

# EXCELLENCE in ACADEMIC LEADERSHIP

## Session Two: Group Problem-Solving

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

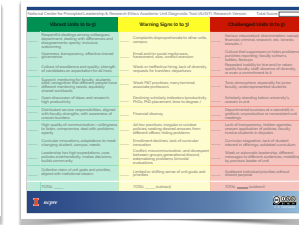
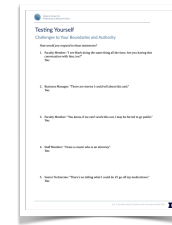


EXCELLENCE in ACADEMIC LEADERSHIP



Homework

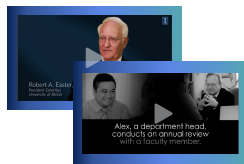
1. Identify at least two Quick Tips or videos from the Leadership Collection; be prepared to share your review of them with colleagues at our next session.
2. Read all the *Testing Yourself* prompts; write out answers.
3. Fill out the AUDiT for your unit.



EXCELLENCE in ACADEMIC LEADERSHIP

## 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



EXCELLENCE in ACADEMIC LEADERSHIP

## NCPRE Academic Unit Diagnostic Tool (AUDiT)

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

Vibrant Units (0 to 5)	Warning Signs (0 to 3)	Challenged Units (0 to 5)
Respectful dialogues among colleagues; department consistently high student feedback	Complaints disproportionate to other units; campus	Serious misconduct, discrimination, sexual harassment, etc. serious, pervasive
Openness, transparency, shared governance	Email and/or social media; silos, conflict averse	Culture that ignores or hides problems; punitive reporting; faculty schemes, battles, blame
Culture of excellence and quality; strong candidates	Weak	Repetitive inability to hire, retain quality faculty
Support and mentoring for faculty and students alike	Weak	Teaching atmosphere, especially for junior faculty
Open discussion of ideas and research; high productivity; excellent teaching modeled and rewarded	Weak or ineffective hiring; departures	Teaching standing below institutional/unit
Distributed service responsibilities, aligned with faculty strengths	Weak P&T practices; m	Real business of a standard; in process
High level of communication—willingness to solve non-punitive problems; addressed, not submerged	Declining scholarly in	Transparency; hidden agendas; faculty silos or disputes
Curricular innovations, adaptations to meet changing student interests, needs	PhD placement, th	Integration; lack of student interest in distributed curriculum
Leadership has high expectations; uses policies, makes decisions, builds community	Weak	Autocratic leadership; different to different audiences; meddling by leader of unit
Collective vision of goals and priorities	Weak	Individual priorities without shared purpose
TOTAL	TOTAL	TOTAL



EXCELLENCE in ACADEMIC LEADERSHIP

## Testing Yourself

**Testing Yourself**  
Challenges to Your Boundaries and Authority

How would you respond to these statements?

- Faculty Member:** "You talk during the same thing all the time. Are you having too conversations with this one?"  
Yes \_\_\_\_\_  
No \_\_\_\_\_
- Business Manager:** "There are stories I could tell about this one!"  
Yes \_\_\_\_\_  
No \_\_\_\_\_
- Faculty Member:** "You know, if we can't work this out, I may be forced to go public!"  
Yes \_\_\_\_\_  
No \_\_\_\_\_
- Staff Member:** "I have a counter idea to an attorney!"  
Yes \_\_\_\_\_  
No \_\_\_\_\_
- Senior Technician:** "There's no telling what I could do if I got off my workstation!"  
Yes \_\_\_\_\_  
No \_\_\_\_\_

## 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



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



EXCELLENCE *in*  
ACADEMIC  
LEADERSHIP

## 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**



EXCELLENCE *in*  
ACADEMIC  
LEADERSHIP

## 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!**



EXCELLENCE *in*  
ACADEMIC  
LEADERSHIP



# 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 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 should you do?

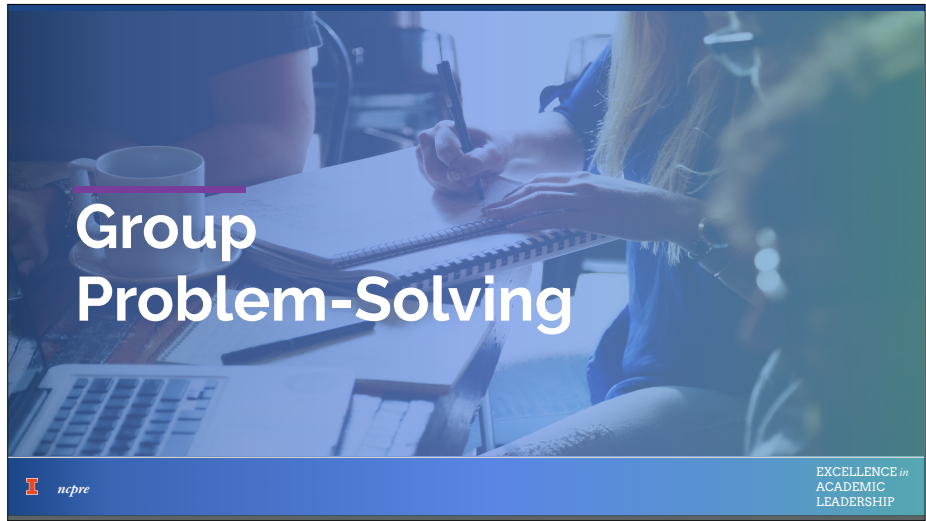


EXCELLENCE *in*  
ACADEMIC  
LEADERSHIP

# 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

**ILLINOIS**

**Decision Making Framework**

*An empirical habit to assess problems and develop constructive approaches to their resolution.*

**1) What are the issues?**

**2) What policies or regulations apply?**

**3) What questions do you have or data do you need?**

**4) Who, what are your resources?**

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

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

**Annenberg Institute Critical Friends Consultancy Summary**

**Process Overview**

**Facilitator**

- Step One: Facilitator Overview
- Step Two: Presenter Overview
- Step Three: Problem or Challenge Question
- Step Four: Discussion's Group
- Step Five: Facilitator Response
- Step Six: Debriefing

**Group Member Roles**

**Facilitator**

- Agrees with process review for group
- Establishes time limits, notifies time, adjusts as needed to stay within schedule
- Manages conversations as a facilitator of all group members for those with something to say, makes decisions on time
- Provides encouragement of risks, warns and cool feedback, and keeping on topic
- Leads debriefing process and follows back time discussion

**Presenter**

- Prepares to share for discussion, clear about the specific questions to be addressed
- Does not participate in group discussion, only listening outside of the group—does not moderate eye contact
- Thinks notes and gauges what is helpful and what is not
- Leads a specific about the feedback that was helpful

**Discussionists**

- Address only the issue brought by the presenter
- Give feedback that is both warm and constructive
- Give feedback in a supportive tone
- Provide practical suggestions
- When feedback consists of supportive, appreciative statements about the work presented
- Use "I" or "me" instead of "you" when giving feedback
- Use "I" or "me" instead of "you" when giving feedback
- Use "I" or "me" instead of "you" when giving feedback
- Use "I" or "me" instead of "you" when giving feedback





## 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

ncpre

EXCELLENCE in  
ACADEMIC  
LEADERSHIP

(Abbreviated)

## Annenberg Critical Friends Protocol

(2)	15 minutes	Presenter Speaks
-----	------------	------------------

ncpre

EXCELLENCE in  
ACADEMIC  
LEADERSHIP

(Abbreviated)

## Annenberg Critical Friends Protocol

(2)	15 minutes	Presenter Speaks
3	3 minutes	Clarifying Questions

ncpre

EXCELLENCE in  
ACADEMIC  
LEADERSHIP

(Abbreviated)

## Annenberg Critical Friends Protocol

(2)	15 minutes	Presenter Speaks
3	3 minutes	Clarifying Questions
4	5 minutes	Group Discussion

ncpre

EXCELLENCE in  
ACADEMIC  
LEADERSHIP

*(Abbreviated)*

## Annenberg Critical Friends Protocol

(2)	15 minutes	Presenter Speaks
3	3 minutes	Clarifying Questions
4	5 minutes	Group Discussion
5	2 minutes	Presenter Response

 **EXCELLENCE in ACADEMIC LEADERSHIP**

Short Case


#38: Student Complaints

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 faculty member, an associate professor, is regularly late for class and has several times canceled class at the last minute. A little checking reveals that this is not the first time that student concerns have surfaced about this faculty member's lateness and inconsistency. There are no formal records, but the undergrad programs person in your department says there has been consistent, low-level grumbling by students over the last three or four semesters.

The four students who have come to you are frustrated and want you to do something.







*Prepare for a meeting with your Critical Friends group.*


 **EXCELLENCE in ACADEMIC LEADERSHIP**

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?*


 **EXCELLENCE in ACADEMIC LEADERSHIP**

## Group Problem-Solving

 **EXCELLENCE in ACADEMIC LEADERSHIP**


# Group Problem-Solving

- *As a faculty member*

 **EXCELLENCE** *in*  
ACADEMIC  
LEADERSHIP


# Group Problem-Solving

- *As a faculty member*
- *As a department leader*

 **EXCELLENCE** *in*  
ACADEMIC  
LEADERSHIP

# Group Problem-Solving

- *As a faculty member*
- *As a department leader*

 **EXCELLENCE** *in*  
ACADEMIC  
LEADERSHIP



**Barb Wilson**  
President, University of Iowa  
*Former Executive Vice President and  
Vice President for Academic Affairs, University of Illinois*



Reading: What do you want to learn about?


*start here* →

- An overview
- Hard conversations
- Feedback is helpful
- Change is hard, and we need it

**I** *ncpre* EXCELLENCE in ACADEMIC LEADERSHIP

Reading: Your Suggestions?

**I** *ncpre* EXCELLENCE in ACADEMIC LEADERSHIP




It's your job to grow as a leader.


**I** *nspire*

EXCELLENCE *in*  
ACADEMIC  
LEADERSHIP

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 Critical Friends group



Homework



**I** *nspire*

EXCELLENCE *in*  
ACADEMIC  
LEADERSHIP

*Questions or concerns?*

*Key takeaways?*

**I** *nspire*

EXCELLENCE *in*  
ACADEMIC  
LEADERSHIP