President’s Leadership Development Initiative

Leadership Development Discussions
2011-2012 Calendar

Loyola Marymount University Los Angeles
Message from the President

“Universities, like all complex organizations, require effective leadership to realize their educational objectives. At LMU, we are committed to developing and enhancing the skills of those who currently serve in leadership roles or who have an interest in serving in such a capacity. Therefore, Abbie Robinson-Armstrong has, with my full support, launched the President’s Leadership Development Initiative.

Thank you for your willingness to participate in this program, for your commitment to LMU, and for your obvious dedication to improving ways to serve our University. I look forward to working with you in the future.

With Gratitude,

David W. Burcham
President

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In our increasingly global economy, contracting is becoming even more competitive. This discussion introduces higher education administrators to the complexities of contract negotiations, with a compelling discussion on the skills and tools that are needed to become a knowledgeable negotiator. Learn how to clinch the sale by acquiring and negotiating to benefit the organization. Gain competitive edge by understanding solicitation and negotiation strategies. The objectives for this discussion include to:

1. Develop the skills to become a talented contract negotiator;
2. Build a strong business relationship with other parties, utilize best practices and effective strategies, tactics, and counter tactics to achieve success in contract negotiations;
3. Develop a common negotiation language to strengthen communication during the negotiation process.

**Presenter:** Raymond A. Dennis earned a BS in Accounting from California State University, Dominguez Hills (CSUDH), an MBA from Pepperdine University, and an MA in Theology from LMU. He served 11 Years at UCLA as Senior Accountant and Cash Manager and 16 Years at LMU as the Director Student Financial Services and University Bursar. Currently he serves as the Associate VP of Auxiliary Management and Business Services at LMU. Dennis is responsible for Campus Dining, Bookstore, Distribution, OneCard, Faculty Housing Real Estate, and Business Contract Administration. He has also been a licensed and ordained Minister for 10 years.
This discussion focuses on mentoring underrepresented pre-tenured faculty to help them successfully negotiate the many competing challenges they encounter on a path towards advancement to tenure and promotion. The discussion uses case studies about faculty of color, women faculty, and LBGT faculty to demonstrate that successful mentoring strategies cannot rely on a “one size fits all” approach, as their experiences are diverse and expectations of them may vary by setting and assumptions about their underrepresented group. Strategies for successful mentoring focuses on finding the right balance (not amongst teaching, scholarship, and service but for a “whole person” with a life beyond the university) for the underrepresented faculty member, finding right ways to say “no” that are appreciated rather than garnering resentment, how to keep faculty colleagues and administrators aware of needs and achievements, and effective time management to prioritize outcomes that will help advancement to tenure and promotion.

Presenters: Ronald Barrett’s administrative experience includes serving as Acting Chair of African American Studies from 2004-2008, and Acting Chair of Psychology from 2009-2010. He is a member of the Intercultural Advisory Committee and serves as the founder and co-facilitator of a mentoring group for pre-tenure male faculty of color. He has served as co-chair of the Intercultural Faculty Committee reporting to the Chief Academic Officer. He has served as co-chair of the LMU Black Faculty and Staff Network since 2009.

Lawrence Wenner directs the Forum on Media Ethics and Social Responsibility and teaches media ethics in Philosophy and narrative ethics in the University Honors Program. His earlier notable appointments include serving as the William Evans Fellow at the University of Otago, the Diederich Distinguished Visiting Scholar at Marquette University, the Louise Davies Professor of Contemporary Values in America at the University of San Francisco, and as a University Fellow at the University of Iowa. He has served as Professor of Communication and Media Studies, Executive Director of the Graduate Program in Sports and Fitness Management, and Associate Dean for Academic Affairs in the College of Arts and Sciences at the University of San Francisco. Dr. Wenner’s research includes seven books and nearly 100 journal articles and book chapters.

Monica Cabrera was born and raised in Lima, Perú. She received her MA in Linguistics in 2001, and her PhD in Linguistics with a specialization in Hispanic Linguistics from the University of Southern California in 2005. From 1990 to 1999, she taught and held different administrative positions at Pontificia Universidad Católica del Perú. In 2005, she joined LMU as an Assistant Professor at the Department of Modern Languages and Literatures, where she teaches Linguistics and Spanish. Her research areas include Second Language Acquisition, Bilingualism, Syntax, and Phonology. She conducts studies involving speakers and second language learners of Spanish, English, and Chinese at different levels of proficiency.
This discussion introduces participants to the concept of “Systems Thinking” as it can apply to leaders in different work situations (e.g., Higher Education with faculty, students, and other departments). Academic and other leaders often find themselves spending an enormous amount of time dealing with crisis or chronic problems that may feel unrelated to identified goals of a system. Paradoxically, these problems often interfere with moving forward toward a shared vision and goal. Systems thinking principles and concepts will be presented to help leaders achieve higher leverage in order to be more effective and more efficient. General concepts will be presented and will then be applied in a practice session. Participants will be able to:

1. Differentiate between linear and systems thinking
2. Articulate the reason why organizations often reinforce linear vs. systems thinking.
3. Identify individual mental models and how they influence the frame of systems analysis on one’s work environment.
4. Recognize and identify major tenants of systems thinking.
5. Apply systems thinking concepts to work situation, identifying areas of higher leverage.

**Presenter:** Janet Wessel Krejci has served as Dean of the Mennonite College of Nursing at Illinois State University since August 2009. She received the following Nursing degrees at the University of Wisconsin-Milwaukee: BSN (1976), MSN (1981) and PhD (1992). She has numerous publications and funded research grants in the areas of leadership, recruitment and retention, work climate, workforce diversity, and change in both acute care and long term care. She has consulted and presented workshops, courses, and keynote addresses on Systems Thinking, Leadership, Change, Conflict, and Nursing Excellence to help leaders be more effective, efficient, and satisfied in their roles. Besides her academic roles, Dr. Krejci has worked as a clinical nurse specialist and leadership consultant in both acute care and long term care. She served as Associate Dean and Coordinator of Graduate leadership programs at Marquette University in Milwaukee, WI until she accepted the American Council on Education Leadership Fellowship in 2007, where she spent the academic year hosted by Arizona State University. Dr. Krejci also serves on the faculty for the Amy V. Cockcroft Leadership Fellowship at the Center for Nursing Leadership at the University of South Carolina, Columbia. In addition to the ACE leadership fellowship, she was selected as a Robert Wood Johnson Nurse Executive Fellow for the 2008-2011 cohort.

Locally, Dr. Krejci serves on the Advocate BroMenn Planning Committee, the CIRCLE Advisory Board, and participates in the Multicultural Leadership Program. She frequently participates in area panels on nursing issues and speaks to various civic groups.
This presentation provides a comprehensive picture of legal issues in higher education, including adequate application of institutional policies, transparent governance, lawful decision making, and early identification of potential problems. Legal difficulties in academia may arise due to lawsuits against educational institutions based on biased faculty evaluations, tenure dismissals, unethical relationships, unlawful discrimination, and termination decisions. In this interactive session, participants will develop an understanding of the legal challenges that may surface as they perform their duties.

**Presenter:** Ann H. Franke, Esq., is an expert in higher education law and risk management. A sought-after speaker and author, she is a fellow of the National Association of College and University Attorneys. Ms. Franke served on the staff of the American Association of University Professors (1982-1997), where she received tenure and was Vice President for National Issues at United Educators (1997-2005). She is now an independent consultant, working with institutions across the country. She spoke most recently at LMU in 2010 and we are excited about her return visit. Ms. Franke received her B.A. (magna cum laude), M.A. (Linguistics), and J.D. degrees from the University of Pennsylvania and an LL.M. from Georgetown University.
Thurs., January 19, 2012
7:00 – 9:00pm
Von der Ahe Family
Suite, Hannon Library

RSHM: Symposium—Transcending Boundaries: Working Toward a Globalization of Solidarity and Hope...
So that all may have Life

Sr. Veronica will address Fr. Nicolas’ challenge to Jesuit and Jesuit Co-Sponsored institutions of higher education to shape “the future for a Humane, Just, Sustainable Globe.” She will approach this topic from the perspective of the Marymount Tradition, the RSHM charism and RSHM commitment to help create an alternative to the culture of domination and violence. Sr. Veronica will explore those aspects of faith, justice and knowledge that invite (or call) learning communities to use their imagination, creativity and critical thinking skills to become persons of solidarity and leaders in transforming society. Following the keynote address, the respondents will consider Sr. Veronica’s talk. Then, the floor will be opened to questions from the attendees.

Presenter: Sr. Veronica Brand, RSHM was raised in Zimbabwe. After graduating from Marymount, in what was then Umtali, Rhodesia, she entered the Religious of the Sacred Heart of Mary. Veronica has held key leadership positions within the Institute of the Religious of the Sacred Heart of Mary. She served on the General Leadership Team and as General Treasurer. She was also the Institute’s Inter Africa Coordinator. Sr. Veronica is fluent in English and Portuguese and also manages to communicate quite well in French, Italian and Shona.

Sr. Veronica has a BA in Physics from Marymount College, Tarrytown, NY, an MA in Sociology from Fordham University, NY, and a Post Graduate Certificate in Justice and Peace from the Maryknoll School of Theology. She worked closely with several Jesuit institutions including Silveira House, Zimbabwe, and the Jesuit Center for Theological Reflection in Lusaka, Zambia in pursuing matters of Justice for Africa.

Sr. Veronica has led research projects related to Informal Sector Women Traders under the Structural Adjustment Programmes in Zimbabwe, was responsible for a feasibility study called for by the Regional Catholic Bishops Conference of Southern Africa with regard to the need for a Theological Institute and served as a Resource Person for Participatory Evaluation conducted at the national level for CARITAS Zimbabwe. An educator, Sr. Veronica was a Senior Lecturer, Research Director and Administrator for the Jesuit run School of Social Work, affiliated with the University of Zimbabwe.

Sr. Veronica has served several national and international boards including the Catholic United Investment Trust and Africa Europe Faith and Justice Network. She is a sought after presenter, facilitator and translator. She has also authored and co-authored articles on Third World Debt, Social Change and Economic Reform in Africa and addressed concerns related to women, poverty and Human Trafficking.

Respondents:
Fr. Bagus Laksana SJ., LMU Visiting Scholar and Postdoctoral Fellow
Pam Rector, Director and Founder of the LMU Center for Service and Action
Mary Therese Sweeney, C.S.J., Director of Mental Health, St. Joseph Health System
In Partnership with the Bellarmine Forum
http://bellarmine.lmu.edu/thebellarmineforum.htm

Fri., January 20, 2012
12:00 – 5:30pm
Collins Center

RSHM: Symposium—Patnership:
Perspective and Possibilities Continuing
the Conversation-Building Networks and
Developing Partnerships

The events of this day are circles of conversation within the University Community organized around building networks and developing partnerships that keep alive the traditions/charisms of LMU while focusing on the future of Catholic Higher Education. Participants will Integrate faith and justice into the discourse with a view to breaking open the discussion in areas that include: intercultural, interreligious, interdisciplinary and international possibilities.

In Partnership with the Committee on the Comprehensive Evaluation of Teaching
http://bellarmine.lmu.edu/thebellarmineforum.htm

Tues., January 31, 2012
12:00 – 1:30pm
Von der Ahe Family Suite,
Hannon Library

The Use and Abuse of Student Ratings of Professors

Peter Seldin

Virtually every college and university uses student rating of professors to evaluate teaching performance. Some institutions use it effectively. Others do not. This interactive workshop will examine important new lessons learned about what to do and what NOT to do in obtaining and using student feedback: key strategies, tough decisions, and latest research results. The program will be highly interactive and will include short presentations, small-and-large group discussions, and an innovative research-based exercise.

Presenter: Peter Seldin, formerly a dean, department chair, and professor of management, Seldin is a specialist in the evaluation and development of faculty and administrative performance, and has been a consultant on higher education issues to more than 350 colleges and universities throughout the United States and in 45 countries around the world. A well-known speaker at national and international conferences, Seldin has presented more than 100 invited addresses, and has been a faculty leader at 50 American Council on Education national programs for division and department chairs and deans specifically designed to enhance department leadership. His recent and well-received books include, among others: *The Academic Portfolio: A Practical Guide to Documenting Teaching, Research, and Service* (2009, with J. Elizabeth Miller); *Evaluating Faculty Performance* (2006, with associates); *The Teaching Portfolio* (3rd Ed.) (2004); *The Administrative Portfolio* (2002, with Mary Higgerson); *Changing Practices in Evaluating Teaching* (1999); *The Teaching Portfolio* (2nd Ed.) (1997); and *Improving College Teaching* (1995, with associates). Seldin has contributed numerous articles on the teaching profession, student ratings, teaching improvement, educational practice, and academic culture to such publications as *The New York Times, The Chronicle of Higher Education,* and *Change Magazine.*
In a world that seems to be ever changing, managing change emerges as a critically important issue. At the same time, there are many desired changes that don't seem to occur. This session will address the following questions: How might one make sense of these apparent contradictions? What is the role of faculty and faculty leadership? How does one make change meaningful? How does one negotiate often competing and sometimes contradictory initiatives? How can one implement strategic imperatives even when not everyone sees their value?

**Presenter:** Prior to assuming her current faculty position at Claremont Graduate University (CGU) in 1987, Smith served as a college administrator for 21 years in planning and evaluation, institutional research and student affairs. Her current research, teaching, and publications have been in the areas of organizational implications of diversity, assessment and evaluation, leadership and change, governance, diversity in STEM fields, and faculty diversity. In addition to numerous articles and papers, she has authored or co-authored the following publications: *Diversity’s Promise for Higher Education: Making it Work; The Challenge of Diversity: Alienation or Involvement in the Academy; Achieving Faculty Diversity: Debunking The Myths; Interrupting The Usual: Successful Strategies for Hiring Diverse Faculty; Organizational Learning: A Tool for Diversity and Institutional Effectiveness; Strategic Evaluation: An Imperative for the Future of Campus Diversity; Diversity Works: The Emerging Picture of How Students Benefit; Strategic Governance: Making Big Decisions Better; Taking Women Seriously: Lessons and Legacies for Educating the Majority; Studying Diversity in Higher Education: Lessons from the Field; and Diversity in Higher Education: A Work in Progress.*
Campus Climate is defined as behaviors within a college or university environment, ranging from subtle to cumulative to dramatic, that influence whether a faculty, staff and students feel personally safe, listened to, valued, and treated fairly and with respect. A college or university’s climate is reflected in its structures, policies, and practices; the demographics of its membership; the attitudes and values of its members and leaders; and the quality of personal interactions. During this discussion, participants will use the climate data to develop a plan to improve the climate in their individual units.

**Presenter:** Abbie Robinson-Armstrong is Vice-President for Intercultural Affairs at Loyola Marymount University. She holds a Ph.D. in higher education from the University of Toledo, a M.Sc. from Indiana University, Bloomington, and a B.Sc. from the University of Indianapolis.
Loyola Marymount University acknowledges that all of its activities carry an element of risk. As an entrepreneurial university we consider risk to be synonymous with opportunity. But risk must not be allowed to impede our progress or impair our mission. Consequently, the university is committed to building increased awareness and a shared responsibility for risk management at all levels. To accomplish this, we have created an Enterprise Risk Management program, which imparts the principles of risk management into all of our strategic and operational decisions, with an eye toward managing uncertainty, leveraging opportunities, and maximizing the university’s available resources.

**Presenter:** Doug Moore has spent 30 years in higher education. Twenty-eight of those years were at the University of Southern California, where he ended his career as Executive Director of Risk Management. Since February 1998 he has been Associate Vice President and University Risk Manager here at LMU. At LMU, Moore is responsible for the implementation of an Enterprise Risk Management Program. Enterprise Risk Management (ERM) is the management of risk by all employees of the University, at every level, and for every task we perform. ERM wants our employees to recognize risk in their daily routines, and to take responsibility for mitigating them. It is a horizontal and vertical look at the hazards facing the University. There are five categories of risk: strategic, financial, legal, operational and reputational. Each of us has a part to play in managing these risks, and a solid ERM program empowers us and makes us accountable for the risks that we face here at the University.
Leadership and Team Work in Colleges and Universities

Walter H. Gmelch

This discussion on teamwork will address the “call to leadership” and assist department chairs in defining leadership and examining the trade-offs and pay-offs. The presenter will engage participants through the use of simulations, discussion, and exercises. At the end of the discussion, participants will be able to develop strong teams through seven key skills:

1. shared leadership
2. open participation
3. department goals
4. constructive conflict
5. consensual decision making
6. supportive climate
7. staff development

Presenter: Walter H. Gmelch is the Dean of the School of Education at the University of San Francisco. Formerly he served as Dean of the College of Education at Iowa State University, and Interim Dean of the College of Education, Professor, and Chair of the Educational Leadership and Counseling Psychology Department at Washington State University. Currently, Walt Gmelch also serves as Director of the National Center for Academic Leadership.

Gmelch earned a Ph.D. in the Educational Executive Program from the University of California (Santa Barbara), a Masters in Business Administration from the University of California (Berkeley), and a Bachelor’s degree from Stanford University.

As an educator, management consultant, university administrator, and former business executive, Gmelch has conducted research and written extensively on the topics of leadership, team development, conflict, and stress and time management. He has published numerous articles, books, and scholarly papers in national and international journals. Gmelch is author of three books on team leadership with Val Miskin (Chairing an Academic Department, 2004, Leadership Skills for Department Chairs, 1993, and Productivity Teams: Beyond Quality Circles) and two on management and stress (Coping with Faculty Stress and Beyond Stress to Effective Management). With Irene W.D. Hecht and Mary Lou Higgerson, he participated in writing The Department Chair as Academic Leader, 1999. Recently, he has co-authored three additional books on the deanship: College Deans: Leading from Within (2002), The Deans Balancing Act (2002), and The Changing Nature of the Deanship (2001).

Today, Gmelch is one of the leading researchers in the study of academic leaders in higher education, serving as an editor of two journals and on the editorial board of a half dozen other journals, including the Department Chair, Innovative Higher Education, Academic Leadership, and the Center for Academic Leadership Newsletter. During the 1990s, he directed two national studies of 1,600 university department chairs in the United States, one study of 1,580 Australian department heads, another investigation of 1,000 community college chairs, and recently has completed an international study of 2,000 academic deans in Australia and America.
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<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>Thurs., March 29, 2012</td>
<td>The first two presentations of student projects from the LMU Voices of Justice Project, begun in Fall 2011. Presentations are the result of research about and interviews with representatives from organizations dealing with human trafficking, women's shelters, Homeboys Industries and other programs for at risk youth. Presentations will take varied forms, ranging from traditional research/poster presentations to art displays/instillations, film/theatre dramatized narratives, music/dance performances.</td>
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<tr>
<td>Sat., March 31, 2012</td>
<td>Multiple Presenters</td>
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Location: Multiple