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

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

At End: Key Takeaways

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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?

Who are We?

ncpre
Your Career in Chapters

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

- Temptation
- Rationalization
- Ambition
- Group Authority
- Entitlement
- Deception
- Incrementalism
- Embarrassment
- Stupid Systems
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

University of Illinois System

Land Grants: A Shared Beginning and Mission

Here are the revenue sources in the 7.81B 2024 system budget:
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Faculty, with their leaders, control the destiny of their unit.

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

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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“...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 eye 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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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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"...their special position in the community imposes special obligations on those who are especially charged with the task of being stewards of ideas and ideals. Professors are required to be restrained in the expression of the opinions of others..."

"...have obligations that derive from common membership in the community of scholars.... In the exchange of criticism and ideas, professors show due respect for the opinions of others..."
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?

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 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?

See you next time!

2x3 Points

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

1.
2.
3.

The bad experiences?

1.
2.
3.