Career and Leadership Development for Mid-Career Faculty

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Mid-Career Faculty

- Definition*
  - Period starting from the end of probationary period until preparation for retirement
    - Coincides with their most productive and influential years of their life
    - Pass through significant life transitions
    - Coincides with the period when people rethink their commitment and paths through life
    - Time of reflection and reassessment

*Baldwin, et al., 2008, Faculty & Organizational Development Survey
Context*

• Absence of strong external motivating forces
  – Only two promotions in career
  – Modest salary raise pool in recent years
• Professional goals can sometimes become less clear
  – What next?
  – What am I going to be known for?
  – How am I going to stay competitive?
• Inertia – Tendency to stay on course
• Neglect
  – Mid-Career faculty get less attention
  – Little or no mentoring
  – Young faculty are a priority
• Negative Perceptions
  – Administrative dark side

*Baldwin, et al., 2008
Good Institutional Practices

• Talent Spotting
  – Passive Intervention
    • Asking “Are you interested in an administrative position?” as part of the annual report
  – Annual conversations with Chairs

• Training and Development
  – Workshops for faculty
    • Running meetings, searches, governance, conflict management, budget management, mentoring

*Baldwin, et al., 2008
Typical Workshop Titles

• Department Chairs and School Directors: What Do These Roles Entail?
• Crossing the Divide: Transitioning From Faculty to Administrative Positions
• The Role of the Public Intellectual in Higher Education
• Post-Award Tactics - Large Project Management
• Effective Faculty Mentoring
• Associate Dean: What Does This Role Entail?
Good Institutional Practices

• Job Shadowing Positions
• Recognition
• Mentoring
• Focusing on practices and processes rather than the passion of a leader to promote a nurturing environment
Extramural Programs

• Committee on Institutional Cooperation (CIC) Academic Leadership Program
  – Fellows participate in a series of three two-day seminars
    • Seminars employ format designed to maximize interaction among fellows
    • Program faculty develop aspects of topic through case studies, workshops and group exercises
  – Readings and participation in related activities organized on the home campus
Extramural Programs

• Center for Creative Leadership
  – Core Programs
    • Leadership Fundamentals (Leading Self)
    • Maximizing Your Leadership Potential (Leading Others)
    • Leadership Development Program (Leading Managers)
    • Leading for Organizational Impact
    • Leading the Organization
  – All use 360-degree assessment and performance support tools

• Custom Programs
You can't jump a chasm in two bounds – Chinese saying