

What Does It Mean to Be Faculty in Administrative Leadership?

Elizabeth Weeks

Interim Vice Provost for Academic Affairs

Associate Provost for Faculty Affairs

Top 12 Tasks for Dept. Chairs (Gmelch, Burns et. al 1992)

Tasks	% Reporting High Importance
1. Recruit and select faculty	93
2. Represent dept. to administration and the field	92
3. Evaluate faculty performance	90
4. Encourage faculty research and publication	89
5. Reduce conflict among faculty	88
6. Manage department resources	85
7. Encourage professional development of faculty	85
8. Develop and initiate long-range dept. goals	83
9. Remain current within academic discipline	78
10. Provide informal faculty leadership	75
11. Prepare and propose budgets	73
12. Solicit ideas to improve the department	71

Department Head Roles

Leader Role



Faculty Developer Role



Manager Role



Scholar Role



The Leader Role

(Gmelch, Burns et. al 1992)

Tasks	% Reporting High Importance
1. Recruit and select faculty	93
2. Represent dept. to administration and the field	92
3. Evaluate faculty performance	90
4. Encourage faculty research and publication	89
5. Reduce conflict among faculty	88
6. Manage department resources	85
7. Encourage professional development of faculty	85
8. Develop and initiate long-range dept. goals	83
9. Remain current within academic discipline	78
10. Provide informal faculty leadership	75
11. Prepare and propose budgets	73
12. Solicit ideas to improve the department	71

The Faculty Developer Role

(Gmelch, Burns et. al 1992)

Tasks	% Reporting High Importance
1. Recruit and select faculty	93
2. Represent dept. to administration and the field	92
3. Evaluate faculty performance	90
4. Encourage faculty research and publication	89
5. Reduce conflict among faculty	88
6. Manage department resources	85
7. Encourage professional development of faculty	85
8. Develop and initiate long-range dept. goals	83
9. Remain current within academic discipline	78
10. Provide informal faculty leadership	75
11. Prepare and propose budgets	73
12. Solicit ideas to improve the department	71

The Manager Role

(Gmelch, Burns et. al 1992)

Tasks	% Reporting High Importance
1. Recruit and select faculty	93
2. Represent dept. to administration and the field	92
3. Evaluate faculty performance	90
4. Encourage faculty research and publication	89
5. Reduce conflict among faculty	88
6. Manage department resources	85
7. Encourage professional development of faculty	85
8. Develop and initiate long-range dept. goals	83
9. Remain current within academic discipline	78
10. Provide informal faculty leadership	75
11. Prepare and propose budgets	73
12. Solicit ideas to improve the department	71

The Scholar Role

(Gmelch, Burns et. al 1992)

Tasks	% Reporting High Importance
1. Recruit and select faculty	93
2. Represent dept. to administration and the field	92
3. Evaluate faculty performance	90
4. Encourage faculty research and publication	89
5. Reduce conflict among faculty	88
6. Manage department resources	85
7. Encourage professional development of faculty	85
8. Develop and initiate long-range dept. goals	83
9. Remain current within academic discipline	78
10. Provide informal faculty leadership	75
11. Prepare and propose budgets	73
12. Solicit ideas to improve the department	71

Gallery Walk: Department Head* Roles

Leader Role



Faculty Developer Role



Manager Role



Scholar Role



Gallery Walk

Which of the four roles feels most **daunting**?

- Choose 1 or more post-its that correspond to the **color(s)** of those role(s) which are most daunting.
- Write on the post-it note a reason **why** you feel this.
- Put your post-it on the **poster** for that role.

Leader Role

Faculty Developer Role

Manager Role

Scholar Role

Gallery Walk

About which of the four roles do you feel most **confident**?

- Choose 1 or more post-its that correspond to the **color(s)** of those role(s) in which you have the most confidence.
- Write on the post-it note a reason **why** you feel confident in that role.
- Put your post-it on the **poster** for that role.

Leader Role

Faculty Developer Role

Manager Role

Scholar Role

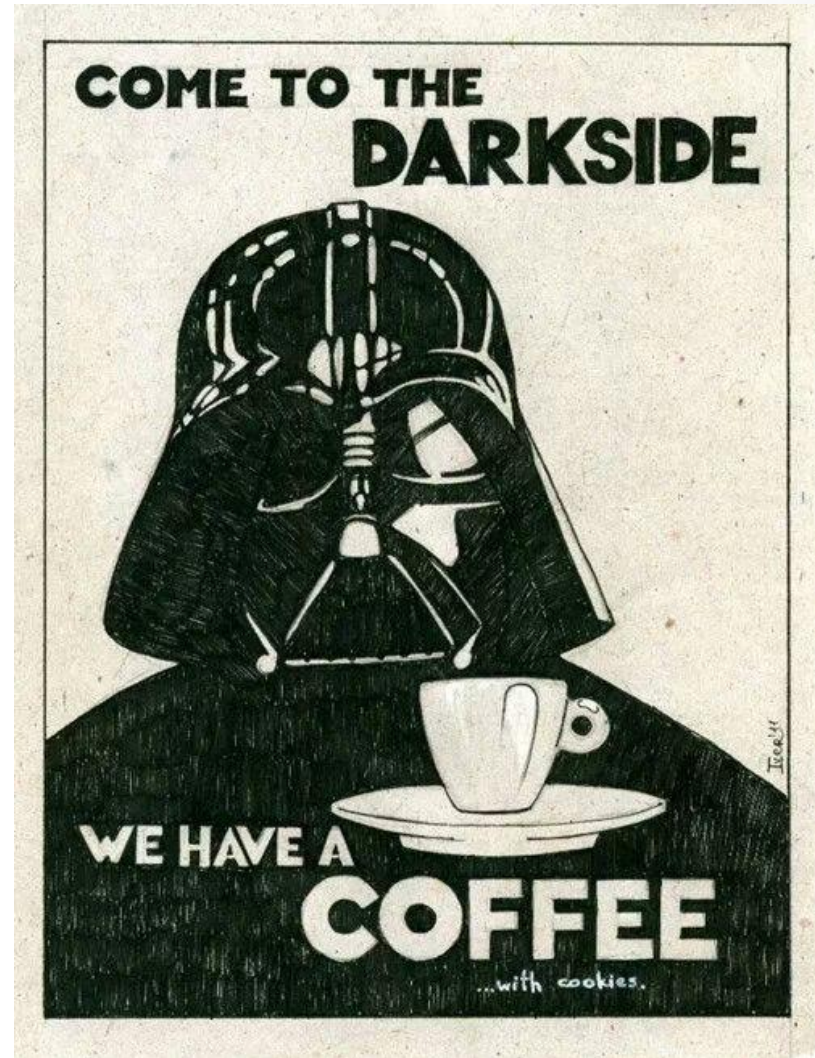
Gallery Walk and Discussion

1. What resonated with you from the array of post-its?
2. Did common themes emerge?
3. Were there “why’s” that you had not considered?
4. Did you identify potential compatriots with whom you might commiserate, brainstorm, or problem-solve in these roles?
5. Did you identify skills, strengths, or visions that you might draw on?

Moving to the “Dark Side” in Dark Times

Inside Higher Ed, Aug. 20, 2020

- “No matter one’s politics or position on reopening campuses, face coverings, remote instruction, testing, contact tracing or PPE, **it is pretty easy to do no right as an administrator in the eyes of onlookers.**”
- “Thinking objectively, why would any rational college or university administrator say or do anything that would knowingly make the lives of faculty members worse? The answer is, they wouldn’t. **We’re all in this together.**”
- “**Transitioning from a faculty position to academic leadership allows you to, in essence, adopt a second discipline.** Although often the price of admission requires retiring or retreating from the first discipline -- at least for a while.”



“The one nonnegotiable element for success is that you bring a sense of **professionalism** to the role, an understanding that you are taking on a new relationship to the institution and to your colleagues.” (C.K. Gunsalus)



WHAT'S YOUR
WHY?





Paint on Your Own Canvas

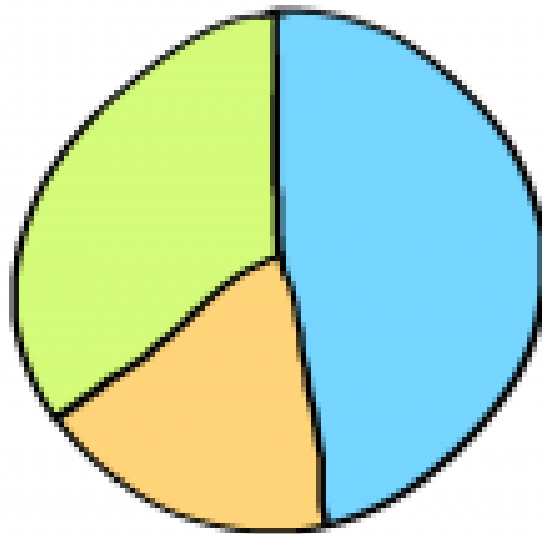




**Push here
to Make
Me
React
(like I always do)**

Know Your Triggers

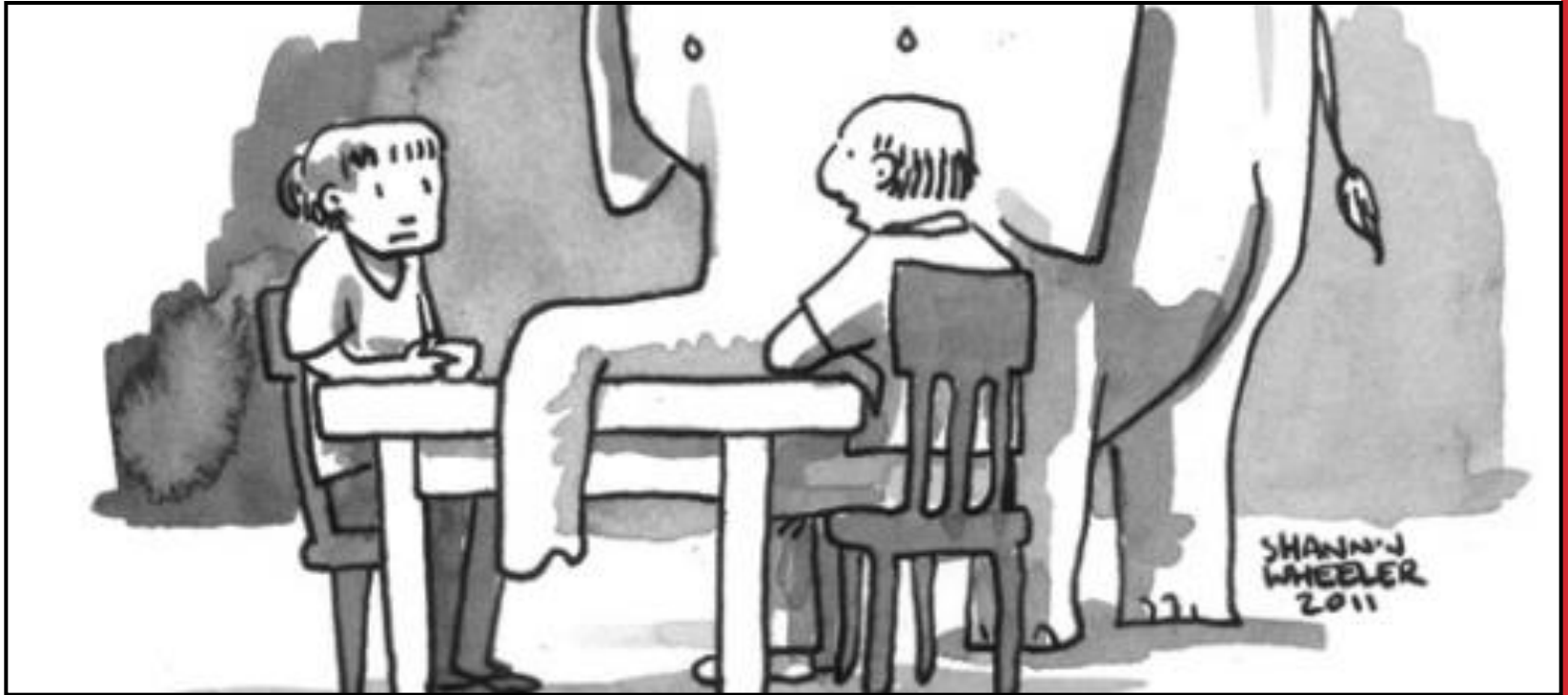
“You’ve raised some good points. I need some time to think about them. I’ll get back to you next week.” C.K. Gunsalus, p. 16



-  PEOPLE WHO GET IMPOSTER SYNDROME
-  OTHER PEOPLE WHO GET IMPOSTER SYNDROME
-  LITERALLY EVERYONE ELSE (THEY ALSO GET IMPOSTER SYNDROME)

EVERYONE FEELS LIKE AN IMPOSTER
SOMETIMES, AND THAT'S OKAY

EverScreen.com



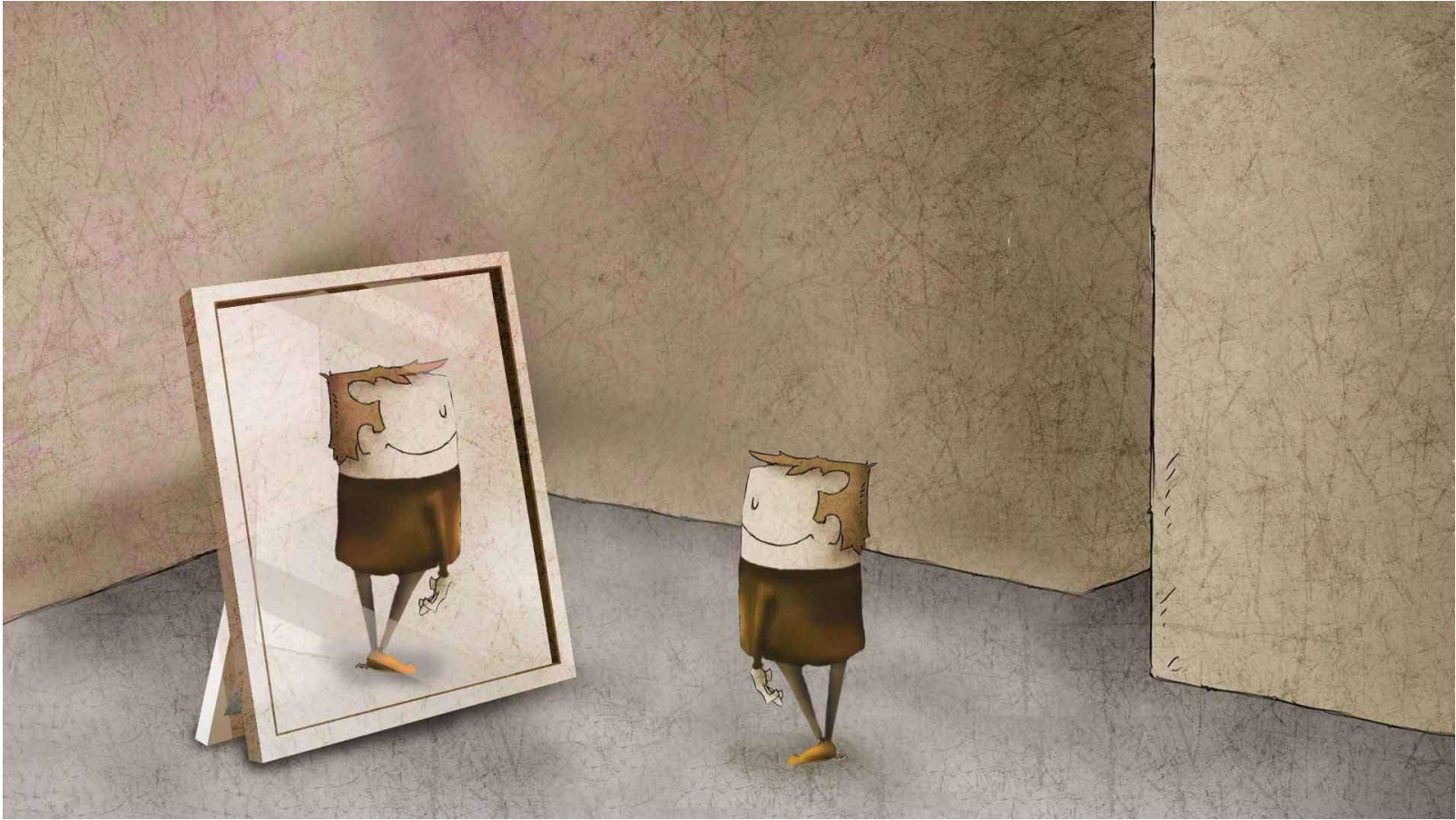
Managing Up, Down, and Across



Values & Principles

“Making choices and decisions rooted in principles and not in personalities will strengthen the foundation of your professional life. If you do not take things personally, it will help others not to do so.” (C.K. Gunsalus).

Equanimity

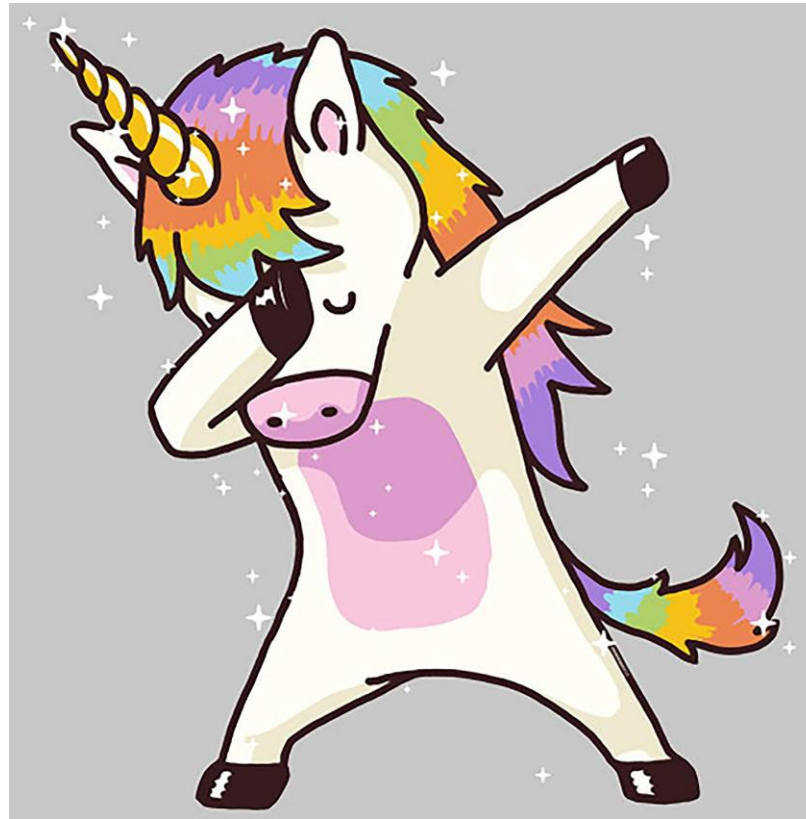


Expectations

- Set clear expectations for responsible professional conduct and boundaries
- Model the desired behavior
- Take responsibility for the authority you hold by virtue of your position



Find Your Happy Place



Thank you!

