

# **Educating Tomorrow's Academic Leaders: The Rutgers PreDoctoral Leadership Development Institute Model**

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## Dimensions of the Challenge

- Shortage of well prepared, motivated current and potential leaders
- Leadership/administration/management is not a part of the value system of many faculty members
- View that leadership is common sense and any smart person can do it well
- Perception that leadership training—perhaps any training— isn't necessary for faculty
- “Management” and “administration” thought to be a lesser role for faculty—involves crossing over to the “dark side”
- Deferring leadership roles and responsibilities to “protect” faculty until after they are tenured
- Leadership is often not recognized as a domain of worthy of study or disciplined practice

## **Additional Dimensions of the Challenge**

- Limited incentives and professional benefits; not recognized, compensated, or rewarded in higher education as in other sectors
- Absence of clear markers or methods for assessment of excellence in leadership that parallel those used for assessing scholarship and teaching
- View that excellent departments/schools are a natural outcome when you recruit and collect excellent faculty
- Few available “best practice” models of effective/excellent organizations
- Absence of a tradition or tools for succession planning within higher education
- Others?

## Addressing these Challenges

- Identify and implement strategies for validating the importance of academic leadership
- Develop markers of and methods for assessing leadership excellence; recognize and reward leadership excellence as we do for research and teaching, and recognizing these in promotion and review processes
- Promote basic and translational research on leadership in higher education
- Emphasize the importance of informal as well as formal dimensions. Not all important leadership functions take place from titled positions. Given this broader view, it makes little sense to delay leadership development and activity until after tenure
- Develop an appreciation for and strategies to facilitate leadership succession

# PreDoctoral Leadership Development Institute (PLDI)

Rationale, Goals, Structure, Outcomes

**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 to prepare faculty and staff for future leadership roles within their department, school and the University.



## PLDI . . .

- Now in its fifth year, the Rutgers PLDI Fellows program offers a unique two-year educational experience for approximately 15 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

## **Goals: Completing the PLDI Program, Fellows will be able to . . .**

- Demonstrate familiarity with contemporary challenges and issues facing higher education and higher education leaders;
- Demonstrate a developing understanding of fundamental perspectives and concepts of leadership as they apply in higher education settings;
- Identify the multiple factors, constituencies, perspectives, policies and practices that influence decision-making in higher education;
- Identify and explicate important dimensions of higher education and administration in colleges and universities, including mission, organizational structure, governance, finance, legal and regulatory issues, diversity, and ethics;
- Demonstrate an understanding of leadership styles and strategies and their impact;
- Demonstrate an analytic/critical perspective relative to leadership perspectives and concepts;
- Assess group and organizational leadership practices and situations;
- Demonstrate enhanced personal and professional leadership competence; and
- Demonstrate the skills and commitment necessary for assessing one's own leadership performance.

## ***More generally, the PLDI 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 PLDI program***



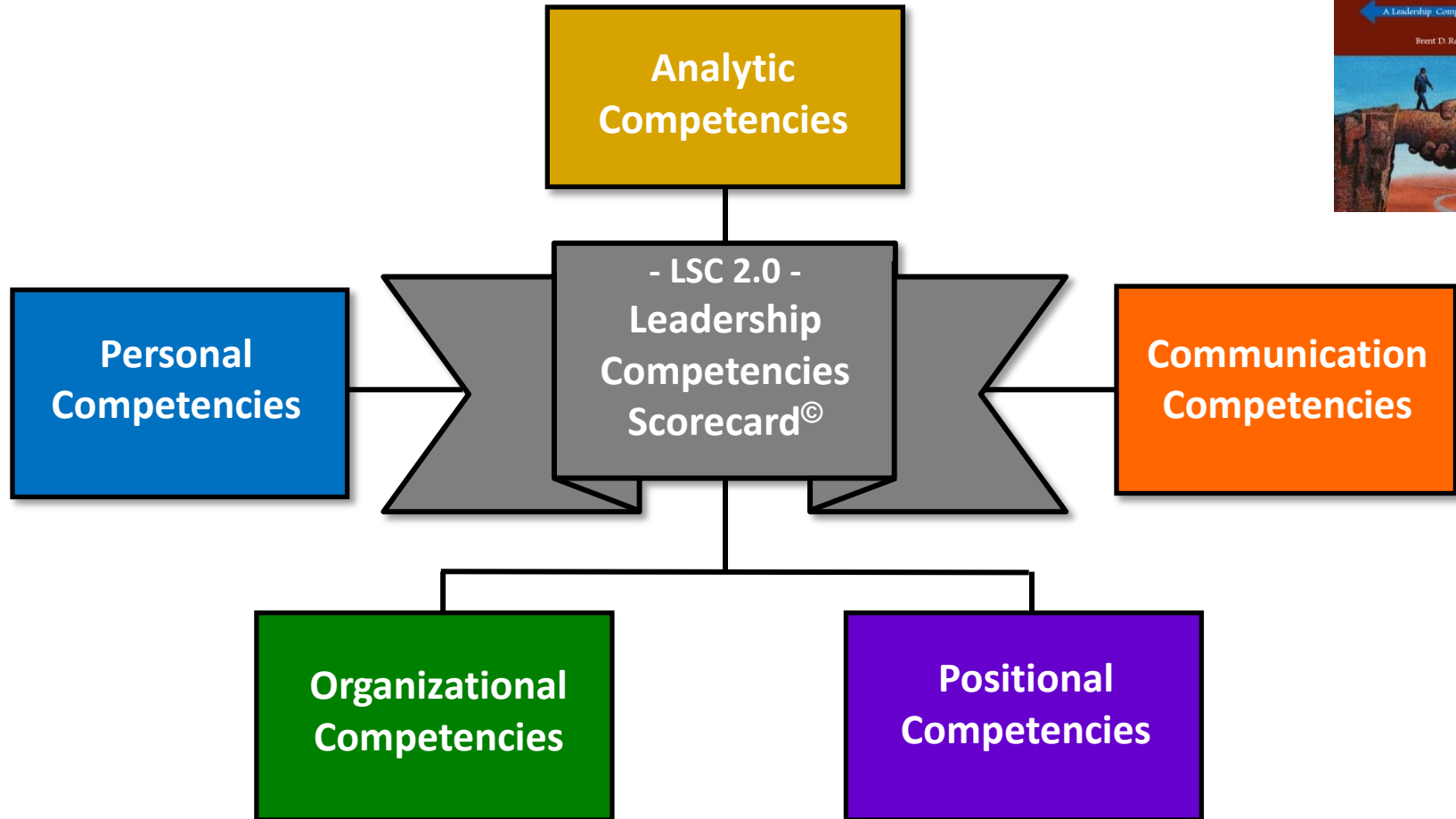
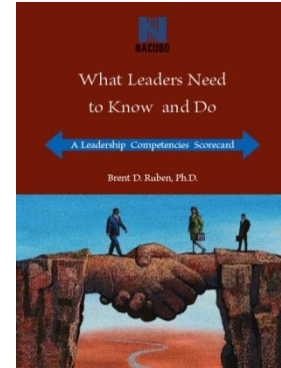
## **A Traditional View of Leadership**

- Outstanding leadership is provided by individuals who have superior job-specific and technical knowledge and skill, and are leaders in their field
- The outstanding researcher, teacher or technical expert should be the ideal higher education leader

## **The Problem with this Way of Thinking**

- Research and observed practices suggests that other competencies are often more important for outstanding leadership than disciplinary, technical, or position-specific knowledge and skill

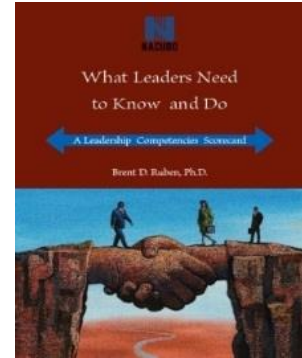
# Leadership Competencies Scorecard (LSC 2.0)



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

## 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



## The Four Course Sequence

Leadership Issues in Higher Education (501 & 502)

Leadership Field Experiences (503)

Capstone Seminar (504)

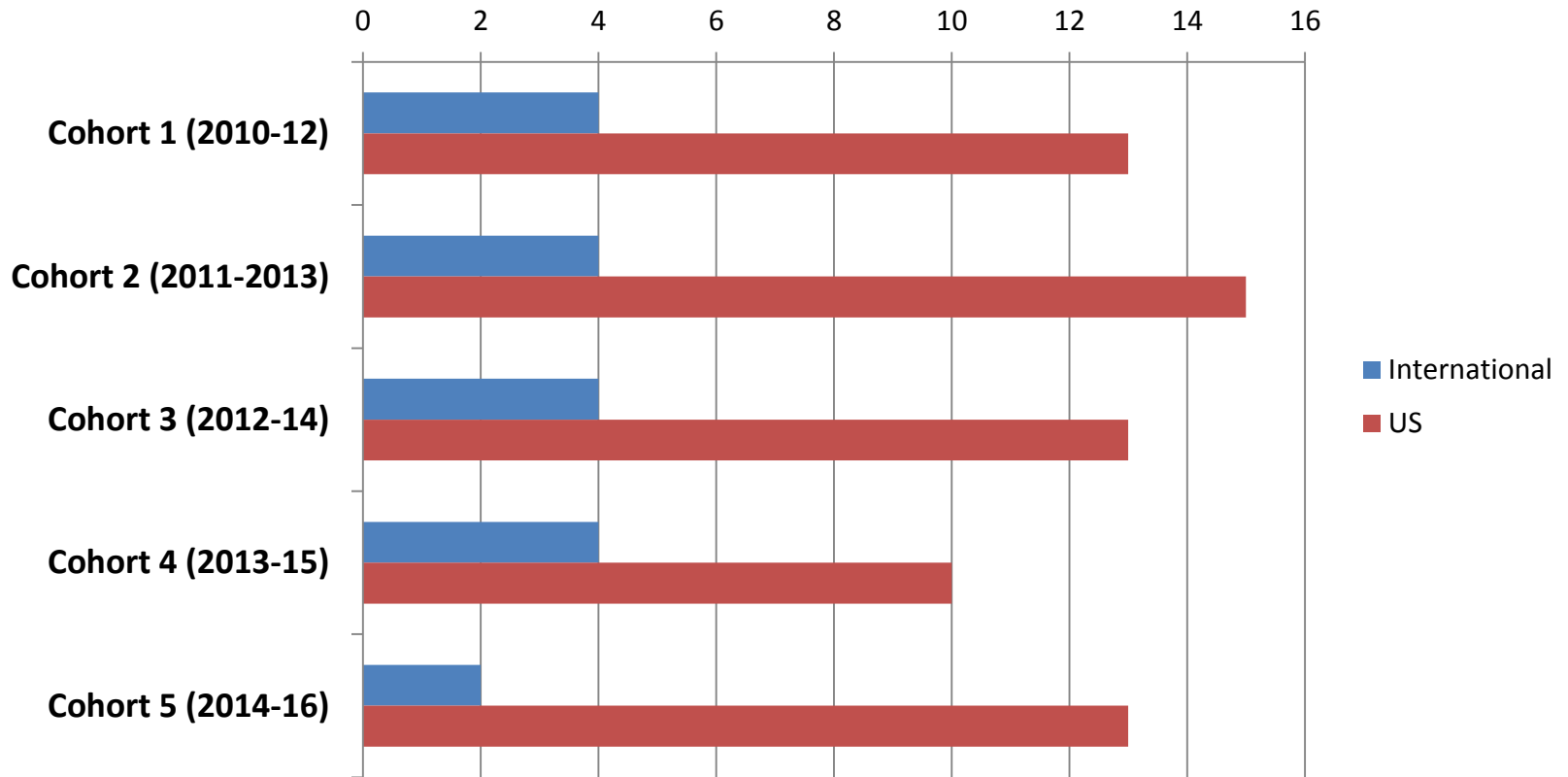
Leadership Series  
and Roundtable

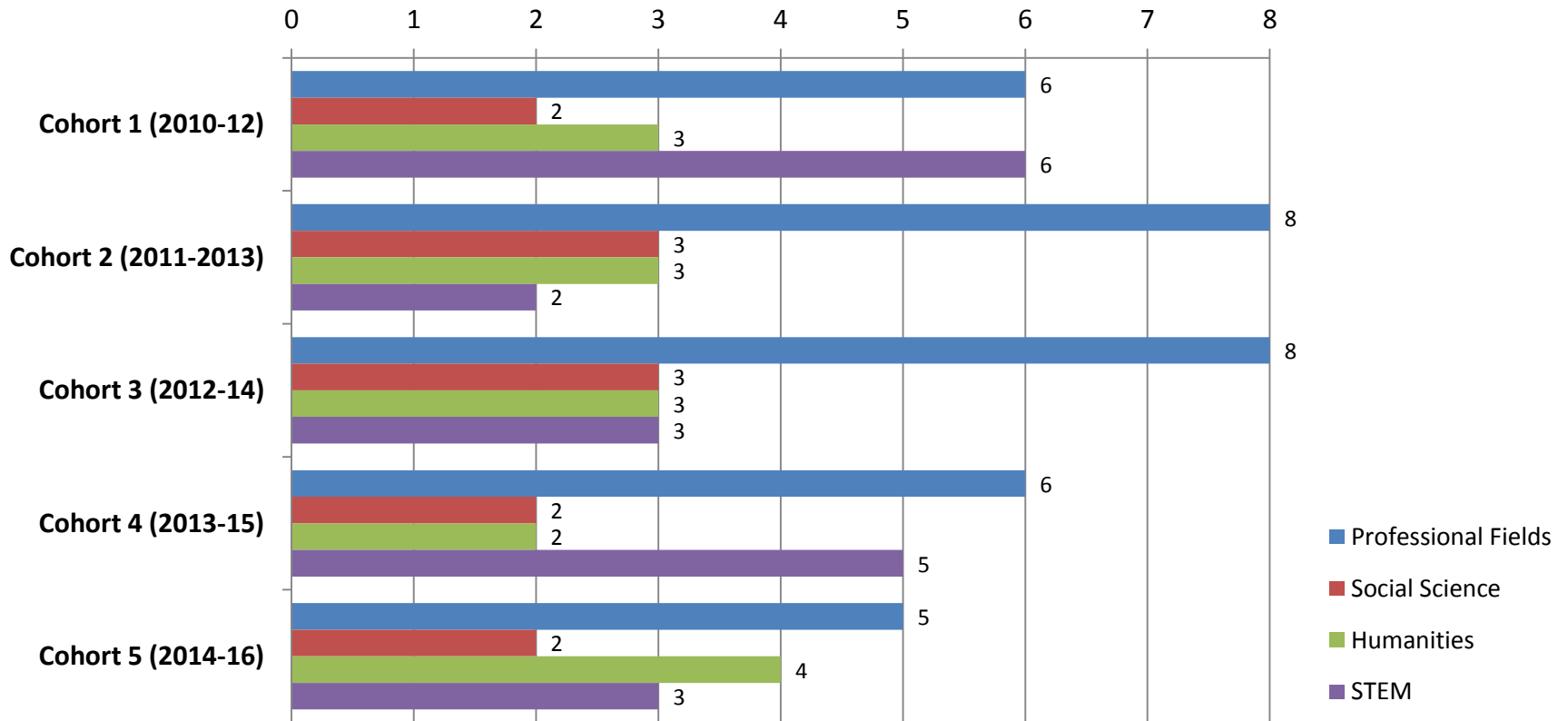
Washington Higher  
Education Forum

**Next Steps:**  
**-E-Leadership Portfolios**  
**-Collaborations**

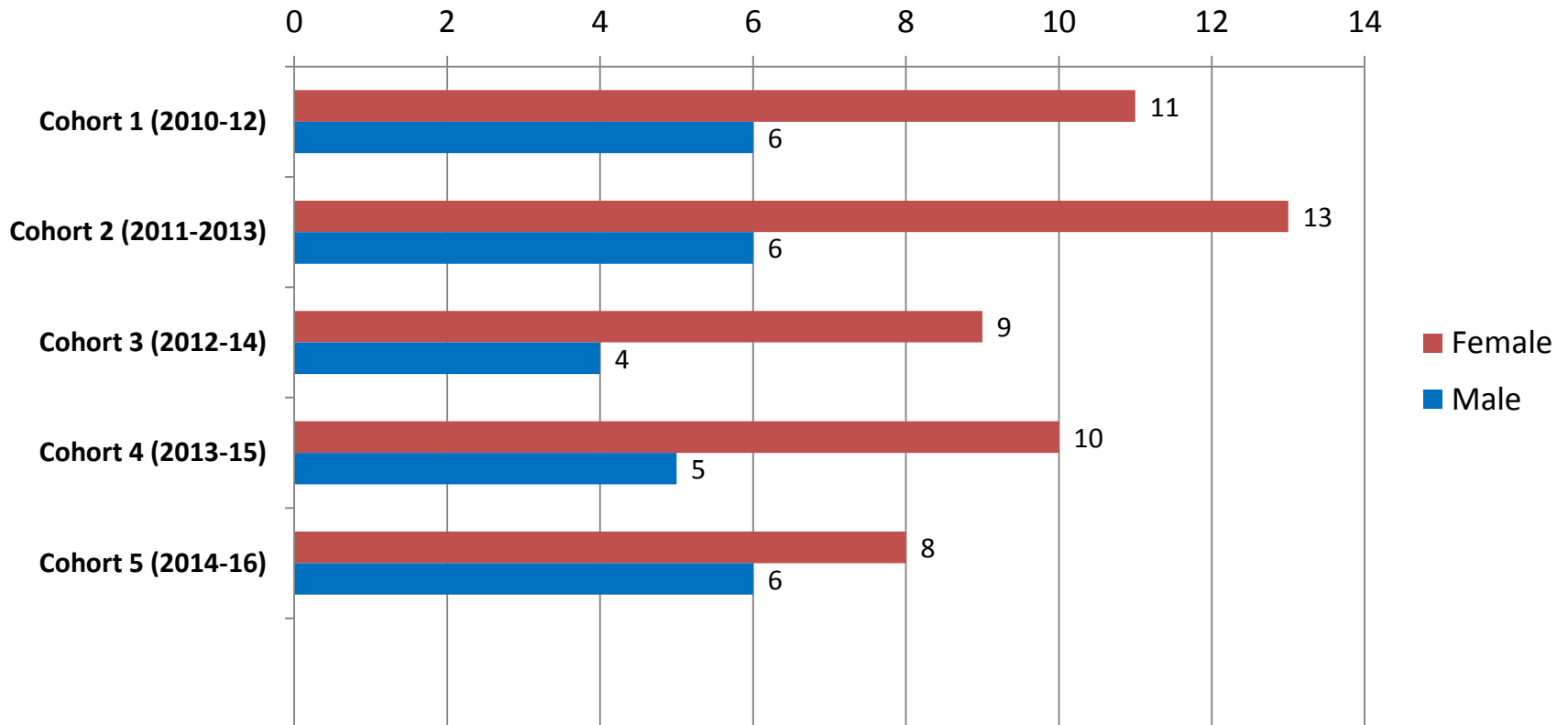


## PLDI Fellows: US/International

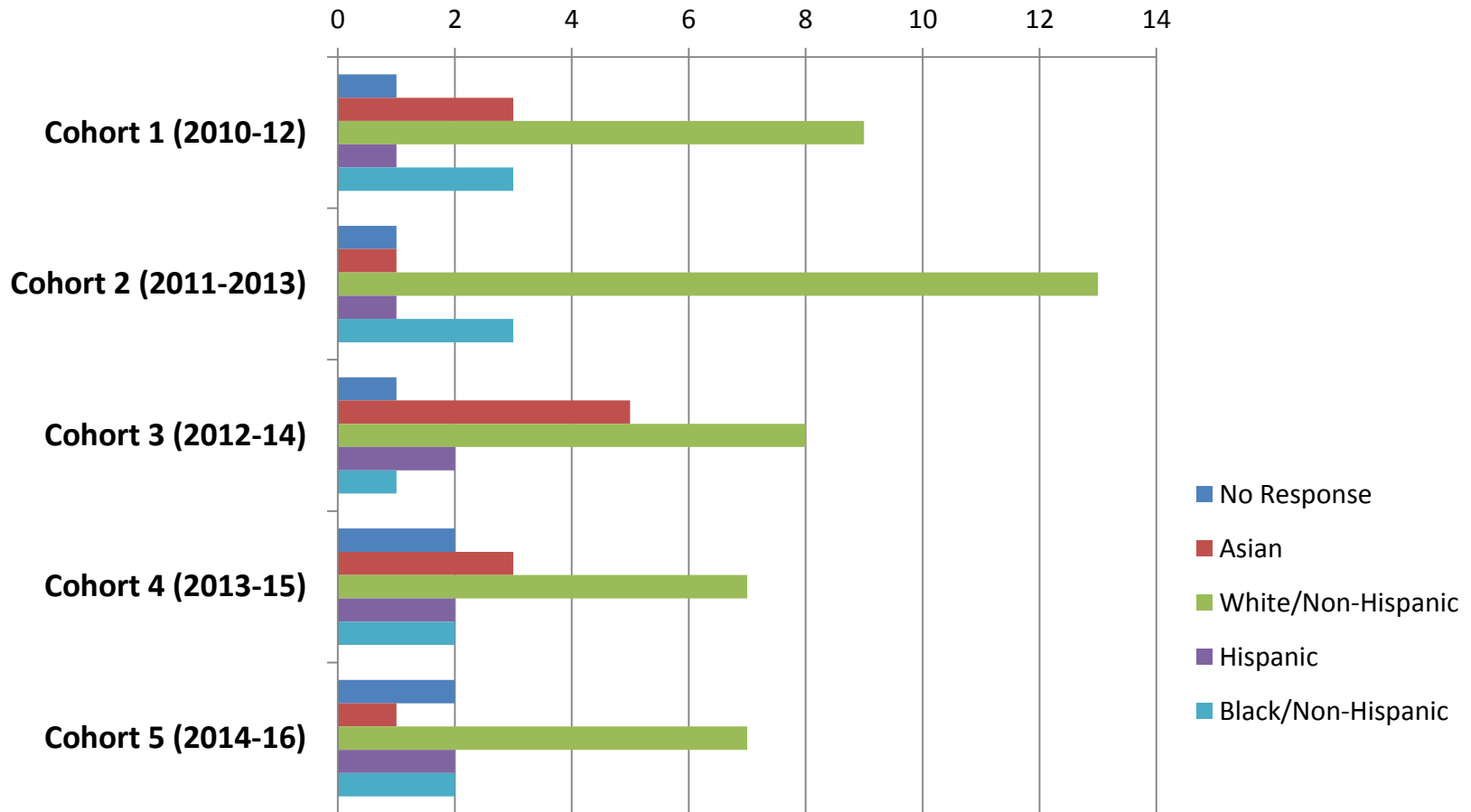




## PLDI Fellows: Gender



## PLDI Fellows: Ethnicity





## **Mentors**

University Vice Presidents - 21

Academic Unit Deans - 11

Institute and Center Directors - 4

Department Chairs – 3

Associate Deans – 2

Associate Vice Presidents - 2

# Assessment of Outcomes: A Progress Report

What is your overall evaluation of the course?

Course	Scale 1-5
501 Leadership in Higher Ed (2013-2015 Cohort, n=13)	4.0
502 Leadership in Higher Ed-Special Topics (2013-2015 Cohort, n=9)	4.7
503 Leadership Field Experience (2012-2014 Cohort, n=7)	4.3
504 Capstone (2012-2014 Cohort, n=10)	4.6
<b>PLDI Program as a Whole</b>	<b>4.4</b>

2014 Course Evaluations

## How Some Other PLDI 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.*

The Rutgers PLDI program has received substantial visibility and has served as a catalyst in the formation of similar programs at other universities around the country.

- <http://www.odl.rutgers.edu/pldi/index.html>
- Rutgers Program Helps Ph.D. Students Learn the Ropes of Academic Leadership, *The Chronicle in Higher Education*, Dec. 10, 2010 [http://chronicle.com/article/Rutgers-Program-Helps-PhD/125679/?sid=at&utm\\_source=at&utm\\_medium=en](http://chronicle.com/article/Rutgers-Program-Helps-PhD/125679/?sid=at&utm_source=at&utm_medium=en)
- Preparing Future Academic Leaders in Graduate School, *Academic Leader*, Oct. 2013
- Preparing the Next Generation of Academic Leaders: New Rutgers institute trains pre-docs for transition from faculty to administration, *Rutgers Focus*, October, 2011  
<http://news.rutgers.edu/focus/issue.2010-10-06.0799872240/article.2010-10-11.4776230290>
- Rutgers Pre-Doc Leadership Program Holds First Washington Forum, *Rutgers Focus*, June 6, 2011  
<http://news.rutgers.edu/medrel/special-content/summer-2011/rutgers-pre-doc-lead-20110602>

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For further information:

<http://www.odl.rutgers.edu/pldi/index.html>

or contact

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## **PLDI Executive Committee**

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**Barbara E. Bender, Ed.D.** – Associate Dean, Graduate School - New Brunswick

**Richard De Lisi, Ph.D.** – Professor and Dean Emeritus, Graduate School of Education

**Jerome J. Kukor, Ph.D.** – Professor and Dean, Graduate School - New Brunswick

**Susan Lawrence, Ph.D.** – Associate Professor of Political Science and Dean for Educational Initiatives and the Core Curriculum, School of Arts and Sciences

**Christine Goldthwaite**, PLDI Graduate Coordinator and Fellow

### **PLDI Course Coordinators**

501 Brent D. Ruben, Ph.D.

502 Barbara E. Bender, Ed.D.

503 Richard De Lisi, Ph.D. and Jerry Kukor, Ph.D.

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Questions, Comments?