[Speaker 1:](#)	Welcome to the Supervisory Development Course podcast from the University of Minnesota. This episode is a recording of a keynote and panel discussion on the topic of academic leadership development in the Department Division and Cooperative. The recording begins with a keynote address by Brian Buhr, Dean of the College of Food, Agricultural and Natural Resource Sciences, CFANS.
[Speaker 1:](#)	Our panel members are Abimbola Asojo, the Associate Dean for Research, Creative Scholarship and Engagement from the College of Design; Jim Bradeen, the department head of Plant Pathology in CFANS; Wendy Looma, the cooperative chair in Child and Family Health in the School of Nursing; Diane [Newmark 00:00:42] Sztainer, the division head in Epidemiology in Community Health in the School of Public Health; and Brand Sullivan, the senior director of Leadership and Talent Development in the Office of Human Resources.
[Speaker 1:](#)	After the panel, Dr. Brandon Sullivan and Dr. Chelsea Dunkel will share research findings from Leadership and Talent Development.
[Rosie Berry:](#)	Welcome and thank you for attending today's event: Academic Leadership Development in the College Department Division and Cooperative. We're thrilled that so many of our colleagues have joined us to discuss leadership and organizational development in the Academic Department School and College. My name is Rosie Berry and I manage leadership assessment and development in Leadership and Talent Development and I'm going to be moderating today's panel.
[Rosie Berry:](#)	Thank you in advance to our panelists. We are excited to have you here today to share your leadership journeys, wisdom and experiences. I'd like to remind a lot of you that we're going to be audio-taping today's session and we're going to make it available on our website. Also, once it is available we'll be sending an email to everyone who RSVP'd today and we'll let you know that it's available so you can take a look at that if you want to.
[Rosie Berry:](#)	Please turn no to your program for an overview of the agenda today. There should be printed copies of the agenda at your seats and can also be found at c.umin.edu/engagedu. Programs were also attached to the RSVP confirmations sent on Monday. So, let's take a look at what we have on the agenda. First we have a keynote address from Dean Brian Buhr entitled Academic Leadership Development. After that we will have a panel discussion with our esteemed University of Minnesota academic leaders who will provide their perspectives on leadership and organizational development in their academic unit and in their respective school and college. We'll be sure to leave plenty of time for questions from the audience at the conclusion of the discussion.
[Rosie Berry:](#)	After the panel, Drs. Brandon Sullivan and Chelsea Dunkel will share information about insights that we have uncovered as a result of the research on academic leadership that we have been doing in LTD. Specifically, we will discuss the

connection between our panelists' experiences and what research has found to support academic leadership assessment and development. So let's get started.

Rosie Berry: It is my honor to introduce you to our keynote speaker, Dean Brian Buhr. Brian is the dean of the College of Food, Agricultural and Natural Resources Sciences, CFANS, and director of the Minnesota Agricultural Experiment Station. He is also a professor of applied economics. Dr. Buhr served as interim dean and director from August 2013 to June 2014. Prior to that interim dean appointment, he led the division of Applied Economics in Agricultural Education at the University of Minnesota. He held the [Efred Cola 00:03:44] chair in Agribusiness and Information Systems for 2004 to 2010. He has received the Outstanding Policy Contribution Award from the American Agricultural Economics Association, the University of Minnesota College of Food, Agricultural and Natural Resources Sciences' Distinguished Teaching Award, as well as the CFANS' Distinguished Faculty Award.

Rosie Berry: Dean Buhr will be sharing with us his experiences and insights in his leadership journey at the university and in CFANS in his keynote address titled Academic Leadership Development. Please join me in welcoming Dean Buhr.

Brian Buhr: Thank you, Rosie. Thanks, Rosie. It's always great to be a dean of a college that nobody can pronounce even when they read the name, right. It's sort of Food, Agricultural and Natural Resources Sciences, we sort of have people say it out. Just CFANS is just fine.

Brian Buhr: It is a pleasure to be here today. I'll talk a little bit about our experience as I go ahead, but first question, just a quick one. How many people in here are leaders? That's a good number. So, maybe my work's done already. I shouldn't have worried about helping to figure out what we do. But I do want to start with just ... We've been on quite a journey in CFANS for a while now and I want to talk through just kind of, a bit of where we started at, what CFANS is about, because I think there's a contextual piece to how we engage the leadership, and as leaders think about where we fit. Ours is really, we'd like to say, I'll never say that I've had a plan ever. I would get a red card for that one. I guess I'll [inaudible 00:05:18] to start red cards and yellow cards.

Brian Buhr: But kind of a thing is we were looking at some of the challenges, opportunities we had, talking with department heads [inaudible 00:05:25] people kind of emerged into the need for leadership and how to approach that. And I would say that journey would have never happened and never have been successful certainly without LTD and the support that we've had. In fact, I was going through the list of people at LTD as I was preparing for this, and we've employed eight of I think 14 people, so we're kind of an employment agency for LTD. Rosie has an annex on the St. Paul campus. She comes and hangs out. Just kind of takes orders as she goes through the day. But it has been a phenomenal experience and I think we've made some progress over the years. I think we

really have moved in a direction, and I'll talk about some of those as we go forward.

Brian Buhr: So, for those of you ... Oh, you have the ... okay, you have the old slides. That's fine. We'll just roll with it. For those of you that aren't familiar with the St. Paul campus, we are ... actually, I'm going to skip. I'll skip to this. I'll talk a little bit about ... Those who aren't familiar, okay, we're getting back on track here. This is sort of, how many have this view of the St. Paul campus? Everybody from the Minneapolis campus has to raise their hand. Thank you for humoring me.

Brian Buhr: This actually does really happen. I will point out the building in the background is College of Education and Development's School of Social Work. So we have other people on campus, CBS and so on, but oftentimes we still get referred to as the farm campus. I just wanted to give a sense of what we are about today, as much as anything, and many of you have probably seen this photo of the yellow M block [inaudible 00:06:58] soybean field. That yellow in those soybeans is a mutagenic version of soybeans that they're looking for higher improved amino acid profiles for food consumption, and it works really from what's happening in the lab, and thinking about molecular genetics. So how do we take those soybeans, and the [inaudible 00:07:13] soybeans are, you can't digest them easily when they're in the raw form. And so the utilization of those in food ingredients and taking those to the end market, working through our food science program to do that.

Brian Buhr: So that little block M that's out there tells a lot about where we are today as compared to the idea of a farm campus. Our science is deep. We work across foundational science to very applied science. In our college, I always get confused when in the university we talk about inter-disciplinary work. We have a department that has biologists, chemists, physicists, hydrologists, climatologists, and a few microbiologists in there thrown in, in one department, that's Solar, Water and Climate, and working to solve challenges of microbiomes and soils and what those have to do with plant health. Our plant pathology program, and then thinking about the macro scale of how does that go to improving food availability across the globe?

Brian Buhr: Our natural resources side, of course, is all about systems. So, we work from really foundational science to applied science and we work from the molecular level to a global systems level. The point of that is, we have a very ... I'd say relatively complex college, and in addition, since I look in the audience and I see people and I think of things, we have ... I'm an economist, as was part of my introduction. We have a social science component. Because traditionally of course, there's this linkage between both our production technologies and what those meant for farmers, but now it's foreign policy. We have an early childhood development program that's being one with HRI and the [Humphrey 00:08:38] program, looking at how early childhood development impacts future earnings and income rates, for example.

Brian Buhr:	So we really have quite an extensive and expansive portfolio that we work with. Pete [Mose 00:08:56] here who's the director of the Landscape Arboretums, so I can't resist that we have a really ... in addition to our disciplines we have a really operationally complex college that I think is important to look at.
Brian Buhr:	So this one slide, the slide on your left is the Bell Museum, the new Bell Museum. How many people have been to the Bell Museum? Well, that's phenomenal. Great. Have you become members? Okay, become members. That was going to be my first sales pitch, go to the Bell. Second one, get a membership; third one, think about some philanthropy for supporting the Bell Museum and education for K12 throughout the State of Minnesota. Thank you.
Brian Buhr:	So the shameless commerce, and the arboretum as well. We think of those as public outreach components. Most of you have visited them. How many have been to the arboretum? Fantastic. This is a great time of year to go, right Pete? Take the Three Mile Walk and see what's happening there. They all combined reach 600,000 people in Minnesota this year will have an experience at the arboretum or at the Bell Museum, and I'm probably underestimating that now because the Bell's been very successful.
Brian Buhr:	What you miss about those, for example, is that they're also research centers. So the arboretum, if you've enjoyed Honey Crisp apples or now the first Kiss apple, for example, those were developed at the Horticultural Research Center that's co-located with the arboretum. The woody plants you buy are part of that, and the Bell Museum actually has a mission on curation of biological samples from mammalian to geological and across the spectrum.
Brian Buhr:	These are really enterprises that we actually run from this ... I call them profit centers. They're functioning based off memberships, revenue from people attending, sales of the little Mannie the Mammoth things you can get at the Bell Museum, which are fun. We called it Mannie because that's from the Ice Age, of course. The movie. But we try and operate those in a business function, which is kind of unique in an academic setting, that we actually think of that, how do we generate revenue, how do we drive customers into those at the same time we're facilitating our research.
Brian Buhr:	But those are just two local versions. We also have 10 research and outreach centers across the state, and that goes from the northeast corner of the state. We have the [Hovercheck 00:10:59] Wilderness Research Center which is obviously towards our natural resources side, natural ecologies and forestry regions. It's got lakes, and so we do a little bit of [limnology 00:11:06] work there, as well. To the southwest corner, which is more of a high plains cropping systems that you think about in agriculture. So, that spectrum is broad [inaudible 00:11:15] work in very applied out in the world, as I call it, and the key into that from a leadership perspective is we're a little bit like a system campus in ourselves. We have the St. Paul campus as our home base, but we

have faculty and staff located out across the State of Minnesota doing the work they do.

Brian Buhr: This starts to weave into the story about how do you start to create and engage on collective activity around what our goals and objectives are in something that's this complex, has this amount of diversity around our faculty and the work that we do, and then we're also located with faculty and staff around the entire state. That's essentially the story of why we started to think about our strategies.

Brian Buhr: I left one point out there I think is really fascinating for us in the context, is our student populations. I'll just quick ... this collage, it's the only collage I have in this picture but it is about that diversity. So, one of my fun roles is ... and actually, it's kind of ... one of our CFANS leads people the other day said, "You must have a hard job," and it's during the legislative session. I spend a lot of time with the legislature, probably more so than a lot of other deans do, because we have I'd say really engaged constituent groups across the state.

Brian Buhr: If you think about our fisheries, wildlife, forestry, of course we go from foresters to wildlife habitat. We jokingly call them the Hooks and Bullet Group, the people who are doing fishing and hunting. A lot of people that are preservationists on the crop and agriculture side. Of course, we have urban agriculture in some of the ... We work for example with the aquaponics group. I work with Second Harvest [Harland 00:12:49]. They have a hydroponics facility growing lettuce in a container shipment. We work with small urban gardens and we work with some of the largest ... You look at those combines on this photo, some of the largest commercial agricultural producers in the state.

Brian Buhr: If you follow this at all in any way, if you read the Star Tribune, read an opinion page, people have opinions about what we do, and often time those opinions are not congruent opinions, and different perspectives, there's a vested interest. It's just the world we work in, and that comes to our students, as well. So we have students that come together what or from urban communities, from under-represented communities across the twin cities, and we have students coming from rural Minnesota. And actually, at the point where we're supposed to have this in the winter time, I was just realizing today we've probably gone 100 degrees in temperature variation from when this is supposed to happen, late January, but just that week before I had gone from Elgin, Minnesota ... How many people know where Elgin is? That's incredible. How many have been to Tail Gators? Okay, none of you have been to the bar. My meeting was in the bar, Tail Gators, and Gators is spelled G-A-T-O-R-S, which I was kind of ... that's ironic because there's not a gator within thousands of miles of here.

Brian Buhr: But I was there, and then the next day or about three days later I drove up to White Earth. We have some work we're doing with the White Earth Reservation, meeting with the travel chair there, Chair Tibbs, who unfortunately passed away

this last week. But you take that spectrum of work we have, and Elgin, Minnesota's a farming community just in southeast Minnesota, for those of you that aren't familiar, and then of the course the White Earth Reservation up in northwest Minnesota.

Brian Buhr: That's a very diverse perspective across our college, and there's tension around those areas, right. There's tension in that question of how are we doing what we're do, and how do we do that successfully? So, that background ... Oh, this has really changed me up now. That background gives me some perspective. So I'll use [Rutan 00:14:37] and [Hyami 00:14:38]. I'll go this route then. So, that perspective you put up there only because a lot of times our leadership is driven by necessity. We work in that world, we have a need to connect together, and one of the things that I came into when I was first dean, we did have a $5 million structural deficit in the college. We had challenges regarding the number ... We have the [inaudible 00:15:00], this baby boomer era where we're starting to see a lot of transition in faculty, a lot of transition in staff, the ongoing public funding issues. You know the litany of things that are happening in higher education that create what amounts to some challenges in leadership, and we realized very quickly, and this slide that's here is about induced innovation. Verne Rutan founded the International Rights Research Institute. At one point of time he was a faculty member. There's a building in St. Paul named for that.

Brian Buhr: And the idea that was on here is this idea of induced innovation, that we actually, in our strategy, had to think about what are we going to do as a university, as a college, given we have this diverse and very negotiated group of people, very distinctive disciplines across a wide swathe. Some of these financial challenges, and how are we going to bring people together to work on that? Because it's a place where people can lose morale. It's tough to make some of the decisions and budgets we have facing a structural deficit. How are we going to get people to take actions and recognize, most importantly, that they could have actions. There are powerful ways that people could do their work and help to be leaders in overcoming that and meeting those challenges, rather than having people sort of go back in their office and say, "Well look at this. We don't have enough money to do things." And we have a lot of leverage to do that.

Brian Buhr: So we really looked at how we would start to induce our innovation, think about that strategy, and the idea that came out of that was really ... which is, I don't have it on there, it's a phrase only an economist could love, and I'd actually like to do a poll of people in CFANS and see if they know this by heart now. But we called it, we're going to design our mission with social and economic value. Isn't that catchy? I can see people writing it down. Nobody's even laughing about that. It's that bad. You can't even make a joke about how bad. But it was kind of this weird notion, we were talking, and actually I'll poll Jim Bradeen and Francis [Hardman's 00:16:49] our department heads into that early on when we were starting to face this and kind of came with this thing. What are we going to do? Well, we have to design our mission ...

Brian Buhr:	Go to this slide. I love this slide, just from a trivia perspective. We need to design our mission. How we're going to do what we do. Our mission is always front and center, and we had to have social value. We're a public university, and generate economic value so that we could sustain our mission, because without sustaining that mission with economic value there is no mission. So how do we lead that together?
Brian Buhr:	So you wonder why Aretha Franklin in the middle of a Blues Brothers photo is part of that, and in that, how many people have seen The Blues Brothers? Oh, thank you. I thought that was going to be something that I wanted to do. So, this is the only movie trivia that Aretha Franklin was ever in, and the reason I bring her into these sometimes ... Anybody know the song she sang in that movie? No. She might have later on, she did I think later on. There were two songs. One she was in the café. All right, you care away trivia. The song is just think, and I'd sing it, but that would not be good.
Brian Buhr:	It starts off, it's like four thinks in a row. "Think, think, think, think about what you're trying to do to me." That's as good as you're going to get out of me. And that's where the song goes, and that was kind of our design piece. Now, you see Carol's here from the College of Design, so you know, I'm ... But that necessity we had in how we're going to create our form, how we're going to identify what we're going to do. Then design was a key part of that. Thinking about how we're going to do things differently, and thinking about that collectively.
Brian Buhr:	Mission-wise, and I'll be brief here because I think, since it's about leadership, we thought a lot about what's our mission, and it's really simple. You can imagine in our college we can get as complex as we want. Saving the world, food security issues, of course, saving the environment, reducing invasive species and addressing those issues for our natural environment habitat. We got a myriad of issues we work on that we could go to, whereas there's some really simple foundational things that I tend to focus on.
Brian Buhr:	There's two documents. The one on the right, or your left, is actually the signed acceptance of the land grant for the State of Minnesota. It was 1863 and whenever I talk about this, that period was only about two months after the Dakota Wars, and this land that we're on here always, is Dakota ancestral land. The University of Minnesota is located on Dakota ancestral land. St. Paul campus is located there. And part of that is just by way of saying first, we think about our land grant. That's always in the context, our history and our need to honor that history as we do those things.
Brian Buhr:	But the document I focus on is actually the Massachusetts constitution. How many people have read the Massachusetts constitution? Okay, I got you. Finally nobody raised a hand. I finally found a piece of trivia. So go take a look at it sometime. It's the oldest existing constitution. It preceded the US Constitution 1787, and there's a chapter five in the constitution. What the chapter puts into

law was that the public legislature shall always fund, and they referred at the University of Cambridge, public education for the people. And it goes on. I have some of the phrasing from it. I love reading 1700 phrasing because it's always flowery. "Wisdom and knowledge as well as virtue diffused generally among that body of the people being necessary for the preservation of their rights and liberties." That was the reason for having public education, and if you think about that foundational piece today, at almost, not quite 300 years later, but a number of years later, that sort of resonance of the importance of public education for bringing ... and really it's about, I've always thought of it as being about mobility.

Brian Buhr: As we're moving people through class structures, we think about achievement gaps now, through across there'd also be an income segment to this. Just simply building a just society is a key part of the work we do here, but that is the foundation, and it was actually the foundation of this experiment in democracy. It preceded our constitution in that context.

Brian Buhr: So it's a pretty powerful thing to think about the reason we're fundamentally important is because we are about that lineage of public education supporting a vibrant and thriving democracy. So that's simply our mission. It's not hard to say. It's simply that's what we do, and then everything else sort of builds off of that for research perspective, where of course the knowledge creation that we're to advance that as well becomes a part of that.

Brian Buhr: So, this balances really ... that was kind of our challenge because I've learned ... and this is ... I'll just make a quick ... Well, I'll go to this one. This was a challenge we had. What had what we wanted to achieve, we had our mission. Then we were talking about social value, which is the public education piece and that's kind of covered. Now it's economic value piece, and that's an area where in academics, the number of times I've been in a meeting and said, "Let's forget about budgets. Let's forget about economics and just do what we're going to do." And of course that strikes me right through the heart, but it's that piece that you know, our reality ... and I've actually been known to say this in fairly significant meetings, is that with the changes in public funding, and it's not a reality oftentimes we sort of want to pin it on the legislature not funding our priorities, but if you look overall at our budgets in general you'll find infrastructure, transportation issues is huge; health and human services; and K12 education take about 97% of the state's budget, for example.

Brian Buhr: So this little sliver over there of 3% is roughly what we have for the rest of investments in public good. And for the most part I can't argue with the idea that we need to have K12 education. It's important. Certainly health and human services is a critical feature of public good in society. Infrastructure can support the academy and all the things we get, utilities, water and so on are important pieces.

Brian Buhr: So you come back to this thing of we have an obligation for how we're going to manage to create this economic piece, and that's what we were confronted with. In that, we knew that we had to ... I'm going to skip through some slides so I can get to this. We knew that we had to bring some people together in this, and I'll just bring this pretty big word so you can see it. But as we've gone through our leadership, and this really came through LTD, this notion that we started kind of with faculty, but we knew that we wanted to have a more comprehensive piece because our staff, our students, our faculty, are all critical in driving our mission forward. It's not just faculty's role, it's not just that piece of it.

Brian Buhr: I actually discovered this, it was late '80s, oddly enough, and I won't go to the full story where it originally hit me, in a sense, but this was about the time that Reagan ... I know it came out when Reagan passed the Martin Luther King Day. It wasn't actually a holiday at that point, he'd just passed it, and they were playing loops of speeches and sermons, and one of them was the eulogy from his eulogy service. There was a clip in there from the Drum Major Instinct because he actually, two months earlier, had given that speech and kind of foretold how he wanted to be remembered, so it became a part of his eulogy.

Brian Buhr: If you listen, I do, and I know people who've been through our leadership, I always talk about ... and actually Rosie, you can vouch for this, too, I always bring this up as something people should read. It is a sermon, it's not a speech, and so it comes from a religious perspective from his background as a reverend, of course. But he talks a lot about people's desire to be first, to be important, to move things forward, and we want leaders to be great. We want them to be important, but to that in the right way, and then this notion that everybody can be a leader because everybody can serve. It's kind of the genesis of ... it actually came from a philosopher first, but Martin Luther King brought it into the servant-leadership biology you see a lot in the leadership literature. But there's almost no more powerful statement than ... And don't read it. Listen. You'll find it on YouTube, it's everywhere.

Brian Buhr: I just recommend you listen to it once, and I'll be honest, I listen to it every once in a while and just kind of new perspective of finding out how far off track I am, which is pretty far off track a lot of times when you sort of set a benchmark like that. But it was a piece that we started to talk a lot of people that everybody can be a part of this because everybody can serve. We're fundamentally in public service and engagement with people and how we do that. And so really relied on that as a way, and frequently when I talk to people, of bringing that together.

Brian Buhr: So, that was by and large, and that took probably more time than I should take, but that was by and large our sort of ... I guess you'd call it the crucible that we were in to think about how we were going to create this environment where we had these challenges and real opportunities with the grand challenges of food and agriculture and environment questions. How are we going to meet those

opportunities at the same time we're meeting some of the challenges I talk about, budgets and so on. So that's when we started to think about and work with LTD. We've worked with ... I won't go much in the ... obviously we have a lot of various work where you can work on things. They've done a lot of work with us in departmental level issues. So we've had departments where we feel like we need to have some connection with how do we bring ... whether it's collegiality of just a shared vision forward.

Brian Buhr: One of the things about our departments that I think we elevate some of these is we have some real ... you want to talk about those disciplinary differences. Oftentimes people will call us around the work they do. When you have divergent disciplines sometimes in the same department are quite different, and perhaps in some case even ... So I think of conservation biology, and we don't have a [inaudible 00:25:50] to conservation biology and agriculture, and once you plow a native prairie you have basically taken conservation biology in its purest form out of the equation. You know, those kinds of things. So we actually talk about in some constructs the college as a model for diversity, that there is this intersection in between where it's food, agriculture and natural resources. How do we conserve our water resources, [inaudible 00:26:11] soil fertility and health, while we're producing the food we need, and there's an intersection there.

Brian Buhr: But there's these other areas that you take in their own rights. Conservation biology is something that's important that we work in. That identity is important for that. And of course, at the farm it's probably just production agriculture at its extent on the other end. How do we bridge that together?

Brian Buhr: So, we do a lot of work in just those lower areas, but as a college, to bring people more together we started a CFANS Leads program that really ... In fact, I don't know, Rosie, if you said where the genesis of that was kind of a conversation. We were brainstorming about how do we just get really ... One of it was we had challenges of finding our next generation of department heads, and I'll talk in a little bit that leadership is kind of a discovery thing anyways, and so I'm probably stealing a bit of my own thunder, but one of the things that's come out of this, you do realize that a lot of people ... When I asked you to raise your hands earlier, even if you are in a leadership role, which people often do then because I'm department head or something like that, but people often won't do that.

Brian Buhr: And so we wanted to start to build an environment where people did see themselves as possibly being leaders and discovering that maybe they had that goal. In other cases, discovering maybe they shouldn't be leaders and they wanted to be leaders, you know, which is kind of an interesting phenomenon, too, that you run across. So, to some of that conversation from those about how we move that ahead, and so we started CFANS Leads, which was a covert driven group of primarily assistant associate professors. We have about 15 to 20 in a

group or each one of those. Our first one was three ago now. We've had our second cohort that ended in December this year.

Brian Buhr: The specific goals we had with those, they go through ... And we actually worked for CHD with a cohort that partnered with them as well to give a bit of different perspective, different college interactions, different experiences, different goals they're working towards. But we had our own set of goals, and I already mentioned one was developing future's leaders and building that. Then I sort of joke about this is our self-serving goal, was building empathy for leaders. You know, we just want people to feel sorry for us most of the time, which is a nice thing to have.

Brian Buhr: But it was really about that notion, it's not really empathy, it's that ... you know, oftentimes, and for those of you in leadership roles, people somehow see decisions as capricious. Some are. I'm joking. They're not usually. We usually [inaudible 00:28:27] pretty careful. But there's ... So, I wasn't counting them this morning, but I know for a fact because we had a dean's council, I probably made about 15 decisions this morning already. Some are minor things. We had issues just about a budget question about do we allocate funds to this or that kind of a thing, and then we had questions about our compact. What were going to be our priorities in our compact, and that has implications, which is the university's request for colleges for funding and so on. What were going to be our priorities; how were we going to identify those? We'd already identified some of them. You know, fairly significant decisions for the future of the college, and probably 15 just this morning.

Brian Buhr: And so, this notion of what's the speed of work that happens, what are the kinds of framing that goes into those decisions; how do you make decisions when you know ... Right now, for example, we've all been in the conversation regarding naming buildings, and building a little bit of empathy for the regent, I'll put in this. There's the new article in there and so on. The conflict that's emerged out of that. But if you put yourself in the regent's shoes for a moment and take away any kind of a framing for around what's happening and what has happened, they're in a position where they're going to make a decision where I assure you there is very few people ... the entire, everybody won't accept what that decision is one way or the other, without going into any of the pros, cons, differences. There's going to be segments of people who just will not agree, and you hope they do the right thing. I'm not going to weigh in on that here today about what my views or opinions are of that, but they have to make that decision, and that's probably one of the higher level ones we have facing the university today right now.

Brian Buhr: It's an important decision, it's a critical decision, but they have to make that ... at some point they will have to make a decision. There's no way out, and I've actually been visiting with some people about exactly that issue, that you have to make those, and that's a hard thing to do. Regardless of what you might think

or view or your perspectives, it's a hard thing for them to do. And getting people to just kind of view that can start to make things for function a lot better. Building the cultural capacity to have come understanding and thought about what people are doing and why they're doing it.

Brian Buhr: Then, as I said, one of the things that was really good and has been great for us is building a pool of informed faculty. We realized a lot of times we don't spend a lot of time ... it's unfortunate. I wish I could do more of this ... getting out and talking. In fact, I just had my review, and that was one of the things. You don't come out and talk to faculty. Seems like I'm out there all the time, but that's my perspective, not other people's perspective. And it was a way to build more informed faculties so as we do have connections and engagement. They kind of come with some level of context and understanding.

Brian Buhr: For example, we formed a finance boot camps where we started to talk about how does a budget in CFANS work. What happens when you don't ask for ICR, indirect cost recovery, in a grant where ICR's available? That means we're not able to fund your whatever when we go forward. Those kinds of connections that we want our faculty doing great work and focused on that, but some of those just awareness pieces that you find sometimes aren't there, and building some of those. I'll talk some more about those later.

Brian Buhr: So, we went from CFANS Lead, which was largely faculty, and about a year and a half ago we started a staff leads kind of a program. We have a chief operations officer who's kind of taken on that role, and the idea behind that was kind of the same thing. But one of the things, we have some really phenomenal staff in CFANS. I mean, people that ... I mean, you want to go to understand what's happening financially, you want to understand HR policies, goals, rules, limitations, you want to think about how do you get this grant submitted, some really phenomenal people who do some great work. And for the most part, this hierarchical thing. We actually have a Dean's Dialogues where we talk about different aspects and the hierarchy of academics is huge, right?

Brian Buhr: If you think about our entire ... and especially who's been in academia their whole life, you went from freshman, sophomore, junior, senior, grad student. You became a first associate professor, a professor, and you moved through the ranks. It is hierarchical as the military. We just don't have the shoulder stripes to show it. And oftentimes when we get caught up in the academic side of it, forget that this university and its success depends, as much as anything, of having highly qualified, highly engaged, very productive staff. And so we wanted to bring them into the conversation about ... and we're sort of flat, as an organization. There's not a lot of places to go in that hierarchy.

Brian Buhr: So bringing cross-functionality, understanding across our various programmatic areas and function areas, and trying to build that. And the bigger piece we were just talking about, back in January now already, Rosie, when we were ready to

start to ... therefore we were still working towards it, is to have a faculty and staff co-group, and the idea of building across from departmental to collegiate understanding which is another one of those areas that we don't have enough communication in.

Brian Buhr: So we've kind of structured this in a network of interactions where we start to get a lot of cross-understanding of what's happened, and we're very hopeful that that's going to lead us forward. So, I want to have some possible time for questions. I'm going to kind of ... That's where we came to, and I'd like to say I had some great crescendo for what we've accomplished, but I do view this, and I'll talk about some of our learnings in a bit, as we kind of took this leap. But some of the early outcomes, for example. We had three junior faculty that came through our first CFANS Lead cohort, we started a program with some of our senior faculty called Artemisia. I don't know if you're familiar with that, but it's a women in science program in CFANS, and it's a cohort who came together and has mentorship circles where faculty come together and mentor junior faculty, if they're faculty roles. A lot of staff were part of this. Grad students are a big part of it, and we have a seminar series that goes on with that. That emerged out of people had sort of taken on some of it leadership role, something I think has really been positive across the college.

Brian Buhr: I mentioned the Dean's Dialogues. That came out of some of our early planning in this, and recognizing that we don't have enough hard conversation across campus, so about every other month or so we get together, and it's primarily staff and faculty at this point. We get about 60 to 80, depending on it, and have discussions about hard topics. For example, we have one about how does religion come into the workforce. Thinking about interactions there. We've had ones on hidden disabilities, implicit bias, and they've over time grown, and so what's happening is ideally the reasonable competency of people are recognized, and inclusive views of things and try to build some of that. That came out of some of the things we were talking, because when you start to ask people in these programs, in the people that go through them, we asked them real ... Rosie and crew asked real life questions that we address every day, and you start to get answers back of what you can do. It's been phenomenal for raising our thinking.

Brian Buhr: We've actually deployed these groups and working now on work-related projects. Once you've sort of had the finance training and HR and kind of get some of that perspective, and I'll just set these. We have an online course as community of practice, where we have people working together in this group that now are working towards those. The faculty workload, this [inaudible 00:35:15] thing about what is our faculty workload expectations around the college as we face some of these challenges. Budget planning, the boot camps I talk about, and we're actually thinking able to be doing one of ... which sounds off, but understanding organizational structures of the university. We talked with HR about this a little bit, because surprisingly, I've discovered that we hire

people sometimes out there in CFANS universe and nobody knows how they got hired. Like they show up in payroll and you're going, "Wait a minute. How did this hiring happen?" And somebody decided they made a verbal offer to someone. It got to the payroll person and, "Wait a minute. There are policies here." And it sounds odd to say that, but we hire ... Just to give you some sense of this, because of our ROCs, we'll have a hiring of about 150 to 200 people coming through the spring because of fieldwork. So we just get a large big chunk of hiring going on.

Brian Buhr: The issue is, people go, "Oh, you mean we have to go through HR practices to hire?" Well yeah, there's ... It doesn't happen often, but it's what we said, you know, and when we talk to people it's, "We didn't really ... it's not my job to look at what the hiring policies of the university are," but start to build some of those things and I think they're going to be helpful.

Brian Buhr: So, just to wrap up with learnings on this, then. Things I think we've learned, and then close this off. One, as I said, I already left this one, leadership is a discovery. People discover they're going to be leaders, and I think ... I was really fortunate when I started out. I happened to get into an early ... just a small kind of cohort of leadership. It wasn't broad, right. You realize that there's probably about five people in the college at that time who'd had that experience. I managed to get into the academic leaders program, which is the CIC, now the Big 10 Academic Leadership Program. And again, that was a cohort of about seven people from across the university given here.

Brian Buhr: So, part of this thinking was, the broader you cast that net, the more opportunity you have for people to think about what are their roles and goals in leadership, the greater chance you're going to people discover that hey, this interesting. I can have a real impact in the work I do, and I might be good at it. And those are the people we need coming into education thinking about those next steps. So it was really just broadening out that experience.

Brian Buhr: So now, over these two years we've had about roughly 35 to 40 faculty who've been through a full year, year and a half of leadership training. That starts to have a cultural impact across the calendar. You can start to see that happening, and so that discovery I think has really been important. This empathy-building, that's a piece that ... you know, we live in a critical ... and it's particularly with faculty, we live by critique and when we're viewing papers and grants and those things, but this idea that we are making decisions, that people have different values, different viewpoints; we need to take those into account. Just kind of creating a more inclusive way that we do that work.

Brian Buhr: I've always tried to tell, you can never communicate too much on anything and you can never communicate enough on everything. It's just one of those things that you try to keep that communication going. It just takes some stamina. In my other slides, at this point I had a sherpa in there as a symbol of ... it's one of

those things, too, that it takes [inaudible 00:38:24]. We're a long ... we're like a redwood tree, as a university, right? We're a long-lived ... the span ... we're about a 30-year transition cycle on things when you really think about it. When you think about faculty coming through and so on, and the timeframes of building, we're just a lot of fixed things in this. And so, I view this as something we're doing, we've always talked about it as a long run kind of a prospect. A lot of this work going to pay off five and 10 years from now. We won't have enough size of a cohort, enough depth in it, but we really look at it as something that's sort of staying in it for the long haul, which we're doing as a commitment.

Brian Buhr: I really think a lot about that issue of how do we ... There's an inertia here in our culture, that how do we start to think like a ... And I've actually done a lot of literature but I haven't found an answer, which is kind of surprising. Somebody should write a book about this. How do you take a 150-year-old institution and get it to think like a startup? How do we get people to see anew what it is we have opportunities to do, whether it's online ... We see some of that creep in with online teaching and those kinds of things, but how to really think about that, because the world out there is moving pretty fast now. And that's a thing that I think we're starting to get people thinking more that way.

Brian Buhr: So with that, I do appreciate the time. I hope you gleaned something out of this. That was more our journey explanation, and I wish I had an answer, but it's been a pretty fun, and I think rewarding activities for our faculty and us, as well. So, thank you very much.

Rosie Berry: Okay, so thank you very much, Dean Buhr. That was excellent and a nice introduction for us to move into our panel conversation. What I'd like to do right now is invite the panelists to come up and join us on the stage, and we will start with Abimbola Asojo, who is the associate dean for Research, Creative Scholarship and Engagement in the College of Design. So, welcome. Next invite Jim Bradeen, department head in Plant Pathology in the College of Food, Agricultural and Natural Resource Sciences to join us here. Thank you, Jim. Followed by Wendy Looman, the cooperative chair in Child and Family Health in the School of Nursing.

Rosie Berry: Last of all, but not least, or almost last, Diane Newmark Sztainer who is the division head in Epidemiology and Community Health in the School of Public Health. And now last but not least, Brandon Sullivan, a senior director in Leadership and Talent Development. Brandon is an organizational psychologist and has worked in several organizations where he is focused on leadership development, and he also teaches at the Carlson School of Management.

Rosie Berry: He will be providing perspective today during the panel discussion and will provide insight later on what we have learned through our research into academic leadership here at the university. So, thank you again for being here

	to share your leadership journeys and your insights and experiences in your leadership in your academic units. So let's welcome the panel.
Rosie Berry:	We're going to start the panel today by inviting our panelists to take just a minute or so to share a little bit about their academic journey to date. So we're going to start with you, Dr. Abimbola.
Abimbola Asojo:	Thank you. Good afternoon, everyone. Well, I started my career in Oklahoma in 1997 as an assistant professor in Interior Design, and you know, I became the director of the Interior Design division by default because I was ... you know, the only tenure track faculty and the program had to go through accreditation, and I became the director then. I actually directed the program for five years. The positives I took away from that position were ... I remember in 2010 when the program became the top four program in interior design by Design Intelligence, and all the parents, the students and the staff and the stakeholders were all so excited. That intrinsic motivation was something very positive for me that, you know, it got me so excited and I was really happy about the impact on the community.
Abimbola Asojo:	I came to University of Minnesota in 2011, and I directed the program here in Minnesota from 2015 to 2018. The interesting thing again was in 2016 we were also a top 20 program in the US by Design Intelligence. Again, students and faculty and parents and community stakeholders and people were so excited about that. Those are the things that keep me excited, to see the impact of what some of the leadership and the work we do can have on the community, and on the students and on how intrinsically motivated people are.
Abimbola Asojo:	Today I'm the associate dean for Research, Creative Scholarship and Engagement in College of Design. It's a very long title. I started that position in June of 2018, and my work there is to support the college's research, creative scholarship and engagement, and make the work of the faculty visible, and also identify opportunities and networks of support across the university to develop, mentor and support the faculty, and also promote all the types of research and the initiatives we do, and also showcase how the work of the Faculty in Design are impacting the community.
Abimbola Asojo:	One thing that has really helped me in this role, because I wouldn't have felt empowered to even be an associate dean if I hadn't gone through the Leads program. I did the Leads program maybe two and a half years ago, and I learned so much about the University of Minnesota and the system-wide campuses and I was also fortunate. You know, the interesting thing was, Catherine French, I don't know if she's in the audience. I think she's the Faculty in Civil Engineering. She called me up and said, "Oh, your name came up for [inaudible 00:45:06] a contest in the faculty [inaudible 00:45:08]." I reluctantly agreed. I knew I wouldn't win because, you know, I'm not popular on campus so I knew I wouldn't win. So I thought I was going against winning, and low and behold, she

won, but she left the university and because she left I was called on to serve one year term, to finish up her term. And I learned so much being on that. So, that's been my story, kind of. Thank you.

Rosie Berry: Thank you for sharing that. Great. Dr. Bardeen.

Jim Bradeen: Thank you very much, Rosie, and thanks to you and your colleagues for putting this on. My entrée I guess into leadership in the university's a little bit different. I've been at the university since 2002 and I think I spent the first two thirds of my time here actively avoiding the college office and anything that really smelled of leadership at all. I think I really didn't see myself in that role until I reached a point where I was becoming full professor and was sort of at this stage in my life where I was having a bit of a crisis about what came next, and really thinking about impact. After what you've said about impact and wanting to impact the research, the education that goes on at the university, really was something that spoke to me.

Jim Bradeen: I work in the Department of Plant Pathology, have absolutely fantastic colleagues, and you can ask me privately, I will say that, because it absolutely is true. And so the history, the contemporary research, the extension work, the students that we have are really phenomenal. I was really inspired by the department head that came before me who was our very first female department head and they had transformative effects on the culture. So I felt that our department was really going on the right trajectory.

Jim Bradeen: When she stepped down and I was just at the stage of becoming a full professor and sort of asking with the rest of my career is going to be about, I at first reluctantly stepped into the role after colleagues encouraged me to do so, and I found that I've really, really loved it. I've learned a lot, and Rosie and her colleagues have helped a great deal in that regard, but it's been extremely rewarding, largely because of the impact that you can have on the mission of the university.

Rosie Berry: Thank you. Dr. Looman.

Wendy Looman: I resonated with some of the terms I've heard including reluctant, empathy, communication and Dean Buhr's talking about the role of a sherpa. I also was reluctant in this role. I came to the university in 2003 and mostly focused on my own role on the tenure track, and three years ago I was asked if I would consider stepping into the cooperative unit chair role, and our cooperative units are like divisions or departments.

Wendy Looman: Before that I hadn't considered leadership at all. It's one of the things I've learned in the role, is that leadership isn't what I thought it would be. I thought leadership was about helping people follow the rules and doing the right thing

and having a lot of answers, and really it's about helping other people develop, helping the organization develop, and doing a lot of listening.

Wendy Looman: I also have learned about myself that, well, I've already known that I'm a person of few words. I have a lot of words inside but they don't always come out, and this role has really helped me learn to take what's inside and communicate, because what people really need from leaders is to know what we're thinking and doing and believing. So, I'll hopefully have a chance to talk a little more about what we've been doing in our school to communicate from a leadership perspective to help faculty in their development.

Rosie Berry: Thank you. Dr. Sztainer.

Dianne Sztainer: Hi. I loved the question before, who's a leader? Because pretty much everyone raised their hand, and I feel like we're all on this path towards leadership from the time that we're children and I don't know, we lead teams, we lead groups as researchers, we lead research teams. So, I'd been doing that, I guess in bits and pieces my whole life, but about four years ago I was at an eating disorders conference at the Hotel De [Cornado 00:49:39]. I don't know if anyone's been there, outside of San Diego. I thought it was going to be a nice relaxing conference with a little bit of beach time. Then my dean called and asked me if I would step into the role of interim division head, and it just kind of flipped the whole conference time. And I decided to do it, and then I decided to apply for the full-time position.

Dianne Sztainer: So I've been doing this for a little over four years, and I guess the question that I ask myself probably most days is am I able to have more impact as a faculty member or as a leader? And some days the answer goes this way and some days it goes this way. When it stops going in ... I mean, I do think that as a leader of a large department I have the ability to help other people develop and think in an organizational way of how we provide a structure in which people can flourish and do their best work. It's a different way of thinking than as an individual faculty member.

Dianne Sztainer: I should say just a word or two about our division. I'm in the School of Public Health, and we have four divisions which are like departments, and I lead Epidemiology and Community Health, so we have about 50 faculty, about 300, 400 staff, and an equal number of students. So it's a very, very large division, and like you are, we're fortunate to have very, very highly motivated faculty and staff. It doesn't mean that there are never issues. There are lots of issues, but that's really what's kept me in the role.

Rosie Berry: Do you have anything, Brandon?

Brandon Sulliva: Yeah. So, in my role as an organizational psychologist I've done a lot of leadership development work in lots of different types of organizations, and I've

been here at the university now about, actually, more than six years. It's gone really fast. And this is by far the most exciting work I've ever done. I love getting to work with faculty and staff here.

Brandon Sulliva: One of the things that really stood out for me as I started getting into the leadership develop work here at the university is, in a lot of other organizations you have people falling all over themselves to compete for leadership roles, and they're assertive, they're ambitious, they're for leadership specifically. Not the case here at the university. A lot of times we have people who we have to kind of nudge them to take leadership roles and sometimes that works, sometimes that doesn't, but it's a very different kind of environment when we think about leadership develop. And so, one of the things that really, I think we need here and we're working on and working with colleges on is help for academic leaders to discern, do I want to be a leader? What are the pluses, the minuses? What does it take to be successful? Kind of the trade-offs for your own research. If you take on a leadership role there are costs there in some ways.

Brandon Sulliva: Then also, once you've discerned, yes, I'd like to be a leader and getting into a leadership role, it's very difficult here at the university to be a leader in some ways, compered to a lot of other types of organizations. The outcomes are less clear, you have a lot of stakeholders that are very outspoken and sometimes want very opposing kinds of things, to just name a couple. So, how do we support leaders then? Once you've decided to take on a leadership role it can be for difficult, very stressful. You may find you're not quite prepared in terms of skills, knowledge and abilities.

Brandon Sulliva: That's really kind of what we've been focusing on, is how can we create some of that foundation to help leaders, support leaders in their skills development and in being successful in dealing with some of the challenges. So, I'm personally not an academic leader so I'm not sharing my own leadership story, but those are some of the things that I would say, especially comparing the university to other types of organizations, some of the things that really stand out.

Rosie Berry: Thank you all for sharing your perspectives on things. My first question for you is to think about what are the biggest challenges you have faced as a leader? And how did you overcome them, assuming you did? Anyone can start.

Dianne Sztainer: I can start. I think there are challenges at both the organizational level and the personal level. Maybe I'll start at the personal level. At the personal level, as a faculty member we have lots of hard things in our work, but we have a lot of freedom and we really have the opportunity to take time and engage in intellectual thought and kind of organize our schedules and think about things, and in are leadership role our days look very different. Many, many more meetings, being at the ... I mean, you really need to be there to serve other people.

Dianne Sztainer:	So, the structure is very different and I found myself, by the weekend just so tired and just kind of wanting to come and be by myself. So, coming from being part of a group of faculty and having those as my peers to being a supervisor, and then also in my free time wanting to have more time by myself, that has been a challenge for me. Then also just kind of figuring out how to balance my time so I keep doing my research and doing my administrative role.
Dianne Sztainer:	At an organizational level, I would say that one big struggle has been balancing the need to run a department that is financially solvent with running a department that is also intellectually stimulating and really serving the public. We're a School of Public Health. We need to go out and meet the needs of our most vulnerable populations. That's what we're committed to doing. That's what our faculty and staff are committed to doing, and we need to do that in a way that's also financially solvent for us.
Dianne Sztainer:	So, if things work correctly it shouldn't be a problem. It should actually merge beautifully together, but it doesn't always happen. So, creating that culture is something that's on my mind.
Abimbola Asojo:	To add to what Dianne has said, I'm from the College of Design, and we have limited resources, too. We don't have a pot of money, so we have to be creative about programs and opportunities. So we're trying to encourage collaboration among the faculty. This idea, this gestalt principle that we think about in design, that we're stronger together as a whole than the sum of our parts.
Abimbola Asojo:	So basically, challenging times, we're trying to find multiple ways and multiple opportunities. Designers, whenever we solve problems we have multiple ideas. So we're trying to apply some of those multiple options. There isn't one solution to a problem. We're trying to engage and bring people together, trying to solve problems by putting together inter-disciplinary teams and ways like that. But you know, the problems we have are really ... we don't have a huge pot of money so we're trying to find ways to get people to work together more, so we can solve our problems together and support each other.
Jim Bradeen:	I'll build on that a little bit because I'm hearing things that really resonate to me. The biggest problems are personnel and money, and I say in that order, but the solutions are probably pretty diverse and tapping into resources at the university knowing who to go to has been a bit of a challenge. But I think for me personally the biggest challenge has been sort of psychological in recognizing that some of these problems can't be solved, or that I can't solve them. I don't have the power, I don't have the resources to actually solve those things. And that's something I think as a leader I've been slow to sort of embrace and recognize and sort of cut myself slack when things don't turn out the way I really want them to. I think as a leader it's too easy to carry the weight of the world and want everything perfect for everyone in the department, in my case, and it doesn't always work out that way.

Wendy Looman:	I think I agree. One of the challenges for me has been psychological and thinking of myself and my identity as a leader, and when I stepped into the role I believed it was about how the person before me in that role was enacting that role, and I've needed to learn to be in this role as an individual and my identity as a leader is a lot about what I bring as a person.
Wendy Looman:	So, it looks a little different from the person who was in this role before me, and it might look different from the other leaders who are in similar roles because I bring who I am to that, and I think that's a positive. I hope that's a positive. I also agree that it's a challenge to realize that there's really no right answer or one answer, it's to be comfortable with multiple perspectives and multiple realities. As a leader, that's difficult, but it helps to be comfortable with that.
Rosie Berry:	Most of you have touched on some actions that you've taken to support your own leadership and accrue development for yourself, and also thinking about the faculty and your unit, and I'm wondering if you can say a little bit more about the impact of moving people forward in their careers.
Jim Bradeen:	I think that's really cool. That's one of the great joys I think of being in a leadership position, to really understand what a research staff scientist wants, how she or he wants to be seen as a scientist in his or her own right, how a faculty member wants to move in a new research direction, wants to establish a new international collaboration, and sort of being at a higher level and seeing the dots and helping people connect that, that's one of the great joys, actually. I spend a lot of time doing that, and I think that translates into a happy, more engaged department.
Rosie Berry:	Anyone else?
Dianne Sztainer:	Well, I can say that it's a department chair's dream to have engaged faculty and staff who want to take leadership roles, whatever they are, and it can be something small or it can be something large. So really tapping into that. Something we did right at the beginning was we asked faculty what they wanted. What they wanted to see. We did a large needs assessment, and then they're engaged from the beginning in the process. I mean, not everyone is engaged in everything, and not everyone is even engaged, but if you can get the majority of your faculty to take on some type of leadership role, and your staff to take on some type of leadership role in whatever area they're working on, or in an area that interests them, things just move forward so much better because there's so much hidden knowledge, and we only know a little bit.
Dianne Sztainer:	So, when you just have an environment where people are asked to give their opinions and then asked to step forward, I just think that that can make such a difference.

Brandon Sulliva:	One of the things that that makes me think of is how leading in an academic department or in a college really requires influencing without authority, right? So, technically you have authority. People report to you in the system, right, on paper, but that's not how it typically works. That's not the culture, that's not the expectation in an academic department, and that's really different from a corporate style leadership role. I mean, you still, if you're a good leader in the private sector or where it's more of a hierarchical kind of a situation, you still want to engage people and listen and get input, but it is really I think a more challenging task in many academic departments and colleges to lead when you can't, at the end of the day, often put your foot down on something, right?
Brandon Sulliva:	I mean, you can, but that doesn't usually work very well and you don't have a lot of ways to do that, so it really relies on how do we, as a leader, get people bought into what we're trying to do and get their input incorporated and keep enough people on board as we're going through the work that we're doing and engage in our common goals, that we'll get it done and we'll work together.
Brandon Sulliva:	When we started with the college Leads program, one of the things that we realized right away is that that kind of leadership development is most effective in this case at the college level, because it's really not leadership development for leadership development's sake. It's not just you becoming a better leader, but it's how can we collectively engage a college in a set of common priorities to move forward. That seems to be kind of a really ... a different thing, a different model maybe than a lot of other approaches to leadership development, but really recognizing that it's really influencing without authority. It's how do we get people engaged, not force them to do something.
Wendy Looman:	I guess just building on that, we have also, at CFANS in the School of Public Health we've also done a Leads program and I believe we've had two cohorts of staff and one cohort of faculty go through. So, that's kind of given people some skills and the recognition that they were chosen to be in that.
Wendy Looman:	Also, we worked with LTD in our own division in doing a needs assessment and getting faculty together, and it was really, I think really helpful. I mean, okay, I'm not going to say that everyone was so excited to come. You know, they're like, "Oh, half a day. Oh, we've got to drive all the way over to East Bank from West Bank." But once they were there, people were very engaged and we developed a plan, and it came from them. So I think it was really worth the effort, and Jan and Chelsea did, and the rest of the team, you guys did a great job with that. So, we have these resources. We pay for them, we might as well use them.
Rosie Berry:	Thanks. So, next question. How do you celebrate and sustain what is going well in your academic unit? And maybe the first question is, do you?
Abimbola Asojo:	You know, in the College of Design we have very good communication staff. We try to celebrate the news on our blogs, Twitter, Facebook, the website, and you

know, it gets people intrinsically motivated, and students, faculty students and staff are excited, as well. I mean, I think it's important to celebrate those wins, and to also showcase how we're making a change or we're impacting communities, because you know, the University of Minnesota, we've heard a lot about our land grant mission. We do a lot of work with communities that benefit the society, so it's important that we ... You know, most times faculty, we really appreciate publishing our work in a peer review journal, but in the end, now many people in the community are going to pick up that journal and read about the impacts we made that way, if we don't celebrate it on the popular press where people can really hear about it?

Abimbola Asojo: So I think it's really, really important, and we try to do that a lot, and we have excellent communications staff in the College of Design who help us spread the word out on our website and the social media. That's the way by which we do that.

Wendy Looman: Faculty are often reluctant, I think, to lift themselves up. Some people are good at that but many of us aren't. One of the things that we did in our unit was pair people up at random and ask them to get to know each other and then lift that person up in a meeting. So they went out for coffee and learned about each other and then each person got to lift up the other person based on what they'd learned, and that went really well because nobody had to celebrate themselves but they could celebrate their neighbor. I think it also sets a culture of remembering to recognize other people for all the good stuff that's going on.

Dianne Sztainer: I love that idea. I'm going to take it. So it's true, our faculty, for the most part people are very non-pretentious and see that as a value, so when we ask them to go out and talk in the media we have to frame it not as promoting themselves but as promoting their work. So, I think it's hard. I mean, I think it's really easy to focus on what's not going well.

Dianne Sztainer: Which done a few things. One is, we run our unit primarily through grant research support and also through teaching. So we put up a big whiteboard and we wrote grants that are submitted and who wrote them, and the name of the grant, and the idea is to let people know what people are working on, to let people know who's working together, and also to give credit for the grants submission and not only for the outcome.

Dianne Sztainer: It's interesting. A lot of people like, they'll walk by the board and they'll see who's doing things. They'll say, "I want to be on the board." And then we have some people who don't like it because it sets up a kind of a "I feel bad about myself if is don't have a grant out there." So, then we have to recognize other things also, and some things fall through the cracks. So we try to do things around grants, getting grants, submitting grants. We have teachers who do well. We recognize them.

Dianne Sztainer:	Across the school, we have the SPAT Awards. So, if a staff person is doing well you can just write a very brief paragraph on them, and they get a $50 gift certificate and they get recognition that didn't come from our department, it came from across the school, but that's been very nice.
Dianne Sztainer:	So, a lot of little things like that. And then just trying to have a culture where people feel valued. I think that's very important. I think there's always room to grow. Also, as a leader I think that something I think about a lot is, do we try to work with people to build on their strengths or improve their weaknesses? I think the literature says work on people's strengths, but faculty are supposed to be successful, and teaching research service, and not everyone is totally equal in all of those areas, right? Different people have different strengths, so then where do we put the focus?
Dianne Sztainer:	I think that's ... I'm sure you struggle with that also. And the same with areas within our department. We have some areas that are very strong, and we have some that need more support. So it's always that choice. Do we work on strengthening the strong areas or strengthening the weaker areas? I don't know if that's exactly what you're asking, but those are things that I think about.
Rosie Berry:	Before we move on to asking for questions from the audience, I'm curious what you would say are ideas or wisdom that you would want to share with a faculty person who was thinking about an academic leadership role. A number of you said that wasn't something you really aspired to. So, what words of wisdom would you have to share with somebody thinking about it?
Jim Bradeen:	I guess having an honest conversation about why you want to do it, what the motivation is. If it's that money and the fame you're probably going down the wrong path, but if you really are focused on impact, at least in my experience I think that's the right attitude. We've heard the word service today, and I absolutely think of my role as a servant, focused on the mission of the department, and make sure our administrative staff really feels that same way. We have a fantastic team and we see our job as making sure the wheels just sort of stay on the bus.
Jim Bradeen:	I think having the right for wanting to get into this is really critical, but then also understanding the sacrifices, the personal sacrifices, the ... we talked a little bit about the psychological toll. The impact on research. And I've been in this role almost six years. I still love my research. I look at it though as a constant frustration because it's not moving where I want it to go. It's not moving as quickly as I want, and I feel like I'm at a point where I need to decide, you know, there's a fork in the road out there, and I think each of us has to make that decision.

Jim Bradeen:	So, really understanding what you're sacrificing to get into these roles and asking yourself why. I mean, they're fantastic, they're fantastic roles. The benefits are huge, but it is a very different lifestyle, I think.
Wendy Looman:	I remember clearly asking, when I was a doctoral student, asking my mentor why she was a division head. "Why would you do this?" And she said, like you saw it as service. That we all have a responsibility at some point in our careers and our professional lives to step into leadership roles and then step back, and that it was her time. And it reframed leadership for me, and thinking about ... people don't always do it because they aspire to be in control. It's often because there's a time for us to step in and a time for us to step out.
Wendy Looman:	I do think if we ask more faculty, "Have you ever thought of moving into leadership?" if they haven't, it might just start them thinking about ... envisioning that, and that can be helpful for them. We have, as Dr. Buhr said, some empathy for the people who are in leadership roles that we're not here necessarily because we want power and control. That it's hard work and it's service for us. Some people want power and control, I do acknowledge that.
Abimbola Asojo:	And you know, to add to that as well, Dean Buhr said that a lot, too, that leadership is discovery. You discover a lot along the way, and some other words of wisdom to share. You know, I feel like I'm not wise enough in this position yet, but like collaboration is very, very important. And then empathy and being inclusive, and you know, it's a lifelong learning process. Don't feel like you have to have all the answers. You can learn. Those are some things I would like to add to what my colleagues have said.
Brandon Sulliva:	In the work that I do and my team does, we work with lots of different academic departments, and I can say definitively that the quality of leadership at the department level makes a huge difference in the experience of faculty and staff within that department. I would just say we need good leaders, and in a lot of organizations the people who want the leadership roles are not the people you want in those roles because they're looking for money and power. That's not the case here at the university.
Brandon Sulliva:	So I think for faculty who maybe have potential to be great leaders and to really have a positive impact on their department and help solve some of the big challenges facing the university, higher education, that only academic leaders can really solve and address. Obviously other leaders play a big role, too, but there are some that really need strong academic leadership. We want to remove those barriers for people who would be great academic leaders to do that, and I would just put that out there as someone who sees this great need for that kind of leadership. So, the more we can do to talk about it and support it and help people discern whether that's for them, is really good. It has a huge impact, and I personally think a lot of department chairs, department heads,

underestimate how important they are in setting the tone and the culture of the experience within their department. It really is a big, high-impact role.

Rosie Berry: Well, let's turn the focus just for a few minutes on what questions we have from the audience. This is your chance, so please wait for a microphone to reach you. Marissa and Terry have the mics, so that we can all hear you and that you will be appropriately recorded on our recording. So, when we get to you, if you could introduce yourself and direct your question to the entire panel or an individual panel member, that would be great.

Steve Ingle: Sorry. I'm Steve Ingle from the Psychology Department and I've heard a lot about impact, making an impact. I just wonder if you have any tricks for how to make a positive impact when so much of administration's job seems to be dealing with crisis, maintaining the status quo and just ... most of your time I worry, I guess, is being sucked up with kind of just maintenance as opposed to being able to put forward new initiatives, and are there any tricks to getting those to happen?

Wendy Looman: I don't necessarily have a trick, but maybe an example. On the engagement survey, one thing that surprised me, that an area of an opportunity for our unit was that faculty rated fairly low on saying, "My department offers effective mentoring and coaching to support my development." And from my perspective, I was meeting with faculty individually and we have a really good mentoring plan. So I saw faculty who want mentoring and faculty who want to mentor. Lots of good work happening in a mentoring program but they didn't seem to think it was happening.

Wendy Looman: So, I started meeting with faculty in small groups. I'd pick a junior faculty, a mid-career and a senior faculty, someone from clinical track, someone from tenure track, and bring them to lunch and talk about mentoring, so that they could hear the stories of one another. That has been I think a really big win because they realized that the potential is there in the school, that there's a lot of support, that just they needed a little bit of a nudge.

Wendy Looman: So I think we have a view of what's going on in the school that individual faculty don't necessarily have, and so we can kind of nudge it in a positive direction.

Dianne Sztainer: I think that's a great question, and if my role only gets to be that then I will stop doing it. I think it's important to not be a reactive leader, and we see that. Sometimes it's like crisis, crisis, crisis. And there are different things that happen. There are issues that happen. You know, those quadrants, important and urgent, and you're supposed to be most of the time in the important, not urgent. But we get pulled into the urgent.

Dianne Sztainer: So, I think having a plan, a vision for what's really, really important, and sticking with that, and sticking with it until you're just so persistent, and having ... That's

something that's always moving forward and then there are other things that kind of happen along the way and they may slow you down but you still have that kind of vision of where you want to get to, and staying as calm as possible. I do a lot of yoga, a lot, so I think that's really important.

Jim Bradeen: I think Dianne's got it exactly right. Your question gets to the heart of these positions. I think of it really as having two components. There's the administrative part and there's the strategic part, and I get really, really jazzed about the strategic part. The administrative part, not so much. I see it as really important, of course, and I always sort of tell myself, as long as the good days outweigh the bad days I'll sort of stay in this area.

Jim Bradeen: I think having a really engaged administrative staff, a support staff, a staff that you can rely on and that works they well with you is critical. I have seen both extremes of that, and my personal productivity went through the roof when I actually had a staff that I jived with. They're absolutely the most important part of any leadership role, I think, and so I really take care of those folks as much as I can, and in turn a lot of the administrative part falls to them. They're really gifted at that, and it gives me more time to focus on the strategic piece, which is what I personally think I'm better at.

Abimbola Asojo: To add to that, I will give an example. In the College of Design we don't have a grants coordinator, but you know, this University of Minnesota is such a big institution and there are opportunities to find support across the university. For example, we've been having webinars. We had Louise [Burke 01:20:12] who's the representative of the university in Washington DC. They actually did a seminar for us, a webinar, to share with the faculty the different federal agencies, and they actually related that webinar to the College of Design.

Abimbola Asojo: It was a really phenomenal webinar because they showed us the different opportunities that we as Design Faculty could go and apply for funding, for federal funding. We did the same thing with Corporate Foundation. In McNamara I discovered that, as well. There's a monthly foundation list that comes out. $50,000 and above, they will help you with the proposal. So I think faculty have been feeling empowered to get a lot of that information. We revamped our website. We have a research resources website, and we have wonderful staff. The assistant to the dean in College of Design, I feel like even once I send her an email, 30 seconds later it shows up. She's so phenomenal and it's so valuable.

Abimbola Asojo: So, things like that. And then to give another example. Sometimes you might think a small ... I remember a small project that we did in a second-year interior design studio. We collaborated in the end with extensions, and it's amazing to see how much just a small calming room in a pre-kit through fifth grade level school in St. Paul could impact the community so much.

Abimbola Asojo:	As designers, we're constantly solving societal problems. We can showcase the importance of design to communities. Those are examples that I could give. It could always be ... It doesn't have to be something massive. It could be something small, and you'd be amazed the kinds of spinoffs you'd get from just that one calming room. We've talked to OTC and the community in St. Paul. I mean, we're all over the website.
Abimbola Asojo:	The other thing is, we didn't even have to talk about it ... I didn't have so much time to talk about it a lot, but people have come to us because they saw it on the website, and the students who even did Teacher Sanctuary got to be on Channel 4 News, so you know, things like that. Sometimes one small project can have a domino effect and lead to so many other opportunities.
Brandon Sulliva:	One point. If you find, as a leader, that you're spending a lot of your time essentially on fire drills and you're not able to get to the more strategic kinds of issues ... the reason why you're probably a leader is more the strategic kinds of things ... often what that means is that there's something going on that's causing a lot of those fire drills because when you look within a department or a team or a college or a unit, you usually see themes. It's the same kinds of fire drills popping up over and over again. It's not random typically.
Brandon Sulliva:	What you really want to do then is stop and kind of do an analysis of what's going on here. Why does this same issue keep coming up that's distracting us from moving forward with the strategic work? One theme that often comes up that's very common is there are conflicts or difficult conversations that are being avoided. So maybe there's a person in the department who is causing a lot of conflict and that's not being addressed in any way. So that's going to start cropping up fire drills all over the place, and if you're the department head, if you don't address that issue at its root cause you're going to be dealing with all the colleagues of that person who are having problems.
Brandon Sulliva:	There's other reasons why you might struggle to focus on the strategic stuff, but that's a common one, is kind of that conflict avoidance what there's ... maybe you're not stopping to take the time to do ... what's the root cause of this, and then how can we address that.
Rosie Berry:	Okay, we have a time for one more question.
Francis Hohmann:	My name is Francis [Hohmanns 01:24:43]. I'm in the Department of Applied Economics. I have just a super simple question for Wendy. I'm intrigued by your idea of pairing people up. Are there people who did not know each other? How often do you do this? How often are they reported? I just want some more operational details on this great idea.
Wendy Looman:	Are you referring to when people lift each other up?

Francis Hohmann:	Mm-hmm (affirmative).
Wendy Looman:	We've done it once. We could do it again. It was just at the beginning of the year.
Francis Hohmann:	Did they know each other?
Wendy Looman:	Yeah, they know each other, but it ended up being people who wouldn't normally go out for coffee. I got to have coffee with someone that I know peripherally but got to know her much better. And that's the-
Dianne Sztainer:	Faculty or staff?
Wendy Looman:	Faculty. Oh no, staff also. We included everyone in the room in the department. The lunches have the same effect. It's just getting people who wouldn't normally be together to talk to one another, and that's really powerful.
Wendy Looman:	I didn't mean to take that last question. I bet there's time for one more.
Rosie Berry:	You want another one?
Wendy Looman:	Yeah.
Rosie Berry:	Okay, one more. It's so easy. Over here.
Sophie Biel:	Hi, I'm Sophie [Biel 01:25:59] from the Department of Spanish and Portuguese studies. I'm curious if you have advice for instances when the group chemistry isn't what you'd like it to be.
Rosie Berry:	That's a simple question.
Abimbola Asojo:	Actually, have a social event. You know, because sometimes I just threw that out of the top of my head because you know, even when people don't always get along, sometimes maybe the end of the semester there's a get together, maybe it's hard for people not to get along around food. Maybe, you know.
Jim Bradeen:	It's certainly critical, but I referenced earlier, one of my inspirations and really my mentor, the department before me, [Caralicia Mahari 01:26:55] was her name, she came in when I was an assistant professor, and we were somewhat of a ... I would say dysfunctional department at that point. One of the key things that she did beyond the social, which I agree completely is important, but she actually led us through structured strategic planning process.
Jim Bradeen:	I completely rolled my eyes and did not want anything to do with this. It was a big time commitment. Multiple sessions over summer. And I honestly

	remember absolutely nothing that was discussed during that strategic planning session, but what I do remember is emerging from the other end feeling like I belonged to the department for the first time, and feeling like we were a group.
Jim Bradeen:	Then layered on top of that were a series of social events that have really maintained that for a very long time, so as a leader I've been the fortunate benefactor of that initial work. Just the process, not necessarily the outcome of it, for what was really discussed during the strategic planning, but the process itself was really critical in helping as to see ourselves as a group.
Abimbola Asojo:	You know, and then one more thing I will add to that is in the College of Design we have something we call the Research and Creative Activity Showcase. Sometimes when people don't get along, I think it might be maybe they don't know much about each other's work, and the more we learn about each other and we communicate with ourselves, I think it gets a little easier. Sometimes it has to do with respecting the contribution the other departments or the other programs are bringing to the table.
Abimbola Asojo:	I think for example in the College of Design we have ... That's why my position is Research, Creative Scholarship and Engagement. We have people who do creative work, creative scholarship, and we have people who do social science type research or humanities, and we have to respect each other because not only we have professional programs and we have research programs, so most times the more we learn about each other and we see, and we can walk together, we get to respect each other and get along sometimes. Thank you.
Rosie Berry:	So ... Oh, does someone have something else?
Dianne Sztainer:	Well, I just think it relates to what Brandon said before, in addition to what you said, is what's the root cause and can you address that and can you do it on your own or do you need some outside help to get at what's going on. But I like trying the social and the food first.
Rosie Berry:	So, please join me in thanking our panelists for their time today and sharing their experiences with us. And with that, I would like to ask Dr. Brandon Sullivan to join me at the podium to share Leadership and Talent Development research update. Dr. Chelsea Dunkel will follow to discuss the impact of these findings and connect them to what we've heard from our guest speakers.
Brandon Sullivan:	Let's see. Oh there we go. Okay. I think we're good. All right. I'll stay by the microphone. Sorry, I tend to want to walk around.
Brandon Sullivan:	So, as I said, we have a lot of data from the leadership programs that we've been doing over the last few years, so we have a little bit of information to sort of share that's a little more objective about a piece of what it's like to be an academic leader. Before I dive into what our data says, and Chelsea is going to

go into how it all fits together, I just want to level-set around why would we do assessment as part of a leadership program?

Brandon Sullivan: Assessment is absolutely critical, an absolutely critical part of a leadership program, and there's three reasons why we do it. One is ... Oh, okay. I guess I'll just stand here and talk into the microphone. I just touched this. Increasing self awareness. Science tells us that most people overestimate our level of self awareness. Most people don't really accurately know how other experience us and the impact that we have on others. This is especially true if you're moving from a role where you're focused more on disciplinary expertise of technical expertise into a leadership role. If you're new to a leadership role you probably don't have a lot of sense for how others experience you as a leader. So, developing self awareness is absolutely critical.

Brandon Sullivan: Identifying skill gaps. So the skills that it takes to be successful is a faculty member doing research, teaching, that kind of thing, is very different from the skills it takes to lead people. There isn't a lot of overlap there many times, and so an assessment is very helpful in pinpointing what are those specific skills that I need to develop through a leadership program or with mentors or with coaches. So, assessments are a key part there.

Brandon Sullivan: Then the last part is understanding derailment risks. Derailment risks, not a lot of assessments get at those, but what they are, are behaviors that may be really effective in one context that can really get in your way once you're a leader. To give an example that you'll see in the data that I'm going to show in a minute, if you're someone who, when you're under a lot of stress, a lot of pressure, you tend to go into your office, close the door and focus on getting work done, right, that's probably a great thing if your job is to write papers, analyze data, that kind of thing. But if your job is to lead a department, that's probably going to get in your way because at times or stress, times of pressure, what a department's going to need is a leader who is out and about and things people.

Brandon Sullivan: So that's an example of something that may be a strength, and then as you get into a leadership role it becomes a derailer, and an assessment is a very good way out what are some of those derailers that I might face as a leader.

Brandon Sullivan: We also wanted to make sure that the assessment that we picked was the right one. There's a lot of assessments out there, and some of them are good and some of them are not good. So, we looked at three criteria primarily to pick an assessment. The first was, it needed to be rooted in peer-reviewed research and science. There's a lot that we know from research and psychology and the social sciences over the last many, many decades, and there are some assessment tools that are based on that, and there are some assessment tools that are not. So we wanted it to be based on rigorous research so we knew it was telling us something important.

Brandon Sullivan:	The second thing is we wanted it to be validated for leadership roles. There's lots of assessments out there that have ... they're not going to tell you anything about leadership. So we wanted a tool that had been validated for leadership effectiveness, so we knew that the feedback that participants are getting was relevant for leadership. And then third, we wanted a tool that would go beyond surface level insights. There's a lot of stuff out there that is good at kind of giving you a language to talk about, your preferences and things like that. We wanted something that would get a little bit deeper than that.
Brandon Sullivan:	When we looked across the assessment world there weren't a ton that met all three criteria. We selected one called the Hogan Assessments. It's actually a battery of assessments that actually met these three criteria, and I say this just to kind of level-set for you the kinds of things that we were thinking about and what's behind this data. I could lecture on the Hogan, but just to give you a sense for what that tool is.
Brandon Sullivan:	What we have is data from the past three years. We've started using the Hogan assessments as part of our College Leads Program when we introduced it three years ago, and we now have over 200 faculty and almost 700 staff that have taken the assessment as part of leadership programs, and were continuing to collect data. So we're going to be updating this as we go.
Brandon Sullivan:	So I'm just going to give you kind of a preview and then Chelsea's going to bring it home by tying it together. So I'm going to show you a lot of data and I'm only going to hit a few highlights here. So, the assessment measures three buckets of things. You can kind of think of it that way. The first are everyday behavior. The first set of scales measures, on a typical say, now are other people likely to experience you.
Brandon Sullivan:	What you see here is our faculty data. The average scores on the faculty data. I won't go through all of this stuff here, but you can see the highest is on what's called learning approach, and learning approach is sort of related to openness to experience and particularly liking to learn from courses and reading books and traditional learning methods. Probably not a surprise that faculty score really high on that, and that's a typical trait that we see.
Brandon Sullivan:	Sociability you'll see is the lowest, and that's a pretty low average score there compared to sort of your general working population. Probably also not a surprise. We heard a lot of that theme throughout the panel discussion. Most faculty, or the average faculty member, is pretty introvert. There's nothing wrong with that, but that does create potentially some challenges in terms of leadership.
Brandon Sullivan:	When we look at the staff data, and this is kind of a headline throughout it, it doesn't look that different, actually, from the faculty data. You'll see a little bit lower on the learning approach, that makes some sense, given the difference in

the roles. One thing that I would highlight is the ambition score is pretty low for staff, and ambition is really about being assertive. People who are highly ambitious are comfortable asserting a perspective and a point of view, and on average the staff who've gone through our leadership program are people who like to be in more of a support role. They like to support the work of other people, not necessarily put themselves out there and driving agendas themselves. And that may or may not be what you want, but it is something that we see very clearly in the data. What it means is if you're low on ambition and you're expected to drive an agenda or have a really strong opinion, that's going to be really hard for you to do. So, that's a glimpse of a little bit of a leadership challenge there, as well.

Brandon Sullivan: We can also look at differences by role. We don't see a lot of differences in our data, but there's a few, and I want to highlight them. This is a really important one. This is the biggest difference across those everyday behaviors. What we see is, so senior faculty leaders, these are deans, associate deans, folks at that level, are very high on adjustment, and adjustment is really about emotional stability. That's what it's called in the psychological research, right. So, high adjustment, what this looks like is you come across to others as pretty even-keeled, calm and collected even under stress and pressure, but also maybe a little bit resistant to feedback, maybe a little bit aloof sometimes. Things don't shake you quite as much.

Brandon Sullivan: When you look at your faculty not in leadership roles, a lot lower. So lower on adjustment, a little more emotionally reactive, but also more open to feedback. So you kind of put those together and you've got the chairs right in the middle of all that, right. What you start to see there is a little bit of a difference that might create a leadership challenge, and Chelsea's going to talk a little more about that as well, in a minute.

Brandon Sullivan: Okay. So the second bucket of things that the Hogan assesses are the derailment risks, and this is kind of the fun one in some ways. If you go through it, it really kind of hits you between the eyes, the feedback, but this is really stuff that we often aren't aware of or don't really think much about. So, when we look at our faculty data, there's two that are the highest derailment risks for faculty. One is reserved, that's the highest, and that's basically related to being introverted, but what this means is when you're being reserved as a strength, you're focused on your work, on your tasks, you're getting things done, you're working independently. When it's a derailer is when you're in a leadership role and you're doing that instead of interacting with people, and that's where introduce become a challenge.

Brandon Sullivan: Then the other one that's also almost as high is leisurely, and that name isn't really a great name for it. What this is really about is sort of being kind of a little passive aggressive. When this is a strength it comes across as being cooperative and agreeable and kind of agreeing to, "Yeah, let's do that. That makes sense."

Brandon Sulliva:	When it becomes a derailer it's where you say maybe, "Yeah, that makes sense. Let's do that. I agree to that." In your head you're thinking, "That's the dumbest idea I've ever heard. I don't have time for that. I don't like that, but I don't want to say it because then that creates conflict. Instead, I'll just agree to it and then I'll forget about it." High leisurely is that, and I think in some ways it's really functional, when you're being bombarded with millions of things to do and you can't do it all, but this is something that can be a derailment risk for leaders.
Brandon Sulliva:	When we look at the staff data it's very similar to the faculty data. Actually, a little bit higher on the dutiful, and that's about really wanting to ... to simplify it, you want your boss to be happy with you if you're high in dutiful. Faculty, not as much as staff there. But otherwise we see fairly similar trends. What you see are higher scores on those derailers that have to do with avoiding and withdrawing. When we look at difference by role, we see a couple. Most of these, there's not a big difference, but these two do shift a little bit.
Brandon Sulliva:	So, your deans and your associate deans essentially are more reserved and less excitable than your faculty who are not in leadership roles. This kind of goes together and it kind of suggests a dean or associate dean who's pretty cool and collected. An individual faculty member may be getting pretty worked up about something and feel like the leader's not listening to them. And so you kind of get that dynamic going a little bit there.
Brandon Sulliva:	Then the last bucket of things measured by the Hogan are work-related values. These are things that motivate you at work, essentially. This won't be a big surprise. The high scores, I think it's anybody, the highest for faculty is science. That's why most faculty are here at the university, is to pursue their scholarship and research. That is an incredibly high score, right, so that's something that's very motivating. And then altruistic is another big one, and that has to do with essentially you're motivated by the greater good. You want to be doing something that contributes beyond just your own day-to-day work. So those two things really do characterize I think the culture at the university.
Brandon Sulliva:	Now, the thing that we often forget about and that can cause a leadership challenge are some of those low score. So if you look at commerce, right, that's really, really low. What that means is that most faculty don't really have a lot of interest in finance and budget and the business side of the university, and you heard a little bit of that from the panel, but that's a big leadership challenge. And so, that's something that needs maybe a little bit of attention, and it's certainly getting a lot of attention. We don't have a choice a lot of times.
Brandon Sulliva:	Then the other lower score is on affiliation. This one is an interesting one when you compare it with altruistic because what that means is that your average faculty member is very motivated by the greater good, but personally maybe not always focused on how do I build good relationships with the people around me. That's where the self awareness often comes into play, is being kind of

aware of that. It doesn't mean you can't do the affiliation stuff, it just means that's not a naturally motivating activity.

Brandon Sulliva: For staff, we see again very similar trends. A little bit lower on the science there. The rest is very, very similar, and then I think a lot of this reflects the culture of the university and why most people are here.

Brandon Sulliva: All right, so that was a quickly whirlwind through some highlights of the data. I'm going to turn it now over to Dr. Chelsea Dunkel, who's going to talk about what this all means.

Chelsea Dunkel: Thank you, Brandon. So, you have a handout in front of you called ... I think it's called Research Themes. I will highlight things up here, but most of those are also covered in that handout if you want a place to reference later of to just follow along. A couple notes about faculty culture. There are two big things that come up for me at least, looking at this data. The first is that faculty are generally really aligned with both their research and their teaching missions and components of their work. They tend to be focused on lifelong learning, science, trying to understand things at a really deep and nuanced level, which is really suitable for the research component of the job, and then the other piece is that altruism that Brandon just mentioned and that people are really attentive and that they really care about serving the greater good, which comes into play with teaching as an opportunity to really fulfill that altruistic goal and motivation.

Chelsea Dunkel: Then you couple that with getting an opportunity to also help people understand the science that interests you through teaching and mentorship, and it really creates a nice fit for a lot of the work that faculty do. On the other side of things, we noticed another set of trends amongst faculty. We see this introverted group, a group of really deep thinkers who prefer some independent thinking time and space to really work through problems and discovery.

Chelsea Dunkel: As some of those derailment indicators that Brandon mentioned, we do see kind of a risk averse and reserved group that may avoid taking really public stances in terms of controversial topics of things where it's sort of outside their comfort zone. They might give that sort of pleasant response when really they're thinking something different, which can make it challenging to kind of work through pressing problems or things that might come up that need addressing.

Chelsea Dunkel: This mechanism to sort of isolate as a way to cope and deals with stress sometimes creates a really productive space where people can kind of hide away, get a lot of good solitary research done, but sometimes makes it challenging to really work through collaborative issues and things like that. We also see a group that's not motivated strongly in general by money or visibility. We see that at the commerce value and also that affiliation piece.

Chelsea Dunkel:	Then, some of the ones that Brandon didn't discuss directly have to do with do you like being in the spotlight? Do you like getting public recognition or do you seek positions of power, things like that? Some of our panelists touched on this where they talked about needing to lean on peers in order to promote themselves through others, and that that's not something that necessarily comes super easily for a lot of faculty members.
Chelsea Dunkel:	If we turn to staff culture a bit, one thing that I think is quite neat with this research is just how much the staff values and the faculty values mirror each other, and that we'd see people motivated on the staff side by opportunities to be helpful, to serve others. We see above average science and learning approach scores, not as high as faculty, but people that definitely appreciate being in the environment that promotes science and getting a deeper understanding.
Chelsea Dunkel:	We also see folks that tend to avoid overly competitive spaces with that ambition score that Brandon discussed, as well as this power value or things like that. Sometimes that's works well in our current structure at the university. There's sort of a ceiling as to how far our staff can climb in our structure. And so we see a group that fits well within our current structure and also can be really supportive to the science and research work that many people are doing here at the university.
Chelsea Dunkel:	As Brandon also noted, if we look at how senior faculty or senior leadership differs from rank and file faculty, we do see a group at the senior level of leadership that's a bit more stable under pressure, under stress. There's a bit of a buffer there, which is probably good because they're a more exposed group that has to confront a lot of stressors that not everyone else has to deal with on their everyday basis.
Chelsea Dunkel:	The catch to that is that they might not be interpreting things as stressful that the people that they lead are actually finding stressful, so kind of figuring out a way to gauge how people around them are experiencing stress, particularly when we know that this group moves away from stress, so they might not wear it in the same way that the other folks might. So, that could be sort of a dance that you have to navigate through, and how do you not rattle your team but bring them along with you through difficult, challenging periods.
Chelsea Dunkel:	I want to leave you with two potential blind spots that this kind of research is highlighting, that these are things that we might need to be extra attentive to in certain spaces. The first is that faculty and staff may be hesitant to think of the university as a business with financial needs and goals. It's been historically a pretty faux pas thing to talk about the university as a business, but as you heard all of the leaders up here at some point today mention, there's financial obligations that come with working at the university. We have lots of buildings

that require electricity. We have lots of people who depending on this space for their livelihood.

Chelsea Dunkel: We know that research and education funding is routinely cut, but it's important to think about how might we amp this up as a value in certain spaces, in certain times, knowing that we value altruism and science so much more than we value commerce and pursuing financial needs, that where are there times where we might engage in a thought exercise of what would happen if we valued all three of those things equally, how might that impact our decisions and what we chose to pursue, and how we chose to go about doing it.

Chelsea Dunkel: The other potential blind spot is that we don't have an array of traditional leadership styles at the university. A more corporate leader is probably a little bit more ambitious, seeking the spotlight more, probably a bit more extroverted, and that's not something our culture tends to propagate. It's not something that we necessarily value or seek in terms of who we hire, who we promote, who we retain. I think Dr. Buhr mentioned that we need more people to think of startup ideas or things like that here at the university, and those aren't ideas that are regularly floated or encouraged or nurtured here. And not to say that we need to kind of shift to a target or a really corporate space, but are there spaces or times or opportunities where we could reward those behaviors or be encouraging people to think a little bit differently than how we've always thought, and how might that impact or help or hinder certain initiatives that we'd like to move forward.

Chelsea Dunkel: Now I threw a lot at you. I think Rosie's about to cut me off, but ... One minute. So I'll turn to the panelists, I guess, and see if you have any reactions or things that you'd like to comment on in response to this.

Jim Bradeen: Well, I guess I have a question about what you're seeing in terms of qualities in the faculty, [inaudible 01:51:11] the title, but the associate deans and deans, for example, versus the faculty. Are those traits something that distinguish a faculty member that will ultimately become a leader or is that something that a leader acquires along the way?

Chelsea Dunkel: What we know from the Hogan research is that the traits tend to be relatively stable over time, so it's likely that people with those higher adjustment scores, a little bit more or a stress buffer, tend to be more likely to pursue leadership and also more likely to be able to sustain themselves in the role and stay in it.

Barb McMorris: Hi, I'm Barb McMorris from the School of Nursing. As somebody who has gone through the Leads cohort and also just been thinking about my role as a faculty, I want to just react to the commerce and the business ideal. I will say I came back to the university after a two-year stint in corporate research because I didn't like the profit margin. So I think that we need more education, more skill-building in that regard, in terms of coaching people to be more business model,

because a lot of us came into this because we didn't want to go corporate. So I just want to react to that because it's something that I really made a conscious choice about, and so I'm not surprised by the data at all around that, low commerce.

Barb McMorris: So I think thinking of it as an opportunity to think about how do we encourage people who are sort of anti-business, anti-corporate, to come around to the reality that we actually have to go that route because we have to fund ourselves. I think it's an opportunity we need to ... So I'm glad that you're pointing it out. I didn't have a question. I just had a comment.

Chelsea Dunkel: Thank you for that. That's absolutely right, and that's what the data shows, is that we are a culture that really values science and helping much more than we value money or financial pursuits, and so that will continue to be a blind spot as long as that culture stays the same, but how do we acknowledge it as a blind spot and work with it and try not to resist it when we can't resist it.

Rosie Berry: Okay, thank you Dr. Sullivan and Dr. Dunkel for your insights. I'd also like to do another callout to our panelists for their participation and their ideas this afternoon. As a reminder, an audio recording of today's session and the research updates slide deck will be available online at z.umn.edu/engagedu. Evaluations will be sent to you before the end of the week, and thank you in advance for taking the time to provide us with your valuable feedback.

Rosie Berry: Several of my consultant colleagues from Leadership and Talent Development will be available as soon as we close the session if you have further questions about our work or the information that you heard today. So thank you very much for your attendance and have a good evening.

Speaker 1: Thank you for listening to this episode of the Supervisory Development Course podcast. To learn more about employee engagement please visit z.umn.edu/engagedu. E-N-G-A-G-E-D-U. The podcast is created by Leadership and Talent Development within the office of Human Resources at the University of Minnesota. If you have questions or would like to reach out, please email us anytime at ltd@umn.edu.