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**TAKING ACTION  
WORKSHOP:  
INFLUENCING POLICY**

# What is policy?

- ⦿ Rules enacted by those in power
  - Legislation is one form of policy, but most policies are not legislated
  - Policy is very transitory; it's always moving and changing (and it isn't always implemented)

# Levels of policy-making

## ◎ Federal

- E.g., federal laws governing Student Financial Aid or Title IX

## ◎ State

- E.g., state laws related to performance-based funding or DC/CE

## ◎ Local

- E.g., department or campus policies related to placement, PLA, or WAC/WID

# How is policy made?

*How policy is made determines how/whether it will be implemented*

- ⦿ Consensus (v. debate, protest)
- ⦿ Alliance-building, relationship building
  - More than collaboration: coalition building is *strategic*
- ⦿ Deliberation, “the long game” -- change is not instantaneous, or permanent

# Considerations

- ⦿ Differences in communication styles and culture
  - For scholars, critique = engagement; for policy makers, critique = “attack”
  - “Value”/success, timelines, accountability
- ⦿ Fundamentally different approaches, perspectives
  - Policy tends to be made in controversy, in response to problems
- ⦿ “Microscope” vs. “telescope” perspectives
- ⦿ Disconnect between K-12/Higher Ed.
- ⦿ Funding shifts (\$ tied to an agenda)

# NCTE/CCCC Policy Efforts

- ⦿ Policy Research (Squire Office)
- ⦿ Policy Platform (Literacy Advocacy Day)
  - Ensuring equitable access to learning
  - Assessment and accountability that open life pathways
  - Valuing teacher expertise as a condition for literacy learning
- ⦿ Policy Analysis Initiative
- ⦿ CCCC Policy Fellow
- ⦿ Williamson Policy and Advocacy Center (Policy Advocate Summer Intern)

# Policy Analysis Initiative

- Dual Credit/Concurrent Enrollment
- Prior Learning Assessment
- College Completion
- PARCC/Smarter Balanced (Placement)
- Dev. Ed. Reform
- Performance-based/Outcomes-based funding
- Transfer & articulation policies

# Examples of “local” policies

- Determining whether or how much SAT/ACT scores figure into admissions decisions
- Selecting, implementing a placement tool
- Instituting a writing assessment program or WAC/WID program
- Establishing new faculty or adjunct faculty mentoring efforts
- Offering ALP or other alternatives to remediation

# Final Thoughts

- ⦿ Our power as educators rests in our standing in community and expertise in discipline
  - Become the “trusted public voice,” an expert resource
- ⦿ Act strategically: plan ahead, read the environment, build relationships, know where to engage *before* issues arise
- ⦿ Much done at the micro-level can have a major impact (“seeping”)
  - ⦿ Try to work locally first!