1. Review the AUDIT you filled out for your unit; be prepared to discuss

2. Develop a real or hypothetical situation

**Homework**

**Spending Time Putting out Fires**

Signals a need for thoughtful action.

**Vibrant Units (0 to 5)**

- Respectful dealings among colleagues, departments; consistently high student feedback
- Openness, transparency, shared governance
- Culture of excellence and quality; strong candidates
- Support and mentoring for faculty and students alike
- Open discussion of ideas and research; high productivity; excellent teaching: intense and continuous
- Distributed service responsibilities, aligned with faculty strengths
- High level of communication; willingness to listen, compromise; problems addressed, not submerged
- Curricular innovation, 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 to 3)**

- Complaints disproportionate to other units, campus
- Email and/or social media wars, harassment, lies, conflict aversion
- Weak or ineffective hiring, requests for transfers, departures
- Vocal FE practices; many terminal associate professors
- Declining scholarly indicators (productivity, PhDs, PhD placements, time to degree, few curricular innovations, little sharing of research on learning)
- Financial disorder: Ad hoc practices; forum-shopping seeking desired answers from different offices; hiding problems
- Developmental decline, lack of curricular innovation, outdated or missing classes; require continuous faculty indoctrination
- Simultaneous evaluation; generational discord; externalizing problems
- Poor student progress to program completion/graduation/degree

**Challenged Units (0 to 5)**

- Serious misconduct: discrimination, sexual, financial, criminal, etc. (bribes, sexual)
- Culture that suppresses or hides problems; punishes reporting faculty, victims, bystanders
- Resigned faculty to low-retention quality faculty staff
- Toxic atmosphere, especially for junior faculty members
- Scholarly/teaching standing below institution's average
- Departmental business at a standstill; gridlock
- Lack of transparency, hidden agendas; faculty involved in disputes
- Curricular stagnation, lack of student interest in offerings, outdated curriculum
- Weak or autocratic leadership; different messages to different audiences; avoiding the previous leader of unit
- Many individual priorities without shared purpose

**TOTAL**

- Vibrant Units
- Warning Signs
- Challenged Units

TOTAL = subtract

---

**Academic Leadership in Challenging Times**

By the National Center for Professional Research Ethics at the University of Illinois at Urbana-Champaign
Nothing happens in isolation

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

Solutions and Approaches

How can you stop fighting fires...

...and build a better future?
Solutions and Approaches

...and build a better future?

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

Scenario 2:
The other person might have a point; you could be mistaken or have misunderstood.
Scenario 1: The other person is totally off base, confused, neurotic, stupid and/or just generally wrong.

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

It’s likely some combination of the two.

Whichever it is, you are in an unpleasant situation.

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

First…

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

Emotions are contagious.

Aggression is the most contagious.
Aggression is the most contagious.

And aggression only escalates.

Query:

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

Philosophical Centering

Mission
Why are you doing this job?

(overlaps with self-knowledge)

Critical Capabilities

Student Learning
- Appropriately quality, volume

Scholarship
- Research/creative work at institutional standards, with impact

Service, Outreach
- Contribute to institutional mission

Governance
- Ethically, legally, fiscally responsible
EXCELLENCE in ACADEMIC LEADERSHIP

DYSFUNCTION

19-1

DYSFUNCTION

19-2

DYSFUNCTION: EXAMPLE

20-1

DYSFUNCTION: EXAMPLE

20-2

Big personality acts out and goes rogue

No response—or conduct is rewarded, ineffective evaluations

Normalized deviance

Factionalized faculty

Gridlock and inability to make decisions
Factionalized faculty

Governance gridlock

No cohesive plan for the future

Inability to hire or retain faculty and students

Curriculum stagnation and uneven scholarly standards

Quantifiable HR Measures
Dysfunction - Culture

Quantifiable HR Measures

- Staff, faculty, student transfers
- Departures, unsuccessful retentions
- Hiring yields, failed hires
- Contingent faculty proportion, turnover
- Terminal associate professors
- Supplemental pay requests, demands
- Complaints, grievances

Above average or increasing

Disproportionate distribution of enrollment re: faculty

22-2

Dysfunction - Culture

Quantifiable HR Measures

- Staff, faculty, student transfers
- Departures, unsuccessful retentions
- Hiring yields, failed hires
- Contingent faculty proportion, turnover
- Terminal associate professors
- Supplemental pay requests, demands
- Complaints, grievances

Above average or increasing

22-3

Dysfunction - Leadership

Quantifiable Measures

23-1

Dysfunction - Leadership

Quantifiable Measures

Bimodal Evaluations

Financial Disarray

Ad Hoc-ery

23-2
## Indicators

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<th>Quantifiable</th>
<th>Qualitative/Subjective</th>
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<td>Leadership shortcomings</td>
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<td>Retention, transfers</td>
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## Quantifiable Indicators
- Hiring (quality, yield)
- Retention, transfers
- Enrollment trends
- Demographics
- Scholarly productivity
- Complaints, grievances
- Financial elements
- Serious deviations

## VIBRANT UNITS (0 TO 5)
- Respectful dealings among colleagues, departmentally; consistently high student feedback
- Openness, transparency, shared governance
- Culture of excellence and quality; strong candidates
- Support and mentoring for faculty and students alike
- Open discussion of ideas and research, high productivity; excellent teaching, mentorship and counseling
- Distributed service responsibilities, aligned with faculty strengths
- High level of communication—willingness to take responsibility; 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 TO 3)
- Complaints disproportionate to other units, campus
- Email and/or social media wars, harassment, silos, conflict aversion
- Weak or ineffective hiring, requests for transfers, departures
- Weak or ineffective P&T practices; many terminal associate professors
- Declining scholarly indicators productivity, RECs, PhD completion, time to degree
- Financial disorder
- Ad hoc practices; forum-shopping; seeking desired answers from different officers; hiding problems
- Enrollment decline; lack of curricular innovation; constrained or missing classes reinstate occurrence
- Student evaluations: generational discord, internalizing problems
- Poor student progress to program completion/graduation/degree
- Many individual priorities without shared purpose

## CHALLENGED UNITS (0 TO 5)
- Serious misconduct: discrimination, sexual, financial, abusive, etc., sexual/financial
- Cultural attitudes that suppress or hide problems; punishes reporting faculty members, exposes them
- Resigned faculty to hire; retain quality faculty staff
- Toxic atmosphere, especially for junior faculty members
- Scholarship/teaching standards below institution's; uneven (unit)
- Departmental business at a standstill; in gridlock
- Lack of transparency, hidden agendas; faculty involve students in disputes
- Curricular stagnation, lack of student interest in offerings, outdated curriculum
- Weak or automatic leadership; different messages to different audiences; involving by previous leader of unit
- Many individual priorities without shared purpose

## Table Score
- Vibrant Units (0 to 5)
- Warning Signs (0 to 3)
- Challenged Units (0 to 5)
Critical Capabilities

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

Articulate your unit's purpose and mission

Create an elevator pitch for your unit
1. Create a **ONE MINUTE or shorter** elevator pitch for your unit, connected to its purpose and mission.
2. Participate in a Critical Friends discussion: be prepared to report back.
3. Find a book to read that matches your interests, growth interests.

**Questions or concerns?**

**Key takeaways?**