Presenters

Sherri N. Braxton, Sc.D.
Senior Director for Digital Innovation
Bowdoin College

Kelly Hoyland
Director, Higher Education Programs
1EdTech

Luke Dowden
Chief Online Learning Officer and Associate Vice Chancellor
Alamo Colleges District
About Bowdoin College

- Location: Brunswick, Maine; Chartered in 1794
- Private, liberal arts college
- $2.72 billion endowment
- 1,805 students, 189 faculty, and 117 staff.
- Focus/Programs: “...a liberal arts education [that] promotes independent thinking, individual action, and social responsibility.”
- Undergraduates only
- 34 majors, 36 minors
- Ranked 6th best liberal arts college in U.S. News & World Report in 2021
Where to Begin?

1. Align initiative with the Mission of the College & 2004 Statement on a Liberal Education identifying institution-level learning goals

2. Identify (i.e. map) institutional goals within existing programming and demonstrate badging opportunities in co-curricular space

3. Build on College goals to map and link student opportunities to meet learning goals at all levels (course, program, institution) and provide opportunities for faculty to discuss the evidence of student learning and make appropriate changes in their programs
   ○ Requires direct assessment of institutional-level learning goals & “Intentional Pedagogy”

4. Implement digital badging for IT student employees - “Digital Corp” = tier-structured development program where competencies are defined and assessed using skills-based digital badging framework
Mission and Institutional Learning Goals

The Mission of the College

It is the mission of the College to engage students of uncommon promise in an intense full-time education of their minds, exploration of their creative faculties, and development of their social and leadership abilities in a four-year course of study and residence that concludes with a baccalaureate degree in the liberal arts.

Two guiding ideas saturate Bowdoin’s mission. The first, from the College of the eighteenth and nineteenth centuries, defines education in terms of a social vision. “Our institutions are founded and endowed for the common good, and not for the private advantage of those who resort to them… but that their mental powers may be cultivated and improved for the benefit of society” (President Joseph McKibben’s inaugural address, 1803). To lose yourself in generous enthusiasm and cooperate with others for common ends… this is the offer of the College” (President William Delano Hyde, 1936). The second idea stresses the formation of a complete individual for a world in flux; there is an intrinsic value in a liberal arts education of breadth and depth, beyond the acquisition of specific knowledge, that will enable a thinking person “to be at home in all lands and all ages” (President Reed). At the root of this mission is selection. First, and regardless of their wealth, Bowdoin selects students of varied gifts, diverse social, geographic, and racial backgrounds, and exceptional qualities of mind and character. Developed in association with one another, these gifts will enable them to become leaders in many fields of endeavor. Second, it recruits faculty members of high intellectual ability and scholarly accomplishment who have a passion for education, both of undergraduates and of themselves, as lifelong creators and purveyors of knowledge.

The College pursues its mission in five domains:

1. Intellectual and Academic

   General education in the liberal arts. The academic disciplines are specialized modes of inquiry through which human beings perceive and intellectually engage the world. Both their power and their limits have led the College to make a long-standing commitment to general education. Specialist faculty can serve special students to become critically and qualitatively engaged with the perspectives and methods of disciplines in three general divisions of learning: the natural sciences, the humanities and the arts, and the social sciences. The College also sustains programs of interdisciplinary study to reveal complicated realities not disclosed by any single discipline. It requires study outside the perspectives of Europe and the West, and it encourages study abroad to foster international understanding and global awareness.

   The major field of study and independent work. Bowdoin places particular emphasis on the academic major, a concentrated engagement with the method and content of an academic discipline, in which advanced students take increasing intellectual responsibility for their own education. The College provides opportunities for honors projects and independent study, enabling students to engage in research and writing under the guidance of faculty mentors. The arrangement of teaching responsibilities of Bowdoin faculty presupposes professional duties not only of original scholarship and creative work but also supervision of advanced student projects.

   Essential skills. The universeness of American secondary education, the diversity of student backgrounds, and the demands of college-level work and effective citizenship all require that the College enable students to master essential quantitative and writing skills and skills of oral communication, with the guidance of faculty, other professionals, and qualified student peers.

2. Bowdoin 2004 Statement on a Liberal Education

   The faculty’s commitment to a liberal arts education is evident in this collective statement, issued in conjunction with the College’s last major curricular revision: “The success of a Bowdoin education is evident in the capacity of graduates to be informed and critically analytic readers of texts, evidence, and conclusions; to be able to construct a logical argument; to communicate in writing and speaking with clarity and self-confidence; to understand the nature of artistic creation and the character of critical aesthetic judgment; to have the capacity to use quantitative and graphical presentations of information critically and confidently; and to access, evaluate, and make effective use of information resources in varied forms and media. These fundamental capacities serve as crucial supports for a commitment to active intellectual inquiry—to taking independent and multifaceted approaches to solving complex problems; knowing how to ask important and fruitful questions and to pursue answers critically and effectively; sharing in the excitement of discovery and creativity; and being passionately committed to a subject of study. Graduates should thus have the ability to engage competing views critically, to make principled judgments that inform their practice, and to work effectively with others as informed citizens committed to constructing a just and sustainable world.”
Academic Assessment Planning & Curriculum Mapping

- Bowdoin’s Mission
- Institution-Level Learning Goals
- Program-Level Learning Goals
- Course-Level Learning Goals
- Direct Assessments: assignments, papers, exams (oral or written), portfolios, etc.
Capturing Competencies in On-Campus Employment

Job Success Begins at Bowdoin.

The Office of Student Employment strives to connect students with on-campus jobs while supporting supervisors in hiring and engaging students in meaningful work. Students who work on campus develop a solid foundation of competencies and skills from their work experiences, preparing them for life beyond Bowdoin.

Why work on campus?
- Build new and improve upon existing competencies/skills
- Critical Thinking and Problem Solving
- Teamwork and Collaboration
- Work Ethics
- Earn extra money
- Meet work study expectations
- Gain valuable work experience
- Develop professional references
- Join a new community

Job Competencies & Descriptions

Job competencies are a measurable pattern of knowledge, skills, abilities, behaviors, and other characteristics that an individual needs to perform work roles successfully.

- Innovation & Creativity
- Flexibility & Adaptability
- Written Communication
- Oral Communication
- Technical Literacy
- Digital Literacy
- Technical Aptitude
- Critical Thinking & Problem Solving
- Quantitative Reasoning
- Teamwork & Collaboration
- Global Fluency
- Professionalism & Work Ethic
- Project Management
- Leadership
- Initiative
Capturing Competencies in Co-Curricular Spaces

At the conclusion of the program, students are recognized for their hard work. “When students complete the program, they earn a virtual badge,” Pazos said. “They’re able to link that badge to their LinkedIn account so they can display their participation in the Social Justice Leadership Institute with their other skills, certifications, and accomplishments in a professional setting.”

More than Sixty Students Completed Bowdoin’s New Social Justice Leadership Institute

The Office of Inclusion and Diversity in Student Affairs recently wrapped up the final workshop of its new Social Justice Leadership Institute, which examines social issues that have the power to bring us together or divide us.

Last fall, Kate Stern and Eduardo Pazos piloted the Social Justice Leadership Institute for the first time with approximately twenty students. This spring, they offered the voluntary program again, and sixty-three students participated.

The Leadership Institute’s curriculum focuses on a new theme each week. In June, it will be on women's leadership.
Building Key Industry-Specific Skills: Coursera and the Harvard Business School Credential of Readiness (HBS CORe)

https://www.bowdoin.edu/cxd/skills-workshops-and-programs/accelerator.html
Career Accelerator Program

Bowdoin students get a leg up with the Career Accelerator Program, funding that lets students build industry-specific skills to stand out and land the job.

The COD Career Accelerator Program subsidizes a selection of courses that help Bowdoin students gain job-specific skills. In the summer of 2023, the program assisted over 160 students in gaining the skills they need to take their next steps. Students can choose from a Coursea license or a free or reduced rate at HBS Core.

Students interested in the COD Career Accelerator Program will be welcome to apply starting in April. Questions about the program can be directed to jack@bowdoin.edu.

Every $200 provides one student the opportunity to master a critical skill and accelerate toward the career of their choice.

Support the 2023 Career Accelerator Program

Every $200 provides one student the opportunity to master a critical skill and accelerate toward the career of their choice.

For students seeking internships, the accelerator program provides both a valuable alternative and a path to explore their interests. Developing the summer to mastery of a job-ready skill is a great way to supplement any summer experience. Like an internship, it's also a great way to engage deeply in a particular type of work and see if it's right for you.

For new graduates seeking that great first job, a course or certification can check the job offer.
Learner engagement with content

Visit the Learner Activity Dashboard for a comprehensive analysis of enrollments and completions over time in your organization.

- **Enrollments**: 764 (121 enrollments in the past 28 days)
- **Learning Hours**: 2,238 (153 hours in the past 28 days)
- **Lessons Taken**: 4,014 (270 lessons taken in the past 28 days)

Learner engagement with the platform

This usage overview shows how your contract is being utilized. Visit the Utilization Dashboard to view the complete utilization analytics.

- **Learners Invited**: 58
- **Learners joined**: 56
- **Enrolled Learners**: 50
- **Remaining Licenses**: 54/110
- **Not Joined**: 2
- **Not Enrolled**: 6
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Addressing Inequity and Access for All Students and Addressing Technical Skills Gaps
Digital Excellence (DExC) Commitment

By providing every student a 13-inch MacBook Pro, iPad mini, and Apple Pencil, Bowdoin inspires innovation and creates digital equity for every student regardless of family means, fully equipping them with the tools and opportunities to learn and lead in a digital world.

Bowdoin College's groundbreaking Digital Excellence Commitment (DExC) will provide every current student and all future students with a suite of the latest Apple technology and access to a full range of course-specific software designed to advance learning, inspire innovative teaching, and create digital equity across the student body in the wake of book essentials for success in the twenty-first century.

DExC will build on the success of Bowdoin Partnerships by equipping all students with a 13-inch MacBook Pro powered by M1, an iPad mini, and an Apple Pencil, along with access to software used across the range of courses at the College, beginning in Fall 2022. The cost of the program will be covered entirely by Bowdoin.

The College now has membership in the Liberal Arts Collaborative for Innovation (LACOL) to leverage their work in the area of digital competencies based on the Bryn Mawr Digital Competencies Framework. [pdf]
Digital Agility = Digital Literacy + Digital Fluency
Digital Agility Program

Digital Competencies, Digital Studies, Digital Fluency, and Digital Literacy: These terms cover a group of related concepts, all of which reflect concepts and skills that are vital to the 21st Century learner and citizen, what we might call Digital Agility.

The goal of this program is to prepare Bowdoin students with the digital fluency and literacy skills and competencies needed to be successful during their time at the college and beyond.

Bowdoin's Digital Agility program is comprised of 5 competencies:
1. Digital Survival Skills
2. Digital Communication
3. Data Management and Preservation
4. Data Analysis and Presentation
5. Critical Making, Design and Development

Built on a framework adapted from the Bryn Mawr Digital Competencies Framework, the Bowdoin framework customizes the competencies to address key knowledge, skills, and abilities important to our community and critical to ensuring preparedness for success beyond a student's tenure at the college. As a student successfully completes each competency, s/he will have the opportunity earn a digital badge for that competency. If all 5 competency badges are earned, the student will be awarded the Digital Agility badge.
Addressing Skills Gaps in Senior Leadership Development for BIPOC IT Professionals

https://nextleadersfellowship.org/
Next Leaders Fellowship (NLF)

Pursuing a vision where all information and technology professionals have the opportunities, support, and advocacy to achieve senior leadership roles.

EXPERIENCE & SKILLS
Enhance and develop the perspectives, skills, and experiences required to be an exceptional senior information and technology (IT) leader in higher education.

MENTORING & SUPPORT
Dialogue with and learn alongside Next Leaders Fellowship mentors who are accomplished senior IT leaders with a wealth of experiences across a range of institutions and organizations.

COMMUNITY & NETWORKING
Engage in a community that is intentionally building the kind of network of colleagues, mentors, search firms, and institutional leaders that can make the difference in advancing your career.

NLF 2023-2024 Application Webinar
The Idea

Next Leaders Fellowship (NLF) is building a framework to identify, develop, and advocate for information and technology profession higher education, with a special emphasis on those who identify as Black, Indigenous, people of color (BIPOC). NLF will recruit participants into a one-year cohort experience where they will be mentored by accomplished senior leaders committed to support professional growth. This effort is not seeking to replace existing leadership development programs, but instead will complement explicit recruiting a cohort of diverse candidates, creating a community among and around them, and providing mentorship and throughout the program year.

Background

The composition of higher education senior information and technology leaders continues to be overwhelmingly white and male. The demographic makeup no longer reflects the realities of the institutions we serve or our communities. As recently as 2018, the College University Professional Association for Human Resources (CUPA-HR) reported that 3% of higher education IT Administrators are Black/African American and 3% Hispanic/Latino, and experience suggests these data are worse for the senior-most roles such as Information Officer (CIO) and Chief Information Security Officer (CISO). A growing community of professional organizations and educational institutions are increasing efforts to use their platforms and networks to address these issues. Yet, the reality remains too few information and technology professionals who identify as BIPOC have access to the networks, professional development, stretch experiences that are often required to attain these senior roles.
# FELLOWSHIP OUTLINE

## Kickoff Experience - March 2023

Held in conjunction with the 2023 NERCOMP annual conference, the NLF Kickoff Experience will engage Fellows, Mentors, and Sponsors in a series of conversations and exercises to identify areas of focus and develop individualized plans of action for the program year. Examples include:

- NLF Program introduction
- Community building with participants and mentors
- Personal and group assessment (e.g. Belbin, Birkman Assessment, StrengthsFinder)
- Designing Your Life (DYL) workshop
- Mindful self-compassion and approaches to self-care
- Creating participant-specific personal development plans

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### Costs and Sponsorship

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<th>Event</th>
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<td>Monthly Group Experiences</td>
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<td>Mentor and Small Group Engagements</td>
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<td>Sponsored Leadership Development Experience</td>
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<td>Mid-Year Fellowship Retreat - October 2023</td>
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<td>Fellowship Completion Experience - March 2024</td>
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Contact Information

Dr. Sherri Braxton
Senior Director for Digital Innovation
sbraxton@bowdoin.edu
https://www.linkedin.com/in/sherri-braxton-5ab0367/
ELEVATING IN-DEMAND SKILLS
with Digital Badging and Professional Certificates

Dr. Luke Dowden
Chief Online Learning Officer &
Associate Vice Chancellor for Academic Success
Alamo Colleges Online
THE ALAMO COLLEGES DISTRICT: Empowering Our Diverse Communities for Success
Alamo Colleges Online

Mission

Empowering our diverse communities for success by building and strengthening each College’s capacity to deliver premier, quality digital learning experiences for students.
Alamo Colleges District
San Antonio, Texas

- 5 community colleges
  - San Antonio College
  - St. Philip’s College
  - Palo Alto College
  - Northwest Vista College
  - Northeast Lakeview College

- 8 regional & neighborhood centers
- 16 Early College High Schools
MICRO-CREDENTIALS: Making Skills Accessible, Portable, Visible
Micro-Credentials

What is a micro-credential?

- Non-college-credit training focused on a single skill or cluster of skills
- Study, practice, and improve upon a specific skill quickly
- Signals the completion of a skills-based learning experience

Digital Badges
One type of micro-credential offered by the Alamo Colleges

Two types of learning experiences that result in a digital badge at our Alamo Colleges

- In a micro-course:
  - Online, on-demand training
  - 10-15 hours to complete
- Within a college-credit course:
  - Same length as course depending on requirements
Micro-Credentials

The Why

• Empower students for success by **awarding verified micro-credentials** *(including digital badges)* that **articulate in-demand marketable and technical skills** to employers

• Increase **social mobility** and position students for greater **competitiveness** in the job market

Guiding Principles

• Competency-based

• Marketable and Technical Skills

• Credentialed faculty members and trainers
THE SKILLS LAB:
Supporting Skills Development & Providing Training Solutions
The Skills Lab

What We Do

- Train faculty/staff to embed skills badges in credit-bearing courses
- Train faculty/staff to facilitate micro-credential learning experiences
- Design and deliver employability skills training that result in micro-credentials
- Collaborate with the Colleges and local employers to design new micro-credentials
- Support the development of micro-pathways at the Colleges
ENGAGING FACULTY:
The Course+ Badge Initiative
Engaging Faculty

Course+ Badge Description

• 10-week online training that guides faculty through the badge integration process which includes:
  • Mapping skills
  • Creating skill assessments
  • Some minor to significant course redesign

• Completers receive a Badge Specialist Digital Credential

Format

• Asynchronous—weekly assignments in Canvas
• Synchronous (via Zoom)
  • 2 – faculty discussions
  • 2 – instructional design consultations
Engaging Faculty

 Marketable Skills Badges

- Collaboration
- Creative Problem-Solving
- Critical Thinking
- Empathy
- Initiative
- Intercultural Fluency
- Oral Communication
- Resilience
Engaging Faculty

Fall 2020 – Summer 2022

- 6 Faculty Cohorts
- 139 Badge Specialists 🙌
- 83% Completers are Very Confident in replicating Badges into other courses

“Going through this course helped with my knowledge of Badges, but also made me reflect on my curriculum for the course.”
- Faculty Badge Specialist
Engaging Faculty

Fall 2020 – Summer 2022
Totals

• **4,859** students enrolled
• **2,526** Total Marketable Skills Badges Awarded
• **51%** earner rate
Micro-credential Partnerships | Google

Student Seats Reserved
• 745

Alumni Seats Reserved
• 19

Google Professional Certificates with ACE Recommendations
• Six (6)

- Data Analytics
- Digital Marketing & E-commerce
- IT Automation with Python
- IT Support
- Project Management
- UX Design
ENGAGING FACULTY:
Creating a Community of Practice
Purpose
To be a thought leadership and a practitioner support group for those professionals who are awarding verified digital badges that articulate in-demand marketable skills to employers.

How
Sharing ideas, mining best practices, informing decisions

Who
Faculty or staff who are Badge Coaches or Badge Specialists
Participant Expectations

• Participate in two synchronous events per semester
• Participate in discussion forums
• Give constructive feedback to proposed frameworks and initiatives
• Be an ambassador for marketable skills
ENGAGING EMPLOYER PARTNERS:
Creating Credentials in Context
Micro-courses and Micro-pathways

- **Micro-course:** A short (10-15 hrs), non-credit learning experience that focuses on a single in-demand skill and results in micro-credential.

- **Micro-pathway:** Two or more stackable credentials that lead to jobs in high-growth sectors and path to a degree
Healthcare Micro-pathways

Late Fall 2019, we received two large state grants to design micro-pathways and develop micro-credentials. We engaged local healthcare employers in the following ways:

- **Feedback Sessions**: Met with local healthcare employers individually, in team meetings, and at a workforce conference.
- **Curriculum Development**: Recruited Subject Matter Experts from local healthcare employers.
- **Badge-to-Hire**: Worked with a local healthcare employer to guarantee job interviews for digital badge micro-course completers.
Healthcare Micro-pathways

• 15 New Micro-courses leading to employer-validated digital badges
  *Included technical and marketable skills

• 4 New CE Micro-credential Programs leading to certifications

• 5 New Micro-pathways to make career progressions accessible and visible
Engaging Employers

- San Antonio College: Empathetic Patient Care
- St. Philip's College: Phlebotomy Fundamentals
- Continuing Education: Mental Health First Aid
- St. Philip's College: Introduction to Medical Terminology
- San Antonio College: Healthcare Critical Thinking
Questions?

Dr. Luke Dowden  
Chief Online Learning Officer  
Alamo Colleges Online  
Alamo Colleges District  
ldowden1@alamo.edu  
https://www.linkedin.com/in/lukedowden
BONUS MATERIAL:
Learner Feedback
"I took this course while applying for new jobs. Believe it or not, the exercises forced me to really think about my previous experiences. I had an interview a few days ago and I was so relaxed and confident because of the exercises - the interviewers loved me and I start my new position on Monday!!"

- Learner, Resilience Micro-course
“I feel that I have most definitely honed skills that I was just mediocre at. And with this experience I honestly feel more confident and more capable in different situations that can come up on a daily basis at work... I am already looking into starting the summer session at Northeast Lakeview College.”

- Goodwill San Antonio Employee and Badge-earner
What’s Next

Closing the gap

- How do we connect this great work with employer application tracking systems?
  - Wellspring
  - Partnership with HR Open

- Continue the conversation
  - Digital Credentials Summit, Feb 27-March 1, Dallas, TX
  - Next Digital Credentials Roundtable, March 20