**Team Strategy Time #3: Cadre 1**

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*Students have experienced extreme loss, sometimes their own health, their own family members, job loss, pandemic learning loss, lack of access to housing and consistent food sources. This loss is so heavy that we can’t just solve it by building the right program. These are broader issues. We need bigger solutions. We need much bigger approaches than tweaking the curriculum or adding programs. It just seems bigger than that.*

**-Adapted from Chronicle of Higher Education, 2021**

**Concurrent Sessions**

What did team members learn from the concurrent sessions that can be applied to leadership for transformation? (Add additional rows as needed to capture insights from each team member.)

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| **Session** | **Key Takeaway(s)** |
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**Aligning Leadership and Strategies to Improve Student Completion and Transfer**

During the institute, team members examined the college’s goals and transformational leadership capacity to implement Talent Strong Texas Pathways (Team Strategy Time #1) and credential completion and transfer outcomes for students (Team Strategy Time #2). Now, teams will synthesize these discussions to determine the specific strategies and actions necessary for leadership to engage the entire college community, including external partners, to improve the student experience.

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| **Evidence-based Discussions to Promote Equitable Student Completion and Transfer** |
| **Question** | **Answer** |
| How does the college leadership team utilize disaggregated data and question assumptions to dismantle barriers to completion and transfer for all students?How does the college leadership team inclusively engage stakeholders across the college in discussing the data and questioning assumptions to dismantle barriers?How often will the college leadership team have these evidence-informed, inquiry-based conversations? |  |
| What college-level policies and practices *expand* the transfer pipeline and *expedite* completion?What college-level policies and practices *restrict* the transfer pipeline and *deter* completion? |  |

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| **Alignment to Promote Improved Student Completion and Transfer** |
| **Question** | **Answer** |
| How does the college align human capital and financial resources to accomplish the completion and transfer goals of the college?  |  |
| What would it look like to have a human capital strategy aligned to equitable student success goals? |  |
| What would it look like to have financial resources aligned to equitable student success goals? |  |

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| **Preparations for Continuous Improvement** |
| **Question** | **Answer** |
| How does the college leadership team lead the institution to consistently and continually engage in the process of learning and continuous improvement through Talent Strong Texas Pathways?  |  |
| How is the college leaders deepening an effective and comprehensive workforce and education ecosystem through active collaboration (with leaders from business, higher education, economic development, nonprofit organizations, and the public) to create coherent pathways to credential completion and transfer? |  |
| How will the college leadership team expand external partnerships with communities, business, and non-profit organizations to expand work-based and experiential learning opportunities for students? |  |



**Scan here!**

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