

# 2010 Educational Developers Caucus (EDC) Grants

## 1. APPLICANTS' INFORMATION

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## 2. OVERVIEW

**Descriptive Title** *Queen's Academic Leadership Program*

**Program Description:** The proposed one-year program is designed to provide a leadership development opportunity at Queen's University. Participants will include new and current academic leaders, faculty members, graduate students, and post-doctoral fellows with leadership interest and potential. The seed money from EDC will enable us to plan this new initiative.

**Program Outcomes:** The proposed program will meet the following goals:

- Develop and nurture leadership competencies through a variety of strategies
- Create opportunities to meet with senior leaders inside and outside campus to establish and extend leadership networks
- Enhance academic environment by providing problem-solving opportunities through consultation, peer mentorship, leadership forums, and workshops
- Provide career growth opportunities through on-going coaching and mentorship
- A means for succession planning within academia and a larger leadership pool

The participants will participate in various activities designed to enhance their leadership skills; discuss solutions to challenges arising in their new roles; learn how to identify opportunities for higher levels of leadership; discover their own leadership style that will make them most effective in meeting professional roles and personal goals; and maintain work-life balance as they pursue their leadership roles.

**Activities and Content:** The program will feature on-going consultations, coaching support, peer mentoring, leadership forums and workshops featuring case studies/problem-based learning throughout the year. Workshop content will cover leadership topics such as communicating effectively, effective leadership styles, mentorship, change agency, goal setting, finance and budget management, roles and responsibilities of an academic leader, work-life balance, conflict resolution and negotiation, project management, university operations, student-faculty-staff relations, emotional intelligence (EQ), leading with purpose, career development, motivation, among other key topics related to leadership.

**Timeline:** We propose the following timeline of activities for the next year:

2010 Oct-Dec	Proposal development seeking funding from various sources
2011 Jan-Feb	Collaborator engagement (working group/management teams)
2011 Mar-May	Curriculum design and workshop development, speaker contacts
2011 May-Aug	Application and selection period; notification of participants
2011 Sep	Launch pilot program
2011 Oct	Submit year 1 report to EDC

**Collaboration and Leadership:** The Centre for Teaching and Learning (CTL) at Queens' University will house and the Educational Developers will take a lead on

coordinating the proposed program. To enrich the program offerings, subject matter experts and experienced leaders (internal and external collaborators) will be engaged including colleagues in the Human Resources department, Faculty of Education, and the School of Business.

**Rationale:** The proposed project will enhance the EDC's living plan through providing opportunities for collaborators, participants, and educational developers' to network and for career development using structured opportunities for critical reflection.

**Scholarship:** Leadership is a process of getting individuals to work together effectively to produce collective outcomes (Biech, 2010). This process requires a variety of strategies to develop leadership competencies. Leadership is concerned with envisioning a better future and dealing with change. "Leadership is ultimately about change, and . . . effective leaders are those who are able to effect positive change on behalf of others and society" (HERI, 1996, p. 10). The *appreciative inquiry approach* will guide the program activities in developing change leadership.

The Chronicle of Higher Education recently featured an article titled "The Imminent Crisis in College Leadership", noting the vital need to develop academic leaders: "...we should be concerned that a growing number of colleges are being led by people who have never had direct experience in the heart of the enterprise as faculty members, department chairs, deans, or provosts. If the number continues to increase, the risk is that higher education will become an industry that is led by people who do not truly understand it, who view it as a commodity to be traded, a production problem to be solved efficiently, or a brand to be marketed" (Ekman, 2010, p. para 4).

Not only is getting qualified leaders a challenge, so is their tenure. "Throughout higher education, search committees for president and provost are faced with an uncomfortable reality: It is increasingly difficult to find superior candidates. In addition, once a position is filled, another difficulty often emerges: The average number of years that a leader stays in office continues to decline" (Mead-Fox, 2009, para 4). With such decreasing leadership pools, it is becoming increasingly clear that "institutions must learn how to grow their own leadership talent with more purpose and care" (Mead-Fox, 2009, para 5). We envision a program that promotes *distributed/networked leadership*; that is not restricted only to formal positions of authority (current administrators), hence

the inclusion of emerging leaders with *potential* and *desire* to lead. While the proposed program will be a new initiative at Queen’s, versions of such programs exist in other higher education institutions showing the relevance of such a program in academia.

The theoretical framework of this program features a leadership approach known as ‘Theory U’ (developed by Otto Scharmer at the MIT’s Presencing Institute) as integral in developing essential leadership capacities. “We know a great deal about *what* leaders do and *how* they do it. But we know very little about the inner place, the *source* from which they operate. And it is this inner *source* that “Theory U” attempts to explore” (Scharmer, 2009, para 4). Given the nature of challenges facing today’s leaders, such training is essential to bring about a “new consciousness and a new *collective* leadership capacity to meet challenges in a more conscious, intentional, and strategic way” (Scharmer, 2009, para 2).

**Dissemination:** We plan to share our learning experiences through the workshops, conferences such as the STHLE and EDC, among others. For on-going transfer of knowledge, we will have a website dedicated to the proposed program with various resources for the program participants and the public at large. The CTL is willing to share our program overview resources with any EDC member at their request.

### 3. BUDGET AND BUDGET JUSTIFICATION

- *Research assistant:* we plan to hire a research assistant to assist with research, website development, ethics proposal for an on-going study related to the program’s activities; working for 75 hours at \$20 per hour (\$22 with benefits).
- *Workshop materials development:* This will be used for workshop resources, team meetings, purchase of leadership self-assessments, binders, writing materials
- *In-kind contributions:* all faculty collaborators' time, staff, and administrative support

<b>Item</b>	<b>Cost (incl. Tax)</b>
Salaries and benefits (Research Assistant)	\$1,650
Materials, resources and supplies	\$500
<b>Total Costs</b>	<b>\$2,150</b>
Less matching funding	
Less in-kind contributions	
<b>Total Amount Requested from EDC</b>	<b>\$2,150</b>

## References

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### Queen's Academic Leadership Program Model

