



# EXCELLENCE *in* ACADEMIC LEADERSHIP

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


photos: Jeremy Thomas design: Aaron Robinson

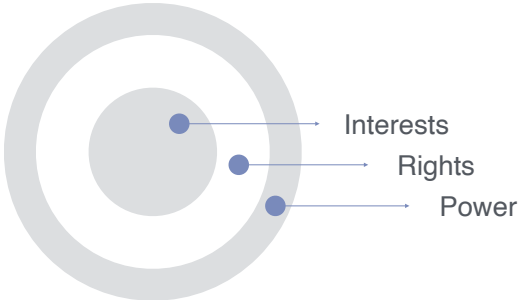
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Homework


1. Review the second version of the Professor Major video posted on the cohort webpage, watching for: what did the department chair learn in this program?
2. Meet in a group to develop a list of skills you've acquired through this cohort program that you see being applied in the second version. Report at next session.
3. Meet in a Critical Friends group: either use the case study posted on the cohort webpage, or an issue you are facing.


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Interests  
Rights  
Power

*Ury, Brett, Goldberg (1989)*

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- Transaction costs
- Satisfaction with outcome
- Effect on relationship
- Recurrence

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	Professor New	Professor Major
Interests	Shared Interests?	
Rights		
Power		

## Exploring Leadership



Robert Easter

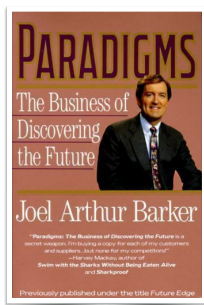


Ann Briggs Addo



Nicholas C. Burbules

## Paradigm Changes Challenge Leadership



"When a paradigm changes, everyone starts over."

Transactional  
Leadership

Transformational  
Leadership

## Lead with Intention



Leadership with a clear sense of purpose and direction in mind.

— and —



How you get there is just as important as what you are trying to achieve; the right goal can be undermined by flawed or absent process.

In ordinary times, positional leadership is sufficient.

In difficult times, moral leadership is invaluable.

*Always, always seek to behave in ways that will earn true moral authority*

## Organizational Truth

Individuals perform best when they are *respected, valued, and trusted* by someone who genuinely cares for their well-being.

## Shared Governance

*Effective engagement with faculty is fundamental to successful paradigm change.*

## Shared Governance

*"...a college or university in which all the components are aware of their interdependence, of the usefulness of communication among themselves, and of the force of joint action will enjoy increased capacity to solve educational problems..."*



AAUP Statement on Government in Colleges and Universities, 1966

## What's the Goal?



**Scholarship is best fostered in an environment of absolute intellectual freedom.**



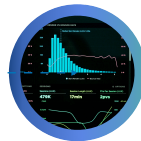
**The academic enterprise functions best when faculty, staff, and students have a sense of shared ownership and common purpose.**

## Governance: How Decisions Are Made



### One Model

The "community of scholars" is a pure democracy and decisions are made by plebiscite.



### A Different Model

The faculty is nothing more than a work force to be managed as a business enterprise.

## Governance at a Public University



Employees are responsible to the citizens of the state through a governing board.



The President, Chancellor, Provost, Dean, and Department Heads/Chairs have decision authority as delegated by the Board.

## Three Principles of Effective Shared Governance



### Partnership

*A spirit of co-operation between administration and faculty based on a shared commitment to the best interests and mission of the institution – even when we sometimes disagree about how best to get there.*



### Stay in Your Lanes

*Administrators appreciate, respect the distinct authority, expertise, and responsibility of faculty in their academic roles; faculty appreciate, respect the authority, expertise, and responsibility of administrators in their leadership roles. These are complementary, not adversarial.*



### Governing Documents

*Codified in writing, spelling out roles and responsibilities; structures and procedures for consultation and decision-making, at each level (individual departments to the university).*

## How Shared Governance Is Codified at Illinois



Curriculum and academic standards are largely matters of faculty decision.



Administrators seek advice of an elected faculty advisory committee on decisions (University Statutes)



Each administrator receives in-depth faculty evaluation at least every five years (University Statutes)



## Two Minute Challenge (2MC)

You are members of the elected advisory committee for your department. The appointed head of your department is required by university rules to seek your advice on personnel issues, including promotion and tenure (P&T). The department P&T committee has reviewed the portfolio for Assistant Professor Anderson and recommended him for promotion and tenure.

The department head is required to sign off in order for the case to advance to campus level review. The head tells you,

*"I agree that the record in this case is strong. But I have heard from three different independent sources that Professor Anderson has been telling people, 'The day after I make tenure I am putting on my slippers.' Tenure isn't a reward for what someone has done; it is an investment by the institution in the future productivity and commitment of the faculty member. In this case I have serious reservations about the long-term commitment of this candidate and I don't see how I can support it."*

**As a member of the advisory committee, how would you respond?**

## DEI

*We're in the midst of an important paradigm change.*

## Seeing Diversity Through a Different Lens






### Then

- Diversity negatively impacts academic excellence
- Institutions drive DEI change by creating awareness (e.g., implicit bias training, award programs)
- Minoritized groups assimilate into the dominant culture
- DEI goals are non-specific, ill-defined

### Now

- Diversity is integral to academic excellence
- Institutions drive DEI change by making systemic adjustments and taking sustained action
- Minoritized groups bring all of themselves and are supported equitably
- Diversity goals are intentional

## The Leadership Dilemma - What if I Mess Up?

-  Understand institutional DEI goals and expectations
-  Acknowledge DEI work as a legitimate part of your leadership portfolio
-  Strive for intellectual humility
-  Lead with courageous vulnerability
-  Plan for a marathon, not a sprint

## Is My Department Ready For This Crucial Conversation?



What does your unit assessment say about possibilities for change in support of DEI?



Is the environment psychologically safe for difficult conversations about DEI? How do you know?

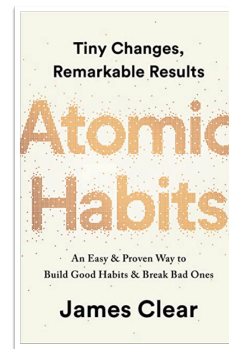


Do you have the support of a coalition of the willing?



What resources exist to support the work?

## Just Get Started!






*"Whenever you are stuck searching for the optimal plan, remember: Getting started changes everything."*

## Key to Success

*More than lofty words or impressive plans,  
the unit leader's behavior is central to success.*



## In Your Department

-  Is there a shared understanding of DEI?
-  How does it vary by status and identity?
-  How do/will you know?

## Q&A Panel



*Questions or concerns?*

*Key takeaways?*



Homework

1. Prepare to discuss the Capstone Case at our next (final!) session.
2. Review your journal and start an Independent Development Plan for how you will continue your growth as a leader.

**“Action expresses priorities”**



*Thank You*