



T-SUMMIT 2014: Cultivating Tomorrow's Talent Today

Q1: If we can only meet the challenge of talent in the 21st century through partnerships as opposed to individual action, what are the actions that we must do together?

- **Implications for teaching and learning (K20)** –Participants saw clear implications of the T-shaped concept for teaching and learning at every level of the education system.
 - Realign curriculum to better match employer needs
 - Development of “real world projects” for students, faculty, industry to jointly engage in
 - How best to invite, engage K12 system to connect to this initiative
- **Collaboration, partnership, network, interface between higher education (HE) and industry (I)** –
 - Develop key stakeholder HE-I partnerships and networks
 - Leverage talent in HE-I to achieve greater synergy, innovation
 - Greater involvement by I in curriculum development, (e.g., capstone projects for students)
 - Develop common vision, goals, expectations, desired outcomes, roles, frameworks
- **Organizational culture change** – Participants described elements of HE- I culture that are *problematic* or *aspirational* (e.g., if this were true, we’d be more likely to achieve our goals). They also identified and described equity/ inclusion strategies as imperative to success.
- **Continue, promote, expand the conversation**
 - Widen participation in the conversation; engage a broader community
 - Use continued dialogue to help break down intra/intergroup silos
- **Implications for talent recruitment, hiring, training**—Participants cited greater, deeper HE-I partnerships as a critical strategy.
 - *Talent identification/grooming* (e.g., “We need I mentors willing to engage with students”)
 - *Recruitment* – (e.g., “Bridge gap between T-shaped CIO vision and recruiters’ hiring practices.”)
 - *Hiring* – (e.g., “Focus on job training, entry level opportunities. Results/retention would improve.”)
 - *Training* – (e.g., high turnover rate for new employees creates imbalance in investment/training)

Q2: What do I need from others, in and outside of my organization, to make any partnership successful?

- **Collaboration, partnership, network, interface between HE and I**
 - Greater involvement by I in HE activities (e.g., support for UR, involvement with career services)
 - More opportunities for developing and sharing best practices



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- **Organizational culture change**
 - Shift cultural norms to reduce barriers to change (e.g., siloing, risk aversion)
 - Adopt new norms that make reaching desired outcomes more likely (e.g., “Transparency, congruency, alignment, shared vision”; “freedom to innovate”, “willingness to embrace change/experimentation”).
- **Commitment, buy-in**—Participants said commitment from leaders, faculty was mission critical.
 - Senior level executives, leaders need to make a visible, ongoing commitment to T-shaped concept.
 - HE, I organizations must commit time and resources to T-shaped efforts.
 - Long-term commitment (e.g. “Take the long view. ‘Skin in the game’”).
- **Develop a common vision, goals, expectations, desired outcomes, roles, frameworks**
 - Develop common terminology “Speak the same language”
 - Identification of common goals (“Collective sense of where the puck is going.”)
 - Role clarification (e.g., “An understanding of who does what”).

Q3: What do I uniquely bring to any partnership that will help meet the needs of others in order to make the efforts successful?

- **Individual T-shaped characteristics**
 - Inclusivity, empathy, strong vision and spirit, open-mindedness
 - Ability to see the big picture/ability to see long term
 - Diversity of participants’ professional experiences
- **Experience in respective fields**—Participants described boundary spanning roles throughout their careers
 - Significant experience in positions in HE, I, or both
 - Varied backgrounds of instructors can bring new perspectives to the classroom
- **Career/placement expertise**—Career services professionals can effect change as middle men between HE-I
 - Create focus groups, advisory groups
 - Creating partnerships, networks for students to engage more with I as undergraduates
- **Innovative Teaching Practices**—Emerging best practices can spark change
 - Use student evaluations of themselves, teachers, peers, as a metric of quality teaching
 - Varied backgrounds of instructors can bring new perspectives to the classroom
 - “e.g., Disciplines as we know them are not designed to solve complex problems—hence the need for T-shaped skills to help integrate the disciplines and define new disciplines”