### 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

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**SPENDING TIME PUTTING OUT FIRES SIGNALS A NEED FOR THOUGHTFUL ACTION.**

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**LEADERSHIP**

**ACADEMIC**

**EXCELLENCE**

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**Vibrant Units (0 to 5)**

<table>
<thead>
<tr>
<th>Warning Signs (0 to 3)</th>
<th>Challenged Units (0 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respectful dealings among colleagues, dealing with conflicts without assigning blame</strong></td>
<td>Serious misconduct, discrimination, sexual harassment, financial, criminal research, etc. arrests, etc.</td>
</tr>
<tr>
<td><strong>Openness, transparency, effective shared governance</strong></td>
<td>Culture that suppresses or hides problems; public relations, faculty scholarships, turbulence, etc.</td>
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<tr>
<td><strong>Cultures of excellence and quality, strength of candidates on expectation for all</strong></td>
<td>Repeated, outright, or subtle, or even a commitment to it</td>
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<tr>
<td><strong>Support, mentoring for faculty, students (different people have different investing needs, equally shared workloads</strong></td>
<td>Toxic or unwelcoming atmosphere, especially for junior faculty, underrepresented groups, students; Scholarly standing below university’s; uneven financial; criminal, etc. (arrests, lawsuits, etc.)</td>
</tr>
<tr>
<td><strong>Open discussion of ideas and research: high productivity</strong></td>
<td>Employment, business at a standstill, in gridlock; unproductive, nonscientific unit meetings; Lack of transparency, hidden agendas; uneven application of policies, faculty schisms, academic disputes</td>
</tr>
<tr>
<td><strong>Distributed service responsibilities, aligned with faculty strengths, with awareness of uneven high-quality communication—willingness to listen, compromise, deal with problems openly</strong></td>
<td>Curriculum stagnation over ideal curricular goals, lack of student interest in offerings</td>
</tr>
<tr>
<td><strong>Curricular innovation, adaptability to meet changing student, campus, career needs</strong></td>
<td>Weak or inadequate leadership, different management of the same model of units</td>
</tr>
<tr>
<td><strong>Leadership has high expectations, uses policies effectively, initiates decisions, builds trust</strong></td>
<td>Scattered individual priorities without shared purpose</td>
</tr>
<tr>
<td><strong>Collective vision of unit goals and priorities, aligned with institutional mission</strong></td>
<td>TOTAL (subtract)</td>
</tr>
</tbody>
</table>

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**Total Score:**

**Green column**

**Yellow column**

**Red column**

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1. Review the AUDIT you filled out for your unit; be prepared to discuss.

2. Hold a Critical Friends session.

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**TOTAL (subtract)**
Nothing happens in isolation

Structural, cultural, financial, interpersonal, scholarly, and leadership problems interact.

Solutions and Approaches

How can you stop fighting fires...

...and build a better future?

Scenario 1:
The other person is totally off base, confused, neurotic, stupid and/or just generally wrong.

Scenario 2:
The other person might have a point; you could be mistaken or have misunderstood.
Whichever it is, you are in an unpleasant situation.

The only conduct you control is your own.

You need to know — and be clear about — some things about yourself and your situation.
Self-Knowledge

And aggression only escalates.

Emotions are contagious. Aggression is the most contagious.

“Stop teasing me! Don’t know how to push dittos buttons! Whack!"
Query:
Have YOU ever been persuaded by being insulted, contradicted or shouted down?

Why are you doing this job?
(overlaps with self-knowledge)

Philosophical Centering
- Mission
- Role
- Constituencies
- Why

Vibrant Academic Units
- Student Learning: Appropriate quality, volume
- Scholarship: Research/creative work at institutional standards, with impact
- Service, Outreach: Contribute to institutional mission
- Governance & Culture: Ethically, legally, fiscally responsible, healthy working environment
### NCPre EXCELLENCE in ACADEMIC LEADERSHIP

#### Vibrant Units (0 to 5)

- Open discussion of ideas and research.
- High quality of communication—willingness to listen, compromise, deal with problems openly.
- Comprehensive, aligned with faculty strengths.
- Distributed service responsibilities, aligned with faculty strengths, with awareness of uneven burdens.
- Leadership has high expectations, uses policies evenhandedly, makes decisions, builds community.
- Collective vision of unit goals and priorities, aligned with institutional mission.

#### Warning Signs (0 to 3)

- Email and/or social media wars, harassment, isolation, conflict service.
- Openness, transparency, effective shared governance.
- Culture of excellence and quality; strength of candidates an expectation for all hires.
- Serious misconduct: discrimination; sexual; financial; criminal; research; etc. (arrests, lawsuits, etc.).

#### Challenged Units (0 to 5)

- Faculty schisms, battles, flareups.
- Culture that suppresses or hides problems; punishes reporting; faculty schisms, battles, flareups.
- Toxic or unwelcoming atmosphere, especially for junior faculty, underrepresented groups, students.
- Weak or ineffectual hiring, lack of diversity, frequent requests for transfers, departures.
- Repeated inability to hire and/or retain quality faculty, staff, despite diversity, or merit.
- Lack of transparency, hidden agendas, uneven application of policies; faculty involve students in disputes.

### NCPre National Center for Principled Leadership and Research Ethics Academic Unit Diagnostic Tool (AUDiT): Edition A

**Total Score:**

**Total Score:**

**Total Score:**

**DYSFUNCTION EXCELLENCE:**

#### Cultural

- Big personality acts out and goes rogue.
- No response—or conduct is rewarded ineffective evaluations.

#### Academic

- Normalized deviance.
- Facializedized faculty.

#### Leadership

- Governance gridlock.
- No cohesive plan for the future.

#### Cultural

- FacIALIZED FACULTY.
- Curriculum stagnation and uneven scholarly standards.

#### Academic

- Inability to hire or retain faculty and students.

#### Cultural

- External Cultural Academic Leadership
Dysfunction - Culture

- Serious deviations
- Financial elements
- Complaints, grievances
- Scholarly productivity
- Demographics
- Enrollment trends
- Retention, transfers
- Hiring (quality, yield)
- Ad hocery
- Staff, faculty, student transfers
- Deportations, unsuccessful retentions
- Hiring yields, failed hires
- Contingent faculty proportion, turnover
- Terminal associate professors
- Supplemental pay requests, demands
- Complaints, grievances

Quantifiable HR Measures

- Above average or increasing
- Disproportional distribution of enrollment re: faculty

Dysfunction - Leadership

- Leadership has high expectations, uses policies changing student, campus, career needs
- Curricular innovations, adaptations to meet changing student, campus, career needs
- Limited or shifting vision of unit goals and priorities

Indicators

<table>
<thead>
<tr>
<th>Quantifiable</th>
<th>Qualitative/Subjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiring (quality, yield)</td>
<td>Leadership shortcomings</td>
</tr>
<tr>
<td>Retention, transfers</td>
<td>Silos, internal factions</td>
</tr>
<tr>
<td>Enrollment trends</td>
<td>Ad hocery</td>
</tr>
<tr>
<td>Demographics</td>
<td>Random hiring pattern</td>
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<tr>
<td>Scholarly productivity</td>
<td>Lack of cohesion</td>
</tr>
<tr>
<td>Complaints, grievances</td>
<td>Favoritism, in/out groups</td>
</tr>
<tr>
<td>Financial elements</td>
<td>Conflict, conflict aversion</td>
</tr>
<tr>
<td>Serious deviations</td>
<td>Social media and email wars</td>
</tr>
</tbody>
</table>

Quantifiable Measures

- Bimodal Evaluations (e.g., publications, student evaluations)
- Financial Disarray
- Ad Hoc-ery

Vibrant Units (0 to 5)

- Respectful discussions among colleagues, dealing with differences and disagreements openly
- Open communication, effective decision-making
- Openness, transparency, effective shared governance
- Culture of excellence and quality, strength of candidates as expectation for all hires
- Support, mentoring for faculty, students: each realizes that different people have different evolving needs, equally shared workloads
- Open discussion of ideas and research: high productivity
- Distributed service responsibilities, aligned with faculty strengths, with awareness of uneven burdens
- High quality of communication—welcoming to listen, comprehension, deal with problems openly
- Curriculum innovations, adaptations to meet changing student, campus, career needs
- Leadership has high expectations, uses policies creating, enacting decisions, builds buy-in

Warning Signs (0 to 3)

- Complaints disproportionate to other units, campus
- Declining scholarly indicators (productivity, PhDs, time to degree)
- Declining enrollments, lack of curricular innovation
- Ad hocery
- Departmental business at a standstill; in gridlock; leadership has little or no influence
- Toxic or unwelcoming atmosphere, especially for junior faculty, underrepresented groups, students
- Repeated inability to hire and/or retain quality faculty
- Tension between groups

Challenged Units (0 to 5)

- Resentful dealing among colleagues, dealing with differences and disagreements covertly
- Open communication, effective decision-making
- Culture that suppresses or hides problems; irregular or unclear policies; faculty involve students in decision-making
- Culture of excellence and quality, strength of candidates as expectation for all hires
- Support, mentoring for faculty, students: each realizes that different people have different evolving needs, equally shared workloads
- Open discussion of ideas and research: high productivity
- Distributed service responsibilities, aligned with faculty strengths, with awareness of uneven burdens
- High quality of communication—welcoming to listen, comprehension, deal with problems openly
- Curriculum innovations, adaptations to meet changing student, campus, career needs
- Leadership has high expectations, uses policies creating, enacting decisions, builds buy-in

Total Score: Vibrant Units (0 to 5) - Warning Signs (0 to 3) - Challenged Units (0 to 5)

EXCELLENCE in ACADEMIC LEADERSHIP

Total Score: 0 to 90
Vibrant Academic Units

Student Learning
Appropriate quality, volume

Scholarship
Research/creative work at institutional standards, with impact

Service, Outreach
Contribute to institutional mission

Governance & Culture
Ethically, legally, fiscally responsible; healthy working environment

Articulate your unit’s purpose and mission

Create a ONE MINUTE or shorter elevator pitch for your unit, connected to its purpose and mission.

Find a book to read that matches your interests, growth interests.

Homework
LC Quick Tips
Creating a Culture of Excellence

1. Mindset
2. Collegiality
3. Create a shared vision of success
4. Provide needed resources
5. Reward excellence
6. Support revitalization and reinvention by unit members

Questions or concerns?
Key takeaways?