EXCELLENCE in ACADEMIC LEADERSHIP

By the National Center for Principled Leadership & Research Ethics at the University of Illinois at Urbana-Champaign

based on the work of C. K. Gunsalus
1. Review the AUDiT you filled out for your unit; be prepared to discuss
2. Hold a Critical Friends session.

Homework
SPENDING TIME PUTTING OUT FIRES SIGNALS A NEED FOR THOUGHTFUL ACTION.
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<th>Vibrant Units (0 to 5)</th>
<th>Warning Signs (0 to 3)</th>
<th>Challenged Units (0 to 5)</th>
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<td>Financial disarray</td>
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<td>Leadership has high expectations, uses policies evenhandedly, makes decisions, builds community</td>
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| TOTAL _____ | TOTAL _____ (subtract) | TOTAL _____ (subtract) |

**ncpre**

National Center for Principled Leadership & Research Ethics Academic Unit Diagnostic Tool (AUDiT): Edition B

**Total Score:**
Nothing happens in isolation

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

How can you stop fighting fires...
Solutions and Approaches

...and build a better future?

Leadership Development
Gathering Data
Analyzing Performance
Transforming Culture
Scenario 1: The other person is totally off base, confused, neurotic, stupid and/or just generally wrong.

It's likely some combination of the two.

Scenario 2: The other person might have a point; you could be mistaken or have misunderstood.
Whichever it is, you are in an unpleasant situation.
Reality: The only conduct you control is your own.
EXCELLENCE in ACADEMIC LEADERSHIP
First...

You need to know — and be clear about — some things about yourself and your situation.
Self-Knowledge
Aggression is the most contagious. And aggression only escalates.
Stop teasing me!

Dorit knows how to push Ditto's buttons!

Whack!

Wa!

It's not my fault she pushed my "hit" button!
“As far as I know, Laidlaw, the customs of our corporate culture do not include hissy fits.”
Query:

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

Mission

Role

Constituencies

Why
Why are you doing this job?

(overlaps with self-knowledge)
Vibrant Academic Units

Student Learning
Appropriate quality, volume

Scholarship
Research/creative work at institutional standards, with impact

Service, Outreach
Contribute to institutional mission

Governance & Culture
Ethically, legally, fiscally responsible; healthy working environment
### Vibrant Units (0 to 5)
- Respectful dealings among colleagues, department; consistently high student feedback, inclusive, welcoming
- Openness, transparency, shared governance
- Culture of excellence and quality; strong candidates
- Support and mentoring for faculty and students alike, recognition that different people have different mentoring needs; equitably shared workloads
- Open discussion of ideas and research; high productivity; excellent teaching modeled and rewarded
- Distributed service responsibilities, aligned with faculty strengths with awareness of uneven burdens
- 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 evenhandedly, makes decisions, builds community
- Collective vision of goals and priorities aligned with institutional mission

### 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, lack of diversity, requests for transfers, departures
- Weak P&T practices; many terminal associate professors
- Declining scholarly indicators (productivity, PhDs, PhD placement, time to degree, few curricular innovations, little sharing of research on learning)
- Financial disarray
- Ad hoc practices; forum-shopping; seeking desired answers from different offices; hiding problems
- Enrollment declines, lack of curricular innovation; cancelled or missing classes regular occurrence
- Bimodal evaluations; generational discord; externalizing problems, miscommunication, and disrespect between groups
- Poor student progress to program completion/graduation/degree

### Challenged Units (0 to 5)
- Serious misconduct: discrimination; sexual, financial, criminal, etc. (arrests, lawsuits…)
- Culture that suppresses or hides problems; punishes reporting; faculty schisms, battles, flareups
- Repeated inability to hire, retain quality faculty, staff; absence of diversity, or even a commitment to it
- Toxic atmosphere, especially for junior faculty, underrepresented groups, students
- Scholarly/teaching standing below institution’s; uneven in unit
- Departmental business at a standstill; in gridlock
- Lack of transparency, hidden agendas, uneven application of policies; faculty involve students in disputes
- Curricular stagnation, lack of student interest in offerings; outdated curriculum
- Weak or autocratic leadership; different messages to different audiences; meddling by previous leader of unit
- Many individual priorities without shared purpose

**TOTAL _____**

**TOTAL _____** (subtract)
EXCELLENCE in ACADEMIC LEADERSHIP

DYSFUNCTION

Leadership

External

Cultural

Academic

ncpre
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
DYSFUNCTION: EXAMPLE

- Factionalized faculty
- Governance gridlock
- No cohesive plan for the future
- Inability to hire or retain faculty and students
- Curriculum stagnation and uneven scholarly standards

Cultural
Leadership
Academic

EXCELLENCE in ACADEMIC LEADERSHIP
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

Disproportionate distribution of enrollment re: faculty
Quantifiable Measures

Bimodal Evaluations

Financial Disarray

Ad Hoc-ery
## Indicators

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<th>Qualitative/Subjective</th>
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<td>Retention, transfers</td>
<td>Silos, internal factions</td>
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<td>Ad hocery</td>
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<td>Demographics</td>
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Contribute to institutional mission

Governance & Culture
Ethically, legally, fiscally responsible; healthy working environment
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.
1. Mindset
2. Collegiality
3. Create a shared vision of success
4. Provide needed resources
5. Reward excellence
6. Support revitalization and reinvention by unit members
Questions or concerns?

Key takeaways?