



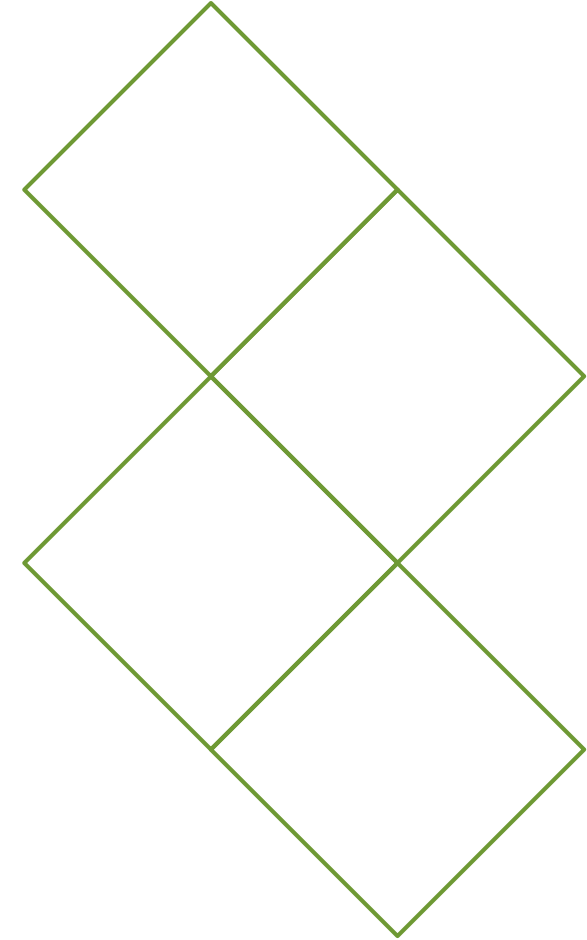
The Society for College
and University Planning

Better Together

Improving the Student Experience Through **Interdepartmental** Planning
and Collaboration



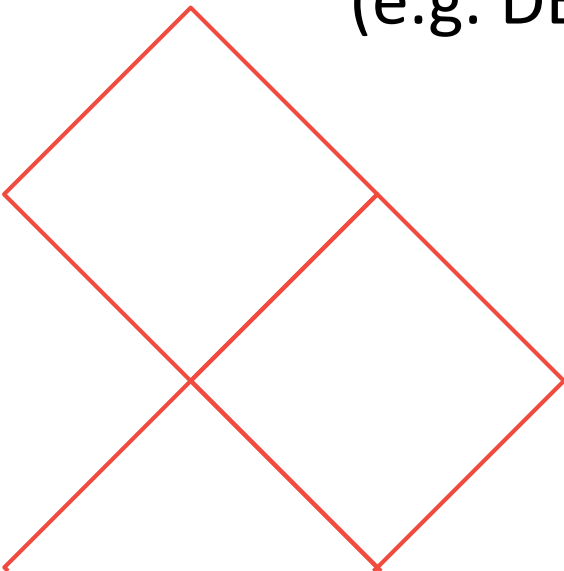
“Please stand and
be recognized...”



The Society for College
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The importance of supportive networks

- Creating of a 'learning community'
- Shared responsibility across the institution (e.g. DEEP project)



Principles for responsibility sharing

No single unit on campus by itself can improve the student experience

Institutional mission and values guide all decisions

Leadership “Models the Way”

Strong linkages between academics and student affairs/support

Student self-efficacy is encouraged



Institutional case study:

CityUniversity of Seattle



Strong
Global
Presence



Ongoing Support
&
Professional
Development



Strong Retention
Rates
&
Completion Rates



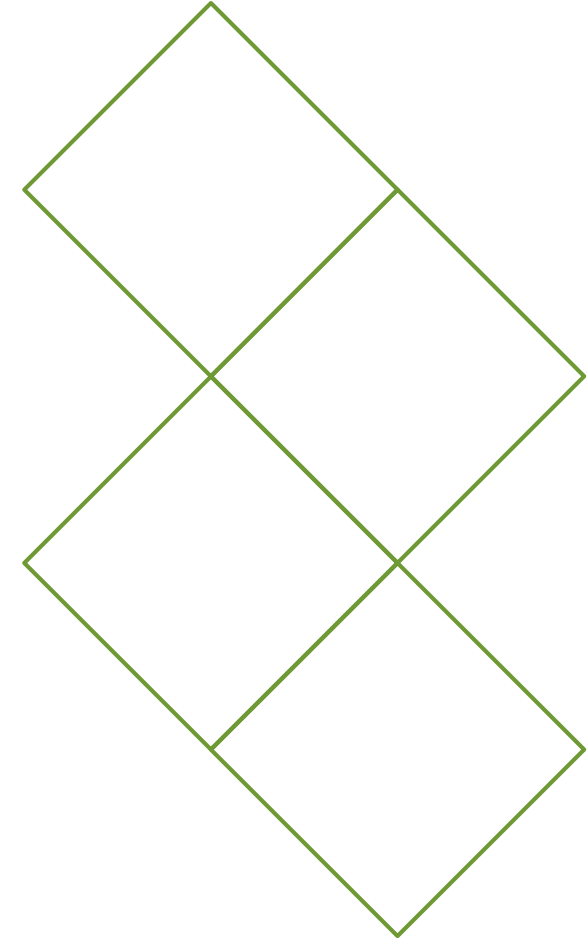
High Student
Satisfaction



50,000+ alumni world-
wide
Serve approx. 6,500
annually



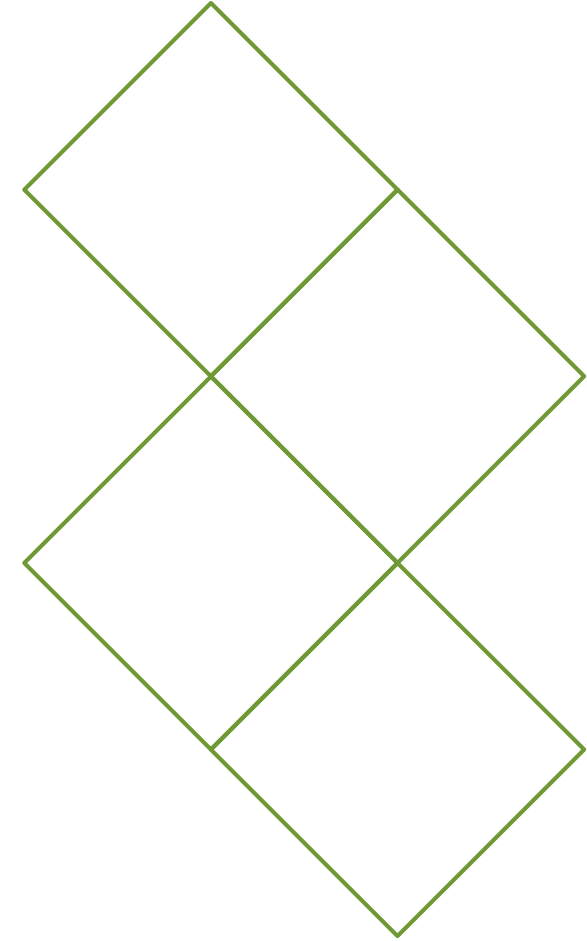
Multiple PNW locations, as
well as in Canada, China,
Czech Republic, Mexico,
Slovakia, Switzerland and
Vietnam



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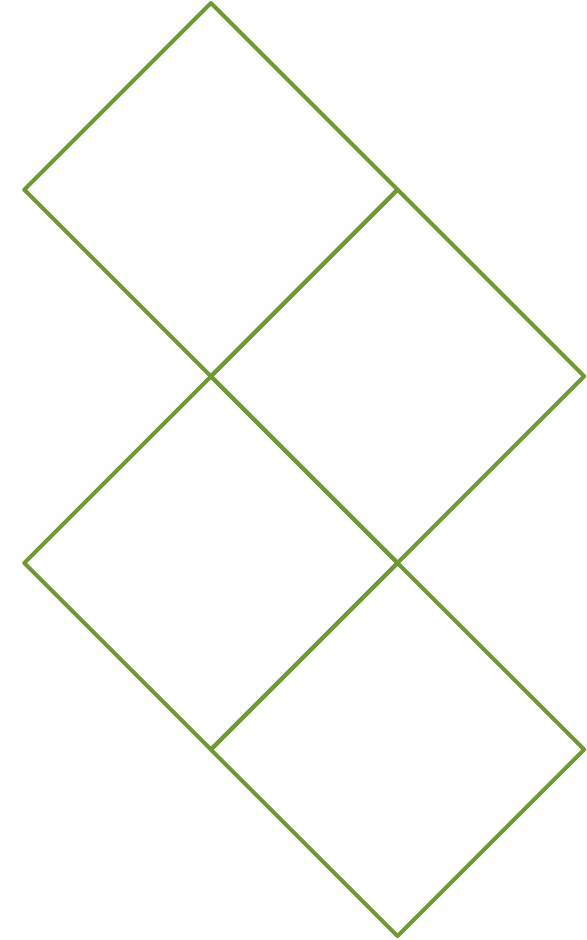
Institutional case study: Part 1a - class

- **LDRD 600: Introduction** to the program is the first class students take and is a precursor to **LDRD 600: Leadership Theories and Analysis**
- The class focus is designed to be a one-month, self-paced class that prepares students with the writing and research skills needed for academic success



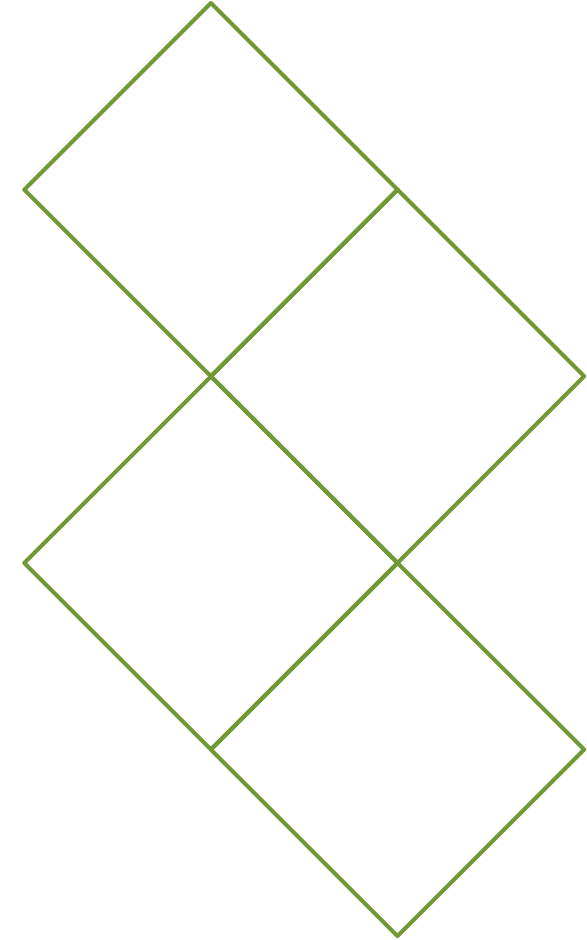
Institutional case study: Part 1b – class monitoring

- **Within the first week**, communication with student advising (and or admissions) happens (from faculty):
 - Acts as first checkpoint
 - Who has engaged in class or not
 - Clears up any technical/registration/administrative issues
- As they progress (**on a weekly basis**), continued communication with student advising/admissions:
 - Resolution of any lasting issues
 - Reinforcement of missing assignments, etc.
 - Lasts until last week



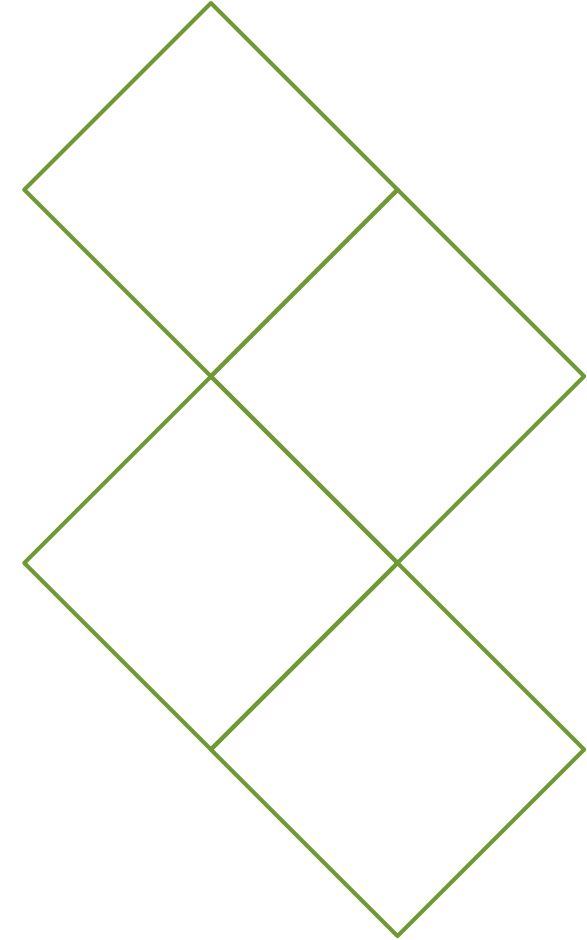
Institutional case study: Part 1c – class evaluation

- **Towards the end of the class**, communication also includes NEXT class (along with student advising):
 - Continued monitoring from advising/admissions
 - Contact with next instructor to make them aware of any issues/challenge with students (usually writing)
- As they complete the class, continued communication with student advising/admissions AND other faculty on:
 - Adjustments to class curriculum
 -and a new cycle starts...



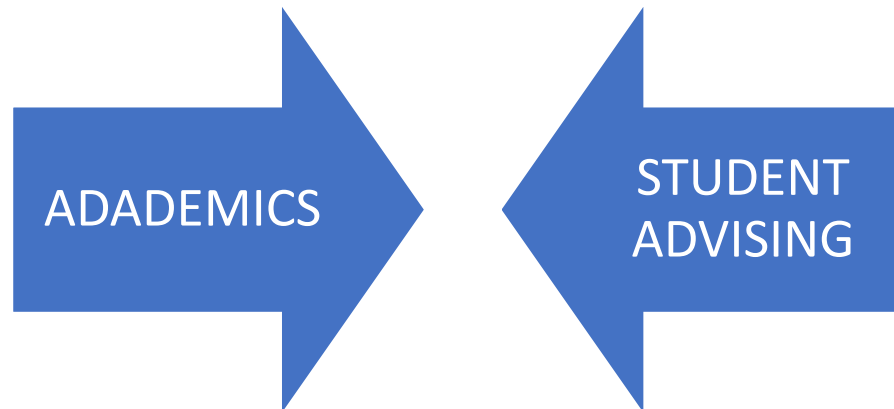
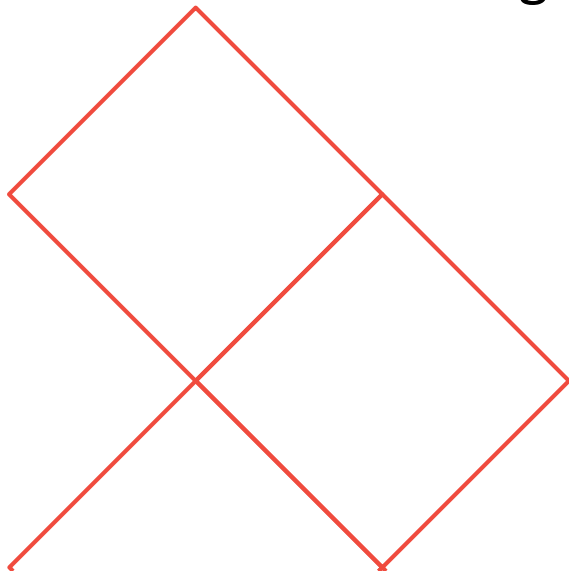
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Institutional case study: Part 2 – program monitoring (every 3 - 4 wks)

- Every 3-4 weeks (setup standing meeting)
- Discussion of academically “at risk” students (for any reason)
- Information exchange (from faculty) for possible curricular changes and impact to students (from student advising)
- Redesign curriculum as appropriate



Key takeaways from collaboration case

From the ADVISING perspective

- Ensure lead time for possible curricular changes
- Keep advisors in loop immediately
- Even shorts updates can help
- Collaboration with faculty is critical beyond other collaborative opportunities (e.g. housing, etc.)

From the FACULTY perspective

- Build in a regular check in cycle in conjunction with class
- Develop rapport early with students
- Use any technology tools to assist with monitoring (e.g. Bb course evaluation tools)
- Collaboration supports a strong curricular strategy



Additional collaborative examples:

Instructional adjustments

- Department of curriculum & instruction (instructional design) works regularly with academics (faculty) on program design and academic outcomes development

Shared curriculum (across different programs)

- School of Applied Leadership-School of Management co-creation of doctoral residency experiences

Assessments and evaluations

- Academic units work in shared partnership with curriculum & instruction on assessment/evaluation process

Outreach opportunities

- Academic units and marketing/outreach collaborative work (via shared applications) for outreach & external relations initiatives

Library support

- Some courses have embedded components (curricular) that require library interaction and collaboration with course design from library is critical

Senior leadership

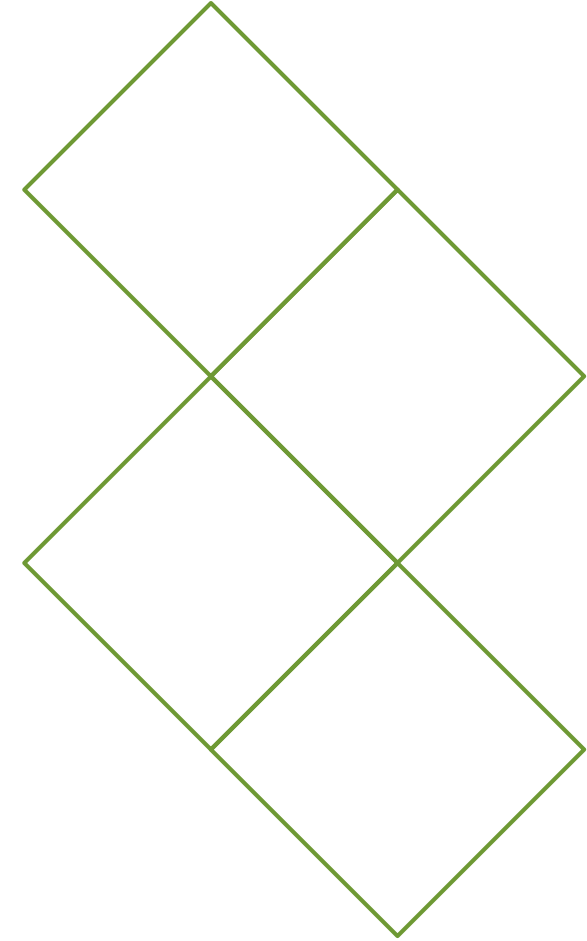
- Cross campus committees (Provost, Deans, Registrar, Student Services) work on program revisions and approvals



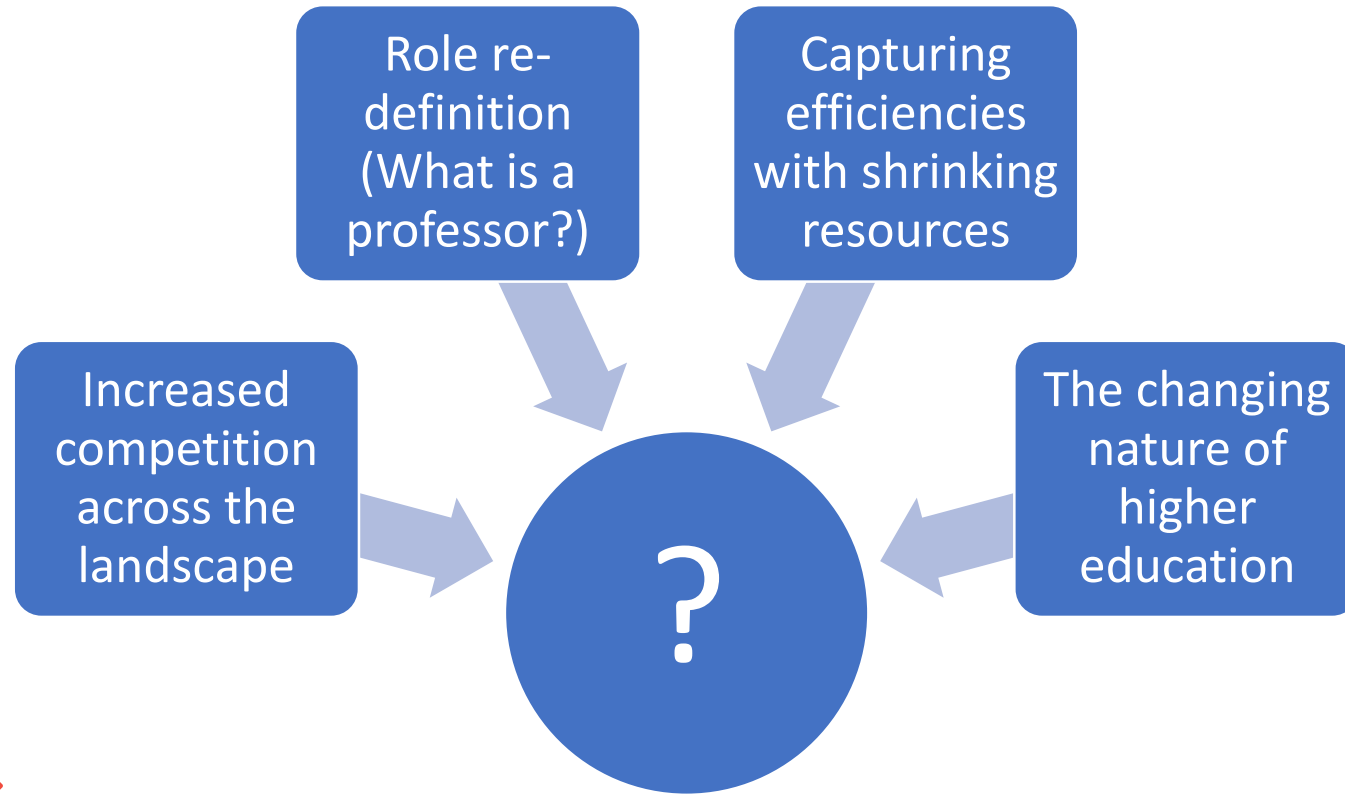
YOUR TURN:



- What are some examples of successful collaboration at your respective campus?
- What made it work? (elements, conditions, key people, etc.)



Is distributed leadership the future of governance?



“Perhaps most important now is higher education’s ability to adapt to changing conditions. No one knows what higher education will look like in the coming years. The only certainty is that an open system will continue experimenting with forms and content, learning and revising as it goes, even while retaining the strengths it has developed over the past 350 years.”

Arthur Cohen “The Shaping of American Higher Education”



thank you

jdomingo@cityu.edu



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