

A decorative graphic on the left side of the slide. It features a series of concentric, semi-circular arcs in shades of blue, teal, and yellow. From the center of these arcs, several arrows of the same color palette point outwards and upwards, creating a sense of growth and forward movement. The background of the entire slide is a light gray with a subtle pattern of overlapping hexagons and thin lines.

Developing Future Leaders in Higher Education: The Rutgers PreDoctoral Leadership Development Academy (PLDA)

Ralph Gigliotti
Christine Goldthwaite

Introductions

- Name
- Role
- Institution
- What do you see as the greatest contemporary challenge facing leaders in higher education?



NETWORK for CHANGE & CONTINUOUS INNOVATION

“It is a very important moment in the life of American higher education where the rate of change, the velocity of change, and the forces of change are making it ever more challenging to find successful leaders.”

*Molly Corbett Broad,
Former President, American Council on Education*

Source: How P.D. Eckel and M. Hartley, *Presidential Leadership in an Age of Transition*. Washington, DC: American Council on Education. 2011.

“Many factors contribute to institutional success or failure—some of which are largely beyond a college or university’s (or certainly an individual leader’s) control, such as geographic location, underlying wealth, historic reputation, and the like. But I would argue that in an era of significant transformation and potential threat, **leadership is more important than ever.** Navigating through turbulent seas is a lot harder than sailing in smooth waters, and a good versus a poor leader may be the difference between the chances of survival for similarly situated colleges” (p. xxii)

*Doug Lederman,
Editor and Co-Founder, Inside Higher Ed*

Source: Ruben. B. D., De Lisi, R., & Gigliotti, R. A. (2017). *A guide for leaders in higher education: Core concepts, competencies, and tools*. Sterling, VA: Stylus.

Leadership: Challenge at all Levels

- Nationally: Shortage of spokespersons to persuasively articulate higher education's purposes, needs, and aspirations
- Campus Level: Senior campus leaders face daunting challenges engaging boards, legislators, faculty, students and other constituencies in the creation of a shared agenda
- School/Department/Program Level: Reluctance of many faculty to assume academic leadership roles; challenges of communication, collaboration, and learning-on-the job for those who do

Rutgers Center for Organizational Leadership

A national leader and resource for Rutgers University and the higher education community

LEADERSHIP PROGRAMS PORTFOLIO

Rutgers Leadership Academy (RLA)

A two-year program focused on the development of cross-cutting leadership concepts, competencies, and tools for mid-career faculty and staff who aspire to broadened leadership roles

within higher

Rutgers Academic Leadership Programs

Interactive leadership programs for current senior academic leaders, with separate initiatives for New Brunswick Chairs and Deans and Rutgers Biomedical and Health Sciences

Faculty

PreDoctoral Leadership Development Academy (PLDA)¹

A one-year leadership development program for Rutgers doctoral students focused on the knowledge and competencies necessary for future academic roles

Distinction in Leadership in Academic Healthcare²

A two-year program for medical students focused on individual leadership and communication competencies and the broader system of academic medicine

Big Ten Academic Alliance (BTAA) Leadership Programs³

BTAA member-hosted seminars and networking for selected faculty Fellows designed to enhance understanding of the leadership challenges and opportunities at major research

universities

Leadership at Lunch Series

“Brown bag” lunch seminars that feature university leaders discussing leadership topics of broad interest to faculty and staff members and students.

¹ Offered by OL with support from the School of Graduate Studies, School of Arts and Sciences-NB, and the School of Communication and Information-NB.

² Offered by Robert Wood Johnson School of Medicine in collaboration with OL.

³ Coordinated through the Office of the Chancellor, Rutgers-NB.

PLDA: Addressing these Challenges

- Now in its 8th year, the streamlined Rutgers PLDA program offers a unique one-year educational experience for approximately 18 students per cohort
- Open to any Rutgers University doctoral student
- Multidisciplinary in terms of program, faculty, students
- Nominations by a program director, department chair, dean, or vice-president
- Emphasis on recruiting women and minorities in order to enhance diversity among future academic administrators nationally

The PLDA Program

- Aims to enhance leadership knowledge, competency, motivation and skills among students early in their doctoral education in a way that enhances their traditional discipline-based studies.
- Provides selected doctoral student Fellows with an introduction to current practices and challenges in higher education, and knowledge of the organizational, analytic, communication, and personal competencies recognized as critical to effective leadership across multiple organizational settings.

The PLDA Program

The components of PLDA include both didactic and experiential elements that together, provide fundamental knowledge of higher education from:

- Historical and contemporary perspectives
- Overview of the array of problems and opportunities confronting the academy and other large institutions today
- Examine approaches and competencies required of leaders to meaningfully address these challenges

Topics

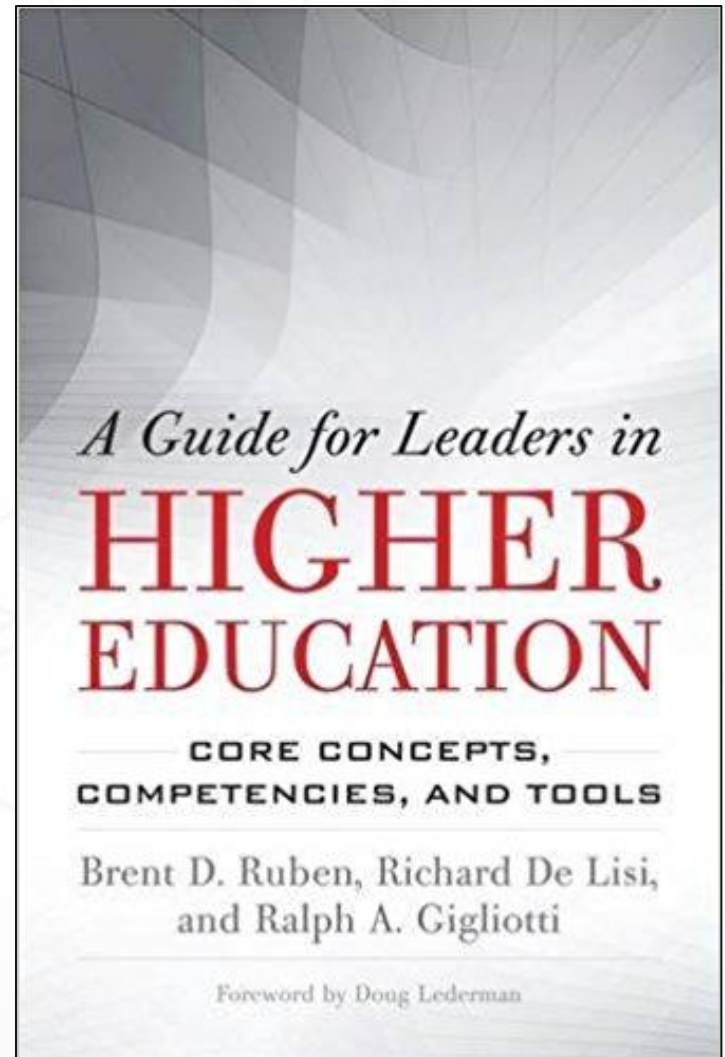
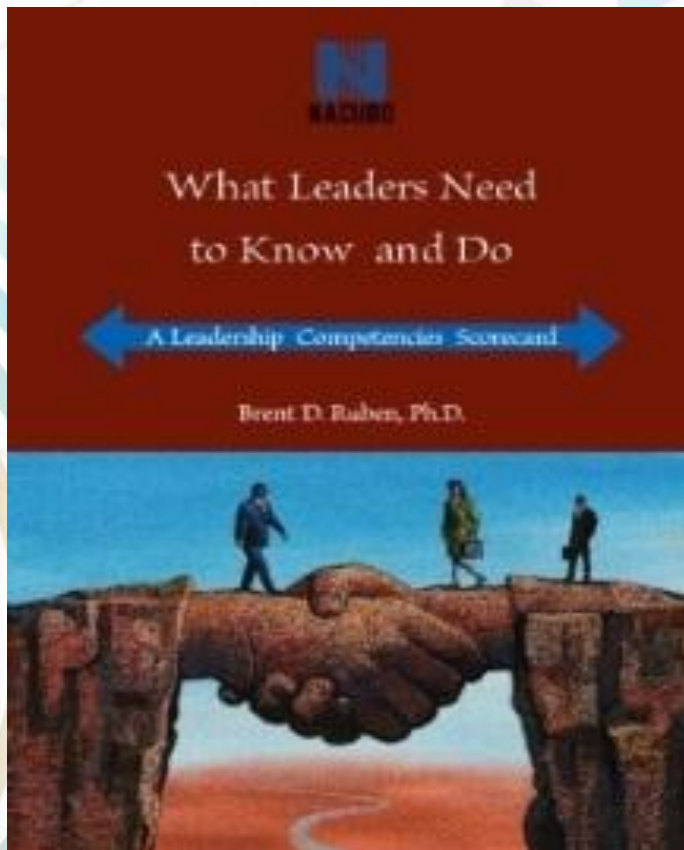
PLDA provides experiential and classroom opportunities that emphasize the following topics:

- leadership styles and strategies
- collaborative decision-making
- planning and organizational assessment
- communication with internal and external constituencies
- and other skill-sets that are important to informal and formal leadership and professional advancement.

More generally, the PLDA program . . .

- Contributes to the conversation about higher education leadership theory and practice within the university and nationally
- Stimulates increased teaching/learning and reflection on leadership practice among university leaders involved with the PLDA program

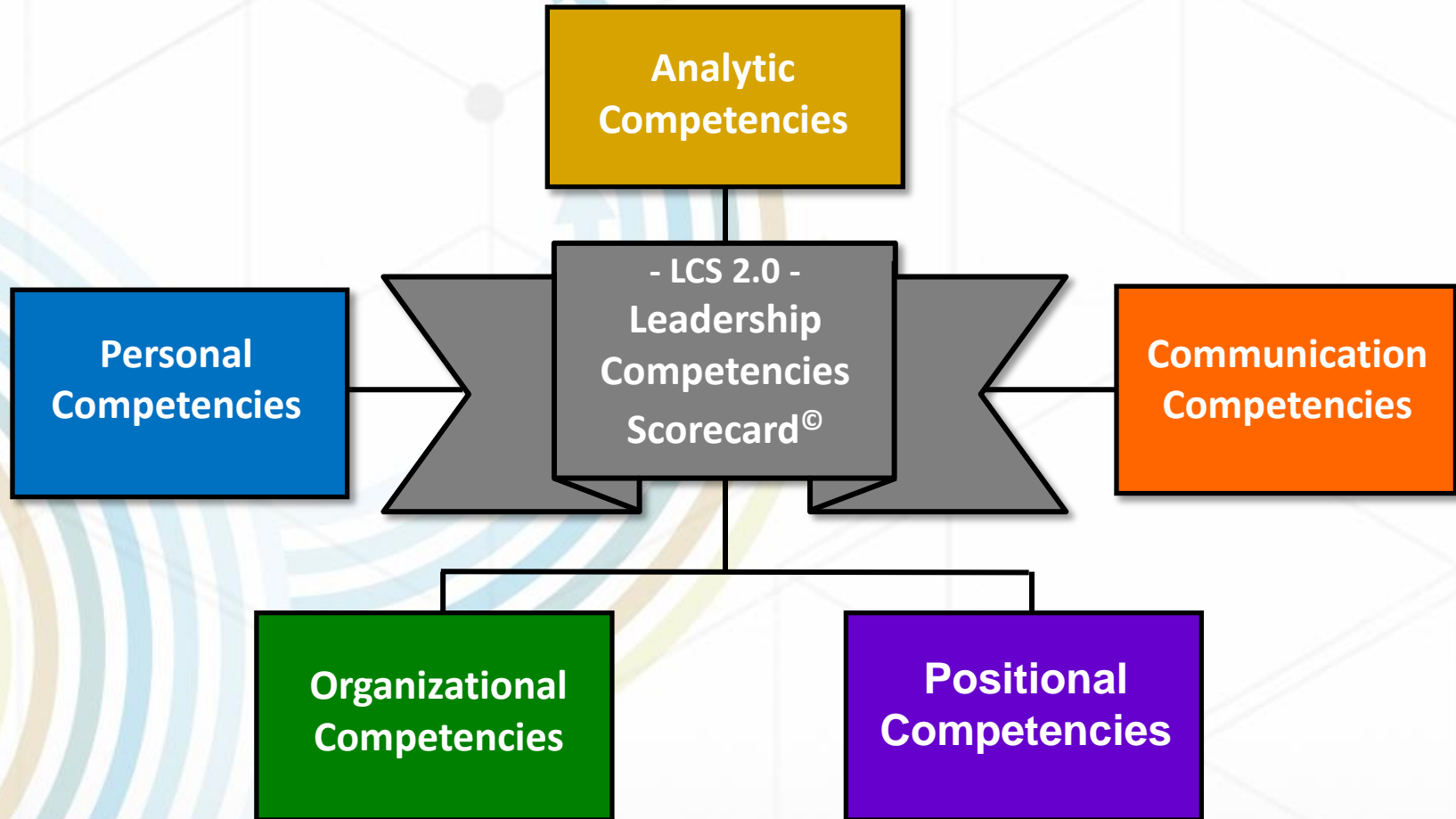
Reading Resources



Leadership Competencies Scorecard (LCS 2.0)



NETWORK for CHANGE & CONTINUOUS INNOVATION



From: B.D. Ruben, *What Leaders Need to and Do*, Washington: National Association College and University Business Officers (NACUBO), 2006

The Four Course Sequence

Leadership Issues in Higher Education (501 & 502)

Leadership Field Experiences (503)

Capstone Seminar (504)

Leadership Series
and Roundtable

Washington Higher
Education Forum

Next Steps: 1-Year
Streamlined Program



The Streamlined Program

Leadership Issues in Higher Education (501)

Leadership Issues in Higher Education (502)

Increased focus on personal leadership development

Leadership Series
and Roundtable

Washington Higher Education Forum



Fellows by Gender

Cohort	Female	Male	Total
2010-12	11	6	17
2011-13	10	4	14
2012-14	10	3	13
2013-15	10	4	14
2014-16	6	4	10
2015-17	8	7	15
2016-18	9	7	16
Total	64	35	99

Fellows by Fields

Cohort	Professional	Social Science	Humanities	STEM	Total
2010-12	6	2	3	6	17
2011-13	4	2	3	5	14
2012-14	7	1	2	3	13
2013-15	6	3	1	4	14
2014-16	4	1	2	3	10
2015-17	5	1	4	5	15
2016-18	3	3	8	2	16
Total	35	13	23	28	99

Capstone Projects

- 2010-2012: The Penn State 'Scandal' and its Implications for Higher Education
- 2011-2013: Divergent Perspectives on Higher Education: Challenges and Opportunities
- 2012-2014: The Evolution of Online Education and the Mission of Higher Education Institutions: Opportunities, Challenges, and Future Directions
- 2013-2015: Fifty Shades of Academic Freedom
- 2014-2016: Faculty Diversity: Addressing Challenges of Racial and Ethnic Inequities in the Ph.D. Pipeline
- 2015-2017: Controversial Speech on the College Campus: Working towards Dialogue Amidst Uncertainty
- 2016-2018: Addressing Decline in Public Opinion of Higher Education

PLDA Fellows Describe the Program . . .

It was a fabulous experience that provided great insights into higher education with engaged discussions both with group members and experienced higher education leaders.

I believe the fellowship program as a whole is well thought out and that each component, from 501 to 504 provide valuable information and experiences.

The Capstone presentation was a great culmination of the program — it seemed to bring everything we talked about together.

PLDI directly addresses the fact that academic leadership is an invaluable and undervalued force.

The PLDI program has provided me with the analytical skills and leadership framework to pursue my career goals as an informed and confident leader in training.

I have and will continue to recommend the PLDI program as it provides a unique and worthwhile experience for anyone pursuing a career in higher education.

It has changed my thinking and I think should be a must for graduate students.

It is an integral part of my Rutgers experience and has exposed me a side of higher education that I would not have gotten without it.

PLDA Executive Committee

Brent D. Ruben, Ph.D.—Executive Director, Rutgers Center for Organizational Leadership and Distinguished Professor of Communication

Barbara E. Bender, Ed.D.—Senior Associate Dean, School of Graduate Studies, Director of the Teaching Assistant Project, and Fellow, Rutgers Center for Organizational Leadership

Richard De Lisi, Ph.D. —Senior Fellow, Rutgers Center for Organizational Leadership and University Professor

Susan Lawrence, Ph.D. – Vice Dean for Undergraduate Education, School of Arts & Sciences, Professor of Political Science, and Fellow, Rutgers Center for Organizational Leadership

Ralph Gigliotti, Ph.D.— Director of Leadership Development and Research, Rutgers Center for Organizational Leadership, PLDA Fellow

Christine Goldthwaite—Graduate Coordinator for Leadership Programs, PLDA Fellow

PLDA Sponsorship and Contributions

Sponsored by the Rutgers Center for Organizational Leadership, support for the program comes from the School of Communication and Information, the School of Graduate Studies, the School of Arts and Sciences-New Brunswick, and the Graduate School of Education.

Contributions in support of OL leadership programs have also been provided by Johnson & Johnson, AT&T, the Mellon Foundation, Anne Thomas, Francis and Mary Kay Lawrence, and other Rutgers faculty and staff.

Interactive Activity

- In small groups, you will receive general background information regarding a college or university.
- Take approximately 15 minutes to write a mission statement for your institution.
 - Consider both the internal and external audiences as you develop this statement.
- In addition to writing the statement, take note of which factors contributed to the design of your statement.
- Select a spokesperson to share your mission statement with the larger group.

Institution #1

A small independent college, located in the suburbs of a major city, that is home to five colleges and schools for both undergraduate and graduate students. The college is one of the leading institutions in study abroad participation.

Example: Arcadia University provides a distinctively global, integrative, and personal learning experience for intellectually curious undergraduate and graduate students in preparation for a life of scholarship, service, and professional contribution.

Institution #2

A multipurpose comprehensive university, located in a thriving state capital, is ranked among the biggest and best research universities in the country. This university, home to more than 51,000 students and 3,000 teaching faculty, is the flagship school of the broader system, and demonstrates an ongoing commitment to serving the state at large.

Example: The mission of The University of Texas at Austin is to achieve excellence in the interrelated areas of undergraduate education, graduate education, research and public service. The university provides superior and comprehensive educational opportunities at the baccalaureate through doctoral and special professional educational levels.

The university contributes to the advancement of society through research, creative activity, scholarly inquiry and the development and dissemination of new knowledge, including the commercialization of University discoveries. The university preserves and promotes the arts, benefits the state's economy, serves the citizens through public programs and provides other public service.

Institution #3

A religiously-affiliated four-year college, located in the Midwest, bridges health, law, business, and the arts and sciences for a more just world. The university prides itself on being a place where students learn to become leaders through service to others.

Example: Creighton is a Catholic and Jesuit comprehensive university committed to excellence in its selected undergraduate, graduate and professional programs.

As Catholic, Creighton is dedicated to the pursuit of truth in all its forms and is guided by the living tradition of the Catholic Church.

As Jesuit, Creighton participates in the tradition of the Society of Jesus, which provides an integrating vision of the world that arises out of a knowledge and love of Jesus Christ.

As comprehensive, Creighton's education embraces several colleges and professional schools and is directed to the intellectual, social, spiritual, physical and recreational aspects of students' lives and to the promotion of justice.

Institution #4

A county-funded two year college, located in the Mid-Atlantic region, offers the region's most expansive selection of degree, certificate and workplace certification programs that prepare students for transfer, job entry and career advancement in local job growth industries such as business, education, health care, information technology, cybersecurity, construction and transportation. This college is also a nationally recognized as a leader in innovative learning strategies

Example: The Community College of Baltimore County transforms lives by providing an accessible, affordable, and high-quality education that prepares students for transfer and career success, strengthens the regional workforce, and enriches our community.