

# ACADEMIC LEADERSHIP *and* MANAGEMENT INSTITUTE

*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: Matthis Volquardsen design: Aaron Robinson

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## At End: Key Takeaways

- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_
- ✓ \_\_\_\_\_


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## Program Overview




February 1	Orientation to Academia as a New Faculty
March 15	Managing Relationships for Career Success
February 28	Solving Challenges Through Negotiation
March 22	Managing Progress and Role Transitions
April 4	Capstone Project


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Who are  
We?



 **Please draw only!**

-  How did you get your name?  
(personal introduction)
-  What core values shape the  
scholar you are/want to be?
-  What do you enjoy doing in your  
non-work time?

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- 1 What chapters do you envision for your career as it unfolds?
- 2 What do you want to accomplish in this chapter of your career?

*Save your thoughts in your journal—  
you will need it as we go along*



## Tenure Track Pitfalls



- Hiring/personnel issues
- Funding
- Time management
- Assessing urgent/important challenges
- Balancing long/short-term goals
- Academic politics
- Leadership Skills
- Publishing

## Career TRAGEDIES

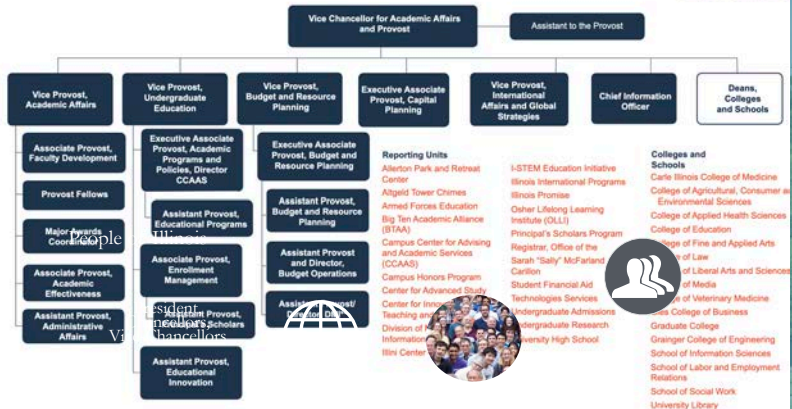


Institutions emerged to fill a need and continue to exist so long as a useful purpose is served

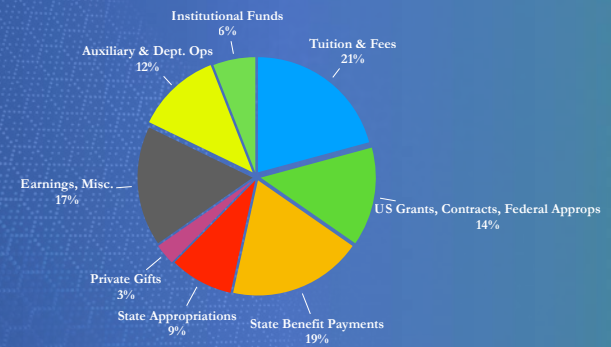


Applies to universities *and* units within universities

Land Grants: A Shared Beginning and Mission



Here are the revenue sources in the 7.65B 2023 system budget:








# Faculty, with their leaders, control the destiny of their unit



- Where is the discipline headed?
- What do students need to know?
- What kinds of research have relevance and are supported?

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## Codified at Illinois: Shared Governance

-  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)

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## Effective Shared Governance Principles



**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**

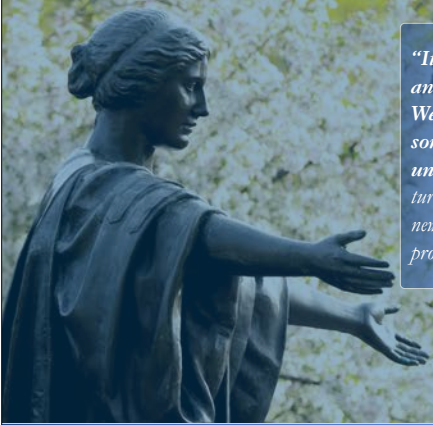
*Administrators appreciate, respect the distinct authority, expertise, and responsibility of faculty in their academic roles; faculty appreciate, respect the authority, expertise, and responsibility of administrators in their leadership roles. These are complementary, not adversarial.*



**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).*

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*“It is no ordinary work which we are set to do, and it come to under no ordinary circumstances. We are not here to reproduce, in this new locality, some old and well known style of college or university. The hungry eyes of toiling millions are turned, with mingled hope and fear, upon us, to see what new and better solution we can possibly offer of the great problems on which their well-being and destiny depend.”*

John Milton Gregory  
First President, University of Illinois  
1868



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# Academic Environment



"...their special position in society is not to be made a mere instrument of the state or to be subjected to the obligations of the state... In the exercise of their professional duties, they should be afforded the respect for the opinions of others..."



AAUP Statement of Principles, 1940

# Academic Environment



## Collegiality



## Layers of Challenges



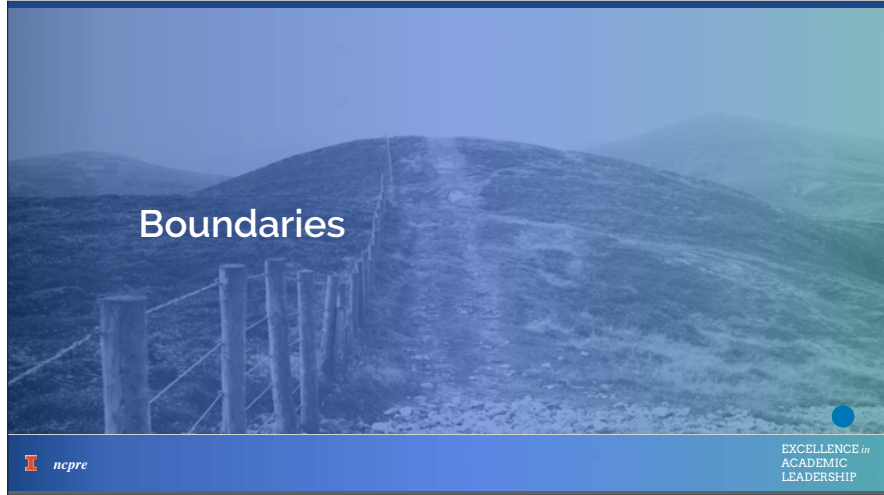
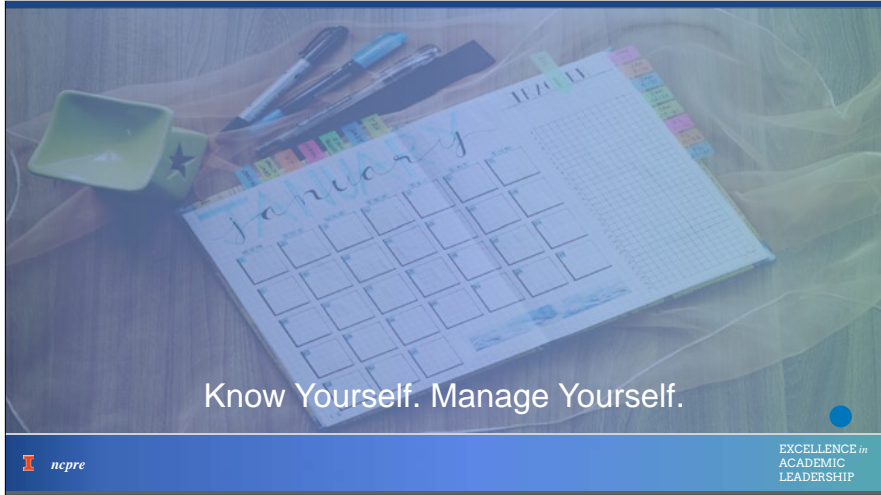
Personal



Interpersonal



Institutional








### Establish Boundaries

-  Chronological
-  Topical
-  Personal

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### Students

Undergraduate	Graduate
 Time management	 Personal
 Role in a research university	 Age affinity
 FERPA requirements	 Relative roles

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## Colleagues



Confide wisely!



Departmental  
Factions



Shifting roles over  
time in tenure process

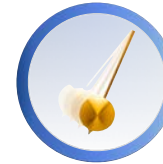
## Head



Seek clear  
understandings



Ask about  
mixed signals



Understand  
shifting roles  
over time



Confide wisely!

## Institutional Resources



Equipment,  
travel, etc.



Personal vs.  
professional uses



Keep good  
records

## Your Personal Resources



Empathy pit



Service activities



Informal  
demands

## Job vs. Life



Don't conduct your personal life at work



Try to have a personal life that work doesn't infect

## Boundaries to Consider in Light of Mission

- ⊘ Lying
- ⊘ Abuse of power or position
- ⊘ Impeding or diminishing the productivity of others
- ⊘ Causing fear

*Institutionally conferred*

*Better living through  
better boundaries.*

## One Final Note....



***It's easy to misplace your boundaries and roles in the informal and decentralized academic environment.***



## Short Case

Morgan Parker is a first-year graduate student. When Morgan started in Dr. Rowan Johnson's group, the two of them really clicked. They had shared interests outside of work, and exchanged information on local and online resources.

Morgan and Dr. Johnson shared a laugh at a funny tweet related to their research a few months ago, and they started following each other's professional social media accounts. Since then, Morgan regularly Direct Messages Rowan on Twitter and started sharing personal and professional updates in their standing meetings.

Recently, though, Morgan has been acting more informally, confiding in Dr. Johnson, and sharing more and more personal information, including relationship and financial difficulties. Morgan has been emailing and texting and asking to meet with Dr. Johnson on weekends and evenings and has begun showing up unannounced at Dr. Johnson's office and lab.

Then, Morgan began questioning Dr. Johnson's feedback on a project and seeking regular reassurance about its quality and progress. Further, Morgan has been sharing with Dr. Johnson frustration with colleagues and other students in the program; Morgan wants Dr. Johnson's advice and seems to expect Dr. Johnson to take sides, even intervene in some situations.

*What should Dr. Johnson 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?*



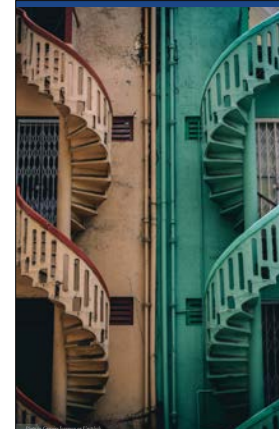
*What are your options?  
Who is affected by each?*



*What will you do?  
What (exact) words will you use?*

## What is mentoring?






**Mentoring:**  
*Promoting the professional growth of another.*



**Your two sides:**  
*mentor and mentee  
at the same time.*

*Different goals, different people require different approaches:*

Dimensions of mentoring

-  Guide
-  Teacher
-  Role Model
-  Colleague
-  Evaluator

Dimensions of being mentored

1. Professional development
2. Emotional support
3. Intellectual community
4. Role model
5. Psychologically safe space
6. Accountability for what really matters
7. Sponsorship
8. Access to opportunities
9. Substantive feedback

Rockquemore, Kerry Ann (2003) A New Model of Mentoring Inside Higher Ed. <https://www.insidehighered.com/digital-learning-strategy/article/2003/03/03/a-new-model-of-mentoring-inside-higher-ed>

 About which aspects of mentoring are you **most** confident?

 About which aspects of mentoring are you **least** confident?

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

*Knowing something about your mentee's goals is central to success.*

Articulate Your Mentoring

*Philosophy*

&

*Align* Expectations  
Between Mentor  
and Mentee



**Mentoring Philosophy**  
This form asks you to articulate your philosophy of mentoring, including the goals for yourself and the mentee, and the expectations for the mentoring relationship.

Why do I want to be a mentor?

What are my expectations for my mentee?

What are my expectations for myself?

 What has been most successful about your mentoring relationships?

 What challenges are you currently facing with one or more of your mentors?

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## Mentoring Networks

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### Start Your Own Mentoring Map

My Personal Mentors		My Professional Mentors	
Personal Relationships		Career Advancement	
Structural Support		Specialization	
Role Modeling		Quality Improvement & Learning	
Time Management		Logistics & Administration	
My External Mentors		Service Organizations	
College Involvement		Mentoring Others	
Professional Organizations		How to get things done	
Research Partners		Industry Associations	
Professional Partners			


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### Refine Your Toolkit




Align expectations




Set mentoring goals



Develop your mentoring philosophy

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*Questions or concerns?*

*Key takeaways?*



*See you next time!*