

Academic administrators occupy a pivotal position within their institutions. They must maintain high standards for faculty research, teaching, and service, which demands a deep understanding of valued traditions and disciplinary norms and awareness of developments beyond the boundaries of the given academic unit and within the profession. Administrators must support and advocate for the faculty while also upholding and implementing institutional policies and initiatives. They must be the upper administration's voice among the faculty and represent the faculty's voice to upper administration. Likewise, administrators must serve as the face of administration to students yet advocate for students when necessary. Such a multi-faceted position, therefore, requires a pronounced capacity for diplomacy, tact, empathy, analysis, and sound decision-making, as well as excellent communication skills and an even temperament. As academic administrators, we are called upon to foster and exemplify institutional habits that empower high-quality scholarship and creative practice, excellence in teaching, and a demonstrable set of shared values and practices that lead all stakeholders to achieve these goals.

Furthermore, I believe excellent leaders must possess a high degree of interpersonal and emotional intelligence, which allows them to maintain productive professional relationships. Strengthening outreach to students and building relationships between all stakeholders are among my top priorities. I maintain an open-door policy and I am willing to speak to anyone about any matter, large or small. Leaders should foster an internal climate in which a shared sense of belonging flourishes, nurturing a feeling of common purpose and commitment to a collective vision.

Academic administrators are charged with guiding the faculty's pursuit of excellence in teaching, scholarship, and creative practice. To achieve this goal, I encourage faculty members to seek out and maintain an active working knowledge of developments in their respective fields, constantly evolving and changing along with the real world outside academia. At the same time, I lead the faculty in maintaining and improving their curricular development, pedagogical practice, professional service, and research or creative activity to establish the right of their own advocacy through the excellence of their varied accomplishments. Policies and practices for promotion and tenure should take all of these achievements into account, but I also consider each faculty member's capacity for further growth as well as past success, balancing traditional evaluative measures against fresh considerations, thus infusing academic programs with renewed vitality. Similarly, I uphold the values of inclusiveness and helping all persons to live their potential, especially with regard to recruitment of faculty, staff, and students.

I believe that most workplaces need leadership far more than they need management. Leadership involves planning and prioritization, both of which are dependent on a vision that persuades all stakeholders to work towards a common goal. Vision can only be inspired but never imposed, created through open, inclusive, and energetic dialogue between participants. Leaders must simultaneously commit to, exhibit, and exemplify the institution's mission, vision, and core values. Communicating this mission in a way that inspires faculty, staff, and student buy-in and providing for reasonable planning and prioritization that creates achievable goals and cultivates an atmosphere of trust that results in accomplishment. Together, we are empowered to move forward propelled by this shared vision to pursue an ambitious, achievable, and sustainable future for our institution.

The key to collective accomplishment – indeed, the pivot upon which success and failure balance – is leadership. I believe that successful leaders communicate a contagious vision, exercise stewardship, remain consistent; promote the institution's mission, vision, and core values; provide clarity, and effectively plan, prioritize, and simplify the tasks that must be accomplished.

My philosophy of leadership can best be condensed into the following statements:

- Leaders stand at the forefront of every venture, not only inspiring those who follow but working as hard as anyone to accomplish the shared goal.
- Leaders protect and guard their employees when things become difficult, making sacrifices themselves rather than sacrificing those they lead.
- Leaders exemplify the behavioral standards their employees should demonstrate and regulate the institution's emotional climate through their responsible actions and positive demeanor.

An academic administrator who exemplifies these qualities can rise to the challenge of a dynamic and complex role, meeting the needs of the institution and its stakeholders while fostering programmatic growth and innovation, faculty achievement, artistic excellence, and student success.