Notes: Leading the Senior Team—Composition

GUIDING QUESTION: Does the college have the right team, with the right skills and attributes, organized in the right way to advance the institutional reform agenda?

NOTES:

Activity: Senior Team Attributes Matrix

Directions: For each position, indicate the level at which that senior team member displays the attribute. Consider the Key Transformational Leadership Role from-to charts in the appendix.

	Mission Aligned	Bold	Collaborators/ Communicators	Strategic and Innovative	Trustworthy
Provost /VPI/Vice President of Academic Affairs	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No
Vice President for Student Affairs/ Services	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No
Vice President for Student Success	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No
Vice President for Administration and Finance/CFO	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No
Vice President for Information Technology/ Chief Information Officer	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No
Vice President for Institutional Advancement	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No
Chief Diversity Officer	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No
Vice President of Enrollment Management	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No
	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No	☐ Yes ☐ Sometimes ☐ No

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Now, reflect on the following:

As a whole, what are the strengths of the senior team? What are the gaps?

What are some attributes you need more of to enact your reform agenda?

To what extent is there alignment between (1) how you filled out the matrix and (2) the strengths and weaknesses suggested in the completed senior team assessment tool? If/where there is misalignment, why might that be?

Group Discussion

Where do you see particular strengths or gaps in your cabinet's composition?

Where do your three key leadership roles (VPSS, VPAA, and CFO) fall on the traditional-to-transformational spectrum? How might these three positions be better leveraged to contribute to your guided pathways work?

What do your matrix and senior team assessment results imply about how you evaluate and provide feedback to individuals and teams? Are you considering making any changes as a result?

As the president, what next steps might you take regarding senior team composition? Consider potential turnover, role reassignment, and professional development opportunities.

Appendix: Key Transformational Leadership Roles
CHIEF FINANCIAL OFFICER (CFO)

Traditional	Transformational
Believes the CFO "owns" the budget, withholding information from others to ensure the fiscal strength of the institution in both good and difficult times.	Aims to build widespread fiscal knowledge and budget transparency, believing they are essential to ensure unit leaders can align spending to mission; builds trust that resources are aligned to mission; and connects their efforts to those of others within the institution.
Believes student success goals, such as improving retention and completion, are the responsibility of other senior team members.	Shares responsibility for student success by collaborating with academic and student services to ensure that fiscal resources and processes are fully aligned with student success goals and activities.
Views the budget as a static, year-by-year process.	Ensures that budget planning spans multiple years and that there's adequate flexibility to adjust the budget each year, based on emerging needs and changing circumstances.
Presents the budget in traditional cost centers, failing to reveal the connection between planned expenditures and mission and strategy.	Presents the budget in dynamic ways that foster deeper understanding of the connection between planned expenditure and mission and strategy, including through trends over time, comparisons to peer institutions, and ratios related to student access and success.
Treats the budget as a fixed amount of resources to be parsed out among units within the college.	Partners with the president/CEO and other senior team members to creatively generate resources, including by building and leveraging external partnerships, creating operational efficiencies, and activating resources traditionally regarded as unavailable, such as savings from hiring delays.
Believes the college's foundation, reserves, and hidden funds should be as large as possible in anticipation of unforeseen fiscal circumstances.	Believes resources should be applied to achieve the mission, and excess reserves should not be maintained unless required by law or policy.

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PROVOST/VICE PRESIDENT OF ACADEMIC AFFAIRS (VPAA)

Traditional	Transformational
Believes it is solely the responsibility of disciplines and departments to determine the content of and requirements for faculty professional development.	Takes responsibility for advancing excellent teaching practices through professional development by devising college-wide goals for professional development, allocating resources accordingly, and visibly recognizing teaching excellence.
Believes student success goals, such as improving retention and completion, are the responsibility of divisions that provide student services and the senior team members who oversee them.	Shares responsibility for student success by ensuring that faculty are fully engaged and by collaborating with student services to ensure that academic enterprises (including faculty advising practices) are fully aligned with student success goals and activities.
Views learning assessment as a necessary requirement of accreditors that can be used voluntarily by faculty to advance their teaching practice and student learning.	Views learning assessment as a critical tool that all faculty and disciplinary leaders should use to improve student learning at the course, program, and college-wide levels.
Takes independent responsibility for course scheduling without consulting student services staff.	Works collaboratively with faculty and student services leaders and staff to understand the needs and experiences of students—through data analysis and advisor and student voices—to inform the building and modification of course schedules.
Believes academic program design and delivery should be exclusively responsive to internal stakeholders, including faculty, based on precedent and faculty interest.	Works to ensure that program design and delivery consider the needs of students after graduation in careers and further higher education (including bachelor's attainment).
Relies on deans, department heads, and faculty senates and unions to interact with faculty.	Interacts directly with a wide range of faculty to understand their perspectives and identify exceptional teaching and learning.
Leaves campus-wide communication about the urgency and potential for advancing equitable student success to the president/CEO.	Collaborates with the president/CEO and other senior team members to communicate the urgency and potential for advancing equitable student success.

Leads academic affairs units based on tradition and history, seeing the scope and pace of change as constrained by expectations rooted in the past—regardless of the trajectory of student success or evidence about the student experience.

Regularly analyzes and uses data, predictive analytics, and qualitative evidence of the student experience to make decisions about programs, evaluate their effectiveness, celebrate successes, and communicate priorities.

VICE PRESIDENT FOR STUDENT SERVICES (VPSS)

Traditional	Transformational
Believes it is up to individual student service units to decide the content and process of professional development, and that professional development goals and resources should be decided solely by directors and division heads.	Takes responsibility for advancing excellent practices through professional development that is significantly integrated across student service units and supported through adequate resource allocation and visible recognition.
Believes it is up to student service units to decide the criteria and process for hiring staff, and that the vice president for student services is not responsible for ensuring alignment of such criteria and processes with college-wide priorities.	Takes responsibility for aligning staff hiring with institutional priorities for student services delivery; ensures that the college has adopted prioritized attributes for hiring diverse staff with the technical expertise needed in each unit and that college-wide priorities are utilized in hiring systems (for example, interview questions, assessment rubrics, and committee deliberations).
Believes improving student retention and completion is not a significant faculty responsibility, but rather the responsibility of student services units that oversee student advising and student life, and provide out-of-class academic and nonacademic supports.	Shares responsibility for advancing student retention and completion by collaborating with the provost/VPAA and academic units to ensure that faculty are fully engaged in the classroom, in their advising practices, and in collaboration with advisors and other staff.
Leaves campus-wide communication about the urgency and potential for advancing equitable student success to the president/CEO and academic leaders.	Collaborates with the president/CEO and other senior team members to communicate the urgency and potential for advancing equitable student success.
Leads student affairs/units based on mission and history and sees the scope and pace of change as constrained by tradition—regardless of the trajectory of student success or evidence about the student experience.	Regularly analyzes and uses data, predictive analytics, and qualitative evidence of the student experience to make decisions about programs, evaluate their effectiveness, celebrate successes, and communicate priorities.
Defers to academic units to interact directly with faculty.	Works to ensure that student services professionals interact directly with a wide range of faculty to share understanding about the student experience in and out of the classroom and collaborate on student success efforts.