



<p>Rutgers Leadership Academy (RLA)</p> <p>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 education.</p>	<p>PreDoctoral Leadership Development Institute (PLDI)</p> <p>A two-year leadership development program for Rutgers doctoral students focused on the knowledge and competencies necessary for future academic roles.</p>	<p>Leadership in Academic Healthcare</p> <p>A two-year program for medical students focused on individual leadership and communication competencies and the broader system of academic medicine.</p>	<p>Rutgers Academic Leadership Program (ALP)</p> <p>An information-sharing forum for current deans and department chairs focused on issues and topics of interest for academic leadership.</p>	<p>Big Ten Academic Alliance (BTAA)</p> <p>BTAA member-hosted seminars and networking for selected faculty Fellows designed to enhance understanding of the leadership challenges and opportunities at major research universities.</p>
<p align="center">Leadership at Lunch</p> <p align="center">"Brown bag" lunch seminars that address a variety of skills, topics, and tools of potential use to any faculty, staff, and students with an interest in higher education leadership.</p>				

The Rutgers Leadership Academy

There was a time when being the best among equals, a master of one’s discipline or technical area, was the primary—sometimes the sole—talent set regarded as necessary for leadership at a college or university. Being a noted scholar and luminary in one’s field was the primary qualification to be an academic leader; and superior technical knowledge was the defining leadership skill required for leadership in service or administrative areas. The problems and challenges one encountered as leaders were well-bounded, and often quite nicely addressed within the comfortable siloes of one’s program or department.

Even a cursory scan of the higher education work environment reveals how dramatically this well-ordered, well-defined world has changed, and along with it, the knowledge and skill-set required for leadership effectiveness. Being highly accomplished in one’s own area—academic discipline or technical area—is insufficient for effectively addressing the contemporary challenges that confront higher education.

These challenges are numerous and they come from all directions—the economic realities of the marketplace, financial and career needs of students and their parents, capabilities and difficulties posed by new technologies, employer demands for a better prepared workforce, regulatory requirements of governments, accountability pressures from boards and accreditors, and internal pressures from faculty and staff in response to the rapidly changing higher education landscape.

Few, if any, of these challenges have sources or solutions within any single department or functional area of a college or university. Rather most are sector-wide in nature and require systemic solutions—engaging perspectives of multiple internal and external stakeholders to understand/define and address the challenges faced in integrated ways. For academic and administrative leaders, few disciplines offer or require systematic preparation in higher education leadership.

The [Rutgers Leadership Academy](#) (RLA) provides a broad, integrated array of leadership education and development modules for faculty and staff in academic, administrative and professional programs. The program focuses on the development of cross-cutting leadership concepts, competencies, and tools that can be applied in the context of participants' specific disciplines, departments and schools.

Addressing leadership challenges effectively is particularly daunting in a research-university context given the multiplicity of mission elements being pursued simultaneously, the dynamics of loosely-coupled systems, and the diverse array of professional, administrative, technical and support personnel involved. Adding to the complexity is the array of critical stakeholders, the cultural traditions of collegial decision-making, and the numerous and often conflicting views of the priority goals of the institution and its units.

Each discipline, department or school has particular challenges and themes that leaders must address. In addition, however, all leaders within higher education face common challenges endemic to the sector. Personal leadership and accountability, thoughtful planning and priority setting, effective internal communication, strong relationships with key external constituencies, and high standards and innovation in programs and services are critical in all organizational settings; the same can be said for attention to faculty and staff workplace climate, organizational structure and effective processes, information management, planned change, the assessment of unit and institutional effectiveness, and a focus on documenting outcomes and accomplishments.

Whether the leader in question is a department chair in history, mathematics, or family medicine, a dean of liberal arts or education, the head of a key university committee, the coordinator of a laboratory or a creative writing program, a vice president for research or external relations, or a senior administrator in an academic or administrative program, these same fundamental competencies apply.

RLA takes a multi-dimensional approach to prepare leaders to be strategic in addressing these challenges. The program builds on a foundation that identifies the commonalities that apply in all leadership roles and in all organizations. This horizontal dimension of leadership emphasizes the generic, cross-cutting organizational concepts and leadership competencies that transcend specific settings and sectors—competencies that have increasingly been recognized as essential for outstanding leadership across settings. The specific disciplinary/organizational and institutional challenges faced by leaders—the vertical dimension—are addressed through the completion of participant led field-based projects under the mentorship of senior campus leaders.

RLA draws on the knowledge and skill of Rutgers leaders with input and support from senior campus and university leadership and Big Ten Academic Alliance Liaisons and Fellows. The

RLA is composed of a suite of modules incorporating a variety of teaching-learning methodologies, including seminars, readings, experience-based activities, simulations, case studies, self-assessment inventories, and leadership roles in individual and collaborative projects.

The second cohort of the program will begin in Fall 2017 and will consist of a combination of 18 online, hybrid, and in-person classes. Mid-career faculty and staff from both Rutgers-New Brunswick and Rutgers Biomedical and Health Sciences (RBHS) are eligible to be nominated. The nominee should be one who has potential for increased leadership responsibility and achievement within higher education. Faculty and staff from Camden and Newark are not currently eligible to participate.

Nominations for participation in the Academy should be submitted by VPs, deans, directors, chairs or other senior administrative leaders who see a need for an expanded pool of future leaders within their unit, and want to recognize and encourage the development of particular colleagues to assume increasing leadership responsibility. Nominators will agree to serve a facilitating and mentoring role throughout the program and will identify projects through which RLA participants can exercise a leadership role. It is through this field-based project where participants will gain a deeper awareness of the contextual knowledge and skill about a particular job, discipline, or sector in order to improve and strengthen their unit at Rutgers.

Topics addressed in RLA include institutional structure and mission, the national and institutional challenges facing higher education, leadership theories and concepts, formal and informal leadership roles and responsibilities, finance and budgeting models and practices, law and regulation, disciplinary and institutional cultures, decision-making, leadership communication, the influence of multiple publics, accreditation, and leadership tools related to organizational assessment, planning, change, metrics, and self-assessment.

Additional details regarding the RLA, along with other ODL initiatives, may be found at <http://www.odl.rutgers.edu/>.