

Principled Academic Leadership

Session Two: Group Problem-Solving - Critical Friends


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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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.

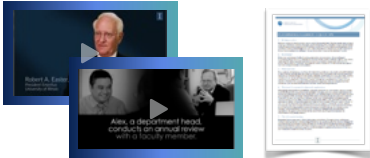


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NCPRE Leadership Collection

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


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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!**

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NCPRE Academic Unit Diagnostic Tool (AUDiT)

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

Vibrant Units to be #1	Warning Signs to be #2	Challenged Units to be #3
<ul style="list-style-type: none"> Research/teaching units with collegiality, transparency, and shared vision Openness, transparency, reflective shared governance Climate of excellence and quality, strength of curriculum or reputation for success Support mentoring for faculty, students after integration from different programs have different mentoring needs, especially shared workload Clear discussion of data and research, high productivity High-quality communication, collegiality to peers, transparency, deal with problems openly Consideration, responsiveness to meet changing student, campus, needs Leadership has high expectations, uses policies accordingly, makes decisions made carefully Collective vision of unit goals and priorities, aligned with institutional mission 	<ul style="list-style-type: none"> Complaints disproportionate to other units, campus Email and/or social media silos, conflict averse Weak or ineffective hiring practices Weak P&T practices, many professors Declining scholarly productivity, little innovation, little 	<ul style="list-style-type: none"> Service inconsistent, discrimination severe, faculty culture, research, etc. services severely impacted Culture that suppresses or hides problems, negative, unhelpful, toxic, no shared vision Faculty unable to live and to retain quality, no sense of diversity, or water Faculty unable to live and to retain quality, no sense of diversity, or water Faculty unable to live and to retain quality, no sense of diversity, or water

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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 that 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?

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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?

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Group Problem-Solving

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Decision Making Framework

"We are what we repeatedly do. Excellence, then, is not an act, but a habit." Aristotle

Facilitator Overview (15 minutes)

- 1) What is the issue?
What is the problem?
What is the goal?
- 2) What values or regulations apply?
What are the values or regulations that are relevant to this problem?
What are the values or regulations that are relevant to this problem?
- 3) What questions do have or information do you need?
What are the questions that you need to answer?
What are the questions that you need to answer?
- 4) What are your options?
What are the options that you have?
What are the options that you have?
- 5) What will you do? What will you do?
What will you do?
What will you do?

Presenter Response

After the decision-making process, the presenter will be asked to share their decision and the reasons for their decision. The presenter will be asked to share their decision and the reasons for their decision.

Annenberg Institute Critical Friends Consultancy Summary

Process Overview

- 1 minute: Stop Time: Facilitator Overview
- 5 minutes: Stop Time: Presenter Speaks
- 3 minutes: Stop Time: Clarifying Questions
- 12 minutes: Stop Time: Group Discussion
- 5 minutes: Stop Time: Presenter Response
- 5 minutes: Stop Time: Debriefing

Group Member Roles

Facilitator:

- Opens with process overview for group
- Establishes time limits, makes time adjustments as needed to stay within schedule
- Manages conversation to be inclusive of all group members, with an eye toward helping to help, making space for them
- Encourages discussion of values, norms and trust, and helping to help
- Leads debriefing process, not stepping back into discussion

Presenters:

- Prepares an issue for discussion, clear about the specific questions to be addressed
- Does not participate in group discussion, but listening outside of the group – does not maintain eye contact
- States issues and progress when in helpful and when in not
- Lists in specific about the feedback that was helpful

Facilitator:

- Address only the issue brought by the presenter
- Give feedback that is both specific and useful
- Give feedback to the presenter
- Provide practical suggestions
- When "feedback" consists of supportive, appreciative statements about the work presented
- "I" or "we" statements (feedback after different ways to think about the work presented and for their questions and
- "I" or "we" feedback: challenges and extend the presenter's thinking and for more concerns

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(Abbreviated)

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

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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.



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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?*


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Group Problem-Solving

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




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

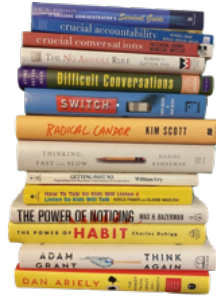
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Reading: What do you want to learn about?



Reading: Your Suggestions?



It's your job to grow as a leader.



Homework

1. Review the AUDiT you filled out for your unit; be prepared to discuss.
2. Form a Critical Friends group and hold a session using a real or hypothetical situation.

[illegible]

Questions or concerns?

Key takeaways?