Forging Partnerships That Advance Engagement, Learning and Success

March 27, 2013
Forum on Collaborating for Student Success
Purdue University
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Framing our conversations
- The Context: Changes and challenges.
- Student engagement: A unifying perspective for creating shared responsibility for learning.
- Collaboration: A key primary strategy.
- Spanning boundaries to identify opportunities.
- Campus examples of effective collaboration
- Conclusion and call to action.
- Appendix: Helpful resources & presenter’s contact information

What was college like in 1963?
- Students
- Expectations
- Rules & regulations
- Outcomes

What’s changed in 50 years? ????

Changes and challenges
- Shifting economic agendas… scarce resources
- Rapid rise in costs and massive loan indebtedness
- Need to reduce costs, increase net revenues, root out waste and become more efficient and effective
- Greater calls for accountability… performance funding
- Unacceptable time to degree
- Specialization and compartmentalization …silos
- New ways of defining “collegiate quality”

One wish to improve…
- Students
- Faculty
- Administrators

What really matters in undergraduate education?

Propositions worth debating
- Most institutions have failed to create a consensual definition of student success & common framework.
- Few institutions have systematically studied the student experience … “assessment-free zones” / data averse.
- Deeply rooted cultural and mental model differences create a “great divide” between academic and student affairs.
- Classroom experiences and curriculum are often viewed as the sole contributors to learning & student success.
OUR REALITY & CHALLENGE

“Colleges and universities are highly differentiated organizations where the basic unit, faculty, are loosely coupled.”

Weick, 1987

Challenge: How do we create a collective, shared responsibility for learning in a highly differentiated, specialized, fragmented constellation of silos?

TO CREATE THE FUTURE, CHALLENGE THE PAST!

The Learning Paradigm --- Engage in “new business”

“The Learning Paradigm envisions the institution itself as a learner…” (Barr & Tagg, 1995)

“As we understand the term, learning is not something reserved for classrooms or degree programs. It is available to every member of the academic community, whether in the classroom or the administration building, the laboratory or the library, the residence hall or the performing arts center... Learning is available to all and all serve learning.

(NASULGC, 1997, p.17)

Framework: Astin’s Model

I
INPUT
Entering characteristics

E
ENVIRONMENT
Full range of experiences

O
OUTCOMES
Desired results

E
Engagement
L
Learning / G
Graduation

Student engagement: A common language & practical framework

...the time and energy students devote to educationally sound activities, inside and outside of the classroom, and the policies and practices that institutions use to induce students to take part in these activities...

Two components of student engagement

• # 1 What students do – the time and energy devoted to educationally purposeful activities in and outside of the classroom.

• # 2 What institutions do – using effective educational practices to induce students to do the right things

Engagement continuum

Student Affairs vs. Academic Affairs ... where do you fall on the engagement continuum?

CONTENTIOUS >> COMPETITIVE>> COMPLACENT >>

or

CORDIAL >> COURTEOUS >> COOPERATIVE>>

or

COLLABORATIVE
Collaboration: Bridging the great divide

*the process of shared creation*
Schrage, 1989

Identifying opportunities that lend themselves to collaborative responses

* Lessons from *Lonesome Dove* … Woodrow, Gus and Deets

Connecting the dots: The role of boundary spanning integrators

* The term *boundary spanning integrator* is appropriate for educators who constantly assess the broader institutional environment, identify opportunities that lend themselves to an assertive, collaborative response and develop alliances and partnerships to enhance student learning and institutional effectiveness.

* IMPLICATION:* A commitment to learning and success knows no boundaries and focuses on all students, as well as institutional agents and agencies in pursuit of effectiveness and success!

What does this new role entail?

<table>
<thead>
<tr>
<th>Boundary Spanning</th>
<th>Traditional Approach</th>
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</thead>
<tbody>
<tr>
<td>Risk taking</td>
<td>Risk averse</td>
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<tr>
<td>Outward oriented</td>
<td>Insular / silo-centered</td>
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<tr>
<td>Proactive / change</td>
<td>Reactive / status quo</td>
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<tr>
<td>Data driven: evidenced-base</td>
<td>Data averse</td>
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<tr>
<td>Systematic &amp; sustained</td>
<td>Fragmented and sporadic</td>
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<tr>
<td>Collaborative / partnerships</td>
<td>Complacent &amp; cordial</td>
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<td>Performance results/ oriented</td>
<td>Status activity / oriented</td>
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<td>Empowered advocate</td>
<td>Apologist</td>
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Scouting examples that illustrate highly successful partnerships.

* Creating seamless learning experiences by connecting core curriculum with core experiences.
* Improving performance in high risk courses
* Shifting from "traditional" to "enhanced" advising
* Aligning critical functions in the enrollment–loan disbursement process

Call to action

“Our challenges are no longer technical issues of how to allocate rising revenues, but difficult adaptive problems of how to lead when conditions are constantly changing, resources are tight, expectations are high, and options are limited. We live in an age of transformational, not technical, change. Our leadership, like our institutions, must become transformational as well.”

The Kellogg Commission
A story of transformation

- The year…1963
- The setting…racially segregated New Orleans, Louisiana.
- The scene … the Biomedical Computing Center, Tulane University
- The participants …. George Johnson, the custodian and Dr. James Sweeney, the Director
- The result….TRANSFORMATION
- The “power of one”… if not you…WHO?

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Appendix

- Strategies for facilitating collaboration & partnerships
- Organization learning lessons
- Resources on collaboration, partnerships, learning and success.
- Presenter’s contact information.

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Strategies for facilitating partnerships

- Boundary spanning and environmental assessment
- Identify issues of consequence at the macro and micro levels (i.e. self-interests; triggering events, aims, etc.)
- Determine primary and ancillary stakeholders…ones with expertise, insights and motivation —avoid “committees”
- Create a sense of team…..common goals; processes that build trust, respect, openness, etc.
- Seek opportunities most likely to result in early success

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Organizational learning lessons

- Begin with the end in mind
- Left to our own devices, we pay far too much attention to things of too little importance to our students.
- Waste is the unintended consequence of unattended work processes.
- An organization is a relay team; the better the handoffs, the better the results.
- To create the future, challenge the past.
  Dan Seymour, Once Upon a Campus

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Resources (Cont.)

- Project DEEP (Documenting Effective Educational Practices) http://webdb.iu.edu/Nsse/?view=deepbriefs. Practice briefs.

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Resources (Cont.)


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