

Moving from a *performative* to *service-oriented* higher education leadership culture

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Executive Summary

This report summarizes focus group findings conducted as part of the University of Oregon (UO) *Leadership Culture Study: Exploring Perceptions of Leadership Academy Participants & Organizational Leaders*. Results are based on 13 focus groups conducted during the Spring 2022 term. Focus groups explored UO Leadership Academy (UOLA) and academic leaders' perceptions of their experiences to understand areas of improvement around leadership development. Participants were recruited via email through the Office of the Provost (OtP) and 45 people dedicated 60 minutes of their time to share their experiences in their voices. Collectively, the following overarching themes emerged.

Table 1

Emerging Themes

Themes	Summary		Illustrative Quotes
1: Leadership as a service	<ul style="list-style-type: none"> ○ Leadership is not just about a position; it is about taking responsibility and accountability to step up and support colleagues. 	<ul style="list-style-type: none"> ○ Leadership is about service, guiding people under a collective mission, taking responsibility, building trust, making decisions, and delegating while helping others. 	<p><i>"It's about bringing out the best in people and encouraging them to be the best version of themselves."</i></p> <p><i>"Leading from any seat in the house."</i></p>
2: Equity requires strategic & collective actions	<ul style="list-style-type: none"> ○ Current DEI work is compliance-based and performative, but strategic and collective actions are needed. ○ There is a lot of great work happening by passionate people, but not systematic. 	<ul style="list-style-type: none"> ○ Equity is center of focus in some departments, but not campus wide. ○ Can we amplify their effective practices and leadership for the rest of campus? 	<p><i>"Addressing the material consequences of equity are not happening"</i></p> <p><i>"Change is hard, I don't think there are bad human beings, just blind spots, which are hard to overcome"</i></p>
3: Middle Management needs agency	<ul style="list-style-type: none"> ○ Middle managers (Department Heads) have a lot of responsibility and lack the authority to be leaders. 	<ul style="list-style-type: none"> ○ There is an opportunity to provide clearer expectations, standard operating procedures, informational feedback, reevaluating term limits. 	<p><i>"Switching of gears without a clutch"</i></p> <p><i>"No indication for knowing if I am successful in this role"</i></p>

Table 1 Continued

Emerging Themes

Themes	Summary		Illustrative Quotes
4: Leadership Academy lessons should be institutional model	<ul style="list-style-type: none"> The selection to be a part of the UOLA community was an investment in participants and provided external validation from UO community of their worth. 	<ul style="list-style-type: none"> Self-assessments, “crucial conversations,” reflection activities, and relationships with peers were impactful. In building self-agency. 	<p><i>“Being uncomfortable allows us to understand one another in a safe space”</i></p> <p><i>“UOLA was an investment in me and nice to see the reciprocity from the institution”</i></p>
5: Institutional leadership lacking inspiration and influence	<ul style="list-style-type: none"> UO leadership culture needs a shift through providing opportunities to use good leadership practices (e.g., community, relationship-building, creating opportunities for others, uplifting others etc.). 	<ul style="list-style-type: none"> More leadership coaching is needed at higher leadership levels to help people in these positions. 	<p><i>“Any sense of community has been eroded, more antagonistic toward each other”</i></p> <p><i>“People are more selfish and bandwidth for empathy is low”</i></p>
6: Communities of care are needed	<ul style="list-style-type: none"> Leadership environment at the UO needs a culture of community. Peer-to-peer mentorship critical in sharing effective practice and ideas to help navigate challenges. 	<ul style="list-style-type: none"> The human connections to decompress from work and have fun can encourage excitement and mitigate burnout. 	<p><i>“When you charge into the unknown, nice to have people behind you”</i></p>

How do we begin to create meaningful changes from this data?

1. Share the information

It is critical to share this information widely with the campus community to inform from an improvement model to better support leaders at the UO. This level of transparency and care about how our colleagues are experiencing leadership is fundamental in supporting retention and employee engagement.

2. Build trust and community

Spending time focusing on building and maintaining relationships is the first step in connecting with one another. There are a lot of emotions and perspectives about leadership at the UO and the intensity of these was expressed clearly in the focus groups. Developing a strategy on how to prioritize relationships will allow leaders to demonstrate their genuine appreciation of their employees. The goal will be to help employees trust their leaders and then collectively solve problems together.

3. Model values of equity and humility

Concurrently with the second recommendation, modeling values of equity and humility can serve as a catalyst for action. By acknowledging and prioritizing others' lived experiences begins the journey to dismantle structural inequalities through collective actions. More intentional facilitation and mentoring is needed with organizations within the institutions (e.g., Colleges, Departments, etc.) helping people identify the real support they need for DEI to promote a more equitable system.

4. Develop strategies for improvement

Engaging stakeholders within the institution and asking them to help provide strategies for improvement above and beyond findings from this research should be a process. Using this research to triangulate with other relevant leadership and employee engagement work should be a component of sharing. This can help inspire confidence in leadership and empower its employees. The dedication and consistency by committing to creating action from this research will likely be highly valued by the campus community.

Moving from a *performative* to *service-oriented* higher education leadership culture

Background

Higher Education leadership has a long history of research, theory, and models to support leadership development and organizational performance (Bass, 1990; Hackman & Wageman, 2005; Tierney, 1998; Zaccaro et. al, 2001). A meta-analysis of leadership behaviors focused on consideration, motivation and empowerment were more likely to be associated with increased perceived organization and team effectiveness (Burke, et. al, 2006). Distributed leadership models which invest in the knowledge and skills of all its members may be more innovative than just training positional leaders (van Amejide et. al, 2009). By involving team members in the decision-making process allows for more self-agency and ownership collectively, which breeds for increased organizational effectiveness (van Amejide et. al, 2009). Various methods in supporting leadership skills can foster teamwork and should be understood from a team context (Burke et. al, 2006). Focusing on the team can be an effective model for addressing, responding, and adapting to complex challenges and promotes leadership capacity in the organization (Day et. al, 2004). Organizations that support transformational leadership styles, those most often associated with inspiring and influencing others have demonstrated a strong relationship with organizational work performance (Gemedda & Lee, 2020; Sonmez Cakir, & Adiguzel, 2020). Transformative leadership approaches centers equity with the goal of social justice not only for within the organization, but outside (Shields, 2010). In sum, leadership can impact behavior of an organization and its members, thus it is paramount that methods to invest in leadership development occur.

Leadership Development at the UO

The [Office of the Provost](#) (OtP) supports the [University of Oregon Leadership Academy](#) (UOLA) along with various programs designed with the goal of supporting inclusive and capable leadership. These original programs serve the university's broader mission by developing administrators and faculty who feel empowered to address complex challenges and work collaboratively to cultivate more equitable environments across (and beyond). By providing a supportive developmental leadership experience, the goal of the UOLA and other OtP programming is to encourage lifelong learners through ongoing leadership development as well as foster a commitment to community and service.

Methodology

This research explored UOLA and academic leaders' perceptions of their experiences to understand areas of improvement around leadership development. The first goal of the research was to explore participants' thoughts about how the UOLA can support their needs and determine what specific experiences were perceived as effective in helping foster a culture of leadership. The second goal of the research was designed to understand academic leadership's experiences and leadership skills needed within this community, specifically middle managers (Department Heads). The practical aim of the study was to identify areas of improvement and act on them insofar as UOLA curriculum, process and help inform university policies around academic leadership, etc. around improving the culture of leadership and cultivation of a more equitable environment. Table 2 has the varying levels of research and assessment questions explored as a part of this research.

Table 2*Research & Assessment Questions*

Question	Category
1. How do formalized leadership cohorts, training and development impact university staff and faculty? Culture of leadership?	Research
2. What areas of the UOLA experience can be improved and supported to positively impact the leadership culture at the UO?	Assessment
3. What types of policies and/or actions help foster a culture of leadership at the UO?	Assessment

Focus Groups

A qualitative lens was utilized to explore leadership in the context of development and training at the UO. A phenomenological design was employed to gain deeper insights into how people experience leadership. The goal was to broaden insights into how people are experiencing leadership and support the development of a new theory to improve the overall culture. This method allowed flexibility to explore the dynamic phenomena of leadership and centering humans within this system were adequately investigated (Conger, 1998). Since leadership is multifaceted and involves a team, it was critical to study leadership from a group context. The social context of understanding the broader organizational culture was necessary to understand this phenomenon (Day et. al, 2006). Stories of participants' experiences on their journey with the UOLA and as an academic leader were investigated through a focus group methodology. Having participants share in their voice was intentional with the goal to examine complex challenges and foster a community of empowerment to support a culture of leadership. This technique involved interviewing or asking participants to reflect on their experience, specifically with the UOLA and academic leadership and how it relates to their professional and personal lives. Participants were asked to share their perceptions around leadership, the culture and community of support and what the OtP can do to influence change across the institution (See Appendix A).

Participant Recruitment

Participants were recruited via the OtP Associate Vice Provost for Faculty & Leadership Development. Two separate email correspondences went to a list of UOLA alumni and another to a list of academic leaders along with various reminders (See Appendix B). Table 3 shows the total population and of those who responded and participated.

Table 3*Focus Group Engagement*

Group	Total Number	Response Rate	Percentage
Academic Leaders	67	13	19%
UOLA Alumni	*78	32	41%
Total	145	45	31%

**Note.* Adjusted by omitting employees who have left the UO and those a part of the research team

Focus Group Results

During the Spring 2022 term, a total of 13 focus groups were hosted. All were recorded, transcribed, and summarized below using Grounded Theory. Grounded Theory is a qualitative tool

utilized for the purpose of understanding people's experiences by building upon themes from the data. The analytical focus was to observe the frequency of words, themes, phrases, etc., their extensiveness, intensity, specificity, consistency, and participant perception of importance. The data was coded using text mining in RStudio and open coding to identify key words and create a story on how UOLA alumni and academic leaders experience leadership at the UO. Overall, six themes emerged as areas that our institution should continue to understand and explore.

Figure 1.

UO Leadership Culture



Theme #1: Leadership as a service

This theme emerged from all focus groups regardless of participants' positions and experiences. Participants defined 'leadership as a service' as not just about a position, but about taking responsibility and accountability to step up and support colleagues. Leadership prioritizes service, guiding people under a collective mission, building trust, making decisions, and delegating while helping others. By centering the wellbeing needs of others and helping protect them fairly and justly from upper leadership directives supports personal and professional success among the organization. This theme includes

incorporating transparency within communication, which allows service to be at the heart of the work and a guide to removing barriers within the organization. It is about risk taking and not being afraid to be innovative in the interests of people. It also encompasses inviting the right people to the table and ensuring that all voices are heard. In addition, it is about guiding people with a collective vision, letting go of self-interests with the goal to grow and develop others. It can include influencing others to do things that they may or may not be comfortable doing. It ultimately focuses on supporting and inspiring people to follow their passions. Thus, leadership should embody strategic thinking, mentorship, supporting one another or taking the "back seat" when needed. By prioritizing 'people-first,' the tasks will always follow.

Illustrative quotations from focus groups

"Leading from any seat in the house."

"It's about bringing out the best in people and encouraging them to be the best version of themselves."

Theme #2: Equity requires strategic & collective actions

This theme emerged as recognizing that the UO needs to do more strategic, systematic, and institutionally wide diversity, equity, and inclusion (DEI) culture shifting. The DEI Division offers wonderful training (e.g., trauma informed leadership) and leadership, however senior leadership needs to encourage cultural humility and work should not rely on one division. Participants feel that current DEI work is compliance-based and performative, but strategic and collective actions are needed to improve the overall culture. There is a lot of great work happening by passionate people, but it is not systematic. DEI is center of focus in some departments, but not institutionally wide. Can we amplify their effective practices and leadership for the rest of campus? Hearing first-person accounts is a

powerful method for those less versed in DEI and how can storytelling become a model for improving the culture? Some minor themes about how this work intersects with gender emerged and there appears to be a need for more implicit bias support on gender in addition to just race. Participants recognize DEI work is happening and leadership is acknowledging the right things. However, there is a need to invest more in DEI work and people through rewards, recognition, merit raises, stipends, professional development, research grants, etc. There is no centralized support for recruiting diverse faculty and offering fair compensation relative to other institutions. Inclusion work does not address past inequities with race and faculty that have been here, it focuses on new hires. How can we work to address all inequities? This could have an impact on retention of marginalized employees along with pay equity. Strategic and intentional equity practices are not a one size fits all. There is a need for structured and tailored support with coaching for varying levels of development in the DEI framework. How do we use peer-mentorship as a model for departments? Intentionality and strategy emerge from how this work impacts people.

Illustrative quotations from focus groups

“Addressing the material consequences of equity are not happening”

“Dean pulled me aside and said I was being too aggressive, combative and that I needed to prioritize being nice, that does not occur with the men in our department.”

“We need to help each other out because this work is hard”

“Change is hard, I don’t think there are bad human beings, just blind spots, which are hard to overcome”

Theme #3: Middle Management needs agency

This theme emerged mainly from academic leaders but was present in the focus groups with UOLA alumni that had faculty positions. Middle managers (Department Heads) have a lot of responsibility and lack the authority to be leaders due to the inability to make independent decisions. Department Heads have no control over budgets to support faculty with retention offers. This latter note creates stress upon middle managers to support their faculty, but not have any real control in the process of pay. Tenure and Promotion is inconsistent and needs more transparency for post-tenure review and career faculty tracks. In terms of faculty supervision, there is an opportunity to elevate faculty performance processes to the Dean’s Office or Human Resources levels to avoid placing unnecessary strain on these academic leaders who will be peers after their service as rotating Department Heads. The OtP onboarding support for new Department Heads is helpful but academic leaders would like more support balancing administrative responsibilities. Informal mentorship and OtP training can help new academic leaders navigate “technocratic” environments. However, bureaucratic processes and administrative tasks distract faculty leaders from their research. Even with course releases, research is impacted. The Department Head community and OtP provide great connections, however increased resources for DEI and self-care support are necessary. Academic leaders indicate that connections to other campus resources to build “soft skills” are appreciated. Academic leaders desire toolkits around critical topics (e.g., wellbeing, accessibility of students, etc.).

Within this theme of middle managers, a sub-theme of feedback was frequently discussed. Accepting feedback and collective engagement could use a formal structure for middle managers. Feedback is always focused on what is wrong rather than constructive. There is an opportunity to provide clearer expectations, standard operating procedures, informational feedback, performance reviews and reevaluating term limits. In addition to feedback, a lot of middle managers feel like they cannot move innovative work forward. This work often gets deflected from leadership. There is often no advance notice of what to expect in a meeting and can be blindsided by leadership. Many discussions around how Deans contradict Provost and inconsistencies in communication of strategic goals, etc. among department heads is an ongoing issue. The organizational model of the “Department Head” breeds a lack of trust. This lack of trust perpetuates a lack of agency in middle managers (e.g., department heads). Middle managers want the agency to be leaders and use leadership skills that are

effective. However, within the current model they are unable to use leadership to influence positive change. In sum, the middle manager positions are filters for administrative burden and supporting junior faculty. Interpersonal skills (e.g., diplomacy, communication, balance) are critical to surviving in the role and avoiding burnout. Feedback should be constructive, informative, and not punitive. There is an overwhelming motivation to hold leaders accountable and ensure that OtP is not a barrier to success. Meanwhile, there is a inclination for administrators to think more critically about what they are asking of Department Heads. This is an area of opportunity for the UO to explore how to effectively support academic leaders more intentionally across campus.

Illustrative quotations from focus groups

“We need to harness trust”

“Switching of gears without a clutch”

“No indication for knowing if I am successful in this role”

“OA’s in departments are a wealth of resources.”

Theme #4: Leadership Academy lessons should be institutional model

The overwhelming theme that emerged in most sessions was about the UOLA model and more specifically about how to foster leadership self-agency. Participants mentioned frequently that the selection to be a part of the UOLA community was an investment in them and provided external validation from UO community of their worth. This investment is making a difference professionally or personally for participants. Participants indicate that this model is a great training that can support self-awareness about what it means to be a leader. Self-assessments, reflection activities (e.g., “crucial conversations,” small groups, etc.), and relationships with peers were impactful. Collectively these are seen as useful in daily work to build leadership self-agency. Participants appreciate the UOLA lessons and the messaging that it is okay to give oneself grace in this journey and the confidence with having the right leadership language. This model supports participants on how to use strengths in the workplace, helping others recognize their strengths and how to work more effectively in a team. In sum, participants mention that the program builds confidence to do hard work (e.g., DEI, etc.). The value of self-agency allows its participants to embrace authenticity in the leadership process. How can this culture of self-agency for leadership be fostered in departments across the institution?

Participants mention that not all leaders look the same and should not fit into one ‘model.’ Leadership is happening organically, and we need to help realize the untapped potential in others and create an environment of encouragement. The UOLA provides rich resources and tools to navigate higher education, while providing space for deep reflection. This model provides connections and relationships with others that participants may not normally interact with in their university positions. The relationship-building supports centering the ‘human experience.’ This alone creates a culture UOLA participants to have collaborations beyond the transactional. UOLA facilitators modeled effective practices in leadership, equity, and inclusion. Participants reflect that this experience builds cultural humility. How can this model be scaled and offered across campus to support leaders? How can the institution use UOLA alum and leverage their intellectual capital to authentically support university-wide projects, collaborations, etc.?

Illustrative quotations from focus groups

“Academy challenged me to be intentional how I show up with equity work”

“UOLA was an investment in me and nice to see the reciprocity from the institution”

“UOLA model works and focuses on making us better, guiding us through challenges”

Theme #5: Institutional leadership lacking inspiration and influence

An additional theme around opportunities for institutional leadership (e.g., Deans, Senior Leadership, etc.) to motivate and empower employees emerged. Participants indicate that the UO leadership culture needs a shift through providing opportunities to use good leadership practices (e.g., community,

relationship-building, creating opportunities for others, uplifting others etc.) to improve engagement. Participants would like to see more opportunities for leadership coaching at senior leadership levels to help people in these positions. Navigating the ongoing challenges presents an opportunity to have a shared language around leadership. Feedback on leadership could be improved through 360 evaluations and a formalized structure to provide feedback upwards. Participants discussed the need for collaborative integration with authentic leaders who actively listen, delegate, and involve all voices. A culture with inclusive leadership that fosters respect, inspiration, and influence is an area to grow and adapt within. The lack of empowerment and lack of synergy hinders creativity and excitement. Participants want to feel inspired and passionate about issues. Participants want to be empowered by senior leaders. Collective and distributed leadership models that build community are in dire need to improve inspiration. Teaching and serving students are a priority, however varying different methods to do the work is where people get in the way of progress. There appears to be an opportunity as a community to support institutional leadership, which can support improving inspiration and influence in employees.

Illustrative quotations from focus groups

“Any sense of community has been eroded, more antagonistic toward each other”

“People are more selfish and bandwidth for empathy is low”

Theme #6: Communities of care are needed

The final theme that emerged centered on the wish for infrastructure to make communities of care a component of the campus culture. Participants mentioned that the leadership environment at the UO needs a culture of community. Community is critical in helping people navigate challenges. Participants mentioned that the current culture values individualism over collectivism. To create a culture of care, value needs to be placed on relationships and these should be rewarded. By fostering a community of care, participants acknowledge this provides confidence in decision-making and leadership. This essentially becomes a platform for helping brainstorm solutions within the community. There is a need to have a sounding board where empathy is present around ongoing issues. There are lots of issues socially, politically and environmentally that participants would like to discuss on how these affect the university in a safe space. Peer-to-peer mentorship is critical in sharing effective practice and ideas to help navigate challenges. Participants overwhelmingly mention that this process of prioritizing community encourages excitement, connection to resources, and is enriching. The human connections to decompress from work and have fun can connect one another and mitigate burnout. Promoting communities of care could provide a real opportunity to celebrate people “stepping up” and doing hard work in the leadership realm. The need to have a community space to assist in managing ambiguity and stressful situations is warranted. Participants indicate that this community could help address the leadership culture at the UO. Participants acknowledge that mini communities of practice have formed around tough leadership issues already and it is happening, however, they want it to be more explicit and encouraged. In sum, participants mention that community is something they would like to see more centrally supported, modeled, and valued. How can the institution cultivate this more formally and long-term?

Illustrative quotations from focus groups

“When you charge into the unknown, nice to have people behind you”

“Being uncomfortable allows us to understand one another in a safe space”

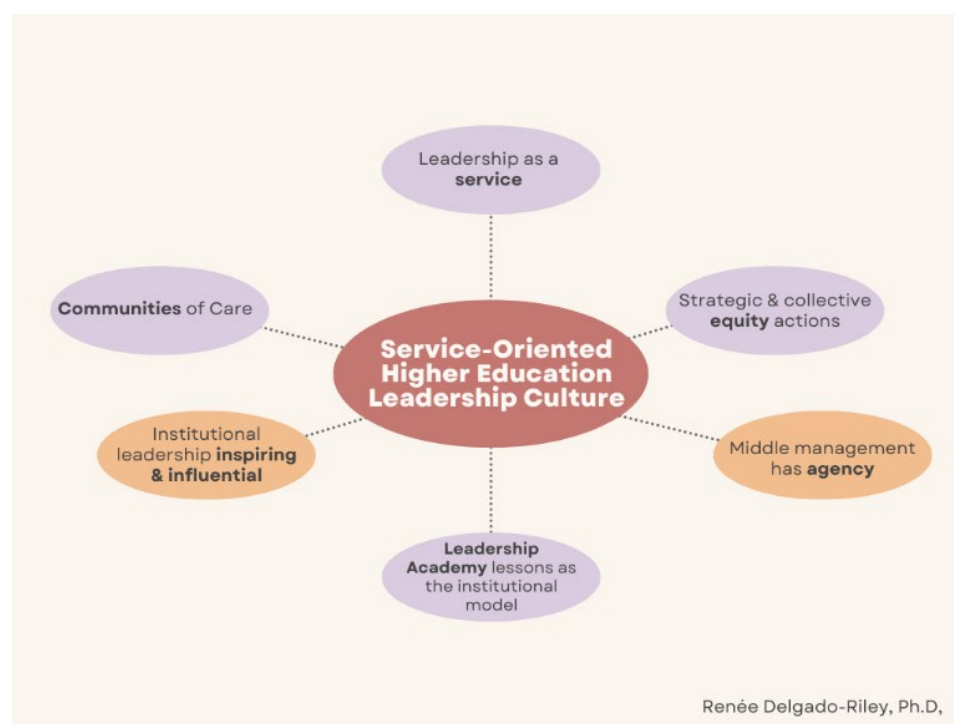
Conclusions with Recommendations

The 13 focus groups provided interesting results on the community’s needs around leadership development and the overall leadership culture at the UO. Formalized leadership cohorts, training and development positively impact staff and faculty by providing tools, space, and the community to foster

self-agency and thus change in the campus environment. The meaningful connections fostered in the UOLA along with discussions around equity and crucial conversations should remain integral to the program. In addition, the self-assessment tools (e.g., Strengths, etc.) are foundational to ensuring that UOLA participants gain insight into their leadership perspectives and styles. Department Heads need the most in terms of leadership support, wellbeing, and feedback. The culture of leadership at the UO has an opportunity to infuse more strategic and collective actions with equity, improve middle management processes, support empowerment from leadership, and embrace communities of care. In its totality, moving towards a service-oriented higher education leadership culture is an opportunity for the UO. This community approach can foster teamwork, center humans, and collectively understand and respond to complex leadership challenges (Burke et. al, 2006; Day et. al, 2004; Gameda & Lee, 2020; Sonmez Cakir, & Adiguzel, 2020). The above report only focuses on 45 people and their collective voice. Nevertheless, the depth of participants' experiences and their voice was analyzed around the topic of leadership development and improving the overall leadership culture. Applications of these results are encouraged to evaluate how these apply to your experience in higher education. Strategically inviting UOLA alumni and academic leaders was intentional with the goal of understanding how the themes transfer to other environments at the UO. Figure 2 provides a visual model based on the systematic analysis of focus group data. This model could serve as a foundation for how to use results from these focus groups and create meaningful actions and changes to support a more inclusive and service-oriented higher education leadership culture at the UO.

Figure 2.

Service-Oriented Higher Education Leadership Model



How do we begin to create meaningful changes from this data?

5. Share the information

It is critical to share this information widely with the campus community to inform from an improvement model to better support leaders at the UO. This level of transparency and care about

how our colleagues are experiencing leadership is fundamental is supporting retention and employee engagement.

6. Build trust and community

Spending time focusing on building and maintaining relationships is the first step in connecting with one another. There are a lot of emotions and perspectives about leadership at the UO and the intensity of these was expressed clearly in the focus groups. Developing a strategy on how to prioritize relationships will allow leaders to demonstrate their genuine appreciation of their employees. The goal will be to help employees trust their leaders and then collectively solve problems together.

7. Model values of equity and humility

Concurrently with the second recommendation, modeling values of equity and humility can serve as a catalyst for action. By acknowledging and prioritizing others' lived experiences begins the journey to dismantle structural inequalities through collective actions. More intentional facilitation and mentoring is needed with organizations within the institutions (e.g., Colleges, Departments, etc.) helping people identify the real support they need for DEI to promote a more equitable system.

8. Develop strategies for improvement

Engaging stakeholders within the institution and asking them to help provide strategies for improvement above and beyond findings from this research should be a process. Using this research to triangulate with other relevant leadership and employee engagement work should be a component of sharing. This can help inspire confidence in leadership and empower its employees. The dedication and consistency by committing to creating action from this research will likely be highly valued by the campus community.

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Appendix A

Focus Group Discussion

UO Leadership Academy Alum

Thanks for taking the time to join us to talk about your **[UO Leadership Academy experience]**. My name is **[INSERT FACILITATOR NAME]** and assisting me is _____. We're both with the research team.

The UO Leadership Academy serves the university's broader mission by developing administrators and faculty who feel empowered to address complex challenges and work collaboratively to cultivate more equitable environments across (and beyond). By providing a supportive campus experience, the original goal would be that these UO leaders would become lifelong learners in their leadership development, career, and lives, as well as foster a commitment to community and service. It has been 3 years since our inaugural cohort was selected and we would like to explore this experience through a qualitative lens. We also recognize that the culture of leadership at the UO may be of interest as we reflect on this intervention as well as the overall campus climate as it pertains to leadership.

The goal of this research is to explore UOLA participants' and UO leaders' perceptions of their experiences and to document the value added of those experiences. The focus groups are designed to explore your thoughts about how the UOLA can support your needs and determine what specific experiences were perceived as effective in helping you grow and develop and what leadership skills are needed within our community. The practical aim is to identify areas of improvement – and act on them – insofar as UOLA curriculum, process and help inform university policies, etc. around improving the culture of leadership.

Keep in mind that we're just as interested in negative comments as well as positive comments.

We will be on a first name basis, and we won't use any names in our reports. To assure that your identity in audio-recordings, transcripts, and any research publications remain private, please suggest your choice of a pseudonym. You may be assured of complete confidentiality. This information will be compiled and shared with UO community of faculty, staff, students, at conferences, with relevant national organizations and within publications.

[CONSENT PROCESS]

https://oregon.qualtrics.com/jfe/form/SV_9Y3kwpct2pr9K0C

OR

<https://bit.ly/UOleader>

When finished, please be sure to “download PDF” to save a copy for your records

Questions:

Leadership

1. How do you define leadership?

Experiential

2. What has your experience as a UO Leadership Academy participant meant to you?

3. Please tell us how being a UO Leadership Academy participant has impacted your current personal and professional life?
4. What is one of the most important things you have learned through the UO Leadership Academy that has helped you currently?
 - a. Are you using any lessons? If yes, what lesson are you using?

Equity

5. How has this experience provided you ways to demonstrate leadership, and the university's commitment to diversity, equity, and inclusion?
 - a. How has that training prepared you to build leadership capacity in yourself and others in areas of trust, cultural humility, and direct and productive communication?
 - b. How are you supported in advancing the university's commitment to diversity, equity, and inclusion?

Student Success

6. Please tell us about how you see student success intersecting with your role as a leader?

Change

7. Given what you see every day with the leadership culture, what would you want to be different?
(**PROBE:** what are some ideas on how to implement these changes?)

Community/Sense of Belonging

8. How important is it to you to feel a sense of community with the UO Leadership Academy participants (current, past, and future)?

Miscellaneous

9. Is there anything else you would like to share you think is important for us to know as we continue with this research?

UO Leaders

Thanks for taking the time to join us to talk about your **[UO Leadership experience]**. My name is **[INSERT FACILITATOR NAME]** and assisting me is _____. We're both with the research team.

The office of the provost has developed various programs designed for new and continuing unit heads with the goal of supporting inclusive and capable local leadership. OtP also supports the UO Leadership Academy, which serves the university's broader mission by developing administrators and faculty who feel empowered to address complex challenges and work collaboratively to cultivate more equitable environments across (and beyond). By providing a supportive developmental leadership experiences, the original goal would be that UO leaders would become lifelong learners in their leadership development, career, and lives, as well as foster a commitment to community and service. We also recognize that the culture of leadership at the UO may be of interest as we reflect on the overall campus climate as it pertains to leadership.

The goal of this research is to explore UO leaders' perceptions of their experiences and to document the value added of those experiences. The focus groups are designed explore your thoughts about how future leadership programming can support your needs and determine what specific past experiences were effective in helping you grow and develop and what leadership skills are needed within our community. The practical aim is to identify areas of improvement – and act on them – insofar as unit

head training and leadership programs, and to help inform university policies, etc. around improving the culture of leadership.

Keep in mind that we're just as interested in negative comments as well as positive comments.

We will be on a first name basis, and we won't use any names in our reports. To assure that your identity in audio-recordings, transcripts, and any research publications remain private, please suggest your choice of a pseudonym. You may be assured of complete confidentiality. This information will be compiled and shared with UO community of faculty, staff, students, at conferences, with relevant national organizations and within publications.

[CONSENT PROCESS]

https://oregon.qualtrics.com/jfe/form/SV_9Y3kwpct2pr9K0C

OR

<https://bit.ly/UOleader>

When finished, please be sure to “download PDF” to save a copy for your records

Questions:

Leadership

1. How do you define leadership?

Experiential

2. What type of leadership development training have you experienced at UO?
3. Please tell us how being a UO Leader has impacted your current personal and professional life?
4. What is one of the most important things you have learned as a UO leader that has helped you currently?
 - a. Are you using any lessons? If yes, what lesson are you using?

Equity

5. How has this experience provided you ways to demonstrate leadership, and the university's commitment to diversity, equity, and inclusion?
 - a. How has that training prepared you to build leadership capacity in yourself and others in areas of trust, cultural humility, and direct and productive communication?
 - b. How are you supported in advancing the university's commitment to diversity, equity, and inclusion?

Student Success

6. Please tell us about how you see student success intersecting with your role as a leader?

Change

7. Given what you see every day with the leadership culture, what would you want to be different?
(**PROBE:** what are some ideas on how to implement these changes?)

Community/Sense of Belonging

8. How important is it to you to feel a sense of community with others who demonstrate or are interested in leadership on campus?

Miscellaneous

9. Is there anything else you would like to share you think is important for us to know as we continue with this research?

Appendix B

Pre-invitation E-mail for Focus Groups

Actual Email

Subject: Opportunity to share your UO Leadership Academy Experience!

Date: March 23, 2022

Dear Colleagues,

The UO Leadership Academy serves the university's broader mission by developing administrators and faculty who feel empowered to address complex challenges and work collaboratively to cultivate more equitable environments.

It has been 4 years since our inaugural cohort was selected and we would like to formally explore this experience through a qualitative lens. We also recognize that the culture of leadership at the UO may be of interest as we reflect on this intervention as well as the overall campus climate as it pertains to leadership.

Would you be willing to share feedback about your experience as a UO Leadership Academy participant? And would you be willing to let us share your overall experiences with future UO Leadership Academy participants, UO and community members with the goal of making our community a more equitable environment?

Next week, you will be invited by the assessment team, led by Renée Delgado-Riley, to participate in the UO Leadership Culture Study: Exploring Perceptions of Leadership Academy Participants & Organizational Leaders, which involves participating in a 90-minute focus group. The purpose is to understand UOLA participants' experiences and document your overall perspectives. A summary of stories of participants' experiences on their journey with the UO Leadership Academy will help us make changes throughout the university to improve the culture of leadership and create a welcoming and equitable environment for all.

Stay tuned and keep a look-out for Renée's email invitation to participate coming next week. We look forward to hearing your perspectives!!

Cheers,

Sierra

Actual Email

Subject: Your experience as a leader at UO

Date: March 29, 2022

Dear Colleagues,

Over the last 4 years the Office of the Provost has developed various programs designed for new and continuing unit heads with the goal of supporting inclusive and capable local leadership. As these original programs evolve and new programs are developed, we turn to you for your input and insights.

Next week you will be invited by the assessment team, led by Renée Delgado-Riley, to participate in the UO Leadership Culture Study: Exploring Perceptions of Local Leaders, which involves participating in a 60-minute focus group. The purpose is to understand your experiences as a leader at UO. A summary of participants' experiences will help us develop new programming to improve the culture of leadership and create a welcoming and equitable environment for all.

Stay tuned and keep a look-out for Renée's email invitation to participate coming next week.

We look forward to learning from your perspectives!!

Cheers,

Sierra

Invitation E-mail for Focus Group

Subject: Share your UO Leadership Academy Experience! -(UOLA Alum ONLY)

Dear Colleagues,

We're working as part of a team to examine the culture of leadership at UO and the role that the UO Leadership Academy plays in developing people to feel empowered to address complex challenges and work collaboratively to cultivate more equitable environments across campus (and beyond). By providing a supportive campus experience, the goal would be that these UO leaders would become lifelong learners in their leadership development, career, and lives, as well as foster a commitment to community and service.

You are invited to participate in the UO Leadership Culture Study: Exploring Perceptions of Leadership Academy Participants focus groups. The goal is to understand and improve leadership experiences, as well as document your experiences in the UO Leadership Academy! You are invited to share your feedback during a 60-minute focus group session scheduled from 12:00pm-1:00pm for various dates during April, May, and June.

The research team is here to facilitate sharing and feedback. Please sign up for a session [here](https://oregon.qualtrics.com/jfe/form/SV_8jgiPsdeTgNQMtM). [URL: https://oregon.qualtrics.com/jfe/form/SV_8jgiPsdeTgNQMtM]

Thanks in advance for your contribution to the UO Leadership Culture Study. Your input is very important! If you have specific questions, please e-mail Renée Delgado-Riley, Director of Student Life Assessment and Research, at reneedr@uoregon.edu.

Renée Delgado-Riley, *Director, Assessment and Research, Division of Student Life*

Austin Hocker, *Director, Research and Assessment, Office of the Provost*

Emily Simnitt, *2021-2022 Provost Leadership Fellow, Office of the Provost*

Invitation E-mail for Focus Group – Identified Campus Leaders

Subject: Share Your Leadership Experience! -(Identified UO Leaders)

Dear Colleagues,

We're working as part of a team to examine the culture of leadership at UO in developing people to feel empowered to address complex challenges and work collaboratively to cultivate more equitable environments across campus (and beyond). By providing a supportive campus experience, the goal would be that these UO leaders would become lifelong learners in their leadership development, career, and lives, as well as foster a commitment to community and service.

You are invited to participate in the UO Leadership Culture Study: Exploring Perceptions of Local Leaders focus groups. The goal is to understand and improve leadership experiences, as well as document your experiences as a UO leader! You are invited to share your feedback during a 60-minute focus group session scheduled from 12:00pm-1:00pm for various dates during April, May, and June.

The research team is here to facilitate sharing and feedback. Please sign up for a session [here](https://oregon.qualtrics.com/jfe/form/SV_eeRMb1OIMKkulCe). [URL: https://oregon.qualtrics.com/jfe/form/SV_eeRMb1OIMKkulCe]

Thanks in advance for your contribution to the UO Leadership Culture Study. Your input is very important! If you have specific questions, please e-mail Renée Delgado-Riley, Director of Student Life Assessment and Research, at reneedr@uoregon.edu.

Renée Delgado-Riley, *Director, Assessment and Research, Division of Student Life*

Austin Hocker, *Director, Research and Assessment, Office of the Provost*

Emily Simnitt, *2021-2022 Provost Leadership Fellow, Office of the Provost*