

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: Matthias Volquardsen

design: Aaron Robinson



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ACADEMIC
LEADERSHIP

At End: Key Takeaways

- ✓ _____
- ✓ _____
- ✓ _____



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Program Overview - Spring 2024




- Feb 6 Orientation to Academia as a New Faculty Member
- Feb 27 Managing Difficult Conversations; Giving Feedback
- Mar 19 Mentoring Skills and Challenges
- Apr 9 Using Negotiation Skills for Problem-Solving
- Apr 30 Capstone Project



PRINCIPLED
ACADEMIC
LEADERSHIP

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

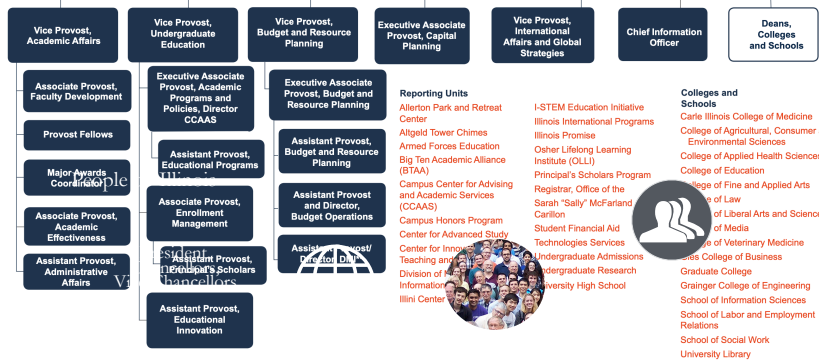


Applies to universities *and* units within universities

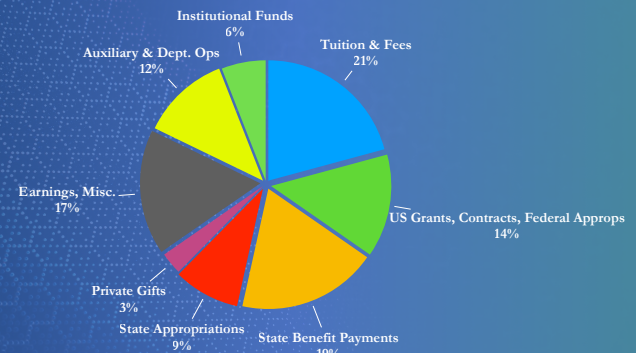
Land Grants: A Shared Beginning and Mission



Vice Chancellor for Academic Affairs and Provost Assistant to the Provost



Here are the revenue sources in the 7.81B 2024 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.

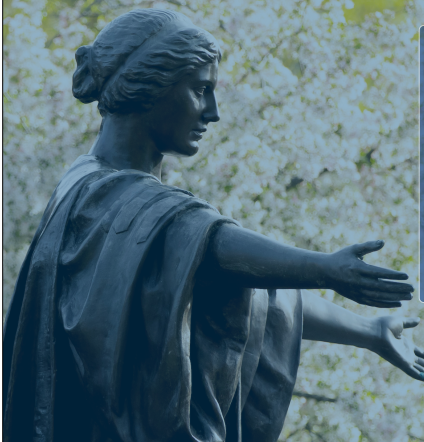


Stay in Your Lanes
Administrators appreciate, respect the distinct authority, expertise, and responsibility of faculty in their academic roles; faculty appreciate, respect the authority, expertise, and responsibility of administrators in their leadership roles. These are complementary, not adversarial.




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



"...the very best position to hold is one of freedom from imposed special obligations to any one group... in the exercise of his or her professional duties, the professor should provide respect for the opinions of others..."



AAUP Statement of Principles, 1940

Academic Environment



Collegiality



Layers of Challenges



Personal



Interpersonal



Institutional



S

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?*

Better living through
better boundaries.

Establish Boundaries



Chronological



Topical



Personal

Students

Undergraduate



Time management



Role in a research university



FERPA requirements

Graduate



Personal



Age affinity



Relative roles

Colleagues



Confide wisely!



Departmental
Factions

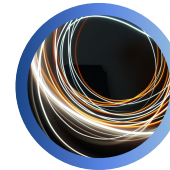


Shifting roles over
time in tenure process

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 ^{*Institutionally conferred*} power or position
- ⊘ Impeding or diminishing the productivity of others
- ⊘ Causing fear

One Final Note....



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

Key takeaways?

Questions or concerns?

2x3
Points

What characterizes times when you received feedback that were good experiences?

- 1.
- 2.
- 3.

The bad experiences?

- 1.
- 2.
- 3.

See you next time!