

INTERNATIONAL PROGRAM FOR ACADEMIC LEADERSHIP

INTRODUCTION

The concept of leadership as a body of theories, dynamics and techniques has become of age, and it is making a clear impact on business and corporations where it is usually associated with success. The understanding of leadership as a personally acquired, not innate, characteristic has stimulated this development.

The discourse on leadership refers very frequently to change and to adaptations to paradigms. It is interesting to consider if, in the university setting, our paradigms are changing. Is it necessary that the university change after all? Or are the concepts and the practice of the university fixed beyond further discussion? Furthermore, if leadership is a value for society, shall the university promote it among its students, faculty and staff? Whose responsibility is this? Perhaps the Administration's? All in all, what role if any should the concept of leadership play in the university?

Let us propose that: 1) paradigms are changing even though the faculty is changing very little and the institution even less; 2) the concept of the university, its mission, its vision and its values are not fixed and,

3) leadership should be promoted among the students, and must become part of the professional development of faculty and staff.

In a university context leadership and intellectuality should be viewed as conceptual synonyms to describe individuals who have the ability to justify their functions socially as well as describe them. To widen the social base of the university, the attitude toward leadership should be a selective factor in recruiting the new university citizens to guide the journey into the new century.

The reflective philosophical university of the XIX century has given way to the rise of the scientific university - but the changes have not occurred in all institutions. The scientific paradigm is the subject of major criticism today, not for its lack of capacity to discern and describe nature but precisely for its reductionism. This apparently impedes the capacity to and also the attitude for reuniting the separate parts in order to see and understand the big picture. The new demand is for understanding the world as a system and this requires systemic or complex thinking which is far from the reductionism used in the disciplinary approach. It is thus the time for interdisciplinarity to explore the no-mans-land of the boundaries between the disciplines and, for that purpose, we must invent new languages and even a new logic, as necessary, to interconnect and enrich the understanding of nature and culture.

Leadership could be seen legitimately as a method for attaining the academic goals of the institution. Some might see leadership as a way to monopolize power and would, therefore, oppose its development. Yet, in the educational context, leadership is not conceived as the vertex of a hierarchy but as a function extended to all the members of the group, therefore as a way to empowering and to horizontal organizations.

Specifically, leadership in the university would have the following goals:

- 1- Discover and promote leadership in all the physical and intellectual dimensions of the institution.
- 2- Analyze what the university does and how it does it.
- 3- Create a learning community around the subject of leadership at the university as the institution which represents all societal problems
- 4- Promote the human and professional development of all university citizens
- 5- Maintain the university in permanent evolution according to the demands of society, both in the scientific-technical as well as in the social-humanistic arenas, and with local, national and universal dimensions.
- 6- Promote the training of professionals, scientists, philosophers and artists with the ability to think futuristically, to bring pertinent problems into focus and develop solutions quickly with enthusiasm and

endurance while encouraging and respecting social values. In sum, to create and sustain atmospheres of flexibility and freedom for the expression of the diversity of thought, which should be the ultimate mission of the university.

RATIONALE

As the new century arrives, we should take the opportunity to promote international relationships among the university community around the world. This promotion ought to be for both qualitative as well as quantitative endeavors, but, if the economic conditions do not allow for both dimensions of growth, the qualitative side should definitely be favored.

It is precisely here, on quality, that this project wants to impact. It is perhaps fair to say that the assistance that the big universities of the United States have given to other institutions around the world, especially in the developing countries, is on the scientific training of their faculty and it has been done, of course, under the disciplinary paradigm which has characterized the growth of science during the XX century. It would be a major undertaking to try to evaluate the effects of this great effort, but, in general, one could posit the hypothesis that it has not been as productive as was expected since most assisted countries have only barely changed their course of development.

There may be many factors influencing this phenomenon, and one of them could be precisely the disciplinary

approach itself and its lack of sustainability, both academic and economic. The disciplinary approach, as important as it has been for the growth of knowledge and technology, is the target of major criticisms as modernity rather requires interdisciplinary or better transdisciplinary thinking.

The successful academic enterprise of the new century will be that where the appropriate environment for multidisciplinary cross-talk can be nurtured. Therefore academic leadership to that end should be the target of international assistance in the dawn of the 21st century.

The new interdisciplinarity will not, to be sure, entail the death of the disciplines: science and its capacity to dissect and understand a given problem must and will continue. However, boundaries between the disciplines are becoming more diffuse and the university is called to create an atmosphere where the products of science can be re-united in order to promote comprehensive understanding. This is a challenge and an opportunity for the scholars of today and tomorrow.

These new challenges demand new leadership; therefore new academic leaders have to be developed with the capacity to become university citizens able to harvest the wealth of diverse intelligence around them, place their minds in the future, provide focus, introduce a sense of urgency, identify and respect values and exhibit passion and perseverance to create and sustain an atmosphere where transdisciplinarity, with the necessary components of flexibility and freedom, could flourish.

Having these principles in mind we propose the creation of a program for INTERNATIONAL ACADEMIC LEADERSHIP, to assist the international community of higher education; and, specifically in a first "experimental" phase, we propose to focus on the Iberoamerican university.

GENERAL SCOPE

The scope of the program, in its most general terms, will be "understanding and discussing the organizational structure of the University of Wisconsin -System", in order to stimulate new thoughts which may be meaningful to the participants in accordance with their experiences and the conditions of their respective countries and institutions.

The major components or focus areas, which the participants may select, at their leisure, would be, in principle, the following:

THE UNIVERSITY SYSTEM

- 1- The concept of the System and its political relationships with the state
- 2- Governance in the System and in the individual campuses
- 3- The academic relationships within the System's institutions

- 4- Relationship with the State's educational system at large

SHARED GOVERNANCE

- 1- The faculty role in governance
- 2- Faculty evaluation
- 3- Tenure and post tenure review
- 4- Human resource development: diversity, equity and leadership

UNDERGRADUATE EDUCATION

- 1- Its philosophical underpinnings
- 2- The undergraduate curriculum
- 3- Student organizations: their educational role
- 4- Students' role in shared governance
- 5- Innovations and trends

OUTREACH AND THE WISCONSIN IDEA

- 1- The University relationship with the people of the State
- 2- Continuing education and professional development
- 3- international relationships
- 4- The concept of service to the State
- 5- The University and alumni/ae

THE RESEARCH MISSION AND GRADUATE STUDIES

- 1- The research mission: Its organization and administration
- 2- The relationship with the private sector
- 3- Intellectual property rights
- 4- The graduate curriculum: Its philosophical underpinnings

PAST, PRESENT, AND FUTURE OF THE UNIVERSITY OF WISCONSIN

- 1- Its beginnings and roots
- 2- The organization of the administration
- 3- The administrative staff
- 4- Planning for the future
- 5- New trends, challenges, and goals

PROFILE OF THE PARTICIPANTS

The program is intended, in principle, for university professors from Iberoamerica, who:

- 1- Have demonstrated leadership throughout their professorial career of at least seven years.
- 2- Speak English proficiently
- 3- Have the approval of their institution for spending their sabbatical at the University of Wisconsin-Madison.

LOGISTICS

Once in Madison, the invited professor would be given the status of Visiting Professor, which automatically gives him/her all the privileges of the home faculty. The visitor will be introduced to the principal representatives of the field in which he or she may be most interested to start with, and then he or she is invited to make his or her own agenda. The University of Wisconsin-Madison, would provide a "Padrino" from the faculty or the administrative staff to facilitate the process and to maintain a contact with the administration of the program, but it would be the responsibility of the invited professor to create and develop his or her specific plan.

It is expected that, as the program grows some type of dynamics will be developed but here also the initiative of the participants would be welcome. This dynamics may include: 1) periodic meeting of the visiting professors for sharing academic experiences from their respective institutions, or from their observations at the University of Wisconsin 2) developing a seminar series on academic leadership, 3) attending the seminars and special lectures taking place in the campus, on university administration and philosophy, 4) sharing the reading of books on the subject of the past, the present and the future of the university, 5) discussing research projects to investigate the university as an institution, etc.

BUDGETARY CONSIDERATIONS

As the major cost of the program, which is the salary of the invited faculty, is covered by the respective institution or government, this is a project which, in principle, could be considered relatively inexpensive. However, its growth would require some funds to be dedicated to the administration of the program. A complete proposal for budgeting would be presented to financing agencies such as Kellogg, The Ford Foundation, UNESCO, Fogarty, etc. Additionally, the aid of the Big Ten would be sought when the program had been consolidated, in order to promote its expansion to other universities.

FORESEEABLE EFFECTS FOR THE VISITING SCHOLAR AND HIS/HER HOME UNIVERSITY

As the program is designed to be open-ended and auto eco-organized (i.e. according to the experience and expectations that a visiting scholar finds meaningful in the new environment) it is not possible to exactly foresee any specific effects but some points which may define the impact of the program are the following:

- 1- Gain familiarity with the ins and outs of a leading large land grant university and particularly with the organizational structure and the planning process.
- 2- Understand the relationship of the University of Wisconsin with the government and the people of the State

- 3- Meet personally with the leading Faculty members and Administrative Staff to discuss their role within the system.
- 4- Attend the meetings of the Regents, the Deans, the Faculty (Senate) and other Committees.
- 5- Participate in workshops and special events
- 6- Attend Seminars in the different areas and disciplines
- 7- Serve as «Ambassadors» to their home university and their country for the sake of academic information, and opportunities for faculty and students.

FORESEEABLE EFFECTS FOR THE UNIVERSITY OF WISCONSIN

This program is expected to:

- 1- Open opportunities for interchange of thoughts and experiences with the Iberoamerican University
- 2- Increase the impact of the University of Wisconsin's experience in teaching, research, and outreach
- 3- Promote academic leadership for the development of healthy institutions with the capacity to adapt to the changing needs of society.
- 4- Promote academic quality through diversity
- 5- Create a new atmosphere for the discussion of university issues with emphasis on the future of the institution.

6- Open new scenarios for analysis and criticism of programs, processes and principles

EXPECTED GOAL

At the end of his/her sabbatical, the visiting professor would have had the opportunity to observe, discuss, participate in and reflect on the major issues of the university at large and would have developed insights into the philosophy and operational concepts and constraints which determine the functioning of the institution. This experience thoughtfully combined with his/her particular academic background and leadership profile would necessarily result in the generation of new thoughts and the reaffirmation of previous ideas which are appropriate for the conditions of their respective institutions and countries. The participant would submit a final report on the sabbatical and its outcomes to both the home and host institutions.

APPLICATION PROCEDURE

The prospect Visiting Scholar would receive an information package and an application form. This format should be received at least 6 months before the prospected date of arrival, along with a complete CV and a prospectus of his/her project, no longer than 5 pages, with the following information:

I. Name of the proposal.

- II. Introduction: (general statement describing the academic context which motivates the proposal).
- III. Rationale: (A statement of justification for the proposal).
- IV. Proposed activities and chronogram.
- V. Leadership experience: Personal assessment of the background of the candidate in the area of academic leadership.
- VI. Institutional goals: How do the proposed activities match the plans of the home institution.
- VII. Report of activities: How do you plan to present an official report of your activities during this year (monograph, article, book, course, others).
- VIII. Official letter of approval and agreement of your institution.
- IX. Official statement on your economic support during this year.
- X. Department, Institute or program where you would like to be housed and name of the Padrino (if you already have one).