

Northeastern Research Leadership Development Initiative (ReDI) 2017 – 2018

Initiated in fall 2012, the Research Leadership Development Initiative (ReDI) is a leadership program for associate and early full professors with growing research careers who show promise for research leadership on a wider scale—whether in forging significant research collaborations, in directing centers, or in guiding their own academic departments towards greater research visibility. ReDI participants come from all disciplines. The university actively seeks to recruit into each year's ReDI cohort a diverse group of faculty members, and ReDI intentionally prepares faculty members to lead across differences of working styles, approaches, backgrounds, and disciplines.

The ReDI program spans six months, requires 40-50 hours of commitment from participants, and comprises three major activities:

1. Workshops aimed at developing participants' self-awareness as a leader in addition to specific leadership capabilities;
2. Team work in a cohort challenge that investigates an important challenge facing the university and culminates with recommendations presented to the Provost's leadership team; and
3. Meetings with university leaders and administrators on how the university works and what motivates their own leadership.

ReDI Selection Process

The Vice Provost for Academic Affairs (VPAA) annually solicits faculty nominations from each college dean. Each nominee is vetted within his or her college and all nominees must be supported by their department chair (where applicable) as well as their dean in order to advance to the Provost's Office. The VPAA then reviews nominations and invites selected participants. Faculty members nominated but not placed in a given year's cohort will be considered for subsequent years. Faculty members interested in being nominated to ReDI should speak with their department chair and/or dean.

ReDI Value to Past Faculty Participants

The ReDI leadership experience provides not only new skills and time for their application, but also an opportunity for faculty members to reflect on their career aspirations in their totality. Past ReDI participants have this to say about their experiences in the program:

- “Thinking of the analogy of the orchestra, I used to think that it was fine to play an instrument and to play it well, but now I see that I need to take a step back and be a conductor and a leader.”
- “I really needed to understand the ramifications around establishing multi-disciplinary (programs) from a top-down and bottom-up perspective and my cohort challenge was **extremely** helpful in that regard. I would not have gotten such a broad perspective had I not been in the cohort. So I am very grateful my dean got me into ReDI.”
- “Now I'm taking over the rather large grant with two other universities and I am not afraid to do so because ReDI showed me how to deal with it and what to do what not to do.”
- “I think it's a fantastic program and it really did feel luxurious to think about my own career and to be encouraged to think about my career was fantastic.”
- “Participation in ReDI definitely played a role in my decision to pursue and accept (leadership position) just because I felt more comfortable I think with tools that I might use and approaches that I might take, again things I learned from the program, seeing what other people in similar sort of positions were pursuing, . . . [and,] again, a general feeling that the university felt that I could do this so I was supported in it.”