Competencies

University

Quantitative

Survey

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Leaders

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Competencies for State College and University Presidents

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Executive Summary

This document reports on the evolution and validation of the **AASCU State College and University Presidential Competency Model**. Building on both commissioned qualitative research (AASCU, 2015) and the outcomes of a planning symposium with experts in assessment center methodology, higher education leaders, and search consultants, a draft competency model was prepared. The competency model was then vetted and revised based on further literature review and structured, critical incident-style interviews with 14 subject-matter experts. The revised version was then presented to the entire AASCU membership for comment via a quantitative content validation survey. Survey results confirmed the importance of the competencies identified as necessary for state college and university presidents to meet strategic higher education goals.

As AASCU plans to use this competency model to inform the building of a developmental assessment program for current and future presidents, this report concludes by mapping the AASCU Competencies onto other competency models used by two assessment consultancies identified as potential partners in this endeavor.

Background

Organization Overview

The American Association of State Colleges and Universities (AASCU) is committed to delivering America's promise by supporting member institutions in their missions to prepare all students to be competitive and effective participants in our democracy and in the global economy.

AASCU represents more than 400 public colleges, universities, and systems. Member institutions share a learning-centered and teaching-centered culture, a historic commitment to underserved student populations, and a dedication to research and creativity that advances their regions' economic progress and community development.

Collectively, AASCU's member institutions serve nearly four million students and award almost 500,000 baccalaureate degrees each year. A characteristic that sets AASCU apart from other associations is the personal involvement of presidents and chancellors on our board of directors, on committees, and in events and programming. They also support full participation by their top institutional decision makers. AASCU is committed to helping these leaders enhance their expertise, learn about best practices, and stay abreast of trends in higher education.

The Evolving Presidency

Leaders of public colleges and universities face unprecedented challenges and opportunities. Their rapidly changing environments are becoming more complex and demanding. Declining budgets, flattened management structures, and the increased need for collaboration and transparency all require that public institutions pay heightened attention to developing effective leaders at all levels of the organization. In addition to these environmental and policy changes, many institutions will face major leadership transitions over the next few years as the "Baby Boom" generation retires and boards consider people from external and less traditional academic careers to fill leadership roles.

In their 2011 report, Presidential Leadership in an Age of Transition: Dynamic Responses for a Turbulent Time, Eckel and Hartley explain that, "Today's presidents are

not tomorrow's presidents. Nearly half of all college and university presidents are over the age of 61, quickly approaching traditional retirement age." Additionally, they state, "Only 23 percent of college and university presidencies are held by women and only 14 percent of presidencies are held by a person of color."

Research shows an increasing interest in hiring presidents and chancellors who have not spent their careers in the academy. According to a 2012 report by the American Council on Education (ACE), "the share of presidents whose immediate prior position was outside higher education has increased since 2006, from 13 percent to 20 percent." Although ACE says that much of this growth is within the private college sector, this trend seems to be increasingly present in the public sector as well. While leaders with diverse backgrounds bring many sought-after skills to the presidency, there are also concerns that some may be less attuned to the needs and interests of students.

As career pathways, demographics, financing, and expectations for higher education evolve, it is now more critical than ever before to develop leaders who can simultaneously manage extremely complex organizations and focus on student success.

Project Overview

AASCU is particularly interested in helping current and future higher education leaders develop and refine the skills needed to better serve students. AASCU seeks to apply assessment center methodology, an underutilized tool in higher education (see Appendix A), to improve the professional development of those seeking increasingly more responsible leadership positions in state colleges and universities.

Over time, this work will help provide standardization in assessing university leadership and identify national benchmarks to better understand both individual and systemic gaps in leaders' commitments and skill sets. Collectively, these insights will better enable AASCU and other higher education organizations to train the next generation of effective higher education leaders who are oriented toward student success.

In 2015, AASCU commissioned preliminary qualitative research focused on the skills, knowledge, and personal characteristics required for success as a public university president. Following this, AASCU convened a planning symposium with a panel
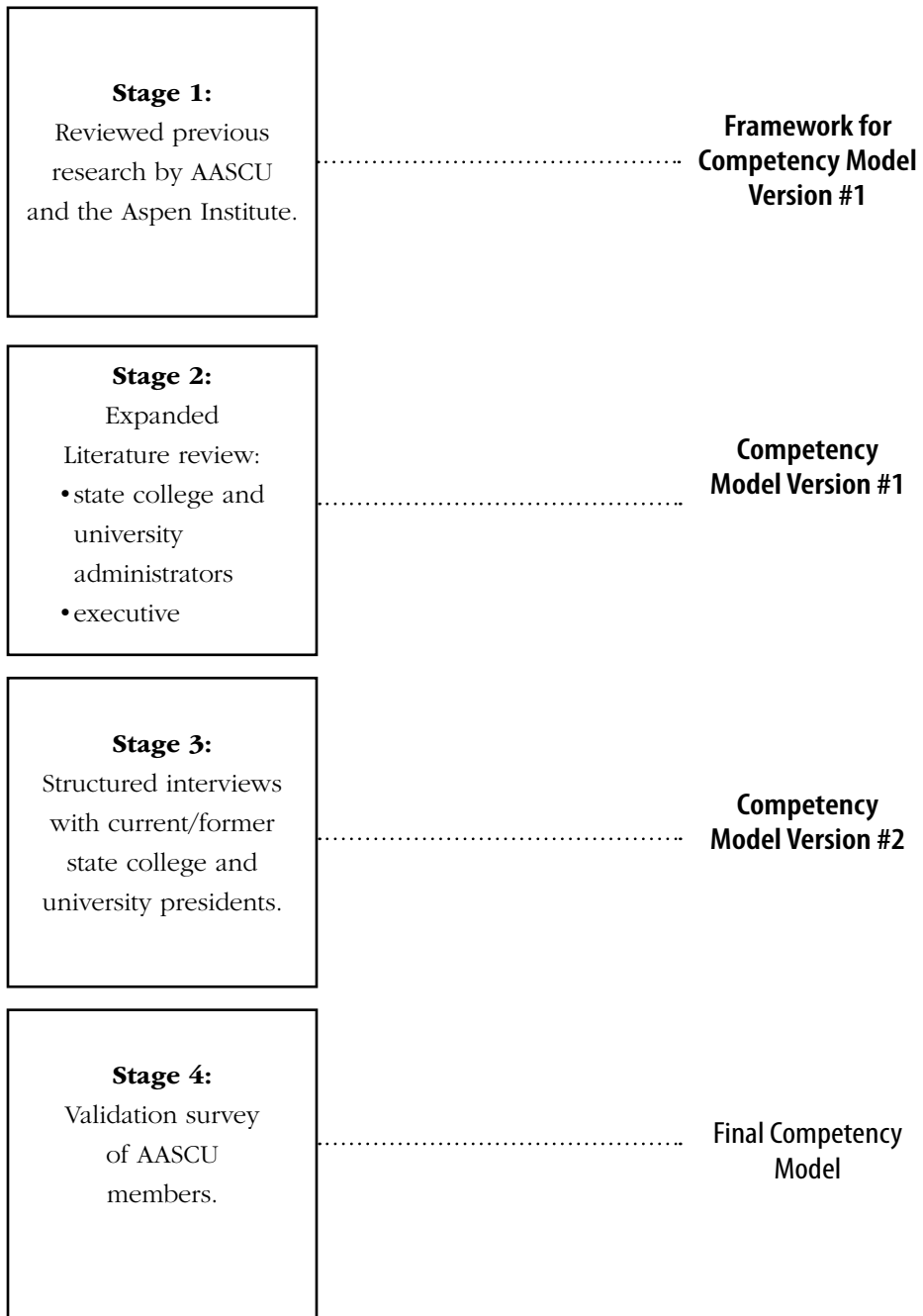
of experts and practitioners in assessment center methodology, as well as higher education leaders and search consultants. The preliminary profile of a successful university leader was shared with the group and discussed. Symposium participants also explored many different dimensions of assessment center methodology and its possible applications to higher education. The group concluded that there may be considerable promise in applying assessment center methodology to improve succession planning and leadership development in higher education, but that to achieve those ends, the preliminary profile of successful university leaders would need to be fashioned into a set of well-defined, assessable, and "developable" competencies. Evidence would then need to be collected to validate this competency model.

Building on this preliminary work, AASCU now has:

- Developed a competency model for state college and university presidents that specifically connects to appropriate higher education strategies;

- Validated the competencies using interviews and surveys of subject-matter experts;

- Mapped the competencies to those currently used within assessment center practice.

This document provides a detailed report on the process and findings stemming from these three tasks, which has culminated in the **AASCU State College and University Presidential Competency Model**.

Overview of Project (Final)

| Stage 1: Reviewed previous research by AASCU and the Aspen Institute. | ········· | **Framework for Competency Model Version #1** |

| Stage 2: Expanded Literature review: • state college and university administrators • executive | ········· | **Competency Model Version #1** |

| Stage 3: Structured interviews with current/former state college and university presidents. | ········· | **Competency Model Version #2** |

| Stage 4: Validation survey of AASCU members. | ········· | **Final Competency Model** |

AASCU State College/University Presidential Competency Model

Management Competencies

1. *Knowledge of the Academic Enterprise:* Possesses knowledge of and appreciation for the state college/university (its past, present, and future), its culture (e.g., shared values and traditions), its context (e.g., social, political, legal), and its students.

2. *Business Enterprise Management:* Applies business and financial knowledge to proactively create, develop, and secure resources from various sources using established (e.g., campaigns, fundraising) and innovative methods in an effort to grow the state college/university. This includes demonstrating an understanding of pertinent financial considerations; possessing the ability to identify, recognize, assess, and capitalize on opportunities; taking calculated risks and tolerating ambiguity; and developing partnerships that will secure financial and non-financial resources. Demonstrates ability to recognize opportunities in various parts of the system (e.g., technological, enrollment management, legal issues, and personnel).

3. *Resource Development and Stewardship:* Manages (i.e., distribution and creative utilization of) financial, technological, human capital, enrollment, physical property, and other resources. This includes an appreciation of shared governance (e.g., faculty, administrators) in the management and allocation of resources. Involves leading institutional change and consideration of interdependent organizational systems, each of which requires sufficient resources to carry out its work.

Interpersonal Competencies

4. *Formal and Informal Communication:* Communicates in an effective and authentic way in both formal and informal settings using various methods appropriate for the message (e.g., public statements, social media), as well as demonstrating comfort and confidence in writing, speaking in public, and using information technology to communicate. Actively listens and understands the needs and concerns of internal and external stakeholders.

5. *Positively Engaged:* Maintains a visible and active presence and an appropriate level of involvement with both external and internal stakeholders at all levels of the institution (e.g., students, parents, faculty, trustees, community).

6. *Relationship Development and Maintenance:* Develops and maintains purposeful interpersonal connections and relationships throughout the college/ university and among individuals in the local, state, national, and international communities, in order to advance the institutional mission. This includes working and communicating with internal and external stakeholders (e.g., faculty, staff, students, alumni, parents, prospective students, donors, government, local organizations, community leaders, trustees) in both collaborative and supportive capacities; managing synergies among these relationships; and maintaining this network of relationships in order to promote continued and collaborative stewardship.

7. *Climate Creation and Maintenance:* Intentionally shapes a campus climate (e.g., fostering and reinforcing shared beliefs and values) that fits the growing needs of the university. Maintains and fosters a welcoming, diverse, and inclusive campus environment, as well as engages in collaboration and entrepreneurship within and across units (and beyond).

Personal Characteristics

8. *Integrity:* Behaves in a way that is ethical, trustworthy, transparent, consistent, accountable, honest, committed, and socially responsible, thus setting high standards for staff, faculty, students, and the community.

9. *Servant Leader:* Engages with stakeholders (e.g., faculty, staff, and especially students) in a way that conveys empathy and primary concern for and commitment to increasing their well-being, achievement, and success.

10. *Continuous Self-Development:* Maintains self-awareness and attention to continuous self-improvement and growth. This includes knowledge acquisition, professional development/skill building, and maintenance of emotional and physical health.

11. *Resilience:* Demonstrates strength in the face of adversity (i.e., determination, perseverance, tenacity) and the capacity to recover quickly from challenges and difficulties without dwelling on failures or setbacks.

Leadership Competencies

12. *Problem-Solving:* Applies systems-level thinking in order to define problems, gather and integrate relevant quantitative and qualitative information, generate and identify potential solutions, and evaluate the best course of action against identified criteria with an integrated systems- and results-oriented focus.

13. *People and Team Development:* Effectively supervises and delegates (i.e., defines tasks, sets goals, and drives performance toward attainment/fulfillment of goals); selects, builds, and develops diverse and cohesive groups of individuals who can work together to achieve the institutional mission.

14. *Strategic Vision:* Develops, articulates, advocates, and executes a clear vision for the state college/university's future that others will accept, support, and advance. This includes orchestrating effective change management via short- and long-term strategic thinking.

15. *Adversity Leadership:* Manages, identifies, addresses, and responds to emergencies, crises, social issues, and controversies on campus in a prompt and effective manner. This involves an understanding and continuous monitoring of relevant issues.

Additional Traits

In addition to the preceding behaviorally defined competencies, our research revealed a number of relevant personality traits that underlie these behavioral competencies, and that are necessary for success in a leadership position. These include:

16. Traits that support and exemplify positive expectations of success (i.e., hope, optimism, self-efficacy, confidence).

17. Traits indicative of an achievement orientation (i.e., needs for achievement, autonomy, personal growth and development).

Detailed Methods and Results

Stages 1 and 2: Literature Review

A number of relevant sources were consulted in developing Competency Model Version #1 for state college and university presidents. Specifically, we reviewed the following materials:

1. Previous qualitative research carried out by AASCU (2015) along with similar studies (e.g., The Aspen Institute, 2013). The goal was to take the rich qualitative results and resort/classify the Preliminary Profile of the Successful Public University President (AASCU, 2015) into independent competencies that would lend themselves to assessment, feedback, and development. Table 1 illustrates this conversion process.

2. The leadership literature, broadly defined.

3. The literature on positions similar to state college and university presidencies (i.e., school principals, superintendents, chief executive officers, entrepreneurs/small business owners).

Appendix B contains a bibliography of many of the sources consulted at this stage.

Appendix C contains Version 1 of the AASCU Competency Model, the outcome of these first two stages.

Table 1. Evolution from AASCU (2015) Preliminary Profile of the Successful
University President to AASCU Competency Model Version 1

AASCU (2015) Profile	AASCU Competency Model Version 1
Understand and appreciate the academic enterprise	Knowledge of the Academic Enterprise
Provide anchoring through personal integrity	Integrity
Understand and manage the university's financial and resource-allocation processes	Resource Management
Communicate well in formal and informal settings	Communication Skills
Be resilient and don't take things personally	Additional Traits
Be energetic and engaged	Involvement
Develop and sustain competent interpersonal relationships	Developing and Maintaining Relationships
Know how to work with different constituencies	Working with Different Constituencies[1]
Provide and deliver a strategic direction	Developing and Championing Strategic Direction
Be entrepreneurial	Entrepreneurship
Know how to manage a large organization	Problem-Solving
Develop a strong leadership team	Leadership and Team Development
Know how to listen[2]	—
	Developing and Maintaining University Culture
	Crisis Management
	Service Orientation

Notes:

[1]"Know how to listen" was subsumed under "Communication Skills."

[2]"Working with Different Constituencies" was subsumed under "Relationship Development and Maintenance."

Stage 3: Interviews with Subject-Matter Experts

Purpose of Interviews with Subject-Matter Experts

Subject-matter experts were selected based on their experience and insider knowledge of the role of the state college and university president. They provided feedback on *AASCU Competency Model Version 1,* which was developed based on a review of the relevant literature (see Appendix C).

Description of Structured Interviews

A structured interview protocol (see Appendix D) was used to allow the subject-matter experts to provide feedback on *AASCU Competency Model Version 1,* as well as to provide contextualized examples of these competencies. Using this information, we were able to develop rich critical incidents for each of the competencies (See Appendix E) that later could be used in an assessment and/or developmental context.

Fourteen experts were interviewed, all of whom provided substantive feedback (e.g., suggested changes, adjustments, additions) on *AASCU Competency Model Version 1.*

List of Subject-Matter Experts Interviewed

- Jonathan Alger, James Madison University, Virginia (4 years)
- John Anderson, Millersville University of Pennsylvania (8 years)
- Michael Benson, Eastern Kentucky University (15 years)
- Mickey Burnim, Bowie State University, Maryland (20 years)
- Howard Cohen *(Chancellor Emeritus)*, Purdue University Calumet, Indiana (9 years)
- Millie García, California State University Fullerton (15 years)
- Dianne Harrison, California State University Northridge (10 years)
- Jolene Koester *(President Emeritus)*, California State University Northridge (11 years)
- Jessica Kozloff *(President Emeritus)*, Bloomsburg University of Pennsylvania (13 years)
- Elmira Mangum, Florida A&M University (2 years)
- Earl Potter, St. Cloud State University, Minnesota (9 years)
  (Earl Potter tragically died in automobile accident, June 2016)
- Bill Sederburg *(President Emeritus and Former Commissioner of the Utah System of Higher Education),* Utah Valley University (18 years)

- David Soltz, Bloomsburg University of Pennsylvania (8.5 years)
- Becky Takeda-Tinker, Colorado State University Global Campus (6 years)

Note: If no notation provided, currently serving as president.

Summary of Subject-Matter Experts' Feedback

Appendix E provides the complete feedback provided by the experts for each *Version 1* competency.

The most common critiques of *AASCU Competency Model Version 1* were that it:
- Needed to focus more heavily on financial literacy and acquisition of financial resources.
- Needed greater emphasis on students throughout the model.
- Should change the crisis management competency to reflect both risk management and mitigation.
- Should add a competency that reflects personal growth and development.

The most commonly praised aspects of *AASCU Competency Model Version 1* were:
- The thoroughness and organization of the model.
- The inclusion of "integrity" as a competency in the model.
- The focus on the most critically needed competencies.

The experts' feedback at this stage was then used to revise the competencies and their definitions, resulting in *Competency Model Version 2,* which eventually became the validated final version appearing on pages 6–8 of this report. The transition from the original report to *Competency Model Version 2* is illustrated in Table 2. This model was then distributed to the AASCU membership for the Stage 4 Validation Survey.

Table 2. Evolution from AASCU Profile to Version 1 to Version 2 (Final)

AASCU Profile	Version 1	Version 2 (Final)
Understand and appreciate the academic enterprise	Knowledge of the academic enterprise	Knowledge of the academic enterprise
Provide anchoring through personal integrity	Integrity	Integrity
Understand and manage the university's financial and resource-allocation processes	Resource management	Resource development and stewardship
Communicate well in formal and informal settings	Communication skills	Formal and informal communication
Be resilient and don't take things personally	Additional traits	Resilience
Be energetic and engaged	Involvement	Positively engaged
Develop and sustain competent interpersonal relationships	Developing and maintaining relationships	Relationship development and maintenance
Know how to work with different constituencies	Working with different constituencies[1]	—
Provide and deliver a strategic direction	Developing and championing strategic direction	Strategic vision
Be entrepreneurial	Entrepreneurship	Business enterprise management
Know how to manage a large organization	Problem-solving	Problem-solving
Develop a strong leadership team	Leadership and team development	People and team development
Know how to listen[2]		
	Developing and maintaining university culture	Climate creation and maintenance
	Crisis Management	Adversity leadership
	Service Orientation	Servant Leader
		Continuous self-development

Notes:

[1] "Working with Different Constituencies" was subsumed under "Relationship Development and Maintenance."

[2] "Know how to listen" was subsumed under "Formal and Informal Communication Skills."

Stage 4: AASCU Member Validation Survey

After the draft competencies were revised based on feedback from the subject-matter experts, a content-validation survey was created to allow AASCU members to provide quantitative ratings of the relevance of the identified competencies to the job of state college or university president. Respondents were asked to rate each competency in terms of its importance for overall performance, performance when first entering the role of state college/university president, and the degree to which proficiency in that competency distinguishes superior performance from adequate performance.

The response options ranged from 1 = "of no importance" to 5 = "extremely important" for the first two questions and 1 = "not at all" to 5 = "a great deal" for the third question. Respondents were then asked to describe the general job tasks that required a specific competency. These types of questions, as well as the linkage of competencies to job tasks, are considered best practices within the areas of job analysis and competency modeling, and the data from surveys is considered to be important evidence of the validity of the competencies *(known as "content validity"; Gatewood, Field, & Barrick, 2015; EEOC, 1978)*.

The survey was built online and distributed by VirBELA. AASCU solicited participation via an email distributed to the AASCU membership containing information about the project and a link to the online survey. The survey was open for five weeks, during which three reminder emails were sent. A total of 94 (of 419 possible) respondents participated, yielding a 22.4 percent response rate. Table 3 provides information about the tenure and demographics of survey respondents, as well as information about the respondents' colleges/universities. As is shown, the respondents represented a diverse set of presidents and state colleges or universities.

Survey results are provided in Table 4. On average, every competency was rated above the mid-point of the response scale. This indicates that every competency was seen as more than moderately important for (a) overall performance, (b) performance upon entering the role of president, and (c) differentiating between adequate and superior performance. For each of the three questions, the integrity competency had the highest ratings and achievement orientation had the lowest ratings. Respondents generally considered Integrity to be essential to all aspects of communication, being

Table 3. Survey Respondents' Demographics and Institutional Characteristics

	# Respondents Who Did Not Answer This Item	Mean	SD	Percentage of Each Category
Respondent Characteristics				
Age (years)	4	61.03	6.29	
Sex	1	—	—	57.4% male, 41.5% female
Current position	0	—	—	86.2% president, 13.8% other[1]
Racial/ethnic minority	2	—	—	81.9% no, 16.0% yes
Experience (years)				
executive-level at				
college/university	0	15.5	8.36	
current role	0	6.54	5.58	
University Characteristics				
Students enrolled	3	10,654.95	7,618.36	
% of students who are				
racial/ethnic minority[2]	5	31.33%	19.94%	
Faculty size[3]	5	529.18	450.87	
Non-faculty staff size	6	785.18	676.43	

Notes:

Mean = average, SD = standard deviation, number of respondents=94

[1]The rest of the respondents were an incoming president, associate vice president, chancellors, provost, or executive assistant or administrative specialist to the president.

[2]Estimates ranged from 3% to 90%.

[3]Five respondents indicated they only included full-time/tenured faculty; included both full-time and part-time faculty; or provided estimates for each. These were aggregated and included in the calculations. Omitting these cases and recalculating the statistics resulted in an average of 520.68 faculty members (SD = 444.23).

a spokesperson for the state college/university, role modeling, and fundamental to most everything in which a president is involved. In contrast, achievement orientation was seen as potentially being too focused on personal accomplishment, which could conflict with a president leading his or her state college/university toward realizing institutional goals. However, many respondents did state that an achievement orientation could help presidents set higher goals and model the trait of striving for excellence.

Overall, the results provided evidence validating that the AASCU Competency Model adequately captures the competencies required of a state college or university president.

Table 4. Survey Results

	Importance for Performance		Importance Upon Starting		Distinguishes Superior vs. Adequate Performance		Typical Job Tasks Requiring Competency
	M	SD	M	SD	M	SD	
Management Competencies							
1. Knowledge of the Academic Enterprise	4.70	.48	4.06	.73	4.42	.70	• Leading/developing strategic plan • Creating buy-in manifesting vision • Shared governance and relationships
2. Business Enterprise Management	4.63	.53	4.09	.65	4.61	.59	• Resource development/ acquisition • Linking budgets to strategic vision
3. Resource Development and Stewardship	4.58	.58	4.11	.68	4.48	.60	• Fiscal planning and budgeting • Working with different constituencies • Institutional stabilization and growth
Interpersonal Competencies							
4. Formal and Informal Communication	4.78	.44	4.54	.54	4.61	.53	• Conveying vision, building trust • Lobbying and fundraising • Public appearances events, meetings

Table 4. Survey Results *continued*

	Importance for Performance		Importance Upon Starting		Distinguishes Superior vs. Adequate Performance		Typical Job Tasks Requiring Competency
	M	SD	M	SD	M	SD	
5. Positively Engaged	4.45	.56	4.31	.72	4.34	.68	• Being spokesperson of college/university, meeting with press and media management • Attending ceremonies, fundraisers, athletic events
6. Relationship Development and Maintenance	4.57	.54	4.16	.70	4.51	.60	• Working with Board, managing change • Meeting with local, state, and government officials to secure funding
7. Climate Creation and Maintenance	4.46	.65	3.88	.81	4.28	.73	• Fostering a learning climate of diverse points of view • Articulating values, ideals • Setting tone • Preparing students for globalization
Personal Characteristics **8.** Integrity[1]	4.96	.20	4.89	.37	4.84	.40	• Being a spokesperson of college/university, creating conviction in stakeholders, building trust • Role modeling value-expressive behavior • Fundamental to every task

Table 4. Survey Results *continued*

	Importance for Performance		Importance Upon Starting		Distinguishes Superior vs. Adequate Performance		Typical Job Tasks Requiring Competency
	M	SD	M	SD	M	SD	
9. Servant Leadership	4.19	.63	3.99	.74	4.05	.79	• Mentorship and personnel management • Visioning and planning • Conveying empathy and understanding
10. Continuous Self-Development	4.20	.75	3.72	.88	3.97	.74	• Role modeling continuous improvement • Professional development
11. Resilience	4.57	.61	4.15	.86	<u>4.39</u>	<u>.71</u>	• Dealing with crises, conflict, bad press • Maintaining priorities
Leadership Competencies							
12. Problem-Solving	4.37	.72	4.09	.73	4.28	.76	• Delegation to and empowerment of staff • Change management • Decision making • Crisis and enrollment management
13. People and Team Development	4.62	.53	4.25	.67	4.59	.58	• Building team aligned w/ strategic vision • Executing strategy and delegation • Mentorship
14. Strategic Vision	4.56	.60	3.94	.80	4.53	.62	• Setting vision w/ optimal temporal scope • Strategic planning, fundraising

Table 4. Survey Results *continued*

	Importance for Performance		Importance Upon Starting		Distinguishes Superior vs. Adequate Performance		Typical Job Tasks Requiring Competency
	M	SD	M	SD	M	SD	
15. Adversity Leadership	4.33	.68	3.77	.84	**4.15**	**.78**	• Responding to crises (e.g., violence) and conflicts (e.g., protests sit-ins) • Media outreach and management
Additional Traits							
16. Positive Expectations	4.57	.52	4.53	.54	4.43	.63	• Building morale in stakeholders • Overcoming problems, crises, adversity • Change management
17. Achievement Orientation	3.68	.81	3.57	.84	3.70	.84	• Role modeling: setting expectations and example for staff • Proactive advice and guidance seeking • Inspiring senior management team

Notes:

M = mean. Each of the two ratings in bold and underlined included scores from one identified outlier. Without outliers, Resilience M = 4.42 (SD = .62) and Adversity Leadership M = 4.18 (SD = .71).

[1]Ratings for Integrity were highly and negatively skewed (< -2.0), indicating that the distribution is highly asymmetrical with few respondents endorsing the low end and most respondents endorsing the high end of the scale. The median rating for Integrity was 5.0 for all three questions, indicating that the high mean reported is not just due to skewness, but that Integrity was simply rated highly by most respondents.

Number of respondents=93. One participant's responses were removed due to problems with his/her data.

Recommendations and Next Steps

Recommendations

AASCU has set out to identify and define competencies that characterize a successful state college or university president. The steps outlined in this document represent the second phase of ongoing efforts to structure a Developmental Assessment Center (DAC) program for developing state college and university leaders in these areas. In moving forward, two sets of recommendations are provided:

First, the validation efforts chosen were based on the assumption that the competency model would be used for *developing*, not selecting leaders. Whereas many best practices were employed in collecting evidence validating the content of the competencies[1], if these competencies were to be used to select or promote leaders, even more rigorous methods should be employed. Such efforts should include the identification of a universal set of job tasks, the collection of importance ratings for the job tasks, and the collection of data in which incumbents quantitatively link tasks and competencies *(Gatewood et al., 2016)*. The current project provides a great deal of rich, preliminary evidence that could be used as a foundation for such an extension[2]. Currently, however, the competencies are intended for developmental use only.

Second, in moving forward, AASCU might continue to study/track the "developability" of the competencies. For assessment center programs focused on development of leaders, the competencies assessed need to not only be important for an individual's success as leader, but also be amenable to development and be seen as "improvable" by potential leaders *(Rupp, Snyder, Gibbons, & Thornton, 2006)*. Thus, AASCU should work toward documenting and building confidence among its program participants that their proficiency in the competencies can be improved over time through feedback, setting of goals, practice, and experience.

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[1]E.g., ratings of incumbents on the importance of the competencies and listings of job tasks for which the competencies are needed.

[2]E.g., the critical incidents collected in the interviews and the job tasks provided via the survey instrument.

Next Steps

As a next step toward leveraging the assessment center method for developmental programs, AASCU first seeks to explore the suitability of existing (licensable) assessment centers for developing future state college and university presidents. It has identified two potential partners with which to explore and pilot potential programs: Pinsight and the University of California-San Diego Rady School of Management, Center for Leadership Assessment. These two potential partners use their own foundational competency models within their assessment center offerings. These are presented in Appendix G and H, and are an accurate representation of the competencies used by leadership assessment/assessment center consultancies. If AASCU were to license such programs for its own use, it is necessary to map its validated competencies to these. Table 5 provides a preliminary mapping of the AASCU, Rady, and Pinsight competencies. As is shown, the competency models overlap substantially. Also, Pinsight provides a "developability" index for each of its competencies, which (following the recommendation noted above) could potentially be generalized to similar AASCU competencies (see Appendix H).

Table 5. Mapping AASCU Competency Model to Rady and Pinsight Competencies

AASCU Competencies	Rady Competencies	Pinsight Competencies
1. Knowledge of the Academic Enterprise	• Cognitive Skills • Results Oriented • Execution • Integrity/Ethics	• Manage Priorities • Make Good Decisions • Understand Business
2. Business Enterprise Management	• Results Oriented	• Innovate • Build Strategic Relationships • Understand Business • Show Entrepreneurial Spirit • Seize Entrepreneurial Opportunities

Table 5. Mapping AASCU Competency Model to Rady and Pinsight Competencies *continued*

AASCU Competencies	Rady Competencies	Pinsight Competencies
3. Resource Development and Stewardship	• Social Agility • Execution	• Create Buy-In • Negotiate Well • Plan and Organize Work • Develop Capable Teams • Show Entrepreneurial Spirit • Seize Entrepreneurial Spirit
4. Formal and Informal Communication	• Communicating and Influencing • Social Agility • Integrity/Ethics	• Overcome Individual Resistance • Influence Others • Overcome Individual Resistance • Negotiate Well • Communicate Clearly • Speak with Charisma Listen Actively • Form Concrete Vision
5. Relationship Development and Maintenance	• Communicating and Influencing • Social Agility	• Influence Others • Build Team Spirit • Build Strategic Relationships
6. Climate Creation and Maintenance	• Social Agility • Innovation/Creativity	• Eliminate Barriers to Change
7. Integrity	• Cognitive Skills • Integrity/Ethics	• Show Caring • Make Good Decisions
8. Servant Leader	• Communicating and Influencing • Social Agility • Innovation and Creativity • Integrity/Ethics	• Focus on Customers • Empower Others • Show Caring • Formulate Concrete Vision
9. Continuous Self-Development	• Resiliency and Adaptability • Results Oriented	• Promote Continuous Learning

Table 5. Mapping AASCU Competency Model to Rady and Pinsight Competencies *continued*

AASCU Competencies	Rady Competencies	Pinsight Competencies
10. Resilience	• Resiliency and Adaptability • Integrity/Ethics	• Overcome Individual Resistance • Manage Risk
11. Problem-Solving	• Cognitive Skills • Results Oriented • Execution • Innovation/Creativity	• Innovate • Implement Strategy • Analyze Information • Take Strategic Perspective • Think Through Solutions • Make Good Decisions • Seize Entrepreneurial Opportunities
12. People and Team Development	• Results Oriented • Communicating and Influencing • Social Agility • Execution • Innovation and Creativity	• Influence Others • Plan and Organize Work • Build Team Spirit • Develop Capable Teams • Mentor and Coach • Delegate Well • Empower Others
13. Strategic Vision	• Cognitive Skills • Resiliency and Adaptability • Communicating and Influencing • Execution • Integrity/Ethics	• Sell the Vision • Create Buy-in • Create Urgency • Implement Strategy • Analyze Information • Take Strategic Perspective • Make Good Decisions • Set Strategic Priorities • Formulate Concrete Visions • Show Entrepreneurial Spirit • Seize Entrepreneurial Opportunities

Table 5. Mapping AASCU Competency Model to Rady and Pinsight Competencies *continued*

AASCU Competencies	Rady Competencies	Pinsight Competencies
14. Adversity Leadership	• Resiliency and Adaptability • Integrity/Ethics	• Manage Risk
Additional Traits		
15. Positive Expectations of Success	• Resiliency and Adaptability	• Manage Risk
16. Achievement Orientation	• Resiliency and Adaptability	• Show Entrepreneurial Spirit • Promote Continuous Learning

Appendices

Appendix A

Assessment Center Methodology Defined

As outlined by the International Task Force on Assessment Center Guidelines, an assessment center consists of a standardized evaluation of behavior based on multiple inputs. Any single assessment center consists of multiple components, which include behavioral simulation exercises, within which multiple trained assessors observe, record, and classify behaviors according to the behavioral constructs of interest, and (either individually or collectively) rate (either individual or pooled) behaviors. Using either a consensus meeting among assessors or statistical aggregation, assessment scores are derived that represent an individual's standing on the behavioral constructs and/or an aggregated overall assessment rating. AASCU anticipates using a higher education assessment center to identify training and development needs and for current and future leaders' professional development.

Assessment center methodology focuses on dimensions or competencies that are linked to the job—in our study, to the role of state college and university presidents. Those dimensions are defined in behavioral terms, and behavior is observed and rated by multiple trained assessors. The preliminary profile of a successful university president developed by AASCU provides a beginning framework for the job analysis and creation of behavioral dimensions that might be used as the basis for a customized higher education leadership assessment center.

Participants in the leadership development symposium convened by AASCU in summer 2015 offered the following suggestions for AASCU's consideration in developing a vision and building a sustainable business model for a higher education leadership assessment center:

- Leadership competencies should be linked to improving institutional effectiveness and student success;

- To the extent possible, the center should take full advantage of existing resources— test off-the-shelf products before customizing;

■ Focus on programming and methodology that will enhance cost-effectiveness;

■ Use technology where appropriate to enhance learning outcomes and reduce costs;

■ Link and align the assessment center with existing AASCU leadership development programming;

■ In the initial phase, the primary purpose of the assessment center should be enhancing the skill sets of current leaders in higher education and developing the next generation of leaders, rather than selecting leaders for individual institutions;

■ The work should be tied to AASCU's mission and strategic goals, especially, enhancing the diversity and effectiveness of leaders in higher education;

■ Consider partnerships with other associations and organizations;

■ Consider at the outset the feasibility of using aggregate data from the assessment center for the purpose of identifying gaps in professional development programming and for developing standards that might be used for benchmarking;

■ Consider whether the assessment center will be designed for AASCU members, public higher education, American higher education, or international higher education; and

■ Seek external funding for the start-up phase of the project.

Appendix B

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Appendix C

Competency Model Version 1

1. **Knowledge of the Academic Enterprise:** Possessing knowledge of and appreciation for the college or university, its culture (e.g., shared values and traditions), and its context (e.g., social, political, legal).

2. **Resource Management:** The management (i.e., acquisition, distribution/ allocation, and creative utilization) of financial, technological, human capital, and other resources.

3. **Entrepreneurship:** Proactively creating, developing, and securing resources from new sources using established and new methods in effort to grow the college or university. Have the ability to identify, recognize, assess, and capitalize on opportunities; take calculated risks and tolerate ambiguity; and develop partnerships that will secure financial and non-financial resources for the college or university.

4. **Communication Skills:** Ability to communicate in an impactful way in both formal and informal settings; comfort and confidence in writing, speaking in public, and use of information technology. Actively listening and understanding the needs and concerns of internal and external stakeholders.

5. **Involvement:** Maintaining a presence and an active engagement with both external and internal stakeholders at all levels of the organizations (e.g., students, parents, faculty, trustees, community).

6. **Developing and Maintaining Relationships:** Developing and maintaining interpersonal connections and relationships at all levels of the college or university (i.e., internal and external stakeholders) and among individuals in the community.

7. **Working with Different Constituencies:** Working and communicating with internal constituencies (e.g., faculty, staff, students, alumni, parents, prospective students, donors) and external constituents (e.g., government, local organizations, community leaders) in both collaborative and supportive contexts. This includes building a network of support for the college or university.

8. **Integrity:** Behaving in a way that is ethical, transparent, reliable, honest, and socially responsible, thus setting a good example for staff, faculty, and students.

9. **Developing and Maintaining College or University Culture:** Building a college or university culture (e.g., fostering and reinforcing shared beliefs and values). Maintaining and fostering a diverse and inclusive campus environment.

10. **Service Orientation:** Engaging with stakeholders (e.g., students, faculty, staff) with empathy and primary concern for and commitment to increasing their well-being, achievement, and success.

11. **Problem-Solving:** The ability to define and solve problems creatively, evaluate and integrate relevant information in making decisions, set appropriate criteria and measure outcomes against benchmarks.

12. **Leadership and Team Development:** Supervising and delegating (i.e., set goals, define tasks, and drive performance toward their attainment/fulfillment); selecting, building, and developing individuals and teams that are cohesive and work together to achieve the strategic vision set forth by the college or university president.

13. **Developing and Championing Strategic Direction:** Developing, championing (i.e., communicating and advocating for), and executing a clear vision for the college or university's future.

14. **Crisis Management:** Preventing, identifying, addressing, and responding to social issues, controversies, and safety concerns on campus in an effective manner.

Additional Traits

In addition to these behaviorally defined competencies, our research revealed a number of relevant personality traits that are foundational to these behavioral competencies, and which are necessary for success in a leadership position. These include:

- Traits that support and exemplify positive expectations of success (i.e., hope, optimism, self-efficacy, confidence)

- Traits related to resilience in the face of adversity (i.e., determination, perseverance, tenacity)

- Traits indicative of achievement orientation (i.e., need for achievement, need for autonomy, need for personal growth and development).

Appendix D

Interview Protocol

Hello President/Dr./Dean/Provost:

My name is _____, I am a consultant working with the American Association of State Colleges and Universities to develop and validate a competency model for the position of college and university president.

Based on your career and experience, AASCU has handpicked you to be a high-level subject matter expert who can help us understand the attributes that are most necessary for college and university presidents and administrators.

The information you provide us will contribute greatly to our competency model for developing future college and university presidents. This interview is part of the next phase in the larger project for developing this model. This information will provide us feedback prior to us sending the model out to all members of AASCU.

That being said, we really appreciate you taking the time to contribute to these efforts. As I am sure you have a busy schedule to get back to, I will do my best to keep the phone call within the scheduled time frame. I am looking forward to hearing about your experiences.

So to begin, I would like to learn a bit more about you and your current role and career in higher education:

- How long have you been in your (insert role)?
- What are some of the biggest challenges and demands you have been facing recently?
- What is the most rewarding aspect of your role?

Okay, great. Thank you for sharing that with me. So now I want to talk a little more about the specific responsibilities and requirements for the position of a college or university president.

Have you had an opportunity to review our initial competency model that was sent to you?

- *If Not:* Oh no problem! I actually just sent it to you a few minutes prior to our conversation so that it would be at the top of your inbox just in case you had not had time to review it.
- *If Yes:* Great! We will be referring to this model throughout our conversation today.

1. To begin, based on your experiences, can you think of any attributes that were not included in this list that we should have included?

   - *If Not:* Great! Move on to the next question.
   - *If Yes:* Good, this will be helpful! What are a few things that you think need to be added?
   - *If Mentioned What These Omissions Are:* Could you explain in a little more detail how these responsibilities played into your position?

2. Are there any attributes in our list that you don't think are required for this position and should be removed from our model?

   - *If Not:* Okay, good.
   - Move on to next question.
   - *If Yes:* That is a good point.
   - If mentioned what these contaminants are.
   - So your job did not require you to say behavior associated with contaminated competency?

3. More specifically, do you think there are any of these attributes, as an example "Engagement," that do not properly identify the behavior you think we are trying to tap into?

4. Do you think there are any definitions for the attributes that you think are lacking or are not properly defined and explained for this role?

5. Do you have any specific suggestions for contextualizing these attributes more for a college and university context?

6. Overall, what do you think are the three most important attributes we have included for a college or university president?

Great, thank you for your feedback on our model!

The following section will depend on if you need to ask about specific competencies that we have not received critical incidents for based on past interview responses; you may ask about compentencies that have not been commented on as frequently.

We were hoping you may be able to provide us some additional information about some specific attributes from our model. First, or if early on in interview schedule you can ask:

■ Based on your answer to the last question, the final set of questions I am going to ask you will allow me to get a better idea of how these competencies come into play more specifically in the role of a university president.

■ First:

  ■ Could you describe a challenging situation where you had to use Competency #1?
    • What caused you or signaled to (i.e., environmental trigger) you that the competency was relevant?
    • What did you do to address the situation?
    • What went well? What didn't go well?
    • How did the competency help you? Were there any unintended consequences? Did the event change the way you did things in the future?

If there is extra time you may want to ask these questions for multiple competncies . . .

What about Competency #2?

Can you think of a situation where Competency #3 really came into action in your role as a college or university president?

Thank you for this. Well that concludes the questions I had for you; do you have any questions for me?

Answer Questions

- How does this link to the *next* phase of this project?:
    - *Great question.* Your feedback will allow us to make additions and changes to the current competency model that we will be reworking based on these interviews. The end goal is to use this model to create a developmental assessment center that is aimed at assessing and developing college and university presidents.

- How does this link to the *previous* phase of this project?
    - *Great question.* We used the first report as the basis for developing this present model. We are converting the rich qualitative information that was recorded from the initial step in this process and have combined it with research literature on executive level performance and competencies to come up with a set of distinct competencies. This will ensure that we have thoroughly captured all relevant competencies to inform the end goal of this project which is, as you may know, to come up with a model to use in a developmental assessment program for college and university presidents.

If Not: Okay, sounds good. Well.

I may be touching base with you again soon to update you on the improved competency model. Again, I want to thank you for taking time out of your busy schedule to discuss this project and competency model with me. Your insights are invaluable to this process.

As AASCU continues to move forward with this project, I know we will very much appreciate further advice you may have.

Have a wonderful day and please do not hesitate to be in touch if you have any further comments or questions.

Goodbye.

Appendix E

Critical Incidents

Below is a list of concrete examples provided by the subject-matter experts that illustrates how each competency is demonstrated in the role of a state college or university president. These examples, or critical incidents, further contextualize the model's competencies for a state college or university setting, and thus can inform the developmental assessment process.

The critical incidents are organized by the competency they demonstrate. Some critical incidents illustrate more than one competency and can be found under the "Multiple Competencies" category.

Competency	Critical Incidents
Resource Management	"Colleges are presently facing major financial constraints. The government has reduced the university's allocation by 18 percent. As the president you must decide how best to address this financial concern and what can be done. Where can additional funds come in such as increasing tuition, while still keeping the students and faculty satisfied? In this environment colleagues have to make budget cuts that sometimes can include laying off faculty, but this can be politically and psychologically harmful to the campus. So, you must decide how you can allocate resources while having the least amount of negative impact on stakeholders. It is important to think through long-term consequences of decisions. How much of the reserve can you spend to preserve it? What other kind of reductions can you do? Look at other ways to bring in resources, such as starting partnerships with community colleges to increase enrollment. Essentially one must strike a balance between managing budget cuts and creating new revenue sources." "The board had approved a building for $26 million, but the department said the building did not contain what it needed and would require $45 million. Others discouraged me from trying to make this happen, but I persisted and got creative with how to get the money necessary for this project. For example, I wanted

	to involve private companies, but you can't do that with tax-free bonds, so I had to change to taxable bonds. Due to my persistence, the building was built and has provided a transformational learning environment for our students and 63 companies are getting their science problems tackled by faculty and students, creating jobs for these students after graduation and providing value to the local environment. The whole ordeal took nine years of effort from everyone and required integration with community economic development strategy." As president it is critical that I am able to understand the financial details of things like bonds and be able to explain and defend choices regarding finances to the board. If you come across as not knowing the details, you get in real trouble. I have made an effort to know what things like agency bonds are and understand the relationships among finances, retention rates, and debt. When I don't know something, I educate myself on it."
Communication Skills	"Because of the tight environment on a college campus, there is a lot of pressure on the provost and other administrators about decisions that have been made on budget cuts, etc. Particularly dissatisfaction with decisions that have been made creating a growing negative sentiment toward the administration. As president, it is my job to handle this and attempt to put a positive spin on things. So what I chose to do was to have a couple of moderated town hall meetings to go beyond the union and bring in the entire faculty so they felt like they had a voice and were being heard. This allowed me to hear about areas of concern and address them through the moderator. It was very important for me to listen carefully and respond broadly, being careful about the promises I made but still wanting to address their concern."
Crisis Management	"Title IX has been something that we have tried to address with our faculty, staff, and students by implementing new procedures and policies to handle problems of sexual assault. We have had to work actively with different constituencies and create active involvement surrounding this issue. That has involved addressing immediate concerns on social media, where you do not have the luxury of taking time to think and reflect on problems before making decisions, and there is the risk of misinformation spreading instantaneously. However, as presidents, we are still expected to make those immediate statements in moments of crisis."

	"We had a person shoot at a building on campus, though nobody was in the facility. As president, I had to make sure there was adequate communication across campus to notify students and to make sure that parents knew students were safe. I followed the crisis management plan, which was to call and tell board members, send information out to parents using information distribution, and I also made sure that proper resources were available to students who had anxiety or concern following the event."

"There were two students who had an altercation in a residence hall. One stabbed the other with an instrument and that person bled out and died. As president, I had to be sure to share the right information with the various constituencies (e.g., news media, students on campus who were frightened, parents seeing the news in the media and worrying about their children) to communicate that while we're dealing with tragedy, the university was still under control and would still be able to pursue the university's mission. It was critical to balance this while also being able to show care and concern for the victim and all affected. Being able to convey that students were safe and welcome on campus was key." |
| **Developing and Maintaining University Culture** | "Today, inclusivity and diversity are major challenges because of the influences of geography and location, so in my role as president it has been important for me to get everyone thinking about what they could do to participate in creating an inclusive community, and I have worked to have many intentional conversations on that front."

"Last fall, a random guy near campus wore a Superman outfit and shouted things at people. During this incident he came on campus waiving a confederate flag and calling people names. Then, during the Paris attacks, Muslim students felt unsafe. I was aware of the culture this was creating on campus of students fearing the community and feeling like the "enemy," so I implemented an anti-Islamaphobia campaign to address this." |
| **Knowledge of Academic Enterprise** | "When I first took on my role there was not a sense of shared governance on campus, and there was a lot of frustration due to this. So, I worked hard with the faculty senate to foster a sense of shared governance by creating a compensation advisory committee, developing faculty engagement grants, and by trying |

	to have regular lunch and breakfast meetings for more relaxed conversations on important issues."
Service Orientation	"When I had a dean on my campus who was over-working himself, I sat the dean down and told him that while I appreciated his hard work, he was trying to get everything done at once, making it an impossible task for him. I told the dean that I know what the job entails because I had done the job before, trying to show empathy for what he was going for and that I understood the urge to want to do everything and do it all at once. But I said I preferred the dean to provide quality over quantity. I made sure that he knew the priority issue for me was that he was overworking himself."
Integrity	"During my time as president, I was pressured by the university board to accept responsibility for something I did not do. Despite pressures to conform and lie to the public about what happened, I maintained my dignity and respect and did not assume responsibility. I made sure that those who did make the choice were held accountable for their decision." "There was an instance in my career when a donor asked something that wasn't right on a personnel issue. Because I was concerned about resource scarcity I let it pass. However, after reflecting on the situation, I vowed not to let that happen again because it is not just all about raising funds and you can't ever let the desire to have more resources, even in scarcity, over shadow what is right and wrong." "I always walk my talk and set an example for my staff. I never ask anyone to work harder than I do. It is critical that I stay true to my word. When co-workers have lied to me in the past, it completely ruins those relationships."
Developing and Maintaining Relationships	"As president, you have to be a strong advocate for your employees. I have always tried to be very honed in on what their needs are. There are two groups to worry about in this role, one is my own internal employees and the other is the external relationships I have developed with the board, donors, volunteers, legislative committees, and the government offices. It is a constant balancing act to try and allocate the right amount of time and attention to both of those subsets. Sometimes this requires leaving the day-to-

	day running to a very capable team, so that I can be the face of the college to these people and build those relationships." "Because presidents rely on other people to get things done, we need to understand what makes a person tick and motivates them. I have learned that you must know how to push the right buttons to get the desired effect and to have people operate at their most effective level. If you have these bonds, where there are concerns or disagreement s, you are able to address and fix them and rely on the support you have developed to ensure the issue does not grow any larger than it already is. For instance, when some of the faculty got upset over a decision I made, they notified the media before coming to me. However, because I had these strong bonds and ties, I had other people come to my defense and say that what was being said was simply untrue regarding my character and intent. This helped mitigate what could have been a huge problem."
Developing and Championing Strategic Direction	"I introduced an initiative to use iPads, but I needed the faculty on-board to see if they would even help. Getting enough faculty buy-in and leadership team buy-in and getting student buy-in to appreciate what would change in the classroom and the benefits from using iPads in the classroom, required getting every division on campus involved. We ended up winning an award from Apple for our initiative. Though at the beginning there was a little dissent from faculty and students, they eventually saw the benefits outweighed any costs or concerns."
Leadership and Team Development	"No individual person can do everything. Most endeavors will require collaboration and cooperation, and I am always conscious of that. For example, at weekly cabinet board meetings when I put a decision on the table, 80 percent of the time the decision is informed by numerous different perspectives. Even when setting the agenda and handling the leadership retreat, I had many people weigh in and be integrated into final agenda. Focusing on "team 1" will lead to success for all individuals."
Multiple Competencies	[Integrity and Leadership/Team Development]: "Be very open with your staff about where the university is heading and challenges it is facing. Transparency and making them equally invested in the decision-making makes them accountable and feel like they own their part of the organization. Need to be very clear that serving the students is the first and only mission. You must share the good, bad,

	and ugly with the staff so that they can play their role. First, raise the issue and then ask who is taking it on. Say here is what needs to be done, this is the outcome desired, and here is when we need it by. Are you interested or not? Let them decide how to get to the end results." [Strategic Direction and Communication Skills & Involvement]: "I conducted a listening tour to talk about where university has been and where it is going. I got feedback from the people, and it served as a good learning opportunity for me and allowed me to connect with the people. This allowed my decisions to reflect the hopes and dreams of entire community, and though it was very time-consuming and challenging, it was very helpful." Communication and Developing/Maintaining a University Culture: "We had an issue on campus that our faculty was lacking diversity, so I did a major presentation at a faculty retreat. I talked about why this is important to student learning, and made a case for embracing diversity and inclusion in everything that is done. I challenged the faculty to take this to heart and make some real progress. Then this past year, 86 faculty members were hired and half of them were from minority groups."

Appendix F

Subject-Matter Expert Feedback on Version1 Competencies

Competency	Suggestions
Knowledge of the Academic Enterprise	Beyond the enterprise is a love for students—understanding and knowing the student body you are serving; know your campus, where your students come from, and what their needs are. Add something about commitment; important to be passionate and committed to your cause and to your students.
Resource Management	Add physical property—need to be strategic about which building gets renovated next, the most urgent needs. Need an appreciation of shared governance (faculty involvement in personnel decisions, selection of administrators, preparation of the budget, and determination of educational policies). Important to be recruiting faculty who bring innovative research.
Entrepreneurship	May be better to use a word that signals being open to change/creative ("innovation" may be a better word) as the title. Knowledge of Business Enterprise as title. Emphasize the importance of being able to work with, understand, and be able to explain other financial aspects of university management; understanding of how the different departments function; time issues with audits in higher education; working with a board/councils; private fundraising, campaigning, creating cash flow.
Communication Skills	Understand all vehicles of communication (e.g., social media), understand communication plan utilizing different forms, determining appropriateness of these vehicles. "Authenticity" in the communication.

Involvement	Not just being physically present; it's about being fully present. People want to know that when you are there you are focused on them and what they are doing; they need to have the president's attention.
	"Active engagement" could be showing up at faculty senate meetings.
	"Appropriate engagement," because it allows for variation between different constituencies (appropriateness for each constituency, and could vary by institution); trustees have different responsibilities from one institution to another, so what's appropriate at one campus may not be at another.
	We need to add component about visibility, the importance of being visible to students and faculty as the university president.
Developing and Maintaining Relationships	Need to be more specific about the purpose of developing or maintaining these relationships. Could add "in order to advance mission of university" to end of competency description.
Working with Different Constituencies	Under internal are listed alumni, prospective students, donors, parents—are these internal? How do you define internal/external? The line may be drawn differently—it could just include all people.
Integrity	Accountability for your decisions.
	Should add "community." We only have internal stakeholders listed within the integrity competency.
Developing and Maintaining College or University Culture	Include "welcoming diverse and inclusive campus environment."
	President is not able to build a culture, but can alter culture to fit growing needs of the university. Suggested rewrite: "Shape culture to appropriate new mission, to be sensitive to culture."
	Need to be sensitive to campus culture and incorporate culture of university into the strategic plan and align it with current culture.

	A campus already has a culture, so developing it is presumptuous. Also, maintaining a culture is only good if the culture is good. A president tries to influence and change the culture; this cultural competency is only relevant when it is a new culture and/or an already positive culture.
Service Orientation	If the focus is on serving students, say "Cultivating a Service Ethic."
Problem-Solving	Include "model critical thinking," since information is not always accurate. Need more of a focus on using data and empirical evidence and making choices based on ability to understand and interpret business analytics; intuition is not enough in anymore. Big data will be important and understanding how to extract value from results is key. This will lead to better problem analysis and problem solving. Research skills: understanding how to implement data results and conduct studies and research before doing large scale implementations. Systems thinking and results-orientation.
Leadership and Team Development	Teams with diverse backgrounds and perspectives; you want to develop teams that have different skills, perspectives, backgrounds. How you foster cooperation in diverse groups is important. You do not want an echo chamber.
Developing and Championing Strategic Direction	Orchestrating change management and incremental change. You need to recreate a whole different organization if there is a failing organization. Creating the message and shepherding it; you need to create acceptance among the community members and understanding in their own language and how they contribute to it. Would add a word after developing—articulating; colleges and universities have to put into words messages that make sense for a diverse set of audiences.

	Add the ability to think strategically for both the short and long term. President has to constantly shift perspective from the future to the present. Look at the future goal and ask, are we doing everything at the ground level now? Need to take the pulse of current functioning on a daily basis. Courage to take on impossible tasks you believe in and see them through. Should change "direction" to "plan."
Crisis Management	Risk mitigation and management. Preventing is problematic because that is difficult to do; managing might be better. Understand where issues of risk are and keep taking a pulse on these problem areas. Crisis management (3 categories): emergency (flood, shooter); crisis (suicide in residence hall, controversial speaker on campus); and issue (social issues, growing belief of discrimination) management. "Preventing" not needed, that's inherent in the role.

Appendix G

Rady Behavior Competencies

Leading Oneself

Cognitive Skills: Able to solve complex problems and integrate new information quickly and efficiently. Shifts easily between strategic and tactical, micro and macro, conceptual and concrete thinking. Makes sound decisions based on appropriate information that withstand the test of time. Can identify the pattern or underlying critical components in complex scenarios; is able to distill complex ideas to a simple narrative.

Resiliency and Adaptability: Maintains a high energy level across situations. Stays centered and composed in the midst of conflict and bounces back quickly from stressful situations, adversity, or defeat. Responsive to change initiatives and adaptable to new environments. Seeks out developmental and growth experiences; is open to and seeks out feedback. Learns from mistakes.

Results Oriented: Takes initiative, personally achieves and drives the team to achieve measurable, quantifiable outcomes that accomplish business objectives in a timely manner. Gets others to go beyond what they thought was originally possible; sets stretch goals for personal and group accomplishments. Is decisive, driven, and motivated, and models a strong work ethic.

Leading Others

Communicating and Influencing: Articulate, engaging communicator— interpersonally, as a presenter, and in writing. Fully present and engaged when listening and reflects back messages from others. Aligns others with a shared vision or common goal; gets others on-board. Is powerfully persuasive, even in non-authority relationships. Negotiates for win-win solutions. Influences others to take action.

Social Agility (Team and Relate): Has strong relationships with others and a broad network of key players. Is supportive of others, cooperates, builds rapport. Understands own and others' emotions, reads the room, listens to what others are saying and feeling. Manages own and others' emotions directly and constructively. Builds organizational talent: identifies the strengths and weaknesses of the team, coaches and provides development opportunities for team members, promotes diversity.

Execution: Translates the organizational mission and vision into focused strategic initiatives. Can effectively lead an initiative from inception through to completion. Pragmatic in solving problems; takes action based on what's workable within the given context. Uses time and resources appropriately. Promotes effective and efficient internal work processes. Effectively manages multiple projects, demands, and competing timelines. Delegates to the lowest level possible, with clear expectations for deliverables.

Leading the Culture

Innovation/Creativity: Conceptualizes, produces and implements new ideas, processes, and products; improves existing ideas, processes and products. Brings a broad-based, global perspective to local issues/problems. Is willing to consider unusual, wildly creative ideas for a given time period/context before moving to pragmatic problem solving. Thinks beyond what is to what could be. Fosters creativity in others, maintains an environment that cultivates creativity.

Integrity/Ethics: Models a high level of integrity; is transparent and trustworthy, takes accountability for own and others' action; does the right thing. Acts according to legal, corporate, and personal standards of right and wrong behavior. Keeps the organization's vision and values at the forefront of decision making and action. Demonstrates courage. Speaks up and delivers the hard messages, even when others may not want to hear them.

Appendix H

Pinsight Competencies

Pinsight™ Behavior	Pinsight™ Definition	Developability*
Sell the Vision	Convince others to embrace the organizational vision.	2
Influence Others	Affect others' thinking or behavior by uncovering underlying problems and presenting convincing arguments.	2
Create Buy-in	Build willingness to back initiatives by forming a support base of key stakeholders.	1
Overcome Individual Resistance	Eliminate an individual's reluctance to change by addressing his or her fears and objections and convincing him or her to take action.	1
Eliminate Barriers to Change	Identify and overcome macro-level barriers to change, such as culture, processes, and systems.	1
Innovate	Propose creative solutions to important business problems.	1
Create Urgency	Set ambitious goals and build pressure to accomplish them.	1
Negotiate Well	Engage in bargaining discussions that achieve win-win agreements.	1
Manage Priorities	Identify which tasks are the most important and allocate appropriate time to accomplish them.	3
Implement Strategy	Translate strategy into operational plans by identifying priorities, action steps, milestones, timelines, etc.	3
Plan and Organize Work	Determine needed resources and accomplish work and plan who will do what by when.	3

Pinsight™ Behavior	Pinsight™ Definition	Developability*
Focus on Customers	Understand the customers and bring their needs to the forefront of business decision making.	3
Build Team Spirit	Create a sense of cohesion on the team by linking its mission to organizational strategy and helping it accomplish its goals.	3
Develop Capable Teams	Consider talent gaps to accomplish business objectives and build capability in the organization.	3
Mentor and Coach	Actively develop others through feedback, challenging assignments, reflection, and suggestions.	2
Promote Continuous Learning	Model learning orientation, build learning opportunities into everyday business, and encourage experimentation.	1
Communicate Clearly	Compose a well-organized message that consists of a few key points.	3
Speak with Charisma	Communicate with energy and passion, often using stories, similes, and metaphors.	1
Delegate Well	Assign complete projects that have a clear beginning and end that fit the employees' skills and interest.	3
Empower Others	Give others decision-making authority and provide support without removing responsibility.	3
Show Caring	Demonstrate genuine concern for others' well-being.	2
Listen Actively	Hear and comprehend others by asking insightful questions and checking own understanding.	2
Build Strategic Relationships	Quickly establish rapport with key business partners and proactively strengthen those relationships.	2

Pinsight™ Behavior	Pinsight™ Definition	Developability*
Analyze Information	Collect and integrate multiple pieces of information.	2
Take Strategic Perspective	Scan the broad environment inside and outside the organization to gain a strategic insight.	2
Think Through Solutions	Carefully evaluate multiple solutions to a business problem based on clear criteria.	2
Make Good Decisions	Understand underlying issues and select a logical action that balances needs of all parties.	2
Set Strategic Priorities	Identify a manageable set of strategic priorities based on a logical analysis.	2
Formulate Concrete Vision	Vividly communicate a concrete vision that appeals to followers' values.	2
Understand Business	Demonstrate comprehension of the way business is conducted, including financial, marketing, and operational functions.	2
Show Entrepreneurial Spirit	Set ambitious plans to grow the business and create urgency to accomplish desired results.	1
Seize Entrepreneurial Opportunities	Identify key innovation and business growth opportunities and outline how to turn the into reality.	1
Manage Risk	Anticipate risks from multiple areas of the business and create contingency plans to address them.	2

Note: Developability, 3 = easy; 2 = moderate; 1 = difficult*.

Delivering America's Promise

AASCU's membership of more than 400 public colleges and universities is found throughout the United States, Guam, Puerto Rico and the Virgin Islands. We range in size from 1,000 students to 44,000. We are found in the inner city, in suburbs, towns and cities, and in remote rural America. We include campuses with extensive offerings in law, medicine and doctoral education—as well as campuses offering associate degrees to complement baccalaureate studies. We are both residential and commuter, and offer on-line degrees as well. Yet common to virtually every member institution are three qualities that define its work and characterize our common commitments.

- We are institutions of access and opportunity. We believe that the American promise should be real for all Americans, and that belief shapes our commitment to access, affordability and educational opportunity, and in the process strengthens American democracy for all citizens.

- We are student-centered institutions. We place the student at the heart of our enterprise, enhancing the learning environment and student achievement not only through teaching and advising, but also through our research and public service activities.

- We are "stewards of place." We engage faculty, staff and students with the communities and regions we serve—helping to advance public education, economic development and the quality of life for all with whom we live and who support our work. We affirm that America's promise extends not only to those who come to the campus but to all our neighbors.

We believe that through this stewardship and through our commitments to access and opportunity and to our students, public colleges and universities effectively and accountably deliver America's promise. In so doing we honor and fulfill the public trust.

AASCU American Association of State Colleges and Universities
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