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Editors’ Notes

Charan, Drotter, and Noel (2001) join countless others in noting that the demand for leadership positions in corporations and universities alike are turning to avoid the current leadership voids. More significant, the time in leadership positions in education—has decreased dramatically in recent years. Leaders stay in the same position for ten, two years move frequently, either for advancement or to avoid a situation. Those seeking leaders for critical academic roles need to determine whether a person is leaving a role because of failure. Finding the most qualified potential for making a difference is thus often a challenge.

This volume, while not promising to correct this problem system (or lack thereof), may provide some ideas. By exploring how to identify those with leadership potential, academic leaders discover both traditional academic leadership positions, develop diverse roles, and support effective leadership practice. The basic framework for those seeking academic leadership positions is a guide for those seeking academic leadership positions.

In Chapter One, Sherry Hoppe identifies characteristics and suggests ways to assess and nurture potential academic leaders.

Patricia Land avows in Chapter Two the responsibilities of today’s academic leaders. These are not only as easily in student affairs or other non-traditional success paths beginning with faculty and administration.

In Chapter Three, Gary Filan and Alan S. Wolfson explore roles of higher education for complex training programs for exemplary leadership training.

Shirley Raines and Martha Squires Albrecht in Chapter Four that leadership roles need opportunities to leadership and describe those opportunities.

Next, Bruce Speck asserts his belief in programs that should go beyond preparing faculty for leadership and engage them in multidimensional roles of leadership.

In Chapter Six, Susan Wheeler Johnston governance in effective administration of academic leadership roles.