

Principled Academic Leadership

Session 3: Leading a Vibrant Unit

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. 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.



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SPENDING TIME PUTTING OUT FIRES SIGNALS A NEED FOR THOUGHTFUL ACTION.



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Nothing happens in isolation



Structural, cultural, financial, interpersonal, scholarly, and leadership problems interact.

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Solutions and Approaches

How can you stop fighting fires...

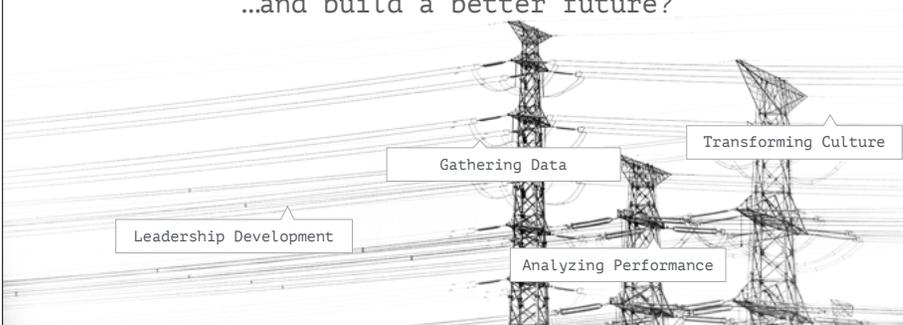


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Solutions and Approaches

...and build a better future?



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Scenario 1:
The other person is totally off base, confused, neurotic, stupid and/or just generally wrong.

It's likely some combination of the two.

Scenario 2:
The other person might have a point; you could be mistaken or have misunderstood.

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Whichever it is, you are in an unpleasant situation.

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Reality: *The only conduct you control is your own*



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First...



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You need to know — and be clear about —
some things about yourself and your situation.

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Self-Knowledge



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A Emotions are contagious. most contagious.

And aggression only escalates.

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Pepper . . . and Salt
THE WALL STREET JOURNAL

"As far as I know, Laidlaw, the customs of our corporate culture do not include hissy fits."

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Philosophical Centering

Mission Role Constituencies Why

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Why are you doing this job?

(overlaps with self-knowledge)

Vibrant Academic Units



Student Learning
Appropriate
quality, volume



Scholarship
Research/creative
work at institutional
standards, with
impact



Service, Outreach
Contribute to
institutional mission



Governance
Ethically, legally,
fiscally responsible



Culture
Healthy and
inclusive working
environment

Cultures of Excellence

Our premise is that excellence is more than *what* work is done, it also encompasses *how* work is done:

with rigor, reproducibility, inclusion, and integrity.

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.

Query:

Have YOU ever been persuaded by being insulted, contradicted or shouted down?

Key Lessons about Culture



Culture exercises powerful influences over how we relate to each other, how we work together, and how we see ourselves.



Organizational cultures evolve over time.

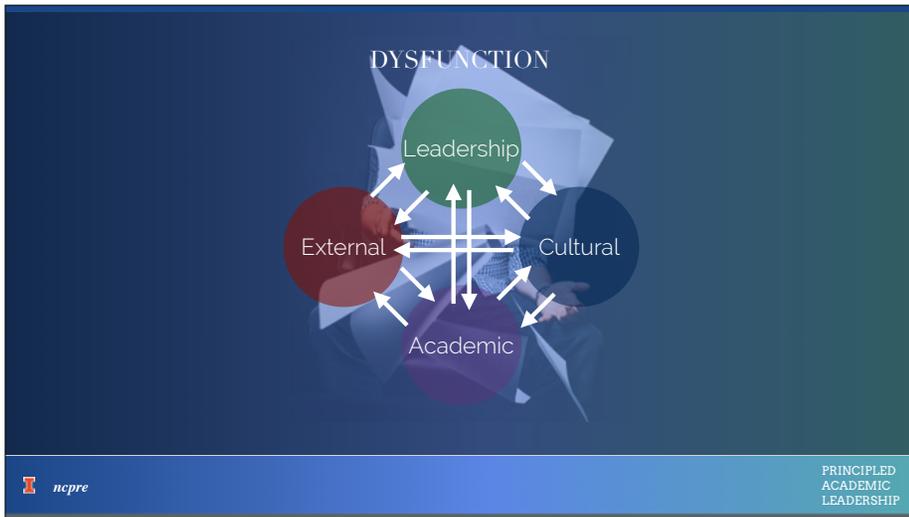


As a leader, what you do—as much as what you say—has a significant influence on your team's culture.

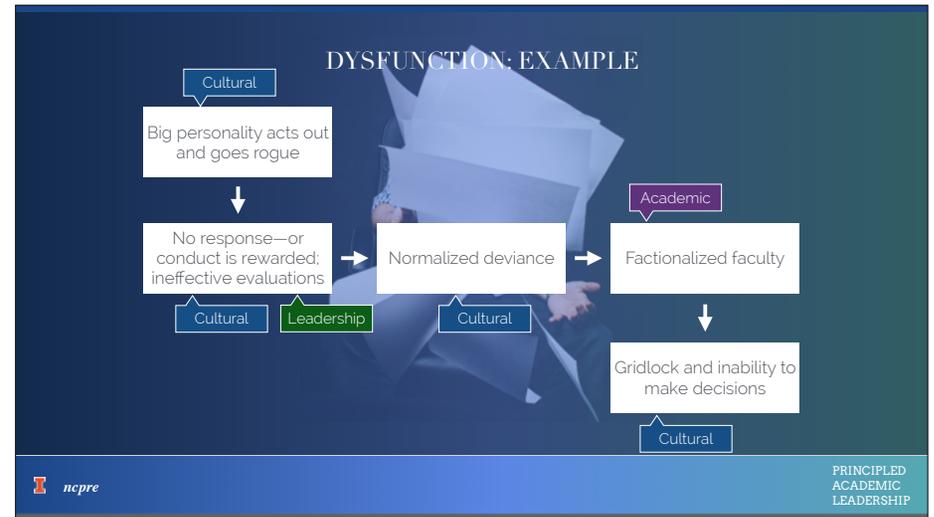
Effective teams are rooted in thoughtful approaches to building organizational culture.

People and structures interact to create and maintain cultures of excellence.

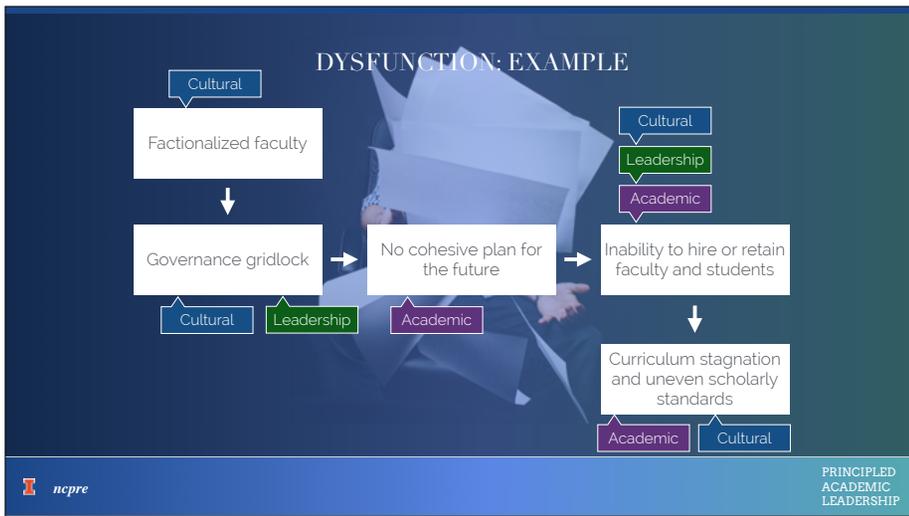
ncpre National Center for Principled Leadership & Research Ethics Academic Unit Diagnostic Tool (AUDIT), Edition A			Total Score:
Vibrant Units (0 to 5)	Warning Signs (0 to 3)	Challenged Units (0 to 5)	
___ Respectful dealings among colleagues, dealing with differences and disagreements openly, inclusive, welcoming	___ Complaints disproportionate to other units, campus	___ Serious misconduct, discrimination, sexual, financial, criminal, research, etc. (arrests, lawsuits.)	
___ Openness, transparency, effective shared governance	___ Email and/or social media wars, harassment, silos, conflict aversion	___ Culture that suppresses or hides problems; punishes reporting; faculty schisms, battles, flareups	
___ Culture of excellence and quality; strength of candidates an expectation for all hires	___ Weak or ineffective hiring, lack of diversity, frequent requests for transfers, departures	___ Repeated inability to hire and/or retain quality faculty, staff; absence of diversity, or even a commitment to it	
___ Support, mentoring for faculty, students alike; recognition that different people have different mentoring needs; equitably shared workloads	___ Weak P&T practices; many terminal associate professors	___ Toxic or unwelcoming atmosphere, especially for junior faculty, underrepresented groups, students	
___ Open discussion of ideas and research; high productivity	___ Declining scholarly indicators (productivity, PhDs, PhD placement, time to degree.)	___ Scholarly standing below university's; uneven within unit	
___ Distributed service responsibilities, aligned with faculty strengths, with awareness of uneven	___ Financial disarray	___ Departmental business at a standstill; in gridlock; unproductive or nonexistent unit meetings	
___ High quality of communication—willingness to listen, compromise, deal with problems openly	___ Ad hoc practices; irregular or unclear policies; seeking desired answers from different offices; hiding problems	___ Lack of transparency, hidden agendas, uneven application of policies; faculty involve students in disputes	
___ Curricular innovations, adaptations to meet changing student, campus, career needs	___ Enrollment declines, lack of curricular innovation	___ Curricular stagnation outdated curriculum; lack of student interest in offerings	
___ Leadership has high expectations, uses policies overhandedly, makes decisions, builds community	___ Conflict, miscommunication, and disrespect between groups, generational discord; externalizing problems; bimodal evaluations	___ Weak or autocratic leadership; different messages to different audiences; meddling by previous leader of unit	
___ Collective vision of unit goals and priorities, aligned with institutional mission	___ Limited or shifting sense of unit goals and priorities	___ Scattered individual priorities without shared purpose	
TOTAL ___	TOTAL ___ (subtract)	TOTAL ___ (subtract)	



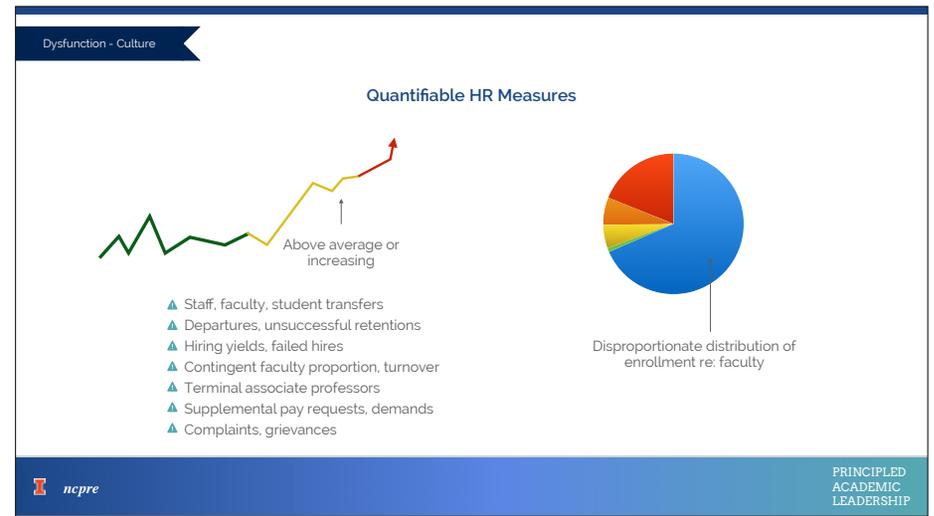
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26



27



28

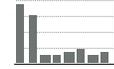
Data Can Be a Valuable Resource



-  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

Dysfunction - Leadership

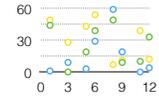
Quantifiable Measures



Bimodal Evaluations
(e.g., publications,
student evaluations)



Financial
Disarray



Ad Hoc-ery

Indicators

Quantifiable	Qualitative/Subjective
Hiring (quality, yield)	Leadership shortcomings
Retention, transfers	Silos, internal factions
Enrollment trends	Ad hocery
Demographics	Random hiring pattern
Scholarly productivity	Lack of cohesion
Complaints, grievances	Favoritism, in/out groups
Financial elements	Conflict, conflict aversion
Serious deviations	Social media and email wars

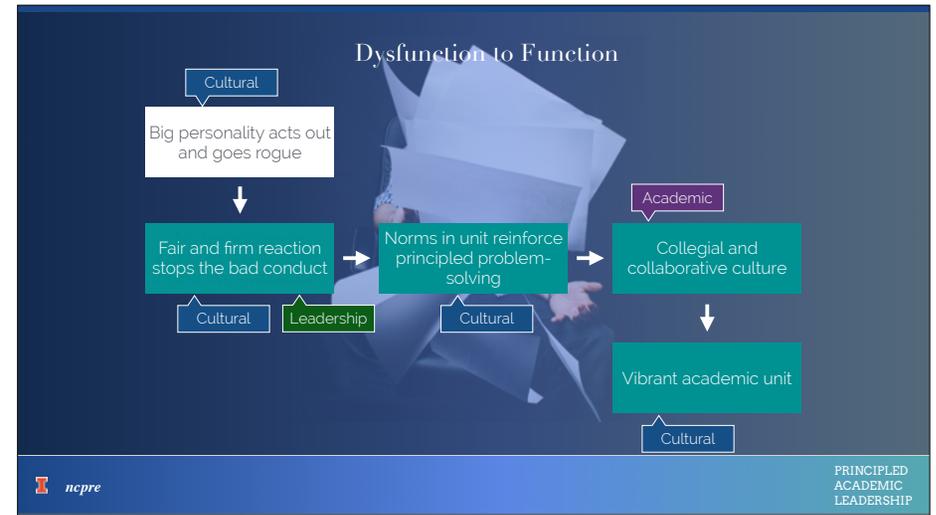
What are *you*
bringing to this?

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33



34

Vibrant Academic Units



Student Learning
Appropriate quality, volume



Scholarship
Research/creative work at institutional standards, with impact



Service, Outreach
Contribute to institutional mission



Governance
Ethically, legally, fiscally responsible



Culture
Healthy and inclusive working environment

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Structural Elements of Culture Change



Vision
Shared, compelling long term vision



Skills
Supports for community, leadership



Incentives
Rewards, recognition, compensation



Resources
Financial, technical, human



Action Plan
Planning and implementation; who, what, how?

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Articulate your unit's purpose and mission

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Create an elevator pitch for your unit

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Homework

1. Create a **ONE MINUTE or shorter** elevator pitch for your unit, connected to its purpose and mission.
2. Look over the And Stance worksheet to discuss at the next session.
3. Find a book to read that matches your interests.



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Questions or concerns?

Key takeaways?

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