1. Review the second version of the Professor Major video posted on the cohort webpage, watching for: what did the department chair learn in this program?

2. Meet in a group to develop a list of skills you’ve acquired through this cohort program that you see being applied in the second version. Report at next session.

3. Meet in a Critical Friends group: either use the case study posted on the cohort webpage, or an issue you are facing.

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- Interests
- Rights
- Power

---

- Transaction costs
- Satisfaction with outcome
- Effect on relationship
- Recurrence
IRP Analysis

<table>
<thead>
<tr>
<th>Interests</th>
<th>Shared Interests?</th>
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<tbody>
<tr>
<td>Rights</td>
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<td>Power</td>
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Exploring Leadership

Dr. Robert Easter
Dr. Nicholas C. Burbules

Paradigm Changes Challenge Leadership

“When a paradigm changes, everyone starts over.”

Transactional Leadership
Transformational Leadership
Lead With Intention

Leadership with a clear sense of purpose and direction in mind.

and

How you get there is just as important as what you are trying to achieve; the right goal can be undermined by flawed or absent process.

In ordinary times, positional leadership is sufficient.

In difficult times, moral leadership is invaluable.

Always, always seek to behave in ways that will earn true moral authority.

“The most significant aspect of leadership is...trust.”

Individuals perform best when they are respected, valued, trusted by someone who genuinely cares for their well-being.
Effective engagement with faculty is fundamental to successful paradigm change.

A functional faculty governance process provides a robust platform for engagement.

In the Beginning...Self-Governance at Cambridge

The teaching body (Regent Masters) found they needed:

1. A ceremonial head
2. Others to speak and act for them and thus came two annually elected Proctors (literally, “representatives”)
3. Rules

Statutes were adopted by the whole body of the university

What’s the Goal?

Scholarship is best fostered in an environment of absolute intellectual freedom.

The academic enterprise functions superbly when faculty, staff, and students have a sense of shared ownership and common purpose.
 Governance: How Decisions Are Made

One Model
The "community of scholars" is a pure democracy and decisions are made by plebiscite.

A Different Model
The faculty is nothing more than a work force to be managed as a business enterprise.

Governance at a Public University

Employees are responsible to the citizens of the state through a governing board.

The President, Chancellor, Provost, Dean, and Department Heads/Chairs have decision authority as delegated by the Board.

Faculty Role Is Codified at Illinois:

Curriculum and academic standards are largely matters of faculty decision.

Administrators seek advice of an elected faculty advisory committee on decisions (University Statutes)

Each administrator receives in-depth faculty evaluation at least every five years (University Statutes)

We're in the midst of an important paradigm change.
DEI: What Do We Mean by “Diversity”? 

“Affirmative action”
DIVERSITY

“Educational and intellectual”
DIVERSITY

DEI: What Do We Mean by “Equity”? 

Equality-based
EQUITY

Fairness-based
EQUITY

DEI: What Do We Mean by “Inclusion”?

Open to every voice and point of view
A climate where at-risk groups can feel welcome and safe

In Your Department

- Is there a shared understanding of DEI?
- How does it vary by status and identity?
- How do/will you know?
Questions or concerns?

Key takeaways?

Homework

1. Capstone Case preparation
2. IDP: directions/info

“Action expresses priorities”

Thank You