



Designing High- Impact Faculty Leadership Development

4CSD Presentation
Cindy Walker



Plan for Today

- Introductions/Icebreaker
- Faculty Leadership Needs
- Overview of Faculty Leadership Course
- Course Findings
- Designing and Implementing Faculty Leadership at Your College
- Action Plans

Hello

my name is

- Name
- College
- Training for faculty leaders currently offered at your college
- Question you hope will be answered today

Let's Explore Your Thoughts about Faculty Leadership

Go to menti.com

Type in **95 92 69 8**

Enter a username (you can choose
anything you want)

Research and Practice Gap

Challenging roles

Equity-minded
leadership @
HSI CC

Focused
Training

Research Purpose



Investigate best practices

Research needs of Chaffey faculty leaders



Design a faculty leadership training program

Key Points of Literature: Faculty Leadership Development



A word cloud on a white background featuring various terms related to faculty leadership development. The most prominent words are 'equity-minded', 'faculty', 'leadership', and 'development'. Other visible words include 'collaborative', 'ongoing', 'reflective', 'interactive', 'transformative', 'strengths-based', 'intentionality', 'goals', 'emotional intelligence', 'effectiveness', 'focused', 'needs', 'involve', 'advancing', 'college', 'leaders', 'institutional', 'improve', 'vital', 'initiatives', and 'college'.

Equity-
Minded
Leadership

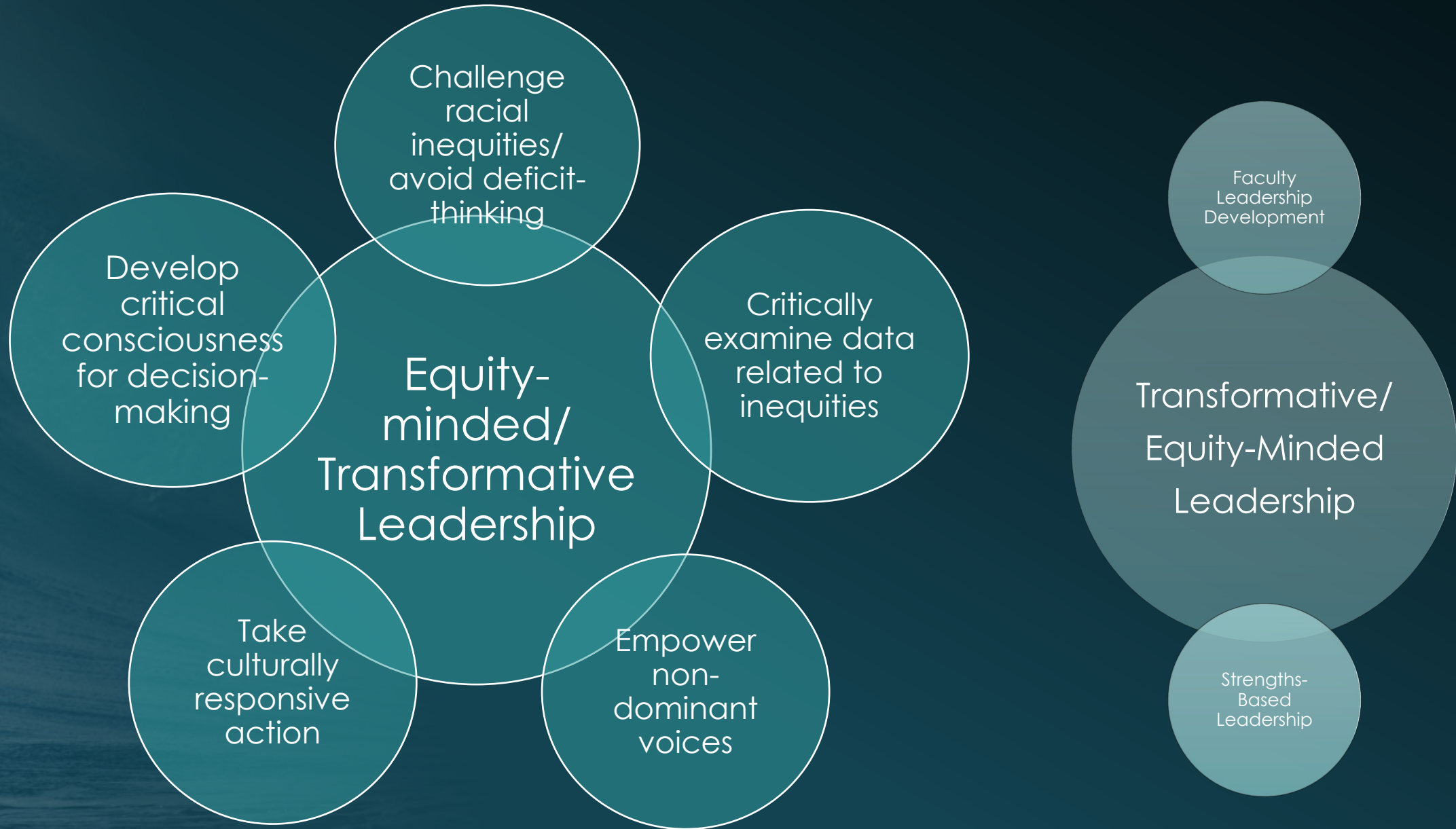
Faculty
Leadership
Development

Strengths-
Based
Leadership

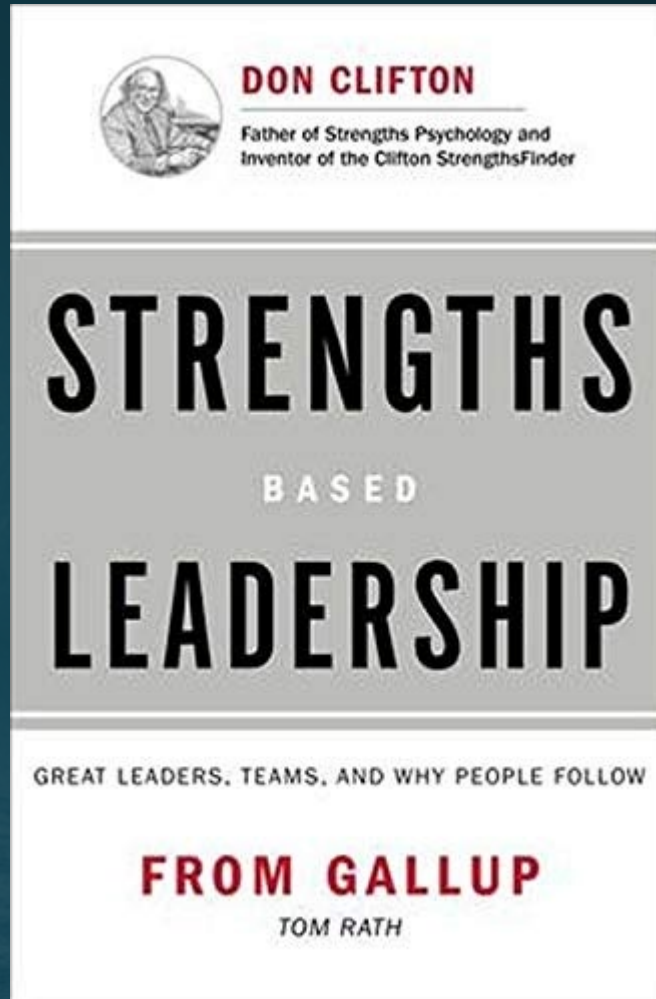


What does
transformative
and equity-
minded faculty
leadership look
like?

Key Points of Literature: Transformative/Equity-Minded Leadership



Key Points of Literature: Strengths-Based Leadership

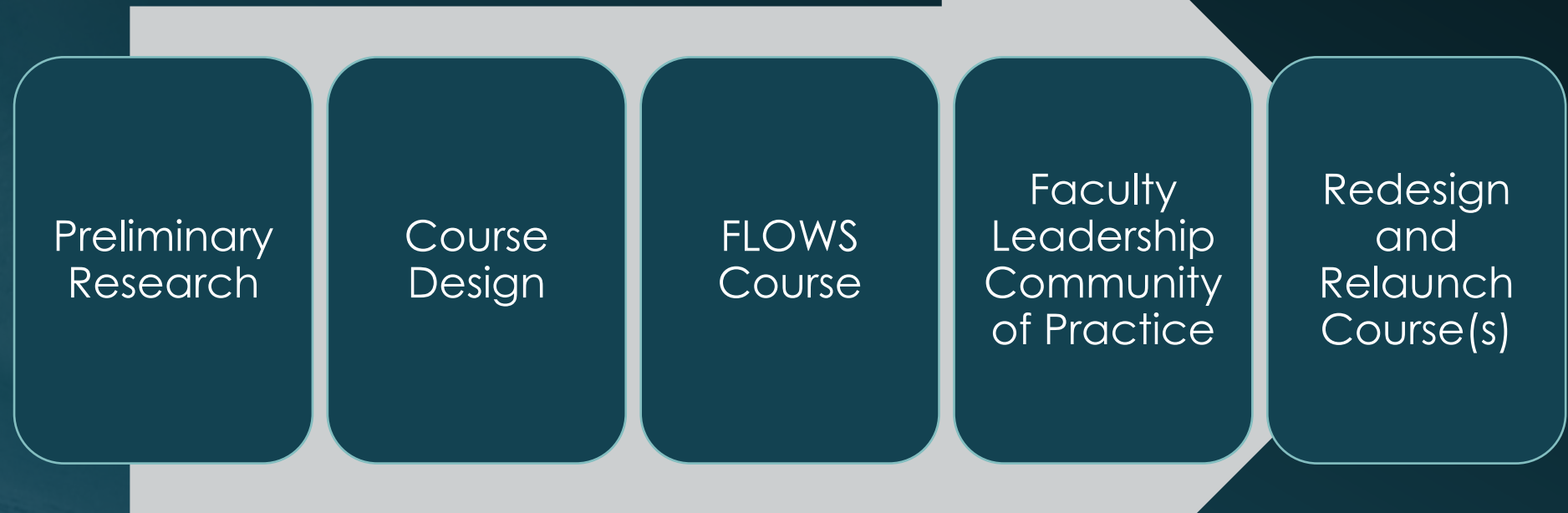


Faculty
Leadership
Development

Strengths-
Based
Leadership

Equity-Minded
Leadership

Overview of Faculty Leadership Program Design



Preliminary Findings



Imposter syndrome

Need for FLD, peer
collaboration/support



FLD needs to be interactive,
ongoing, modularized, &
collaborative

FLAWS Course Findings



Overwhelming positive response to course

Increases in all pre-course measures of confidence & familiarity



Growth in Leadership Identity, Agency, and Confidence

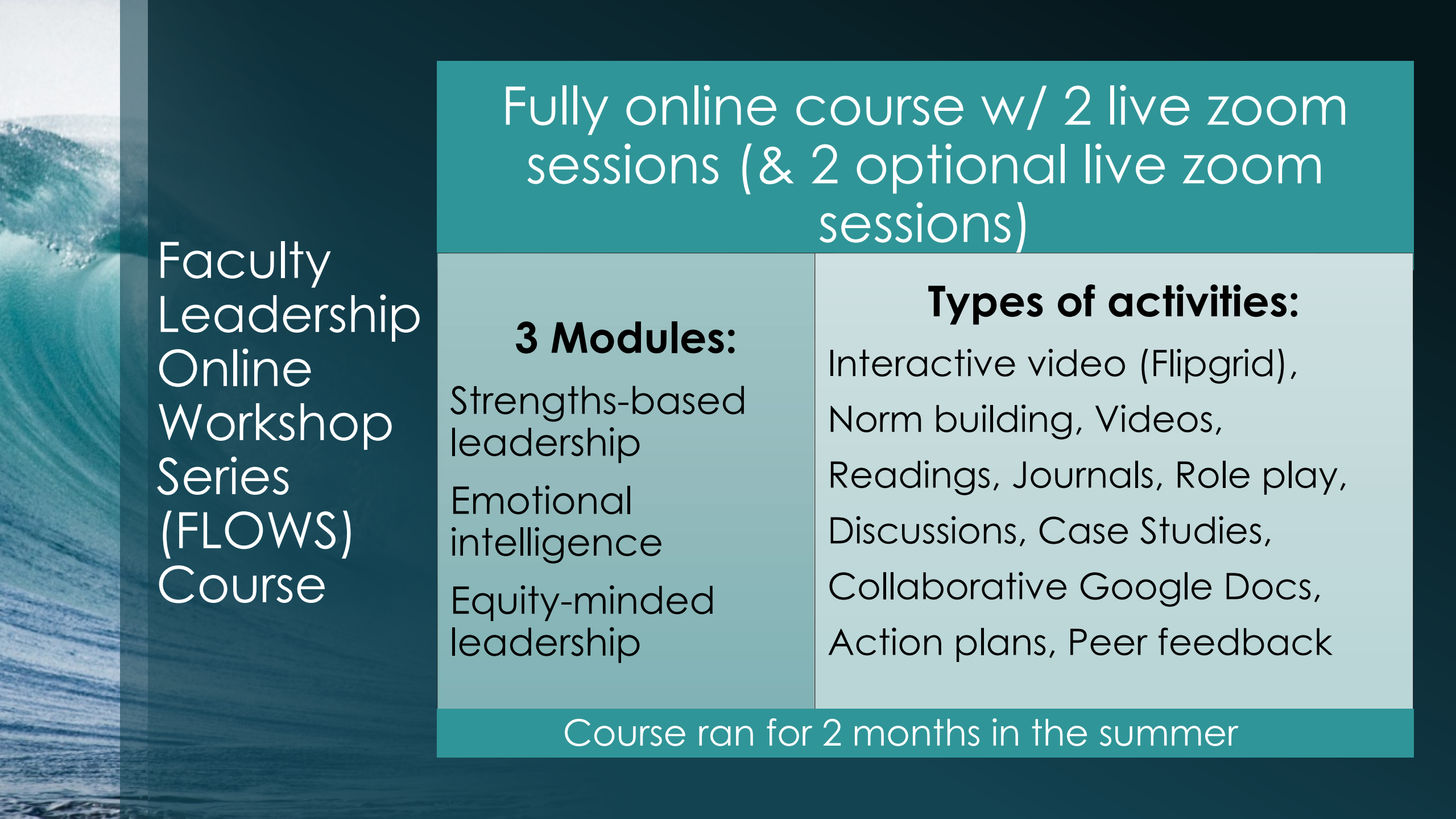
FLAWS Course Findings



Intentionality in Equity-
Minded Leadership

Connection and
Community





Faculty
Leadership
Online
Workshop
Series
(FLOWS)
Course

Fully online course w/ 2 live zoom sessions (& 2 optional live zoom sessions)

3 Modules:

Strengths-based leadership

Emotional intelligence

Equity-minded leadership

Types of activities:

Interactive video (Flipgrid), Norm building, Videos, Readings, Journals, Role play, Discussions, Case Studies, Collaborative Google Docs, Action plans, Peer feedback

Course ran for 2 months in the summer

Faculty Leadership Community of Practice

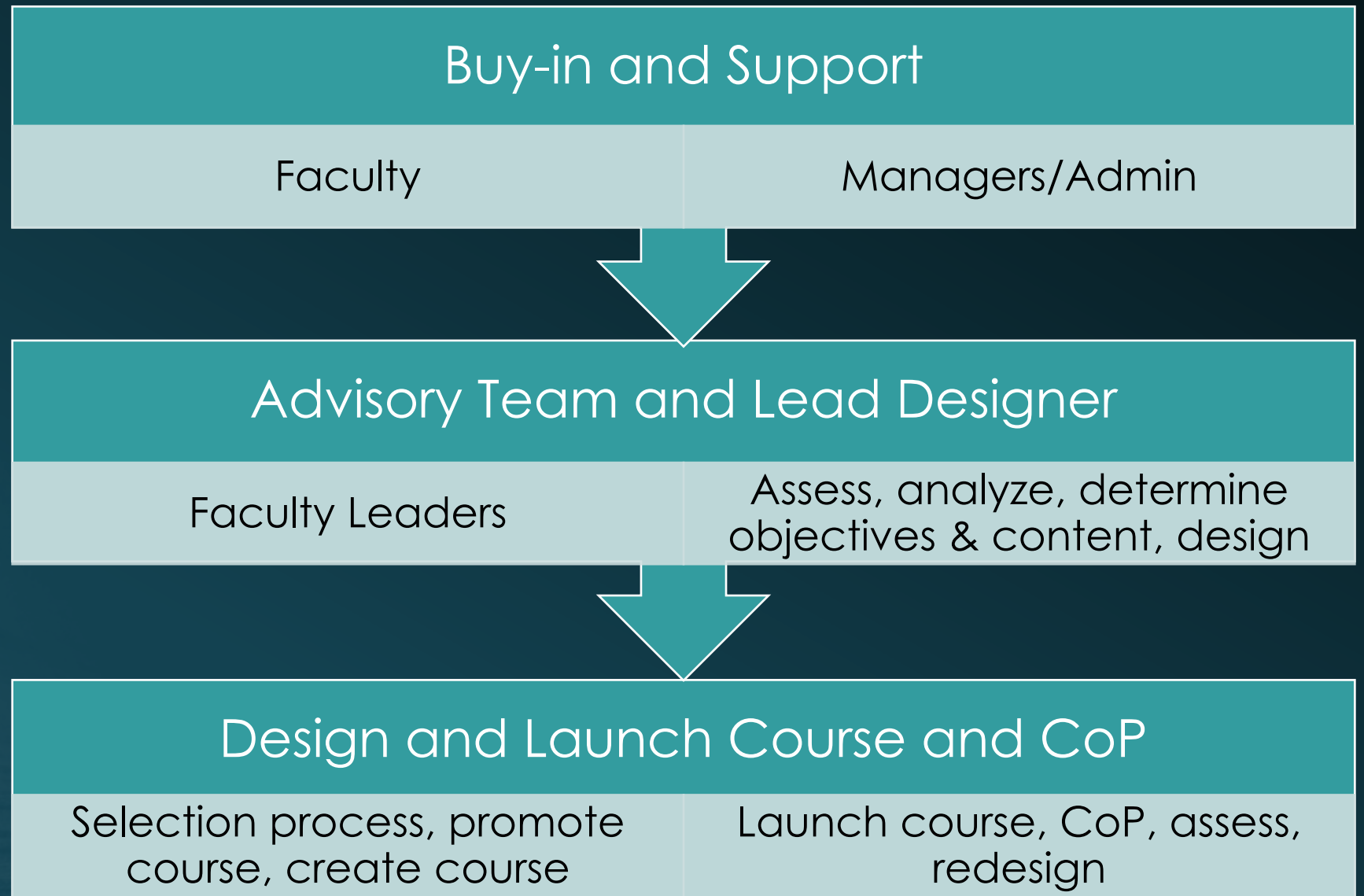
Baker-Eveleth, L. J.,
Chung, Y., Eveleth, D.
M., & O'Neill, M.
(2011). Developing a
Community of
Practice through
Learning Climate,
Leader Support, and
Leader
Interaction. *American
Journal of Business
Education*, 4(2), 33-
40.



Redesign and Relaunch of FLOWS



Considerations for Planning FLD for Your College



Action Planning – Questions to Consider

1. Who are the key stakeholders that you need to involve in this project? What resources will you need?
2. How is this program connected to your college's mission, goals, vision, etc.?
3. How will you assess the needs of faculty leaders at your college?
4. What is the goal/purpose and focus of faculty leadership development for your college? (e.g., focus on equity, equip new leaders, train potential leaders, etc.)
5. What will the training components be? (e.g., online, Zoom/in-person, CoP, coaching/mentoring, etc.) How will you engage participants in experiential, reflective equity-minded learning?
6. What (if any) incentives will be given to participants? (e.g., flex credit, stipend, reassigned time, requirement, etc.)
7. Who will design the course? Who will facilitate/organize the course and/or the Community of Practice?
8. How will you promote the program?
9. What is your timeline?

Key Sources/Resources

Altstadt, D. (2012). How states can accelerate community college innovation by supporting faculty leadership. *Policy Bulletin. Jobs for the Future. Jobs for the Future.*

American Association of Community Colleges. (2006). *Competencies for community college leaders.* American Association of Community Colleges.

Argyris, C. (2002). Double-loop learning, teaching, and research. *Academy of Management Learning & Education, 1(2), 206-218.*

Astin, A. W., Astin, H. S., & Kellogg Foundation, B. C. M. (2000). *Leadership reconsidered: Engaging higher education in social change.*

Baker-Eveleth, L. J., Chung, Y., Eveleth, D. M., & O'Neill, M. (2011). Developing a Community of Practice through Learning Climate, Leader Support, and Leader Interaction. *American Journal of Business Education, 4(2), 33-40.*

Brown, L., Martinez, M., & Daniel, D. (2002). Community college leadership preparation: Needs, perceptions, and recommendations. *Community College Review, 30(1), 45-73.*

Cartwright, S. (2002). Double-loop learning: A concept and process for leadership educators. *Journal of Leadership Education, 1(1), 68-71.*

Key Resources

Cooper, J. E., & Pagotto, L. (2003). Developing community college faculty as leaders. *New Directions for Community Colleges, 2003* (123), 27.

Garcia, G. A. (2018). Decolonizing Hispanic-Serving Institutions: A framework for organizing. *Journal of Hispanic Higher Education, 17*(2), 132–147. <https://doi.org/10.1177/1538192717734289>

Malcom-Piqueux, L., & Bensimon, E. M. (2017). Taking equity-minded action to close equity gaps. *Peer Review, 19*(2), 5-8.

Rath, T., & Conchie, B. (2008). *Strengths-based leadership: Great leaders, teams, and why people follow*. New York: Gallup Press. [Adobe Digital Editions Version].

Santamaría, A. P., Santamaría, L. J., & Santamaría, A. (2016). *Culturally responsive leadership in higher education: Promoting Access, Equity, and Improvement*. New York, NY: Routledge.

Shields, C. A. (2009). Transformative leadership: A call for difficult dialogue and courageous action in racialized contexts. *International Studies in Educational Administration, 37*(3), 53-68.

Shields, C. A. (2018). *Transformative leadership in education: Equitable and socially just change in an uncertain and complex world (2nd Ed.)*. New York, NY: Routledge.

Wilks, K. E., Shults, C., & Berg, J. J. (2018). Not dean school: Leadership development for faculty where they are. *Journal of Faculty Development, 32*(1), 37–43.



Questions