And, the promised questions...

1. Think of a time you were impressed by an act of leadership. Write a few private sentences about that interaction.

2. Create a working definition of leadership for yourself.

Save your definition in your journal—you will need it as we go along.

Academic Environment

"...their special position in the community imposes special obligations: hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others..."

AAUP Statement of Principles, 1940

Academic Environment

"...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..."

AAUP Statement of Principles, 1940

Academic Environment

Long-Term Relationships
Collegiality

‘Is that really any of my business?’

Purpose

Why are you doing this job?

You as an Authority Figure

Thinking About Personas

Changed relationships
Being an authority figure
The persona pendulum
Donning a leadership persona

Academia’s general ambivalence about authority
Real vs. perceived power
Amplifying effects
Decentralization
Bifurcated constituencies
Ambiguities in environment, policies, practices, etc.

As An Authority Figure...

As An Authority Figure.

Which you do you need to be?
A final note:

If the leader does not step into the role, someone else will.

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.

Better living through better boundaries.

Outer Boundaries
- Lying
- Abuse of power or position
- Impeding or diminishing the productivity of others
- Causing fear

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

You can train people to be bullies or to abuse the system.

6 Elements
- Do you have or do you need?
- Why, what is your resources?
- What are your options? Who is affected by each?
- How will you do? What exactly? What will you use?
Short Case
30. Irregular Hours

An assistant professor, Thomas Santo, is known to work irregular hours. Some nights, he comes back in and works until midnight and may not come into the office until noon. His colleagues say he is very hard working and is likely to make significant breakthroughs in his research. However, his undergraduate students complain that he is often late for class and sometimes is not prepared.

What should you do?

Becoming an Authority Figure

1. It’s about the institution and the mission.
2. Develop good boundaries.
4. Build relationships and trust.
5. Learn to apologize, when needed, and mean it.

LC Quick Tips

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.

Questions or concerns?

Key takeaways?

Leadership Collection
Academic Unit Diagnostic Tool (AUDiT)

Total Score:

Vibrant Units (0 to 5)
Warning Signs (0 to 3)
Challenged Units (0 to 5)

___
Respectful dealings among colleagues, department; consistently high student feedback

___
Complaints disproportionate to other units, campus

___
Serious misconduct: discrimination; sexual; financial; criminal, etc. (arrests, lawsuits…)

___
Curricular adaptations meet changing needs (student, etc)

___
Email wars, harassment, silos, conflict aversion

___
Containment culture; faculty schisms, battles, flareups

___
Culture of excellence and quality; innovation in teaching supported

___
Enrollment declines, lack of curricular innovation; cancelled or missing classes regular occurrence

___
Curricular stagnation, lack of student interest in offerings; outdated curriculum

___
Support and mentoring for faculty and students

___
Weak P&T practices; many terminal associate professors

___
Toxic atmosphere for junior faculty, students

___
Open discussion of ideas and research; excellent teaching modeled and rewarded

___
Declining scholarly indicators (few curricular innovations, little sharing of research on learning)

___
Scholarly/teaching standing below institution’s; uneven in unit

___
Distributed service responsibilities, aligned with faculty strengths

___
Poor student progress to program completion/graduation/degree

___
High level of communication—willingness to listen, compromise

___
Ad hoc practices; forum-shopping; seeking desired answers from different officers

___
Lack of transparency, hidden agendas; involvement of students in faculty disputes

___
Openness, transparency, shared governance

___
Weak or ineffective hiring; requests for transfers, departures

___
Repeated inability to hire, retain quality faculty, staff

___
Leadership has high expectations, uses policies, makes decisions, builds community

___
Bimodal evaluations; generational discord; externalizing problems

___
Weak or autocratic leadership; different messages to different audiences

___
Collective vision of goals and priorities

___
Many individual priorities without shared purpose

___
Limited sense of priorities

---
C. K. Gunsalus

EXCELLENCE in ACADEMIC LEADERSHIP

Leadership Collection

Just-in-Time Collection (I need to know now!)
Quick tips and checklists
Videos: react and reflect; good practice

Deep-Dive Collection (I am looking for deeper knowledge)
Executive briefings and annotated bibliographies
Videos: Interviews and presentations by experts and authorities
Case studies
Self-assessments

The Leadership Collection is a collection of resources that provide guidance in developing yourself, leading and motivating, and leading strategically.

Regularly updated with new resources

See you next time!