WNY COLLEGE CONNECTION

Academic Leadership Institute (ALI)

October 9, 2013

Academic Leadership Institute

- Collaborative (regional) effort to develop and host development series
- Women's Leadership Institute (WLI)
- Series Intention:
  - To discuss and consider the future landscape of higher education as it related to academic and institutional management and strategic planning
  - To identify and assist in the development of academic professionals for purposes of professional growth and succession planning

Academic Leadership Institute

Development Team (from WNY CAO Committee)

- Tim Downs – Niagara University (Chair)
- Chris Holoman – Hilbert College
- Beth Tarquino – Bryant & Stratton College

Academic Leadership Institute

Session I

- Trends in Higher Education - panelists
- "Meet and Greet" participants
- Academic Leadership Institute (ALI)
  - Goals and objectives
  - Participant expectations
  - Format

Powering New Directions In Teaching, Learning and Technology

…..through collaborative analysis and planning

Alignment

……..if our academic organizations are aligned with what is going on in the world, there is a greater likelihood we will be able to adapt to the changes and put processes in place to insure success

Alignment

As educators and academic leaders – we need to be aligned with changes taking place across the educational landscape

- Scan the external environment
- Scan internal environment
  - What processes are in place that could help facilitate adapting to changes
  - What processes are obstacles to adapting to changes

External Environment

Why Does Education Need to Change?

- Student (consumer) is central driver
- Student (consumer) focused on value
  - Affordability
  - Completion
  - Career
- Student (consumer) has more options
  - Technology driving more options
  - Alternative education/business models (i.e. CBE)

Why Does Education Need to Change?

- Direction from Obama administration
  - Aid tied to performance
  - Measurement and report card systems

Opportunity

- Georgetown University's Center on Education and the Workforce projects that the US economy will create 47 million job openings over the 10 year period ending 2018. Nearly 2/3 of jobs will require some form of post-secondary education.

- 22 of the 30 fastest growing career fields will require some post-secondary education.

Opportunity

- The percentage of Americans between the ages of 25 and 64 with a two-or four-year degree is 38%. Yet, 65% of U.S. jobs will require some form of post-secondary education by 2020. To reach this Goal 2025, the nation must product 62 million high quality degrees and credentials over next 12 years.

- At current rate, US will produce approx. 39 million two- and four-year degrees by 2025; gap of 23 million.

Opportunity

- Associate degree graduates earn approximately $700K more than students who do not complete high school; Baccalaureate degree graduates earn $1M more than students who do not complete high school.
- Snapshot of unemployment between 2010- 2011 demonstrates individuals with HS diploma are 2x more likely to be unemployed than those with bachelor's degree.

Opportunity

- There are nearly 29,000,000 middle jobs in US today (jobs that require some post-secondary training but not bachelor's degree and have earning between $35,000 - $95,000)

- One in five jobs and nearly ½ of all jobs that pay at least middle class wages are middle jobs.

Opportunity

Middle Jobs Occupations

- Office occupations – 13.9 million

- Blue-collar – 9 million

- Healthcare and technical – 2.7 million

Responding to Change

Today

The Future

Expectations

The Changing Landscape

- What are we seeing?

Educational Landscape 2013

- Prior Learning Assessment

- Competency Based Education

- Flipped and Blended

- Massive Open Online Courses/Open Educational Resources

Prior Learning Assessment

Prior Learning Assessment (PLA)

- Learning acquired outside of the traditional classroom
- 4 Generally Accepted Models
  - Portfolio development
  - Non college programs evaluated through A.C.E.
  - National standard exams (CLEP , AP, DSST)
  - Challenge Exams (for individual courses)
- Addresses affordability and time to degree

Competency Based Education

Competency Based Education (CBE)

- Multi-faceted approach (less linear and structured)
- Performance mastery versus acquisition of knowledge
- Continuous assessment is built into learning model (greater control for student)
- Learning can and does take place outside of classroom (mentoring and coaching helps students to create their own path)

Flipped Classroom/Blended

https://www.khanacademy.org

Flipped Classroom/Blended

- "Lectures" take place outside of class (Kahn, TED) through the use of video content
- Class time repurposed
  - Discussion groups
  - 1:1 with faculty member
  - Project work
- Content related to YouTube videos published (www.ed.ted.com)
- Content is free

Massive Open Online Courses/Open Educational Resources

Massive Open Online Courses/Open Educational Resources

- No charge – online courses
- Typical class - 25,000 – 50,000 students (completion rate – approx. 10%)
- Original intent – quest for knowledge; academic world attempting to make sense of MOOCs
  - Coursera
  - Udacity
  - MOOC2Degree

EXTERNAL ENVIRONMENT

External Environment - Focus on cost (access) and value (ROI)

- Presidential plan to reduce cost of College education "Better Bargain for the Middle Class"
  - Rate Colleges based on value to students
- Student loan debt now exceeds $1 trillion
  - 37 million Americans have student loan debt
  - Student loan debt has grown by nearly 300% in the last 8 years
- Affordability and employability

HEOA Reauthorization

- The Higher Education Act of 1965, as amended (HEA, now HEOA) is to set to expire in 2013, but an automatic one-year extension will occur should Congress fail to pass a Reauthorization bill in 2013.

- HEOA likely to be addressed in 2014 or later (the 2003 Reauthorization was extended ~ 13 times and was finalized in 2008).

- Expected topics include:
  - Empower students as consumers in higher education
  - Simplify and improve student aid and loan programs
  - Increase college accessibility, affordability and completion
  - Encourage institutions to reduce costs
  - Promote innovation to improve access to and delivery of higher education
  - Balance the need for accountability with the burden of federal regulations

Internal Environment

- Recognize the external environment

- Create appropriate mechanisms to address change

- Better awareness of what we can do to align our institutions to the changes

How Does the External Environment Impact Today?

As we consider the external environment and strategic future---- important issues that will assure attention is focused on the changing landscape

- Institutional changes
- Changes to the learning environment
- Changes in planning, implementation, management, assessment

Panelists

Dr. Virginia Schaefer Horvath
State University of New York at Fredonia

Dr. Gary Olson,
Daemen College

Program Overview

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ALI: Program Objective; Outcomes/Goals

Objective: ALI, as a professional development program; is intended to generate greater awareness regarding the management of academic departments, units (e.g., Colleges or Divisions) and from an overall institutional perspective.

Goals:

1. To prepare an enhanced pool of leadership "talent" across the WNY region, somewhat in the tradition of succession planning.
2. Develop and deliver a high quality professional development experience.
3. Connect participants into a regional network of leaders for advice, mentoring and idea sharing.

ALI: Program Sessions-Topics

- Trends in Higher Education (10/09/13)

- Managing Faculty and Staff in Higher Education (11/13/13)

- Fiscal Management in Higher Education (01/08/14)

- Managing and Facilitating Change in Higher Education (02/12/14

- Assessment, Program Review, and Accreditation (03/12/14)

- Reflections and Looking Forward (04/09/14)

ALI: Learning Process; Participant Expectations

- Attend all sessions, in order to maximize learning (it is understood that sometimes it is impossible to be in attendance!).

- Readings and information will be provided (before and/or after sessions); Read and reflect on issues in higher education in order to be an even more informed participant in the program.

- Journaling: Participants are provided a journal in order to chronicle their observations in reference to the discussion topics and readings. Come prepared to share reflections in small groups during each session-a peer learning model of management development.

ALI: Closing Remarks and Questions

- Summary Comments

- Questions

- Adjournment

- See November 13, 2013 (location to be confirmed via e-mail)