

Looking Back

Looking Forward

Brent D. Ruben, Ph.D.

Distinguished Professor of Communication
Executive Director, Center for Organizational
Development and Leadership

Rutgers University

Carleton University

November 20, 2014

Continuing Challenges Facing Higher Education

- Meeting increasing demands with few new resources
- Responding to external critiques
- Creating a shared sense of direction that bridges the faculty/academic and staff/administrative campus cultures
- Learning from best practices of other educational institutions and organizations in other sectors—raising the bar
- Developing enhanced leadership capability
- Responding to accountability and performance measurement pressures
- Creating a culture of evidence-based decision-making
- Providing a rubric/template for institutional effectiveness as a guide for the design, assessment, planning and improvement of higher education units/organizations

Adapted from: Brent D. Ruben, *Pursuing Excellence in Higher Education: Eight Fundamental Challenges* (San Francisco: Jossey-Bass, 2004). www.josseybass.com/WileyCDA/WileyTitle/productCd-078796204X.html.

A Period of Paradigm Change

- Where colleges and universities were once the sole repositories of knowledge and knowledge materials, knowledge has become a networked commodity.
- No longer a need to visit brick and mortar campus structures to access knowledge or experts.
- Questions about what our role should be and where higher education is headed seem unavoidable— similar to the challenges that confronted banks, video stores, or encyclopedia publishers.
- We are at a point where “more of the same” won’t be adequate.

To whom can we look for guidance in these challenging times?

A noted philosopher, theoretician, and futurist ...



“A good hockey player plays where the puck is.”

“A great hockey player plays where the puck is going to be.”

-- Wayne Gretzky

Skating to Where the Puck Will Be:

Three Examples: Elon Musk, One Great Player

- **In the consumer credit domain: PayPal**
- **In electric automobiles: Tesla** — Says Musk: The car will start at \$57,400 for a base version that has a range of 160 miles. The Model S top of the line has the charging unit built into the car, so owners don't have to have one installed in their garages (although they will want a 240-volt outlet, and the 265-mile version can take up to eight hours to recharge, and goes from zero to 60 miles an hour in 4.4 seconds — quicker than a Porsche 911 Carrera sports car.
- **In corporate leadership in space travel: SpaceX** — The Dragon spacecraft, lifted by a Falcon 9 rocket, rendezvoused with the international space station. Both products of Musk's Space Exploration Technologies — taking over where the recently retired NASA space shuttles left off.



<https://www.youtube.com/watch?v=is0WFSDmFgw>

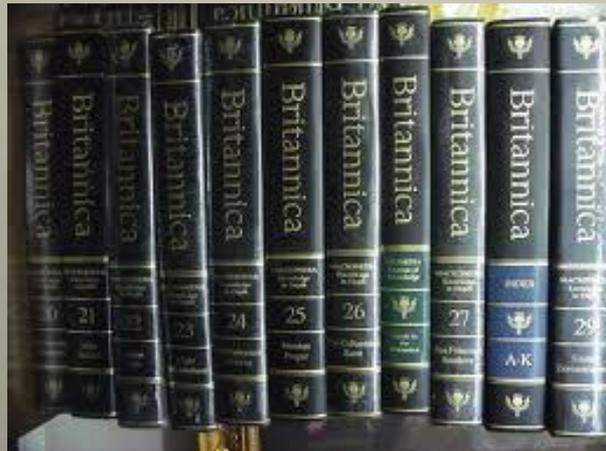
Read more: <http://www.businessinsider.com/teslas-model-s-review-2012-7#ixzz20o4yFKzF>

<http://www.usatoday.com/money/autos/story/2012-06-25/tesla-luxury-sedan-elon-musk/55846148/1>

Where Things Have Been Heading in Our World

- Technology
- Collaborations, alliances, partnerships
- Operational and structural change
- Reshaped mission and vision
- Others?

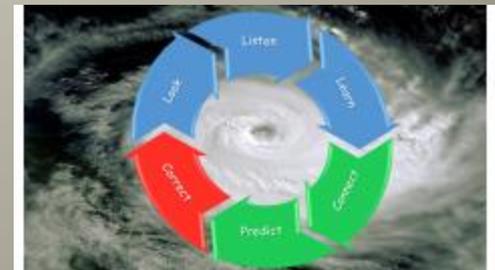
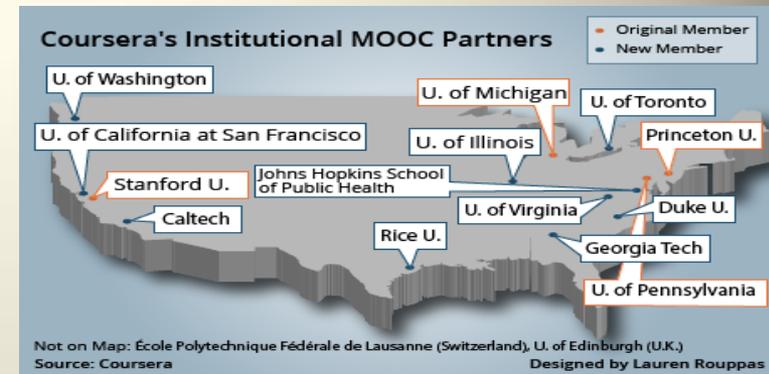
Technology: Changing Ways To Access and Disseminate Information and Knowledge



Adapted from: "Succeeding in Turbulent Times: Challenges and Strategic Growth Opportunities," David Finegold, Senior Vice President, Lifelong Learning and Strategic Growth, Rutgers University, 2012. Used with permission.

Enter: MOOCs(Massive Open Online Courses)

- Coursera and World Education University offer free courses provided by faculty from multiple universities and encourage students to organize study groups.
- Meetup.com, a website that facilitates local gatherings.
- Both companies have created mechanisms on the site to organize student-led gatherings in different parts of the world



B. Pokross, "Students in Free Courses Form Groups to Study and Socialize," *Chronicle.com*. Aug 16, 2012. See www.coursera.org and www.udacity.com; and http://chronicle.com/blogs/wiredcampus/students-in-free-online-courses-form-groups-to-study-and-socialize/38887?cid=at&utm_source=at&utm_medium=en.

Redefine the Core Mission: India School of Business

- Founded in 1999
- Doesn't offer a degree
 - Post-grad 1-year certificate = billed as equivalent to MBA
- First Indian Business School to crack the *FT's* Global Top 100 rankings
 - Top 20 last 3 years
- How did they do it?
 - Leveraged brand names of leading global B-schools: Kellogg, Wharton, later LBS
 - Boards filled with top employers



Adapted from: "Succeeding in Turbulent Times: Challenges and Strategic Growth Opportunities," David Finegold, Senior Vice President, Lifelong Learning and Strategic Growth, Rutgers University, 2012. Used with permission.

Collaboration Across Disciplines & Institutions: BioScience Research Collaborative Rice University and the Texas Medical Center

The BioScience Research Collaborative is an innovative space where scientists and educators from Rice University and other Texas Medical Center institutions work together to perform leading research that benefits human medicine and health.



Collaboration Across Higher Ed Institution Levels



Based on a shared goal of easing students' transition between Rogue Community College and Southern Oregon University, the institutions embarked on a jointly owned multimillion-dollar building. A detailed commingling model melds the activities of each institution into a seamless unit.

Business Officer, March 2012, 32-34

RCC
Rogue Community College

SOU Southern OREGON UNIVERSITY

[Parking](#) [Room Reservations](#) [Site Map](#) [Contact Us](#)

Home
Programs & Classes
Business Center
Room Reservations
Testing
The Building
Getting Here
Parking

HEC Hours:
M-R 8am-10pm
F-Sat 8am-5pm

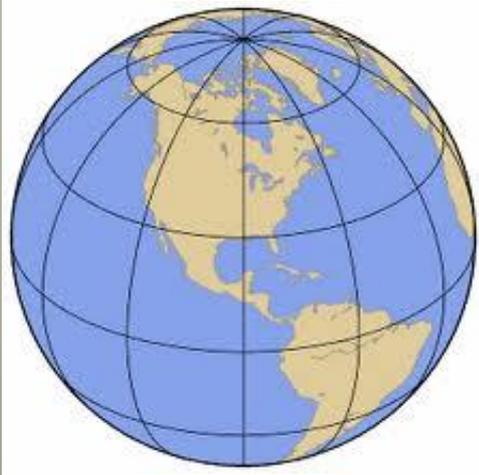
The Higher Education Center (HEC) represents a one-of-a-kind partnership in Oregon between Southern Oregon University (SOU) and Rogue Community College (RCC), strengthening the shared commitment SOU and RCC have had for years.

The result of this collaboration is a facility that better serves students and the business community:

- We make sure students at both institutions have more efficient class scheduling, smaller class sizes and personalized education, increased communication, and centralized services.
- We provide clear answers in one location regarding transferring from community college to University ensuring a seamless transition from community college to University.
- The HEC Business Center combines workforce development by RCC, professional development by SOU, and Small Business Development Centers run by both institutions, in one seamless effort to bring employment growth opportunities to all levels of businesses.

[Contact Us](#) [SOU Website](#) [RCC Website](#)

Reshaped Mission and Vision: Globalization



Globalization has a number of implications for higher education:

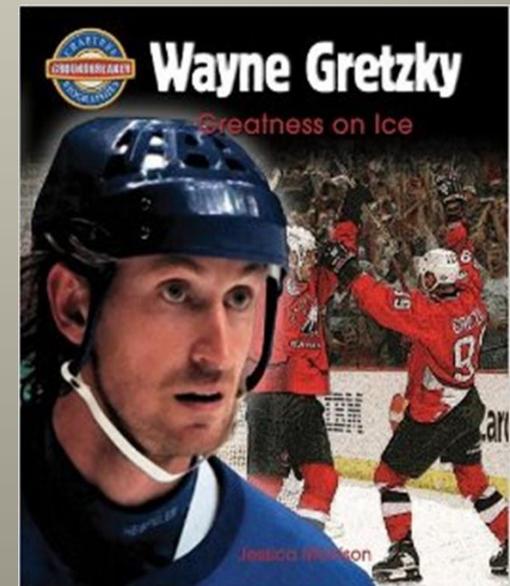
Global competition for students, for faculty, professional staff

The need for global curricula to correspond global placement of students, faculty and professional staff

An innovative idea for exploiting these trends – already being considered or adopted by some institutions – is to internationalize curricula and faculty.

What's Ahead: Time for You to Suit Up and Head onto the Ice

- What major changes do you predict for higher education over the next ten years?
- What kinds of strategies will help us get to where the puck will be?
- Thoughts?



Strategies for the Period Ahead

1. Innovation
2. Focus and Alignment
3. Organizational Effectiveness Rubrics
4. Strategic Leadership

1. Innovation

Innovation is not a project or a program—to be successful and sustained, it must be/become a continuous process, fully integrated into the lifeblood, activities, and culture of the organization

What processes will result in enhanced innovation?

Sustaining Continuous Innovation can best be achieved through an integration with a continuous improvement framework

Duncan's Den

2. Clarify Focus and Align Programs and Services with Mission

- Large universities are complex cities.
- New programs and services have grown up over time to meet various perceived needs of our many constituencies.
- Embrace new ventures; seldom toss out old ones
- Need for careful, systematic review
- What is/are core mission(s)? Core competencies?
- How do we leverage core competencies?
- How can we create connections, alignment?
- How do we eliminate redundancies, waste and incompatibilities?
- How can we better integrate assessment, planning and improvement?

MAAP

Mission Alignment, Assessment, & Planning: The Undergraduate Educational Experience at Rutgers

The Rutgers MAAP Task Force:

Co-Chairs: Brent Ruben and Susan Lawrence

Barbara Bender, Richard DeLisi, Gary Gigliotti, Carol Goldin,
Robert Heffernan, Kate Immordino, Patrick Love, Don Smith

Shared Mission Goals for the Undergraduate Educational Experience

- **Student Recruitment**
- **Rutgers Support and Pride**
- **Student Engagement,
Leadership, and Citizenship**
- **Learning Goals**
- **Progress to Degree**
- **Post-Graduation Success**

• Student Recruitment

- Access, affordability, and attractiveness
- Diversity
- Quality/high achieving students

• Learning Goals

- Co-curricular & lifetime learning goals
- Academic learning goals

• RU Support and Pride

- Quality physical environment
- Valuing the research mission
- Student satisfaction
- Self-identification with RU

• Progress to Degree

- Retention
- Academic Success
- Timely graduation

• Student Engagement, Leadership & Citizenship

- Value diversity and respect differences
- Involvement in university life
- Local and global citizenship
- Leadership knowledge and skill

• Post-graduation Success

- Honors, Awards, Fellowships
- Graduate and professional school admissions
- Employment

What are each unit's goals?

Which of goals align with University undergraduate educational experience mission goals?

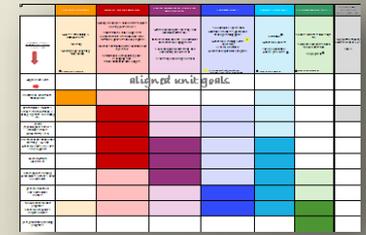


"Units" include:

Schools/
Academic Decanal Units
Administrative Units
Programs / Centers
Departments
Activities

| | STUDENT RECRUITMENT | RUTGERS SUPPORT AND PRIDE | STUDENT ENGAGEMENT, LEADERSHIP, AND CITIZENSHIP | LEARNING GOALS | PROGRESS TO DEGREE | POST-GRADUATION SUCCESS |
|---|---|--|--|--|---|--|
| <p><u>PROGRAMS/SERVICES ORGANIZED BY STUDENT PROGRESSION</u></p>  | <p>*Access, affordability, & attractiveness</p> <p>*Diversity</p> <p>*Quality/ high achieving students ☆</p> <p>☆ Favorite public measure</p> | <p>*Quality of campus environment, facilities and support services</p> <p>*Understand & value Rutgers as comprehensive research univ & the mission & goals of school/ program</p> <p>*Student satisfaction with education and experience</p> <p>*Institutional & disciplinary pride, belonging, and self-identification with Rutgers</p> | <p>*Affirm human rights, diversity, and individual difference</p> <p>*Involvement in univ life, co-curricular, and academic engagement</p> <p>*Local and global citizenship and community involvement</p> <p>*Leadership knowledge and skill</p> | <p>*Co-curricular, experiential, workforce readiness, global and lifelong learning goals</p> <p>*Academic Learning Goals: ☆ University General Education Academic Major/Minor program</p> <p>☆ Assessment of student academic learning as required for accreditation</p> | <p>*Retention ☆</p> <p>*Academic Success</p> <p>*Timely Graduation: 4 and 6 year Rates ☆</p> <p>☆ Favorite public measure</p> | <p>*Honors, awards, fellowships, etc.</p> <p>*Graduate and professional school admission</p> <p>*Employment ☆</p> <p>☆ Favorite public measure</p> |
| <p>Aligned Unit Goals</p>  | <p>aligned unit goals</p> | | | | | |
| recruitment, admissions, financial aid | | | | | | |
| infrastructure, facilities, services, transportation, IT, dining, registrar, scheduling etc. | | | | | | |
| health, psychological services, disability services public safety, et. al. | | | | | | |
| new student orientation and advising -- SA and Academic Units; OUE First Year Programs | | | | | | |
| Student Affairs/ Student Life | | | | | | |
| acad support, learning communities, libraries, acad co-curricular | | | | | | |
| general education/ core curriculum/ electives | | | | | | |
| school/academic unit programs academic disciplines /majors & minors | | | | | | |

Alignment, Assessment, Planning, Communication, Accountability



| | Goal 1 | Goal 2 | Goal 3 | Goal 4 | Goal 5 | Goal 6 |
|--------|--------|--------|--------|--------|--------|--------|
| Unit A | Red | Purple | Blue | Green | | |
| Unit B | Red | Purple | Blue | Green | | |
| Unit C | Red | Purple | Blue | Green | | |
| Unit D | Red | Purple | Blue | Green | | |
| Unit E | Red | Purple | Blue | Green | | |
| Unit F | Red | Purple | Blue | Green | | |
| Unit G | Red | Purple | Blue | Green | | |
| Unit H | Red | Purple | Blue | Green | | |
| Unit I | Red | Purple | Blue | Green | | |
| Unit J | Red | Purple | Blue | Green | | |
| Unit K | Red | Purple | Blue | Green | | |
| Unit L | Red | Purple | Blue | Green | | |
| Unit M | Red | Purple | Blue | Green | | |
| Unit N | Red | Purple | Blue | Green | | |
| Unit O | Red | Purple | Blue | Green | | |
| Unit P | Red | Purple | Blue | Green | | |
| Unit Q | Red | Purple | Blue | Green | | |
| Unit R | Red | Purple | Blue | Green | | |
| Unit S | Red | Purple | Blue | Green | | |
| Unit T | Red | Purple | Blue | Green | | |
| Unit U | Red | Purple | Blue | Green | | |
| Unit V | Red | Purple | Blue | Green | | |
| Unit W | Red | Purple | Blue | Green | | |
| Unit X | Red | Purple | Blue | Green | | |
| Unit Y | Red | Purple | Blue | Green | | |
| Unit Z | Red | Purple | Blue | Green | | |

- Provides a visual display of the multiple ways in which each unit's/activity's goals **align** with the University's goals.
- Ideally each unit will have a web page listing its aligned goals and providing **current assessment** results.
- Recognizes unit success in meeting these goals by providing a collective portal to unit/activity **assessment** data, while connecting effective local ownership of assessment with institutional indices.
- Facilitates **planning** by identifying under-met goals and cultivating synergies between units that all contribute to a particular mission goal.
- Provides data for **a compelling story** about the accomplishments of the university for the public

3. Rubrics for Organizational Excellence

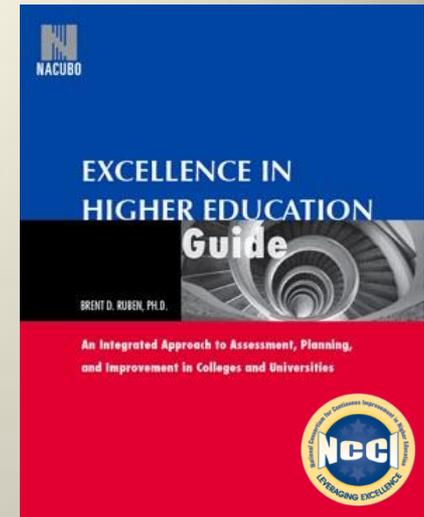
- Much emphasis in recent years placed on rubrics for teaching and learning—at all levels
- These provide a common language, simple-to-use tools, help new comers
- We need rubrics to guide the design, assessment, planning, and improvement of higher education departments, schools, and institutions

Excellence in Higher Education

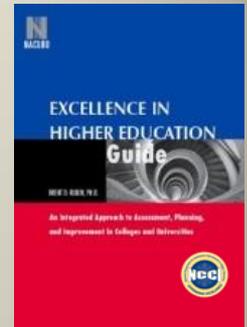
The EHE framework provides “a rubric” of **seven categories or themes** that are critical to the effectiveness of any educational enterprise—program, department, school, college or university.



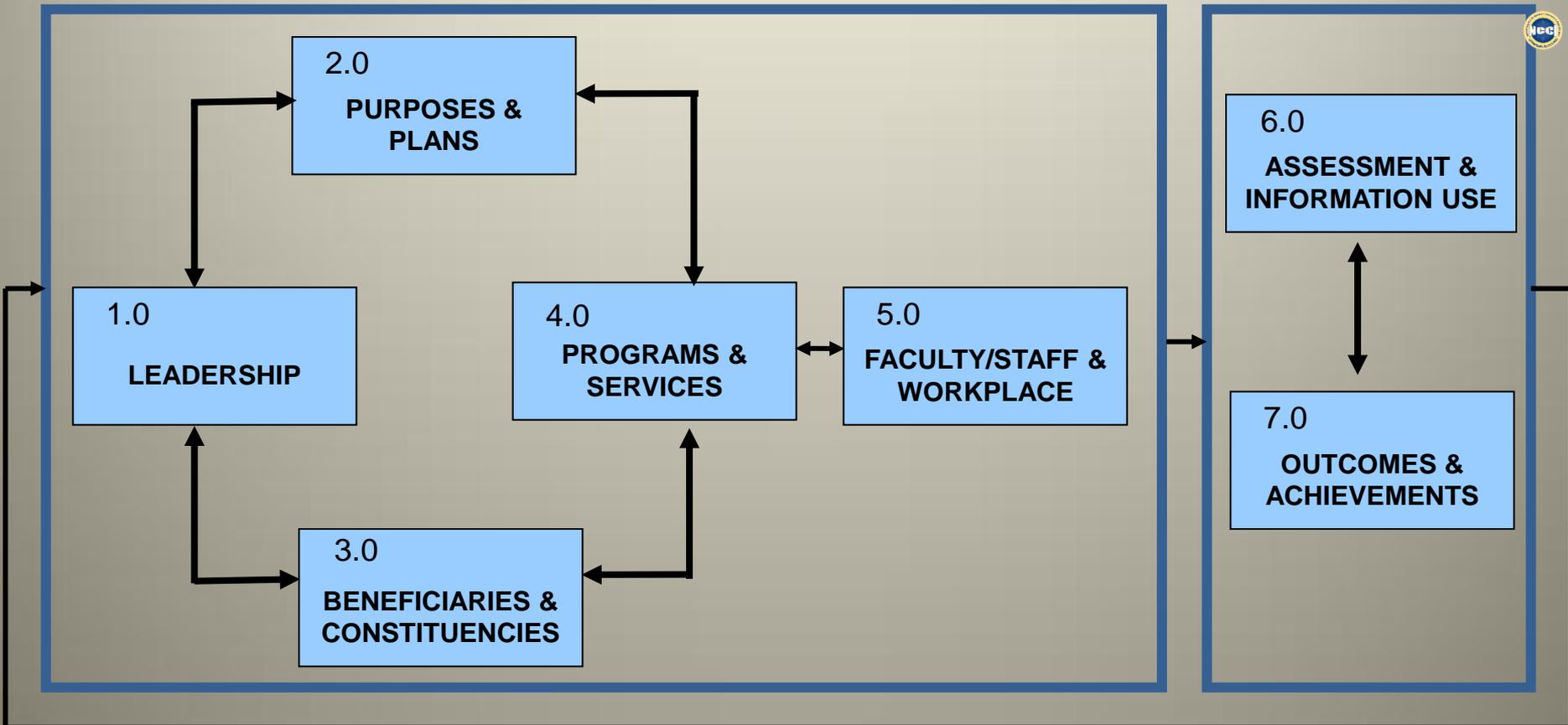
The categories are viewed as distinct but interrelated components of any higher education organization.

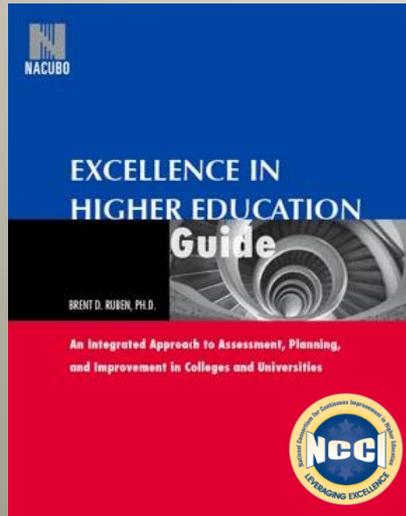


Excellence in Higher Education: The Framework and Categories



An Organizational Rubric for Organizational Design, Assessment, Planning and Improvement





1. Defines *standards* of excellence that take account of the mission and aspirations of an institution and its academic, administrative, student life, and service units.
2. Provides a *strategy* for achieving those standards in a manner that integrates existing assessment, planning, and improvement efforts, and identifies critical priorities
3. Also *Inventories, organizes and integrates* existing assessment, planning and improvement activities
4. A framework to guide in the *design* of educational units, programs, or services

A tool (rubric) to help an institution—or academic and administrative programs or department—move to the next level of excellence

Levels of Assessment, Planning, and Improvement

- Campus
- Division/Department
- Program or Service

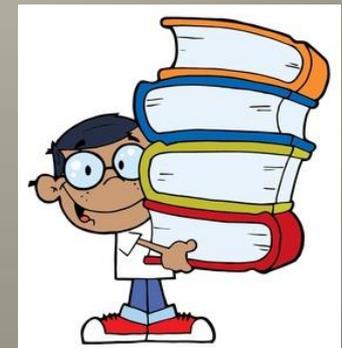


Excellence Canada

4. Strategic Leadership

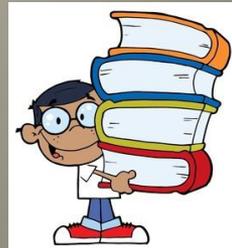
Many Challenges Confront Higher Ed Leaders

- Multiple stakeholders, often with conflicting needs, values, goals.
- Broad responsibilities, multiple priorities, often limited resources.
- Leadership excellence 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.
- 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.
- 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.
- Learn from the research and professional practice literature on leadership.
- Pursue opportunities for leadership development through partnering and networking
- Develop and enhance campus-based leadership development programs—(e.g., *Leadership Carleton*)
- Develop leadership models appropriate to higher education
- Early intervention, leadership development, succession planning



A Traditional View of Leadership

- Outstanding leadership is provided by individuals who have superior job-specific and technical knowledge and skill
- 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

Vertical & Horizontal Perspective on Leadership

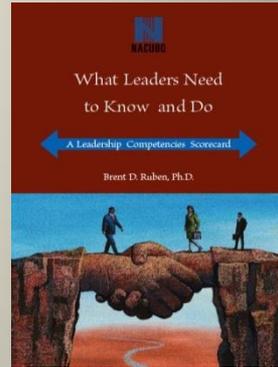
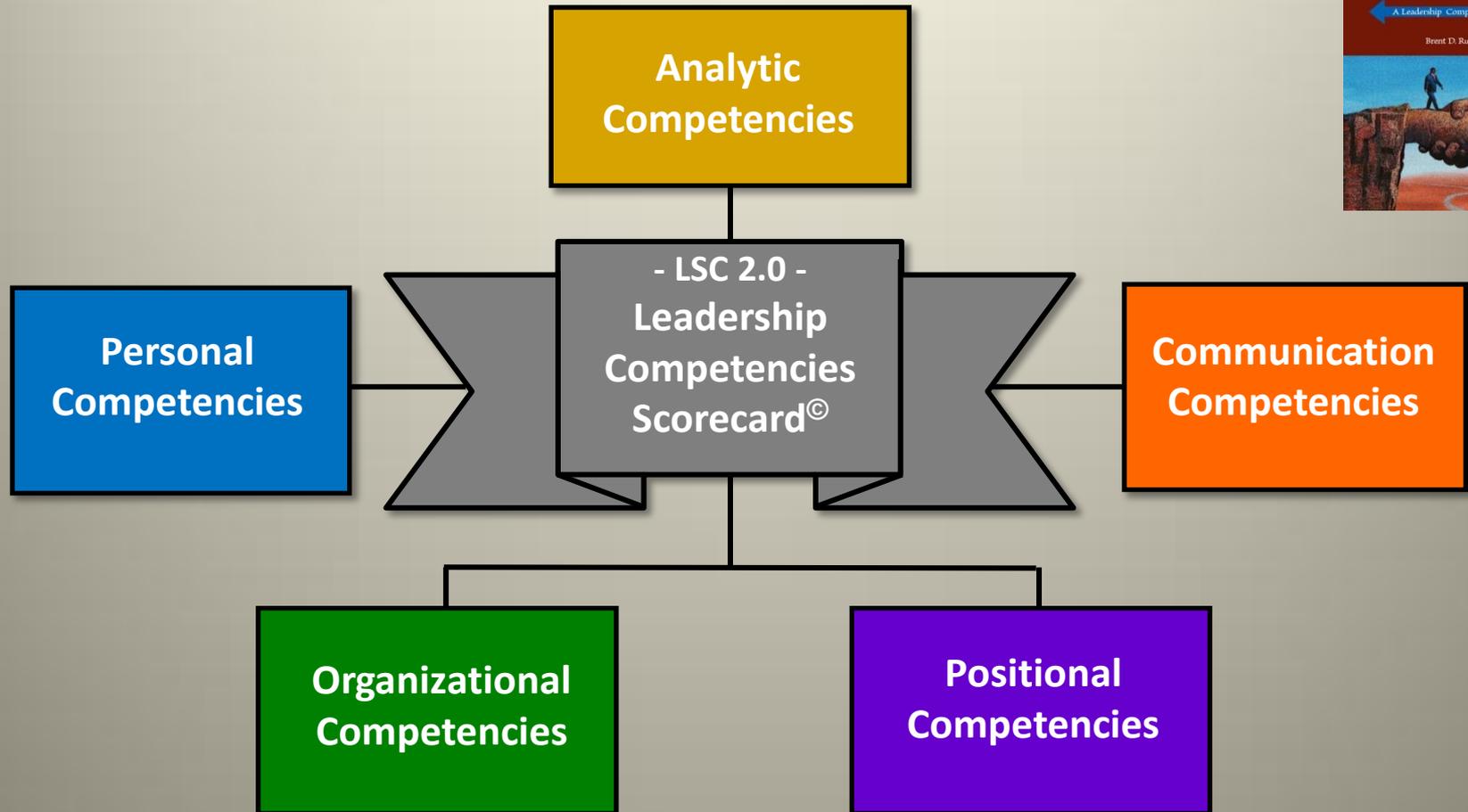
Effective
Leadership
Depends

Effective Leadership Requires Mastery of an Array of Core Competencies

on
Mastering
Specifics of
a
Position

What Competencies Matter for Excellence in Leadership?

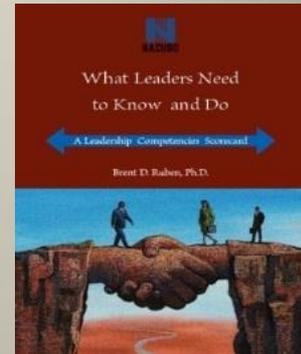
Leadership Competencies Scorecard (LSC 2.0)



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



Leadership Competencies

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

An “Early Intervention Program ” to Train Strategic Leaders

PreDoctoral Leadership Development Institute (PLDI)

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, 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

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

Program Components

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



An Interdisciplinary Program in Terms of Students

| Academic Discipline | 10/12 | 11/13 | 12/14 | 13/15 | 14/16 |
|-----------------------------------|-------|-------|-------|-------|-------|
| Anthropology | | 2 | | | 2 |
| Art History | | | 1 | | |
| Biomedical Engineering | 1 | | 1 | | 1 |
| Bilingualism/Language Acquisition | | | 1 | 1 | 1 |
| Business | | | 1 | | |
| Chemistry & Chemical Biology | | 1 | | 1 | |
| Classics | 1 | | 1 | | |
| Communication & Information | 2 | | 1 | | |
| Comparative Literature | | 1 | | | |
| Computer Science | | 2 | | | |
| Criminal Justice | | 1 | | | |
| Ecology and Evolution | 1 | | | 1 | |
| Education | 2 | 2 | 2 | 4 | 3 |
| Educational Psychology | | | 1 | | |
| Electrical & Computer Engineering | 1 | | | | |
| Environmental Science | | | | 1 | 1 |
| Food Science | 2 | 1 | | | 1 |
| German & Comparative Literature | | | | | 1 |

| Academic Discipline | 10/12 | 11/13 | 12/14 | 13/15 | 14/16 |
|--------------------------------|-------|-------|-------|-------|-------|
| History | 1 | | | | 1 |
| Humanities | | 1 | | | |
| Italian Studies | | 1 | | | 1 |
| Library & Information Sciences | 1 | | | | |
| Management & Labor Relations | 1 | | | | |
| Microbial Biology | | | 1 | | |
| Nutritional Sciences | | | | | 1 |
| Organizational Communication | | 1 | 1 | 1 | |
| Organizational Management | | 1 | | 1 | |
| Pharmacology | | | | 1 | |
| Physics and Astronomy | | | | 1 | |
| Plant Biology | 1 | | 1 | | |
| Planning and Public Policy | | | 1 | | 1 |
| Political Science | 1 | | | | |
| Social Work | | 2 | 1 | | |
| Sociology | 1 | | 2 | 2 | |
| Spanish and Portuguese Studies | 1 | | | 1 | |
| Women's and Gender Studies | | | 1 | | |

Goals: Through Completion of the PLDI Program will ...

- Become familiar with challenges and issues facing higher education and higher education leaders
- Develop an understanding of fundamental perspectives and concepts of leadership as they apply in higher education settings
- Acquire the skills and commitment necessary for self-assessing leadership performance, and enhance personal and professional leadership competence
- And others...

More generally...

- *Contribute to the conversation about higher education leadership theory and practice within the university and nationally*
- *Stimulate increased teaching/learning and reflection on leadership practice among university leaders involved with the PLDI program*

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

Ruben's Picks

- **Innovation**
- **Focus and Alignment**
- **Organizational Effectiveness Rubrics**
- **Strategic Leadership**

Where the future of higher education will take us, we cannot be sure.

We also can't be sure what innovations will be needed to adapt to and shape the future.

But we do know that . . .

“You miss 100% of the shots you don't take.”



Questions, Comments?

**Thanks for the opportunity
to be a part of this event!**

References

Ruben, B. D. (2010). ***Excellence in higher education: An integrated approach to assessment, planning, and improvement in colleges and universities***. Washington, D.C.: National Association of College and University Business Officers.

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