


EXCELLENCE *in* ACADEMIC LEADERSHIP

Session One: Leadership in the Academic Environment

*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 *design: Aaron Robinson*

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Mark, the department head, discusses department matters with Bruce, a prominent member of faculty.

And, the promised questions...

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Academic Environment

 *"...their professional independence from their institutions... imposes special obligations of self-censorship... in the exercise of their academic freedom and professional responsibility... to respect the opinions of others..."*

 *AAUP Statement of Principles, 1940*

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Academic Environment



Academic Freedom

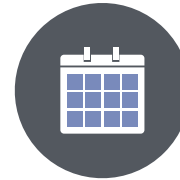


Star System



"Well, sure it's sleazy and unacceptable, but it's not misconduct."

Long-Term Relationships



Collegiality





- 1 Think of a time you were impressed by an act of leadership. Write a few private sentences about that interaction.
- 2 Create a working definition of leadership for yourself.

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



Illustration

*“Is that really any
of my business?”*



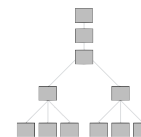
Winner of the “Not My Job” Award

Arizona Department of Transportation, Litchfield Park, Arizona

Purpose



Mission



Role



Constituencies









Why?

Why are you doing this job?

Becoming an Authority Figure







As An
Authority
Figure

-  Academia's general ambivalence about authority
-  Real vs. perceived power
-  Amplifying effects
-  Decentralization
-  Bifurcated constituencies
-  Ambiguities in environment, policies, practice, etc.



As An
Authority
Figure

-  Changed relationships
-  Being an authority figure
-  The persona pendulum
-  Donning a leadership persona

Thinking About Personas



Which **you** do you need to be, and **when**?

A note:

“Nature abhors a vacuum”



Aristotle

If the leader does not step into the role,
someone else will.

When you're responsible
for the good of the whole,
it isn't about you:

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

Boundaries

*Better living through
better boundaries.*

Outer Boundaries

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

Institutionally conferred









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



**You can train people to be
bullies or to abuse the system.**

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?*

Short Case







30: Irregular
Hours

An assistant professor in your unit is known to work very irregular hours, sometimes staying until the wee hours of the morning and then not coming into the next day until late—or not at all. Your colleagues say this faculty member is very hard working and is likely to make significant research breakthroughs. However, your undergrad advisor says that students complain that classes rarely start on time and sometimes the instructor is not prepared for class.

*What is your role in this conversation?
How would you approach this conversation?*

6 Elements

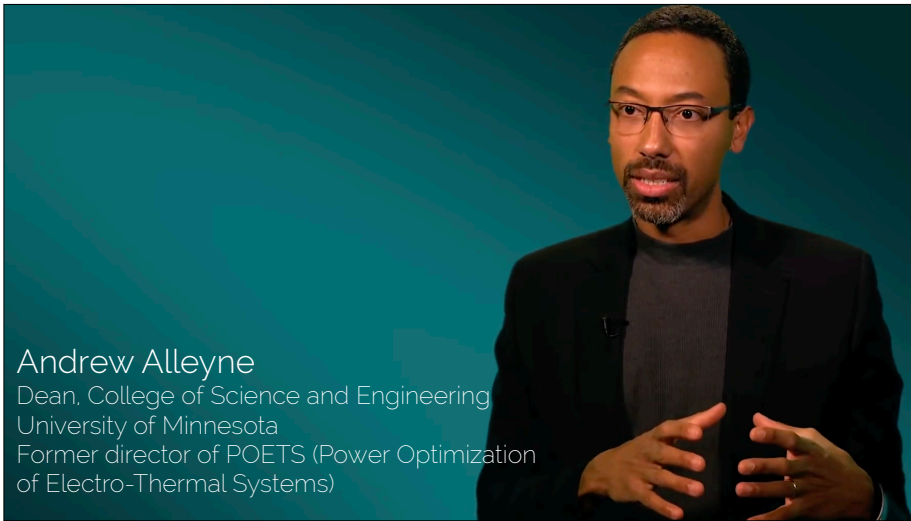
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LC Quick Tips

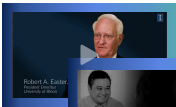
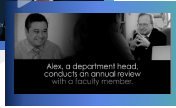

Becoming an Authority Figure

1. It's about the institution and the mission.
2. Develop good boundaries.
3. Listen. Listen. Listen.
4. Build relationships and trust.
5. Learn to apologize, when needed, and mean it.





NCPRE Leadership Collection

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

<p>Focal Areas</p> <ol style="list-style-type: none"> 1. Developing Yourself 2. Leading and Managing a Unit 3. Leading Beyond the Unit 	<p>Collections</p> <ul style="list-style-type: none"> Just-in-time (now!) Deep Dive (deep knowledge) 	<p>Updates</p> <p>The Leadership Collection is regularly updated with new resources</p>
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



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Questions or concerns?

Key takeaways?

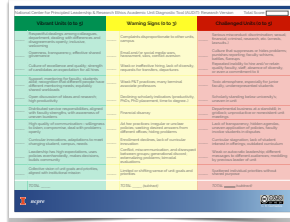
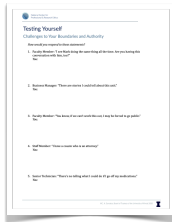
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Homework

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.



ncpre National Center for Principled Leadership & Research Ethics Academic Unit Diagnostic Tool (AUDiT), Edition A

Total Score:

Vibrant Units (0 to 5)	Warning Signs (0 to 3)	Challenged Units (0 to 5)
<input type="checkbox"/> Respectful dealings among colleagues, dealing with differences and disagreements openly, inclusive, welcoming <input type="checkbox"/> Openness, transparency, effective shared governance <input type="checkbox"/> Culture of excellence and quality; strength of candidates an expectation for all hires <input type="checkbox"/> Support, mentoring for faculty, students alike; recognition that different people have different mentoring needs, equitably shared workloads <input type="checkbox"/> Open discussion of ideas and research; high productivity <input type="checkbox"/> Distributed service responsibilities, aligned with faculty strengths, with awareness of uneven <input type="checkbox"/> High quality of communication—willingness to listen, compromise, deal with problems openly <input type="checkbox"/> Curricular innovations, adaptations to meet changing student, campus, career needs <input type="checkbox"/> Leadership has high expectations, uses policies evenhandedly, makes decisions, builds community <input type="checkbox"/> Collective vision of unit goals and priorities, aligned with institutional mission 	<input type="checkbox"/> Complaints disproportionate to other units, campus <input type="checkbox"/> Email and/or social media wars, harassment, silos, conflict aversion <input type="checkbox"/> Weak or ineffective hiring, lack of diversity, frequent requests for transfers, departures <input type="checkbox"/> Weak P&T practices; many terminal associate professors <input type="checkbox"/> Declining scholarly indicators (productivity, PhDs, PhD placement, time to degree.) <input type="checkbox"/> Financial disarray <input type="checkbox"/> <i>Ad hoc</i> practices; irregular or unclear policies; seeking desired answers from different offices, hiding problems <input type="checkbox"/> Enrollment declines, lack of curricular innovation <input type="checkbox"/> Conflict, miscommunication, and disrespect between groups; generational discord; externalizing problems; bimodal evaluations <input type="checkbox"/> Limited or shifting sense of unit goals and priorities 	<input type="checkbox"/> Serious misconduct, discrimination, sexual, financial, criminal, research, etc. (arrests, lawsuits.) <input type="checkbox"/> Culture that suppresses or hides problems; punishes reporting; faculty schisms, battles, flare-ups <input type="checkbox"/> Repeated inability to hire and/or retain quality faculty, staff; absence of diversity, or even a commitment to it <input type="checkbox"/> Toxic or unwelcoming atmosphere, especially for junior faculty, underrepresented groups, students <input type="checkbox"/> Scholarly standing below university's; uneven within unit <input type="checkbox"/> Departmental business at a standstill; in gridlock; unproductive or nonexistent unit meetings <input type="checkbox"/> Lack of transparency, hidden agendas, uneven application of policies; faculty involve students in disputes <input type="checkbox"/> Curricular stagnation outdated curriculum; lack of student interest in offerings <input type="checkbox"/> Weak or autocratic leadership; different messages to different audiences; meddling by previous leader of unit <input type="checkbox"/> Scattered individual priorities without shared purpose
TOTAL _____	TOTAL _____ (subtract)	TOTAL _____ (subtract)



See you next time!

