

Executive Summary

The Provost's Faculty Leadership Work Group has assessed the presence of women and underrepresented minorities in faculty leadership positions, identified barriers to faculty leadership advancement, and recommended initiatives to promote faculty leadership with the express purpose of involving women and underrepresented minorities. Because many issues pertained to staff development as well, the recommendations also explicitly encourage adoption of some practices shared by both faculty and staff.

In the absence of published data on the demographic composition of University leadership, the Work Group reviewed materials such as the 2009–2010 roster of the University administration; the University-wide 2006–2007 Faculty Survey; the unpublished findings of the Arts & Sciences Faculty Council's 2008–2009 Focus Group Discussions on Service and Leadership; and the Association of Women Faculty/Academic Women's Network presidents' Summary Report. It also fully considered existing leadership initiatives, pertinent structures and practices across schools, informal conversations with faculty, potentially synergistic information exchanged with the Mentoring and Accountability Work Groups, and leadership development at other universities.

Findings

Key findings from the Administrative Roster and the 2006–2007 Faculty Survey:

- There is little presence of women and minority faculty in senior leadership positions (with notable exceptions such as the School of Social Work), and there are limited opportunities for faculty leadership because of organizational structure.
- The greatest gender disparities that disadvantage women exist at the level of department chair and director of graduate studies, both prestigious positions. Men tend to predominate in positions associated with higher prestige.
- In the Humanities, the preceding disparity exists despite higher levels of overall service activity among women and a greater willingness to serve.
- A perception exists among women in the social sciences, science, and engineering that service will detract from success in more highly valued areas. It may also indicate a lack of opportunity and mentoring.
- Faculty Survey data did not show evidence of gender inequity in the availability of teaching relief for department chairs and directors of a center, program, or institute.
- It is important for teaching relief to be available and an accepted practice to achieve more participation by women in leadership.

Findings from additional sources involve 1) barriers to women's and minority leadership; 2) barriers to faculty leadership development in general, and 3) expectations for service/leadership, how these expectations are conveyed, and the value of leadership in our institutional culture.

A notable exception in many of the areas listed above is the School of Medicine. Its clear final document about faculty service/leadership as well as its annual review process can be accessed through links in the report below.

Numerous universities have established on-campus leadership programs (see link to comprehensive list under "Findings from Other Institutions" in the report below).

Recommendations from the Provost's Faculty Leadership Work Group

- **Define expectations**
- **Remove barriers**
- **Create pathways**
- **Regularly gather and disseminate data on the demographics of our leadership**
- **Train, prepare, support, empower**

- GOAL 1: In consultation with faculty, define what constitutes service/leadership and spell out expectations at each level.
- GOAL 2: Remove barriers to faculty leadership development, with special focus on the following: eliminating stereotyping and bias through faculty education via high-profile speakers series, enforcing an ethos of equity through clear and transparent supportive policies, and clearly articulating leadership's value, promoting and rewarding leadership, and showcasing women and minority faculty leaders' accomplishments.
- GOAL 3: Create pathways for talent from diverse groups by instituting structural changes within schools and departments by placing more faculty in positions of assistant and associate deans in Arts & Sciences, encouraging transparent succession planning in schools and departments, and more.
- GOAL 4: Regularly gather and disseminate data on the demographics of University leadership.
- GOAL 5: Prepare, train, support, and empower faculty leaders through integrated University-wide leadership initiatives (Provost's Leadership Development Program) fostering leadership advancement of women and underrepresented minorities. Among these initiatives are an associate professor forum on mentoring beyond tenure and mentoring for leadership, and leadership development grants.

Management of the Provost's Leadership Development Program and anticipated challenges are covered in the full report.