

EXCELLENCE *in* ACADEMIC LEADERSHIP

By the National Center for Principled Leadership & Research Ethics
at the University of Illinois at Urbana-Champaign

based on the work of C. K. Gunsalus

photo: Jeremy Thomas

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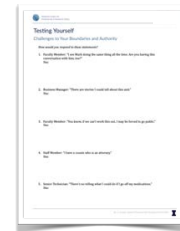


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Homework

1. Identify at least two Quick Tips or videos from the Leadership Collection; be prepared to share your review of them with colleagues at our next session.
2. Read all the *Testing Yourself* prompts; write out answers.
3. Fill out the AUDiT for your unit.



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NCPRE Leadership Collection

Collection of resources for developing yourself, motivating, and leading strategically



What did you watch and what did you find valuable to share with your colleagues?

Focal Areas

1. Developing Yourself
2. Leading and Managing a Unit
3. Leading Beyond the Unit

Collections

- Just-in-time (now!)
- Deep Dive (deep knowledge)

Updates

The Leadership Collection is regularly updated with new resources



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Testing Yourself



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Testing Yourself



What message(s) do you want to send back?

Testing Yourself



What message(s) do you want to send back?



What words will you use so that your message is received?

Testing Yourself



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Testing Yourself



What message(s) do you want to send back?



What words will you use so that your message is received?

Testing Yourself



What message(s) do you want to send back?



What words will you use so that your message is received?

Humor can **backfire**

Consider when **no** or minimal response is the best response

Avoid escalation of aggression — seek to take the tone **down**, not **up**

Testing Yourself



What message(s) do you want to send back?



What words will you use so that your message is received?

Humor can **backfire**

Consider when **no** or minimal response is the best response

Avoid escalation of aggression — seek to take the tone **down**, not **up**

It's about the **institution**, the **role**, and the **mission!**

NCPRE Academic Unit Diagnostic Tool (AUDiT)

Rubric for identifying vibrant units, warning signs, and challenged units

www.ncprefoundation.org National Center for Professional and Research Ethics Academic Unit Diagnostic Tool (AUDiT) Teaching and Research Version		
Vibrant Units (0 to 5)	Warning Signs (0 to 3)	Challenged Units (0 to 5)
Respectful dealings among colleagues, department, consistently high student feedback	Complaints disproportionate to other units, campus	Barriers, misconduct, discrimination, sexual harassment, control, etc. (sexual, sexual 3)
Openness, transparency, shared governance	Email and/or social sites, conflict	Culture that suppresses or hides problems; punishes reporting faculty schisms, battles, tensions
Culture of excellence and quality, strong candidates	Weak or no support	Repeated inability to hire, retain quality faculty, staff
Support and mentoring for faculty and students alike	Weak or no support	Academic atmosphere, especially for junior faculty, staff
Open discussion of ideas and research, high productivity, excellent teaching modeled and rewarded	Weak or no support	Teaching standing below institution's unit
Distributed service responsibilities, aligned with faculty strengths	Weak or no support	Minimal business of a standard, in practice
High level of communication—willingness to listen, compromise, problems addressed, not subverted	Weak or no support	Inconsistency, hidden agendas, faculty barriers in disputes
Curricular innovations, adaptations to meet changing student, campus, needs	Weak or no support	Integration, lack of student interest in outdated curriculum
Leadership has high expectations, uses policies, makes decisions, leads community	Weak or no support	Autocratic leadership, different agendas to different audiences, meddling by other leader of unit
Collective vision of goals and priorities	Weak or no support	Many individual priorities without shared purpose
TOTAL _____	TOTAL _____	TOTAL _____ subtract

Email and/or social sites, conflict

Weak or ineffective hiring practices; departures

Weak P&T practices; many professors

Declining scholarly productivity; PhD placement; little innovation, little









30: Irregular Hours

An assistant professor, Thomas Santo, is known to work irregular hours. Some nights, he comes back in and works until midnight and may not come into the office until noon. His colleagues say he is very hard working and is likely to make significant breakthroughs in his research. However, his undergraduate students complain that he is often late for class and sometimes is not prepared.

What should you do?

6 Elements

Decision-Making Framework

-  What are the issues?
-  What policies or rules apply?
-  What questions do you have or data do you need?
-  Who, what are your resources?
-  What are your options?
Who is affected by each?
-  What will you do?
What (exact) words will you use?



Group Problem-Solving



Annenberg Critical Friends Protocol

1	2 minutes	Facilitator Overview
2	5 minutes	Presenter Speaks
3	3 minutes	Clarifying Questions
4	12 minutes	Group Discussion
5	5 minutes	Presenter Response
6	5 minutes	Debriefing

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(Abbreviated)

Annenberg Critical Friends Protocol

(2)	15 minutes	Presenter Speaks
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(Abbreviated)

Annenberg Critical Friends Protocol

(2)	15 minutes	Presenter Speaks
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5	2 minutes	Presenter Response

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Short Case

A group of four students complain to you that their professor does not follow the syllabus and the assignments do not match with what is supposed to be taught.

They say that the professor, John Jenson, is regularly late for class and has several times canceled class at the last minute. The students are frustrated and want you to do something.

Prepare for a meeting with your Critical Friends group.







#38: Professor Jenson


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6


Elements


Decision-Making Framework

-  *What are the issues?*
-  *What policies or rules apply?*
-  *What questions do you have or data do you need?*
-  *Who, what are your resources?*
-  *What are your options? Who is affected by each?*
-  *What will you do? What (exact) words will you use?*

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Group Problem-Solving



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Group Problem-Solving

- *As a faculty member*



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Group Problem-Solving

- *As a faculty member*

- *As a decision-maker*



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Group Problem-Solving

- *As a faculty member*

- *As a decision-maker*

- *As a leader*



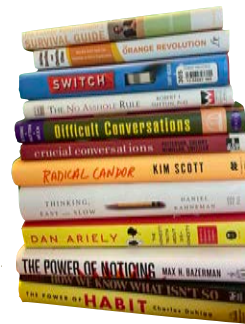
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Reading: What do you want to learn about?


start here




Reading: Your Suggestions?



It's your job to grow as a leader.


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Homework

1. Review the AUDiT you filled out for your unit; be prepared to discuss
2. Develop a real or hypothetical situation to use in a CF group



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Questions or concerns?

Key takeaways?

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