

The CEO's Role in Transformational Teaching and Learning

Focus on Human Capital Strategy

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Vice President, the Aspen Institute

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.

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

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.

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

How can presidents
advance teaching and
learning?



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 systems to teaching and learning strategy.
- Connects teaching and learning strategy to broader vision for talent development and economic mobility (completion, transfer, workforce).

The CEO's Role in Teaching and Learning

The CEO's Role



Key ideas:

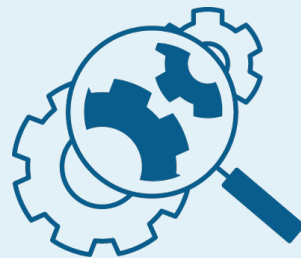
The CEO must understand their relationship to the teaching and learning strategy.

- 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.

Aspen's Framework for Teaching and Learning

The CEO must own the teaching and learning strategy

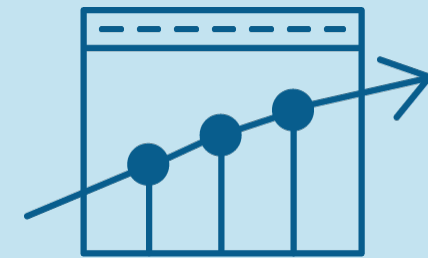
Understand student,
faculty, governance,
and national contexts



Elevate innovative
faculty and bring
them to the center of
reform

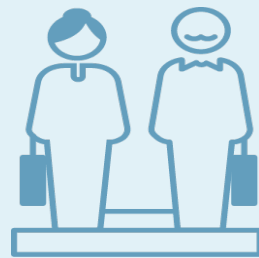


Institutionalize
systems and practices
for sustained
improvements



Elevating and Engaging Faculty

Understand student, faculty, governance, and national contexts



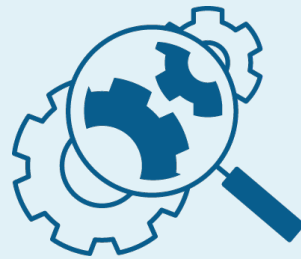
Four levels of understanding:

- 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.

Aspen's Framework for Teaching and Learning

The CEO must own the teaching and learning strategy

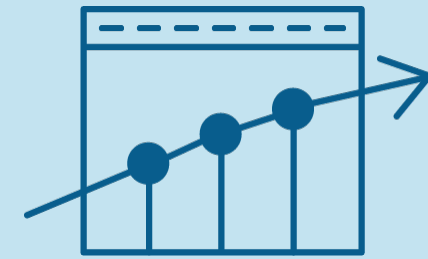
Understand student, faculty, governance, and national contexts



Elevate innovative faculty and bring them to the center of reform



Institutionalize systems and practices for sustained improvements



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**.

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



2021 FINALIST

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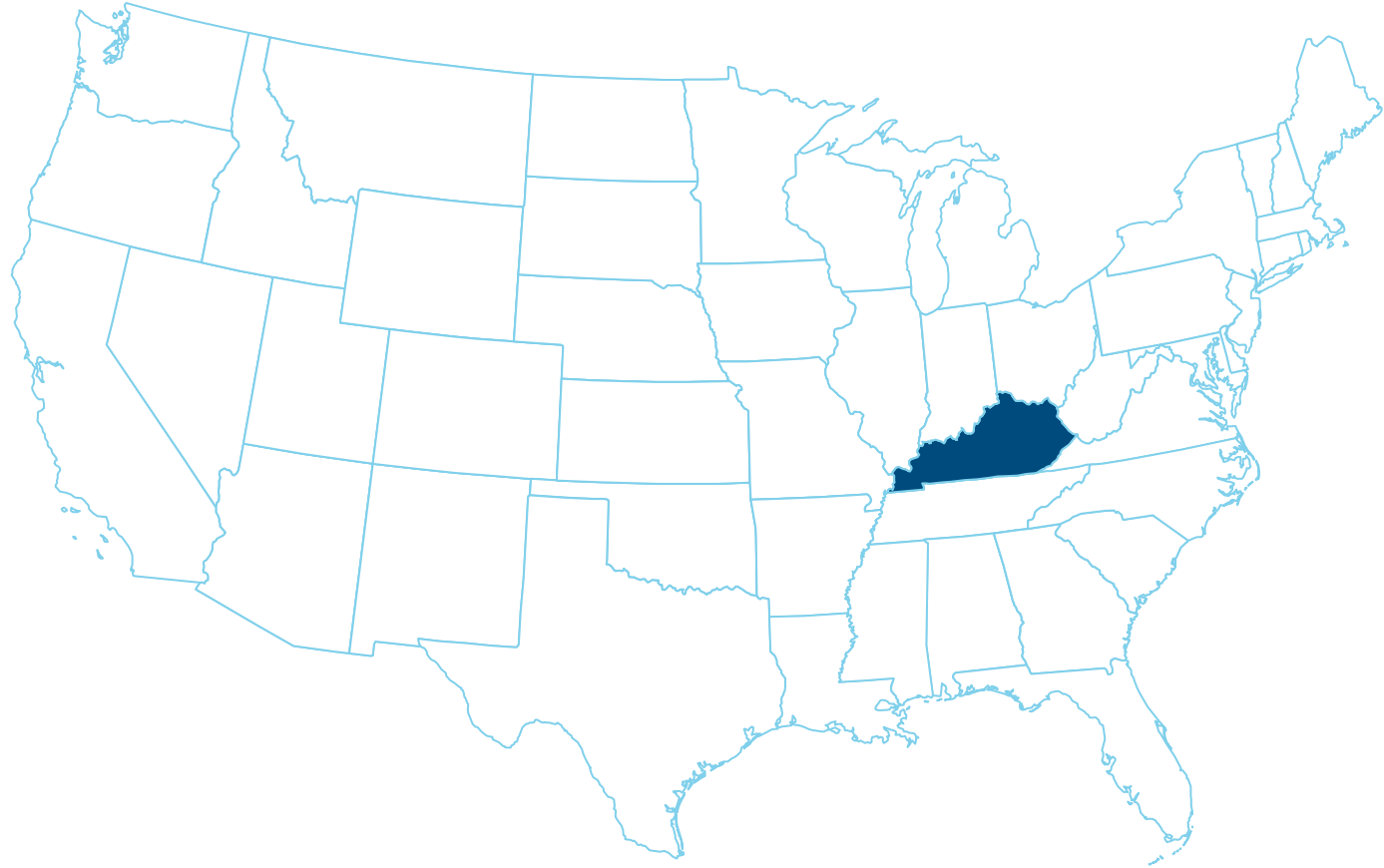


Case Study:

- 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.

2021 FINALIST

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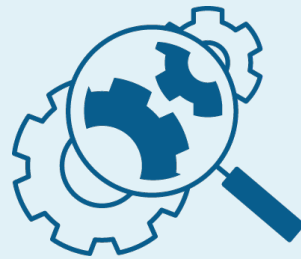


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Aspen's Framework for Teaching and Learning

The CEO must own the teaching and learning strategy

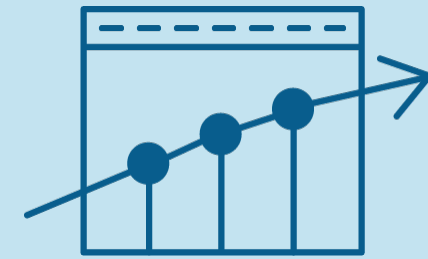
Understand student,
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Institutionalize
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improvements



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

Valencia College



2011 WINNER

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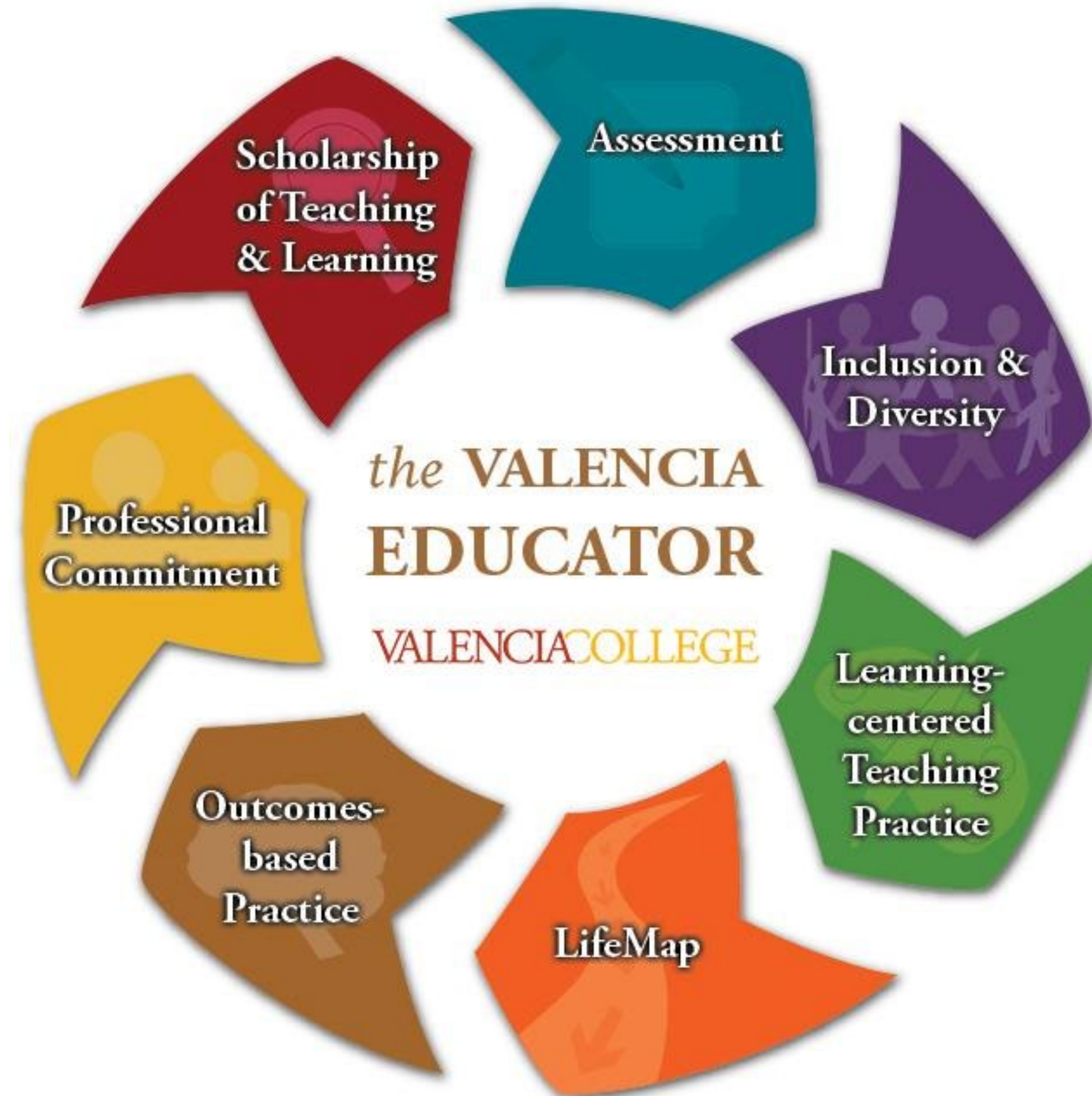
FOR COMMUNITY
COLLEGE EXCELLENCE



- 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



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The Role of the Transformational Chief Academic Officer (CAO) in Teaching and Learning



Traditional to Transformational

Chief Academic Officer (CAO)

From Traditional

Believes that it is solely the responsibility of disciplines and departments to determine the content of and requirements for faculty professional development.

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.

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



To Transformational

Takes responsibility for advancing excellent teaching practices by devising college-wide goals for professional development, allocating resources accordingly, and visibly recognizing teaching excellence.

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.

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?

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?

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?

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

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.

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

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

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

Transformational Human Capital Practices: Retention and Promotion

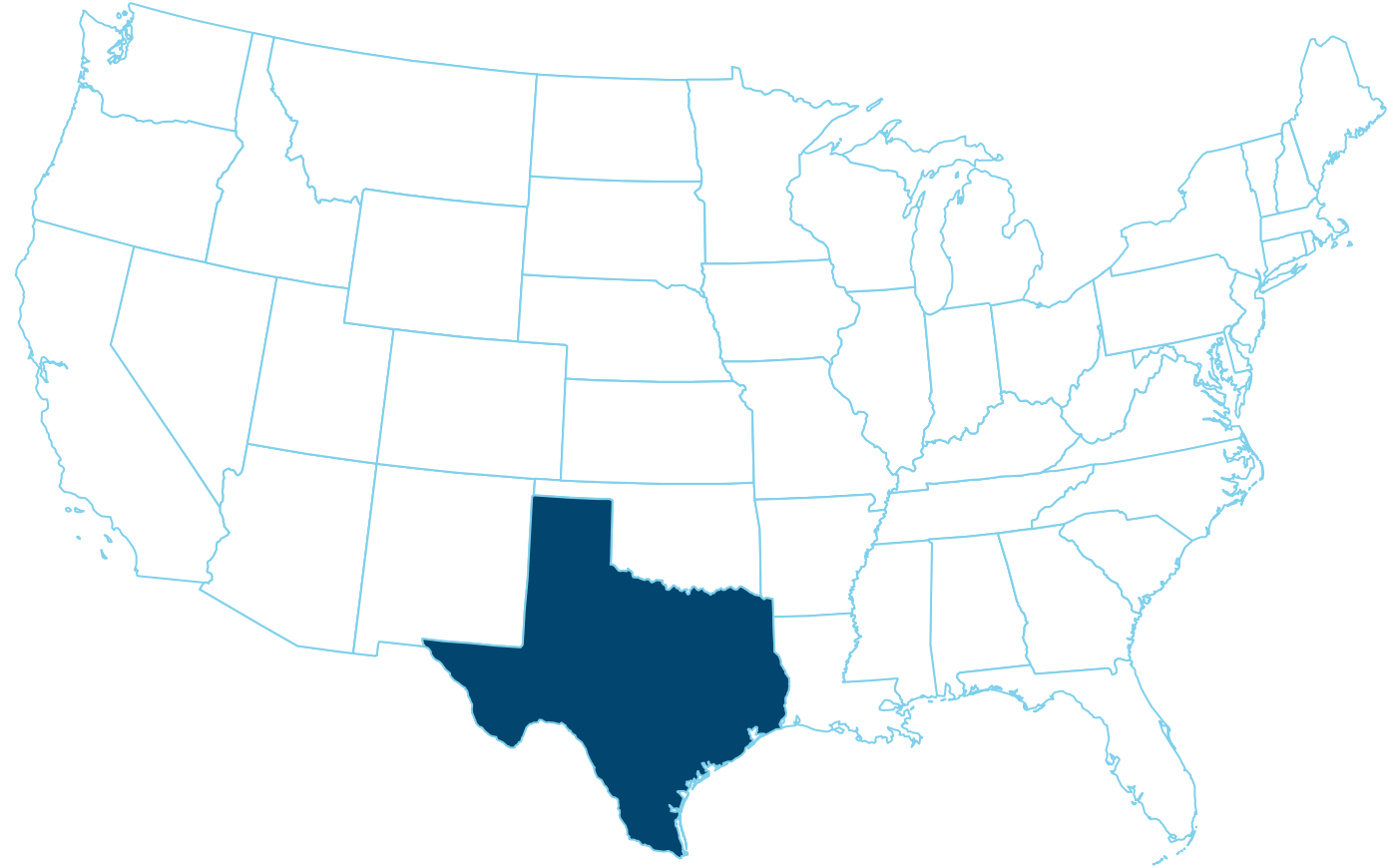
Traditional

- 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**

Odessa College



2019 RISING STAR

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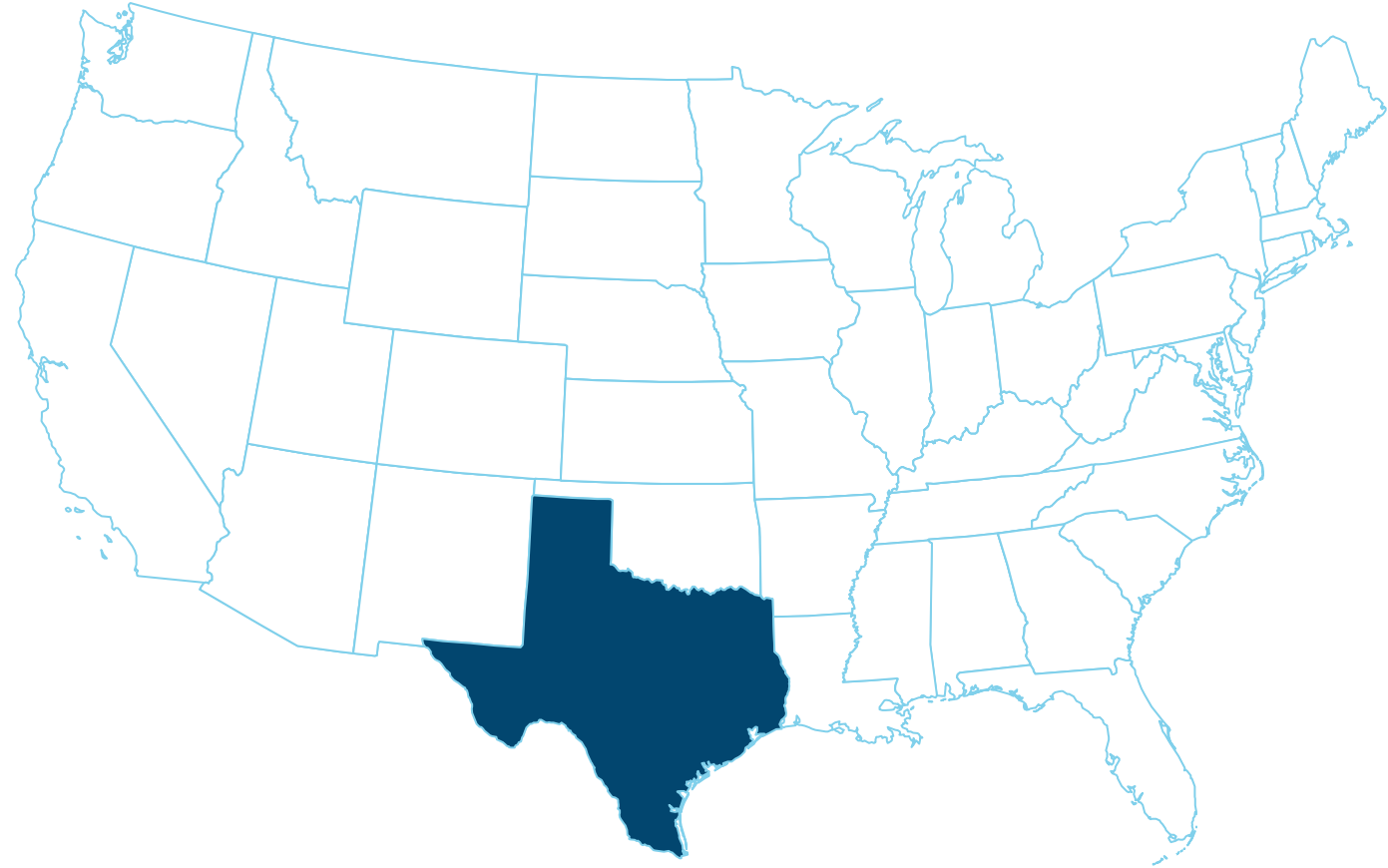


Odessa's Drop Rate Improvement Program (DRIP)

- 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.

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Odessa College



2019 RISING STAR

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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.

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?

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?

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)

PRE-WORK

Assessment of Key Transformational Senior Team Roles

PROVOST/VICE PRESIDENT OF ACADEMIC AFFAIRS (VPAA)

Instructions: For the box to indicate

TRADITIONAL

☐ Believes the disciplines and the content of professional

☐ Believes that improving responsibility services and oversee the

☐ Views learning requirement voluntarily practice and

☐ Takes independent scheduling services staff

☐ Believes that delivery should internal stakeholders on past precedent

☐ Relies on deans and unions

☐ Leaves campus urgency and student success

☐ Leads student mission and change as constrained by the past—regardless of the success evidence about the

13 Leading the Senior Team Participant Tools Session 1: Composition

PRE-WORK

Assessment of Key Transformational Senior Team Roles

PROVOST/VICE PRESIDENT OF ACADEMIC AFFAIRS (VPAA)

Instructions: For the following qualities and mindsets of the Provost/Vice President of Academic Affairs (VPAA), check the box to indicate which quality is most true for your institution's Provost/VPAA, traditional or transformational.

TRADITIONAL

☐ Believes that it is solely the disciplines and department the content of and requires professional development.

☐ Believes that student success improving retention and co-responsibility of divisions that services and the senior team oversee them.

☐ Views learning assessment requirement of accreditors voluntarily by faculty to advance practice and student learning

☐ Takes independent responsibility scheduling without consulting student services staff.

☐ Believes that academic program delivery should be exclusive internal stakeholders, including faculty, based on past precedent and faculty interest.

☐ Relies on deans, department and unions to interact with

☐ Leaves campus-wide communication urgency and potential for advancing equitable student success to the president/CEO.

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

13 Leading the Senior Team Participant Tools Session 1: Composition

PRE-WORK

Assessment of Key Transformational Senior Team Roles

PROVOST/VICE PRESIDENT OF ACADEMIC AFFAIRS (VPAA)

Instructions: For the following qualities and mindsets of the Provost/Vice President of Academic Affairs (VPAA), check the box to indicate which quality is most true for your institution's Provost/VPAA, traditional or transformational.

TRADITIONAL

☐ Believes that it is solely the responsibility of disciplines and departments to determine the content of and requirements for faculty professional development.

☐ 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.

☐ Views learning assessment as a necessary requirement of accreditors that can be used voluntarily by faculty to advance their teaching practice and student learning.

☐ Takes independent responsibility for course scheduling without consulting student services staff.

☐ Believes that academic program design and delivery should be exclusively responsive to internal stakeholders, including faculty, based on past precedent and faculty interest.

☐ Relies on deans, department, and faculty senates and unions to interact with faculty.

☐ Leaves campus-wide communication about the urgency and potential for advancing equitable student success to the president/CEO.

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

TRANSFORMATIONAL

☐ Takes responsibility for advancing excellent teaching practices through professional development by devising college-wide goals for professional development, allocating resources accordingly, and visibly recognizing teaching excellence.

☐ Shares responsibility for student success by ensuring that faculty are fully engaged and by collaborating with student services to ensure that academic enterprises (including faculty advising practices) are fully aligned with student success goals and activities.

☐ Views learning assessment as a critical tool that all faculty and disciplinary leaders should use to improve student learning at the course, program, and college-wide levels.

☐ Works collaboratively with faculty and student services leaders and staff to understand the needs and experiences of students—through data analysis and advisor and student voices—to inform the building and modification of course schedules.

☐ Works to ensure that program design and delivery considers the needs of students after graduation in careers and further higher education (including bachelor's attainment after community college).

☐ Interacts directly with a wide range of faculty to understand their perspectives and identify exceptional teaching and learning.

☐ Collaborates with the president/CEO and other senior team members to communicate the urgency and potential for advancing equitable student success.

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

13 Leading the Senior Team Participant Tools Session 1: Composition

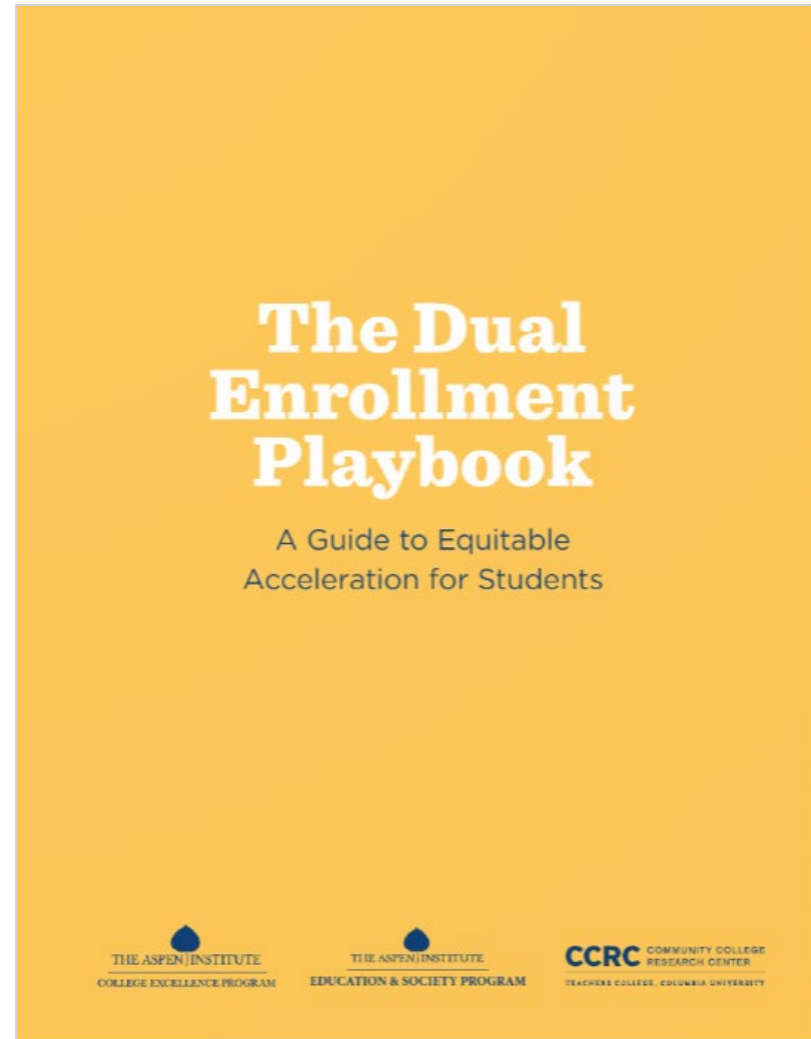
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Take Home Resource: Job Descriptions of Transformational Senior Team Roles

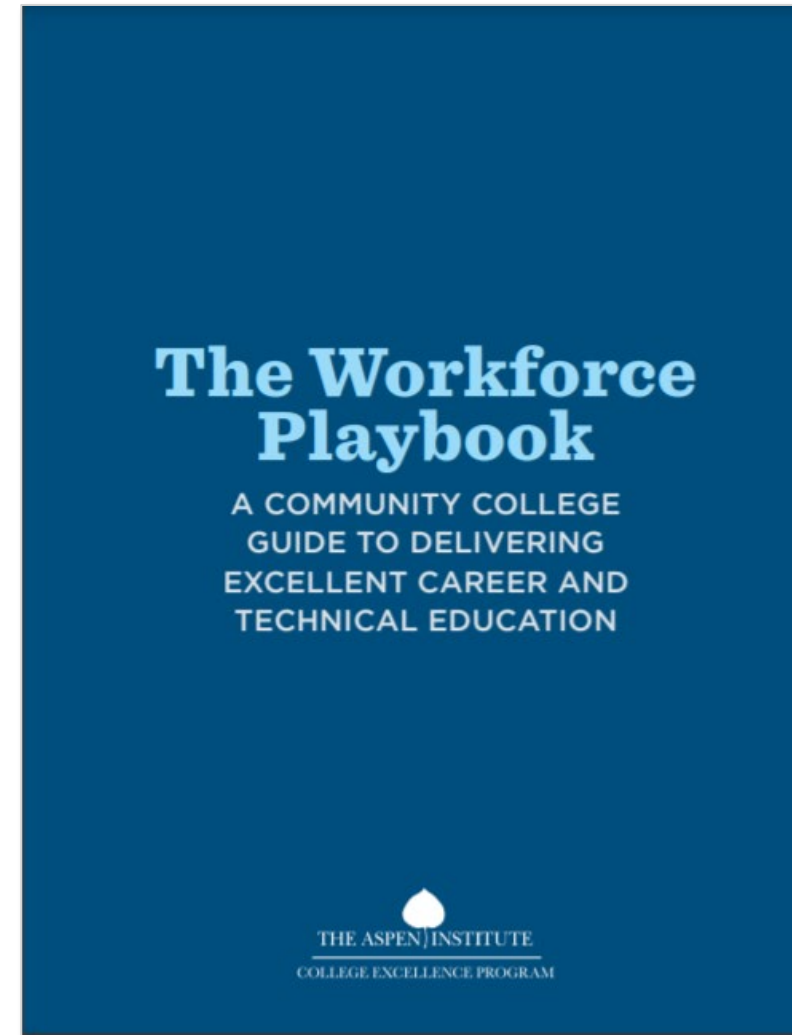
- Because colleges and universities differ in the specific duties assigned to various leadership positions, a model job description for any position will not be perfectly aligned to any one institution.
- Rather than listing every job function, the following senior team-level job descriptions reflect many important qualities drawn from interviews with institutional leaders and a review of job descriptions from multiple types of higher education institutions.

JOB DESCRIPTION FOR TRANSFORMATIONAL CFO	
Core Duties and Knowledge <ul style="list-style-type: none">• Has primary responsibility for managing—in ways consistent with the strategic direction of the president/CEO—business operations, accounting procedures, financial planning and management, business accounting, risk management and compliance, budgeting, foundation management (if pertinent), materials management, and facilities management• Hires, develops, and supervises finance personnel• Serves as an effective team player and member of the president's executive senior team• Works closely with academic and senior administrative leaders to align financial operations with institutional mission and strategies• Understands local, state, and federal laws and regulations applicable to public higher education• Analyzes and develops financial pro forma for new initiatives• Builds understanding—for all members of the president's senior team—of how finances work, how finance is a strategic tool for student success, and why certain financial decisions are made	Collaboration <ul style="list-style-type: none">• Collaborates deeply with president/CEO in developing financial strategy, budgets, and financial practices aligned to the college/university's student success and equity agenda• Maintains strong relationships with other college/university executives—including the vice president for student affairs, vice president for workforce development, chief information officer, chief diversity officer, and chief financial officer—to collaborate on joint efforts toward student success and equity goals• Seeks to understand program and project goals and readily adapts finance strategy accordingly
JOB DESCRIPTION FOR TRANSFORMATIONAL PROVOST/ VICE PRESIDENT OF ACADEMIC AFFAIRS	
Strategic Vision <ul style="list-style-type: none">• In collaboration with the president/CEO, has the ability to lead the institution in establishing priorities through the allocation of limited resources• Regularly considers how changes to the current business model can advance institutional mission and financial position• Understands how strategic finance can advance the student success agenda and works with senior team to align practices with the college/university's student success and equity goals for improved student outcomes• Seeks new ways to support the efforts of the whole institution• Shows creativity in identifying and securing resources to support the college/university's mission and student success and equity agenda• Can reliably predict the college/university's future financial challenges and opportunities and prepare the institution to meet those challenges and maximize opportunities• Demonstrates commitment to diversity, equity, and inclusion throughout all levels of the organization	Core Duties and Attributes <ul style="list-style-type: none">• Serves as the chief academic officer of the institution, responsible for the academic enterprise, including program development and assessment, teaching and learning assessment, faculty appointment, professional development, evaluation, and tenure processes, development of academic policy and procedure• Leads the development and implementation of data-informed strategies to improve college access, admissions and enrollment processes, and increase retention, progression, and graduation• Committed to academic and institutional excellence, student success, and the elimination of equity gaps• Serves as an effective team player and member of the president's executive senior team• Is visible and present for faculty, department chairs, and academic deans Strategic Vision and Program Development <ul style="list-style-type: none">• Plays a leadership role in developing and ensuring execution of a vision that advances student access, excellence in teaching and learning, and student success across all academic departments• Understands the importance of aligning teaching practice to different learning styles and utilizing multiple modalities, and works to advance the capacity and practice of faculty college/university wide• Stays current on the science of teaching, learning, and assessment, and evidence about optimal student success practices• Demonstrates commitment to evidence-based practice by using data to make decisions, evaluate outcomes, and communicate priorities; regularly modifies evidence-based strategies and programs to account for changing landscapes, policies, and student needs• Strategically aligns improvements in the learning environment (and in student advising, especially at institutions where faculty serve as advisors) to broader institutional goals and efforts to advance student success and equity in access, retention, completion, and post-graduation outcomes• Demonstrates commitment to improving student learning and success through strategic approaches to faculty appointment, professional development, evaluation, and assessment• Demonstrates commitment to diversity, equity, and inclusion throughout all levels of the organization• Demonstrates commitment to ensuring that academic programs provide smooth pathways to further education and the workforce• Ensures the integrity and accountability of academic programs by upholding professional and accreditation standards• Has a strategic vision for the institution's research goals, opportunities, resource streams, expenditures, and related resources (especially at research universities)
Core Duties and Knowledge <ul style="list-style-type: none">• Serves as the chief student services officer of the college/university and executive leader responsible for developing, maintaining, and assessing the coordinated delivery of essential student services that lead to increasing levels of student success, including admission, new student orientation, registration, financial aid, student records, advising, testing and assessment, counseling, student recruitment and outreach, enrollment management, veterans affairs, student employment, student development, services for students with disabilities, and student conduct• Leads the development and implementation of data-informed strategies to improve college access, admissions and enrollment processes, and increase retention, progression, and graduation• Serves as an effective team player and member of the president's executive senior team• Familiarity with technology to support student success• Designs and implements processes for regularly evaluating program effectiveness and ensuring that evaluations are used to modify program design and delivery	Collaboration <ul style="list-style-type: none">• Deeply values the engagement of faculty and academic leaders throughout the college/university in advancing a strategic vision and understands the role of academic leaders and decision-making processes in institutional transformation• Maintains strong relationships with other college/university executives—including the vice president for student affairs, vice president for workforce development, chief information officer, chief diversity officer, and chief financial officer—to collaborate on joint efforts toward student success and equity goals• Works closely with campus presidents, deans, and department chairs to prioritize and encourage the
JOB DESCRIPTION FOR VICE PRESIDENT FOR STUDENT SERVICES	
Core Duties and Knowledge <ul style="list-style-type: none">• Serves as the chief student services officer of the college/university and executive leader responsible for developing, maintaining, and assessing the coordinated delivery of essential student services that lead to increasing levels of student success, including admission, new student orientation, registration, financial aid, student records, advising, testing and assessment, counseling, student recruitment and outreach, enrollment management, veterans affairs, student employment, student development, services for students with disabilities, and student conduct• Leads the development and implementation of data-informed strategies to improve college access, admissions and enrollment processes, and increase retention, progression, and graduation• Serves as an effective team player and member of the president's executive senior team• Familiarity with technology to support student success• Designs and implements processes for regularly evaluating program effectiveness and ensuring that evaluations are used to modify program design and delivery	Collaboration <ul style="list-style-type: none">• Partners/collaborates with academic leaders (including provost, deans, and faculty) leadership to advance student success initiatives that result in improved student outcomes• Collaborates closely with the CEO to develop systems that advance effective undergraduate education and the use of AI and predictive analytics for student success• Works collaboratively with the vice president of academic affairs/provost to ensure a seamless student experience from inquiry and application through enrollment, persistence, and graduation• Advances student support services, learning, and success through collaborations with outside entities, including employers, K-12 school systems, community colleges, universities, and community-based organizations Demonstrated Attributes <ul style="list-style-type: none">• Understanding of and commitment to the institution's mission and student success• Ability to effectively lead complex organizational change• Takes strategic action with a sense of urgency• Capable of readily adapting student services and other programming to changing circumstances and new information• Good analytical and listening skills with the ability to understand and maximize how institutional processes impact students, with focused attention on under-represented students, students of color, adult learners, and first-generation students• Strong communication skills with direct reports and their staff members, senior team-level colleagues, the president, and board members• Oriented to building effective relationships and making things happen• High-energy change agent who effectively communicates the "why" ahead of and during anticipated change• Significant experience working directly with students• Experience with building community partnerships• Advocate for the student voice and student success

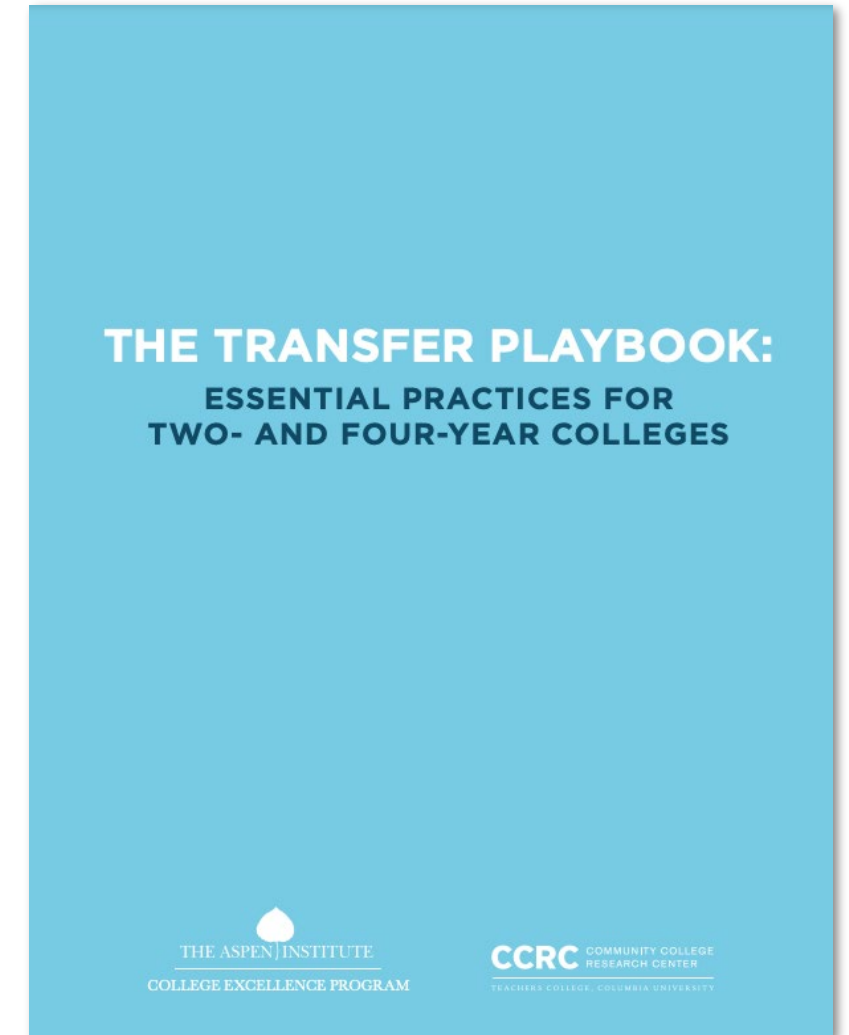
Online Resources



as.pn/DualEnrollmentPlaybook



as.pn/WorkforcePlaybook



as.pn/TransferPlaybook

Survey

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



Thank You



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