

Luoma Leadership Academy

Project Six Team Study

Research to Inform MnSCU Succession Planning Effort

July 9, 2010

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Executive Summary

Overview and Team Charge:

The Project Six Team Charge was to “Test assumptions and provide research data to inform the development of a comprehensive succession planning process.” The first assumption concerned linchpin positions, those positions that, if vacant, would cause the organization to be unable to meet or exceed expectations, confront competition successfully, or follow through on efforts of crucial long-term significance. The assumption was that linchpin positions were presidents, vice presidents, chief financial officers, and academic deans. The Project Six Team was scoped with testing whether these in fact are linchpin positions and whether there are other positions that should be considered linchpin.

The second assumption concerned leadership competencies. Past MnSCU work had identified twelve competencies. The Project Six Team was scoped with testing whether these competencies reflect what current incumbents of key linchpin positions need to be successful.

The methods the Project Six Team chose to test the two assumptions were a literature review and a survey. The survey was informed by some qualitative interviews of a small number of human resources personnel.

Key findings:

The assumption that presidents, vice presidents, chief financial officers, and academic deans are linchpin positions is supported by a survey of campus representatives.

The survey supported the importance of other positions such as Human Resources Director, Registrar, and Financial Aid Director.

Both the literature review and survey tend to support the relevance of MnSCU’s current leadership competencies.

Demographic data show 84.4% of presidents and 57.9% of chief academic officers are 56 years or older. Survey results reveal it is challenging to find qualified applicants (60.5% and 47.9%, respectively) and there are significant consequences of having this particular position vacant within the organization (94.1% and 94.9%, respectively).

The survey supported the additional competencies of the ability to (1) mediate and collaborate effectively; (2) exhibit entrepreneurial and innovative thinking, (3) and successfully manage budget and fiscal issues.

Recommendation: The Project Team recommends MnSCU leadership review the report as the findings support the need for a strategic succession planning process.

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Charge

Project Title: Research to Inform MnSCU Succession Planning Effort

Problem: Current demographic data tells us that there is a wave of retirements coming, even though that wave may be somewhat ameliorated by the present economy. Additionally, there is evidence that we may have significant turnover in certain key leadership positions in our system in the next 5-10 years. As a system, we have begun to invest in several leadership development programs to help build leaders for the Minnesota State Colleges and Universities. However, that is just one component of creating a successful succession planning effort. (*Succession planning* is a process of developing talent to meet the needs of the organization now and in the future.) Without a comprehensive and targeted succession planning process that identifies future needs and develops current talent to meet those needs, we risk an inability to lead our institutions strongly into the future.

In order to inform a comprehensive succession planning effort for the Minnesota State Colleges and Universities, we need to test several assumptions.

Team Charge: Test assumptions and provide research data to inform the development of a comprehensive succession planning process.

Assumption 1: Key linchpin positions* for the system have been identified in the past as presidents, vice presidents, and academic deans. What are our “mission critical” positions or linchpin roles in the Minnesota State Colleges and Universities? In other words, for what essential jobs do we need to be developing talent?

Are these the key leadership positions that merit focused succession planning efforts system-wide? Research data can be gathered from surveys and interviews, review of succession planning literature, consultation with demographers, workforce planners, and other key leaders.

**Linchpin positions deserve special attention because they represent strategically vital leverage points, which when they are left vacant . . .the organization will not be able to meet or exceed customer expectations, confront competition successfully, or follow through on efforts of crucial long-term significance.*

To identify these linchpin positions, ask:

How significant are the consequences of having this particular position vacant?

How does this function contribute uniquely to the organization’s mission?

If the leader were gone, could it still operate effectively?

Assumption 2: Leadership competencies have been identified for the Minnesota State Colleges and Universities. Do these leadership competencies reflect what current incumbents of key

linchpin positions need to be successful? How will changing student demographics, funding, and position requirements impact what future incumbents will need to be successful? Data can be gathered from system-wide surveys and interviews, research of best practices from other higher-education systems, and review of succession planning literature.

Executive Sponsor: Lori Lamb, Vice-Chancellor for Human Resources

Team Advisor(s): Anita Rios, Director, Staff and Leadership Development

Succession Planning Subcommittee Staff and Leadership Development Steering Committee

Action Learning Team Members: Michael Amick - Dean of Academic and Technology Services, Central Lakes College; Vi Bergquist - Dean of Library and Information Services, St. Cloud Technical and Community College; Scott Goings - Assistant General Counsel, Minnesota State Colleges and Universities; Lisa Kvas - eFolio Program Manager, Mesabi Range Community College; Allan O'Bryan - Faculty, Rochester Community and Technical College; Lou Urban - Financial Operations Manager, Office of the Chancellor, Minnesota State Colleges and Universities.

The Project Six Team thanks Terry Hindt and Jim Lee for their assistance on this project.

Project Overview

During the initial stages of the study, the Project Six Team chose to subdivide into two groups: one group focusing on the literature review and the second group focusing on designing a survey. In addition, members of both groups performed a limited number of informal qualitative interviews to inform and cross-check with the survey and the literature review.

Consistently with how the Project Six Team pursued its work, this report includes:

- I. Literature Review
- II. Survey
- III. Conclusion
- IV. Source Citations
- V. Appendices

Literature Review

Succession planning in higher education is a growing topic of discussion and concern. Although succession planning has long been a part of the corporate world, the academic world has been slow to embrace this development. However, due to significant demographic challenges, succession planning is now “on the radar” in higher education.

There is a dearth of literature directly addressing higher education succession planning. These are the themes of the existing literature: (1) the need for it, (2) the big picture process of how to do it, and (3) the impediments to succession planning in higher education. The majority of the literature addresses the need for planning; the least common themes in the literature are how to do succession planning and impediments to doing succession planning.

The Need for Succession Planning.

The largest staffing issue facing the Minnesota State Colleges and Universities system is similar to what the overall employment environment will experience; we are facing a wave of baby boomers retiring who hold linchpin positions. As employees with specific knowledge and/or unique skill sets exit our system, potential vacancies may be created with long term negative effects. We share the same challenge as others in higher education of tapping enough younger and more diverse people to assume the leadership roles in the wake of the retirement wave. Old paths of leadership development must make way for new paths.

Harris and Associates cite an American Council on Education study saying nearly 50% of U.S. Presidents and Chancellors are age 61 or older.

Basham, Stader and Bishop refer to the “massive wave” of baby boomers retiring, stating that some researchers have predicted as high as 75% turnover by 2011 for education alone.

Parkman and Beard and **Scott-Skillman** point to this sudden and dramatic drop-off in baby boomers coupled with a smaller generation to replace them. **Williams** described this as an upcoming talent void. This void is not just at the pinnacle of higher education administrative ladder, but throughout. In the past, succession planning tended to focus on high-level positions within the organization, but many now see that it is necessary throughout the organization. (**Osterhaus Neefe**)

According to **Bett’s et al**, 6,000 higher education administrative jobs need to be filled from a sparse pool of talent. **Betts** cites a litany of supporting evidence: **Selingo, Appadurai, June, Davis, Moser, Powers** concurring that a crisis exists and that higher education is unprepared.

The disparity between current higher education workforce and upcoming generation of workers was made clear by **Betts et.al**. **The current higher education workforce is demographically out of sync with the workforce of the future.** In a relatively short period of time, half of all

high school graduates will be American students of color (*Knocking on Doors*, Western Interstate Commission on Higher Education, 2008). As they enter college and then the workforce, will higher education embrace them and cultivate this new generation to assume the roles their older, less diverse predecessors retired from? **Betts doubts that current recruitment practices are capable of tapping into enough talent to fill the void that will soon be created.** Proactive tapping and grooming of individuals into a talent pool is virtually nonexistent in higher education

How to Do Succession Planning

In a recent survey of college and university presidents, by **Witt/Kiefer** (a higher education search firm), 74 percent of respondents reported their institutions practice succession planning in some capacity [http://www.wittkieffer.com/cmfiles/reports/Education%20Suc 4web.pdf](http://www.wittkieffer.com/cmfiles/reports/Education%20Suc%204web.pdf) However, they are not comprehensive and not part of a strategic plan.

Osterhaus-Neefe surveyed Wisconsin technical colleges to discover how much succession planning is taking place in academic administration and found it is to a very limited degree and the practices varied widely by school. The planning was not consistent or institution-wide and mostly limited to faculty performance appraisal, the tracking of administrative academic retirees, and potential faculty leaders.

Fueled by a rapidly changing field and high turnover, higher education information technology (IT) professions have studied succession planning. The **EDUCAUSE Center for Applied Research** under Philip Goldstein conducted two surveys in 2004 and 2008 regarding information technology labor shortages and practices to fill them. The survey also asked questions about how institutions are transitioning to the future and how they are building a pipeline of people to that end. In response to a literature review conducted on materials 1984 to the present **Craven & Boettcher** zeroed in on the lack of Chief Information Officer (CIO) succession planning. **Craven and Boettcher** borrowed from the corporate world (**Rothwell**, 2001) these attributes of succession planning: (1) identifying critical management from project leader on up; (2) maximizing lateral moves that broaden skills and seniority; 3) proactively cultivating leadership continuity from within. **Craven and Boettcher** found four cornerstones of leadership development: (1) Talent, Identification/Leadership Potential; (2) Formal Training/Foundational Knowledge; (3) On the job training or action learning/skills, perspectives, behaviors, and; (4) Coaching and mentoring/performance enhancement. **Thelma Scott –Skillman** pointed out that these four cornerstones need to be part of any leadership map of core competencies.

Heuer's (2003) study of Ivy League colleges found no formal succession planning in 2003, but found examples of various “leadership development that were not part of a comprehensive plan.” Heuer study, like Craven and Boettcher recommended looking to the corporate and non-profit world for ideas on how to do succession planning.

R. M. Fulmer, states the real key in succession management is to create a match between the organization's future needs and the aspirations of individuals. The only way to keep talented people is to provide them with growth opportunities that keep them stretching their talents and to provide more opportunities than they might find elsewhere. **R. M. Fulmer** suggests through his research that succession management is a continuous annual process. It requires an ongoing commitment of top executives, divisional HR staff, and succession management specialists. One of the clearest insights discovered is that effective succession management is a journey, not a destination. The best-practice partners in his study did not succeed in their first efforts at succession management.

Margolis identified that the key goals for succession planning are: 1) to weed out the poor performers over time; 2) to retain strong performers; and 3) to increase the motivation and productivity of "B" players. By utilizing a rating system and focusing on a handful of non-negotiable competencies, best-practice companies are able to establish a standard of comparison and identify high potentials. With this information, potential gaps may be made visible and high-potential employees identified. Successful succession planning starts from the moment the new executive walks in the door. **Margolis** states that providing transition support for newly appointed managers, to ease them into their new assignments, is a practice that helps assure the likelihood of their effectiveness in a new position. Some companies assign mentors to provide guidance and/or use a transition coach to help ensure the new manager's success in the critical first 120 days on the job. Given the high turnover rates of newly appointed executives and the costs that accompany the loss of an individual in a failed transition, support processes for executive and managerial employees are becoming increasingly common during the succession process. The time honored tradition of throwing replacement employees into the deep end of the pool and hoping they survive has proven to be so costly and ineffective that it must be discontinued and replaced with employee onboarding plans. These plans assist new employees in learning about the culture of the organization and enable them to become effective leaders as quickly as possible.

A.C. Caldwell borrowed succession planning processes explored by **Conger and Fulmer** in *Developing Your Leadership Pipeline*, an article highlighting strategies used by several Fortune 500 corporations including Eli Lilly, Bank of America, and Dow Chemical.

Succession planning should involve four organization-wide processes: leadership development, transition planning, capturing and transmitting institutional and technical memory, and transmitting important relationships. Linchpin positions, transparency and progress measurement are part of all these processes.

With such leadership development in mind, **Heuer** identified key elements of effective corporate succession planning that should apply to higher education. He emphasized that succession plans need to be linked to strategic plans, be organization-wide, be simple, tailored, continuous and congruent.

Estep identified seven key traits of corporations that do succession planning well:

- 1) Top managers at the most admired companies take their mission statements seriously
- 2) Success attracts the best people and the best people sustain success.
- 3) Top companies know precisely what to look for.
- 4) Career development is seen as an investment, not a chore.
- 5) Whenever possible, promotion is from within.
- 6) Performance is rewarded.
- 7) Workforce satisfaction is measured

An article by **Michael Beitler** says that senior management should work on six key activities:

- 1) Aligning the succession plan with the strategic plan.
- 2) Identifying key positions.
- 3) Identifying candidates for key positions.
- 4) Utilizing real-time learning for candidate development.
- 5) Assuring line ownership of the succession plan.
- 6) Integrating the succession plan with other development programs

Clunies (2007) went even further by identifying ten core and parallel principles to describe corporations/higher education institutions that are serious about implementing and maintaining best practices in executive succession planning:

- They have strong, involved boards/trustees.
- They continually expose their top management team - vice presidents, and deans - to the board.
- They encourage “next generation CEOs” to gain exposure to outside board service, to the media and to the investment community.
- They form executive committees or operating committees to facilitate the development of several executives who are aware of the challenges, business plans, and strategies across the entire organization.
- They view succession planning as an ongoing and “real time” process.
- They take as much of the human drama out of the succession process as possible.
- They link the CEO’s/president’s compensation to the development of succession plans.
- They pay their directors increasingly in stock and require the directors to make a personal investment in the company.

- They periodically calibrate likely internal candidates for CEO/president against comparable outside leaders.
- They develop a “succession culture.”

Clunies focused on top management. **Harris and Associates** succinctly extended the corporate analogy to all levels:

- Comprehensive and intentional strategic leadership development programs as part of a larger organizational strategy
- Successful corporations have developed a robust infrastructure to build leadership talent at all levels of the organization. The results are an organization that becomes full of enriched, satisfied talent prepared for the future. Define talent broadly to create the deepest, most diverse future leaders.

Dale Campbell's (2002) *The Leadership Gap: Model Strategies for Leadership Development* presented individual case studies of various college leadership development programs. One of the interesting case studies was Daytona State College's “Beacon Leadership Program (**Carroll, Charles**, <http://www.valenciacc.edu/learningconference/documents/B3.2.pdf>) The Beacon Leadership Program is quite comprehensive. What emerges is “a systematic process through which an organization assures and/or develops necessary and appropriate leadership resources for the future in the form of a talent pipeline with the capabilities of sustaining the organization's long-term goals.” Daytona accomplishes this via its Leadership Development Institute, a multi-faceted program developing core, role, and job competencies through four training tracks including leadership mentoring, formal credit instruction, on-the-job training, and experiential/service activities.

Impediments to Effective Succession Planning in Higher Education

In looking at transplanting models of succession planning into higher education, researchers have identified impediments to doing so.

Organizational culture often gets in the way as **Witt** and **Kieffer** point out in “Succession Planning Gaining Support in Higher Education.” The idea of proactively identifying successors runs counter to the long-held belief that turnover in all positions requires an open, public search. They also question if boards are willing to step up to encourage a change in practices so that individuals can be publically identified and groomed to assume specific positions within a higher education organization. Some are willing to do this, but far too many fear that faculty will not support a selections process in which they may have little, if any, input. Additionally, viable internal candidates for senior leadership positions may be easily lured away by other offers because the institution is incapable of making any type of forward commitment or even giving someone a reasonable assessment of their chances in a full search.

Beitler states that many baby boomers built their professional careers in a very competitive environment; they see “what they know” as a competitive asset that must be carefully guarded. Opening up to a new and different talent pool is counter-cultural to these individuals.

Caldwell highlighted the nature of the academic world. Trying to recruit from academics is difficult since some are ambivalent about administration, their first love is their academic discipline, and the rewards as academics -- rank and tenure, e.g., do not beget administrative service.

Betts, Urias, and Chavez argue that there is a “dearth of young permanent faculty who will have the time and opportunity to advance up the academic career ladder into positions of administrative leadership at colleges and universities.” This seems to be the result of an aging professoriate, rising number of part-time and non-tenured faculty, and students completing doctoral education later in life. This information may support identification of certain faculty positions as future linchpin positions.

Also, applying the typical faculty hiring model to the entire organization discourages talent building from within. Besides being inefficient, **AC Caldwell** pointed out that relying so much on external hiring is not conducive to effective succession planning because it breeds insufficient institutional and technical memory and working relationships.

Heuer and others cited the flatness of higher education hierarchy as providing little opportunity for advancement. Lateral moves within an organization to gain experience are seen as undesirable, but that attitude needs to change according to **Betts et. al**, especially with the need to get a more diverse new generation through the door.

According to **Polonio**, in “Colleges Have Blind Spots in Presidential Searches,” “What we are doing is recycling a lot of minority presidents. We are not bringing in new ones” (Schmidt, 2008, p. A64). The demographic rise won’t allow it; we need to build a bench of talent as **observed by Butterfield also Scott- Skillman**. We need to cross the generations by learning to lead across the leadership life cycle (**Phelan**).

The silo mentality alluded to above not only discourages lateral moves but makes the shared leadership necessary for comprehensive, organization-wide succession planning difficult. In their chapter in **Campbell’s** book, **Lorenzo and DeMarte** state, “...leaders of this century will increasingly be asked to share authority by working in teams, to resolve conflicts by clarifying values, and to make a commitment to continuous learning through professional development.” This is institutional shared leadership. Ironically, **Carroll** thinks the typical faculty shared governance may make shared stakeholderhood by all more difficult.

Going to the headhunter merry-go-round for leadership does not reward institutional commitment and loyalty. As one CEO put it in the **Witt/Keifer**, “it is important to have a

culture that embraces a common sense of purpose and aspirations in which there is not only no cult of personality but a genuine appreciation of people who put the community's success ahead of their own recognition.

The Encyclopedia of Business identifies the potential problems associated when the use of succession planning does not span the entire institution:

- The crowned prince syndrome – which occurs when upper management only consider for advancement those employees who have become visible to them.
- The talent drain – because upper management must identify only a small group of managers to receive training and development for promotion, those managers who are not assigned to development activities may feel overlooked and therefore leave the organization.
- The difficulties associated with managing large amounts of HR information – because succession planning requires retention of a great deal of information, it is typically best to store and manage it on a computer.

To summarize, the following themes emerged from the literature review regarding succession planning and linchpin positions: (1) there is a consensus on the need for succession planning; (2) there is a consensus on the process for planning; and (3) there is information on the impediments to succession planning.

COMPETENCIES

The second assumption the Project Six Team was charged with testing concerns competencies. In the fall of 2007, the MnSCU Staff and Leadership Development Steering Committee endorsed a task force's work regarding MnSCU leadership competencies. According to that report, "[a] competency is defined as the skills, knowledge, personal characteristics, and/or behaviors needed to effectively perform a role in an organization." Competencies can be used to

- 1) create consistency in developing curriculum for campus-based or systemwide leadership development programs
- 2) guide hiring decisions in selecting leaders who demonstrate desired leadership competencies
- 3) set employee performance expectations and provide benchmarks for evaluating employee performance
- 4) guide succession planning efforts

Id. The Staff and Leadership Development Steering Committee endorsed the following list of leadership competencies:

LEADER OF SELF

- 1) Understands Self and Others
- 2) Acts with Integrity

LEADER AS RELATIONSHIP BUILDER

- 3) Values Diversity
- 4) Communicates Effectively
- 5) Builds Trust

LEADER AS MANAGER

- 6) Builds Customer Service Orientation
- 7) Builds Organizational Talent
- 8) Demonstrates Good Stewardship

LEADER AS INNOVATOR

- 9) Articulates Vision and Mission
- 10) Builds Organizational Capacity to Meet Future Challenges
- 11) Demonstrates Effective Decision Making

Id.¹ The Project Six Team’s literature review revealed that other higher education organizations studying, surveying, or developing competencies have similar lists. For example, the American Association of Community Colleges developed the following list of key leadership competencies:

ORGANIZATIONAL STRATEGY. An effective community college leader strategically improves the quality of the institution, protects the long-term health of the organization, promotes the success of all students, and sustains the community college mission, based on knowledge of the organization, its environment, and future trends.

RESOURCE MANAGEMENT. An effective community college leader equitably and ethically sustains people, processes, and information as well as physical and financial assets to fulfill the mission, vision, and goals of the community college.

COMMUNICATION. An effective community college leader uses clear listening, speaking, and writing skills to engage in honest, open dialogue at all levels of the college and its surrounding community, to promote the success of all students, and to sustain the community college mission.

COLLABORATION. An effective community college leader develops and maintains responsive, cooperative, mutually beneficial, and ethical internal and external relationships that nurture diversity, promote the success of all students, and sustain the community college mission.

COMMUNITY COLLEGE ADVOCACY. An effective community college leader understands, commits to, and advocates for the mission, vision, and goals of the community college.

PROFESSIONALISM. An effective community college leader works ethically to set high standards for self and others, continuously improve self and surroundings, demonstrate accountability to and for the institution, and ensure the long-term viability of the college and community.

In the report accompanying these competencies, the **AACC** notes that: “the leadership skills now required have widened because of greater student diversity, advances in technology, accountability demands, and globalization.”

Similarly, **Neefe** identifies future technical college leaders will be required to have skills in

- 1) Public relations and collaboration;

¹ See the report for a complete description of each competency.

- 2) Globalization; and
- 3) Securing alternative funding through grants and donations.

A separate research brief from the **AACC** concerning “The Critical Impact of Impending Retirements on Community College Leadership,” argues that important skills for future higher education leaders include an

- 1) Ability to bring a college together in the governing process;
- 2) Ability to mediate;
- 3) A good command of technology;
- 4) Tolerating ambiguity;
- 5) Understanding and appreciating multiculturalism; and
- 6) Ability to build coalitions.

The same research brief notes that community college presidents feel unprepared to deal with the following key parts of their jobs:

- 1) fundraising;
- 2) financial management;
- 3) the level of politics involved; and
- 4) working effectively with their boards.

Finally, presidents believe that future presidents will need more of an entrepreneurial spirit and a more adaptive approach.

Consistent with some of these identified future skills, **Betts, Urias, Chavez, and Betts** argue that “[a]s students, faculty, and staff become more diverse, developing a more diverse pool of leaders will be increasingly important.”

Hockaday and Puyear argue that community colleges face the following challenges and will need leaders with corresponding skills:

- 1) relevance in a global economy;
- 2) new competition and the move toward privatization;
- 3) distance education;
- 4) competency-based programs;
- 5) the blurring of mission-boundaries (amongst and between K-12, community colleges, and 4-year institutions); and
- 6) dealing with new funding challenges.

Campbell and Leverty identify the following attributes of the 21st Century higher education leadership as essential:

- 1) utilizing data/logic;

- 2) critical evaluation of ideas; and
- 3) the enjoyment of forward planning in decision-making.

In a report titled “A Qualitative Analysis of Community College Leadership from the Leading Forward Summits,” **Vincent** identifies the following competencies:

- 1) **Organizational Strategy.** Identify, implement, and evaluate strategies for organizational growth and improvement;
- 2) **Management.** Identify, evaluate, and implement processes designed to yield-high-quality education;
- 3) **Interpersonal.** Develop cooperative relationships within the organization and amongst the broader community;
- 4) **Communication.** Create and communicate a shared vision through the development of effective information exchanges within the organization and the broader communities served; and
- 5) **Professionalism.** Demonstrates ethics, values and professional practices; community stewardship; and commitment to personal and institutional development.

The literature review supports the continuing relevance of the current competencies. For example, the competencies are very similar to the list of competencies developed by the American Association of Community Colleges and to the competencies discussed in **Vincent’s** report titled “A Qualitative Analysis of Community College Leadership from the Leading Forward Summits.” Many of the citations in the literature review single out and highlight a core competency of working with an increasingly diverse population of students, faculty and staff, which tends to confirm the importance of current competency #3, Values Diversity.

The literature noted some other possible competencies that do not appear to be emphasized in the current MnSCU competencies. (We note that #4, Displays successful budget and fiscal management, may be similar to current MnSCU competency #8, Demonstrates Good Stewardship, but thought it was distinct enough to mention) We summarize these as:

1. Has a command of technology;
2. Mediates and collaborates effectively;
3. Relevance in the global Economy/globalization;
4. Displays successful budget and fiscal management;
5. Exhibits entrepreneurial and innovative thinking.

Because these appeared in the literature review, the Project Six Team chose to test some of these in the survey, the results of which are discussed below.

Survey

As noted above, a sub-group of the Project Six Team focused on developing an electronic survey designed to test the two assumptions identified in the team charge. The survey design was informed by the literature review sub-group and from a limited number of informal qualitative interviews of human resources personnel. (A copy of the survey instrument is attached as Appendix A.)

The electronic survey was e-mailed to multiple MnSCU list-servs in the spring of 2010, including Chief Academic Officers, Chief Financial Officers, Chief Human Resource Officers, , Presidents, Deans, and Chief Student Affairs Officers list-serves. Approximately 145 persons reflecting almost every MnSCU institution responded. (See Appendix B).

The survey consisted of quantitative questions as well as providing room for additional responses. (A copy of the results is attached as Appendix B.) Members of the Project Six Team also met with Jim Lee, System Personnel Director for Compensation and Special Projects. Mr. Lee provided demographic data on the distribution of MnSCU administrators by age group and functional area. (A copy of the results is attached as Appendix C).

A. Survey.

The survey results confirm the assumption that presidents, vice presidents and academic deans are linchpin positions. The results were particularly strong regarding presidents, chief academic officers, and chief financial officers, but chief student affairs officer, chief information officer, and academic deans also generally rated higher than the other positions we tested.

The Project Six Team also tested the following positions:

- Athletic Director
- Human Resources Director
- Institutional Research
- Foundation/Development Director
- Public Relations/Marketing
- Admissions Director

The results were fairly mixed as to the linchpin status of these positions with the possible exception of Human Resources Director.

The survey contained a line allowing responders to fill in other positions and there seems to be some evidence that some institutions may consider Financial Aid Directors and Registrars linchpin positions. This may be an area for further study.

A review of the demographic data in Appendix C substantiates the need for MnSCU to implement succession planning. Demographic data show 84.4% of presidents and 57.9% of chief academic officers are 56 years or older. Survey results reveal it is challenging to find qualified applicants (60.5% and 47.9%, respectively) and there are significant consequences of having this particular position vacant within the organization (94.1% and 94.9%, respectively). This represents a significant potential knowledge drain on MnSCU of persons in key leadership roles.

B. Competencies.

The survey results tended to confirm the importance of the current MnSCU competencies, particularly (1) Acts with integrity; (2) Builds trust; and (3) Demonstrates effective decision making. (See Appendix B). Of the current competencies, "Builds customer service orientation" seems to be ranked lowest in importance by the survey responders.

In addition, the Project Six Team tested the following additional competencies:

1. Has a command of technology;
2. Mediates and collaborates effectively;
3. Displays successful budget and fiscal management;
4. Exhibits entrepreneurial and innovative thinking.

The survey did not seem to support the importance of #1, Has a Command of Technology, with only 16 or 11% of responders ranking that very important. The other three additional competencies scored about the same in importance as many of the current competencies. As a result, MnSCU may wish to consider adding those to its list of competencies.

Conclusion

The Project Six Team was charged with testing two assumptions and to provide data to inform the development of a comprehensive succession planning process. Regarding the first assumption on linchpin positions, the literature review and survey confirms the assumption that presidents, vice presidents, and academic deans are linchpin positions. The survey also provided a wealth of additional information on campus thinking on linchpin positions, including highlighting the importance of other positions such as Human Resources Director, Registrar, and Financial Aid Director.

Regarding the second assumption on leadership competencies, the literature review and survey supports the importance of MnSCU's current leadership competencies as well as providing information on other possible future competencies that system leaders may need to be successful in the changing higher education environment. These may include a heightened importance on the ability to (1) mediate and collaborate effectively; (2) exhibit entrepreneurial and innovative thinking, (3) and successfully managing budget and fiscal issues.

Source Citations

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Appendix A
Survey Instrument

Q1. Please provide the following information about you:

College/Campus Location

Q2. Please respond to the following list of positions. Given the definition above, would you consider any of them to be linchpin positions? If yes, please indicate why you would consider them as such.

| Answer Options | Yes | No | Unsure |
|---|-----|----|--------|
| President | | | |
| Chief Academic Officer | | | |
| Chief Student Affairs Officer | | | |
| Chief Financial Officer | | | |
| Chief Information Officer | | | |
| Athletic Director | | | |
| Human Resources Director | | | |
| Academic Deans | | | |
| Institutional Research | | | |
| Foundation/Development Director | | | |
| Public Relations/Marketing | | | |
| Admissions Director | | | |
| Reasons why I consider one or more of the above positions to be linchpin: | | | |

Q3. How challenging is it to find qualified applicants for the following positions?

| Answer Options | Not Challenging | Somewhat Challenging | Very Challenging | N/A |
|---------------------------------|-----------------|----------------------|------------------|-----|
| President | | | | |
| Chief Academic Officer | | | | |
| Chief Student Affairs Officer | | | | |
| Chief Financial Officer | | | | |
| Chief Information Officer | | | | |
| Athletic Director | | | | |
| Human Resources Director | | | | |
| Academic Deans | | | | |
| Institutional Research | | | | |
| Foundation/Development Director | | | | |
| Public Relations/Marketing | | | | |
| Admissions Director | | | | |

Q4. On a scale of 1-5 (1 showing low significance and 5 showing high significance), how significant are the consequences of having each particular position vacant?

| Answer Options | 1 | 2 | 3 | 4 | 5 | N/A |
|---------------------------------|---|---|---|---|---|-----|
| President | | | | | | |
| Chief Academic Officer | | | | | | |
| Chief Student Affairs Officer | | | | | | |
| Chief Financial Officer | | | | | | |
| Chief Information Officer | | | | | | |
| Athletic Director | | | | | | |
| Human Resources Director | | | | | | |
| Academic Deans | | | | | | |
| Institutional Research | | | | | | |
| Foundation/Development Director | | | | | | |
| Public Relations/Marketing | | | | | | |
| Admissions Director | | | | | | |

Q5. Please list additional positions at your institution that would have significant consequences if left vacant.

Position Position Position Position Position

Q6. How difficult would it be to build the knowledge base required for the following positions? (1 showing not very difficult, 5 showing very difficult)

| Answer Options | 1 | 2 | 3 | 4 | 5 | N/A |
|---------------------------------|---|---|---|---|---|-----|
| President | | | | | | |
| Chief Academic Officer | | | | | | |
| Chief Student Affairs Officer | | | | | | |
| Chief Financial Officer | | | | | | |
| Chief Information Officer | | | | | | |
| Athletic Director | | | | | | |
| Human Resources Director | | | | | | |
| Academic Deans | | | | | | |
| Institutional Research | | | | | | |
| Foundation/Development Director | | | | | | |
| Public Relations/Marketing | | | | | | |
| Admissions Director | | | | | | |

Q7. Please list additional positions at your institution having knowledge bases that would be difficult to build.

Position Position Position Position Position Position

Q8. Please respond to the following leadership competencies on a scale of 1-5 (1 being less important and 5 being very important), rating each competency based on your perception of its level of importance to linchpin positions.

| Answer Options | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| *Understands self and others | | | | | |
| *Acts with integrity | | | | | |
| *Values diversity | | | | | |
| *Communicates effectively | | | | | |
| *Builds trust | | | | | |
| *Builds customer service orientation | | | | | |
| *Builds organizational talent | | | | | |
| *Demonstrates good stewardship | | | | | |
| *Articulates vision and mission | | | | | |
| *Builds organizational capacity to meet future challenges | | | | | |
| *Demonstrates effective decision making | | | | | |
| Demonstrates effective strategic planning | | | | | |
| Has a command of technology | | | | | |
| Mediates and collaborates effectively | | | | | |
| Displays successful budget and fiscal management | | | | | |
| Exhibits entrepreneurial and innovative thinking | | | | | |

Q9. Please list any competencies you think ought to be included that are not present in the list of competencies above.

Competency Competency Competency Competency Competency

Q10. As you consider potential changing student demographics, funding and position requirements, do you foresee future leadership competencies that may be required of future incumbents in order to be successful? If so, please identify those future competencies.

Competency Competency Competency Competency Competency

Appendix B

Survey Responses

Q1. Please provide the following information about you:

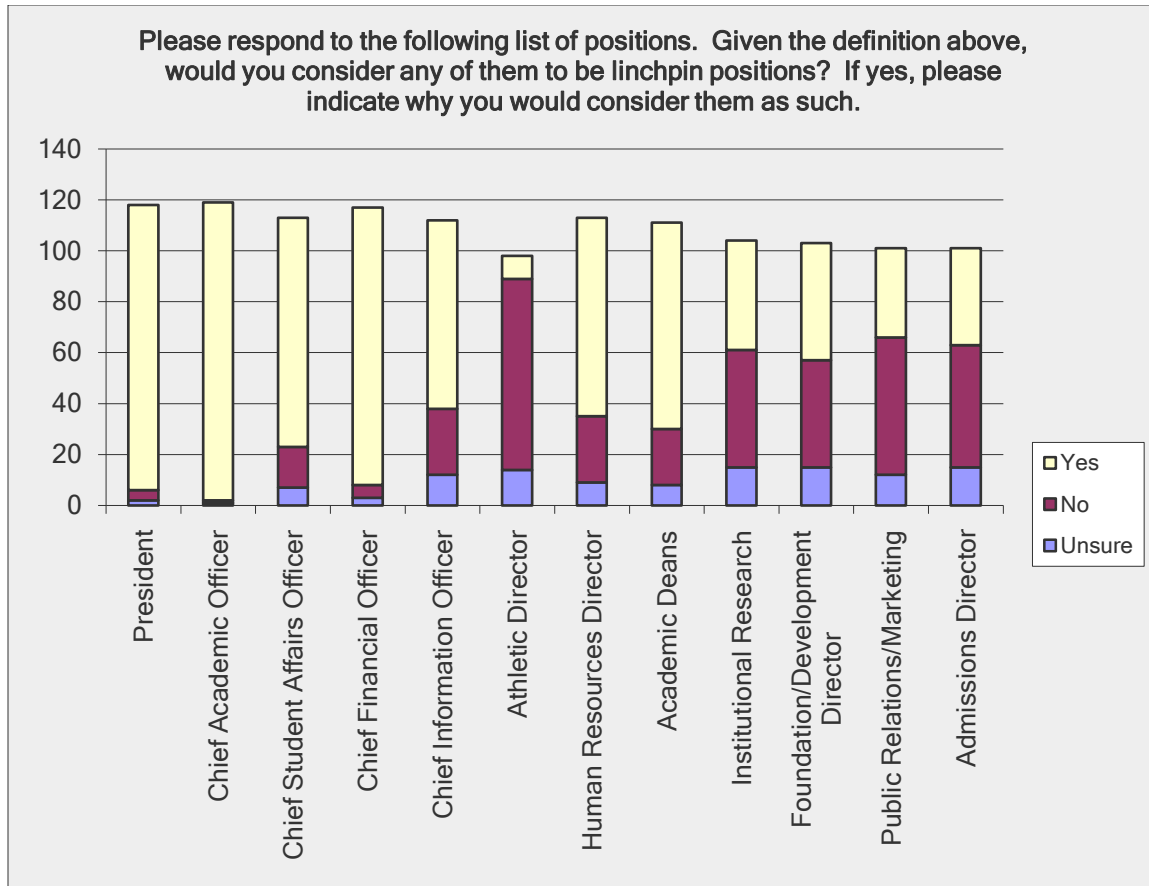
College/Campus Location

| | College/Campus: | Location: | # n |
|----|---|---|-----|
| 1 | Not specified | . | 2 |
| 2 | Alexandria Technical College | Alexandria | 2 |
| 3 | Anoka Technical College | Anoka, MN | 6 |
| 4 | Riverland Community College | Austin, Albert Lea, Owatonna | 2 |
| 5 | Bemidji State University | Bemidji | 9 |
| 6 | Normandale Community College | Bloomington MN | 6 |
| 7 | Central Lakes College | Brainerd and Staples | 7 |
| 8 | Hennepin Technical College | Brooklyn Park and Eden Prairie | 11 |
| 9 | Minnesota West Community & Technical College | Canby | 3 |
| 10 | Central Lakes College | Central Lakes College | 1 |
| 11 | Fond du Lac Tribal and Community College | Cloquet, MN | 2 |
| 12 | Anoka-Ramsey Community College | Coon Rapids and Cambridge | 9 |
| 13 | Lake Superior College | Duluth, MN | 3 |
| 14 | Northland Community and Technical College | East Grand Forks, MN | 1 |
| 15 | South Central College | Faribault and North Mankato | 1 |
| 16 | Minnesota State Community and Technical College | Fergus Falls, Detroit Lakes, Moorhead, Wadena, Perham | 2 |
| 17 | Itasca Community College | Grand Rapids MN | 2 |
| 18 | Hibbing Community College | Hibbing, Minnesota | 2 |
| 19 | Rainy River Community College | International Falls | 2 |
| 20 | Inver Hills Community College | Inver Grove Heights, MN | 11 |
| 21 | Minnesota State University, Mankato | Mankato, MN | 3 |
| 22 | Southwest Minnesota State University | Marshall, Minnesota | 2 |
| 23 | Minneapolis Community & Technical College | Minneapolis, MN | 1 |
| 24 | Minnesota State Community and Technical College | Moorhead, MN | 2 |
| 25 | South Central College | N Mankato and Faribault, MN | 3 |
| 26 | Minnesota State Community and Technical College | Perham, MN | 1 |
| 27 | Pine Technical College | Pine City, MN | 1 |
| 28 | Rochester Community and Technical College | Rochester, MN | 6 |
| 29 | Dakota County Technical College | Rosemount, MN | 4 |
| 30 | Office of the Chancellor | St Paul MN | 4 |
| 31 | Saint Paul College | St Paul MN | 5 |
| 32 | St. Cloud State University | St. Cloud, MN | 6 |
| 33 | St. Cloud Technical and Community College | St. Cloud, MN | 2 |
| 34 | Metropolitan State University | St. Paul, MN | 2 |
| 35 | Northland Community & Technical College | Thief River Falls, MN | 2 |

| | | | |
|----|---|----------------------|-----|
| 36 | Mesabi Range | Virginia MN | 2 |
| 37 | Century College | White Bear Lake, MN | 7 |
| 38 | Ridgewater College | Willmar & Hutchinson | 4 |
| 39 | Winona State | Winona, MN | 1 |
| 40 | Minnesota State College-Southeast Technical | Winona, MN | 2 |
| 41 | Minnesota West | Worthington, MN | 1 |
| | | TOTAL | 145 |

Q2. Please respond to the following list of positions. Given the definition above, would you consider any of them to be linchpin positions? If yes, please indicate why you would consider them as such.

| Answer Options | Yes | No | Unsure | Response Count |
|---|-----|----|--------|----------------|
| President | 112 | 4 | 2 | 118 |
| Chief Academic Officer | 117 | 1 | 1 | 119 |
| Chief Student Affairs Officer | 90 | 16 | 7 | 112 |
| Chief Financial Officer | 109 | 5 | 3 | 117 |
| Chief Information Officer | 74 | 26 | 12 | 112 |
| Athletic Director | 9 | 75 | 14 | 98 |
| Human Resources Director | 78 | 26 | 9 | 113 |
| Academic Deans | 81 | 22 | 8 | 111 |
| Institutional Research | 43 | 46 | 15 | 103 |
| Foundation/Development Director | 46 | 42 | 15 | 102 |
| Public Relations/Marketing | 35 | 54 | 12 | 101 |
| Admissions Director | 38 | 48 | 15 | 101 |
| Reasons why I consider one or more of the above positions to be linchpin: | | | | 87 |



Q2 narrative. If yes, please indicate why you would consider them as such.

There is not usually anyone to step in and take the leadership role.

Those positions are most successful when they have significant experience and knowledge of the workings of the MnSCU system; our system is very unique and complex. Often folks move into these position by moving up the ranks from within and come with a wealth of knowledge and key experiences. Those hired from the outside find adapting to the system very frustrating and we tend to see them leave quicker than those who have "grown up" with MnSCU.

disruptive turnover

Leadership in these areas is crucial for campuses.

These key positions are cabinet level positions that report directly to the President of the college. (The president, of course, reports to the Chancellor.) Without these leadership positions in place, decisions can't be made and the college's strategic plan cannot be implemented.

This would take much longer than the 15 minutes you promised. Let's just say that some positions can be more easily combined or shared than others. The linchpin positions are critical.

Age of incumbents

These positions are key to developing and implementing our strategic plan. They are also the positions that create and carry the vision and the bigger picture of the institution as a whole.

Each of these positions have a critical impact on the direction of a college and keep it moving forward.

All positions I checked are part of the Leadership council. This council sets the strategic direction of the institution. These are big picture thinkers.

I think these are the most essential leadership positions in the college and thus they are, by definition, linchpin.

The positions I selected impact the mission and vision of the college. These positions require years of experience preferably at the identified institution so that mission and vision can be understood, embraced and carried forward. Too many changes in this leadership level impacts the mission and vision of the college.

Lead time necessary to acclimate and become productive. Areas include specific campus environment, MnSCU collaboration groups also the need for an understanding of plans and strategies of broader State of Minnesota as they relate to the position.

The time to bring on board external talent verses succession planning from qualified internal candidates is an area for consideration. It might be assumed that internal candidates over time will be over time less expensive and the service quality aspects can be nurtured over time for quicker transitions.

These key positions report often report directly to the president, who would not necessarily be apprised of day to day work and/or strategic planning. Responsibilities of the positions reporting to these linchpin positions can be assumed by the linchpin positions while vacant.

The positions I consider to be linchpin are those positions that require significant training and experience in their field or those positions where there is not a significant "pipeline" of people that could fill the position.

They hold key positions that provide strategic planning direction not only for several years but a 5-10 year position. They provide the foundation for financial, academic, student engagement and personnel historic planning that affects the backbone of all pedagogy, structural and operational college functions. A new person would need to learn the culture and current operations or future direction; in addition to their assignment. If the person comes from another state it is equally challenging to acquaint them with the legal and union environment of the State of Minnesota.

These positions are all strategic with a few being tactical as well. They all play a critical role if the university is to grow, provide quality services and attract and retain high quality faculty and students.

These two positions are key to running a two-year college, and have the most impact on policy, procedure, and give the most leadership to the educational component of the college.

Breadth and depth of knowledge, experience and expertise necessary to understand and appropriately direct college planning and processes.

These tend to be on the academic side of the house. The key to a great institution is great academic programming delivered by a fine faculty. These folks need to know who will lead them, whether the basic mission of the institution will continue, etc. After that, there must be a firm budget and financial base on which to rely--the other positions mostly relate to that.

I would say that the other positions are lower profile, have bigger staffs to continue their work more seamlessly, or are not as difficult to recruit and replace.

Our college has had an extremely difficult time recruiting and retaining Institutional Researchers. The other positions checked are high level leadership positions requiring extensive training and experience.

I would consider any of the executive positions as "linchpin." They are critical for the continuity of programs and strategies. If more than one leaves at a time, it can be devastating for the institution. In addition, each of these positions have likely established strong internal and external partnerships. So when a person leaves, that partnership ends and the process of relationship building begins again.

I have worked under a poor president at another university and the fall out of his decisions are still being felt by that university 3 years later. It is foreseeable that it will take another 2 years for damage to be repaired. While the other positions listed are important (exp. Chief Academic Officer and Deans), no other position has the impact that the president does.

Persons to take on senior (VP or President) leadership positions are relatively rare. The system is generally requiring that even VP positions at small 2-year colleges have doctorate-level degrees, and this is difficult for many middle management people who might otherwise be good candidates to achieve.

As we move forward, these position will allow for flexibility and change.

In an institution of our size, these positions all provide critical functions for the college. We tend to be very operational and at current linchpin staffing levels, it is nearly impossible to get everything done that needs to be done. There is no way that we could educate students, run an institution and respond to the needs for information from the legislature, board and OoC without any of those indicated. Frankly in the past 4 years we have hired pres, CAO, CSAO, HR, several Dans, Foundation, IR and admin director--and about to hire a CIO--and getting a good pool has been difficult.

These are all key positions that have impact on major strategic functions in a college or university.

When the positions are vacant, the work associated with the positions cannot be relegated and done with any real degree of effectiveness by others on staff at the College or University.

These positions possess the power to drive the vision and mission of the campus.

We are a small campus where all the staff wear multiple hats. We are lean and effective, but without

the people we have, we would be negatively impacted. The positions I marked as unsure are positions we do not have.

Other than President, the other positions are direct reports to the President.

Direct impact on and power over academic programming and finances. The rest will follow.

The leadership style of the 4 above checked items reflects directly on the everyday life of most college and university faculty and staff. This includes process, environment, growth, financial security, and general well-being.

Key decision makers and vital to the day-to-day needs of the staff and faculty. Involved in processes and policies and provide direction for faculty and staff.

I consider these to be linchpin positions because of the need for continuity and the importance of established relationships with outside constituencies.

The positions are key positions that have responsibility to make decisions that have a broad and deep impact on the direction, culture and organization of an institution.

Each of the positions I've identified have either vital responsibilities regarding the stability of the organization or the work runs deep and across all sectors of the institution.

Without these positions the institution would fail to provide direction and linkage to MnSCU for future planning.

They are mission critical positions without which basic decisions can't be made. There aren't other staffing positions with the authority to make things happen.

These positions are essential to individual teams that work as spokes in a wheel. The spokes make it possible for the wheel to keep its stability and maintain the ability to keep moving without collapsing.

At a small institution, these positions in particular are crucial. They wear many hats, and need not only leadership skills - but content/management expertise.

The persons in these positions set the direction for the institution and are the responsible persons for curriculum, enrollment, funding, hiring, data gathering.

In each case, a vacancy for any significant period threatens successful functioning of the institution or unit.

All of these positions are responsible for a multitude of very complicated and vital services and the key "products" that colleges and universities provide. In public institutions such as in the MnSCU system, all areas must comply with a many statutes, laws, policies and procedures. If the leaders in these positions do not perform their work effectively or if these positions are left vacant, there is a huge potential for an erosion of services, not only in one particular area, but the effect of issues in one area spreads throughout the institution if left unchecked.

The President needs to guide the course of the institution and help the institution face the financial brutal facts.

Generally these individuals are completing tasks that have a steep learning curve (i.e. Academic Deans working with faculty to create course schedules that are attractive for students). In addition the workload is heavy and distributing the tasks to remaining employees is difficult for the long-term.

Positions are critical to decision making, institutional quality, effective stewardship of resources, and sustainability. The positions I did not identify are mid-level in nature and not as integral to the overall management of institutions. While they are essential, given that we lack a succession plan in the system, our initial focus needs to be tight.

Top leadership positions, steep learning curve, significant time needed to become truly productive in the role, relationships they build are critical

President - due to ability to interact and influence OOC decisions/policy

CAO/CSO - because these positions provide the leadership for services directly targeted at students. In order to be responsive to the changing student demographics, innovative leadership is key

CIO - technology is the foundation for everything we do

Academic Deans - responsible for hiring and supervising faculty - need to hire faculty who understand/can reach the students of today and of the future

IR - data driven decisions and connection to assessment

Foundation/Development - need to generate more money outside of state allocation

PR/Marketing - competition from privates/for profits

It is the decision making positions that make them critical. Also, in the following question you ask how challenging it is to find qualified applicants but there is no place for comments so here is mine on that:

It is difficult to find qualified President and CAO applicants because to be well qualified candidates need

to have significant teaching experience in addition to administrative experience. We sell our colleges short if we settle for someone without both.

These positions guide our institutions and help keep initiatives moving forward. Some of these positions can encompass other positions on the list at smaller institutions; however, the work done at these levels is vital to thriving institutions.

The positions checked above are high ranking positions and/or have a high profile and high level of networking relationships established.

Meet the definition

Positions that set the strategic direction of the institution should be considered linchpins. Without stability in these positions, the institution would have difficulty focusing.

These positions need special knowledge of the State of MN and MnSCU environments. It takes time to acquire the technical expertise, especially at the smaller colleges and universities.

these positions are crucial to the everyday operations of the college and decision making both short and long term. Without these positions filled - we lack the ability to make decisions to move forward. With the economic constraints that we will be facing over the next several years, the positions above will be critical to ensure the college has all the resources it needs to maneuver the college through these times.

College mission and vision goals cannot be attained without competent leaders in these key positions.

Vital to the operation - turnovers and transitions take more time than usual

Key decision-makers.

My strengths are strategic thinking, responsibility, belief, and collaboration among others. I see my skills and competencies better being utilized at the organizational entry point rather than at the implementation level of current. I was delighted to discover how much fun being a Dean can be. Currently I am working with my Academic Vice President to further my skills and competencies for executive positions of Academic Affairs or Student Affairs.

These positions represent the strategic planning and development for the College and are the liaisons to MnSCU for the institutions. They typically are held by individuals with significant knowledge and experience in higher education that is difficult to replicate.

Because if these positions go unfilled the college becomes stagnant, we aren't keeping up with the needs of the community, businesses, or our students.

Meet the definition provided

Without these positions, the College cannot move forward strategically and/or students would be impacted negatively.

Based on the definition provided, above, I think the checked positions have key roles in the functioning of the organization. In the absence of a person in those positions, the University would, I think, function less efficiently.

These are areas where we experience qualified candidate shortages and/or areas where candidates are missing operationally skill which will be needed going forward due to economics and union complexity. Missing from the list is Financial Aid Director. FA Directors are a critical part of the new age business model for higher education.

These are the positions that true leaders must be put into. It is difficult to recruit people for these positions who truly understand Minnesota.

Incumbents in the positions checked either must have detailed academic/industry backgrounds such as HR Director and Institutional Research or must have a detailed working knowledge of the Institution/system in order to continue moving the college forward.

These positions are critical on the campuses in these economic times and the know-how of each position takes 1-3 years for the incumbent to learn all they need to be successful in these positions. It is critical we start succession planning for these positions so individuals who wish to advance can learn the complex policies, procedures, politics, and information systems we currently have and use to make day to day decisions.

No one is very frequently a linchpin. The issue is the loss of many of the positions you list above nearly simultaneously. That is what makes it difficult. In 25 years, 6 presidents, 9 academic affairs VP's, 5 student affairs VP's, % development VP's and 3 Admin VP's. If they left at once that would be an issue the turnover has been less of a concern.

The ones I checked are directly responsible for the leadership of the college.

I feel the positions identified as linchpin positions are those that require considerable time for the

person to develop competence and effectiveness.

Strategic decision-makers a relationship-builders both externally and internally

These are strategic management positions and timely, competent replacement.

The linchpin positions indicated above are critical to our relationships within our community, with our faculty and with MnSCU.

Key to college's operational needs.

Critical for future, planning, operations, contractually, decisions---these people are high level decision makers and the college could not operate without them. some of the positons could be rolled into other functions

Each position is critical to the welfare of the college.

In today's environment, each one of the above positions provides services that are vital to the ongoing success of the institution.

These positions all require extensive knowledge of the institution and it's initiatives to be productive and successful. This is knowledge acquired by familiarity and experience with a particular institution rather than just a transferable skill set.

These three positions are key in a small, rural institution in that they tend to maintain consistency of operation. Absence (through a retirement or resignation) of one of these positions is not reason for major concern, but a combination or one or more would be cause for concern.

I believe that the positions I consider to be critical positions in succession planning all hold specialized knowledge and skills essential to the organization. The foundation/development director facilitates key relationships with donors and other significant foundations that support the college.

The Chief Academic, Financial and Human Resources officers all have very specific operational knowledge that is crucial to running the campus every day. If those areas falter, the campus simply does not work. The other positions listed are not nearly as crucial and the campus can function if those roles are not functioning well.

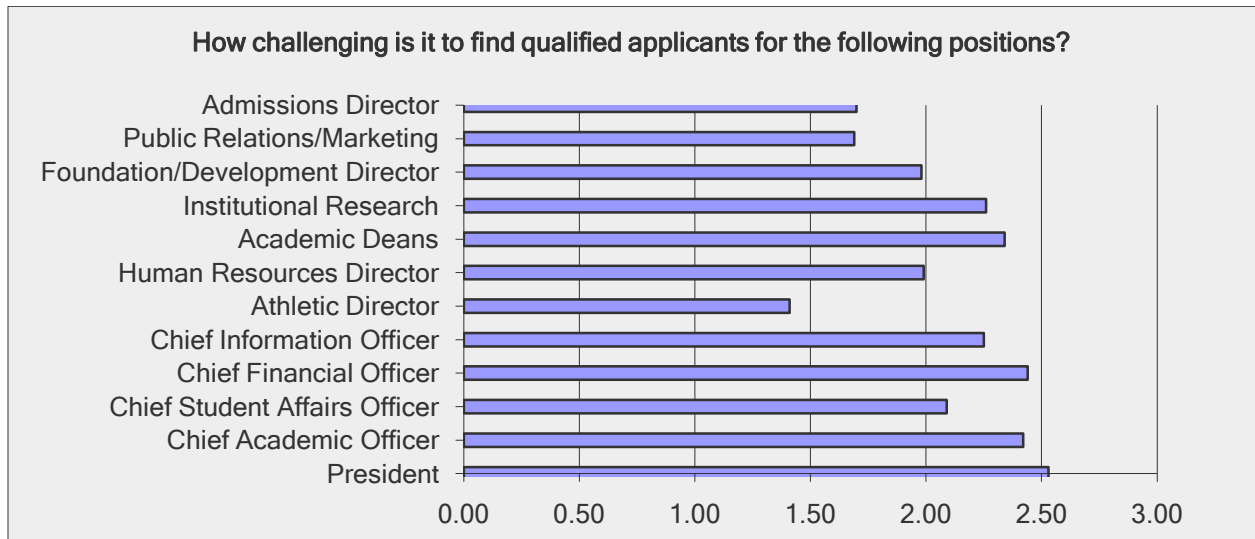
Experiencing these positions vacant (or filling a vacancy with an interim) on our campus points to the critical nature of each position. The leadership in these areas is critical!

I consider these positions as linchpin positions because they can all change the direction a campus is headed or what initiatives a campus pursues. They are critical in maintaining the advancement of the college. If left unfilled, it could be devastating to the bottom line.

I checked many positions because now more than ever there is difficulty in finding and hiring for these positions who are "right" for the organization.

Q3. How challenging is it to find qualified applicants for the following positions?

| Answer Options | Not Challengin g | Somewhat Challengin g | Very Challengin g | N/A | Rating Average | Response Count |
|---------------------------------|---------------------|--------------------------|----------------------|-----|----------------|----------------|
| President | 9 | 37 | 72 | 1 | 2.53 | 119 |
| Chief Academic Officer | 8 | 53 | 57 | 1 | 2.42 | 119 |
| Chief Student Affairs Officer | 20 | 66 | 30 | 3 | 2.09 | 119 |
| Chief Financial Officer | 7 | 51 | 59 | 2 | 2.44 | 119 |
| Chief Information Officer | 11 | 62 | 39 | 7 | 2.25 | 119 |
| Athletic Director | 54 | 24 | 5 | 36 | 1.41 | 119 |
| Human Resources Director | 22 | 71 | 21 | 5 | 1.99 | 119 |
| Academic Deans | 9 | 60 | 49 | 1 | 2.34 | 119 |
| Institutional Research | 13 | 57 | 42 | 7 | 2.26 | 119 |
| Foundation/Development Director | 28 | 58 | 26 | 7 | 1.98 | 119 |
| Public Relations/Marketing | 48 | 53 | 13 | 5 | 1.69 | 119 |
| Admissions Director | 44 | 58 | 10 | 7 | 1.70 | 119 |



Relative Summary of “Very Challenging” response

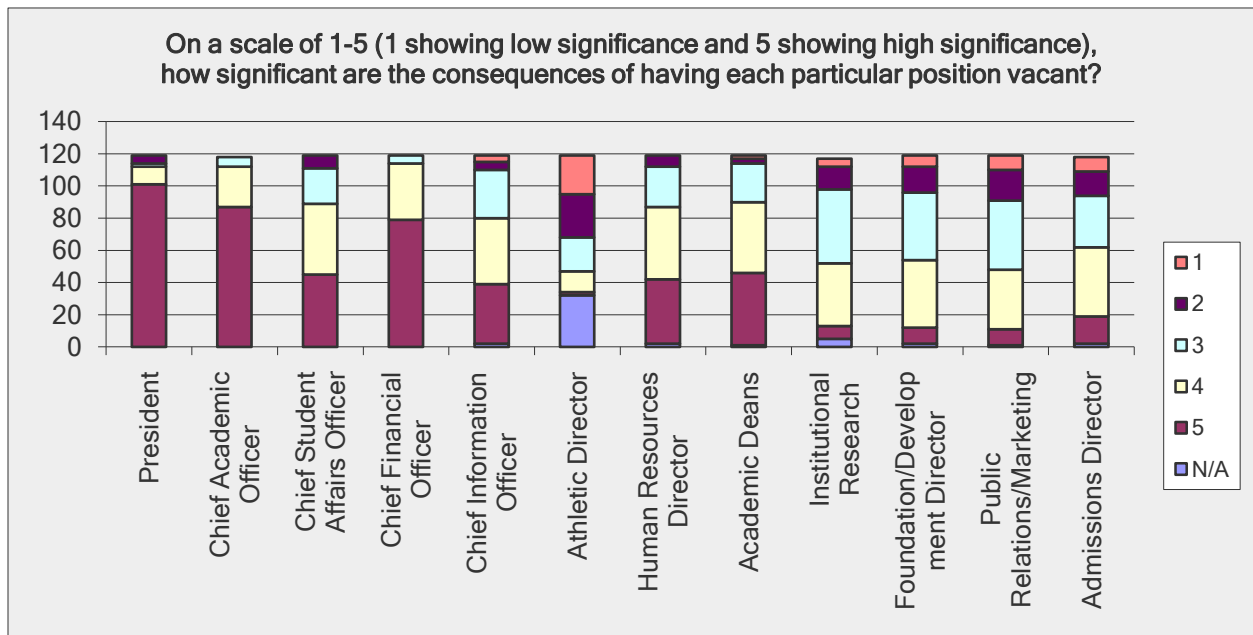
| | |
|---------------------------------|-------|
| President | 60.5% |
| Chief Financial Officer | 49.6% |
| Chief Academic Officer | 47.9% |
| Academic Deans | 41.2% |
| Institutional Research | 35.3% |
| Chief Information Officer | 32.8% |
| Chief Student Affairs Officer | 25.2% |
| Foundation/Development Director | 21.8% |
| Human Resources Director | 17.6% |
| Athletic Director | 4.2% |

Q4. On a scale of 1-5 (1 showing low significance and 5 showing high significance), how significant are the consequences of having each particular position vacant?

| Answer Options | 1 | 2 | 3 | 4 | 5 | N/A | Response Count |
|---------------------------------|----|----|----|----|-----|-----|----------------|
| President | 0 | 5 | 2 | 11 | 101 | 0 | 119 |
| Chief Academic Officer | 0 | 0 | 6 | 25 | 87 | 0 | 118 |
| Chief Student Affairs Officer | 0 | 8 | 22 | 44 | 45 | 0 | 119 |
| Chief Financial Officer | 0 | 0 | 5 | 35 | 79 | 0 | 119 |
| Chief Information Officer | 4 | 5 | 30 | 41 | 37 | 2 | 119 |
| Athletic Director | 24 | 27 | 21 | 13 | 2 | 32 | 119 |
| Human Resources Director | 0 | 7 | 25 | 45 | 40 | 2 | 119 |
| Academic Deans | 2 | 3 | 24 | 44 | 45 | 1 | 119 |
| Institutional Research | 5 | 14 | 46 | 39 | 8 | 5 | 117 |
| Foundation/Development Director | 7 | 16 | 42 | 42 | 10 | 2 | 119 |
| Public Relations/Marketing | 9 | 19 | 43 | 37 | 10 | 1 | 119 |
| Admissions Director | 9 | 15 | 32 | 43 | 17 | 2 | 118 |

Relative responses of 4 and 5 only

| | |
|---------------------------------|-------|
| Chief Financial Officer | 95.8% |
| Chief Academic Officer | 94.9% |
| President | 94.1% |
| Chief Student Affairs Officer | 74.8% |
| Academic Deans | 74.8% |
| Human Resources Director | 71.4% |
| Chief Information Officer | 65.5% |
| Admissions Director | 50.8% |
| Foundation/Development Director | 43.7% |
| Institutional Research | 40.2% |
| Public Relations/Marketing | 39.5% |
| Athletic Director | 12.6% |



Q5. Please list additional positions at your institution that would have significant consequences if left vacant.

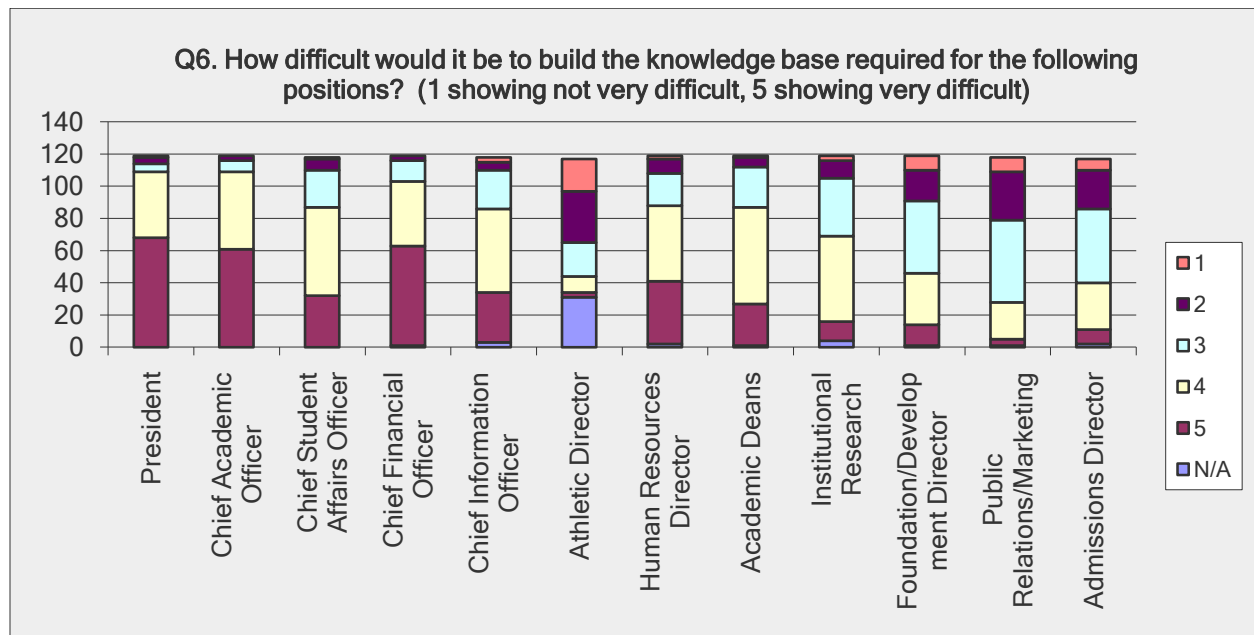
| <u>Number</u> | <u>Title</u> |
|---------------|------------------------|
| | AA/EO officer |
| 2 | Academic Advisors |
| | Academic Affairs |
| 2 | Academic Deans |
| | Administrative Support |

2 Associate Dean for Financial Aid and Scholarships
 Associate VP for budget
 Associate VP for Graduate Studies & Outreach
 Associate VP for International Studies
 Auxiliary Services Director
 Budget Officer
 Building/Maintenance Supervisor
 4 Business Manager
 business office staff
 CE/CT Director
 2 Chief Academic Officer
 Chief Diversity Officer
 Chief Engineer (A Boiler License)
 4 Chief Financial Officer
 Chief Student Affairs Officer
 clerical support staff
 Continuing Education Director - need not be VP position
 Data Analyst for Academic Affairs (credit scheduling, ISRS, etc.)
 Dean
 Dean of Continuing Studies
 Dean of Graduate Studies
 4 Dean of Students
 Dean of Students Affairs/Development
 Director Campus Security
 Director Diversity
 Director Facilities/Engineering
 Director Library Services
 Director of Academic and Innovative Partnerships
 Director of Business Services
 Director of Disability Services
 4 Director of Facilities
 8 Director of Financial Aid
 Director of Housing
 Director of IT Services
 Director of Maintenance
 Director of Nursing
 Director of Security
 Director of Web Development
 Director Residential Life/Dining Services
 Director Student Counseling
 Distance Learning
 2 Enrollment Management
 FA Director
 Facilities
 Facilities Coordinator
 Facilities Manager
 4 Faculty
 Faculty Division Leaders
 18 Financial Aid Director
 Financial Director

| | |
|----|--|
| | Head Coaching Staff |
| | Health Services Director |
| | Housing Director |
| | HR |
| | HRIS Coordinator |
| | Human Resource Director |
| | Instructional Design and Curriculum Specialist |
| | International Studies Director |
| | IR |
| | IT staff |
| | IT Supervisor |
| | ITS 3 and above |
| | Key fiscal services staff |
| | Key HR staff |
| | Key IT technical staff |
| | Librarians |
| | Library Dean or Director |
| | Nursing Director |
| | Office managers |
| | Online Learning Coordinator/Director |
| | Payroll clerks |
| | Payroll Manager |
| | Personnel Aide Senior |
| | Personnel Officer (SCUPPS users) |
| 4 | Physical Plant Director |
| 3 | President |
| | Program Directors |
| | Program faculty |
| | Receptionist |
| 18 | Registrar |
| | Res Life Director |
| | Safety/Security Directors |
| 2 | Security |
| | Student Life Director |
| | Student Service Deans |
| | support staff in deans' offices |
| | Tuition |
| 3 | Vice President |
| | VP of Student Services |
| 3 | Webmaster |

Q6. How difficult would it be to build the knowledge base required for the following positions?
 (1 showing not very difficult, 5 showing very difficult)

| Answer Options | 1 | 2 | 3 | 4 | 5 | N/A | Response Count |
|---------------------------------|----|----|----|----|----|-----|----------------|
| President | 1 | 4 | 5 | 41 | 68 | 0 | 119 |
| Chief Academic Officer | 0 | 3 | 7 | 48 | 61 | 0 | 119 |
| Chief Student Affairs Officer | 1 | 7 | 23 | 55 | 32 | 0 | 118 |
| Chief Financial Officer | 0 | 3 | 13 | 40 | 62 | 1 | 119 |
| Chief Information Officer | 3 | 5 | 24 | 52 | 31 | 3 | 118 |
| Athletic Director | 20 | 32 | 21 | 10 | 3 | 31 | 117 |
| Human Resources Director | 2 | 9 | 20 | 47 | 39 | 2 | 119 |
| Academic Deans | 1 | 6 | 25 | 60 | 26 | 1 | 119 |
| Institutional Research | 3 | 11 | 36 | 53 | 12 | 4 | 119 |
| Foundation/Development Director | 9 | 19 | 45 | 32 | 13 | 1 | 119 |
| Public Relations/Marketing | 9 | 30 | 51 | 23 | 4 | 1 | 118 |
| Admissions Director | 7 | 24 | 46 | 29 | 9 | 2 | 117 |



Relative responses of 4 and 5 only

| | |
|------------------------------------|-------|
| President | 91.6% |
| Chief Academic Officer | 91.6% |
| Chief Financial Officer | 85.7% |
| Chief Student Affairs Officer | 73.7% |
| Human Resources Director | 72.3% |
| Academic Deans | 72.3% |
| Chief Information Officer | 70.3% |
| Institutional Research | 54.6% |
| Foundation/Development Director | 37.8% |
| Admissions Director | 32.5% |
| Public Relations/Marketing | 22.9% |
| Athletic Director | 11.1% |

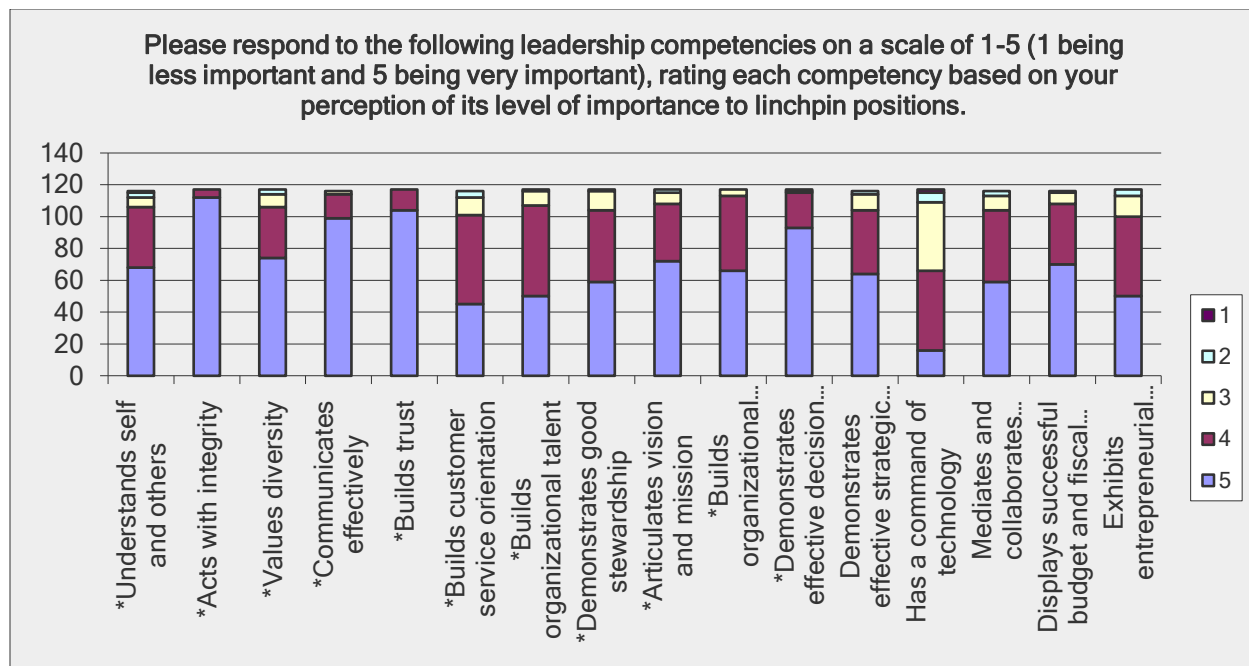
Q7. Please list additional positions at your institution having knowledge bases that would be difficult to build.

- Academic Advisors
- 2 Academic Deans
 - Anyone working with changing technology on the front lines of education
 - Anyone working with copyright issues
 - Assoc Dean of Financial Aid
 - Associate VP for budget
- 4 Business Manager
 - Chief Academic Officer
 - Chief Student Affairs Officer
 - DARS Specialist
- 3 Dean of Student Affairs/Development
 - Department Chairs
 - Director of Academic and Innovative Partnerships
 - Director of Business Services
 - Director of Facilities
- 5 Director of Financial Aid
 - Director of Housing
 - Director of Student Financial Services
 - Director Technical Services
 - Director Web based applications
 - Enrollment Management
 - FA Director
 - Facilities Director
- 3 Facilities Manager
 - Faculty
- 11 Financial Aid Director
 - Head Coaches

- HR Transactions Clerk
- Human Resource Director
- 2 Institutional Research Director
- Network Server Technical group
- 2 Payroll Specialist
- Personnel Aide Senior
- 3 Physical Plant Manager
- 2 President
- Program Directors
- 10 Registrar
- Safety/Security Director
- Sevis officer (international visa issues)
- 2 Sr. Application Developer (ISRS)
- too many to list - we have numerous individuals who have been with us since before merger that would be hard to replace their knowledge base
- 2 Vice President
- Webmaster

Q8. Please respond to the following leadership competencies on a scale of 1-5 (1 being less important and 5 being very important), rating each competency based on your perception of its level of importance to linchpin positions.

| Answer Options | 1 | 2 | 3 | 4 | 5 | Response Count |
|---|---|---|----|----|-----|----------------|
| *Understands self and others | 1 | 3 | 6 | 38 | 68 | 116 |
| *Acts with integrity | 0 | 0 | 0 | 5 | 112 | 117 |
| *Values diversity | 0 | 3 | 8 | 32 | 74 | 117 |
| *Communicates effectively | 0 | 0 | 2 | 15 | 99 | 116 |
| *Builds trust | 0 | 0 | 0 | 13 | 104 | 117 |
| *Builds customer service orientation | 0 | 4 | 11 | 56 | 45 | 116 |
| *Builds organizational talent | 0 | 1 | 9 | 57 | 50 | 117 |
| *Demonstrates good stewardship | 0 | 1 | 12 | 45 | 59 | 117 |
| *Articulates vision and mission | 0 | 2 | 7 | 36 | 72 | 117 |
| *Builds organizational capacity to meet future challenges | 0 | 0 | 4 | 47 | 66 | 117 |
| *Demonstrates effective decision making | 0 | 1 | 1 | 22 | 93 | 117 |
| Demonstrates effective strategic planning | 0 | 2 | 10 | 40 | 64 | 116 |
| Has a command of technology | 2 | 6 | 43 | 50 | 16 | 117 |
| Mediates and collaborates effectively | 0 | 3 | 9 | 45 | 59 | 116 |
| Displays successful budget and fiscal management | 0 | 1 | 7 | 38 | 70 | 116 |
| Exhibits entrepreneurial and innovative thinking | 0 | 4 | 13 | 50 | 50 | 117 |
| <i>answered question</i> | | | | | | 117 |
| <i>skipped question</i> | | | | | | 28 |



Relative responses of 4 and 5 only

| | |
|---|--------|
| *Acts with integrity | 100.0% |
| *Builds trust | 100.0% |
| *Demonstrates effective decision making | 98.3% |
| *Communicates effectively | 98.3% |
| *Builds organizational capacity to meet future challenges | 96.6% |
| Displays successful budget and fiscal management | 93.1% |
| *Articulates vision and mission | 92.3% |
| *Builds organizational talent | 91.5% |
| *Understands self and others | 91.4% |
| *Values diversity | 90.6% |
| Demonstrates effective strategic planning | 89.7% |
| Mediates and collaborates effectively | 89.7% |
| *Demonstrates good stewardship | 88.9% |
| *Builds customer service orientation | 87.1% |
| Exhibits entrepreneurial and innovative thinking | 85.5% |
| Has a command of technology | 56.4% |

Q9. Please list any competencies you think ought to be included that are not present in the list of competencies above.

Ability to assess when to take a stand and the courage to stand
Ability to delegate to the appropriate individual
Ability to find a balance between work and life
ability to influence others
Ability to inspire others
Ability to manage time and resources
Ability to negotiate
Ability to work effectively with legislature
Ability to work with unions.
Accepting diverse views
Acts with compassion
Adaptability
An effective change agent
Appreciate and balance various perspectives
Aptitude for bargaining agreements
Balancing competing values within the organization
Builds alliances with legislators, external funders
Builds friendly and joyful work environments
Can raise/manage resources
Collaborates effectively with appropriate stakeholders
Command of managing human capital
Community focused
compassion
Considers institution first
create and manage change
creating effective teams
Creative problem solving
Demonstrates ability to delegate effectively
Demonstrates ability to make unpopular decisions
Demonstrates and energetic self
Displays accountability and transparency
Displays compassion
Effectively manages conflict
embrace and demonstrate commitment to diversity
Encourages civility
exhibits global understanding and competence in working with other cultures, ethnic groups
Exhibits the understanding that colleges are a business
Flexibility
Flexible thinking
Focused on Student Success
follow-through
Fosters management/supervisory accountability.
Fund raising skills
Global perspectives

Highly effective Interpersonal skills - building relationships
highly professional in mannerism in every situation
initiative
integrity
Intercultural competencies
Knowledge and application of union contracts
Knowledge and concern about community
Knowledge of allocation model
Knowledge of emergency response
legal expertise
make decision in tough situations
Motivates Subordinates
motivation
Navigating/managing accountability requirements
Negotiation skills
Open and approachable to all stakeholders of the college
Operating in spirit of respect
Political savvy
Reasonable Risk taker
Respect
Respectful of Staff, Faculty and Students
Shows a strong student centered philosophy
Strong work ethic
Understand Collective bargaining
understanding of government regulations, including accreditation
Understanding of the responsibility in higher education
Understands and follows college and system policies
Understands politics of working with unions
Understands the value of letting others do their work.
Values People
whole picture vs. micromanaging
working within union contracts

Q10. As you consider potential changing student demographics, funding and position requirements, do you foresee future leadership competencies that may be required of future incumbents in order to be successful? If so, please identify those future competencies.

Ability to adapt quickly and effectively to rapid external change
Ability to build "community" within the college and with the greater community
ability to communicate in language(s) other than English
Ability to effectively utilize talent of gen x, gen y, and millennials
Ability to follow rules and regulations
Ability to identify talent and transferable skills in potential applicants for positions
ability to interact effectively with people of all ages and ethnic groups
ability to interact with domestic and international educational partners
Ability to interpret data
Ability to multi task

Ability to perform under stress
Ability to understand collective bargaining agreements
Being able to collaborate
Belief - Leaders need to be authentic and genuine, ethical, high moral conduct.
Broadminded thinking about alternative modes of educational delivery
building partnerships across MnSCU and beyond
building rapport
Builds and maintains partnerships
Characteristics of online learning
Cultural competence
Cultural relativity
curiosity
deep understanding of what diversity is
Effective networking
Engage in college wide initiatives (going outside individual focus areas)
Experienced with negotiating competently across differences
Flexibility, open-mindedness
fundraising ability
Greater appreciation of TRUE diversity
Knowledge of enrollment management
Knowledge of the System and State
legal expertise in light of litigious students/faculty
Lives diversity, not simply values it
more inclusive (the world is becoming a melting pot)
more technology savvy - its expected
more trusting of employees (allow telecommuting) telecommuters are more productive
must be open to new ideas and encourage thinking out of the box
Online Learning Experience
Open-minded, thinking beyond traditional academic models.
Performance development/management - currently not given sufficient attention
Political effectiveness (legislature)
sensitive to all cultural differences
shared leadership
strong financial managers
Strong interpersonal skills
strong with technology
teamwork
technology in social media applications
Understanding of assessment
Understanding of strategies to ensure institution meets the needs of the various students with the range of demographics
Use of technology overall and as a communication and learning tool
Uses non-traditional work arrangements as an employee recruitment/retention strategy
Valuing diversity
Valuing student engagement techniques

Appendix C

Demographic Data

Distribution of Administrators By Age Group and Functional Area
Spring 2010

| Age Ranges | Functional Areas | | | | | | | | | | |
|--------------------|------------------|-----------|-----------------------------|-----------|-----------------|------------------------|---------------|-----------|-----------------|------------------|-------------|
| | CAO | CFO | Development and Foundations | Finance | Human Resources | Information Technology | Miscellaneous | President | Student Affairs | Academic Affairs | Grand Total |
| 40 or under | | 2 | 2 | | 7 | 2 | 11 | | 5 | 23 | 52 |
| 41 to 45 | 5 | 4 | 4 | 1 | 2 | 6 | 9 | | 9 | 26 | 66 |
| 46 to 50 | 4 | 8 | 4 | 4 | 6 | 8 | 13 | 1 | 7 | 47 | 102 |
| 51 to 55 | 7 | 5 | 5 | 5 | 10 | 3 | 19 | 4 | 9 | 40 | 107 |
| 56 to 60 | 13 | 4 | 4 | 3 | 9 | 3 | 29 | 14 | 14 | 39 | 132 |
| 61 to 65 | 7 | 6 | 4 | 4 | 4 | 2 | 10 | 8 | 7 | 39 | 91 |
| 66 and over | 2 | | 3 | | 1 | | 8 | 5 | | 7 | 26 |
| Grand Total | 38 | 29 | 26 | 17 | 39 | 24 | 99 | 32 | 51 | 221 | 576 |

Percentage of Administrators By Age Group and Functional Area
Spring 2010

| Age Ranges | Functional Areas | | | | | | | | | | |
|--------------------|------------------|------------|-----------------------------|------------|-----------------|------------------------|---------------|------------|-----------------|------------------|-------------|
| | CAO | CFO | Development and Foundations | Finance | Human Resources | Information Technology | Miscellaneous | President | Student Affairs | Academic Affairs | Grand Total |
| 40 or under | 0 | 6.9 | 7.7 | 0 | 17.9 | 8.3 | 11.1 | 0 | 9.8 | 10.4 | 9 |
| 41 to 45 | 13.2 | 13.8 | 15.4 | 5.9 | 5.1 | 25 | 9.1 | 0 | 17.7 | 11.8 | 11.5 |
| 46 to 50 | 10.5 | 27.6 | 15.4 | 23.5 | 15.4 | 33.4 | 13.1 | 3.1 | 13.7 | 21.3 | 17.7 |
| 51 to 55 | 18.4 | 17.2 | 19.2 | 29.4 | 25.6 | 12.5 | 19.2 | 12.5 | 17.6 | 18.1 | 18.6 |
| 56 to 60 | 34.2 | 13.8 | 15.4 | 17.7 | 23.1 | 12.5 | 29.3 | 43.8 | 27.5 | 17.6 | 22.9 |
| 61 to 65 | 18.4 | 20.7 | 15.4 | 23.5 | 10.3 | 8.3 | 10.1 | 25 | 13.7 | 17.6 | 15.8 |
| 66 and over | 5.3 | 0 | 11.5 | 0 | 2.6 | 0 | 8.1 | 15.6 | 0 | 3.2 | 4.5 |
| Grand Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |