

## EDUCATIONAL PHILOSOPHY AND LEADERSHIP STYLE

Eight themes embody my philosophy of education and leadership style.

1. **Belief in the concept of servant leadership, i.e., one who serves first.** Servant leadership requires listening, consensus building, ethical decision making, and the building and maintenance of a sense of community. While it is often seen as “soft”, it requires the creation of vision, the setting of challenging goals, the sharing of data and performance and skill with conflict resolution.
2. **Fundamental belief in the value of education not a means but as an end in itself.** The following quote expresses my belief in the interdependence of liberal arts and professional education:  
  
*“Education is a companion no misfortune can depress, no crime can destroy, no enemy can alienate, no despotism can enslave, at home a friend, abroad an introduction: in solitude a solace, and in society an ornament. It chastens vice, it guides virtue, it gives, at once grace and government to genius. Without it, what is man? A splendid slave, a reasoning savage.”* Joseph Addison
3. **Fundamental commitment to multicultural diversity.** The University needs to be a dynamic force for educational opportunity and equity.
4. **Access and outreach.** Public education has both the responsibility to the individual and the greater community. In addition to sharing knowledge with students, education consists of addressing the needs and inequities in our society. Faculty and students need to be connected to the outside world through cooperative ventures such as service-learning and innovative community partnerships.
5. **Belief in the need to think long-term, beyond the day’s crisis – to think in terms of renewal.** Several challenges await us, some known, some unknown, yet how we respond to and prepare for these challenges will have a major impact on our continued success. Of the changes likely to occur during the next 25 years in American society, the ones that I believe will have the most impact on higher education are the changing demographics, the impact of technology on instruction, science, communications, and manufacturing. In addition, our growing global interdependence will increase as the complexity and number of international economic transactions grow.
6. **A belief in and support for faculty development – “my job is to help others out-perform me.”** A strong faculty is the most essential ingredient of an educational enterprise. The catalog can offer a wonderful array of programs, we can build new impressive buildings and laboratories but without a strong, committed, talented faculty – there is no university.
7. **Belief that the allocation of resources is often a question of values.** The management of budget has more to do with the “management of meaning and values” than with the ability to be proficient using spreadsheet software. How we allocate budget (i.e., autocratically, by consulting with others, or by the development of a formula) and what values influence these decisions (i.e., child care vs. athletics vs. clerical support vs. scholarships, etc.) are also critical factors when assessing budget competency.
8. **Belief in placing a heavy emphasis on the intangibles of vision, values, and relationships, especially team development.** Multidisciplinary and interdisciplinary intellectual activity is an indirect sign of a healthy university. My fondest hope is that as a team facilitator I could be a gatherer of talent, a source of inspiration, and a helper to others, as we strive to forge a path to a sustainable and viable future.