Participants should be able to:

1. Describe the tradeoffs associated with moving from a traditional faculty role into a leadership position; (full panel and monthly meeting).
2. Categorize contrasting leadership styles and develop an understanding of leadership traits and one’s own style and comfort level with alternative views of leadership; (full day panel and monthly meeting).
3. Recognize the skills needed (including strategic planning, financial strategy, human resource management, managing conflict, development, and fundraising) in today’s environment to be an effective academic leader; (full day panel and monthly meeting).
4. Describe the external environment facing higher education and gain a sense of how to communicate this reality to faculty, staff and the external community; (monthly meeting).
5. Discuss key issues related to university budgeting, external relations and development; (full day panel and monthly meeting).
6. Identify personal concerns and challenges associated with a leadership role; (monthly meeting).
7. Discuss strategies for affecting change within a formal structure of faculty governance; (monthly meeting).
8. Describe the background associated with a campus wide challenge and develop a set of recommendations for the Provost (Subgroup work).
9. Form a campus wide network of colleagues involved in leadership at a variety of levels who they can continue to interact with after the academy; (entire program; website with participant names, photos).
10. Decide whether or not a leadership role is a realistic personal career path and at what level and at what time; (entire program).
11. With the help of the program leaders, identify a mentor who can provide advice concerning alternative leadership paths and responsibilities.

Office of the Provost should be able to:

1. Identify faculty who have the ability to think deeply and creatively, and work effectively as a team to address broad campus wide challenges; (subgroup work; website with subgroup final reports).
2. Develop solutions to campus wide challenges that are informed by input from all of our schools/units (subgroup reports).
3. Identify a cohort of faculty who have an interest in leadership positions in the academy (entire program; website with participant names, photos).