

FLORIDA ATLANTIC UNIVERSITY



Academic Leadership Workshop

June 2025



Two Themes

- ❑ Institutional Authority & Authentic Leadership
- ❑ Transitioning into Administrator Role



Institutional Authority

- ❑ Basis
 - ❑ The appointment
- ❑ Purpose
 - ❑ Ensures institutional stability
 - ❑ Provides for delegation of decision-making
 - ❑ Ensures that stuff gets done



The Perspective...

- ❑ Consequence of a lack of interest in developing leadership
 - ❑ Fulfilling the institutional requirement
 - ❑ Perfunctory performance
 - ❑ Lack of spirit or enthusiasm that inspires



Authentic Leadership

- ❑ Leadership shown by individuals who know who they are, what they believe and value, and act on those values and beliefs while interacting with others.
- ❑ Leadership reflected in salience of self over role. Salience of self might be interpreted as designating “self” having the quality of being particularly important.



Authentic Leadership

❑ Four Dimensions

- ❑ Self-awareness (i.e., knowing oneself)
- ❑ Balanced processing (i.e., objectively thinking through both sides of issues)
- ❑ Relational transparency (i.e., acting in accordance with one's true nature rather than contrived or fake manners)
- ❑ Internalized moral perspective (i.e. moral self-regulation and behaving in accordance with these moral values)

(Lemoine, G.J., Hartnell, C.A., & Leroy, H. (2019, January). Taking stock of moral approaches to leadership: An integrative review of ethical, authentic, and servant leadership. *Academy of Management Annals* 13 (1). Retrieved from aom.org



Developing Authentic Leadership

- ☐ Consider Developing Trustworthiness



Trustworthy Individuals Are...

- ☐ Competent
- ☐ Reliable
- ☐ Open
- ☐ Caring



Competence

- ☐ Knowledge of institutional procedures and policies
- ☐ Willingness to deal with difficult situations rather than ignore or delay addressing them
- ☐ Good judgement – often taken for granted
 - ☐ PAUSE and consider context and implications
 - ☐ Don't go it alone



Competence

- ❑ A personal “style” of conveying an appreciation for the details of the problem
- ❑ An effort to make decisions that have integrity – those that benefit the institution’s or the individual’s best long-term interest.



Reliability

- ☐ Timely response to inquiries and requests
- ☐ Doing what you say you'll do
 - ☐ Requires reasonably explicit shared understanding of what the task is and expected time completion
 - ☐ Don't overlook communication on "how it's going"
- ☐ Acknowledgement that if you do not know the answer, you'll find it
 - ☐ Rather than just saying you don't know the answer



Openness

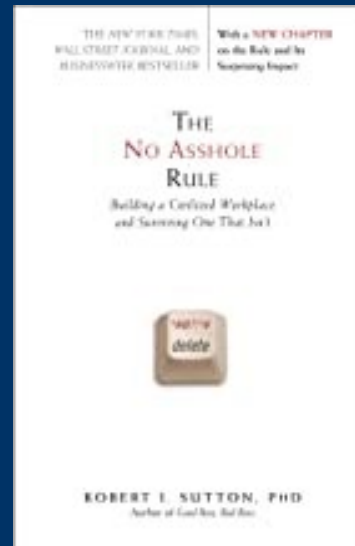
- ❑ Willingness to hear different ideas
 - ❑ Requires emotional agility
 - ❑ Requires emotional capacity to hear new ideas
 - ❑ Course scheduling
- ❑ Conveying willingness to hear different ideas
 - ❑ Not this: “We have a problem, and this is how I think we should fix it”
 - ❑ Instead this: “We have a problem, and we need to find a way to fix it. Any ideas?”



Caring

- ❑ Pay attention to policies and procedures but also to people.
- ❑ Avoid a pattern in which you are perceived to be listening only to certain people.
- ❑ Protect others and yourself from difficult people.
 - ❑ Mean People
 - ❑ Mediocre People







The No [Jerk] Rule
*Building a Civilized Workplace
and Surviving One That Isn't*

Robert I. Sutton
2007



Sutton's Experience

- ❑ “Well Bob, now that you have satisfied the babies here on campus, perhaps you can settle down and do some real work.”
- ❑ “I don’t care if he won the Nobel Prize, I don’t want any [jerks] ruining our group.”



Sutton's Test

- ❑ “After talking to the alleged [jerk], does the “target” feel oppressed, humiliated, de-energized, or belittled by the person?”
- ❑ “Does the alleged [jerk] aim his or her venom at people who are less powerful rather than those people who are more powerful?”



The Dirty Dozen

Common Everyday Actions That [Jerks] Use

- ❑ Personal insults
- ❑ Invading one's "personal territory"
- ❑ Uninvited physical contact
- ❑ Threats and intimidation, both verbal and nonverbal
- ❑ "Sarcastic jokes" and "teasing" used as insult delivery systems
- ❑ Withering e-mail flames



The Dirty Dozen

Common Everyday Actions That [Jerks] Use

- ❑ Status slaps intended to humiliate their victims
- ❑ Public shaming or “status degradation” rituals
- ❑ Rude interruptions
- ❑ Two-faced attacks
- ❑ Dirty looks
- ❑ Treating people as if they are invisible



We've all said and done things we're not proud of...

- ❑ Difference between
 - ❑ “States” – fleeting feelings, thoughts, and actions
 - ❑ “Traits” – enduring personality characteristics



Mediocre People

- ❑ Individuals who are quite pleased with themselves while their performance is barely adequate.
- ❑ Individuals who consistently insist that the department chair's annual evaluation under rate their performance.
- ❑ Individuals who overcompensate for their lack of performance by inflating expectations of students.
- ❑ Sometimes these are faculty who have “checked out”.



Implementing No [Jerk] / No [Mediocre] Rules

- ❑ Take great care to not hire them.
- ❑ Take great care to protect others.
 - ❑ Anonymous feedback from colleagues may help
 - ❑ Try to avoid spreading the behavior



Anonymous Feedback

GPA	DFW %	SPOT	Semester
2.23	29%	1.89	201908
2.37	22%	2.04	201908
3.01	14%	1.90	201908
2.46	16%	1.26	201908
2.34	17%	1.72	201908
2.50	17%	1.46	201908
1.94	31%	2.87	201908
3.24	8%	1.26	201908
2.84	11%	2.16	201908
3.15	10%	1.86	201908
2.90	10%	2.28	201908
3.00	6%	1.55	201908
2.59	9%	1.61	201908
2.65	17%	1.51	201908



Mediocre Informs Mean

- ❑ The behavior is retribution or retaliation toward another.
- ❑ The behavior is related to the prior mediocre performance of the faculty member who is engaging in the retaliatory actions.
- ❑ The target of the behavior can be a previous supervisor or a junior faculty member who is seen as a threat.



Surviving Difficult People

- ❑ Reframe the nastiness that comes your way.
 - ❑ Avoid self-blame
 - ❑ Develop indifference and emotional detachment
 - ❑ “Dismiss whatever insults your soul.” *Walt Whitman*
 - ❑ Develop learned optimism
 - ❑ Difficult situations are temporary -- they are not going to ruin the rest of your life!
- ❑ Don't struggle against larger forces that you can't control.
 - ❑ Aim for “small wins” – a more comforting and ultimately effective strategy



Transitioning into Administrator Role



Patterns and Cycles

☐ Faculty

- ☐ Rhythm of the semester and research project development

☐ Administrator

- ☐ Cycle of institutional deadlines
 - ☐ Faculty assignments, evaluations, activity reporting, annual department reports, hiring process, and personnel issues



Time and Presence Management

☐ Faculty

- ☐ Blocking time
- ☐ Working at home
- ☐ E-mail is convenient, efficient, and many times sufficient

☐ Administrator

- ☐ Expect the unexpected
- ☐ Interruptions are the norm
- ☐ E-mail is convenient, efficient but many times insufficient
- ☐ One cannot management in absentia
 - ☐ Blocking time
- ☐ Management by walking around



Managing Groups and People

- ❑ Groups
 - ❑ Learn the dynamics and nature of faculty interactions
 - ❑ Develop an understanding of how to present proposals



Managing Groups and People

❑ People

- ❑ If you want to grow a department, build careers
 - ❑ Assistant professors need mentors and advocates
 - ❑ Associate professors may need encouragement to sustain research
 - ❑ Professors need to demonstrate leadership
 - ❑ Instructors need opportunities to expand professional development
 - ❑ Adjunct professors need to be part of “the group”
 - ❑ Everyone needs to be appreciated and many need to become “owners”



Occupational Hazards

- ❑ Success in responding quickly can reinforce short-term management patterns at the expense of long-term planning.
 - ❑ Discipline related accreditations are important
 - ❑ The SUS-mandated 7-year program reviews are important
 - ❑ It's a mistake to treat these events as just "bureaucratic exercises"
- ❑ Investment of time in the administrative role and sense of responsibility for outcomes can result in emotional challenges and/or take a toll (e.g., when faculty do not respond or respond in unforeseen ways, or when you have to deal with difficult people).
 - ❑ Symptoms of stress vary
 - ❑ Blocking time is useful and necessary



Occupational Hazards

- ❑ The amount of time spent on difficult situations can mask institutional strengths and recognition of good people.
 - ❑ Use department meetings to highlight department/college accomplishments.
 - ❑ Use annual evaluations to acknowledge the contributions of faculty and your appreciation for them as colleagues.
- ❑ There are two kinds of people... those who do not think about how they communicate as administrators, and those who are aware that they may not be very good at it.
 - ❑ It's better to be in the second group because at least you have an awareness of how important it can be.



Your Words Matter... More

- ❑ Color of the paint
- ❑ Gosip



Commencement Time of Year

- ❑ “Remembering 2 Things Will Prepare You for Every Challenge Ahead” by Margaret Renkl.
 - ❑ [An essay adapted from a commencement address at the University of the South.]
- ❑ “Life is in the Transitions” and “The Search: Finding Meaningful Work in a Post-Career World” by Bruce Feiler.
 - ❑ [A guest on 1A focusing on commencement addresses.]



Trust Yourself!