Successful administration is marked by curiosity, imagination and the love of experimentation. The life of an academic administrator is marked by teaching and scholarship not bureaucratic mastery. It is the determination to maintain a refreshing perspective and an optimistic perspective that best asserts the importance of the leadership role. The administrative role demands the willingness by those in leadership positions to adjust to every situation. It requires the openness to good ideas from many sources and it requires the willingness to try and try again.

Lessons from Reflective Administration

Closing Thoughts
BOY, MYTHOLOGY IS WEIRD...

PEGASUS, THE FLYING HORSE?!?

WOW, THE AIR SHOWS BACK IN THOSE DAYS MUST HAVE BEEN MURDER ON THE SPECTATORS...
Lessons from Reflective Administration

Closing Thoughts

Just after I was appointed to my present position a Harvard alumnus asked me to spend a bit of time talking to an elderly gentleman of his acquaintance. Apparently this gentleman had acquired a reputation in business circles for being unusually wise in the ways of large organizations and how they could be governed effectively. By now the details of our conversation have grown dim in my mind – except for one unforgettable observation. “Remember this,” said my venerable adviser: “your most creative ideas about the future will come in the next few months before you take office and get embroiled in your official duties.” (Derek Bok)

You must find ways to disconnect to remain relevant and fresh with ideas. You must make reflection a priority. (Malecha)

Workshop Agenda:
Making Reflection a Priority
Imagination, Dreams and the Shining City on the Hill
Continual Recommitment
A Sense of Joy and a Sense of Accomplishment

Relevant Articles:
The Reflective Administrator is a Multiplier
Marvin J. Malecha
What Your Team Wants Most from You
Robert A. Sevier
Ruminations on University Presidency
A. Bartlet Giamatti
APPOINT YOURSELF

CHIEF

FREEDOM

OFFICER.
The Reflective Administrator is a Multiplier

Marvin J. Malecha

Each day of academic leadership is a day of learning. Every day begins with a new turn and new challenges. Even after more than twenty years of experience the learning curve remains steep. This has the effect of continual renewal and association with incredibly bright people as well as the disappointment that accompanies uninspired or disruptive behavior by even the most senior professor. Yet the aspect of the position that is most moving is the opportunity to celebrate and enhance the careers of others. It is the ability to make connections among people, opportunities, and ideas. It is a life filled with the opportunity to make a difference in the lives of others. It is a life that connects dreams with outcomes. It is the role of the leader to connect the incredible abilities of an academic community with the needs of the university, the profession and society. It is the dean who carries this message to individuals who might otherwise be consumed by personal interests and talents. The academic leader is a multiplier of talent and resources. It is this ability that separates success from failure. It is this ability that is the best demonstration of the value of an academic experience.

The articulation of ideas is everything. The academic leader is expected to articulate a clear belief system that is founded on fairness and open to scrutiny. Everyone in an academic community must know what the dean/director/chair believes. This belief system provides the foundation for the many complex interactions required of an academic leader.

The ability to form a shared vision is powerful. The fostering of a shared vision is among the most important responsibilities of an academic leader. The fostering of shared interests is dependent on the ability of an individual who leads the community to formulate goals and objectives that will focus resources and energy. It is the ability to listen that begins the process of assimilation necessary to evolve a shared vision.

Rejoicing in the accomplishments of others is taking joy from tedium. The academic leadership position is founded on the delight in the accomplishment of others. Commencement is the most visible symbol of this celebration. A successful leader takes pride in facilitating the success of others. This may require both gentle and forceful interventions to stimulate this success. An academic leader sets the stage for the success of faculty, staff and students.

The ability to manage assets is the foundation of trust. The role of an academic leader begins with the ability to manage every form of assets. The credibility of leadership is founded on fiduciary responsibilities. This seemingly least important aspect of the higher calling of leadership has been the undoing of many brilliant individuals. Begin here as the benchmark and proceed on to the higher calling but never neglect this responsibility. Balance the budget each and every year unless directives are presented otherwise in writing by the provost or chancellor. Of course there are many other forms of assets including facilities and people that must be managed with the greatest care.

Attention to detail is attention to what matters most to people. If an individual is to lead details must not be delegated. It is through the details of budget and assignments that a leader builds confidence. The academic leader must never delegate details at the expense of knowing the issues of the program in the greatest intimacy.

Maintaining the posture of a teacher to build credence as an academic leader. The academic leader is first a teacher and then an administrator. The effective administrator and academic leader is a teacher of teachers, support staff and students. It is the responsibility of the academic leader to guide the processes and vision of a program in much the same way a studio master guides students through a complex design program. The clarity of the message must be communicated in a manner that promotes the discourse within the academic community.

Academic leadership is personal. Academic leadership requires a personal commitment to the position. It demands that a life of the mind be joined to a life of action. This demands of the individual that it is at peace in his or her personal life. It is essential that an individual who aspires to leadership never make decisions in an atmosphere unbalanced by the need for revenge or to exact just desert. This personal commitment to leadership must be matched by unbridled enthusiasm for the position and for the community associated with the program. It is a fact of leadership that important moments are generally those times when the rules must be suspended or exceptions to the rules invoked. An academic leader is chosen after all for his or her ability to make reasoned and humane judgements on the margins of the life of a community.
Source: Stamats QuickTakes Vol. 6, no. 15: Identify Issues
(email newsletter)

Insights into Research, Strategic Planning, and Integrated Marketing for Colleges and Universities by Dr. Robert A. Sevier, Senior Vice President at Stamats (quicktakes@stamats.com)

WHAT YOUR TEAM WANTS MOST FROM YOU

With all the pressure to create more effective teams, I wanted to spend just a minute on a roundup of what team members expect most from their leader. The research, presented in the August 2003 issue of Team Management Briefings examined 11 leadership characteristics and asked people to rank them in order of importance:

- Competent
- Forward-looking
- Inspiring
- Intelligent
- Fair-minded
- Broad-minded
- Courageous
- Honest
- Straightforward
- Imaginative
- Dependable

Guess which characteristics ranked first: If you chose “honest” you nailed it. When asked to name three characteristics they valued from their leaders, team members chose:

- Telling the truth
- Knowing the business
- Anticipating change

We also discovered that effective leaders:

- Stand by their team
- Cultivate relationships
- Acknowledge jobs well done
- Think and talk in terms of “we”
- Kill the grapevine
- Go slow to go fast (take the time to make sure people understand the “why” before you move ahead)
- Use humor on a daily basis
- Fix problems as they occur and don’t let them accumulate
- Stick to things that work
- Are more visible and available
Being president of a university is no way for an adult to make a living. Which is why so few adults actually attempt to do it. It is to hold a mid-nineteenth-century ecclesiastical position on top of a late-twentieth-century corporation. But there are those lucid moments, those crystalline experiences, those Joycean epiphanies, that reveal the numinous beyond and lay bare the essence of it all. I have had those moments. They were all moments of profound and brilliant failure—but string those glistening moments of defeat into a strand and you have the pearls of an administrative career.

In the six months between being named president of Yale University in December of 1977 and taking office in July of 1978, I had ample opportunity to receive advice. I listened to many people. I learned about the corporate world. I learned that because the corporate world is interested only in quarterly results, it talks a great deal about long-range planning. It was clear to me that Yale needed
It was late for you in any case. The Wall Street Journal, in the Financial Review, had that nobody knew bothered with FDIC mergers. There is a clear reason that a few years earlier, that the regulations had been changed in the Salon section, and there was a chill in the spring edition, which was published. The salon edition on a picture of the museum.

The article was quite something.

This policy objective.

I trust all of us will do whatever possible to achieve.

A meeting of university policy, well, is abolished and part-

In order to equal what million called the sum of our

To the members of the university community:

This memo to all present and interested university. It read,

I trust all of us will do whatever possible to achieve.

A meeting of university policy, well, is abolished and part-

In order to equal what million called the sum of our

To the members of the university community:

This memo to all present and interested university. It read,

I trust all of us will do whatever possible to achieve.

A meeting of university policy, well, is abolished and part-

In order to equal what million called the sum of our

To the members of the university community:

This memo to all present and interested university. It read,

I trust all of us will do whatever possible to achieve.

A meeting of university policy, well, is abolished and part-

In order to equal what million called the sum of our

To the members of the university community:

This memo to all present and interested university. It read,

I trust all of us will do whatever possible to achieve.

A meeting of university policy, well, is abolished and part-

In order to equal what million called the sum of our

To the members of the university community:

This memo to all present and interested university. It read,

I trust all of us will do whatever possible to achieve.

A meeting of university policy, well, is abolished and part-

In order to equal what million called the sum of our

To the members of the university community:

This memo to all present and interested university. It read,

I trust all of us will do whatever possible to achieve.

A meeting of university policy, well, is abolished and part-

In order to equal what million called the sum of our

To the members of the university community:

This memo to all present and interested university. It read,

I trust all of us will do whatever possible to achieve.

A meeting of university policy, well, is abolished and part-

In order to equal what million called the sum of our

To the members of the university community:

This memo to all present and interested university. It read,

I trust all of us will do whatever possible to achieve.

A meeting of university policy, well, is abolished and part-

In order to equal what million called the sum of our

To the members of the university community:

This memo to all present and interested university. It read,

I trust all of us will do whatever possible to achieve.

A meeting of university policy, well, is abolished and part-

In order to equal what million called the sum of our

To the members of the university community:

This memo to all present and interested university. It read,

I trust all of us will do whatever possible to achieve.

A meeting of university policy, well, is abolished and part-

In order to equal what million called the sum of our

To the members of the university community:

This memo to all present and interested university. It read,

I trust all of us will do whatever possible to achieve.

A meeting of university policy, well, is abolished and part-

In order to equal what million called the sum of our

To the members of the university community:
wrote a pithy editorial pointing out that fat, liberal, effete, Marxist-oriented Eastern universities, and Stanford, too, were all in a plot to undermine the Republic, free enterprise, and greenmail as we know it today. "What we need," said the Journal, "is not more talk about evil, but some decent courses in risk arbitrage." George Will wrote a column citing Montesquieu, Thomas Aquinas, Locke, and Ernie Banks; William Buckley said Milton is "all very well, but it is typical of president Giamatti and his ilk to cite a secular authority on evil as if, of course, those who have passed any time down in the agora or out on the Rialto needed an authority to know the palpability of evil in all its camaraderie and liberal camouflages." In the New Yorker's Talk of the Town, there was a long account about the birthday party given in a secret, nuclear-free place for Daniel Berrigan by David Dellinger; the correspondent noted in passing the nonexistence of evil in New Haven, but added that all at the party agreed that when they awoke that morning on Central Park West, there was certainly evil still rampant everywhere they could see, and their doormen had confirmed it when asked.

As you know, a university president has responsibility not only for the internal workings of the institution but also for external representation and relations as well. Of all the moments I remember—speaking to alumni, visiting foundations and corporations, mayors and governors and private individuals; going to high schools and boardrooms and newspapers and dinners and receptions—the moment I remember best is the morning I saw Congressman Phlange, from the third district of a state we will call Grace.

The Congressman's office is a series of dark paneled warrens, each leading to the other. As I enter, I see two reception desks piled high with brochures for bus tours of Arlington. On the wall is a framed poster of the last major Arts Festival held in the district—one August 17, 1937. There are two chairs, a table with copies of the Machinists International Newsletter and Collier's, and a telephone that cannot call anything. There is no ashtray.

The first receptionist is reading her high school yearbook and drinking a Diet Sprite, so I approach the other receptionist, who is less busy.

"Mr. Giamatti to see the Congressman, please," I say. She is wearing a button that says I am a Phlangel. She looks up and says, "He's either in the District or on the floor. They're not sure."

I sit in the corner by the phone. Suddenly the inner door opens and a middle-aged person with eyeglasses hung on a green cord around her neck and carrying an appointment book, a clipboard, a stack of letters, a cup of coffee, and a Snoopy lunch box comes up to me, says, "He'll see you now, please follow me," and takes me out the door, down the hall to the right, and through the first door we come to. We go past a word processor on an empty desk, down a short corridor filled with overflowing wastebaskets, then a sharp right, past a young man methodically shredding what looks like mail, and into the Congressman's office.

The Congressman is reading behind a huge desk, surrounded by plaques, awards, trophies, pictures, laminated scrolls, and autographed footballs. There are four easy chairs, a chocolate-colored wastebasket, an American flag, and a mother-of-pearl paperweight the size of a softball with Republic of China in blue letters across the base.

"Doctor, how are you. It's a pleasure. Please sit down.
Introduction

A huge deal is unfolding today. Weak dollar. Corporation. The community where I live today. Look what we’ve gone—

Hey a wonderful sport. Education is a wonderful thing. Hey do a wonderful job. Education is a wonderful thing.

An honor. Thank you. What have a college in the district?

The Congressmen were..."Doctor, let me tell you it is

to get this country moving again.

Congress and the Health Maintenance Act. We want

Congress and the HEW and MEFA. Get it of the Congress.

Health Maintenance. We would...need to urban environment, can we technology.

We would be the brighter of land and space and find the

An honor. Thank you. We have a college in the district?

An honor. Thank you. We have a college in the district?

To get this country moving again.

Doctor, let me tell you it is.
said they did not trust each other enough to delegate any of their number. I said it was up to them. They canceled. Some clergy in town petitioned on their behalf. We agreed to meet. When they finally arrived, there were only seven of them. I asked what I could do. A long silence. "What is the issue?" I was baffled. Finally, the spokesperson said, "We are sorry to come to you like this, but we are very deeply concerned that no one in the administration is paying any attention to the most pressing problem of our time. The problem of evil and the restoration of Paradise." "But," I said, "we tried to solve that. I sent a memo on that years ago." "We weren't here years ago," said the spokesperson. "We are here now. What can we do to make it better?" We talked long into the night.

In some ways, this conversation and my parodies of all the others are variations upon that serious and splendid conversation that is any great college or university, anywhere in the country. The university today is very different from the one twenty-five years ago, or fifty or one hundred or two hundred and fifty years ago, and yet it is not different. It is still a constant conversation between young and old, between students, among faculty; between faculty and students; a conversation between past and present, a conversation the culture has with itself, on behalf of the country. The university lives through all its voices—and the conversation does not stop there, nor does our conversation with what we took away stop.

Perhaps it is the sound of all those voices, over centuries overlapping, giving and taking, that is finally the music of civilization, the sound of human beings shaping and sharing, mooring ideals to reality, making the world, for all its pain, work. The university is the place where the seeds of speech first grow and where most of us first began to find a voice. It is neither a paradise nor the worst spot we have ever been in; it is a good place that continues to want to make her children better.

Its essence is that give-and-take, that civil conversation in its innumerable forms. When that conversation, the to-and-fro of ideas, is stymied or foreclosed or frozen, when the questing for truth is told that it must cease because there is only one Truth and it is Complete, then the institution in its essence is chilled and its life threatened. Of all the threats to the institution, the most dangerous come from within. Not the least among them is the smugness that believes the institution's value is so self-evident that it no longer needs explication, its mission so manifest that it no longer requires definition and articulation.

Without constant attempts to redefine and reassert publicly their nature and purpose, universities become frozen in internal mythology, in a complacency self-perpetuation. Universities are profoundly conservative institutions, meant to transmit the past, built to remember (despite a tendency within themselves to amnesia). When they are not challenged within themselves to justify themselves, to themselves as well as to the society they serve; when they are not held accountable by themselves and are not constantly urged to examine their presuppositions, their processes and acts, they stiffen up and lose their evolving complementarity to other American institutions.

I believe, for reasons set forth in this volume, that since the end of World War II and the Korean War, America's colleges and universities have failed in these terms. They have failed to reexamine their norms, natures, and roles
The other result of a reformation of science concerning

higher education shows itself.

A parent, who wishes to know, for instance, why a

pedagogical commonplace: no one to assert how higher

education in the atmosphere! no one to assert how higher

pedagogical commonplace! no one to assert how higher

education in the atmosphere, is a book, a best-seller. There is no in-

the education of the child is not a matter of what to achieve; small wonder

counter, e.g., a printed page printed, which is a printed page printed,

counter, e.g., a printed page printed, which is a printed page printed,

counter, e.g., a printed page printed, which is a printed page printed,

counter, e.g., a printed page printed, which is a printed page printed,

counter, e.g., a printed page printed, which is a printed page printed,
Introduction

retirement are different from what they were before 1950. And we know there is even a portion of the population that does not believe in the traditional institution, and its authority, at all; for these people, all traditional institutions are sexist plots or capitalist instruments designed to deny Rights and Freedoms. Such people are found (among other places) in the student bodies and faculties of many colleges and universities. While their essentially redistributionist and leveling impulses, vaguely compounded of New Left, Old Left, and narcissistic postures, hardly represent more than a fraction of any campus, hardly more than a special flavor to various Special Interests, they do—paradoxically—impede the process of institutional redefinition by baying so stridently for radical change that they spark counterreformations that invariably go back to the recoverable past for their counterproposals.

The net effect since the Second World War is that institutions of higher education have lost vital connections to their surrounding institutions. Universities and colleges have tended to lurch into new structures and programs, with no thought of consequences, and then spasmodically to reinstitute what had been jettisoned in a new, watered-down form. Educational institutions are out of phase with themselves as well, because there are few voices reminding them of how many times they have been through this cycle and, more important, redefining and remembering for each generation the enduring principles and purposes of the place. Only by those affirmations can the change that is essential to the institution within occur; and only by such change within does the university remain in phase, in a complementary relationship, with the changing institutions around it.

Ruminations on University Presidency

When the university lurches spasmodically rather than changes in a patient, inefficient, but purposeful way, a larger society that hears nothing about the principles and purposes of higher education from clear voices within higher education also sees the whole class of institutions as floundering, as growing more expensive when costs supposedly are going down; as abdicating the role of in loco parentis just when the family is under increasing stress; as asking more and more of government (while wishing to be independent) just when government, at the federal level in particular, is arguing for a New Federalism and a less intrusive (and supportive) federal role; as seemingly indifferent to drugs or drinking just when the public grows in awareness of the evils of substance abuse.

A clear instance: the central cry, heard on all sides, is, Why don’t our colleges teach “moral values”? The cry is cried out constantly, and not only from outside the Academy. And here we come full circle. Without anyone clearly and forthrightly telling students and their parents (and everyone else) that a college or university teaches “moral values” by its acts as an institution, by its institutional behavior, and not by causing some dogma or doctrine to be propounded exclusively in its classrooms, there is no education of the public, or the academic world, regarding the nature of the modern, nonsectarian American college or university. Silence does not make the point that families are where moral values (or immoral values) are first and longest implanted; that churches or synagogues or other houses of worship are where moral values are supposed to be taught; and that the classroom, or the academic part of the university, is where values of all kinds are meant to collide, to contest, to be tested, debated, disagreed
meant to relationships to other institutions in the society.

and universes understate their necessity and complexity.

ion convince any number of the public at large that colleges
who never knew. Nor will anyone from higher education
will never find those who have forgotten or ignored

silence about the nature and purpose of higher education

some.

however it acts, people—within and without—draw less

is a model for ethical or moral behavior or it is not, but

leads. The place teaches by example. In this fashion, it

thousands different forms, how the college or university

self as-views other social institutions—are every day, in a

is money, admits students, promotes faculty, compforms

the university or college treats the people within it, whereas

since does not assert that institutional behavior—how

about—peacefully, openly, civilly (as opposed to coercively).

Introduction