Advancing Leadership Development in Higher Education: The CIC and Rutgers

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“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, President, American Council on Education

The Context: Leadership Challenges at all Levels

- Shortage of leaders who can persuasively articulate higher education’s needs, purposes, and aspirations.
- Daunting challenges facing campus leaders in efforts to engage boards, legislators, faculty, staff, students and other constituencies to create a shared agenda.
- Shortage of individuals prepared and motivated to assume campus leadership roles.
Many Challenges Confront Higher Ed Leaders

• Multiple stakeholders, often with conflicting needs, values, goals.
• Demanding workload; multiple priorities.
• Broad responsibilities, often limited resources.
• Excellence in leadership generally not emphasized, recognized, valued, or rewarded in higher education as in other sectors.
• Absence of clear, standardized markers or methods for assessing leadership effectiveness.
• Lack of tradition or tools for succession and transition planning.
• And the list goes on…
**Academic Leadership Comes with Additional Challenges…**

- Perception that leadership is common sense and any faculty member can do it well.
- Absence of clear, standardized markers or methods for assessing leadership effectiveness.
- Management and administration viewed as “lesser roles” for faculty—crossing over to “the dark side.”
- View that shared sense of organizational purpose and direction is not necessary—perhaps not desirable.
- Deferring leadership responsibilities until after faculty are tenured.
- Limited capacity to reward or restrict.
- Limited incentives and benefits for assuming a leadership role.
- Need to maintain a connection to one’s discipline, research and service activities, while assuming leadership responsibilities.
- Absence of formal leadership training.
How to Enhance Leadership Practice in Higher Ed

• Address assessment, validation, incentive, recognition, reward issues.

• Identify, develop and disseminate models of organizational excellence and document effective practices.

• Learn from the research and professional practice literature on leadership.

• Pursue opportunities for leadership development such as CIC ALP/DEO.

• Develop and enhance campus-based leadership development programs.
Rutgers-New Brunswick is now a member of the Committee on Institutional Cooperation (CIC)—the academic component of the Big Ten athletic conference.

The CIC offers programs and events for faculty and staff at member institutions, all oriented to the challenges at major research universities.

_Pictured: The new Conference Center in Chicago where many CIC events are held._
CIC Academic Leadership Program Fellows (CIC ALP)

- One of the most successful CIC initiatives, established in 1989.
- Focus on leadership and managerial skill development for faculty with demonstrated exceptional ability and promise.
- Nearly 1000 Fellows have completed the program and now serve as chairs, deans, provosts, and presidents.
- Each CIC institution selects up to 5 Fellows each year, to participate in 3, three-day peer-learning events hosted by three different universities.
- Home institution activities offered throughout the academic year.
- Rutgers is eligible to participate next week at the University of Minnesota.
CIC Departmental Executive Officers (DEO)

• A second CIC leadership development program.

• Held annually, designed to facilitate information- and expertise-sharing among department heads.

• Approximately 65 department heads/chairs—up to 4 from each institution—participate for 3 days at the annual seminar.

• Topics include conflict resolution, time management, faculty development, performance reviews, group problem solving.

• Four Rutgers chairs attended last year, and four additional chairs will participate as Fellows this year.
• Impressive learning opportunities for participating institutions for Fellows and Campus Liaisons.

• Campus Liaisons for Rutgers: Karen Stubaus and Brent Ruben

• Inspiration and ideas for campus-based leadership development programs.

• *Snapshots of Academic and Senior Administrative Leadership Programs at Committee on Institutional Cooperation (CIC) Universities.*

http://www.odl.rutgers.edu/pdf/CICLeadershipProgramsSnapshots7-24-14.pdf
Campus Leadership Development Programs at Rutgers

**Academic Leadership Program**
ALP seminars focus on current issues and topics in university leadership of interest to department chairs and deans.

**PreDoctoral Leadership Development Institute**
PLDI provides doctoral students with the knowledge and competencies necessary for future academic roles.

**The Rutgers Leadership Academy**
RLA helps prepare faculty and staff for future senior leadership roles within their department, school and the University.

http://www.odl.rutgers.edu/leadership.html
PLDI – 5 years old, an “early intervention” program for doctoral students, national visibility, unique among peers

Rutgers ALP – 15 years old, orientation for new chairs/deans; bi-monthly programs on current topics

RLA – Leadership Academy
  - Selected initiative within the New Brunswick Strategic Plan
  - Built on foundation of existing ODL programs
  - Preparing faculty and staff for future senior leadership roles
  - Approximately 20 modules, each 90-minutes
  - Pilot in 2015
Effective Leadership Depends on Mastering Specifics of a Position

Effective Leadership Requires Mastery of an Array of Core Competencies

- Positional Competencies
- Analytic Competencies
- Personal Competencies
- Communication Competencies
- Organizational Competencies
Approaches
“Effective practices,” case studies, peer panels/discussions, simulations, presentations by faculty and staff experts, involvement in campus projects.

Examples of Topics:
- How do fundamental leadership concepts and competencies apply to the unique challenges and context of higher education?
- Effective communication and engagement strategies and styles.
- Understanding higher education finance and budgeting models.
- Effectively transitioning into and out of leadership positions.
- Personal priority setting and time management.
- Assessing unit strengths and liabilities using nationally-tested models.
Rutgers Leadership Academy: Looking Ahead

- The Program will be built drawing on the knowledge and skill of CIC and Rutgers leaders, with input from our CIC Fellows, and strong support from the University.

- Our vision is that within the next several years Rutgers will have a portfolio of academic and senior leadership development programs that serve the University well, and will be among the best campus-based programs available anywhere.
Thanks for Your Attention...

Questions, Comments?
Reference only beyond this point
Selected Topics and Modules

- Critical Leadership Issues and Challenges
- Personal Leadership Assessment and Goal-Setting
- Communication and Stakeholder Engagement
- Budgeting and Finance
- Legal and Regulatory Issues
- Organizational Assessment
- Dealing with the Multiple Cultures of the Academy
- Strategic Planning, Priority- and Goal Setting
- Change Leadership
- Ethics and Integrity
- Politics and Policy
- University/Community Relations
- Senior Leadership and Board Relations
- Succession and Transition Planning

Effective Practices, Mentoring, Simulations, Case Studies, Projects
Leadership Competencies Scorecard (LSC 2.0)

- LSC 2.0 - Leadership Competencies Scorecard

Competencies Important to Effective Leadership

• **Positional Competencies** — Knowledge and skills related to the particular discipline, context, or sector
• **Analytic Competencies** — Thoughtful reflection on one’s own and others’ behaviors, and careful consideration of the consequences of alternative leadership options and strategies
• **Personal Competencies** — Standards, character, and expression of values
• **Communication Competencies** — Knowledge and skills necessary for effective interaction in interpersonal, group, organizational, and public settings
• **Organizational Competencies** — Administrative capabilities important for leading in organizations of varying purpose, function, and size
### Leadership Competencies

<table>
<thead>
<tr>
<th>Analytic</th>
<th>Personal</th>
<th>Organizational</th>
<th>Positional</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Assessment</td>
<td>Character, Personal Values, &amp; Ethics</td>
<td>Vision-Setting</td>
<td>Education</td>
<td>Credibility &amp; Charisma</td>
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<tr>
<td>Problem-Definition</td>
<td>Cognitive Ability &amp; Creativity</td>
<td>Management &amp; Supervision</td>
<td>Experience</td>
<td>Influence &amp; Persuasion</td>
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<tr>
<td>Stakeholder Analysis</td>
<td>Enthusiasm</td>
<td>Information &amp; Knowledge Management</td>
<td>Expertise</td>
<td>Interpersonal &amp; Group Orientation</td>
</tr>
<tr>
<td>Systems/Organizational Analysis</td>
<td>High-Standards</td>
<td>Technological Capability</td>
<td>Knowledge of Sector</td>
<td>Listening, Attention, Questioning, &amp; Learning</td>
</tr>
<tr>
<td>Analysis of Technology to Support Leadership</td>
<td>Personal Conviction &amp; Persistence</td>
<td>Empowerment &amp; Supportiveness</td>
<td>Knowledge of Organization</td>
<td>Public Speaking, Presentation Skills, Debate, &amp; Discussion</td>
</tr>
<tr>
<td>Problem-Solving</td>
<td>Self-Discipline &amp; Self-Confidence</td>
<td>Teaching &amp; Coaching</td>
<td>Familiarity with Task Type</td>
<td>Diversity &amp; Intercultural Orientation</td>
</tr>
<tr>
<td>Review &amp; Analysis of Results</td>
<td>Tolerance for Uncertainty &amp; Risk-Taking</td>
<td>Facilitation &amp; Negotiation</td>
<td>Language &amp; Vocabulary</td>
<td>Role Modeling</td>
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