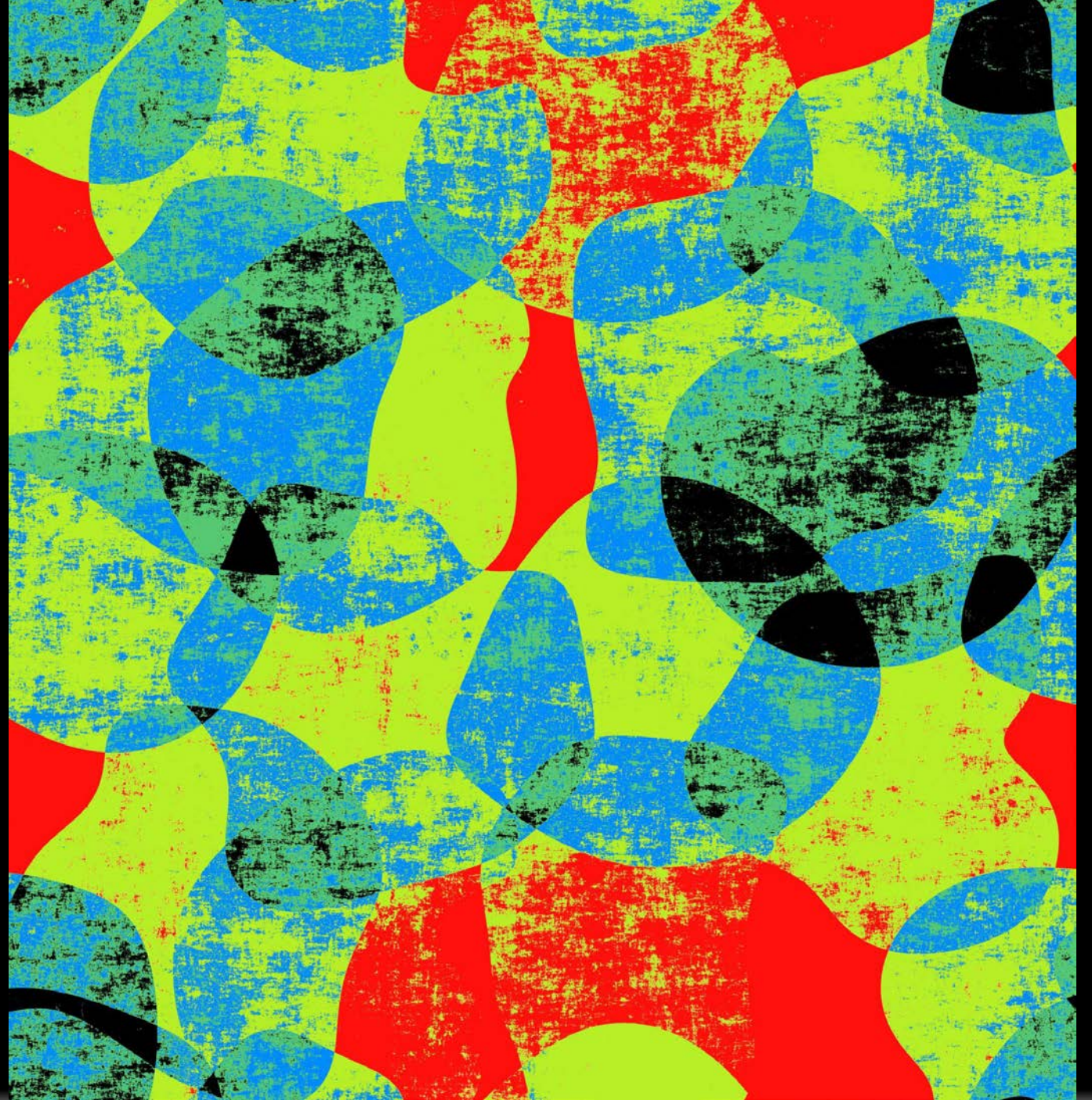


WORKING WITH ADMINISTRATORS:

HOW TO CO-EXIST IN THE TIME OF REFORM

KATHLEEN ALMY

ROCK VALLEY COLLEGE



Working with Administrators: How to Co-Exist in the Time of Reform



SPEAKER

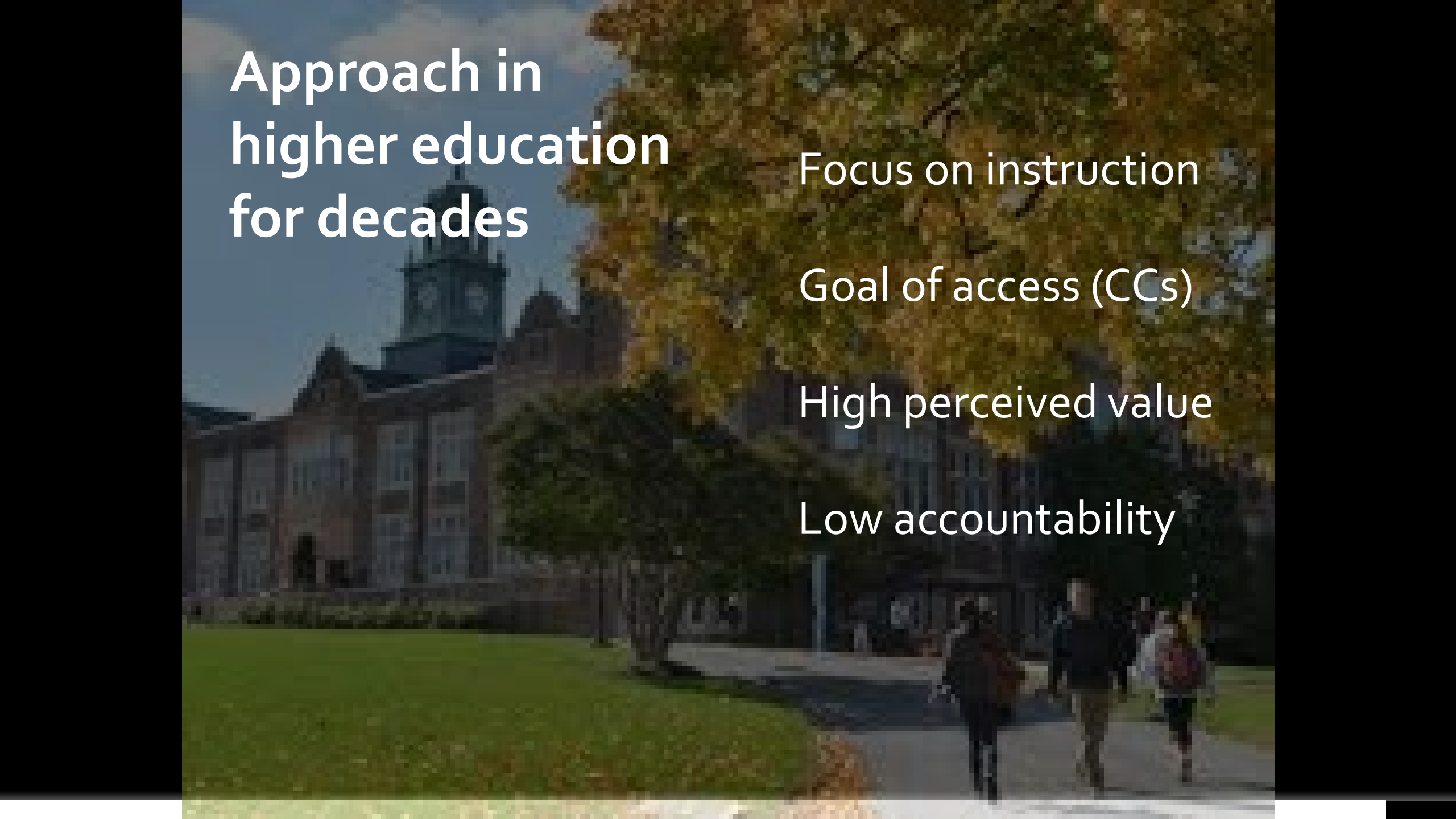
Kathleen Almy

ROCK VALLEY COLLEGE

Change is a constant in developmental education, particularly with more states creating mandates to increase completion. This session will look at common issues between faculty and administrators and their causes. Actionable tips will be provided to support faculty as they work with administrators in the constant state of reform.

1. What changes are going on in your school or state?
2. Why do you think those changes are occurring?
3. What are your concerns?

<http://bit.ly/reform2020>

The background image shows a university campus. On the left, there is a large, multi-story building with a prominent clock tower. The building has a classic architectural style with many windows. In the foreground, there is a green lawn and a paved path. Several people are walking on the path, some carrying backpacks. There are large trees with green and yellowing leaves, suggesting an autumn setting. The sky is blue with some light clouds.

Approach in higher education for decades

Focus on instruction

Goal of access (CCs)

High perceived value

Low accountability

change

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Disruptive Transformation – A Way To Change Higher Education



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[Opinion]

5 ways COVID-19 will change higher education forever, and how colleges can adapt

It's a transformative moment for higher education. But the trends driving the disruption are not new or unexpected.

Adam Weinberg Opinion contributor

Published 6:01 a.m. ET Aug. 4, 2020 | Updated 11:27 a.m. ET Aug. 4, 2020

A paradigm shift is taking hold in American higher education. In its briefest form, the paradigm that has governed our colleges is this: A college is an institution that exists to provide **instruction**. Subtly but profoundly we are shifting to a new paradigm: A college is an institution that exists to produce **learning**.

Barr, R. B., & Tagg, J. (1995, November/December). From teaching to learning—A new paradigm for undergraduate education. *Change: The Magazine of Higher Learning*, 12–26.

TEACHING

LEARNING

Classroom

COMPLIANCE

ANALYTICS

Institutional Research

COST

VALUE

Tuition

ISOLATED CONNECTED

Academics & Student Services


ACCESS COMPLETION

Institutional

What colleges are providing

What students are getting

Higher Education



Change comes either
by crisis or by planning

Angela Long



External
Changes

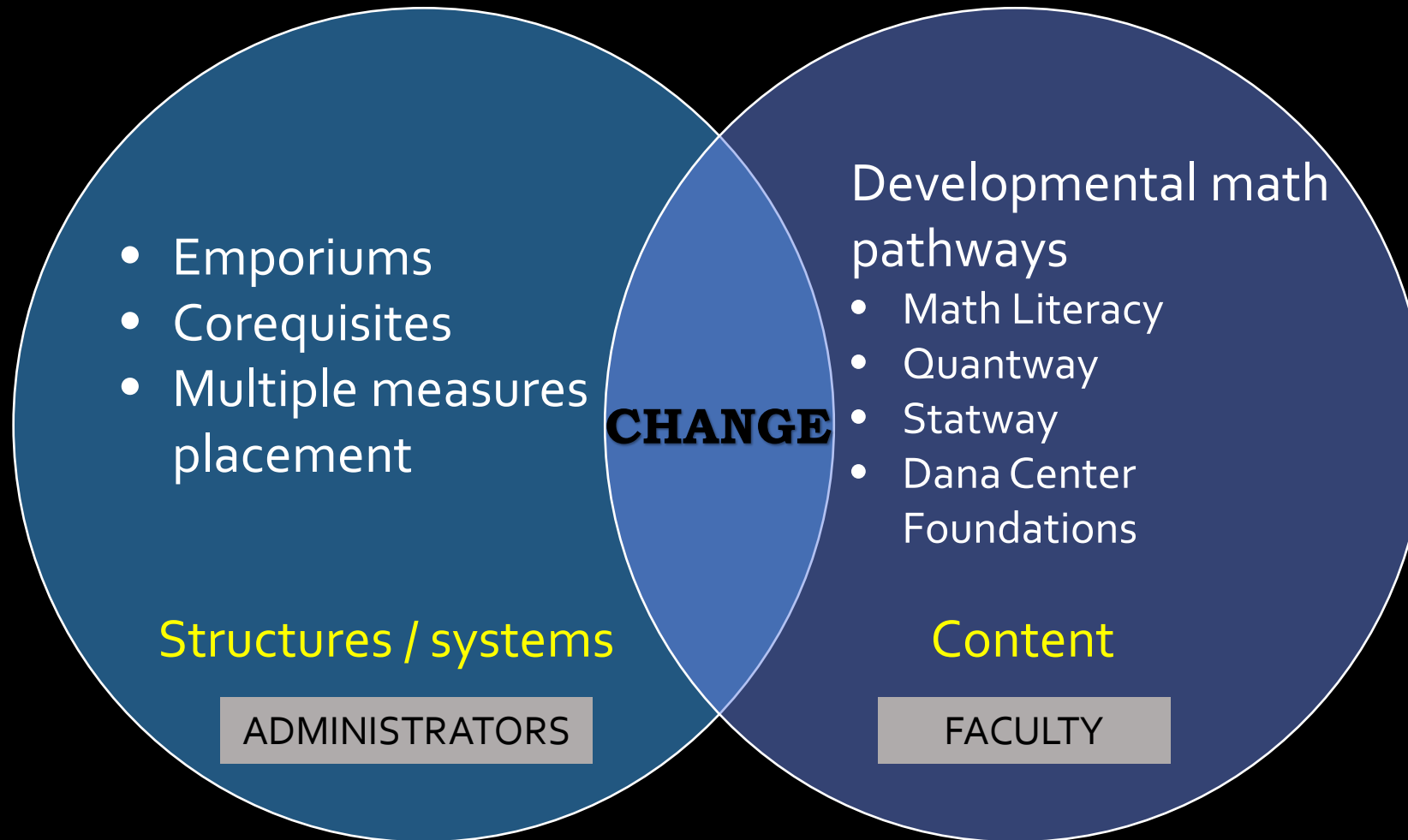


Real change comes from within

Mandates

Legislation

Recent Developmental Math Reforms



What do faculty want?

What do administrators want?

Working with administrators 101

1. Bring solutions, not problems.
2. Be mindful of the bottom line.

Platinum Rule

Treat others how *they*
want to be treated.

Some do's and don'ts of working with administrators

or how not to shut down a conversation in 1 minute

Do

Listen

Offer perspective on data

Offer to help

Be open

Ask

Don't

Roll your eyes

Discount every study

Be present for complaint sessions and absent for work

Take an "us vs. them" mindset

Assume ill will or stupidity

How do you make
change at a college?

Faculty

change

Resist reform

Guide reform



WHAT CAN YOU DO?

SOLUTIONS OUTSIDE
OF THE CLASSROOM



Engage



Support



Lead



WHAT CAN YOU DO?

SOLUTIONS INSIDE
OF THE CLASSROOM



Learn



Apply



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