1. Faculty Developer

As a faculty developer, Department Chairs are responsible for recruiting, selecting, and evaluating faculty, and for providing the kind of support that enhances the faculty's morale and professional development.

2. Manager

As a manager, the Department Chair must perform the administrative functions of preparing budgets, maintaining department records, assigning duties to faculty, supervising non-academic staff, and maintaining finances, facilities, and equipment.

3. Leader

As a leader, the Department Chair provides long-term direction and vision, solicits ideas for department improvement, plans and evaluates curriculum development, and plans and conducts departmental meetings. This role also entails providing external leadership for the departments by working with constituents to coordinate department activities, representing the departments at professional meetings and, on behalf of the departments, participating in university committees to keeping faculty informed of external concerns.

4. Scholar

As a scholar, the Department Chair may also continue to stay involved in teaching, research and scholarship.

Department Head key competencies as defined in the report, *Developing Academic Leaders* (n.d., pp. 39-41), include:

- Strategic planning
- Management and organization of the department
- Communication
- Enabling a diverse and inclusive department culture
- Managing interpersonal relationships
- Maintain quality standards
- Command of campus policies and procedure
- Recruiting and hiring
- Faculty and staff development
- Resource allocation and budget management
- Fund raising and public relations
- Personal academic accomplishment

Senior-level leaders at a variety of universities in Great Britain were surveyed to identify the competencies required for leadership success (Spendlove, 2007). The results of that investigation are summarized in table 2.

The University Leadership Council (Enyeart, 2011) asserts the following academic leadership competencies are vital:

#### *Managing and Working with People*

- Managing Faculty and Staff Performance
- Cultivating Self-Awareness
- Facilitating Effective Teamwork
- Negotiation
- Dealing with Difficult People
- Instilling Accountability
- Managing Conflict

#### *Advancing Unit-Level and Institutional Goals*

- Aligning Unit and Institutional Goals
- Advancing Long-Term Objectives
- Managing Change and Transition
- Data-Driven Leadership
- Improving Financial Decision Making
- Strategic Resource Allocation
- Anticipating Financial Impact of Decisions
- Fundraising

## Applying a Competency Model

To be used successfully, competency models must be integrated with all human resources practices (Rodriguez, Patel, Bright, Gregory, & Gowing, 2002). According to the Society for Human Resource Development (Krell, 2001), organizations must not treat a competency model as a solution unto itself, rather they must apply a competency model to the full range of talent management processes.

The creation and implementation of competency models is synonymous with strategic talent management (also known as human resource management). A hallmark of strategic talent management is that it focuses on increasing workforce capability rather than on providing training (Sullivan, 2005).

The University of Minnesota (n.d.), as shown in table 2, uses their academic leadership competency model for a number of talent management processes.

**Table 2. Applying the Competency Model** (University of Minnesota, n.d.)

Employment Phase	Competency Model Use
Selection and Hiring	As basis for interview questions, search committee hiring guidelines, and selection criteria
Promotion	For assessment of employee readiness to be promoted
Performance Management	As framework for performance appraisal
Development	To identify competency gaps (360-degree multi-rater survey and self-assessment) and to develop individualized development plans

Whiddett and Hollyforde (2003) suggest competencies be used to create selection criteria, form the basis for reviewing performance, inform pay and reward decisions, and identify development needs.

**Academic Department Head Performance Management**

There is a strong relationship between competencies and performance management. In order for competencies to be utilized effectively, employees’ level of competence must be appraised (Pickett, 1998, Abraham., Karns, Shaw, & Mena, 2001). In other words, competencies provide a sound foundation for an effective performance management program (Pickett, 1998).

The University of Minnesota uses their leadership competency model for performance assessment. The following is excerpt of their competency-based performance assessment (University of Minnesota, n.d., p. 6):

*Operates Strategically*

Minimally Effective (1)	Effective (3)	Highly Effective (5)
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**Defines and articulates a clear vision and priorities.**

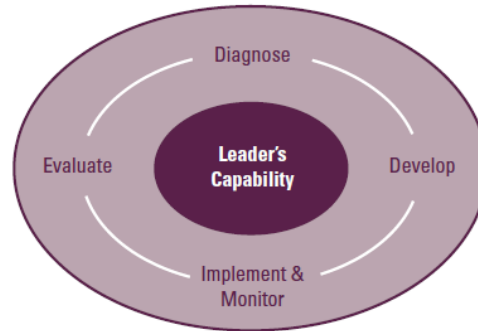
Does not define a vision and priorities that is clear and/or does not share it with others.	Defines and articulate a clear vision and priorities.	Creates a clear, shared vision and sets priorities that balance short-term needs with long-term plans.
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**Aligns the strategic priorities of the unit with the direction and strategic priorities of the broader organization.**

Pursues priorities within own area with little consideration of their fit with strategic priorities of the broader organization.	Aligns the strategic priorities of the unit with the direction and strategic priorities of the broader organization.	Fully aligns and integrates the strategic priorities of own area with the broader direction and strategic priorities; communicates the rationale.
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Scott et al. (2008, p. 105) propose a model for academic leadership development (increasing a leader’s capability), shown in figure 1. This figure suggests that academic leadership development begin with identifying the gaps in one’s capability, such as through a performance assessment process, and then addressing these gaps using a mixture of approaches to leadership development.



Formal leadership development	Practice-based learning	Self-managed & informal learning
<ul style="list-style-type: none"> <li>■ 360-degree programs</li> <li>■ higher education leadership seminars</li> <li>■ leadership programs run by university</li> <li>■ leadership programs run by external groups</li> <li>■ L&amp;T conferences</li> <li>■ completion of a tertiary qualification in leadership</li> </ul>	<ul style="list-style-type: none"> <li>■ mentoring</li> <li>■ 'shadowing'</li> <li>■ work placements</li> <li>■ exchanges</li> <li>■ custom-tailored learning programs</li> <li>■ study of real-life problems &amp; cases</li> <li>■ visits</li> <li>■ learning 'on the job'</li> <li>■ secondments</li> <li>■ use of 'teaching fellows'</li> </ul>	<ul style="list-style-type: none"> <li>■ peer group</li> <li>■ network in university</li> <li>■ network beyond university</li> <li>■ internet</li> <li>■ professional association</li> </ul>

**Figure 1: Model for Academic Leadership Development** (Scott et al., 2008, p. 105)

### ***Academic Department Head Development***

Building competence, also referred to as development, can take many forms: training, self-study, shadowing and mentoring, temporary assignments and special projects. By defining Department Head competencies, universities can assess the degree to which individuals exhibit those competencies and identify areas of needed development (gaps).

Research on adult and professional learning shows that the most effective development programs are “ongoing, relevant, focused on ‘real world’ dilemmas and problems common to a particular role; that they involve active learning, are peer supported by people in the same role, and are informed by an overall diagnostic framework that enables people to make sense of what is happening and to learn through reflection on experience and assessing the consequences of their actions” (Scott, Coates & Anderson, 2008, pp. 92-93).

Emerging best practice in academic leadership development, as reported by the University Leadership Council (Enyeart, 2011) includes:

- Year-long, skills-focused learning sessions, with a total of 20-40 contact hours each academic year
- Highly interactive learning sessions, designed with specific learning outcomes and based on sound pedagogy for adult learners, with limited lecturing
- Mentoring programs, including peer mentoring
- Development of a comprehensive resource portal

Reflective practice (most commonly 360-degree feedback) is often mentioned in the literature (Developing Academic Leaders, n.d.; Raines & Alberg, 2003) as a valuable means of development for academic leaders.

Bowling Green State University initiated a competency-based development program for academic chairs and directors. They found it effective to prioritize development efforts, given the busy schedules of Chairs and Directors and limited university resources. To prioritize, they identified the competencies with the highest potential impact on Chair and Director success. The priority order was based on criticality to the role as well as gaps in competence among current academic leaders (Aziz, et al., 2005).

Day's (2000) study of leadership development practices in academic and practitioner domains found the most common methods include:

- 360-degree feedback
- Coaching (often with a professional coach)
- Mentoring
- Peer networks
- Job assignments
- Project-based learning

Scott et al. (2008, p. 97) found the following six academic leadership development approaches are potentially the most effective:

- Learning on-the-job
- Ad hoc conversations about work with people in similar roles
- Participating in peer networks within the university
- Being involved in informal mentoring/coaching
- Study of real-life workplace problems and participating in peer networks beyond the university

### **Leadership Development Costs**

According to the University Leadership Council (Enyeart, 2011b), the average cost to pay an external expert to develop and deliver an academic leadership development training-based program is \$10K-\$12K per one-day session. Use of internal resources for training program design is equally expensive given that an average of 680 staff hours is typically required (Enyeart, 2011b). Delivery costs for an academic leadership training program developed internally, which includes a professional facilitator, materials and refreshments, can equal another \$100,000 annually (Enyeart, 2011b). For these reasons, universities often look to partner with other universities to share the costs, or to purchase a use license for preexisting training materials, which can be customized for the university's culture and competency model. Some universities fund a full-time, permanent position that is focused on the development and delivery of academic leadership program training materials.

In their study of leadership development programs in all business sectors, including education, Bersin & Associates found the cost of such training programs averages between \$533 and \$3,000 per employee (Lamoureux, K, & O'Leonard, K., 2009). Bersin & Associates researchers (Lamoureux, K, & O'Leonard, K., 2009) say the rising costs of leadership development have led to a focus on informal learning, such as mentoring and self-study materials.

## Leadership Development Benefits

In addition to considering the significant impact Department Heads have on the university and the resultant benefit from improving capability in this role, universities can expect to see other benefits of investments in Department Head development. For example (Enyeart, 2011a; Enyeart, 2001b):

- Increased Department Head satisfaction with the role leads to improved performance, longer length of service and greater ease of recruiting new Department Heads.
  - Longer length of service reduces recruitment and selection costs.
  - Greater ease of recruiting reduces costs and increases the level of quality in the candidate pool.
- As Department Head capability increases, the number and expense of lawsuits decreases.

Bersin & Associates research shows the return on investment in leadership development is strong, including (Lamoureux, K, & O'Leonard, K., 2009):

- Increased retention
- Higher employee productivity
- Better financial performance

## **Summary and Next Steps**

The Department Head role is both complex and critical to the effective functioning of the university. A variety of competencies are required to execute the diverse functions the Department Head is responsible for, yet selection of individuals for this role is rarely based on these competencies.

Competencies are an effective tool for leadership development in higher education (Spendlove, 2007). State-of-the-art talent management is based on a competency model, which is used to conduct performance assessment and determine development needs.

By adopting a holistic approach to academic leadership development, RIT is more likely to realize an increase in Department Head capability.

Based on the literature review and best practice models, we propose that RIT implement the following components of an Academic Department Head Leadership Development program in the short-term. These components are relatively low-cost and high-impact. In later years, additional components can be added, as recommended in the original report, *Academic Leadership (Department Head) Development: Research and Recommendations, 2011*.

Please refer to table 3 at the end of this section for the preliminary budget and timetable.

### **1. Competency Model**

Based on best practice competency models and RIT's mission, vision, values, and strategy, we propose the following draft Department Head Competency model be adopted. This competency model will be reviewed by Dean's Council and the final version shared with all academic leadership, for performance management and leadership development purposes as described in this section of the Implementation Plan.

## Enables Faculty and Staff Success

The competencies in this category relate to the management and support of department faculty and staff.

- Builds talent: Recruits and selects the best and brightest; creates a culture of high-performance; empowers others to succeed
  - Manages search committees to ensure fair and effective hiring decisions
  - Demonstrates a respect for diversity in all aspects of human resource management
  - Sets high expectations for performance
  - Clearly communicates performance expectations, standards, and measures
  - Continually monitors performance
  - Provides authentic feedback related to performance
  - Engages with faculty and staff to identify their career issues and aspirations
  - Provides opportunities for learning and growth
  - Establishes clear “line of sight” between institute strategy and individual responsibilities
- Fosters collaboration: Builds a network of support inside/outside of the department and RIT; builds high-functioning teams; grounds work on shared goals and institute strategy
  - Actively builds a community of support across the university
  - Makes data-driven recommendations and decisions to garner support
  - Is open to feedback and proactively seeks input from others
  - Freely shares expertise and support with others
  - Cultivates partnership inside and outside of RIT
  - Clearly communicates team’s purpose and expected outcomes
  - Provides tools to assist team in effective functioning
  - Models cooperation and mutual support
  - Rallies others around shared goals

## Enables Student Success

The competencies in this category relate to ensuring student success.

- Promotes adaptability: Builds an environment that encourages innovation; solves problems effectively; monitors environment to identify emerging trends
  - Encourages appropriate risk-taking
  - Is open to diverse ideas and perspectives
  - Challenges status quo
  - Uses data and other inputs to make informed decisions
  - Evaluates future impact of decisions
  - Actively seeks information on emerging trends
  - Uses information related to emerging trends to make improvements
  - Models flexibility and openness to change
  - Effectively communicates the value and benefits of change
- Builds service excellence: Develops mechanism to continually assess stakeholder needs and expectations; builds and improves processes and systems that deliver highest value to stakeholders; empowers others to create a service culture
  - Continually seeks input from stakeholders
  - Makes needed improvements, based on stakeholder needs and expectations
  - Identifies value-added services and activities
  - Considers how decisions and actions may directly and indirectly affect all stakeholders
  - Holds other accountable for civility and collegiality
  - Sets high expectations for service
  - Recognizes and rewards individuals who demonstrate a service mindset
  - Develops systems and processes that efficiently and effectively deliver needed services to stakeholders
  - Builds consultative relationships with stakeholders

## Advances Strategy

The competencies in this category relate to providing leadership in concert with institute and college strategy and goals.

- Operates strategically: Creates alignment between department goals and initiatives and college/institute priorities; creates a compelling vision for department; communicates direction clearly
  - Links activity to goals and priorities
  - Ensures activity is in alignment with institute priorities
  - Clearly defines and continually communicates a vision for department/teams
  - Builds coalitions of support for goals, priorities and vision
  - States and restates expectations, direction, and progress
  - Reduces ambiguity for others
  - Translates strategy into specific plans, with metrics to track progress
  - Continually monitors progress to towards goals
  - Develops and executes contingencies, as needed
- Executes effectively: Improves operations, demonstrates financial acumen; continually develops leadership and functional expertise
  - Balances time spent on planning with time spent addressing daily issues
  - Delegates to others to ensure efficient operation
  - Meets commitments and deadlines
  - Evaluates processes and practices to reduce waste and increase efficiencies
  - Allocates resources and manages facilitates to advance institute priorities
  - Uses sound financial planning and management practices
  - Seeks feedback from all stakeholders to increase self-awareness
  - Actively increases skill and knowledge
  - Operates with the highest level of honesty, integrity, and respect for all



## **2. Performance Management**

We propose that the Department Chair competency model, when complete, be used as one component of annual performance reviews. In this way, each Department Head will receive feedback in relation to each competency, and targeted, individual development plans to close competency gaps can be created.

## **3. Leadership Development**

The initial components of an Academic Leadership Development program for Department Heads that we propose to implement are described in this section of the Implement Plan.

### **Individual Development Plans (IDP)**

Each Department Head will complete a confidential self-assessment of their current level of proficiency, relative to the competency model. This assessment and her/his performance appraisal will then be used to create an individual development plan.

Suggested learning activities for each competency will be provided as a part of the IDP template. For example, RIT courses may be suggested to close competency gaps in skill areas like budgeting; special project assignments may be suggested to close competency gaps in areas like managing change.

### **Resource portal**

A resource portal, available from the Provost website, will be developed to include:

- Links to articles and other resources
- Procedural- and policy-related information
- Templates, such as for common correspondence
- Forms

The content for the portal will be identified in collaboration with the Deans and current, successful Department Heads.

## Mentoring

There are two forms of mentoring that will be implemented in support of Department Head development:

### 1. Peer mentoring

- The collective knowledge base and experience of peers can be comparable to a senior colleague (Moss, Teshima, & Leszcz, 2008, p. 230), so many universities adopt a peer mentoring model for development. In the peer mentoring model, groups of Department Heads meet and network with their peers across Colleges and the University. The nature of the meetings may be informal or focus on accomplishing specific learning objectives the group has defined for itself.

### 2. Group Mentoring

- Many universities rely on a group mentoring structure for faculty development, where one senior faculty member provides mentoring for a small group of protégés (Tansey & Enyeart, 2009). This same approach will be applied to Department Head development because the group mentoring framework (often referred to as a one-to-many model) is an efficient method for mentoring, especially in environments where the numbers of more senior individuals available or interested in serving as mentors is small compared to the number of individuals needing mentoring.

The format to initiate peer and group mentoring will be the Chair's and Director's meetings.

Rather than using these quarterly meetings to provide information or updates (this can be done via e-mail and/or the resource portal), this time will be focused instead on facilitated, peer and group mentoring.

The meetings will occur two times in each quarter. One of these quarterly meetings will be three hours in length and will include a one-hour, Provost-led component, followed by the component described below. The second of these quarterly meetings will be two hours in length, as described below.

- Only Chairs and Directors will participate to ensure confidentiality.
- Chairs and Directors will be assigned to groups of 8-10 (with a mixture of new and experienced members).
- An experienced and proficient member of each group will be selected to serve as facilitator. Each facilitator will be given a protocol to help them be effective in the role. Each facilitator will guide a conversation related to current issues and challenges as well as a pre-defined topic (Mason, Enyeart, Vljic, Miller, and Matovich, 2011):
  - Participant share-out is the first agenda item
  - Then, each person is given three minutes to report on current challenges and/or propose burning issues for discussion
  - Issues raised by the group are given primary importance
  - Through facilitated discussion, individuals get suggestions for future action and feedback
  - If time allows, the facilitator will introduce a pre-defined topic, ensuring every meeting has some structure, and therefore provides high value
- Department Heads will be encouraged to continue the peer mentoring process between meetings.
- Facilitators will be given support to conduct additional group mentoring events between meetings.

**Table 3: Preliminary budget and timeline**

<b>Item</b>	<b>Projected Expense</b>	<b>Timeframe</b>
Development of Department Head competency model	At no cost	Draft complete January 9 Review by Dean's Council and needed revision by January 31
Communication materials for Deans and Department Heads, introducing program components and describing their role and next steps	\$500	Beginning February and continuing in conjunction with implementation of each component
Mentoring (Refocused Chairs and Director's meeting)	\$2,000 (materials development)  \$10/participant/meeting for materials and refreshments  Quarterly expense (assumes 100 participants) = \$2,000	Launched in spring quarter, 2011-12
Adoption of competencies as one component of annual performance review	At no cost	Complete by March 30 (to be used for 2011-12 reviews)
Department Head self-assessment	\$1,000 (materials development)	Complete by April 15
Individual Development Plan with suggested developmental activities	\$2,500	Complete by April 30 (to be used as part of the 2012-13 Plan of Work process)
Department Head resource portal	\$3,000 (web development)	Complete by May 31
<b>Total expense Fiscal Year 2011-12</b>	\$12,500	All development and 3 mentoring meetings
<b>Expense each fiscal year thereafter</b>	\$8,000	2 mentoring meetings per quarter

**APPENDIX 1: RIT BENCHMARK SCHOOLS WITH COMPETENCY-BASED ACADEMIC LEADERSHIP DEVELOPMENT**

University	Link
Carnegie Mellon	<a href="http://www.cmu.edu/hr/learning/forms/LeadershipDev.pdf">http://www.cmu.edu/hr/learning/forms/LeadershipDev.pdf</a>
Case Western Reserve	<a href="http://mandelcenter.case.edu/professional-development/programs/core-competencies">http://mandelcenter.case.edu/professional-development/programs/core-competencies</a>
Cornell University	<a href="http://digitalcommons.ilr.cornell.edu/cahrs_researchlink/4/">http://digitalcommons.ilr.cornell.edu/cahrs_researchlink/4/</a>
Massachusetts Institute of Technology	<a href="http://web.mit.edu/hr/oed/l2l/competencies.html">http://web.mit.edu/hr/oed/l2l/competencies.html</a>
Rensselaer Polytechnic Institute	<a href="http://hr.rpi.edu/update.do?artcenterkey=295">http://hr.rpi.edu/update.do?artcenterkey=295</a>
Syracuse University	<a href="http://humanresources.syr.edu/staff/nbu_staff/comp_library.html">http://humanresources.syr.edu/staff/nbu_staff/comp_library.html</a>
University of Rochester	<a href="http://www.rochester.edu/working/hr/performancegmt/performance_management_guide.pdf">http://www.rochester.edu/working/hr/performancegmt/performance_management_guide.pdf</a>

**APPENDIX 1: RIT BENCHMARK SCHOOLS WITH COMPETENCY-BASED ACADEMIC LEADERSHIP DEVELOPMENT**

University	Link
Central Michigan University	<a href="http://www.chsbs.cmich.edu/leader_model/CompModel/OnlineModel.doc">www.chsbs.cmich.edu/leader_model/CompModel/OnlineModel.doc</a>
Florida State University	<a href="http://ispa.fsu.edu/ial/">http://ispa.fsu.edu/ial/</a>
Tufts	<a href="http://hr.tufts.edu/1205143246620/Human_Resources-Page-hr2ws_1181821444585.html">http://hr.tufts.edu/1205143246620/Human_Resources-Page-hr2ws_1181821444585.html</a>
University of Minnesota	<a href="http://www1.umn.edu/ohr/prod/groups/ohr/@pub/@ohr/@toolkit/documents/asset/ohr_asset_263431.pdf">http://www1.umn.edu/ohr/prod/groups/ohr/@pub/@ohr/@toolkit/documents/asset/ohr_asset_263431.pdf</a>
University of Wisconsin	<a href="http://academicleadership.org/article/LEADERSHIP_IN_HIGHER_EDUCATION">http://academicleadership.org/article/LEADERSHIP_IN_HIGHER_EDUCATION</a>

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