

My leadership philosophy in academia is effective *faculty governance*, where ideally every faculty participate in the process and share responsibility. According to the white paper [1], there are five ingredients of shared governance:

- **Trust:** clearly defined expectations for governance; practices that consistently meet community expectations; continuous commitment to transparency;
- **Shared sense of purpose:** shared vision for the future of the institution; practices that foster relationships across groups;
- **Understanding the issue at hand:** demonstrated respect for diverse perspectives; practices that invite broad participation;
- **Adaptability:** developmental approaches to leadership and governance; allowances for flexibility;
- **Productivity:** governance practices focused on results; joint responsibility through equity and reward.

In hindsight, during my long tenure as the chair and elected member of the CSE departmental substantiation and promotion committee, these elements consist of my working principles in handling every faculty tenure and promotion case. In particular, trust must be earned over time which cannot be taken for granted, and it can be easily broken. If I don't trust the upper administration, I don't see how it can really work. I have seen examples that this is the #1 reason for good people leaving the institution, leaving those with self interest behind (who usually can't leave) to further decay the system, deepen institutional crises, thus producing a divide to make faculty governance difficult, making more good people leave in such a vicious cycle. We are all adults, and expect to be respected and treated like adults and be given information, rather than being treated like children and have reasons withheld. Faculty in good will in shared governance deliberate issues in good faith to empower each other to make cogent decisions. When good faith no longer exists, is betrayed, capable people will hold back and do their own things (aka teaching and research), while incompetent ones will do a lot of "services" to advance themselves, reaching a tipping point that good ones can no longer tolerate.

Faculty governance is easier said than done. Everybody expects to have a say in shared governance, while the reality is that everybody has different needs and priorities. Thus, the recommendation in [1] includes the following which I have been following throughout the years:

- **Step back:** get reacquainted with the diverse constituencies on the campus; start a conversation about the effectiveness of the status quo;
- **Build consensus:** cultivate a shared vision for the future of your institution; Clarify expectations for governance;
- **Lead by example:** model transparency by communicating openly; model accountability for your role in governance; demonstrate respect for and openness to diverse perspectives;
- **Build capacity:** build human capital by investing in professional development; enrich the network of relationships on the campus; facilitate an inclusive dialog about governance issues;
- **Focus on results:** map out an agenda for governance; negotiate a flexible approach to unusual decision making situations; celebrate the achievements of governance and share credit.

## References

- [1] OTT, M. W. AND MATHEWS, K. R. 2005. Effective Academic Governance: Five Ingredients for CAOs and Faculty. *Cambridge, MA: The Collaborative on Academic Careers in Higher Education.*