The CEO's Role in Transformational Teaching and Learning

Focus on Human Capital Strategy

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Vice President, the Aspen Institute

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Learning Objectives

- Understand the president's unique role in leading teaching and learning reforms, specifically in the context of guided pathways work.

- Assess the role of the chief academic officer (CAO) in advancing teaching and learning reforms.

- Understand how to leverage college-wide human capital strategies to better align faculty recruitment, hiring, onboarding, professional development, and promotion systems to student success and equity goals.

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Session Agenda

Time CST	Details
1:30 - 1:35	Welcome and Session Overview
1:35 - 2:05	The CEO's Role in Teaching and Learning
2:05 - 2:45	Group Discussion #1: Transformational CAO Leadership
2:45 - 3:15	Transforming Human Capital Systems to Support Teaching and Learning
3:15 - 3:55	Group Discussion #2: Levers for Change: Using Human Capital to Transform Teaching and Learning
3:55 - 4:00	Final Q&A and Closing

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Who We Are & What We Do

WHAT:

The Aspen Institute's College Excellence Program supports colleges and universities in their quest to achieve a higher standard of excellence, **delivering credentials that unlock life-changing careers and strengthen our economy, society, and democracy.**

HOW:

Elevate Institutional Excellence
- Aspen Prize for Community College Excellence

Research Practices For Strong Outcomes
- Workforce, Transfer, and Dual Enrollment Playbooks

Equip the Field to Replicate Success
- Senior Teams, Strategic Finance, board assessment tools

Develop & Supporting College Leaders
- Presidential Fellowships, state partnerships

WHO:

33 staff with expertise in college leadership, quantitative and qualitative research, network building, adult learning, communications, and the ever-changing world of higher ed.

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Aspen CEP Framework for Student Success

Access to opportunity

Enrollment reflects service area

Students have high and equitable access to programs of value

Success in college

Students learn

Students complete

Success after graduating

Students get good jobs

Students transfer and attain bachelor's

Equity in transfer and workforce outcomes for students of color and low-income students

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How can presidents advance teaching and learning?

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The CEO's Role in Teaching and Learning

The CEO's Role

Key ideas:

The CEO needs to own the teaching and learning strategy.

- Uses "bully pulpit" to build urgency and drive change.
- Can align _financial resources_ and _human capital system_s to teaching and learning strategy.
- Connects teaching and learning strategy to broader vision for talent development and economic mobility (completion, transfer, workforce).

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The CEO's Role in Teaching and Learning

The CEO's Role

Key ideas:

The CEO must understand their relationship to the teaching and learning strategy.

- Faculty control over curriculum – what are the parameters?
- Faculty must implement strategy – in the classroom.
- Dedicated leadership is needed (including in human capital functions and professional development).
- Deans and department chairs implement department processes.
- Bargaining agreements set forth conditions for faculty employment.

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Aspen's Framework for Teaching and Learning

The CEO must own the teaching and learning strategy

Understand student, faculty, governance, and national contexts

Elevate innovative faculty and bring them to the center of reform

Institutionalize systems and practices for sustained improvements

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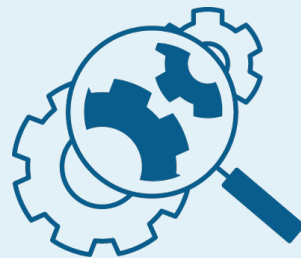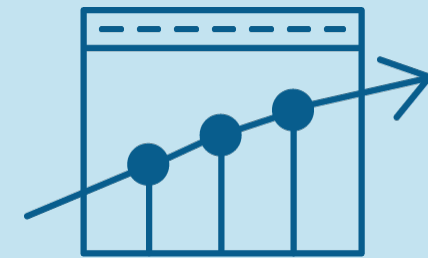
Elevating and Engaging Faculty

Understand student, faculty, governance, and national contexts
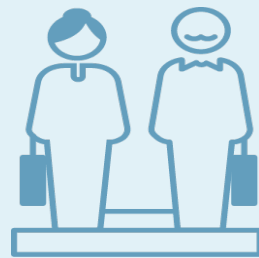
Four levels of understanding:

- Student learning at your institution.

- Teaching and learning innovation (and innovators) at your institution.

- The governance context as it relates to faculty.

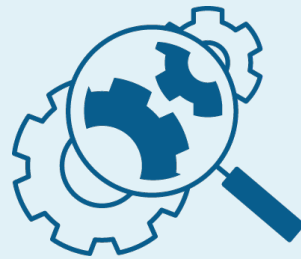- The science of teaching and learning and what works elsewhere.

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Aspen's Framework for Teaching and Learning

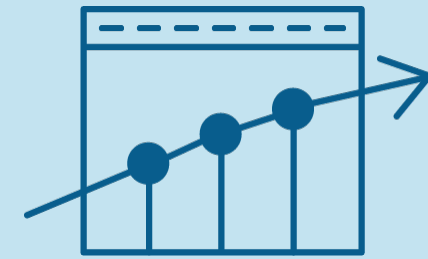**The CEO must own the teaching and learning strategy**

Understand student, faculty, governance, and national contexts

Elevate innovative faculty and bring them to the center of reform

Institutionalize systems and practices for sustained improvements

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Elevating and Engaging Faculty

Elevate innovative faculty and bring them to the center of reform

Key Ideas:

- **Find and elevate the faculty** doing the best teaching and learning.
- **Hire and support good middle managers** who create a supportive environment for faculty.
- Charge faculty leaders with **developing a strategy to advance student learning goals** across the college.
- Ensure **strong leadership** of both **human capital** and **faculty professional development.**

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Elevating and Engaging Faculty

Elevate innovative faculty and bring them to the center of reform

Key Ideas:

- Encourage bold vision and remind faculty **why this work matters**.
- **Deepen trust by showing up:** teach a class, regularly visit classrooms, etc.
- Give innovative faculty the **structures and resources they need** to implement a vision that can scale effective practices.

West Kentucky Community and Technical College

Case Study:

- Used QEP to define college-wide learning challenge: reading for meaning.

- Administered ETS Proficiency Profile: Only 40 percent of students had basic reading skills, compared to 60 percent nationally.

- Faculty members participated in professional development on teaching students strategies to improve reading skills—and basic reading proficiency increased to more than 70 percent.

- Actionable steps were developed, rooted in faculty:

  - Having good reason to change specific teaching (why)

  - Developing a clear plan of action (what)

  - Having resources and support (how)

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West Kentucky Community and Technical College
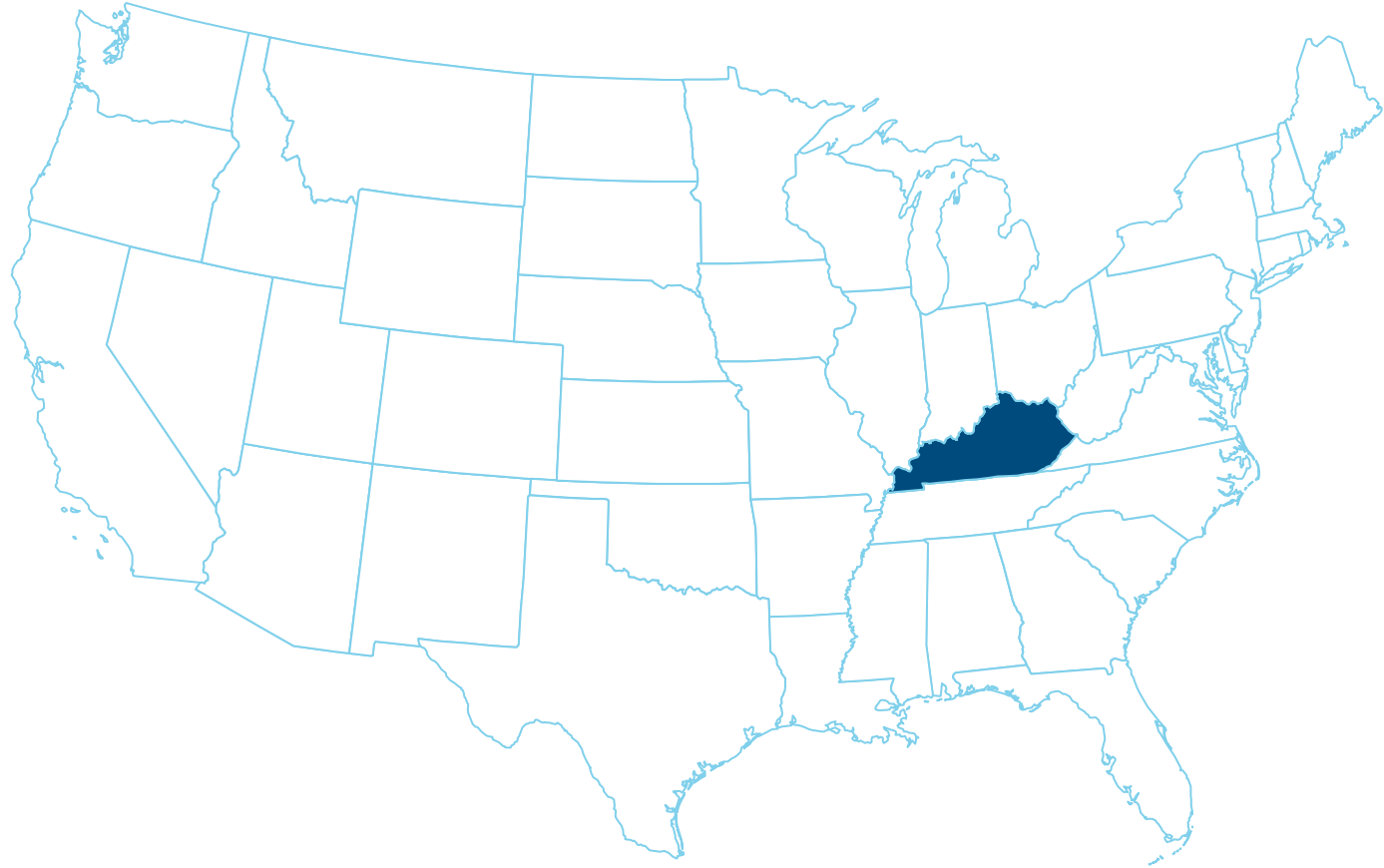
- The college has specific strategic goals related to instruction—among them, improvement in student learning and engagement, and faculty training in inclusive pedagogy.

- Professional development for faculty—including adjuncts—is robust, and adjunct faculty are assigned senior professors as mentors and have access to a resource library and learning community to support sharing of promising practices.

Aspen's Framework for Teaching and Learning

The CEO must own the teaching and learning strategy

Understand student, faculty, governance, and national contexts

Elevate innovative faculty and bring them to the center of reform

Institutionalize systems and practices for sustained improvements

Institutionalize Human Capital Systems and Practices for Sustained Improvements

Advance a human capital strategy that supports goals for improved teaching and learning	**Align** faculty life cycle to teaching and learning strategy	**Prioritize and sustain** progress in words and deeds

• Ensure strong leadership for human capital within the college (including w/in senior team)
 	
• Devise strategy for human capital change that contributes to teaching and learning improvements
	• Identify how changes can be made in the following systems:
	  1. Recruitment
	  2. Hiring
	  3. Onboarding
	  4. Professional development
	  5. Retention and promotion
		• Communicate the importance of teaching and learning improvements to student success and equity goals
		
		• Allocate resources to sustain long-term change
		
		• Ensure that all faculty (including adjuncts) participate

Valencia College

- Faculty receive support from Teaching/Learning Academy.

- Leadership and faculty members collectively developed seven Essential Competencies of a Valencia Educator.

- Competencies have become a touchstone for the hiring process, tenure, most aspects of professional development at the college, and even post-tenure review.

Valencia College

Essential Components of the Valencia Educator
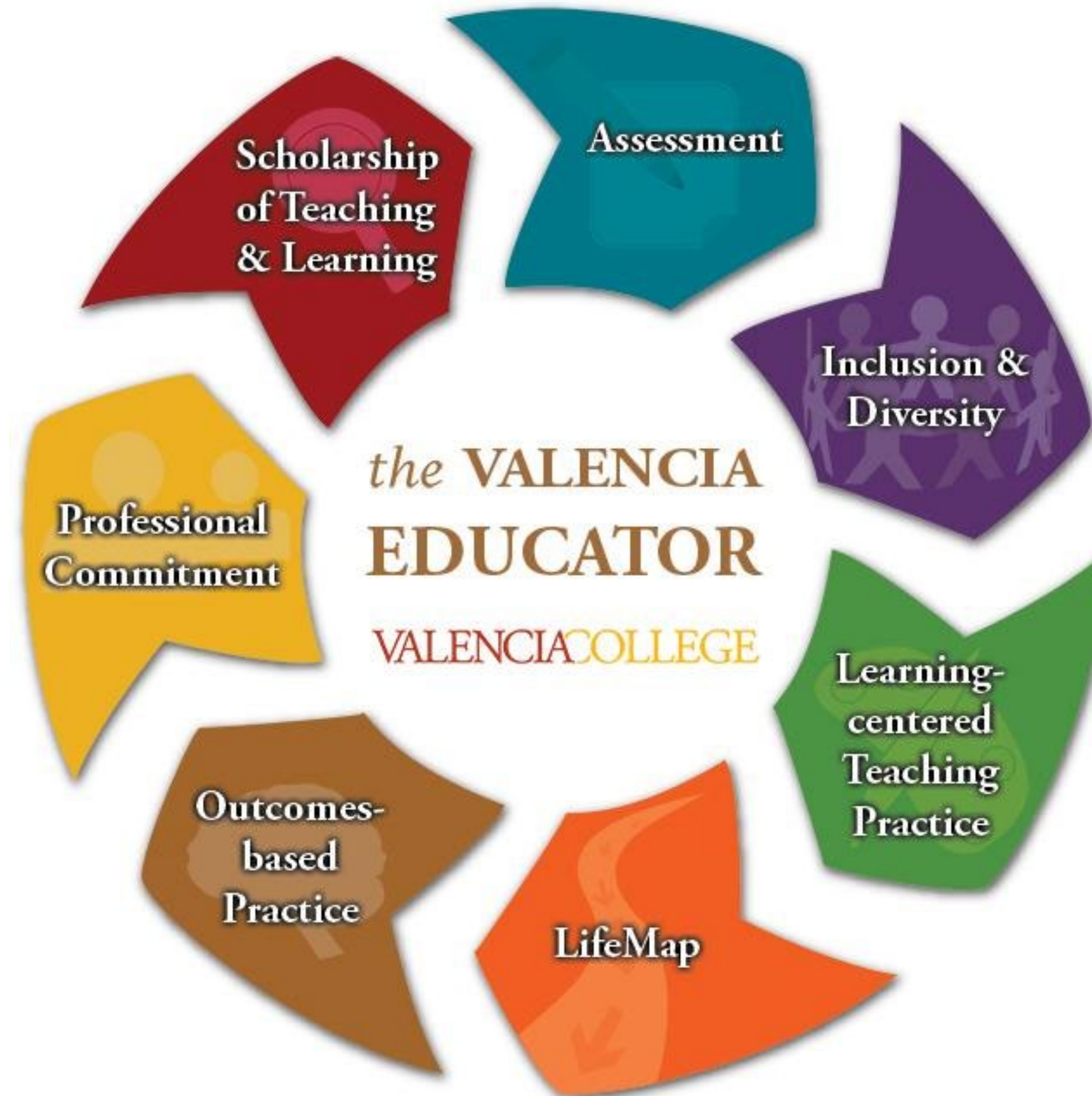
The Role of the Transformational Chief Academic Officer (CAO) in Teaching and Learning

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Traditional to Transformational

Chief Academic Officer (CAO)

From Traditional	To Transformational
Believes that 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** by devising college-wide goals for professional development, allocating resources accordingly, and visibly recognizing teaching excellence.
Believes that 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.
Leads academic 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 reform priorities.

Traditional to Transformational

CAO, Senior Leaders, and Faculty

- The transformational CAO leads/co-leads execution of the teaching and learning reform strategy, including human capital

- Deans and department chairs implement processes aimed at advancing teaching excellence

- Faculty implement reform strategy in the classroom

Guiding Question: **What would it look like to have a human capital strategy that is aligned to student success and equity goals?**

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What does it look like to have a transformational CAO leading this work?

Independent Reflection and Stretch Break

- Review the ideal job description for the Chief Academic Officer (CAO) on pg. 6-7 of your participant toolkit.

- Next, complete the traditional versus transformational assessment for your current CAO on pg. 8-9 of your participant toolkit.

Group Discussion: What does it look like to have a transformational CAO leading this work?

Group Discussion at Tables

We will come back together around 2:40 pm.

- Consider the CAO job description and from-to. What aha! moments or reflections do you have from these tools? What did you learn from assessing your CAO in this way?
- Where does your CAO fall on the traditional-transformational spectrum?
- What next steps might you take as a result of this learning?
- How does your CEO/CAO partnership impact a campus wide culture of teaching and learning?
- How can you as a CEO own the teaching and learning strategy? What are your roles and responsibilities versus those of the CAO in developing and executing the teaching and learning strategy?

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Group Discussion: What does it look like to have a transformational CAO leading this work?

Group Discussion:
Next Steps

What is one action you will take as a result of what you learned from the assessment tool, job description, and/or group discussion?

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Transforming Human Capital Systems to Support Teaching and Learning

Institutionalize Human Capital Systems and Practices for Sustained Improvements

Advance a human capital strategy that supports goals for improved teaching and learning

- Ensure strong leadership for human capital within the college (including w/in senior team)

- Devise strategy for human capital change that contributes to teaching and learning improvements

Align faculty life cycle to teaching and learning strategy

- Identify how changes can be made in the following systems:
    1. Recruitment
    2. Hiring
    3. Onboarding
    4. Professional development
    5. Retention and promotion

Prioritize and sustain progress in words and deeds

- Communicate the importance of teaching and learning improvements to student success and equity goals

- Allocate resources to sustain long-term change

- Ensure that all faculty (including adjuncts) participate

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Human Capital: Traditional to Transformational

Human Capital Strategy that Supports Vision and Mission

From	To
Human capital is viewed as traditional "human resources."	**Human capital is elevated to the level of strategy**, staffed at the cabinet level, and **treated by the president as essential to mission fulfillment** and reflected in all college-wide processes.
Human capital decisions are made at the division and unit levels.	**Priorities for improving human capital align with achieving excellence and equity in student success,** and there are centralized strategies to advance those goals college-wide.
The relationship between human capital strategies and the senior team's actions, communications, and evaluation practices has not been considered.	As part of a human capital strategy, **the president and senior leadership team set goals for themselves** to model the values of the culture they aim to build.
The president views human capital as purely operational and thus beyond the scope of board policy and review.	**The president shares human capital strategies with the board**, proposes annual goals for human capital, and incorporates human capital goals in their annual review.

Transform Human Capital Systems to Support Teaching and Learning

Human Capital Strategies

Key Strategies:
- Recruitment
- Hiring
- Onboarding
- Professional development
- Retention and promotion

Transformational Human Capital Practices: Recruitment

Traditional:

- Recruitment is seen as a task and is done as it's always been done.

- Recruitment is done through traditional (often narrow) methods and sources.

- Job descriptions primarily reflect technical skills and related experiences.

Transformational:

- Recruitment is a **strategy aligned to mission,** with specific **goals** and plans to **monitor progress.**

- The president and senior team expect **strong, diverse candidate pools** for every position, provide **financial support for aligned recruitment strategies**, and have equitable policies and procedures for recruitment.

- Position descriptions reflect the college's vision and mission, including connections to equity.

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Transformational Human Capital Practices: Hiring

Traditional:

- Focus on compliance with legal and administrative rules

- Divisions develop hiring committees from within, limiting perspective

- Hiring committees assess candidates' qualifications based exclusively on technical skills and experience

- President is not involved in most hiring decisions at the college

Transformational:

- Hiring tools prioritize employee characteristics and experience **aligned to human capital strategy**

- Hiring and selection committees include **representatives from other college divisions and senior leadership** and represent the diversity of the student population

- Review committees assess candidates' commitment to **student success and learning, equity-mindedness,** and **capacity to advance mission**

- The president has final approval on all new full-time hires at the director level and above

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Transformational Human Capital Practices: Onboarding

Traditional

- Focuses on processes, use of IT and other systems, benefits, and compliance with institutional rules.

Transformational

- Centers on the most important aspects of professional development **related to student success**

- Includes orientation to the institution's **history, mission, values, and strategies for student success and equity**

- Promotes a **sense of belonging** for each individual through relationship building within departments and across the college

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Transformational Human Capital Practices: Professional Development

Traditional

- Decided at the department level

- Most is voluntary

- Required PD is an event that occurs during a few days or weeks each year

Transformational

- College leaders adopt a **PD strategy aligned to mission and informed by student outcomes data**.

- **Every employee has a PD and training plan** based on role, professional goals, and long-term career aspirations

- College provides **professional development and training in multiple formats** through a **significant, centralized PD budget each year,** with division budget submissions reflecting PD goals

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Transformational Human Capital Practices: Retention and Promotion

Traditional

- Job security is based on years of service and the unit's enrollment

- Promotions for faculty and staff are based on time on the job

- Evaluations occur annually and are not linked to professional development plans

Transformational

- Leaders monitor and reward the **engagement of faculty and staff in mission-aligned student success and equity work**

- The college transparently rewards **behavioral development, demonstration of college values and beliefs, and practices that result in student success and equity outcomes**

- Salary increases and pay scales align to **performance-based measures**, and tenure and promotion practices are **rooted in efforts to advance student success and equity**
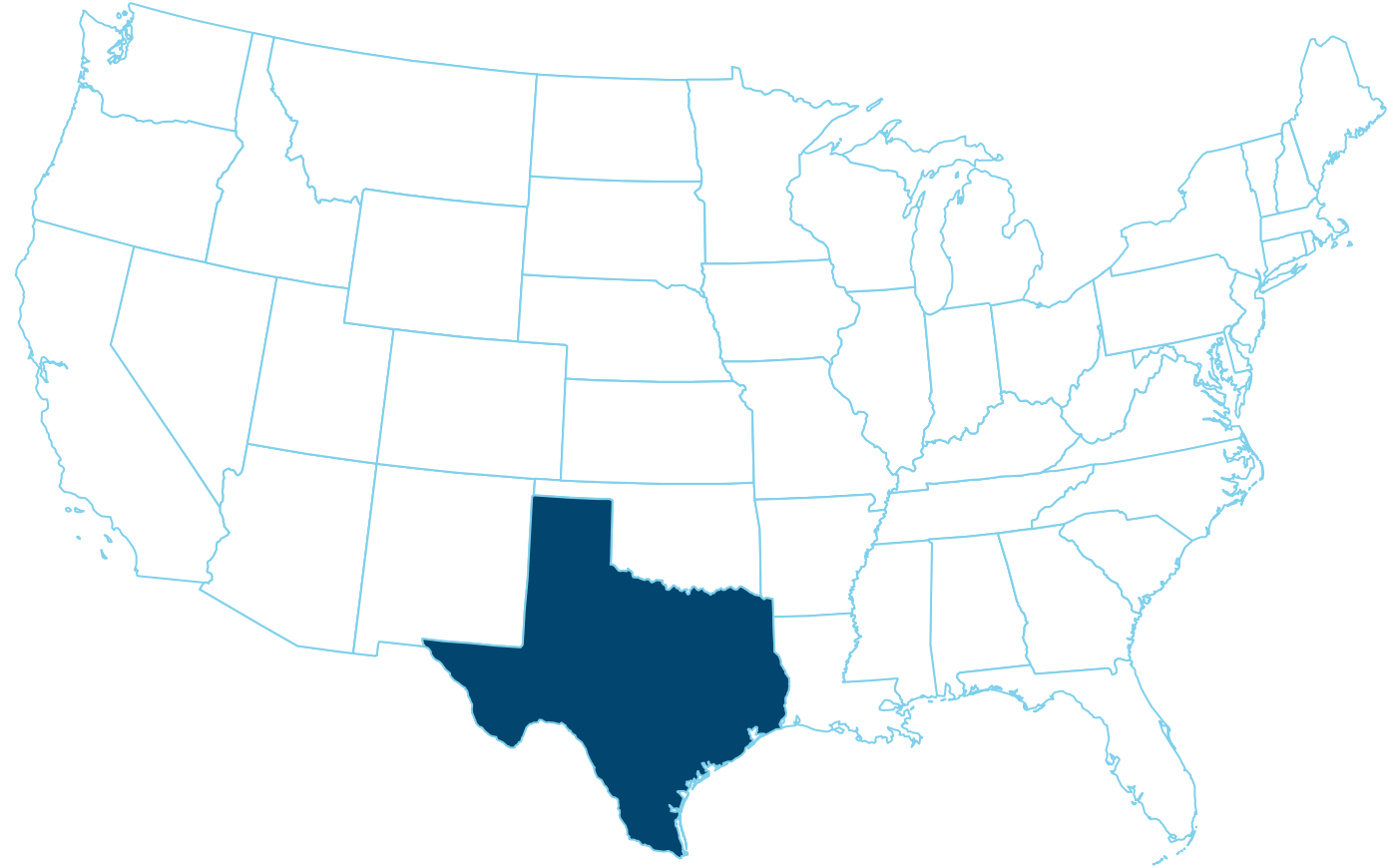
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Odessa College

Odessa's Drop Rate Improvement Program (DRIP)

- Faculty interact with students by name and meet with students one-on-one.

- Faculty agree to four evidenced-based commitments to every student for improving learning outcomes.

- Faculty leaders provide job-embedded supports and incorporate active learning strategies into their teaching.
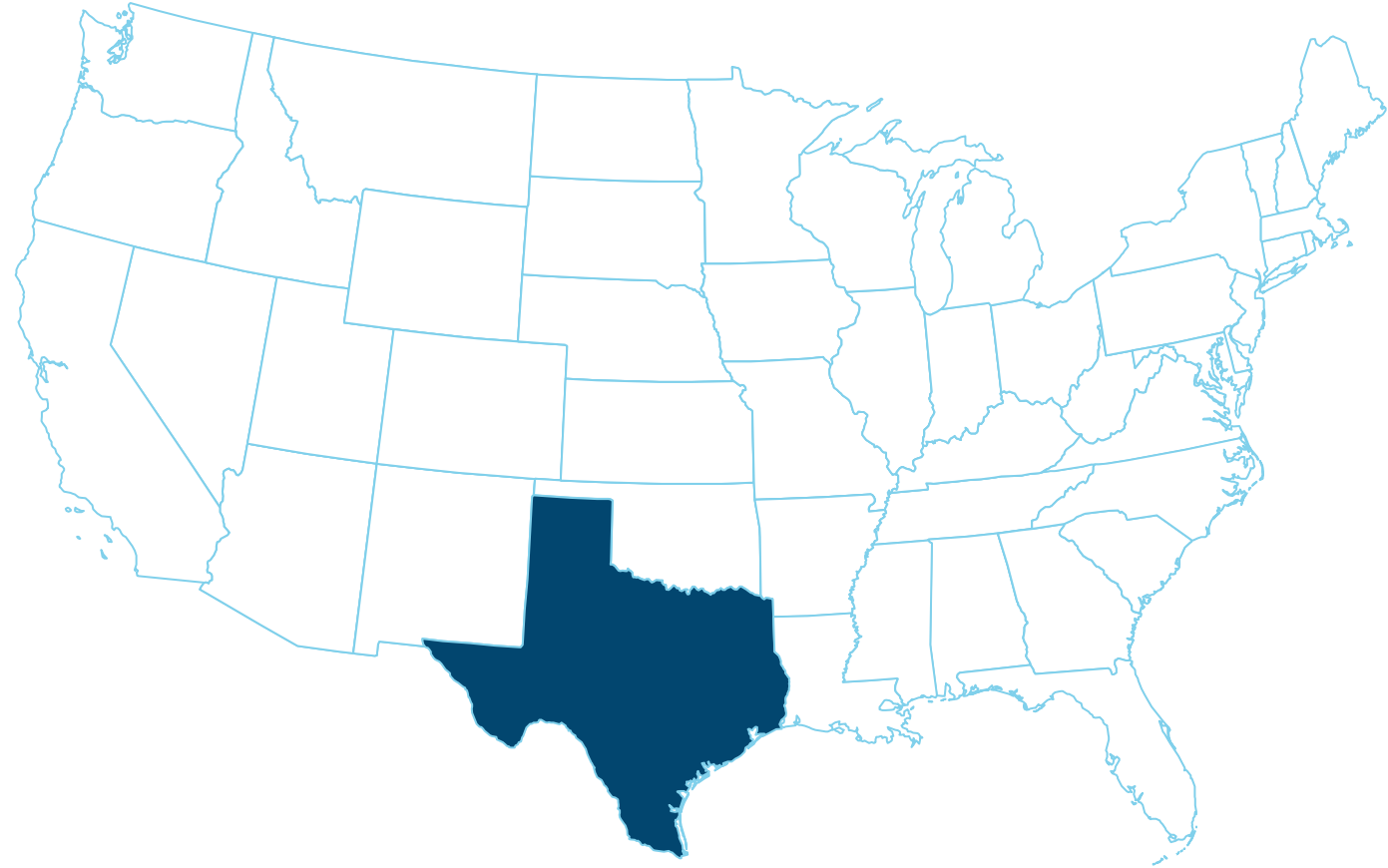
2019 RISING STAR

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Odessa College

AVID Program

- Faculty professional development designed to close achievement gaps through a set of social and academic skills and behaviors taught to all students.

- New faculty take an initial AVID course; veteran faculty continue with an advanced AVID course.

Results:
- Successful course completion rates up from 83% to 95%
- Enrollments up eight years in a row

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Group Discussion: Human Capital Strategy to Transform Teaching and Learning

Independent Reflection

- Complete the traditional-transformational tool for human capital strategy on pp. 14-19 in your participant toolkit.

- As you complete the tool, reflect on your college's human capital strategy and its alignment to college-wide mission and goals. Consider your biggest priorities as you move from traditional to transformational human capital systems and the next steps for implementation.

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Group Discussion: Human Capital Strategy to Transform Teaching and Learning

Group Discussion at Tables
Guiding questions on p. 20 of your toolkit

- Where are your biggest priorities to move from traditional human capital strategy to a transformational one?
- What CEO actions could you take to start that work? Who needs to be engaged? What are your next steps?
- Who leads human capital from the senior team level? How do they collaborate on strategy with the CAO? What changes do you need to make?
- Are there clear lines of communication/delegation on who is responsible for the systems of recruiting, hiring, developing and compensating/promoting faculty?

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Q & A and Final Reflections

- Are there any lingering questions you would like to elevate?

- Any final reflections on next steps/action items you want to take back to your campus and socialize with your senior leadership team?

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Take Home Resource: Transformational Senior Team Roles

- Allows CEOs to assess the traditional versus transformational traits of:
  - Chief Financial Officer (CFO),
  - Chief Academic Officer/Provost/Vice President of Academic Affairs (VPAA)
  - Vice President of Student Services (VPSS)

Take Home Resource: Job Descriptions of Transformational Senior Team Roles

- Because colleges and universities differ in the specific duties assigned to various leadership positions, a model job description for any position will not be perfectly aligned to any one institution.

- Rather than listing every job function, the following senior team-level job descriptions reflect many important qualities drawn from interviews with institutional leaders and a review of job descriptions from multiple types of higher education institutions.

Online Resources

as.pn/DualEnrollmentPlaybook
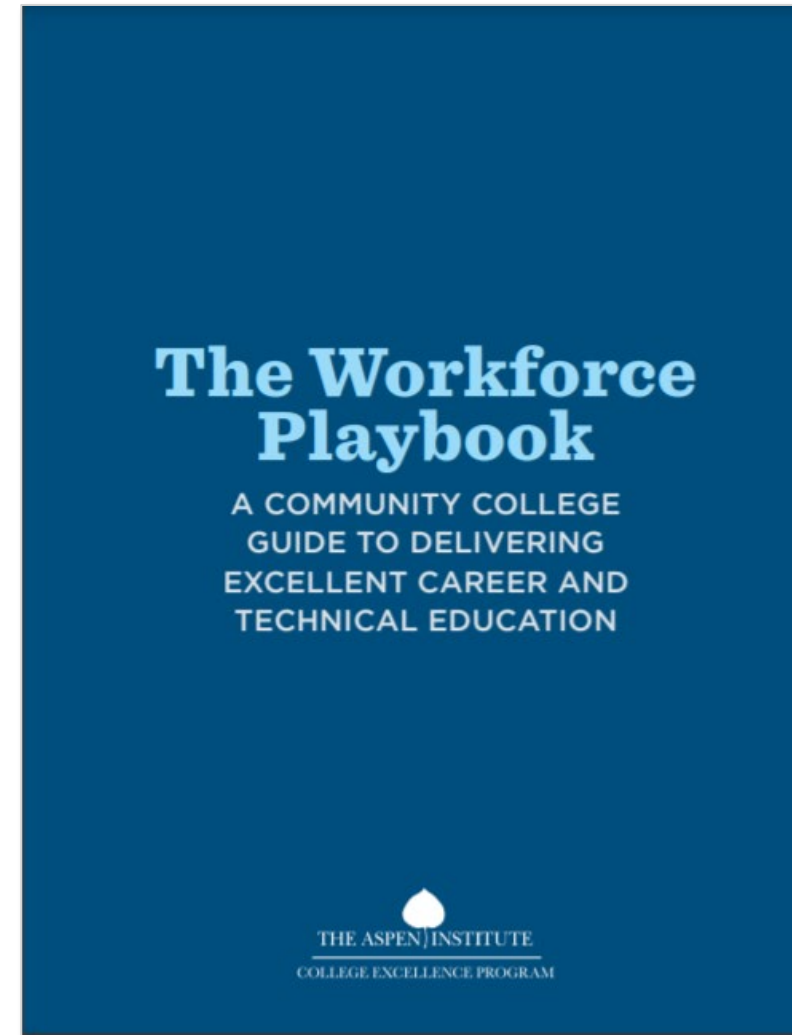
as.pn/WorkforcePlaybook

as.pn/TransferPlaybook

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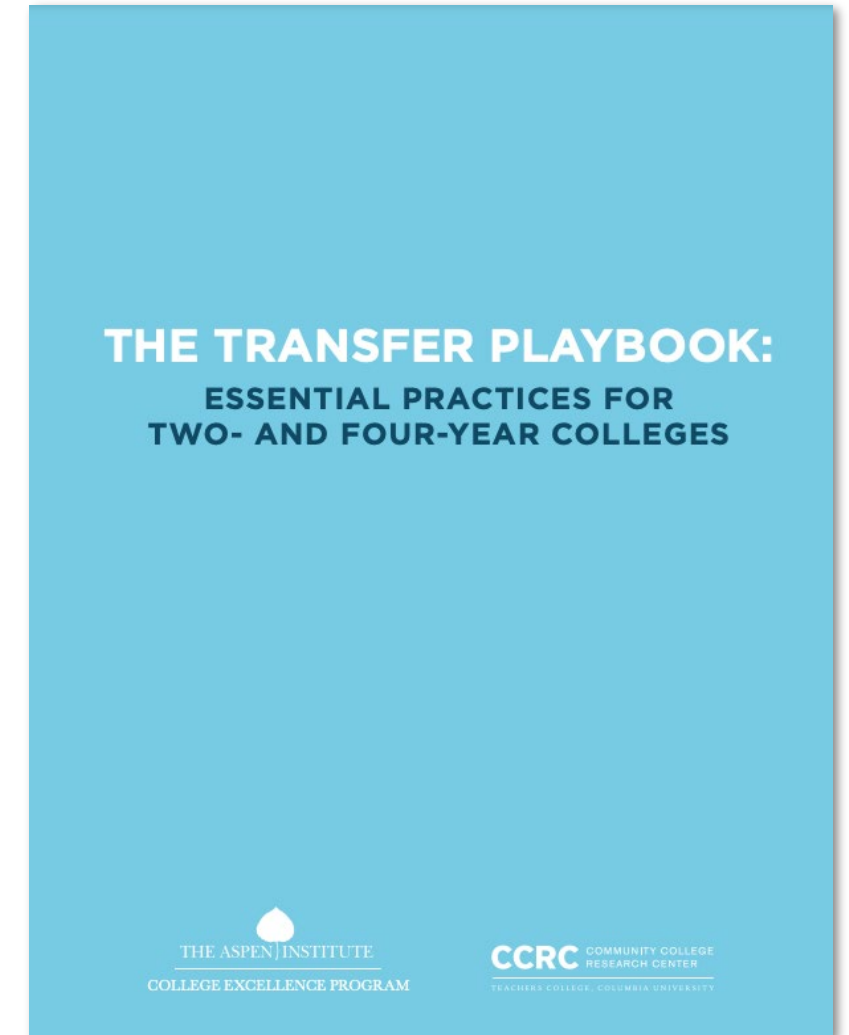
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Survey

Please take a moment to complete the session survey using the QR code below.

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Thank You

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