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
“...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

“...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

“Well, sure it’s sleazy and unacceptable, but it’s not misconduct.”

Long-Term Relationships
Collegiality

“Is that really any of my business?”

Purpose

Why are you doing this job?

Mission  Role  Constituencies  Why?
You as an Authority Figure

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

As An Authority Figure

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

Thinking About Personas

Which you do you need to be, and when?

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A note: “Nature abhors a vacuum”

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.

Boundaries

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.

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?
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.

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?

LC Quick Tips

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.
Questions or concerns?

Key takeaways?

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.
**Vibrant Units (0 to 5)**
- Respectful dealings among colleagues, department; consistently high student feedback;
- Openness, transparency, shared governance;
- Culture of excellence and quality; strong candidates;
- Support and mentoring for faculty and students, team;
- Open discussion of ideas and research: high productivity, excellent teaching modeled and rewarded;
- Distributed service responsibilities, aligned with faculty strengths: high level of communication—willingness to listen, compromise, problems addressed, not submerged;
- Curricular innovations, adaptations to meet changing student, campus, needs;
- Leadership has high expectations, uses policies, makes decisions, builds community;
- Collective vision of goals and priorities.

**Warning Signs (0-3)**
- Complaints disproportionate to other units, campus;
- Email and/or social media wars, harassment, alien to conflict aversion;
- Weak or ineffective hiring, requests for transfers, departures;
- Declining scholarly indicators: productivity, PhDs, PhD placement, time to degree, few curricular innovations, little sharing of research on learning;
- Financial shortfalls;
- Ad hoc practices; forum-shopping; seeking desired answers from different offices; finding problems;
- Enrollment decline, lack of curricular innovation, cancelled or missing classes; regular occurrence;
- Poor student progress to program completion/graduation/degree;
- Bimodal evaluations: generational discord, extremizing problems;
- Many individual priorities without shared purpose.

**Challenged Units (0 to 5)**
- Serious misconduct: discrimination, sexual, financial, criminal, etc.; grievances, lawsuits, etc.;
- Culture that suppresses or hides problems; punishes reporting; faculty schisms, battles, feuds;
- Repeated inability to hire, retain quality faculty, staff;
- Toxification atmosphere, especially for junior faculty, students;
- Scholarly/teaching standing below institution’s; uneven in unit;
- Departmental business at a standstill; in gridlock;
- Weak or ineffectual leadership; different messages to different audiences; meddling by previous leader of unit;
- Many faculty involved in disputes;
- Financial disarray;
- Toxic atmosphere, especially for junior faculty, students.

**TOTAL**

**NCPRE Leadership Collection**

*Collection of resources for developing yourself, motivating, and leading strategically*

**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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**See you next time!**