Strengthening Partnerships for Impact: State & Institutional Chief Academic Officers
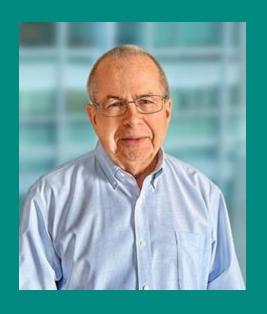
Agenda

- Welcome & Introductions

- PASS Program & Approach

- Key Takeaways from PASS Project

- North Carolina's Reflections

- Panel Discussion

- Audience Q&A/Reflections

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Panel Discussion

George Mehaffy
Senior Consultant &
Resident Storyteller

Brian Merritt
Senior Vice President and
Chief Academic Officer, North
Carolina Community College
System

Andrea Crowley
Executive Director, North
Carolina Student Success
Center

Keegan Anderson
Vice President of Instruction
& Chief Academic Officer,
Mayland Community College

Melissa Welker
Project Director, Sova

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Project Overview

- Partnership between SHEEO and Sova to foster collaborative relationships between state agencies and higher ed institutions
- A networked strategy that emphasizes the importance of alignment & intentional collaboration between State Academic Officers (SAO's) and Chief Academic Officers (CAO's)
- A cohort of 4 states includes both state and institutional education leaders from Kentucky, North Carolina, Louisiana, and Wyoming
- Institutional chief academic officers engage in Student Success Academies providing professional development within a community setting
- A state level project has been developed by each state in which collaboration between the state and institution is front and center

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What have we learned?

Thesis 1: Role of the CAO in Student Success

- Chief academic officers have enormous influence and control over factors that contribute to student success.

- The classroom needs to be a critical focus for student success efforts thus faculty are key stakeholders who should be included in change efforts.

- Research emphasizes the importance of both growth mindset and perceptions of growth mindset for students AND faculty. Developing faculty growth mindset is a key aspect to becoming a student-centered institution.

- The role of chief academic officer is a lonely one; having a group of colleagues who share the same position can be incredibly supportive.

- Ultimately chief academic officer success is the result of effective leadership.

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What have we learned?

Thesis 2: Collaboration between SAO & CAO

- CAO's and SAO's engaged in collaboration have to balance between institutional autonomy and state direction.
- Perspective taking, aligning collective priorities, and providing resources creates more buy-in for institutional and state initiatives.

- Collaboration is desired at a higher level and at earlier stages in the formation of statewide projects and other initiatives to align institutional and state goals.

- Collaboration requires clear leadership, honest advice, and actionable support.

- Emerging priorities are advanced by collaboration which avoids unnecessary reinvention.

- Our project suggests ideas about the selection, onboarding, and professional development that might be useful for chief & state academic officers for collaborative success.

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NCCCS

Collaborative Project Overview

AI.iNC Artificial Intelligence in North Carolina

AI.iNC, our state-level innovation center dedicated to integrating artificial intelligence competencies across our community college system. This initiative represents a forward-thinking approach to preparing students and faculty for a rapidly evolving workforce landscape transformed by AI technologies.

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Elements of Workforce Transformation

Understanding Disruption

Emerging Career Pathway Exploration

Integrating Future Ready Skills

Education & Workforce Ecosystem Development

Worker Learner Experience Model

Creating Future Workforce Ready [FWR: "FUTURE SKILLS AGENDA"]
Student Centered, Skills Forward, Lifelong Learning Design

Growth & Exploration
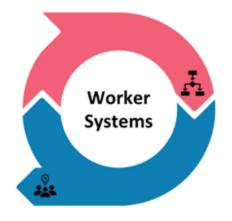
Learner Systems

Course Choice and Enrollment

Guided Economic Pathway Model
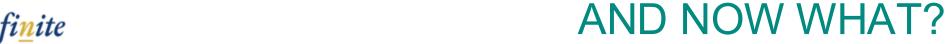Dr. Andrea J. Crowley

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From Linear "Completion" Design
to Fluid Life-long Learning Systems of Development

1

Learner Systems

2

3 — Develop Future Work Ready Skills within and Across Disciplines

4 — Test and Integrate Future Ready Skills in WBL Opportunities

Worker Systems

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AND NOW WHAT?

Growth & Exploration

We seek information on personal and professional growth and possibilities. We begin the search for more formal education and the investment required for advancement. Explore possible credentials against professional and personal goals.
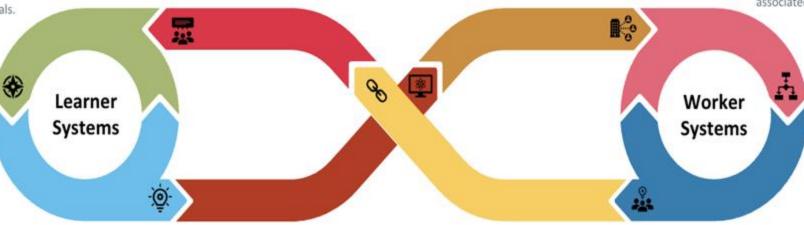
Stackable Career Skills Exploration

Cross-role/discipline contribution helps us recognize growth potential in career and personal contexts. We seek occupational advancement and improved economic outcomes requiring a new level of experience and formal skills for career pathway progression.

Test and Integrate Future Ready Skills in WBL Opportunities

We build professional networks in the discipline and experience work-based learning scenarios to apply our newly learned "T-shaped" concepts and terms. We can articulate the value of our education and demonstrate fit.

Apply Future Work Ready Skills

We adapt to new processes and employment environments. We hone the skills required of the job role. The employee development journey builds deeper knowledge of specific job role associated skills.

Learner Systems

Worker Systems

Course Choice and Enrollment

We learn more about our fit and readiness in a preparation pathway. Determine and engage in the sequence of credentials that align to career goals. Engage in formal education that improves skill and contribution at work.

Develop Future Work Ready Skills within and Across Disciplines

We learn the terms and concepts that underpin our desired discipline. Builds conceptual and experiential knowledge of career roles and expectations.

Advance Career Mobility

Integrate a broad portolio of skills and learn how to integrate FWR skills across a variety of situations and applications. We are effectively integrating our discipline and transferrable talents to improve system-wide performance and processes.

Expand Future Work Ready Competency

As technology requires upskilling and reskilling, our life-long learning skills and growth mindset encourage us to build future-proof adaptability and transferrable skills. Workers hone the technical and interpersonal skills needed to thrive in a tech-enabled future.

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