

Reading Circle: CH 6

Intellectual virtues for leading higher education

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Evening Party

Louis de Caullery (in the manner of), 1600-1620, Rijksmuseum, Amsterdam

Deliberative communication

1. Consider own beliefs or traditions and listen to each other **Baehr: Open-mindedness, curiosity**
2. Question authorities and set views against each other **Baehr: Courage, open-mindedness and honesty**
3. Engage with tolerance and respect for the “specific other” **Baehr: Open-mindedness, curiosity**
4. Endeavour to reach consensus or at least to reach temporary agreements **Baehr: Honesty and courage**
5. Communicate and deliberate both inside and outside of formal settings **Baehr: Open-mindedness and curiosity**



A first attempt at teaching with deliberative communication

“On reflection . . . the discussion
meandered too much and it lacked the
energy that I often inject into the group”
because she stepped “back to enable a
freer discussion among the participants.”

Kristin



Deliberative communication in research meetings

- Critical friends from our research project
- Critical friends reviewed the video-recordings of the teaching sessions
- Series of conversations after the teaching sessions
 - With critical friends only, though not all critical friends attended all conversations
 - With Kristin and critical friends



What did we do?

Questioned authorities and set views against each other

Endeavoured to reach consensus or at least to reach temporary agreements

Communicated and deliberated both inside and outside of formal settings

Englund (2006)



What did we not do?

Consider own beliefs or traditions
and listen to each other

Engage with tolerance and respect
for the “specific other”



With thanks to Joni Mitchell,
you don't know what you've
got until . . .

**YOU USE DELIBERATIVE
COMMUNICATION**



What emerged?

Kristin questioned authorities and traditional power in universities:

“[T]hrough the more challenging conversations [in the research meetings], I learnt a lot from having to set appropriate boundaries and standing up for myself as a professional.”



What else emerged?

One critical friend:

“My interactions with Kristin led me to reflect on the role of courage needed as an academic developer (and many other areas of academia), **courage** not to defer, especially when a difficult conversation involves differences in perspectives because of age, genders and temperament.”



Kristin's courage

- To admit she did not meet her pedagogical goals of using deliberative communication to spur open-ended conversation and critical self-reflection
- To question traditional power in the university



Questions

1. What are intellectual virtues you have observed in your colleagues?
2. How might ADs and/or university leaders use deliberative communication to provide colleagues with opportunities for reflection on collective and individual virtues they have, or do not realize they have?



References

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