

Principled Academic Leadership

Session 9: *Becoming a Leader Who Makes a Difference*

By the National Center for Principled Leadership & Research Ethics at the University of Illinois at Urbana-Champaign

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Homework

1. Review the second version of the Professor Major video posted on the cohort webpage, watching for: what did the department chair learn in this program?
2. Meet in a group to develop a list of skills you've acquired through this cohort program that you see being applied in the second version. Report at next session.
3. Meet in a Critical Friends group: either use the case study posted on the cohort webpage, or an issue you are facing.



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Becoming a Leader Who Makes a Difference



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Framing Leadership



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Leadership as Growth



Process of Development



Practice and Learning from Mistakes



Contextual

Keep in Mind...

Leadership is a **socially constructed process** in which an individual is given or takes increased **accountability and responsibility** to empower others to collectively solve problems in alignment with the team's/organization's purpose.

Mini Reflection

- 1 Create a list of 2-3 leaders who inspire you who are in a formal leadership role
- 2 Create a list of 2-3 leaders who inspire you who are *not* in a formal leadership role



Whether you step up to lead a team with no formal leader, or you step into a position with increased responsibility, a leader is setting an example.

“The most significant aspect of leadership is...**trust.**”

What the Research Tells Us



Shared goals
matter



WHY
matters



Purpose helps us make
better decisions

What kind of leader do you want to be?

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*.

Lead with Intention to Manage Change



Leadership with a clear sense of purpose and direction in mind.

— and —



How you get there is just as important as what you are trying to achieve; the right goal can be undermined by flawed or absent process.

Discard the idea that administration is the “dark side” of academia.

*Administrators are not your adversaries.
To effect change, they must be your allies.*

Establish a Relationship with the Dean

To support your mission and goals



Chancellor
Provost
Dean

Goals and Mission extend vertically



Aligning with Upper Leadership

Overview



Be Strategic



Focus on Building Shared Goals







Communicate Thoughtfully



Be Human




Be Strategic



-  Assess, compare style & goals
-  Pick your battles and times carefully
-  Consider why were you chosen, expectations when appointed
-  No surprises





Focus on Building Shared Goals



-  Understand the interests, challenges, goal of the levels above you
-  Do your homework: read writings, speeches for themes
-  Have goals; work toward them *in alignment* with institutional goals




Communicate Intentionally, Thoughtfully



-  Listen and read carefully, deeply
-  Gather information and ask questions about communication, expectations
-  Collect and deploy evidence
-  Frame your goals in the context of the institutional purpose

Be Human/ Be Real; Play the Long Game



-  Build bridges—take the time for informal interactions
-  Recognize our human shortcomings
-  Think about the pattern of interactions

**To effect change,
alignment is necessary
and not sufficient.**

Shared Governance

*Effective engagement with faculty is
fundamental to successful paradigm change.*

**How you get there is just as important as what
you are trying to achieve; the right goal can be
undermined by flawed or absent process.**

What's the Goal?



Scholarship is best fostered in an environment of absolute intellectual freedom.



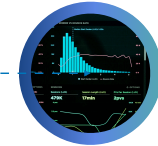
The academic enterprise functions best when faculty, staff, and students have a sense of shared ownership and common purpose.

Governance: How Decisions Are Made



One Model

The "community of scholars" is a pure democracy and decisions are made by plebiscite.



A Different Model

The faculty is nothing more than a work force to be managed as a business enterprise.

Three Principles of Effective Shared Governance



Partnership



Stay in Your Lanes



Governing Documents

Privilege comes with responsibility

Shared governance requires informed citizenship



Two Minute Challenge (2MC)

As the appointed head of your department, you are required by university rules to seek advice on personnel issues, including promotion and tenure (P&T) from the elected advisory committee. The department P&T committee has reviewed the portfolio for Assistant Professor Anderson and recommended them for promotion and tenure.

You are required to make your own recommendation on behalf of the department in order for the case to advance to campus level review, and you have reservations that were not surfaced by the department P&T committee.

While you agree that the record in this case is strong, you have heard from three different independent sources that Professor Anderson has been telling people, "The day after I make tenure I am putting on my slippers." You have serious reservations about the long-term commitment of this candidate and don't see how you can support it.

How will you proceed?



Organizational Truth

Individuals perform best when they are *respected, valued, and trusted* by someone who through their actions demonstrates *genuine care* for their well-being.



We're in the midst of another important paradigm change.

- ◆ **Equity**
- ◆ **Inclusion**
- ◆ **Diversity**
- ◆ **Inclusive Excellence**



What Are Your Goals?

Checking the Box

- Diversity "undermines" academic excellence
- Institutions drive DEI change by creating awareness (e.g., implicit bias training, award programs)
- Minoritized groups assimilate into the dominant culture
- DEI goals are non-specific, ill-defined

Sustainable Excellence

- Diversity is integral to academic excellence
- Institutions drive DEI change by making systemic adjustments and taking sustained action
- Minoritized groups bring all of themselves and are supported equitably
- Diversity goals are intentional



Is My Department Ready For This Crucial Conversation?



What does your unit assessment say about possibilities for change in support of inclusive excellence?



Is the environment psychologically safe for difficult conversations about this topic? How do you know?

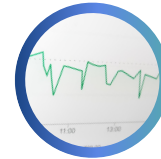


Do you have the support of a coalition of the willing?



What resources exist to support the work?

Data Can Be a Valuable Resource



Demographics and hiring patterns



Are you *retaining* excellent faculty/staff?



Are service burdens disproportionate? What about undocumented forms of service (e.g. informal advising)?



Consider comparative data

Respond to Changing Needs



Current and Future Students

Implications for curriculum
Changing metrics for success
New forms of support



Junior Faculty

Implications for research areas
"Impact" vs. what's institutionally rewarded
Community-based research

What are *you* bringing to this?

Case Study Discussion

Case Study

The recently appointed Department Head is what most of a science department naturally hopes for: an excellent researcher, a strong, challenging classroom. A highly productive, national leader in the department has come upon a highly productive, national leader in the department who is Black women, and whose, the department Head has demonstrated a great ability at managing, she made a choice to hire her. She has the support of the department and the Dean, and that if she is not, she will the formal changes of action and action against the department.

The appointment process for departmental leadership is as follows. A committee of senior full professor nominates two candidates to the Head. The Head then submits the nominations, with his own independent confidence of the two candidates to the Dean of the College of Arts and Sciences. The Dean then makes the final decision on the appointment in consultation with the Head, but the final decision rests with the Dean. Traditionally, this is held for a three-year term, but can be renewed.

The Head has just been notified by the committee that the committee is not recommending the Black woman professor for the student chair due to her poor record of mentoring and teaching. Although she has two national research awards and through submitted findings to the department, her mentoring record is subpar, with as many as half of her postdoctoral students leaving her lab within a year or two. She also has a reputation for mentoring her PhD students, telling of them and leaving them publicly for mistakes on the laboratory, and expecting them to work more than their contractually stipulated number of hours per week. Graduate research assistants and post docs are overworked at the university. Her undergraduate student teaching evaluation is low, her graduate teaching evaluation is low as well, but still significantly higher than the departmental median. She has also been found more times taking leave from faculty than the university cares about is research, and that they find that her graduate students did not meet their teaching obligations. The service was devoted to the University's public-mission commitment to providing high-quality education to all of its students.

The Black woman professor has a national reputation, and so changes of action and action in the selection process will undoubtedly generate national attention at a time when the department and the entire university are attempting to recruit larger cohorts of underrepresented students into their PhD programs, especially in the natural sciences. She also has a great deal of support within the department. So far, the department's committee recommendations are a success, but if she is not hired, the department is likely to get into two crises, leading to further recruitment and retention of staff within the department and perhaps between the department and the Dean's office.

How should the department head proceed?

A Case Study of a Professor of Biological Sciences

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The Leader's Dilemma - What if I Mess Up?

- Understand institutional DEI goals and expectations
- Acknowledge DEI work as a legitimate part of your leadership portfolio
- Strive for intellectual humility
- Lead with courageous vulnerability
- Plan for a marathon, not a sprint

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COMPLEX ORGANIZATIONS CHANGE SLOWLY

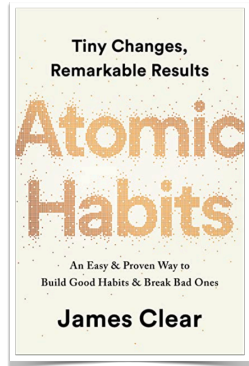
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Key to Success

More than lofty words or impressive plans, the unit leader's behavior is central to success.

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Just Get Started!



"Whenever you are stuck searching for the optimal plan, remember: Getting started changes everything."

"Action expresses priorities"



Homework

1. Prepare a presentation to discuss the Capstone Case at our next (final!) session.
2. Review your journal and start an Individual Development Plan for how you will continue your growth as a leader.

Questions or concerns?

Key takeaways?

Thank You