

# State System Strategies to Align Academic Programs with State Workforce Needs

Presenters

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3:15 PM-4:00 PM

SHEEO 2024 Policy Conference Presentation

# Highlights from a Comparative Case Study: Georgia and Tennessee

## ***Aligning Academic Program Approval with State Workforce Needs***

*Dissertation Research Completed by Dr. David Tanner*



## Georgia Public Higher Education

### **University System of Georgia**

- 19 Regents – Appointed by the Governor
- 26 Institutions

### **Technical College System of Georgia**

- 22 Board members appointed by the Governor
- 22 Colleges

## Tennessee Public Higher Education

### **Tennessee Higher Education Commission (THEC)**

- 7 by the Governor and 6 by the Legislature

### **University of Tennessee Board of Trustees**

- 10 of 12 appointed by Governor
- 4 Universities, 1 Center, and 2 Institutes

### **Tennessee Board of Regents (TBR)**

- 12 of 19 appointed by the Governor
- 13 Community Colleges / 24 Colleges of Applied Technology (TCATs)

### **Local Governed Institutions**

- Each institution has a board with 8 of 10 appointed by Governor
- 6 Universities



***Governance impacts how programs  
are developed and approved to meet  
a statewide industry need***



# Contributions to Program Approval Research

1. The research provides new insights into HOW and WHY states change program approval processes and forms. Driving force: Speed to market and alignment with workforce needs
2. State system governance impacts the speed and scope of a state's ability to meet an employers need for new academic programs. Georgia's governing board structure enables more rapid development and approval of new programs for whole industries or occupation groups.
3. The research highlights the role state systems can serve in talent development by being a central contact point for employers, translating employer's needs into what faculty need to create the curriculum, and coordinate a state approach.
4. The research provides clarity that institutions must front the money to start new programs because of the lag in state appropriations in both performance based and enrollment based formulas. The lag in funding is an added incentive for institutions to only propose new programs that are financially viable.
5. The research confirms the important role of faculty in developing the curriculum, teaching, and assessing learning.

# Suggestions for State Systems

**Single Point of Contact**

1. Employers and industry leaders want one point of contact in higher education

**Forecast Demand**

2. Forecast talent demand in coordination with the state economic development agency and other partners

**Translate Need**

3. Employers need help translating their needs into something faculty can use to create a program and its curriculum

**Share Curriculum**

4. Employers expect public institutions in the same state to share their curriculum with other public institutions in the same system

**Support Faculty**

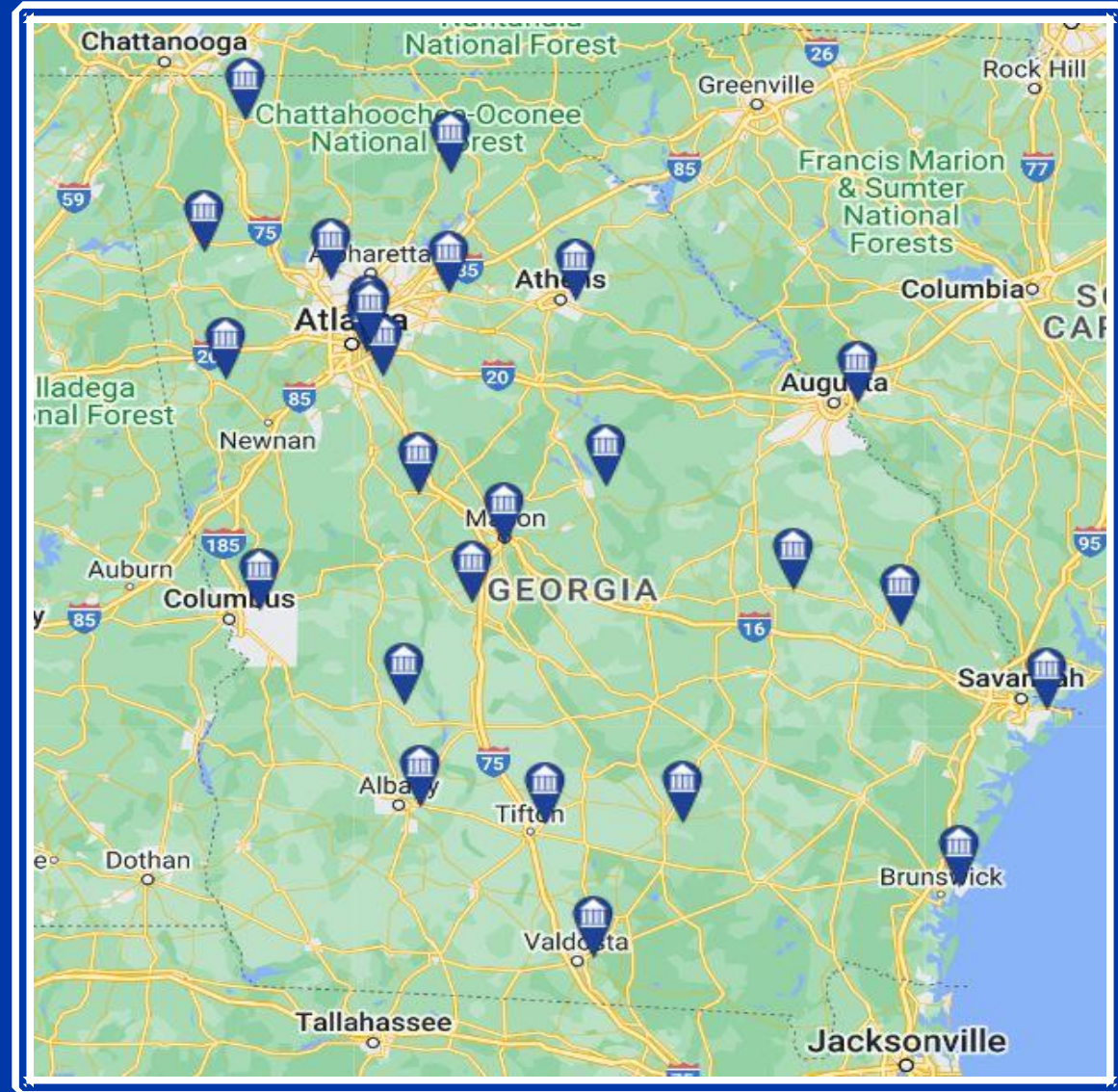
5. Higher education system staff can support faculty in developing programs that help fill labor gaps



# University System of Georgia (USG)

All 26 institutions governed by the Board of Regents (BOR), which establishes policy & exercises fiduciary oversight of the USG.

- Elects college/ university presidents
- Allocates funds to institutions
- Leads standing committees





# The “Playbook” Process

Talent development playbooks - written for institutional leaders and administrators, deans, program directors, and teaching faculty - provide a structure and outline key considerations for institutions seeking to gauge the viability of launching programs in high-demand career areas.

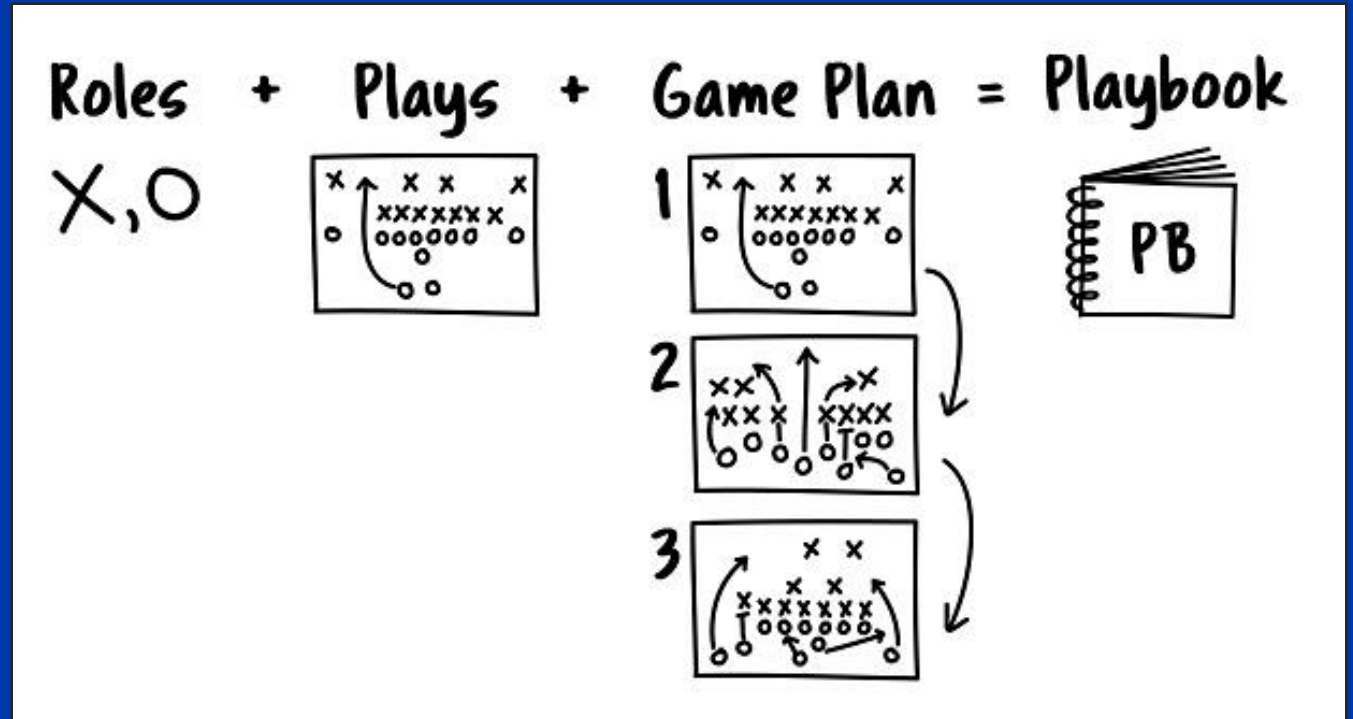
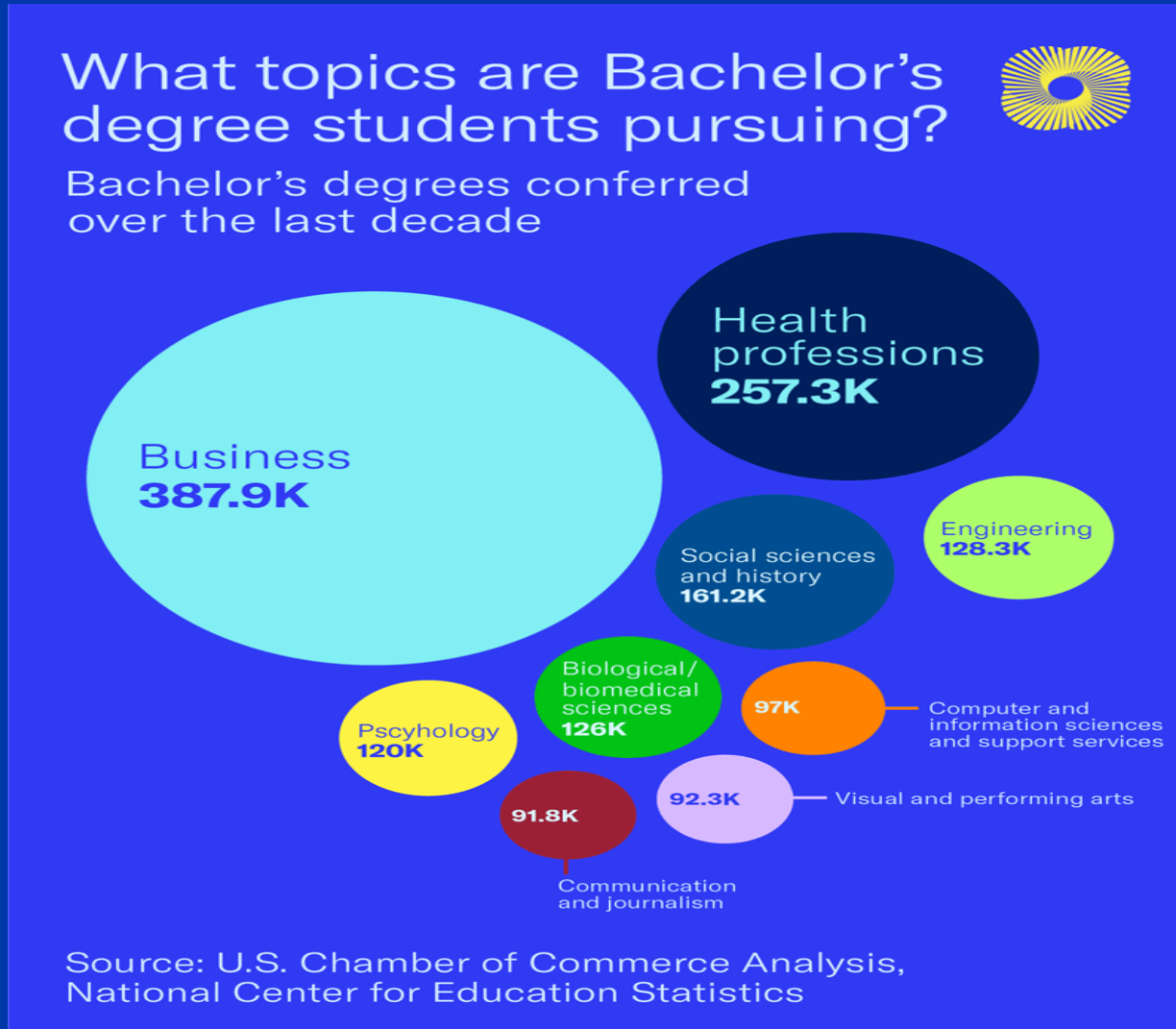


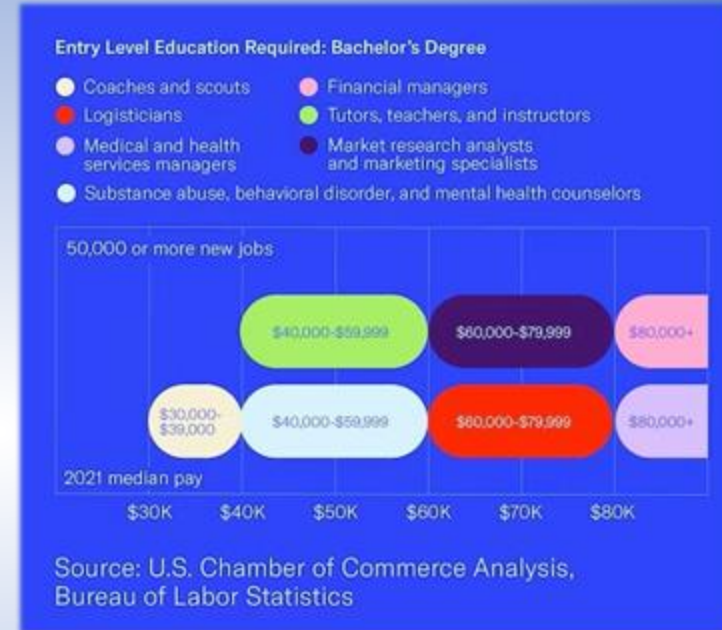
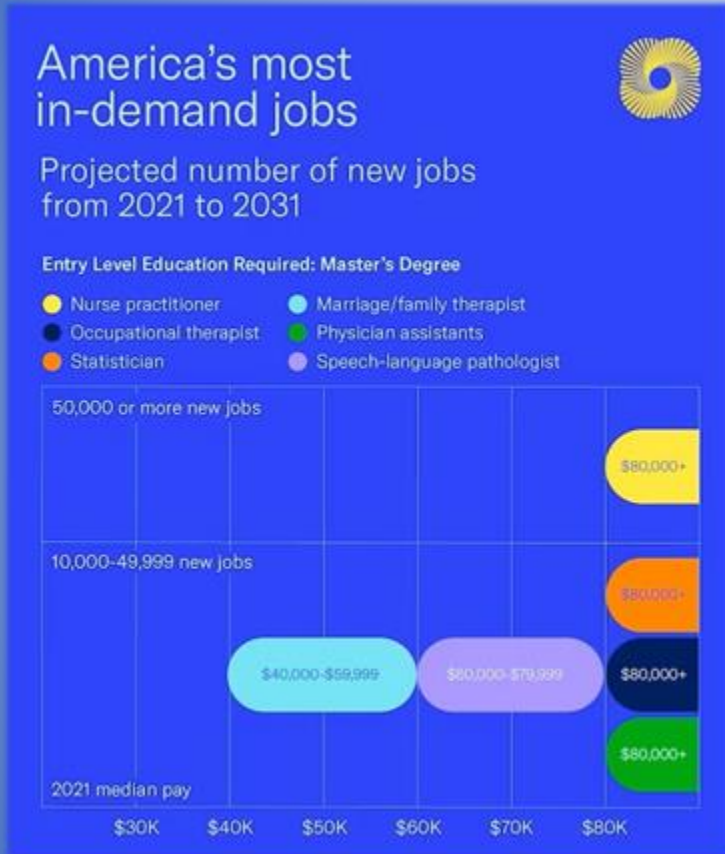
Image from <https://helpjuice.com/blog/business-playbook>



# Existing Programs: Demand (Student)



# Existing Programs: Demand (Employer)



Georgia Department of Labor  
 USG Academic Innovation  
 Department – Art Recesso

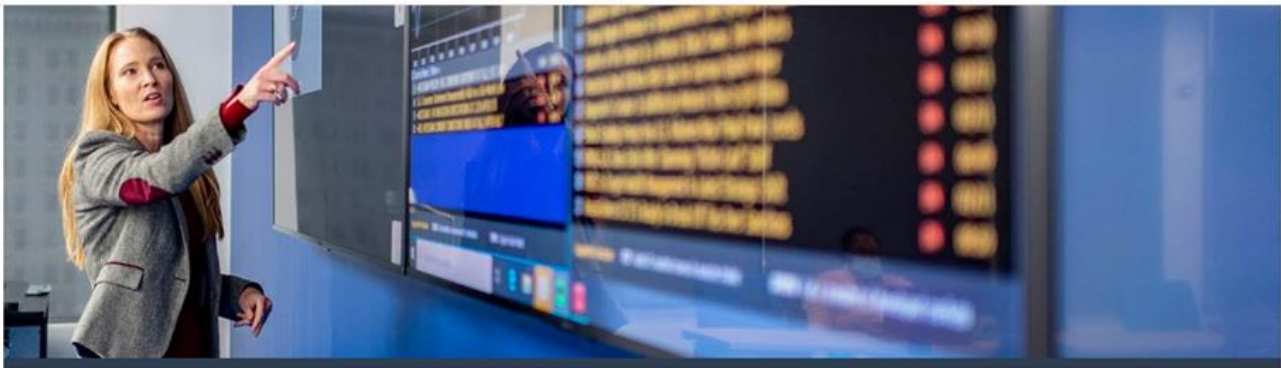
# The FinTech Talent Development Playbook Example





# USG Strategic Plan (2024-2029)

- ✓ Student Success
- ✓ Responsible Stewardship
- ✓ Economic Competitiveness
- ✓ Community Impact



## Economic Competitiveness Goal

The University System of Georgia will play a critical role in developing the talent and knowledge for current and future industry needs in the state of Georgia and beyond.

### Initiatives

GENERAL EDUCATION/CORE CURRICULUM	+
COLLABORATIVE PROGRAMS AND COURSES	+
INSTITUTIONAL AND COMMUNITY-BASED ENTREPRENEURSHIP EFFORTS	+
RESEARCH ENGAGEMENT	+



# General Education Refresh

Core IMPACTS	Area Shorthand	Credit Hours
Institutional Priority	Institution	At least 3 credit hours
Mathematics & Quantitative Skills	Mathematics	At least 3 credit hours
Political Science & U.S. History	Citizenship	At least 3 credit hours
Arts, Humanities & Ethics	Humanities	At least 6 credit hours
Communicating in Writing	Writing	At least 6 credit hours
Technology, Mathematics & Sciences*	STEM	At least 7 credit hours*
Social Sciences	Social Sciences	At least 3 credit hours



# Career-Ready Competencies

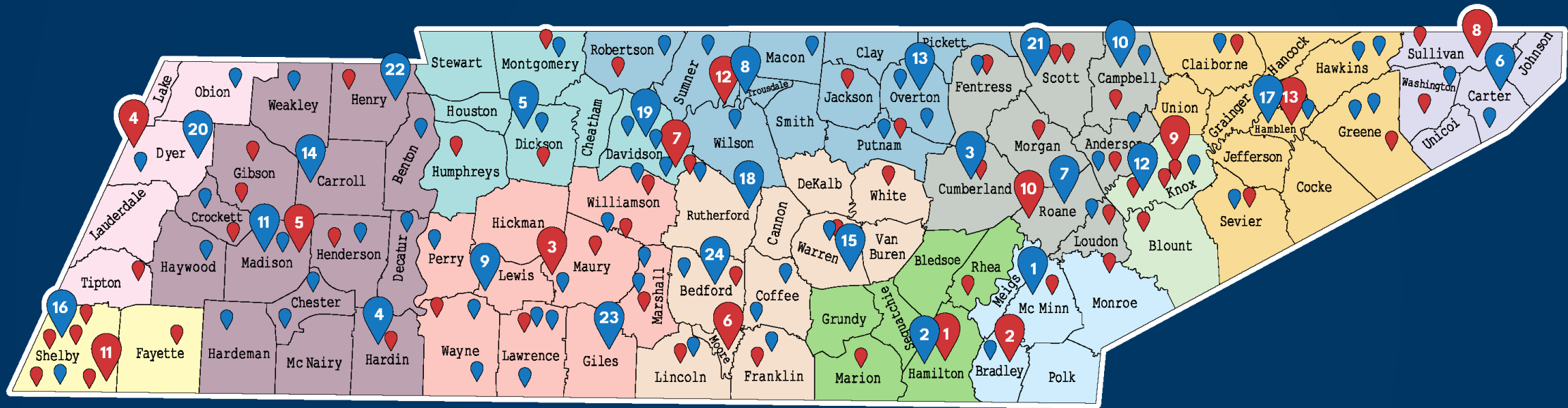
	Institution <b>I</b>	Math <b>M</b>	Citizenship <b>P</b>	Humanities <b>A</b>	Writing <b>C</b>	STEM <b>T</b>	Social Sciences <b>S</b>
Critical Thinking	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
Ethical Reasoning				<input checked="" type="checkbox"/>			
Information Literacy		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Inquiry and Analysis		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	
Intercultural Competence				<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Perspective-Taking							<input checked="" type="checkbox"/>
Persuasion			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Problem-Solving		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	
Teamwork	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>	
Time Management	<input checked="" type="checkbox"/>						



# Tennessee Board of Regents

**Dr. Jothany Reed, Vice Chancellor  
for Academic Affairs**





### COMMUNITY COLLEGES

- |                |                |
|----------------|----------------|
| 1. Chattanooga | 8. Northeast   |
| 2. Cleveland   | 9. Pellissippi |
| 3. Columbia    | 10. Roane      |
| 4. Dyersburg   | 11. Southwest  |
| 5. Jackson     | 12. Volunteer  |
| 6. Motlow      | 13. Walters    |
| 7. Nashville   |                |



### COLLEGES OF APPLIED TECHNOLOGY

- |                 |                |                  |                       |
|-----------------|----------------|------------------|-----------------------|
| 1. Athens       | 8. Hartsville  | 15. McMinnville  | 21. Oneida/Huntsville |
| 2. Chattanooga  | 9. Hohenwald   | 16. Memphis      | 22. Paris             |
| 3. Crossville   | 10. Jacksboro  | 17. Morristown   | 23. Pulaski           |
| 4. Crump        | 11. Jackson    | 18. Murfreesboro | 24. Shelbyville       |
| 5. Dickson      | 12. Knoxville  | 19. Nashville    |                       |
| 6. Elizabethton | 13. Livingston | 20. Northwest    |                       |
| 7. Harriman     | 14. McKenzie   |                  |                       |

# WE POWER TENNESSEE

TBR community colleges are **open-access colleges** that serve students of all backgrounds and circumstances.



## WHO WE SERVE



**Half** of our first-time students are low-income students.



**60%** of first-time students are academically underprepared.



**30%** of our students are adults ages 23+.



**OPEN  
ACCESS**



**COMPLETION**



**COMMUNITY &  
WORKFORCE  
DEVELOPMENT**



# **STUDENT SUCCESS & WORKFORCE DEVELOPMENT**



# The IDEAL Workforce Model

## IDEAL: Industry Driven Education Alignment & Learning

Referral from TBR's Center for Workforce Development



Academic Affairs IDEAL for Programs and Partnerships

AA Scales the IDEAL Regionally or Statewide

AA Determines: Dual Enrollment, Credit, Short-Term Workforce or Apprenticeship



Academic Affairs Champion

Curriculum & Workforce Strategists



College Buy In

IDEAL Implementation Sessions



Program Alignment

Integration by Faculty

Sharing Promising Practices



# The IDEAL Outcomes

## Amazon – Industry Driven

- 1) 12 community colleges
- 2) 16 technical colleges
- 3) Minimum of 32 faculty trained
- 4) Minimum of 5,000 students prepared for careers in IT
- 5) Integrating AWS into IT program curriculum

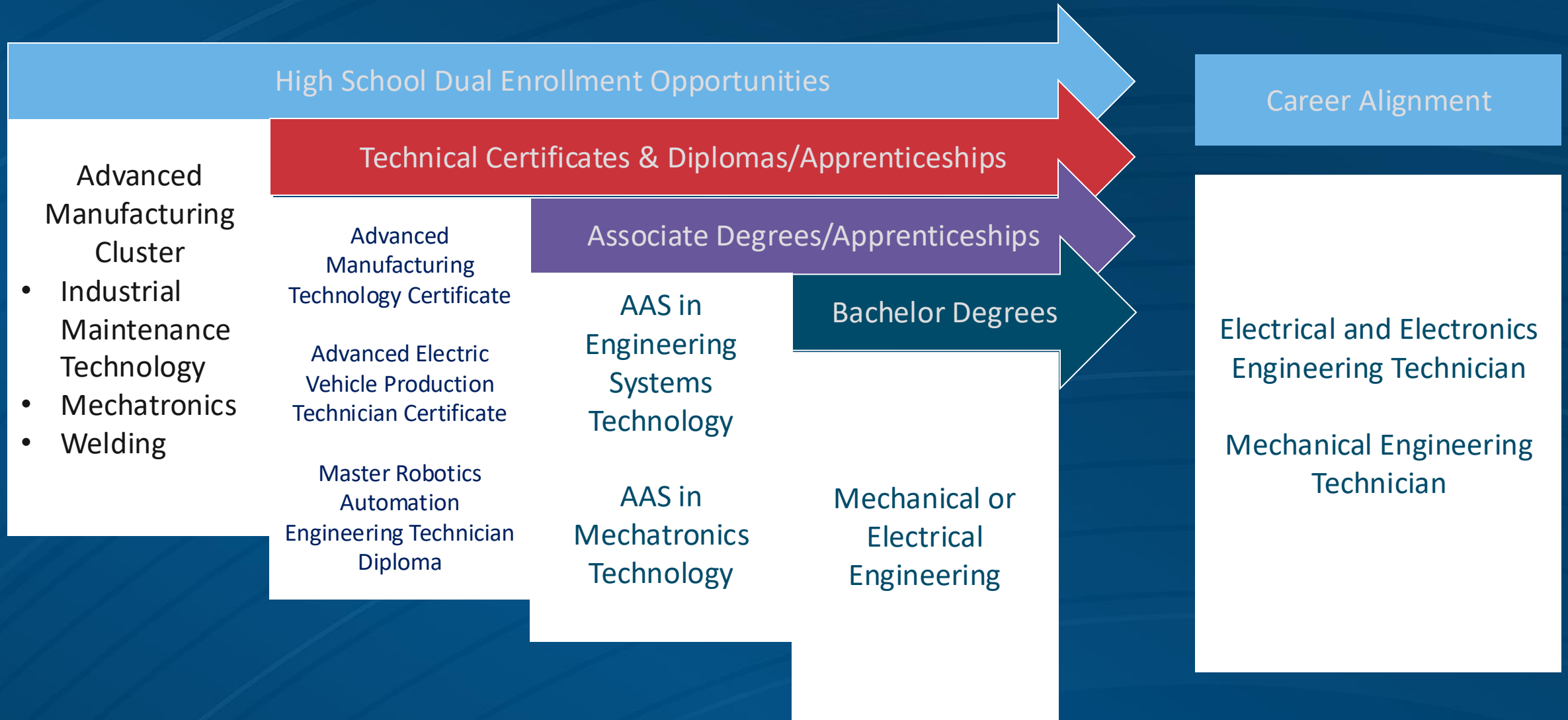
## Forestry Partnership

19 colleges working with Tennessee Forestry Association to:

- 1) Expand the A.S. in General Studies with a concentration in Forestry
- 2) Creating a new A.A.S in Forestry with an embedded Forestry Technician Certificate
- 3) Expanding the TCAT Diploma in Farming Operations Technology & Forestry and Agriculture Technology
- 4) Creating a Forestry Technician Apprenticeship (can be offered at both TCAT and CCs)



# Advanced Manufacturing Pathway





# 33 New Articulation Agreements from TCATs to Community Colleges

## Advanced Manufacturing

- Industrial Maintenance (IM)
- IM Automation
- Mechatronics
- Advanced Manufacturing Technology
- IM Integrated Automation
- IM Mechatronics
- Industrial Electrical Mechatronics
- Industrial Electricity
- Aviation Maintenance Technology
- Welding Technology

## Construction, Engineering & Architecture

- Computer Aided Design Technology
- Building Construction Technology
- Machine Tool Technology
- Tool & Die Machining
- CNC Machining Technology
- Advanced Manufacturing Education
- Manufacturing Technology
- Industrial Maintenance Technology

## Health Sciences

- Dental Assisting
- Emergency Medical Technology
- Surgical Technology
- Health Information Management Technology
- Pharmacy Technology
- Phlebotomy Technology
- Patient Care Technology/Medical Assisting
- Nursing Aid
- Practical Nursing

## Information Technology & Office Technology

- Administrative Office Technology
- Computer-Related Programs
- Health Information Management Technology
- **Articulations provide up to 45 credit hours upon transfer.**



# SERVING INDUSTRY



**2,000**

COMPANIES SERVED  
WITH WORKFORCE  
TRAINING

**1,027,159**

WORKFORCE INDUSTRY  
TRAINING CONTACT HOURS  
COMPLETED

**250+**

APPRENTICESHIPS  
STARTED IN ADVANCED  
MANUFACTURING



## COMMITMENT TO QUALITY

- Our program warranty represents the System's commitment to the quality of our technical education programs.



**46,209**

WARRANTIES ISSUED

**0**

CLAIMS



# Questions