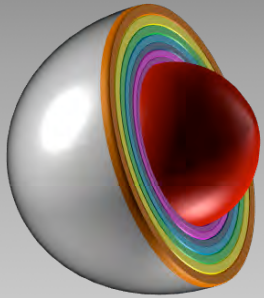


## Authentic Academic Leadership

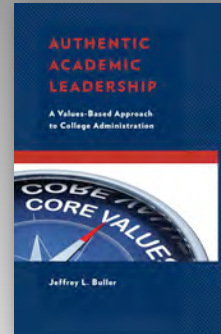
Leading from Your Core Values



Jeffrey L. Buller

Atlas

## This Workshop



- Exploring a different approach to leadership
- Not exclusively **pulled** by our **goals**
- But one **pushed** by our **values**
- And then reconciling the two approaches to leadership

## This Session

Making Your Leadership Even More Authentic

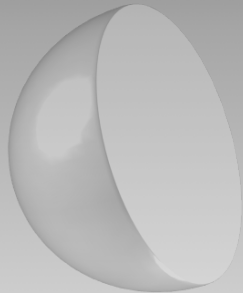
- The concepts of authenticity and authentic leadership
- Product-, process-, and principle-oriented leadership
- A strategy for identifying your core principles.



## Part 1

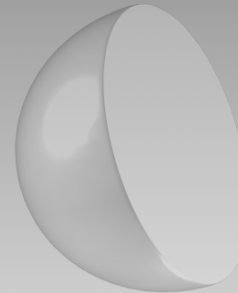
**What do we mean by “Authentic (Academic) Leadership”?**

## Exercise #1



- Read the scenario in the workbook
- And then decide which action you would more likely take:
  - a. Fire the faculty member and be a hypocrite
  - b. Not fire the faculty member and be exposed for past misdeeds (probably being fired yourself)

## Exercise #1



- Remember: Reply as you actually would, not how you think other people would expect you to respond
- Take two minutes to read the scenario and consider the issues
- Then we'll discuss your responses as a group

## Exercise #1

Would you rather:

- a. Fire the faculty member and be a hypocrite? or
- b. Not fire the faculty member and be exposed for past misdeeds (probably being fired yourself)?

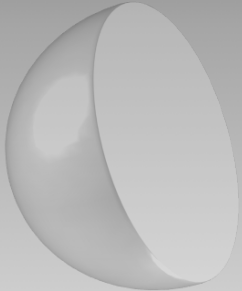
02:00

## Let's Consider the Arguments

Arguments in  
favor of firing the  
faculty member

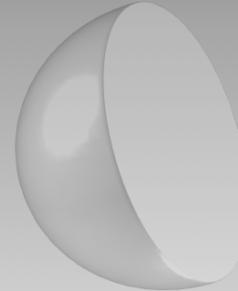
Arguments in  
favor of not firing  
the faculty  
member

## Why Are These Discussions Important?



- Academic leaders are required to make moral judgments all the time
- Sometimes the choice is between an option that is right but difficult and an option that's wrong but easy

## Why Are These Discussions Important?

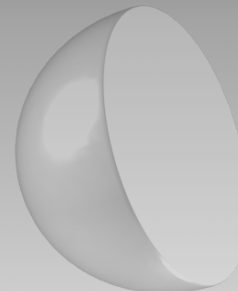


- At other times, the choice is between several morally right choices: Which one is best?
- At still other times, the choice is between several morally wrong choices: Which one is *least* wrong?

## That's Where Authentic Leadership Comes In!



## But ...



- What does it mean to be “authentic”?
- Give me your thoughts.
- What do we mean when we call someone “an authentic person”?

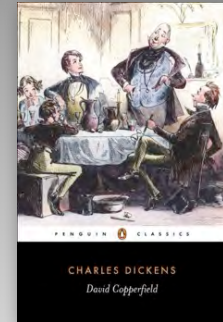
## Authenticity

- being yourself
- being non-hypocritical
- being true to yourself
- being comfortable in your own skin
- being the person you were created to be
- acting in accordance with your core values and beliefs
- willing to compromise but refusing to be compromised



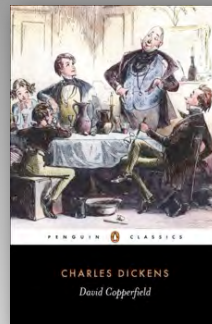
## David Copperfield

“My meaning simply is, that whatever I have tried to do in life, I have tried with all my heart to do well; that whatever I have devoted myself to, I have devoted myself to completely; that in great aims and in small, I have always been thoroughly in earnest.”



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## Prominent in Existentialism

- Kierkegaard: one of the goals of life is **“to become what one (really) is”**
- Heidegger: contrasts the roles that others impose on us with standing behind who we are and what we represent





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## Prominent in Existentialism

- Sartre: humans are free to define themselves but then must take responsibility for their choices
- Beauvoir: authentic people engage with the world to secure everyone’s freedom to be authentic



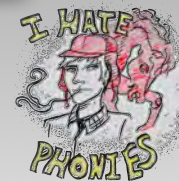
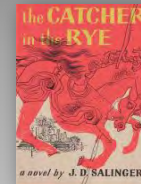
## Prominent in Existentialism

- Sartre: humans are free to define themselves but then must take responsibility for their choices
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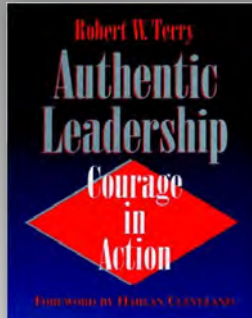


## 1940s through 1960s

- J.D. Salinger’s *The Catcher in the Rye*: Holden Caulfield’s hatred of what’s “phony”
- The Beat Poets
- Sloan Wilson’s *The Man in the Gray Flannel Suit*
- “Keeping it real”
- “All natural ingredients”



## Robert Terry

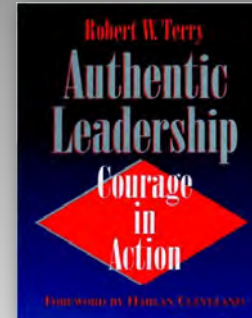


1993



- Senior Fellow and Director of the Reflective Leadership Center at the Humphrey Institute of Public Affairs at the University of Minnesota
- Advisor on corporate leadership

## Robert Terry



1993

### Two Fundamental Questions

1. What is really, really going on?
2. What are we going to do about it?

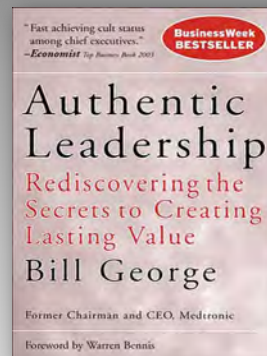
### Problems Occur in One or More Areas:

- Meaning: core values
- Mission: goals
- Power: control
- Structure: systems and procedures
- Resources: time, people, capital
- Existence: history, tradition, identity

## Bill George



- Professor of Management Practice and Henry B. Arthur Fellow of Ethics, Harvard Business School
- Formerly chairman and CEO of Medtronic (medical device company)

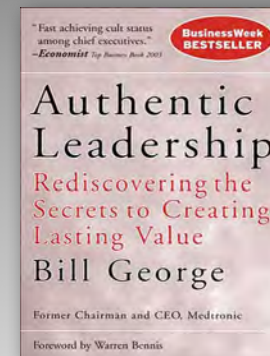


2003

## Bill George

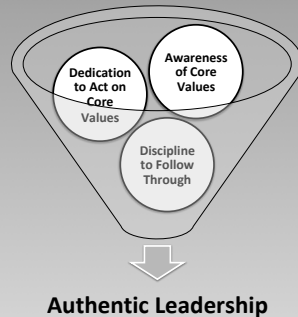
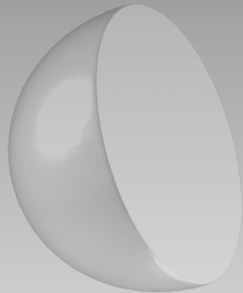
### Principles Leaders Demonstrate Five Traits

1. self-knowledge
2. strong core values
3. candid, trusting relationships
4. self-discipline to live up to values
5. passion for their personal mission



2003

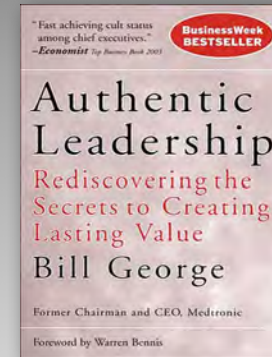
## Authentic Leadership



## Why Bill George Became Concerned



- Enron
- Arthur Andersen
- Exxon Valdez oil spill



2003

## Why We Might Be Concerned

University of North Carolina Chapel Hill  
• "paper" classes

Penn State University  
• football scandal

Michigan State University  
• gymnastics scandal

American University  
• expense accounts

University of Arkansas  
• fundraising scandal

The Ohio State University  
• wrestling scandal

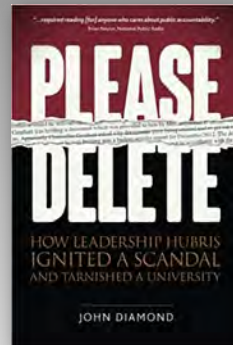
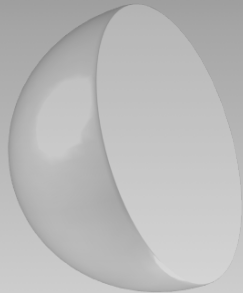


What else could a university have spent \$37.8 M on?

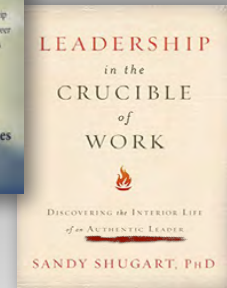
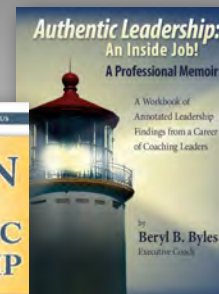
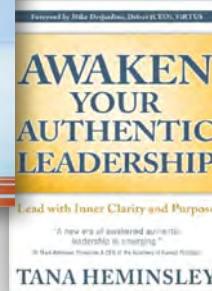
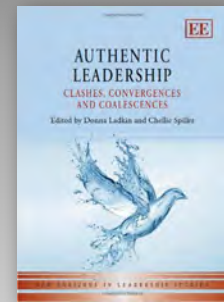


## John Diamond

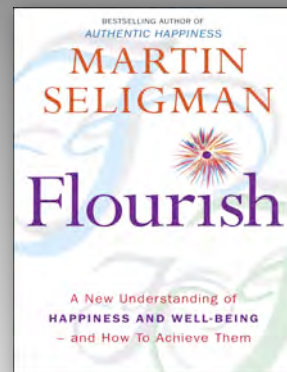
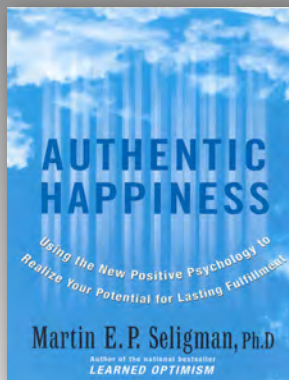
University of Arkansas



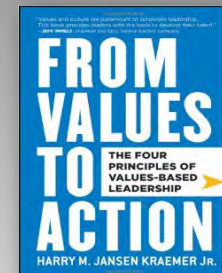
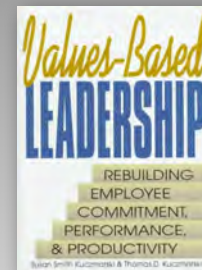
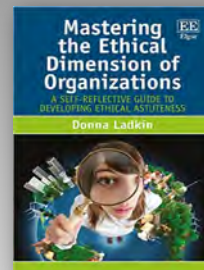
## George's Work Led to a Something of a Movement



## Martin Seligman



## Plus Other Approaches to Value-Based Leadership



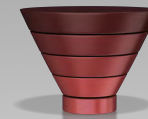


## Part 2

**How is Authentic Leadership different from just leadership?**

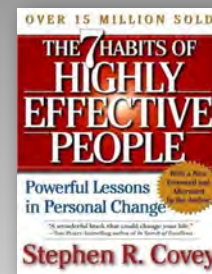
## Focus

- Product
- Process
- Principle

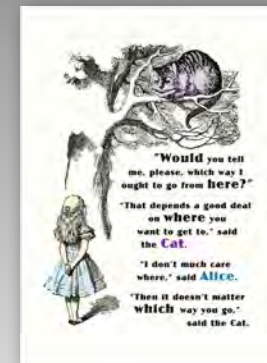


**PRODUCT**

**“Begin with the End in Mind”**



**Habit #2**





## Path/Goal Theory



## Robert J. House

- professor of organization studies at the University of Pennsylvania's Wharton School of Business
- later one of the developers of the GLOBE approach to cultural factors in leadership



## Path/Goal Theory



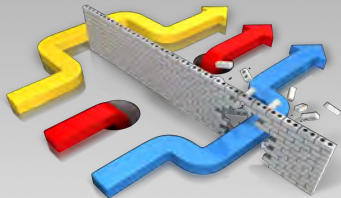
## Path/Goal Theory



## Product-Focused Leadership

Path-Goal Theory

It's all about getting there, about producing the project, about finding *a* way ...



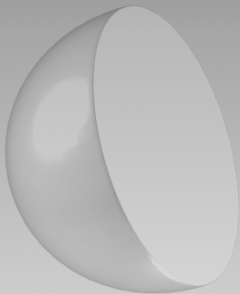
... even if it may not be the most ethical way.

## Let's Explore Some Possible Pitfalls

Suppose you are working in a system in which your budget depended on achieving certain **performance metrics** (i.e., performance based funding).

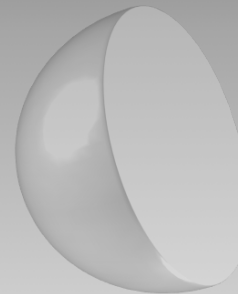


## Exercise #2



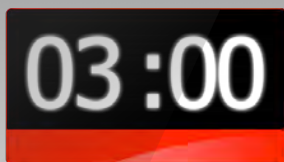
- Read the case study in the workbook and then reflect on the questions at the end
- How could this institution reach its “goal” (i.e., hit the performance targets) without actually improving

## Exercise #2



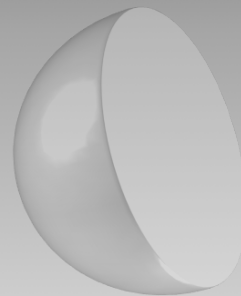
- Do you think that some colleges and universities ever “game the system” as Dr. Helena Handbasket suggests, so as to increase their budget
- We'll pause three minutes for your reflections

## Exercise #2



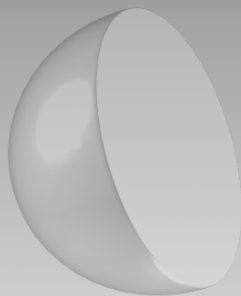
- Do you think that some colleges and universities ever “game the system” as Dr. Helena Handbasket suggests, so as to increase their budget
- We’ll pause three minutes for your reflections

## How Could We “Game” This Metric?



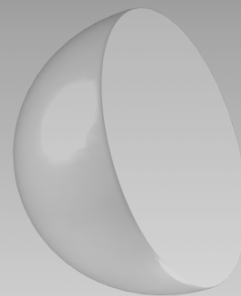
**Freshman-Sophomore Retention Rate**, defined as the percentage of First Time in College (FTIC) students who enroll during the fall semester and remain actively enrolled students during the following fall semester.

## How Could We “Game” This Metric?



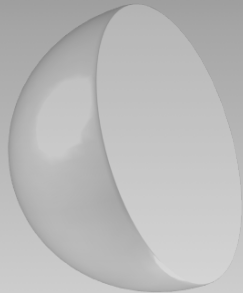
**Six-Year Graduation Rate**, defined as the percentage of those full-time students with 120 or more credits already completed who have graduated with a baccalaureate degree within six years of matriculation.

## How Could We “Game” This Metric?



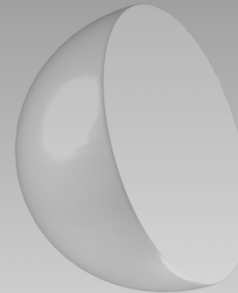
**Employment Rate**, defined as the percentage of graduating students who have been offered a full-time job within the first six months after their degree was granted.

## How Could We “Game” This Metric?



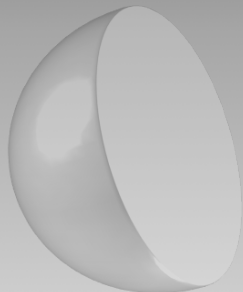
**Positive Transfer Student Rate,** defined as having more students transfer into an institution than transfer out during a rolling three-year period.

## How Could We “Game” This Metric?

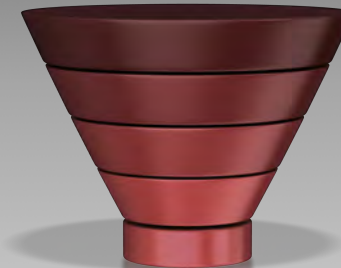


**Capstone Course Quality,** defined as the percentage of undergraduate students who receive a grade of A-, A, or A+ on their senior capstone projects.

## Conclusion

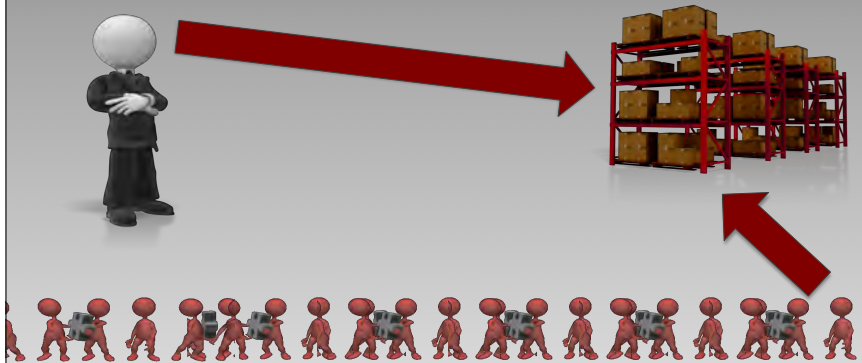


- The fact that these goals and metrics can be so easily gamed might lead one to conclude that they resulted from a flawed process.
- That leads us to our next area of focus ...

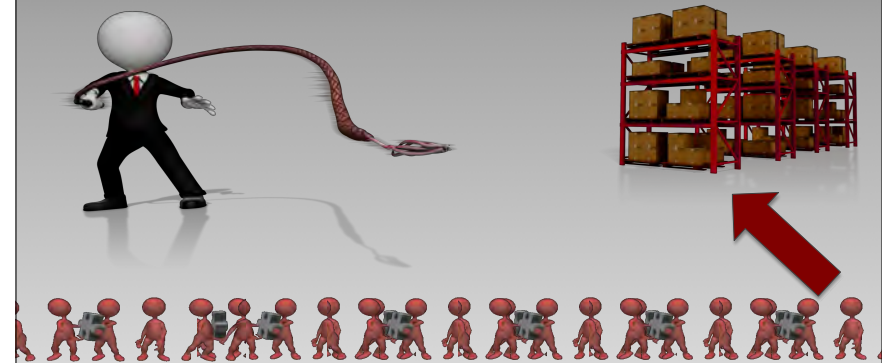


**PROCESS**

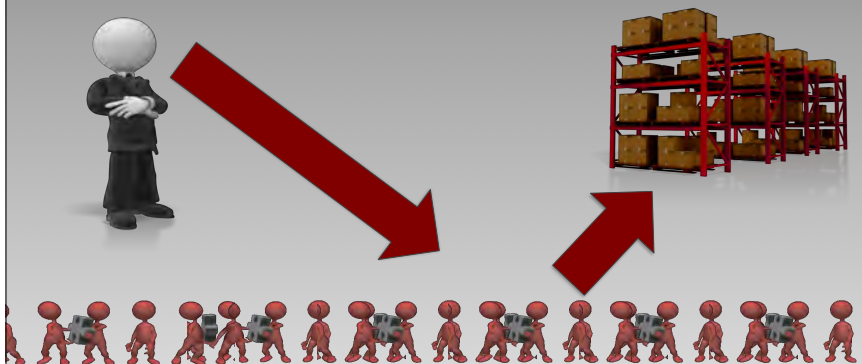
### Product-Oriented Leadership



### Product-Oriented Leadership



### Process-Oriented Leadership



### Organic Academic Leadership

The farmer  
doesn't grow  
the fruit.

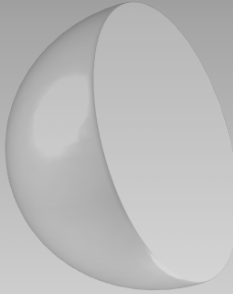
The farmer  
tends the  
plants that  
grow the fruit.





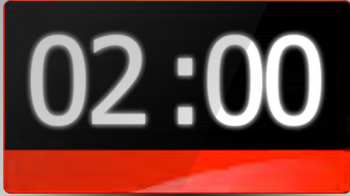


### Exercise #3



- But sometimes when we become caught up in a process, the process itself becomes so all consuming that we lose all sight of the goal.
- That's the scenario in Exercise #3.

### Exercise #3



- Read the scenario and reflect what advice you'd give the provost about how to proceed.
- We'll pause two minutes for your reflections.

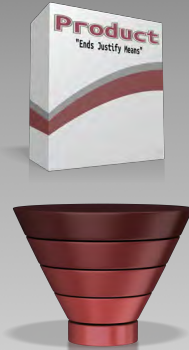
### Exercise #3

Possible ways of proceeding.

- Read the scenario and reflect what advice you'd give the provost about how to proceed.
- We'll pause two minutes for your reflections.

**So ...**

- Being too goal oriented can cause us to use the ends to justify the means.
- But being too process oriented can cause us to extend the process indefinitely (or at least too long).



**PRINCIPLE**

### **One Approach to Seeking a Balance**

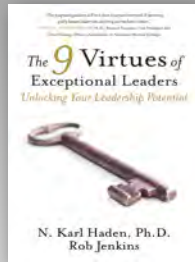
Not a set of goals that  
pull you toward them  
...



... but a set of principles  
that carry you forward  
into the future.

## Two Approaches to Principles

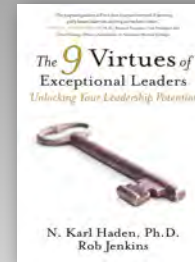
### Virtues



- humility
- honesty
- courage
- perseverance
- hope
- charity
- balance
- wisdom
- justice

## Two Approaches to Principles

### Virtues

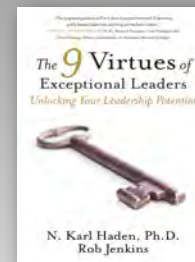


- humility
- honesty
- courage
- perseverance
- hope
- charity
- balance
- wisdom
- justice

See your name in lights!  
(Or on our new building!)

## Two Approaches to Principles

### Virtues

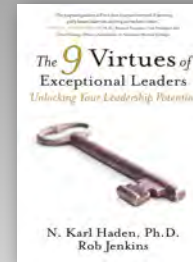


- humility
- honesty
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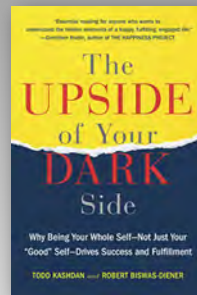
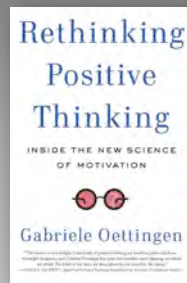
## Two Approaches to Principles

### Virtues



- humility
- honesty
- courage
- perseverance
- hope
- charity
- balance
- wisdom
- justice

- People of strong hope or faith often merely trust that things will get better.
- People who are pessimists and cynics often act to make things better.



## Two Approaches to Principles

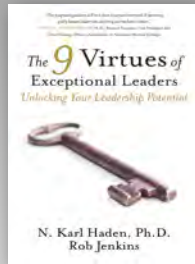
### Virtues

There is often a strange correlation between the virtues an author demands of everyone the the values that he or she happens to believe in.

- humility
- honesty
- courage
- perseverance
- hope
- charity
- balance
- wisdom
- justice

## Two Approaches to Principles

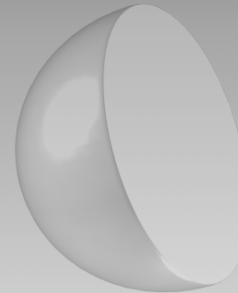
### Virtues



### Values



## Authentic Leadership



- What do you really value as a person?
- What are the principles that guide your decisions?
- What would you “go to the wall for”?

## Candor, Honesty, Integrity



the tendency to say precisely what one means, be transparent, and act without any hidden agendas

## Courtesy



acting with good manners; behaving in a way that does not make others feel uncomfortable



### Student-Centeredness



the belief that the education of students is the first and most significant role of higher education and that all decisions must ultimately be made by determining whether a given course of action is in the best interests of students

### Chain of Command



respect for the authority of those above oneself in the institutional hierarchy; following proper procedures and reporting relationships; avoiding end runs; adherence to the policies and decisions of supervisors

### Values in Conflict

A very sensitive member of the faculty proposes an idea in a meeting that you know would be an embarrassment and a disaster.



candor?



courtesy?

### Values in Conflict

A student repeatedly goes to your dean, provost, and president to complain about your class. These supervisors then call meetings with you to demand that you justify yourself.



student-centeredness?



chain of command?

**So ...**

**What are the values that truly and consistently guide your actions, responses, and decisions?**

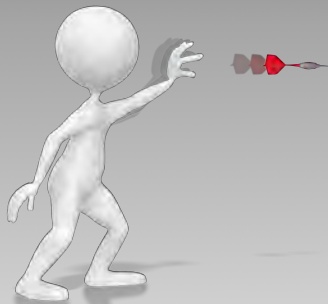


## **Principle-Based Leadership**

**EXAMPLE:** Because I believe in the value that students always come first in higher education, I:

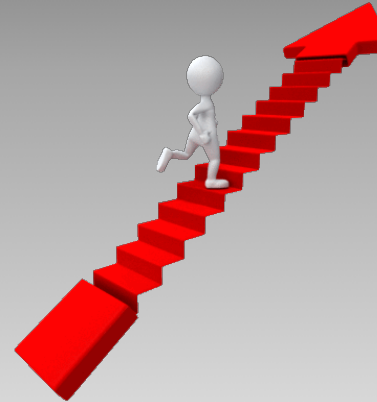
- never take any action that puts myself, my faculty, or my program ahead of what's best for students.
- maximize my availability to students by having a large number of office hours, getting to class early, remaining after class whenever possible.

**So, Instead of**



**GOAL**

**Values Because the Impetus to Action**



**VALUES**

## Part 3

### Homework Assignment: Identify Your Core Principles



- I've designed a series of exercises to help you identify your most deeply held core values.
- These are Exercises #4, #5, and #6 in the workbook.



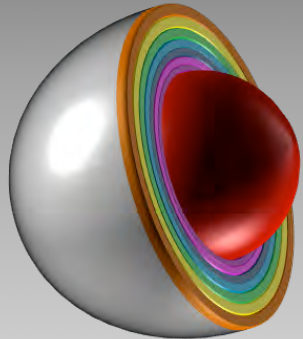
- Exercise #4 has a list of general positive qualities or attributes.
- Exercise #5 has a list of general negative qualities or attributes.
- Exercise #6 has a list of positive qualities or principles that are commonly discussed in higher education.



Go through these lists and identify:

- ✓ five *qualities or attributes* that particularly resonate with you (#4)
- ✓ five *vices or attributes* that particularly bother you (#5)
- ✓ five *higher education qualities or principles* that particularly resonate with you (#6)

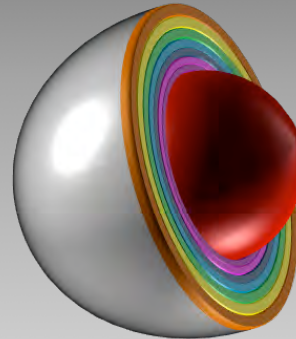
Part 4  
The Crucible



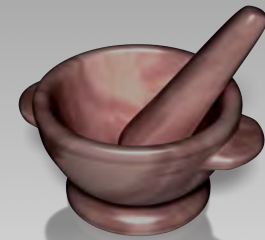
Not This One



Part 4  
The Crucible



But This Kind



What we want to find out next  
(without being too dramatic) is:

What would you "go to the wall"  
for?



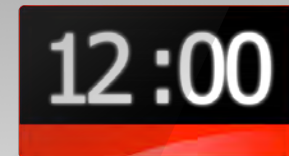
- Exercise #7 takes twelve general or higher education values/principles and asks you which of seven statements is closest to what you truly believe.
- It would be best if we could do this for every single value or principle, but that would take far too long.



- Don't worry if you don't get through every question.
- The important thing is to be absolutely candid: Answer what you truly believe, not what you think people want or expect you to believe.



- We'll take twelve minutes for this exercise.



- Okay, what you've been working through is something known as the *Krathwohl Affective Domain Taxonomy*.
- It is an attempt to do in the affective domain (feelings, values) what Bloom's taxonomy does in the cognitive domain (knowledge, understanding).

## The Originators

### Benjamin Bloom

- Educational psychologist
- 1913-1999



### David Krathwohl

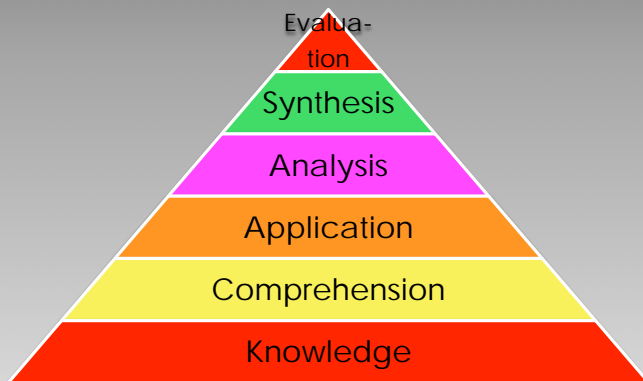
- Educational psychologist
- 1921-





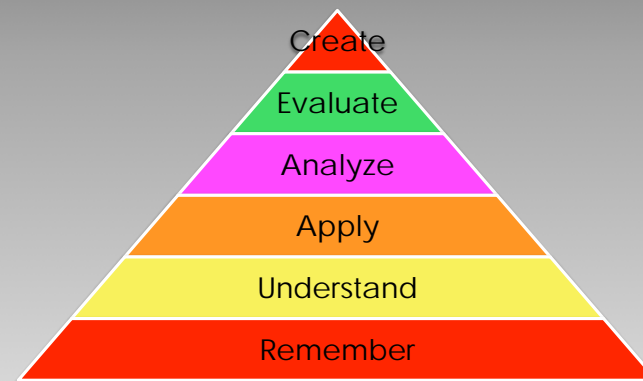
## Bloom's Taxonomy

old version



## Bloom's Taxonomy

new version



## Krathwohl's Affective Domain Taxonomy

original

| Designation    | Description                                                                                                      |
|----------------|------------------------------------------------------------------------------------------------------------------|
|                |                                                                                                                  |
| Receiving      | The person is generally aware of the significance of this value/principle.                                       |
| Responding     | The person has a relatively low level of commitment to this value/principle.                                     |
| Valuing        | The person is sufficiently committed to this value/principle that he or she is willing to be associated with it. |
| Organizing     | The person is taking active steps to embody this value/principle in his or her actions and life.                 |
| Characterizing | The person is fully committed to this value/principle.                                                           |
|                |                                                                                                                  |

## Krathwohl's Affective Domain Taxonomy

as revised by Judy Wilkerson and W. Steve Lang

| Designation              | Description                                                                                                      |
|--------------------------|------------------------------------------------------------------------------------------------------------------|
| Pre-receiving or Unaware | The person either doesn't know or doesn't care about this value/principle.                                       |
| Receiving                | The person is generally aware of the significance of this value/principle.                                       |
| Responding               | The person has a relatively low level of commitment to this value/principle.                                     |
| Valuing                  | The person is sufficiently committed to this value/principle that he or she is willing to be associated with it. |
| Organizing               | The person is taking active steps to embody this value/principle in his or her actions and life.                 |
| Characterizing           | The person is fully committed to this value/principle.                                                           |
|                          |                                                                                                                  |

## Krathwohl's Affective Domain Taxonomy

as further revised by me

| Designation              | Description                                                                                                      |
|--------------------------|------------------------------------------------------------------------------------------------------------------|
| Pre-receiving or Unaware | The person either doesn't know or doesn't care about this value/principle.                                       |
| Receiving                | The person is generally aware of the significance of this value/principle.                                       |
| Responding               | The person has a relatively low level of commitment to this value/principle.                                     |
| Valuing                  | The person is sufficiently committed to this value/principle that he or she is willing to be associated with it. |
| Organizing               | The person is taking active steps to embody this value/principle in his or her actions and life.                 |
| Characterizing           | The person is fully committed to this value/principle.                                                           |
| Obsessing or Scrupulous  | The person is overly fixated on this value/principle and is preoccupied with it to an unhealthy degree.          |



- So, using the grid on page 33 of your workbooks, see how committed you are to the twelve values in Exercise #7.
- The values we want to focus on today should at least be at the organizing or characterizing level, but not the obsessing/scrupulous level.



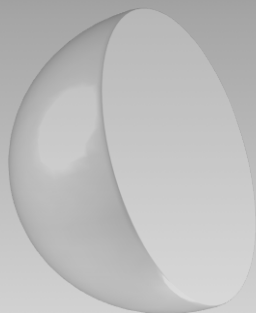
- And so, after you complete your homework, look at the values you listed on page 26 of the workbook.
- For each of them how would you answer the questions on the next three slides?

## Valuing



- Do people often associate this principle with you?
- Are you often recognized for acting in accordance with it?

## Organizing



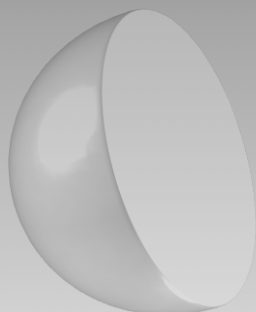
- Does the principle guide your decisions on a regular basis?

## Characterizing



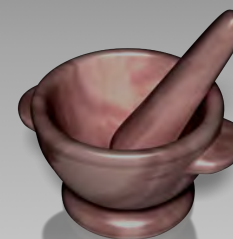
- Does the principle embody who you are as a person, revealing itself to be an important part of your identity?
- Would you really not be recognizable as yourself if you violated this principle?

## So ...



If you don't recognize at least 4 or 5 of the values on page 26 of the workbook that rise to the level of **VALUING**, **ORGANIZING**, or **CHARACTERIZING**, which values do meet that standard for you?

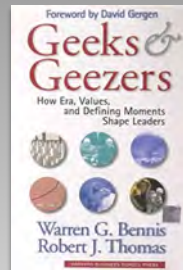
## Now, How Does This Relate to ...



**The Crucible?**

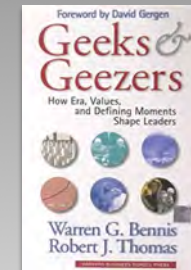
## Bill George

"In his recent book *Geeks and Geezers*, author Warren Bennis observes that most of his interviewees passed through a crucible ...



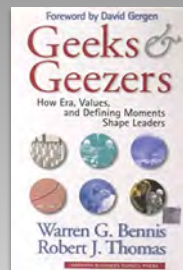
## Bill George

"... that tested them to the depths of their being and enabled the successes they realized later in life. Having survived, you will know that ...



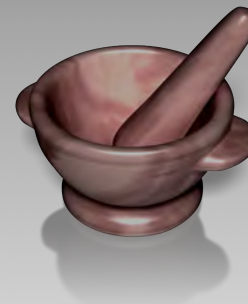
## Bill George

"... indeed you can take on any challenge and come out of it as a better person for the experience."



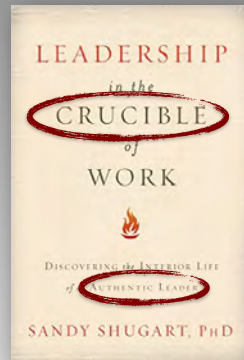
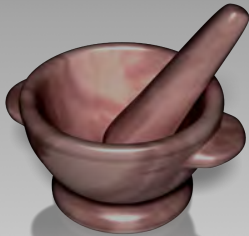
Bill George, *Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value*. San Francisco, CA: Jossey-Bass, 2004. 27.

## The Crucible

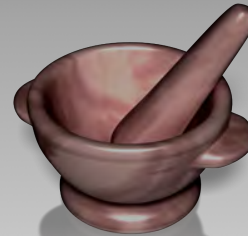


- a device for grinding and testing materials
- in alchemy, the place where the **philosopher's stone** could transform an **ignoble metal** into a **precious metal**

## The Crucible



## The Crucible



- **philosopher's stone** = moral compass
- **ignoble metal** = your less attractive characteristics
- **precious metal** = more attractive characteristics
- **crucible** = moral crisis

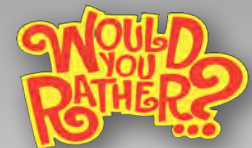
## In This Workshop

- We don't, of course, have time for you to experience a real moral crisis.
- But we can artificially create a simulation of one.

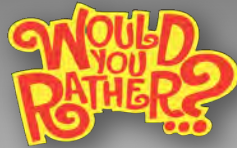


## A/B Dilemmas

- pressurized and heated situations
- force you to choose between two values
- a simplified and focused (hypothetical) ethical crisis







Would you rather be a:

- miserable genius?
- happy moron?



## Voltaire: The Story of a Good Brahmin

- A traveler encounters a wise Brahmin who is distressed by how little he knows
- Next door lives a simple-minded woman who is always happy
- Brahmin: "I have told myself a hundred times that I should be happy if I were as brainless as my neighbor, and yet I do not desire such happiness."



## Voltaire: The Story of a Good Brahmin

- Traveler: "I saw that in truth I would not care to be happy at the price of being a simpleton. ... [Next] I put the matter before some philosophers, and they were of my opinion. 'Nevertheless,' said I, 'there is a tremendous contradiction in this mode of thought, for, after all, the problem is: how to be happy. What does it matter whether one has brains or not?'"



## Voltaire: The Story of a Good Brahmin

- Traveler: "Everyone agreed with me, but I found nobody, notwithstanding, who was willing to accept the bargain of becoming a simpleton in order to become contented. ... But on reflection it seems that to prefer reason to felicity is to be very senseless. How can this contradiction be explained?"



WOULD  
YOU  
RATHER??

Would you rather:

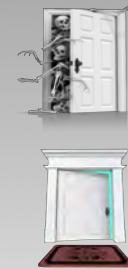
- have to kill twenty strangers in cold blood?
- watch someone you love be killed in cold blood?



WOULD  
YOU  
RATHER??

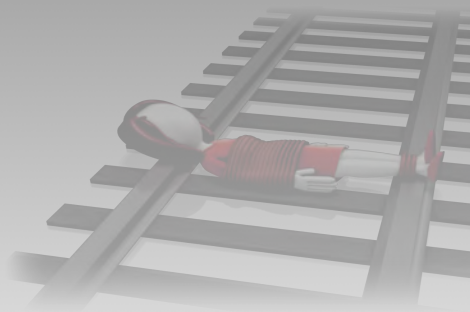
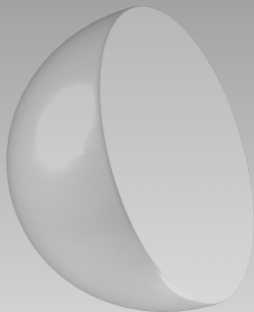
Would you rather lose:

- all your past memories?
- the ability to make any future memories?



## The Most Famous A/B Dilemma

### The Trolley Problem



The person can choose to divert the tram from the main track, saving five people on the track, but killing the worker on the other track.



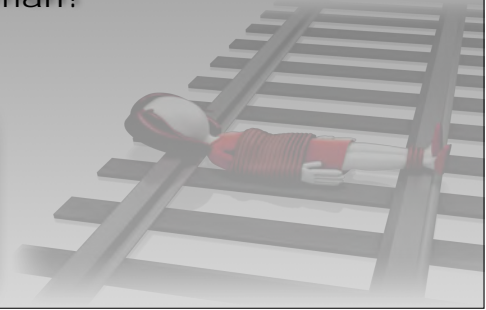
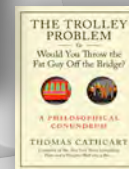
The person on the bridge can choose to push the large person onto the track, thereby killing that person but potentially stopping the tram and saving the five people further down the track.



## The Most Famous A/B Dilemma

### The Trolley Problem

Why are some people willing to flip the switch but not push the fat man?

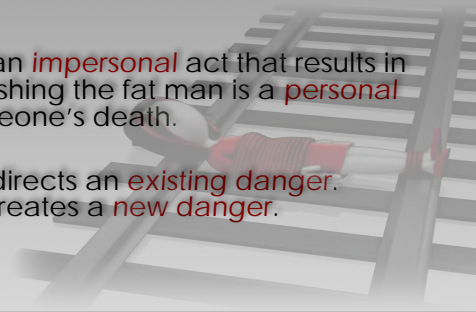


## The Most Famous A/B Dilemma

### The Trolley Problem

Why are some people willing to flip the switch but not push the fat man?

1. Flipping the switch is an **impersonal** act that results in someone's death. Pushing the fat man is a **personal** act that results in someone's death.
2. Flipping the switch redirects an **existing danger**. Pushing the fat man creates a **new danger**.

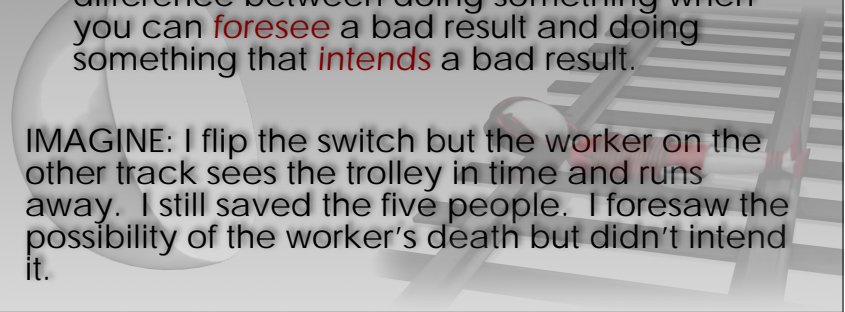


## The Most Famous A/B Dilemma

### The Trolley Problem

3. The Principle of Double Effect: There is a difference between doing something when you can **foresee** a bad result and doing something that **intends** a bad result.

IMAGINE: I flip the switch but the worker on the other track sees the trolley in time and runs away. I still saved the five people. I foresaw the possibility of the worker's death but didn't intend it.



## The Most Famous A/B Dilemma

### The Trolley Problem

3. The Principle of Double Effect: There is a difference between doing something when you can *foresee* a bad result and doing something that *intends* a bad result.

IMAGINE: I push the fat man who somehow survives the fall, gets up, and runs away before the trolley kills him. My plan fails: I had to intend to kill him.

## The Most Famous A/B Dilemma

### The Trolley Problem



But isn't this whole scenario highly unrealistic and impractical, a mere mind game?

## The Most Famous A/B Dilemma

### The Trolley Problem



"In the real world, we don't have T-junction ethics. In the real world we are not constrained by having just two options, X and Y: we have a multitude of options, and our choices are entangled in complex duties and obligations and motives."

p. 100

## Think of the Trolley Problem

- ... as similar to a laboratory experiment in which we are controlling certain variables.
- Then, too, we have an unnatural and impractical situation.
- But we learn from it.





## Examples

- Flipping the switch involves sacrificing one life to save five.
- If you support that action, would you also support a doctor who sacrificed one healthy patient to provide organ transplants to five patients who otherwise would have died?



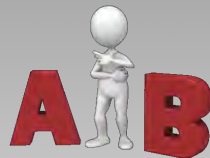
## Or More Practically

- Would you remove research funding from one faculty member (thus causing his research project to fail) in order to help five other faculty members succeed?
- This is an A/B Dilemma: Would you rather take Choice A or Choice B?



## A/B Dilemmas

- Are a sort of simulated crucible because they force us to make two or more of our values come into conflict
- They help us determine which values really matter to us and how we go about determining what matters



## The Harvard Moral Sense Test

[www.moralsensetest.com](http://www.moralsensetest.com)

You are on a cruise ship when there is a fire on board, and the ship has to be abandoned. The lifeboats are carrying many more people than they were designed to carry. The lifeboat you are in is sitting dangerously low in the water - a few inches lower and it will sink. The seas start to get rough, and the boat begins to fill with water. If nothing is done it will sink before the rescue boats arrive and everyone on board will die. However, there is an injured person who will not survive in any case. If you throw that person overboard the boat will stay afloat and the remaining passengers will be saved.

Throwing this person overboard is:

Forbidden ————— Permissible ————— Obligatory

Enemy soldiers have taken over your village. They have orders to kill all remaining civilians. You and some of your townspeople have sought refuge in the cellar of a large house. Outside you hear the voices of soldiers who have come to search the house for valuables. Your baby begins to cry loudly. You cover his mouth to block the sound. If you remove your hand from his mouth his crying will summon the attention of the soldiers who will kill you, your child, and the others hiding out in the cellar. To save yourself and the others you must smother your child to death.

Smothering your child is:

Forbidden ————— Permissible ————— Obligatory



## A/B Dilemmas

- Exercise #8
- Read over and reflect on the twelve A/B dilemmas in your workbook
- Where do some of you make different assumptions than others?
- Are there certain values or principles that you privilege over others?
- We'll spend most of the remainder of this session for this exercise

## A/B Dilemmas

### Exercise #8



## The Buller Conundrum

- Is honesty something important to you?
- Is taking something that doesn't belong to you generally a bad thing?
- Would you ever intentionally leave a restaurant without paying for a meal that you had eaten?

## The Buller Conundrum

You go to the post office to buy a roll of stamps and mail a few packages. It is a weekend, so you have to use a self-service machine since the post office is closed.

But there is a very long line, and you have to wait your turn in order to use the machine.



## The Buller Conundrum

Finally, you get up to the machine, buy your stamps, weigh and pay for your packages, and then prepare to insert your credit card to pay.

But the machine just gives you the message, "Thank you. Come again!"



## The Buller Conundrum

After a moment of confusion, you realize what happened. The previous customer never completed his/her sale. When you pulled up, the machine just added the stamps you bought and your shipping fees to that person's charge card.



## The Buller Conundrum

For security reasons, the receipt doesn't have the charge number or any information.

You obviously can't return stamps and postage fees.



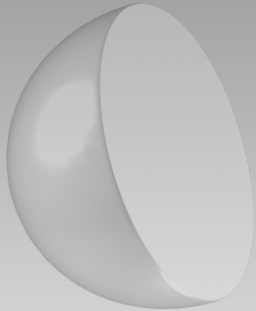
## The Buller Conundrum

There's no way the credit card company, post office, or other customer can trace this to you.

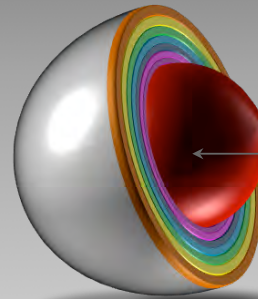
- What do you do?
- Do you feel bad about it?
- How do you "make things right"?



**Exercise #9**  
Your Moral Compass

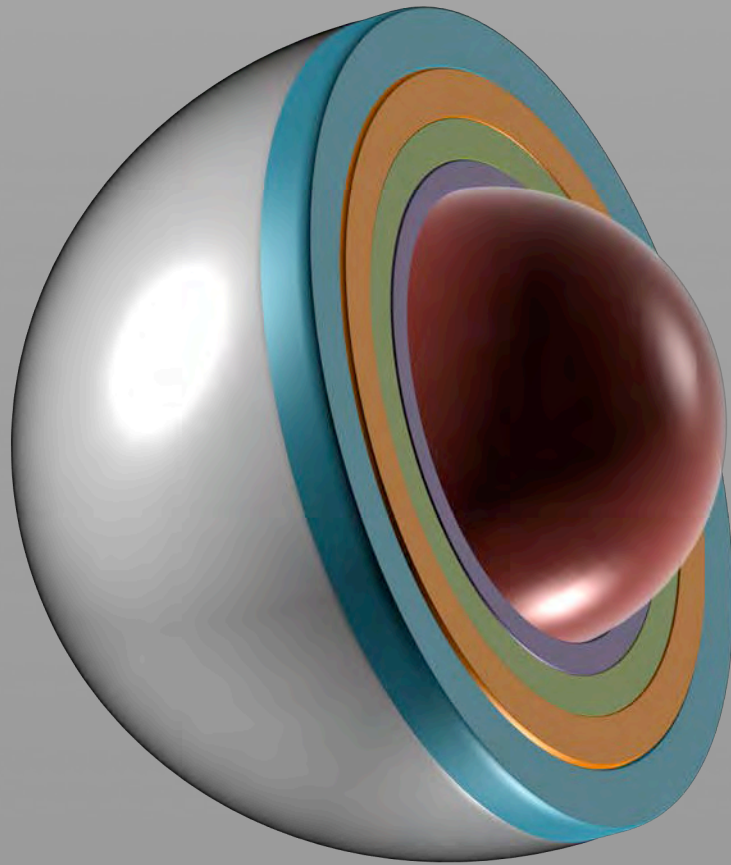


**On the basis of everything we considered in this webinar, create a visual image of you "moral compass," illustrating you key, authentic values.**



**Thank You**





# Authentic Academic Leadership

Leading from Your Core Values



## Exercise #1

Imagine this scenario: You are a department chair at a university that has recently experienced several violations of research integrity. These problems turned out to be public relations nightmares, and the institution was even featured in a series of highly unfavorable articles in *The Chronicle of higher Education*. As a result, chairs have been given increased authority to deal with problems of this kind swiftly and aggressively. The president and provost have stated that most violators of the school's academic integrity policy should be terminated, even if they are tenured full professors. Chairs do have some latitude in imposing this penalty but, if they impose any sanction less than termination, they must appear before a board (consisting of the president, provost, dean of the appropriate college, and chair of the Faculty Senate) to explain why, in their view, a lesser sanction was appropriate in this case.

You have come across evidence indicating that one of your faculty members did indeed violate the university's policy on research integrity by publishing the findings of a graduate student as though the work were the professor's own. The student was a citizen of a distant foreign country, left the program before receiving a degree, and seems not to have understood that what the faculty member did was wrong. Due to the scrupulousness of the university's recent concern about research integrity, your decision would ordinarily be very clear: You should terminate the faculty member based on the evidence you have acquired.

But you feel uneasy about firing this faculty member because you know that, about twenty years ago when you yourself were a relatively new at the university, you had done something quite similar. A graduate student in your program had performed some truly remarkable research before dying tragically in a car accident. You were desperate. You were coming up for tenure soon and hadn't quite achieved a level of research that would have made our case successful. And so, you published the research as your own, failed to credit the deceased student, received tenure, and gone on to a successful academic career.

You've never been proud of that moral lapse, but you felt your subsequent research success "vindicated" you in some way. And you know that, because the student died a long time ago, here is no way anyone will ever discover what you did. In the intervening years, you've encountered no indication at all that anyone has even suspected you of any research misconduct.

Your dean is a strong advocate for making an

(continues on the next page)





## Exercise #1 (continued)



example of those who misrepresent their research and, along with the upper administration, is urging you to dismiss the guilty faculty member. But you know that you'd be a hypocrite if you did so. Besides, you feel that you're living proof that people do recover from moral lapses and go on to successful careers. Nevertheless, despite reflecting on the situation for quite some time, **you can think of no way of justifying any sanction less than dismissal except by revealing to the upper administration your own past indiscretion.** So, that is the choice you face: fire the faculty and keep silent about your past misdeed or impose a lesser sanction on the faculty member and reveal what you did. **NOTE:** For the purposes of this exercise you must accept that these are your only two options; you may not seek another alternative or compromise.

The following arguments run through your mind.

### In Favor of Firing the Faculty Member

1. You think, "Just because I did something wrong, that doesn't excuse this faculty member's violation of this valid and important school policy. Besides, I've learned from my mistake, and I would never do it again."
2. The world has changed since twenty years ago when your own lapse in judgment occurred. The institution has also changed, and research is now a much more important aspect of the school's mission.
3. Because of an incident that occurred in another college, you have reason to believe that, if you reveal your own violation of research integrity from the past, the president will fire *both* you and the faculty member to make an example of you. You are senior enough in your position to know that, if you lost your job at this point in your career, finding a new position would be extremely difficult, if not impossible.
4. Your marriage has been on shaky grounds for a few years now. It is extremely likely that, if you were fired for research impropriety, your spouse would view this development as "the last straw," divorce you, and seek to prevent you from having any future interactions with your children. You are frightened by this prospect.
5. Admitting your wrongdoing would probably not save the faculty member. The president would probably just fire both of you.

### Opposed to Firing the Faculty Member

1. Firing the faculty member would be an act of hypocrisy. Even worse, from an academic perspective, it would constitute a renewed act of research integrity on your part. You (continues on the next page)

## Exercise #1 (continued)

would be renewing your act of dishonesty and dishonor from twenty years ago, and the sense of guilt would haunt you every day for the rest of your life.

2. From your own experience, you realize how inappropriate it would be to ruin someone's life and career because of a single lapse in judgment. You had a second chance, and this faculty member deserves a second chance. You believe there's a slim possibility that, if you admit your own wrongdoing and plead the case persuasively enough, you just *might* be able to save the faculty member's job at the cost of your own.
3. The faculty member's career is just beginning. You've had your chance to build your career. It's about time for you to take responsibility for what you did twenty years ago. You owe it to the dead graduate student, and you owe it to your discipline. Confessing would right an existing wrong and, if done properly, might save the career of the new faculty member.
4. Even though the president and provost have taken an aggressive stance against research impropriety, they are doing so because they're afraid of bad publicity (which would consequently result in lower enrollment and a reduced budget) rather than any higher moral principle. In your mind, these concerns don't justify ruining the career of a new faculty member who holds great promise.
5. Also, despite the position adopted by the upper administration, the faculty member hasn't done anything that many other professors (including yourself) haven't also done. In fact, you're aware of colleagues at peer institutions who appropriate their graduate students' research regularly.



After reflecting on these issues, what do you decide to do?

- a. Fire the faculty and keep silent about your past misdeed or
- b. Impose a lesser sanction on the faculty member and reveal what you did.



What factors lead you to this decision?

**NOTE: As much as possible, try to answer as you *really* would if you were actually in this situation, not as people might expect you to answer or hope you would answer.**

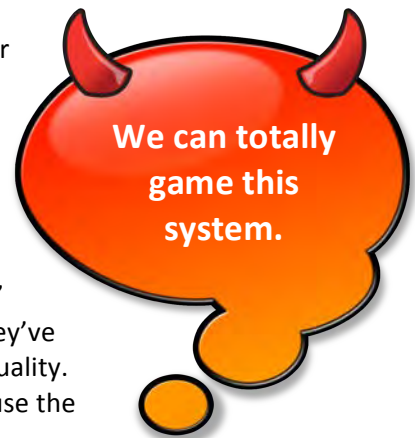
## Exercise #2

Now imagine this scenario. You are a high ranking administrator at a public institution that uses **performance-based funding**. That is to say, the amount of funding that the legislature makes available to the institution is based on the school's ability to reach certain **performance metrics**. The legislature's intent is to use this performance-based budgeting model as a way of improving educational quality at the same time that student retention and graduation rates increase.

The first set of performance metrics established by the legislature include the following:

- a. **Freshman-Sophomore Retention Rate**, defined as the percentage of First Time in College (FTIC) students who enroll during the fall semester and remain actively enrolled students during the following fall semester.
- b. **Six-Year Graduation Rate**, defined as the percentage of those full-time students with 120 or more credits already completed who have graduated with a baccalaureate degree within six years of matriculation.
- c. **Employment Rate**, defined as the percentage of graduating students who have been offered a full-time job within the first six months after their degree was granted.
- d. **Positive Transfer Student Rate**, defined as having more students transfer into an institution than transfer out during a rolling three-year period.
- e. **Capstone Course Quality**, defined as the percentage of undergraduate students who receive a grade of A-, A, or A+ on their senior capstone projects.

Although you don't necessarily agree with these metrics, you have resolved to make the best of them and use them as ways of promoting quality in the programs you supervise. But one of your colleagues, Dr. Helena Handbasket, doesn't see things that way. "The members of the legislature are all idiots," she says. "They don't know what they're doing. The metrics they've established are really meaningless when it comes to program quality. But since our budget depends on meeting these goals, we can use the metrics to our advantage."



"What in the world do you mean?" you ask.

"What I mean is that we can totally game this system. A few simple policy changes, and we suddenly look very good on paper without really improving anything or even trying to. And since we'd then get a larger budget, the end will more than justify the means." Dr. Handbasket then proceeds to outline the policy changes she has in mind. Adopting them involves absolutely no increase in quality or student achievement but would make the institution to look better "On paper" (as she says) in terms of the legislature's metrics. What sort of strategies does Dr. Handbasket suggest? In other words, how can your school "game this system" to use her terms?

## Exercise #3

Dr. Patience Galore is dean of the College of Policies and Procedures at Endless Review State College (ERSC). Six years ago the provost assigned Dr. Galore to head a taskforce. One of the goals of ERSC's current strategic plan is to "become a statewide leader in addressing contemporary societal issues and challenges." But since that goal is so broad, the provost, along with the chancellor and governing board, are hoping that to receive guidance in what the college's primary stakeholder groups regard as the most significant and appropriate contemporary societal issues and challenges for ERSC to address.

Dr. Galore has held meetings of the taskforce weekly since her appointment six years ago, but a final set of recommendations is nowhere in sight. Among the many issues Dr. Galore has led the taskforce in exploring are:



- Who should be regarded as ERSC's primary stakeholder groups? (18 weeks)
- What is the meaning of the phrase *statewide leader*? (6 weeks)
- What is the meaning of the word *contemporary*? (5 weeks)
- What is the meaning of the word *societal*? (3 weeks)
- What is the meaning of the phrase *issues and challenges*? (11 weeks)
- How should information be gathered from these different stakeholder groups? (20 weeks)
- If the recommendations of one stakeholder group differ from those of another stakeholder group, how should these differences be reconciled? (9 weeks)
- Meetings with the initial batch of stakeholder groups. (23 weeks)
- Collating the results of those meetings. (13 weeks)
- Drafting a new list of stakeholder groups that may have been inadvertently left out of the original meetings. (8 weeks)
- Debating the format that the taskforce's report should take. (7 weeks)

And so on with Dr. Galore arguing that many more issues still need to be decided before the taskforce can even begin drafting its recommendations. The chancellor and provost, who optimistically hoped that they might receive Dr. Galore's report within three months after it was assigned, are increasingly impatient by the length of the process she has implemented.



They'd like to wrap up the whole activity as soon as possible. But when they suggested removing Dr. Galore as chair of the committee and appointing someone else, the person they had in mind for this position responded, "Well, I guess we *could* start all over again from scratch ..."

What course of action would you recommend the provost to take?

## Exercise #4

### General Values or Principles

Read over the following list of 75 positive qualities and select five (and only five) that resonate with you more than others. Please notice that the list extends through page 13. Circle or place checkmarks beside your five most important values.

Please note that the following list is not intended to be exhaustive. To the contrary, it has been pared down in such a way to avoid as much duplication and overlap as possible. For example, rather than treating consistency and dependability as two separate qualities, they are intentionally conjoined in this list because, in common usage, they often refer to very similar behaviors. For this reason, if you don't find a value on this list that you expect to see, try looking for a synonym or close alternative.

**IMPORTANT:** Keep in mind that this list of general values, virtues, and/or core principles extends over five pages.

A valuable resource in preparing this list was:  
[www.fortedreams.com/a-really-really-long-list-of-possible-values](http://www.fortedreams.com/a-really-really-long-list-of-possible-values)

|                      |                                                                                   |
|----------------------|-----------------------------------------------------------------------------------|
| <b>accuracy</b>      | a commitment to getting matters right, even at the level of minor details         |
| <b>adaptability</b>  | the capacity to be versatile as circumstances change                              |
| <b>altruism</b>      | the willingness to put the needs of others ahead of one's own needs               |
| <b>ambition</b>      | the desire to get ahead in the world and the willingness to work towards that end |
| <b>assertiveness</b> | a willingness to stand up for one's own interests                                 |

*(continues on the next page)*



### Exercise #4 *continued*

|                    |                                                                                                  |
|--------------------|--------------------------------------------------------------------------------------------------|
| <b>boldness</b>    | a tendency to act in a courageous and decisive manner                                            |
| <b>brilliance</b>  | a high degree of intelligence, insight, and creativity                                           |
| <b>candor</b>      | the tendency to say precisely what one means, be transparent, and act without any hidden agendas |
| <b>charisma</b>    | an almost indefinable attraction that draws others to one and makes them like or admire one      |
| <b>cleanliness</b> | the habit of maintaining good hygiene for oneself and one's environment                          |
| <b>compassion</b>  | the ability to share, understand, and appreciate the feelings of others                          |
| <b>composure</b>   | grace under pressure                                                                             |
| <b>confidence</b>  | the ability to act with self-assurance or poise                                                  |
| <b>conviction</b>  | a tendency to let one's principles guide one's actions                                           |
| <b>cooperation</b> | a tendency to compromise for the sake of preserving harmony                                      |
| <b>courage</b>     | bravery in situations that may cause fear in others                                              |
| <b>courtesy</b>    | acting with good manners; behaving in a way that does not make others feel uncomfortable         |

*(continues on the next page)*

### Exercise #4 *continued*

|                      |                                                                                        |
|----------------------|----------------------------------------------------------------------------------------|
| <b>decisiveness</b>  | the tendency to act without hesitancy, vacillation, or regret                          |
| <b>dependability</b> | a certain consistency of behavior that others can count on                             |
| <b>dignity</b>       | an accurate and not inflated understanding of one's own worth                          |
| <b>diligence</b>     | a willingness to work hard and consistently                                            |
| <b>discretion</b>    | keeping confidence with the information entrusted to one                               |
| <b>effectiveness</b> | achieving goals that have been set                                                     |
| <b>efficiency</b>    | achieving goals that have been set with as little expenditure of resources as possible |
| <b>elegance</b>      | a sense of style and grace                                                             |
| <b>eloquence</b>     | the capacity to speak effectively and with a polished style                            |
| <b>enthusiasm</b>    | acting with spirit and gusto                                                           |
| <b>expertise</b>     | a high level of knowledge and proficiency in a given area                              |
| <b>faith</b>         | commitment to beliefs that cannot be proven by experience or reasoning                 |
| <b>family values</b> | a commitment to the importance of marriage, children, and wholesome activities         |
| <b>fitness</b>       | maintaining a state of robust physical health                                          |

*(continues on the next page)*

### Exercise #4 *continued*

|                       |                                                                                                                       |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------|
| <b>friendship</b>     | support for and commitment to one's friends                                                                           |
| <b>gallantry</b>      | a high degree of courtesy, politeness, and thoughtfulness                                                             |
| <b>generosity</b>     | a willingness to share liberally with others                                                                          |
| <b>gratitude</b>      | a willingness to express appreciation for the efforts of others                                                       |
| <b>gregariousness</b> | the extroverted delight in groups and group activities; a personal sense of warmth and charm that puts others at ease |
| <b>honor</b>          | a commitment to protecting one's reputation by acting morally and righteously                                         |
| <b>humility</b>       | modesty; a tendency to act without pretension                                                                         |
| <b>ingenuity</b>      | clever creativity                                                                                                     |
| <b>integrity</b>      | a commitment to guiding one's behavior with honesty, reliability, and other positive values                           |
| <b>intelligence</b>   | the innate capacity to learn and understand                                                                           |
| <b>leadership</b>     | the process of influencing a group of people to move in a common direction towards a (frequently visionary) goal      |
| <b>justice</b>        | a commitment to fairness and equity                                                                                   |

*(continues on the next page)*

### Exercise #4 *continued*

|                        |                                                                                           |
|------------------------|-------------------------------------------------------------------------------------------|
| <b>learnedness</b>     | a high level of education produced by extended study                                      |
| <b>loyalty</b>         | fidelity to an idea, person, or organization                                              |
| <b>mindfulness</b>     | non-judgmental awareness of experience as it occurs                                       |
| <b>neatness</b>        | a sense of order and a belief that everything has its proper place                        |
| <b>open-mindedness</b> | a willingness to consider ideas and beliefs that one does not currently share             |
| <b>optimism</b>        | maintaining a high level of hope in future good outcomes                                  |
| <b>originality</b>     | a capacity for novelty and creativity                                                     |
| <b>passion</b>         | deep commitment, caring, and emotional investment                                         |
| <b>patriotism</b>      | love of one's country, its achievements, and its values                                   |
| <b>perseverance</b>    | the tendency to stick with an activity for an extended period and not give up easily      |
| <b>practicality</b>    | the habit of being realistic and not caught up in unreasonable dreams or impossible goals |
| <b>professionalism</b> | acting in a manner that is expected in the business world or other professional settings  |

*(continues on the next page)*

### Exercise #4 *continued*

|                       |                                                                                                                                    |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------|
| <b>punctuality</b>    | a tendency to be on time and to complete one's work on time                                                                        |
| <b>refinement</b>     | acting in a polished, cultured, and sophisticated manner                                                                           |
| <b>self-control</b>   | keeping one's behavior and emotions in check despite provocation                                                                   |
| <b>self-reliance</b>  | the tendency to make due with one's own resources and not depend on help from others                                               |
| <b>sense of humor</b> | an ability to see the potential for comedy in oneself and in most situations; the ability to appreciate the humor of others        |
| <b>serenity</b>       | the ability to remain calm and tranquil during potentially stressful moments                                                       |
| <b>spirituality</b>   | the sense that there are more important things in life than physical existence                                                     |
| <b>spontaneity</b>    | the capacity to behave comfortably in an extemporaneous manner                                                                     |
| <b>team-spirit</b>    | a willingness to work cooperatively with the others and, when necessary, to put the good of the group ahead of one's personal good |
| <b>thoughtfulness</b> | a ready tendency to think of the needs, interests, and desires of others                                                           |
| <b>thrift</b>         | frugality or a conservative approach to financial expenditures                                                                     |

*(continues on the next page)*



## Exercise #4 *continued*

|                        |                                                                                                                                       |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>trust</b>           | a tendency to believe others and to see the best in others                                                                            |
| <b>trustworthiness</b> | acting in such a way as to earn the trust and confidence of others                                                                    |
| <b>uniqueness</b>      | being utterly unlike others, highly individualistic, and comfortable in one's own difference from the crowd                           |
| <b>vision</b>          | the capacity to see possibilities that others may miss                                                                                |
| <b>vitality</b>        | a high level of energy and good health                                                                                                |
| <b>wisdom</b>          | a level of understanding and insight into the world that goes beyond formal learning                                                  |
| <b>wit</b>             | a wry and sophisticated sense of humor                                                                                                |
| <b>wonder</b>          | a sense of awe and respect for the physical world, human capacity for achievement, or some other entity that is greater than the self |
| <b>youthfulness</b>    | regardless of physical age, the tendency to demonstrate the level of energy and spirit commonly associated with the young             |

## Exercise #5

### General Vices and Negative Traits or Qualities

Read over the following list of 40 vices and negative qualities or qualities and select five (and only five) that disturb, concern, offend, or annoy you more than others. Circle or place a checkmark before the five items you choose.

Like the list of virtues and core principles, the following list is not intended to be exhaustive. To the contrary, it has been pared down in such a way to avoid as much duplication and overlap as possible. For example, rather than treating greed, avarice and covetousness as three separate qualities, they are intentionally conjoined in this list because, in common usage, they often refer to very similar behaviors. For this reason, if you don't find a value on this list that you expect to see, try looking for a synonym or close alternative.

**IMPORTANT:** Keep in mind that this list of vices and negative qualities or qualities extends until page 18.

A valuable resource in preparing this list was:  
[writeworld.tumblr.com/viceslist](http://writeworld.tumblr.com/viceslist)

|                   |                                                                                                                                                                       |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>aggression</b> | engaging in inappropriately threatening behavior or actions                                                                                                           |
| <b>arrogance</b>  | excessive self-importance or conceit that results in contempt or disregard for others                                                                                 |
| <b>bigotry</b>    | unwarranted bias or prejudice toward another group, particularly in such areas as politics, religion, and ethnicity, by someone who refuses to accept different views |

*(continues on the next page)*

## Exercise #5 *continued*

|                      |                                                                                                                      |
|----------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>boastfulness</b>  | referring immodestly to possessions or achievements; talking with excessive pride about an achievement or possession |
| <b>callousness</b>   | showing no concern that other people are or might be hurt, upset, or made uncomfortable by one's actions             |
| <b>corruption</b>    | exploiting one's power or position for personal gain                                                                 |
| <b>cowardice</b>     | acting in a weak, excessively fearful, or spineless manner                                                           |
| <b>cruelty</b>       | deliberately and remorselessly causing pain or anguish; acting in a manner that is needlessly harsh or severe        |
| <b>decadence</b>     | engaging in self-indulgence to a point that others regard as excessive, immoral, or harmful                          |
| <b>deceitfulness</b> | intentionally misleading or fraudulent                                                                               |
| <b>dishonesty</b>    | the use of lies, deceit, or cheating, particularly for personal gain                                                 |
| <b>disloyalty</b>    | failing to honor one's commitments a person, organization, or cause                                                  |
| <b>disrespect</b>    | failure to give others the deference and degree of politeness they deserve                                           |
| <b>envy</b>          | excessive longing for someone else's success, good fortune, qualities, or possessions                                |

*(continues on the next page)*

## Exercise #5 *continued*

|                      |                                                                                                               |
|----------------------|---------------------------------------------------------------------------------------------------------------|
| <b>gluttony</b>      | eating and drinking to excess; doing anything to the point of wastefulness                                    |
| <b>greed</b>         | an overwhelming desire to have more of something (often but not exclusively money) than is actually necessary |
| <b>hypocrisy</b>     | acting in ways that are contrary to one's stated beliefs or values                                            |
| <b>immorality</b>    | behavior that violates accepted norms, often (although not exclusively) in the sphere of sexual activity      |
| <b>impatience</b>    | a tendency to be annoyed at being kept waiting or by being delayed                                            |
| <b>incompetence</b>  | lacking even the basic skills, resources, or abilities necessary to perform a task properly                   |
| <b>infidelity</b>    | unfaithfulness or disloyalty, especially to a sexual or romantic partner                                      |
| <b>inflexibility</b> | a stubborn unwillingness to change an opinion, point of view, or course of action                             |
| <b>injustice</b>     | unfair or inequitable treatment of others                                                                     |
| <b>jealousy</b>      | excessive longing for someone else's romantic or sexual partner                                               |
| <b>laziness</b>      | an unwillingness to do necessary work or make a necessary effort                                              |
| <b>manipulation</b>  | the use of clever or devious means to control or influence someone                                            |
| <b>moodiness</b>     | the habit of being temperamental and changeable in terms of one's disposition                                 |

*(continues on the next page)*

## Exercise #5 *continued*

|                      |                                                                                                                                                 |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>obsession</b>     | the state of becoming so preoccupied with a particular idea, person, or thing that this compulsion interferes with one's other activities       |
| <b>promiscuity</b>   | behavior characterized by casual and indiscriminate sexual activity, often with many people in succession                                       |
| <b>rage</b>          | the tendency to give in to an unreasonable amount of anger, often suddenly or with little provocation                                           |
| <b>resentfulness</b> | the tendency to hold grudges                                                                                                                    |
| <b>rudeness</b>      | the tendency to act in a disagreeable or discourteous manner                                                                                    |
| <b>self-pity</b>     | wallowing in absorption with one's own problems and suffering, often in the belief that they are worse or more significant than those of others |
| <b>selfishness</b>   | concern with one's own interests, needs, and wishes while ignoring those of others                                                              |
| <b>thievery</b>      | absconding with someone else's possession                                                                                                       |
| <b>treason</b>       | betrayal of the allegiance owed to one's own country                                                                                            |

*(continues on the next page)*

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### **Exercise #5 *continued***

|                          |                                                                                                   |
|--------------------------|---------------------------------------------------------------------------------------------------|
| <b>unpredictability</b>  | behaving erratically or departing from one's usual pattern of behavior in an unpredictable manner |
| <b>untrustworthiness</b> | acting in a way that is not deserving of others' trust or confidence                              |
| <b>wastefulness</b>      | the habit of consuming resources unwisely or lavishly                                             |
| <b>weakness</b>          | lack of strength, power, or determination                                                         |

## Exercise #6

### Exercise Academic Values or Principles

Read over the following list of 35 values or principles that are commonly discussed in higher education and select five (and only five) that resonate with you more than others. Circle or place a checkmark before the five items you choose.

Like the other two lists we have seen, the following list is not intended to be exhaustive. It merely represents a few select principles or values that are commonly discussed in higher education.

**IMPORTANT:** Keep in mind that this list extends through the bottom of page 25.

|                                     |                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>academic freedom</b>             | “the freedom of university faculty to produce and disseminate knowledge through research, teaching, and service, without undue constraint” (Association of American Universities, 2013)                                                                                                                                                          |
| <b>accountability</b>               | a sense of responsibility to one’s discipline and institution for all of one’s actions, often even extending to a sense of responsibility for what one’s students, colleagues, and employees do                                                                                                                                                  |
| <b>administrative accessibility</b> | the belief that academic leaders should be as approachable and accessible as possible to faculty members (and perhaps students as well); the conviction that any faculty member (and possibly any student) can take whatever issue he or she wishes to the relevant administrator without having to go through unnecessary layers of bureaucracy |

*(continues on the next page)*

## Exercise #6 *continued*

|                             |                                                                                                                                                                                                                                                                      |
|-----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>chain of command</b>     | respect for the authority of those above oneself in the institutional hierarchy; following proper procedures and reporting relationships; avoiding end runs; adherence to the policies and decisions of supervisors                                                  |
| <b>citizen development</b>  | the idea that a primary—if not <i>the</i> primary—role of the college or university is to develop an educated and informed citizenry and that an institution or discipline that does not do so fails in one of its most important responsibilities                   |
| <b>collegiality</b>         | “[O]pportunities for faculty members to feel that they belong to a mutually respected community of scholars who value each faculty member’s contribution to the institution and feel concern for their colleagues’ well-being.” (Gappa, Austin, & Trice, 2007, 305.) |
| <b>community engagement</b> | a commitment to the idea that colleges and universities should serve, not merely enrolled students but the communities in which they are located and, by extension, the needs of humanity as a whole                                                                 |
| <b>confidentiality</b>      | preserving the privacy of information that is shared with one; keeping the secrets of others, particularly in a professional setting                                                                                                                                 |

(continues on the next page)

## Exercise #6 *continued*

|                                     |                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>culture of mentoring</b>         | dedication to the goal of serving the good of the academic community by providing a constructive and supportive environment where those who are more experienced mentor those who are less experienced, regardless of whether this relationship is between faculty members, students, or a faculty member and a student |
| <b>data-informed culture</b>        | a commitment to basing all decisions on information that can be verified and replicated                                                                                                                                                                                                                                 |
| <b>discipline/field orientation</b> | placing primary emphasis on the needs of one's area of specialty; the belief that one's academic field is of singular importance, even when compared to other academic areas                                                                                                                                            |
| <b>diversity</b>                    | the conviction that higher education is enhanced by the widespread participation in it of people from different cultures, ethnicities, social classes, political convictions, and philosophical or religious beliefs                                                                                                    |
| <b>empiricism</b>                   | the belief that all knowledge is ultimately derived from what can be perceived by the senses                                                                                                                                                                                                                            |
| <b>evidence-based reasoning</b>     | a commitment to follow the evidence wherever it leads, even if that evidence challenges or disproves previously held beliefs and convictions                                                                                                                                                                            |

*(continues on the next page)*

## Exercise #6 *continued*

|                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>faculty-centeredness</b>   | the belief that an institution is, in essence, its faculty and that the core of an institution could survive without its students, administration, and physical plant but not without its faculty                                                                                                                                                                                                                                                                   |
| <b>faith-based learning</b>   | a belief that certain matters are ultimately unknowable or not understandable by human beings and simply must be accepted on faith                                                                                                                                                                                                                                                                                                                                  |
| <b>holistic orientation</b>   | the idea that a primary—if not <i>the</i> primary—role of the college or university is to develop “the whole person” and that a complete experience in higher education consists of a balance of curricular, co-curricular, and extracurricular activities                                                                                                                                                                                                          |
| <b>institutional autonomy</b> | the conviction that institutions of higher learning should be free from external influence (for example, from political or religious entities) or, as defined by the United States Supreme Court in <i>Sweezy v. New Hampshire</i> (1957), “the right of the university to determine for itself, on academic grounds, who may teach, what may be taught, how it shall be taught, and who may be admitted to study” (cf. Association of American Universities, 2013) |

(continues on the next page)



## Exercise #6 *continued*

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>instructional integrity</b>  | the principle that no one should claim to be an expert in an area in which he or she would not be recognized for expertise by appropriate trained and credentialed peers, that one should pursue the highest standards of honesty in one's teaching, that one should acknowledge the sources of one's information, and that one should make the greatest possible effort to ensure student success in learning |
| <b>liberal arts orientation</b> | a belief in the fundamental importance of the liberal arts and humanities in the intellectual development of every college-educated person                                                                                                                                                                                                                                                                     |
| <b>lifelong learning</b>        | the principle that one's education does not stop with one's formal schooling but continues throughout the person's life, often coupled with a belief that one of the most important benefits of a college education is a commitment to continuing education and a set of skills that makes it possible to pursue this goal                                                                                     |
| <b>objectivity</b>              | impartiality and freedom from bias in the ways in which conclusions are drawn from available evidence                                                                                                                                                                                                                                                                                                          |
| <b>political correctness</b>    | the belief that care is warranted lest one's words or actions offend, even unintentionally, members of other nations, ethnicities, social or economic classes, levels of physical challenge, and religious beliefs                                                                                                                                                                                             |

*(continues on the next page)*

## Exercise #6 *continued*

|                                               |                                                                                                                                                                                                                                              |
|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>positive faculty-staff relationships</b>   | a commitment to constructive and respectful interactions between members of the faculty and staff with recognition that, although they may play different roles at an institution, each role is vitally important                            |
| <b>positive faculty-student relationships</b> | a commitment to constructive and respectful interactions between faculty members and students with recognition that, although they may play different roles at an institution, each role is vitally important                                |
| <b>professional development</b>               | the conviction that members of the faculty, staff, and administration must continue to improve their professional skills throughout their entire careers by participating in conferences, workshops, and other formal training opportunities |
| <b>pursuit of excellence</b>                  | a commitment to the highest standards of quality with regard to all aspects of teaching and learning; the belief that, within reasonable limits, cost should not be an object when it comes to pursuing excellence in teaching and research  |
| <b>research integrity</b>                     | a commitment to honesty in the performance of research and the dissemination of results, including the accurate acknowledgement of the roles played by other scholars in one's research                                                      |

*(continues on the next page)*

## Exercise #6 *continued*

|                                   |                                                                                                                                                                                                                                                              |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>research orientation</b>       | a focus on research, scholarship, and creative activity as the single-most important component of academic life; dedication to the life of the mind, appreciation of intellectual pursuits, and esteem for the academic and creative contributions of others |
| <b>school spirit</b>              | a sense of loyalty and devotion to a specific academic institution, often (although not exclusively) demonstrated by enthusiastic support of its athletic teams                                                                                              |
| <b>shared governance</b>          | the belief that an institution's faculty, administration, and governing board all have clear roles in the governing of an institution and in its decision-making processes                                                                                   |
| <b>student-centeredness</b>       | the belief that the education of students is the first and most significant role of higher education and that all decisions must ultimately be made by determining whether a given course of action is in the best interests of students                     |
| <b>teaching-first orientation</b> | the idea that, of the three roles of a college or university (teaching, research, and service), the teaching role takes precedence over the other two                                                                                                        |
| <b>transparency</b>               | a dedication to candor and openness in the way in which decisions are made                                                                                                                                                                                   |
| <b>vocational orientation</b>     | the idea that a primary—if not <i>the</i> primary—role of the college or university is to make students employable and that an institution or discipline that does not do so fails in one of its most important responsibilities                             |

## Trying to Identify Your Core Principles

*Using what you decided in Exercises #4, 5, and 6, fill in the grid below*

| From Exercise # 4     |                                                 |  |
|-----------------------|-------------------------------------------------|--|
| General Principle #1  |                                                 |  |
| General Principle #2  |                                                 |  |
| General Principle #3  |                                                 |  |
| General Principle #4  |                                                 |  |
| General Principle #5  |                                                 |  |
|                       |                                                 |  |
| From Exercise #5      |                                                 |  |
| Vice or Flaw #1       | The virtue that is the reverse of this vice is: |  |
| Vice or Flaw #2       | The virtue that is the reverse of this vice is: |  |
| Vice or Flaw #3       | The virtue that is the reverse of this vice is: |  |
| Vice or Flaw #4       | The virtue that is the reverse of this vice is: |  |
| Vice or Flaw #5       | The virtue that is the reverse of this vice is: |  |
|                       |                                                 |  |
| From Exercise #6      |                                                 |  |
| Academic Principle #1 |                                                 |  |
| Academic Principle #2 |                                                 |  |
| Academic Principle #3 |                                                 |  |
| Academic Principle #4 |                                                 |  |
| Academic Principle #5 |                                                 |  |

## Exercise #7

*Read the description of the value or principle mentioned and then choose **one and only one** of the sentences following it that falls **closest** to your own attitude toward that value or principle.*

1. **Integrity** for the purposes of this exercise will be defined as the quality of being honest, transparent, fair to all, and consistent in adhering to a deeply held set of moral values.
  - a. I think that integrity is an important trait for an academic leader to have, and I demonstrate it when others call it to my attention.
  - b. Integrity is an important quality for academic leaders but I find that the pressures of the job often mean that I can pay it relatively little attention.
  - c. It's fine to give lip service to vague concepts like integrity but academic leadership is really about getting the job done, regardless of what it takes.
  - d. Integrity is the principle that guides everything I do and every decision I make as an academic leader. It defines who I am, and I hope it will be seen as a major part of my legacy.
  - e. I am so disturbed when other academic leaders act without integrity that I bring these actions to their attention without concern for the effect it may have on my career or the welfare of my program.
  - f. I try to demonstrate integrity in everything I do as an academic leader and am proud when someone says that I've acted with integrity.
  - g. I try to act as a role model of integrity in everything I do as an academic leader and to assist others with their own efforts to act with integrity.
2. **Work-Life Balance** for the purposes of this exercise will be defined as the concept of giving proper attention to both *work* (career and public life) and personal *life* (health, leisure, family, friends, and spiritual or philosophical values).
  - a. I'm always attracted to the idea of work-life balance, but I'm just not very good at it.
  - b. I not only value work-life balance for myself, but I also encourage it in my friends and colleagues.
  - c. I plan my schedule carefully so that I always have enough time not only to meet my work commitments but also to relax, take care of my health, and give family or friends the attention they deserve.
  - d. If I find myself devoting even a little bit too much time to work or to my personal needs, I feel that my whole day is ruined—maybe even my week or month.
  - e. I'm doing better at work-life balance than I once did. Now at least when people call my attention to my lapses in this regard, I take steps to do better.
  - f. Other people often tell me that they're surprised by how much I get



## Exercise #7 *continued*

done at work, never missing deadlines but also having plenty of time to do the things that enrich my personal life.

- g. People who talk about work-life balance are talking about an illusion. You either care about your job or you care about your personal interests. You can't accommodate both.

- 3. **Pursuit of Excellence** for the purposes of this exercise will be defined as the drive not just to become better but to become the best or pre-eminent either overall or in a specific area of endeavor.

- a. I often promise myself that I'll work harder and be more creative so that our program will become better, but other priorities always seem to get in the way.
- b. I rarely let a week go by when I don't make some specific effort that I believe will cause our program to become recognized as the best.
- c. Even though many of my colleagues seem to regard just getting by as being good enough, I feel that I have higher standards. I'm often the person who says we can do better.
- d. We simply *have* to be the best at what we do. If we slipped in the rankings even a little or if I thought other programs were passing us by, I don't know if I could handle it.
- e. People associated with other programs similar to ours often ask me what we did so as to improve so quickly and become pre-eminent.
- f. No matter how hard you work, someone is always going to be better than you. So, don't worry about it. Let other people win the rat race. It's not worth it to me.
- g. Our strategic plan and other institutional initiatives lay out a clear pathway to excellence, and I'm in full compliance with any requirement they have for my area.

- 4. **Academic Freedom** for the purposes of this exercise will be defined as personal not institutional academic freedom or, namely, the belief that scholars should be free to teach and communicate ideas, facts, and perspectives without interference from university administrators, political forces, or any agency other than their own expertise and professional judgment.

- a. I simply can't tolerate anyone even having the impression that academic freedom isn't the single most important right we have in higher education. If someone in my life speaks slightly of academic freedom, our relationship is over.
- b. It is not an exaggeration to say that my desire to preserve academic freedom affects everything I do in higher education and every choice I make as an academic leader.
- c. Academic freedom is significant enough that, if asked to serve on a

## Exercise #7 continued

- committee charged with protecting it, I'd probably agree to serve.
- d. I try to get elected or appointed to faculty or administrative bodies that seek to defend academic freedom, and I review the news and pronouncements of our administration to determine if academic freedom is being seriously threatened.
  - e. Academic freedom is really a myth. Higher education would survive just fine without it. If you show up for work and do your job, you'll be fine.
  - f. More than once, I've had to be the person who had to speak in defense of academic freedom at a public meeting.
  - g. Intellectually, I accept that academic freedom is important, but the fact is that I rarely think of it, and it doesn't affect my life very much.
5. **Accessibility** for the purposes of this exercise will be defined as the degree of availability and approachability an academic leader has to his or her stakeholders.
- a. People always talk about their "open door policies," but you can't be accessible to everyone and still get your job done as an academic leader.
  - b. Whenever someone says they needed me but I wasn't available, it bothers me so much that I often can't sleep until I've been able to meet with that person, apologize, and make it right.
  - c. Having other people know that I'm easily approachable and that they can talk to me about anything is a goal, but I'm often so busy that I need to shut my door or work some place where I won't be disturbed.
  - d. Accessibility is the principle that guides everything I do and every decision I make as an academic leader. It defines who I am to the extent that I'd like to be known as Dr. Accessible.
  - e. I take active steps to be as accessible to others as I can such as blocking out time every day to be readily available, notifying people about how best to reach me, and trying to avoid activities that might make me inaccessible for too long a time.
  - f. I appreciate it when other academic leaders are accessible, and I try to emulate them whenever I can.
  - g. I tell faculty members in my area that they should feel free to talk to me anytime they have issues or problems.
6. **Compassion** for the purposes of this exercise will be defined as the ability to share, understand, and appreciate the feelings of others; caring for others; and concern for their well-being.
- a. I'm commonly considered to be the single most compassionate person in our program—perhaps at our entire school.
  - b. I'm often the one who provides the "voice of compassion" at meetings.
  - c. I still regularly lose sleep over times when I wasn't as compassionate as I should have been, even those some of those incidents occurred ten or

## Exercise #7 continued

- twenty years ago.
- d. Compassion is really out of place when it comes to higher education. Our job is to hold others to high standards not to make allowances for them when they fail to achieve important goals.
  - e. I believe in compassion and am distressed when others point out that I've failed to be compassionate in a given situation.
  - f. Whenever I interact with a student or colleague, I ask myself, "Am I being as compassionate as I should be?"
  - g. I really wish I could say I were more compassionate, but the stresses of life today make compassion more of an ideal than a personal achievement for me.
7. **Gratitude** for the purposes of this exercise will be defined as a willingness to express appreciation for the efforts of others and a tendency to act upon that willingness.
- a. We go around thanking people all too much in higher education. Doing your job shouldn't earn you thanks and praise. It already earns you your paycheck, your grade in the course, or the right to keep your job.
  - b. More than once, someone has pointed out that I haven't been appreciative enough of his or her efforts, and I took steps to correct that oversight as soon as I could.
  - c. I probably thank others more than do many of my colleagues.
  - d. I believe that gratitude is important, and I would like to show it more, but I often forget to do so.
  - e. Thanking people and demonstrating gratitude is an important part of the way I work. You might call gratitude one of my "standard operating procedures."
  - f. I can recall times when I got home, realized I forgot to thank someone, and drove across town to express gratitude even though I had many other things to do and the person I thanked didn't consider it that important.
  - g. It's not uncommon for people to thank me for taking the time to thank them. In fact, that's an experience I have several times a week.
8. **Professionalism** for the purposes of this exercise will be defined as acting in a manner that is expected in the business world or other professional settings.
- a. Professionalism drives the way I work, think, and interact with others. To the best of my knowledge, no one would ever consider me as unprofessional in any way.
  - b. A college or university is simply not a professional environment like a corporate office or court of law. It's a creative, messy, constantly evolving environment that is distorted once we start expecting people to dress, talk, and act according to artificial "professional" standards.
  - c. Although I've been called unprofessional at times, I'm actively working to

## Exercise #7 *continued*

- improve my behavior in this area.
- d. On several occasions I've found fault with colleagues for being unprofessional.
  - e. I admire professionalism. I just wish I could say that I demonstrated it more.
  - f. Others have cited me as model of professionalism, and that type of praise makes me very happy.
  - g. If someone said that anything I did was unprofessional—even once—I would find it so unbearable that I couldn't look that person in the face ever again. I might even have to leave my job or break off the relationship I had with that person.
9. **Diversity** for the purposes of this exercise will be defined as the conviction that higher education is enhanced by the widespread participation in it of people from different cultures, ethnicities, social classes, political convictions, and philosophical or religious beliefs.
- a. I would put my job, the success of our program, and even the survival of our institution in jeopardy if I felt it necessary to do so as a way of promoting greater diversity in higher education.
  - b. Even though some people may feel that I place too great an importance on achieving diversity among the faculty and students, I take their criticism as a compliment.
  - c. I regularly use my desire to improve the diversity of our faculty and student body as a guiding principle. To me, the diversity someone can bring our environment often outranks his or her past achievements and other factors.
  - d. Diversity has become a fetish in higher education. By their very nature, colleges and universities are not diverse communities: They exclude those who do not have the intellectual capacity to succeed there. Trying to accommodate other types of diversity just distracts us from our true mission: the creation and transmission of knowledge.
  - e. When others speak about the need for diversity among the faculty or student body, I often concur.
  - f. On search committees or when discussing the admission of students, I'm often the one who tries to make a case for greater diversity.
  - g. I believe that a diverse faculty and student body is important. But when you're also trying to recruit the right students and the best faculty members, diversity often gets placed on a back burner.
10. **Objectivity** for the purposes of this exercise will be defined as impartiality and freedom from bias in the ways in which conclusions are drawn from available evidence.
- a. When I read articles about members of the faculty or administration at

## Exercise #7 continued

some school who have failed to be as objective as they should be, it disturbs me.

- b. Any implication that I've failed to be completely objective at all times would cause me to question my choice of careers, even my sense of self-worth.
- c. Many people have told me that, when they need a perfectly objective point of view, they come to me.
- d. I strive to be objective whenever I can, but I know that I often don't succeed.
- e. There *is* no such thing as objectivity in any human endeavor. Even in the most data-driven environments, the perspective of the observer or interpreter will always distort the evidence.
- f. I'm surprised by how often my colleagues don't see themselves as failing to be objective even though I easily recognize how subjectivity has distorted their observations.
- g. In both my professional work and my personal life, I evaluate each decision on the basis of whether I was sufficiently objective in reaching a conclusion.

11. **Patriotism** for the purposes of this exercise will be defined as love of one's country, its achievements, and its values.

- a. Patriotism is, in my opinion, the greatest obligation a citizen has. It should guide our actions, our beliefs, and our policies at all times.
- b. On major national holidays, I must admit that I do feel a bit patriotic.
- c. It wouldn't surprise me if, when other people thought about those on our campus who are particularly patriotic, they think of me.
- d. Patriotism is just what people call their own nationalism or chauvinism. It frequently degenerates into xenophobia and leads to fear or hatred of others. I'd rather be considered an internationalist or a "citizen of the world."
- e. It bothers me when I see how little patriotic sentiment moves many of my colleagues and those of my community.
- f. Being patriotic always sounds like a good thing but I think of myself more in terms of my profession, family, or local community than in terms of national values.
- g. I can't understand why people wouldn't love their country, salute its flag, or serve it in any way they can. If it were up to me, unpatriotic actions would be crimes, punishable by prison, expulsion,—or worse.

12. **Faith** for the purposes of this exercise will be defined as commitment to beliefs that cannot be proven by experience or reasoning.

- a. I can think of a number of times in my life when faith provided me with comfort, strength, or the guidance I needed.

## Exercise #7 continued

- b. My single greatest mission in life is to convert others to my faith. Because it is important to me, it can be important for everyone else, too. In fact, I don't believe that you can be a good person without faith. I'd certainly never vote for, work with, or respect someone who said he or she had doubts about the importance of faith.
- c. Faith is merely a polite term for gullibility. Having faith is inimical to our goals as academic professionals. We have to be committed to the truth wherever the data and logic lead us. Once you decide to accept something on faith, you accept it as true without evidence, and doing so violates our whole purpose as academics.
- d. I'm widely regarded as a spiritual person for whom faith is an important aspect of life.
- e. I wish I had a greater sense of faith. It seems to help other people, but I just find it difficult to believe in something without much evidence.
- f. When I'm experiencing trouble or when I'm talking to someone who is very spiritual, I feel my own faith rekindling.
- g. I can honestly say that faith is the most important part of my life. It defines who I am, how I respond to others, and how I see the world.

|                             | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-----------------------------|---|---|---|---|---|---|---|---|---|----|----|----|
| Obsessing or<br>Scrupulous  | e | d | d | a | b | c | f | g | a | b  | g  | b  |
| Characterizing              | f | f | e | b | d | a | g | f | e | c  | a  | g  |
| Organizing                  | d | c | b | d | e | f | e | a | c | g  | c  | d  |
| Valuing                     | g | b | c | f | g | b | c | d | f | f  | e  | a  |
| Responding                  | a | e | g | c | f | e | b | c | e | a  | b  | f  |
| Receiving                   | b | a | a | g | c | g | d | e | g | d  | f  | e  |
| Pre-receiving<br>or Unaware | c | g | f | e | a | d | a | b | d | e  | d  | c  |



## Exercise #8

*DIRECTIONS: For each of the following scenarios, force yourself to choose either option **a** or option **b**. In the imaginary universe in which this exercise occurs, assume that these are your only two options and that you must select one or the other. Which do you find preferable or at least less unpalatable? If you finish before the time is up, reflect on whether you notice any patterns to your responses. In other words, does one value or principle seem to guide your actions more than others? And yes, some of the situations are completely unrealistic, but remember: It's only an exercise.*

1. One of your advisees comes to see you. "It looks as though I've delayed as long as I can: Today I have to declare a major and stick with it. But I need your advice. My heart's really in Field A. I love it, and I find the intellectual challenge of that discipline very exciting. But as we've discussed before, there are no jobs in that field, and my record isn't strong enough to go to graduate school in it. So, if I major in Field A, I'd end up working in some other kind of unrelated job anyway. I could also major in Field B. I really don't find it all that interesting, but I'm good at it, and there are plenty of jobs available in that field. After I graduate, I could easily get work that pays reasonably well. But I'm torn: Should I go where my heart is or where the jobs are?" You don't know anything else about this student's background or financial situation and, because your schedule is so crowded, you don't have time to ask. If you had to respond, what would you recommend to the student?
  - A. "Major in the field you love and don't worry about finding a job. You'll figure it all out later."
  - B. "We can't always make the choice that seems most pleasant at the time. You need to be employable when you graduate: Major in Field B."
2. Another advisee stops by. This student just needs a recommendation about what class to take next term. The same course is offered by both Dr. Smith and Dr. Jones, and the student needs to take it because it's required for her program. Dr. Smith is by far the better teacher and would provide the student with a superior academic experience. Dr. Jones is only barely adequate, covering the basic material of the course but in a dull and uninspiring way. On the other hand, Dr. Smith is tenured, while Dr. Jones is an adjunct professor who is barely earning enough to meet expenses. Dr. Jones' courses are under-enrolled, and you know that putting this student in Dr. Jones' class will be enough to meet the dean's enrollment requirements. Without your advisee in the class, the dean will almost certainly cancel Dr. Jones' course, leave Dr. Jones unemployed, and put his students in Dr. Smith's class. What do you do?
  - A. Place the student in Dr. Smith's class. The student's interests have to



## Exercise #8 (continued)

come first.

- B. Place the student in Dr. Jones' class. Making sure that a colleague has a job outweighs the slight benefit that the student might get from the other course.

3. Time has gotten away from you, and you only have an hour left to prepare. If you spend it polishing your research presentation, your students will have a terrible experience in class today. If you spend it preparing for class, the research presentation you're delivering at the conference tonight will seem amateurish. How do you spend your hour?



A. I'd prepare for class. I'm an educator, first and foremost.

B. I'd prepare for my presentation. The students will recover from a bad class, but my career might not recover from a bad presentation.

4. Your program has conducted a faculty search for this particular position and failed so many times that your dean has told you that this is your last chance: Either you hire one of the two candidates you interviewed, or your program will lose the position and never get it back. The problem is that the two remaining candidates are so different. One is brilliant, a fine teacher and an excellent researcher, but an extraordinarily difficult colleague who would make your life at work miserable. The other is a mediocre teacher and researcher but a really pleasant person whom you'd enjoy working with. Which candidate would you hire?

A. The brilliant but difficult colleague.

B. The mediocre but pleasant colleague.

5. Imagine that you're a department chair who has keys to every office in your program. Late one day, a parcel comes for one of your colleagues, and, in order to be nice, you carry it down to that person's office, unlock the door, and put the package inside. While doing so, however, you see an email on the faculty member's computer screen that makes it very clear the faculty member is having an affair with another member of the department. Even worse, the spouses of both these faculty members are also employees of the university. In fact, one of them is a close friend of yours who would be devastated by this news. You're not sure what to do, however, because your school's strong freedom of expression policy explicitly forbids supervisors from reading their employees' emails or other communications without permission. Which of the following would you do if they were your only choices?

A. I would pretend that I didn't see anything. The school's policy says that

## Exercise #8 (continued)

I'm not supposed to read my employees' emails, and what people do in their personal lives is none of my business.

- B. I would have to act on what I know. I'm not sure yet whether I'd first inform the members of my department who are involved in the affair, their spouses, or all of them simultaneously. But I do know that I couldn't sit by idly with the information I had just received.
6. A few days ago, the president of your institution delivered a rather severe reprimand to a good friend of yours for missing an important deadline for a report. In anger, your friend dashed off a vicious letter to the president and sent the letter through campus mail. The following day, your friend called you, full of regret for having written such an angry letter and worried that it might lead to some very unpleasant consequences. Coincidentally, you have a meeting with the president today, and you see your friend's letter in a stack of unopened mail outside the president's office. No one is watching. What do you do?
- A. Take the letter so that the president never sees it. Your friend wrote it in anger and sincerely regrets doing so. You're just correcting your friend's mistake.
- B. Leave the letter for the president. Your friend shouldn't have written it, but you have no right to interfere.
7. Your institution has adopted a policy in which unfilled positions revert to the president and provost who can reassign them to other programs or to non-academic units of the institution as they see fit. Due to this practice, your program has lost so many positions that you and your colleagues are finding it increasingly difficult to offer all the classes that your students need. You've just conducted a search, and, despite several rounds of interviews, you still don't have a candidate that you and others in the program feel is suitable for the position and a good fit for the department. In fact, the remaining candidates aren't just imperfect; they're absolutely awful. If the following were your only two options, which would you prefer?
- A. I'd refrain from hiring an unacceptable candidate, even though it will probably mean losing the position
- B. I'd hire a poor candidate just to keep the position
8. You have just started work as a tenure-track assistant professor at a new university. The institution has adopted an innovative electronic recordkeeping system for clinical services, and your own dean (who is widely known to be a



## Exercise #8 (continued)

difficult person) is leading the changeover. In a demonstration of the new system for about 120 students, faculty members, and staff, the dean uses an actual patient record, identifying the person's age, gender, sensitive health history, home address, and Social Security Number, among other details. You believe that the patient's privacy and personal information have been compromised, but the dean is your boss, you're untenured (and thus could lose your job with very little notice), and you feel that you're in a very vulnerable position. One day, in a meeting where you're alone with the provost, the provost asks you point blank, "Do you have any concerns about your work here this year?" Which of the following are you more likely to do?

- A. I'd not say anything about the incident mentioned above since the dean is my boss, and, while I don't agree with his decision, the decision was his to make.
  - B. I'd inform the provost of my concerns about what the dean did.
9. Sarah Pennypincher is a wealthy entrepreneur who is also a patron of many philanthropic organizations. She recently joined the board of a small, local nonprofit board on which you serve as president. Pennypincher brings both substantial financial resources and an operating style that served her well in the corporate world. When decisions need to be made, Pennypincher wants orders to be issued and people to obey them. She is so overbearing that several other board members resign. To replace them, Pennypincher suggests appointing new members who worked for her in the past and seem to be willing to do whatever she wants. You've tried having a conversation with her about civility, mutual respect, the group's traditions, and board processes, but her behavior does not change. One day, another board member approaches you to say that he, as well as several more colleagues, also are increasingly upset by Pennypincher's actions and will resign unless you force her to leave the board. But doing so will cost the board a great deal financially since Pennypincher and her contacts are now the group's largest donors (by far). What do you do?
- A. I'd say that this is merely a matter of "differences in style" and maintain that, in this case, the financial ends justify the interpersonal and strategic means.
  - B. I'd do whatever was necessary to remove Pennypincher from the board on the principle that the price being paid for her largesse is simply too high.
10. For some time now, you've been concerned over actions taken by Mustafa, a business manager your university hired to assist with the very complex cooperative programs you conduct with several major firms in the region. When a consultant was needed on a



## Exercise #8 (continued)

project, the person Mustafa hired (at a rather high fee) was later rumored to be a close friend of Mustafa. You've also been suspicious of several expenditures Mustafa approved that, in your opinion, were too high for the services that were provided; the rumors you heard were that, once again, Mustafa approved them primarily to benefit his friends and family. At first, you assumed that these rumors were, like most rumors, simply the matter of idle gossip. Certainly on those occasions when you questioned one of Mustafa's actions, he replied that it was just an unintentional error and took steps to correct it. But now these "errors" seem to have become so numerous that you're beginning to wonder whether the rumors are true. Nevertheless, you don't have any real evidence that Mustafa did anything wrong intentionally. What do you decide to do?



- A. Take steps to have Mustafa fired. Even though the evidence is not conclusive, your suspicions alone are reasons to want a new business manager. If it later turns out that Mustafa was doing something wrong, you'll be held accountable as his supervisor. It's better not to take chances.
  - B. Insist that Mustafa be mentored and that his work be supervised by another business manager. After all, you don't have any real proof that Mustafa has done anything wrong, and it would be a terrible thing to dismiss someone who may well have been guilty of nothing more than an honest mistake.
11. You are the chair of a search committee that is charged with hiring the director of an innovative new academic program. Your good friend Lewis has applied for that position, and you very much want him to get the job. You think Lewis will be excellent in this position, and you look forward to having this new program headed by someone you like so much. It's now a few days before the rest of the search committee will begin reviewing the applications. You're getting materials organized, and you notice that Lewis' application is far less well prepared than those of the other applicants. Maybe he was lazy. Maybe he assumed your friendship was all he needed to get the job. Or maybe he just underestimated the level of detail required. In any case, his résumé is not very detailed, and his cover

## Exercise #8 (continued)

letter is filled with typographical errors. He also failed to provide a list of references, as specified in the search announcement. At the outset of the search, you felt you could be objective in the process and would avoid giving Lewis an unfair advantage. But now you realize that, unless you do something, Lewis will probably be overlooked by the rest of the search committee. What do you do?

- A. Alert Lewis to the problem and have him resubmit a better set of application materials.
  - B. Let Lewis take his chances with the search committee: It is his own fault if his materials were poorly prepared.
12. A political science professor has very strong opinions about a recent election in your state. He believes that the person who was elected to be governor is unfit for office, an advocate of disastrous economic policies, and successful in the election only because of deceitful and possibly illegal practices. This political science professor is about to enter an auditorium where he intends to deliver a public lecture denouncing the governor and recommending that the state immediately begin a recall election. As the two of you are chatting before the lecture, the head of security comes up and announces that there's a report that an angry, possibly psychotic supporter of the governor has been seen in the audience. This particular supporter is believed to be dangerous and has threatened to attack or even kill anyone who speaks out against the governor. As it happens, you live in a state that permits citizens to carry concealed weapons on college campuses, even at large public meetings. The head of security says that they'll do what they can to protect the speaker but, in such a crowded venue, they can't absolutely guarantee his safety. The professor asks you which of the following he should do.
- A. Assert his academic freedom, speak his mind, and take his chances.
  - B. Tone down his remarks greatly, despite his convictions, in order to avoid aggravating a potential assailant.





## Exercise #9

### Setting Your Moral Compass

At each of the compass points, write one of the values that you now believe guides you in your life and/or career. Place the most important values at the cardinal points (i.e., the four longest points). Place less important values at the secondary points (i.e., the four shorter points).



NOTES: