goal: welcome, introductions, program overview:

1. **You get out of it what you put into it;** this is an opportunity to build on your strengths and weaknesses, reflect, build a network, get exposed to new concepts, try out and practice skills you might not have encountered before.

2. The program is:
   
   Interactive: value comes from sharing your ideas and hearing those of others
   
   Confidential (what happens in sessions should stay in sessions)
   
   private, for you: we encourage you to keep a journal and refer back to it.

3. **Every** session, we will be asking each member to speak at end for takeaways: 2-3 sentences on main points, thoughts at end of each and every session.

4. Final request: Please say your name whenever you speak — we do takeaways from each participant each time.

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1. You watched the video before this session; as you go into your first breakout groups, the question we’d like you to focus upon is: what is this interaction really about?

2. **directions:** 3-4 people per group, announce time in advance (3-4 minutes, depending on program timing).

   ask them to introduce selves, then discuss. the question (what is this interaction really about?);

   each group should be prepared to report out to the whole group when you come back (select someone to speak!)

   Send to breakout rooms; warn at 1 min or 30 second mark; recall.

Discussion debrief happens on the next slide. When they come back, go to next slide.
**Discussion debrief:**
1. what was going on in this video? what was it about? [power]
2. what manifestations of that did you see in the video? [discussion]
3. how would changing the players change the dynamic here and how you perceive it? what if one or the other was a woman? A person of color?

Segue to next slide/topic: while you’re thinking about these issues, we have a request:

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1. Define leadership; think of a time you were impressed by leadership; write it down; then, with that in mind, create your own definition of leadership
   *This would likely be the first place we work in DEI considerations; stewardship for environment, and growth and safety of its members.*
2. Start a journal. Reasons and uses

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

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.

Before we go on, let’s talk about the special challenges and features of the academic environment.

1. Academic freedom: two separate quotes from AAUP red book

   These are animated. I usually read them aloud and comment upon them as I do. It’s possible to drop the second one, especially if it’s not a research university crowd. I usually tell stories about faculty member who claimed he had academic freedom to call the students in his class “assholes” —and use the second quote to point out that’s not actually covered by academic freedom.

   What I usually say is: “academic freedom is not a license to abuse your students or colleagues or to neglect your duties.”
I also always point out that classroom speech is complicated and not to take it on without legal advice.
2. Star system: we have it for a reason that’s related to the mission—because we believe that having stars among us advances the mission—more visibility, funding, attracts better students, etc. right up until it DISTORTS the mission (“I don’t care what it takes, make him/her happy”), and then you have to be prepared to do some good boss management, pointing out the costs of distorting the mission to make someone happy.

3. Tenure: widely misunderstood. The purpose is to provide the freedom to think and write unpopular thoughts, and it’s also the best worst system we’ve devised (reasons) and, it’s under enormous pressure. If we’re not ultra-clear on why we have it, we won’t have it any more. You may find this good or bad—it’s just worth thinking through and understanding before jettisoning.

4. Gray areas in our norms. This quote is from a misconduct committee I staffed, and was their conclusion. Too often, we flinch in the face of misdeeds by our colleagues and we excuse faculty conduct for which we expel students. (notably, plagiarism)
1. a topic we didn’t mention in the earlier set, and worth considering, as it complicates all the hard people conversations: colleagues for decades, even if not at same institution, in your field, will be at meetings, on panels assessing or reviewing your work, nominations for awards, search committees, etc…. 
and... almost as misunderstood as academic freedom and tenure: important to think about what collegiality is and IS NOT

I usually read the caption for those who might have difficulty.
omit or keep? another CKG story: this one is about the safety issue in the chem lab with a seriously impaired visiting instructor. call from Dick Justice, student discipline system and dean of students office—students complained about safety, dept head blew him off, called me, asked for provost office action. called him, guy closed his door; don’t worry, escorting each of office assistants to car every evening bc guy drunk as a skunk by end of day, would follow them; pointed out calling about students and Dick justice call—oh yes, sent them away. why? well, drinking a personal issue, and thought it would be uncollegial to raise.

CKG: on our payroll, in our building, using our equipment, instructor of record in our course, instructing our students, which part not our business?
depth head: I never thought of it that way.
not a stupid man (phd from cal Tech); just misinformed about academic freedom/ collegiality.
“Is that really any of my business?”

not trying to beat up on academics; happens in other lines of work as well
So let’s think about WHY our institutions and their interior units are here:
1. what is the mission of your institution?
2. what is your role within it?
3. what constituencies do we serve (another complicating factor, because there are so many: students, parents, legislators, funders, alumni, sports fans, media, local community, those affected by research funding, scholars in other institutions....)
4. which brings us to your purpose. and then go to the next slid
12-4

EXCELLENCE in ACADEMIC LEADERSHIP

Mission  Role  Constituencies

12-5

EXCELLENCE in ACADEMIC LEADERSHIP

Mission  Role  Constituencies  Why?

13

Why are you doing this job?

1. Why are you doing this job?
   These are difficult jobs and there are times the administrivia will get you down: being able to articulate and recenter on why you accepted leadership responsibilities can make the difference in thriving vs. just barely hanging on by your fingernails/being damaged.

2. Write down for yourself; this is private, so be honest with yourself

3. Discuss: emphasize it is private, ask if anyone is willing to share reasons.
   Pick out themes—there are always three or four recurring ones:
   • giving back to a place or sector that has made a difference for you;
   • growing (learning new skills—already know how to be a professor, want to
stretch
• making a difference on a bigger scale (bigger canvas, bigger pond, affecting more people)
• duty/obligation/being a member of the community (can also appear as taking your turn; keeping the other jerk from doing damage to a place you care about, etc)

4. Put three goals for terms of service into journals: tie to why doing this job; consider how you will assess progress; milestones for achievement, measure progress in small increments as you go.

one thing that hangs up many academic leaders is their role as an authority figure—moving from being a colleague (us) to becoming “them”; moving to the dark side/losing IQ points, etc
reminder: look at the LC quick tip this name hat lays out much of the content that follows.

for a bunch of reasons, all them real and worth naming
effects of being an authority figure in academia
CKG—I have a longer version of this slide that has more detail on it for anyone who wants to review it

16-2

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

17-1

same person in each place, different vocabulary, body language, intonation pattern standing for teaching undergrads sitting with students for seminar grandmother choo choo noises playing trains with child who lives next door on floor (never made choo choo noises for my grandmother, ever)
Which do you need to be, and when?

Bob: nature abhors a vacuum
note there are two versions of this slide to pick the one you prefer
A note: "Nature abhors a vacuum"

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

Aristotle

18-2

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.

19-1

Framing is important here, possible negative interpretation as the individual does not matter at all. Spend time on this.

***Assign CoE doc in advance?

19-2
Boundaries are critical for succeeding: boundaries between being friendly and being friends; boundaries between friendship and duty; boundaries between work and life; confidences; things you cannot share.

Better living through better boundaries.

I would propose to you that BY THE NATURE OF THE MISSION OF OUR INSTITUTIONS, there are some outer boundaries that ought never be crossed or tolerated in our environment:

1. People who are consistently unable to make statements subject to faculty verification: liars—because if our mission is devoted to creating and disseminating knowledge—truthful knowledge—then we should not tolerate liars

2. People who abuse institutionally conferred power or position, whether that's the grad student who says (true example) “I'll give extra credit points to anyone who can lend me a suitcase for my interviews” or (true example) the dean who asks an office worker to pick up children from the day care and run them to his/her sister’s house
because of an important meeting with the provost (our institutions do not pay anyone to provide personal services)

3. anyone whose conduct impedes or diminishes the productivity or creativity of others—from the guy who throws chairs or is a verbal bully to the prima donna who tells junior faculty that they cannot submit grants in an area that is “mine” (true example)

4. ANYONE whose conduct causes fear; no one, anywhere, is paid enough to work in fear for their safety
Outer Boundaries

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

Outer Boundaries

- Lying
- Abuse of power or position
- Impeding or diminishing the productivity of others
- Causing fear
note that our decentralized environment, in which we are all casual, first-name basis, and pretend there are no power differences, makes it easy to misplace your boundaries.

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

lesson we’ll return to: it’s very important to understand how our choices and actions—or non-actions—can….
You can train people to be bullies or to abuse the system.

Want now to introduce a foundational tool we will use a lot: the decision-making framework
send to breakout rooms:
be sure the DMF and the scenario in the chat before they go

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?
manage discussion to make sure every point is addressed: each room should discuss all the questions; divide up the questions and assign specific breakout rooms to REPORT back on specific questions (depends on number of rooms)

Bob summary, BrandE chimes
this refers to a Quick Tip in the Leadership Collection—these are the headlines from it; it's available and it expands on the topics we've just been discussing. It is worth reading to refresh before going through the previous section.

introduce who Andrew is and why listening to him (look up and put here the impressive info on the funding and huge collaboration this center represents)
30-1

play this clip — rest of it is in LC

30-2

which leads to the reminder about the info available in the LC
Questions or concerns?

Key takeaways?

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.

Homework for next time (reminder of time and place for next session)

Second Tool: Hybrid Teaching/Research version

NOTE for LAS, must switch to the Research University version!!!
See you next time!