

Meeting the Student Learning Imperative: Building Powerful Partnerships Between Academic Libraries and Student Services

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Today's Session Offers You ...

- Familiarity with the student services framework that provides opportunity for substantive and sustainable outreach and collaboration between academic librarians and student affairs educators;
- Insight into how to leverage opportunities for substantive collaboration between academic libraries and student services programs; and,
- Encouragement to explore the potential for collaborative instructional programming between the academic libraries and student affairs programs at your campus.



Foundations for Partnerships Between Academic Libraries and Student Services



Meeting Student Needs in a Seamless
Learning Environment

Foundations for Partnerships: Evolving Professional Context

- Both professions have evolved within the context of broader changes in higher education
- Both focus on the complementary roles of teaching faculty and other professionals to foster student learning through the curriculum and the co-curriculum
- Both have redefined their roles within the context of a focus on student learning over the past 25 years
 - From “Student Personnel Administrator” to “Student Affairs Educator”
 - From “Library Orientation” to “Information Literacy Instruction”

Foundations for Partnerships: The Seamless Learning Environment

- “there is no imperative as pressing in the twenty-first century as collaboration” (Kezar, Hirsch, & Burack 2001)
- “the most powerful learning environments are those that integrate the curricular and the cocurricular in meaningful ways” (Terenzini, Pascarella, & Blimling 1999)

Foundations for Partnerships: Professional Position Papers

- *Student Learning Imperative: Implications for Student Affairs (1994)*
- *Principles for Good Practice in Student Affairs (1997)*
- *Powerful Partnerships: A Shared Responsibility for Learning (1998)*

The Student Learning Imperative

- Student learning as the criterion “by which the value of student affairs is judged”
- Need to attract to the profession and reward “people who design programs, services, and settings that . . . foster a wide range of learning outcomes”
- Student affairs professionals must “[bridge] organizational boundaries and [forge] collaborative partnerships with faculty and others to enhance student learning”

Principles for Good Practice in Student Affairs

- Engages students in active learning
- Helps students develop coherent values and ethical standards
- Sets and communicates high expectations for student learning
- Uses systematic inquiry to improve student and institutional performance
- Uses resources effectively to achieve institutional missions and goals
- Forges educational partnerships that advance student learning
- Builds supportive and inclusive communities

Powerful Partnerships


- “It is only by acting cooperatively in the context of common goals . . . that our accumulated understanding about learning is put to best use”
- “Much learning takes place informally and incidentally, beyond explicit teaching or the classroom, in casual contacts with faculty and staff, peers, campus life, active social and community involvements, [etc.]”
- “All those involved in higher education . . . [must] view themselves as teachers, learners, and collaborators in service to learning”

Common Themes

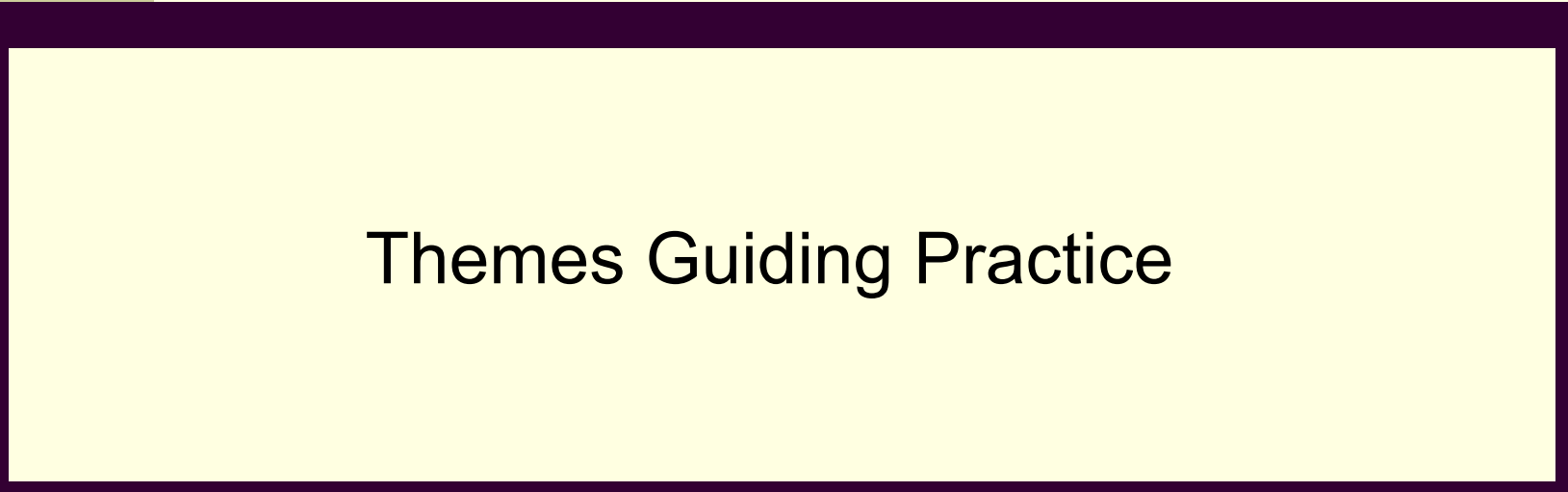
- Student learning is the primary measure by which the quality of undergraduate education is assessed
- Collaboration enriches student learning experiences
- Student learning occurs through the curriculum and the co-curriculum and effective professional practice depends on “[initiating] educational partnerships and [developing] structures that support collaboration”
- Focusing on student learning represents a shift and requires new mechanisms for professional education, recruitment, and support

Foundations for Partnerships: Lighthouse Programs

- Programs representing effective collaboration between academic affairs and student affairs units include:
 - Learning Communities
 - First-Year Experience
 - Diversity Programming
 - Leadership Education
 - Service Learning



Building Powerful Partnerships Between Academic Libraries and Student Services



Themes Guiding Practice

Peer Education

- Fostering interaction among peers recognized as a principle of effective undergraduate education
- Scope of activities undertaken by peer educators increased significantly over the past 15 years
 - Peer Tutor
 - Peer Advisor
 - Peer Mentor
 - Peer Facilitator
- Peer Information Assistants and Tiered Models of Information Services
 - Importance of effective training and referral procedures

Teaching and Learning in the Co-Curriculum

- Seamless Learning Environment
- Life-Skills Education
 - Residence Life
 - Greek Life
 - Health Services
 - Career Services
- Community-Based Learning

Focus on First-Year Students

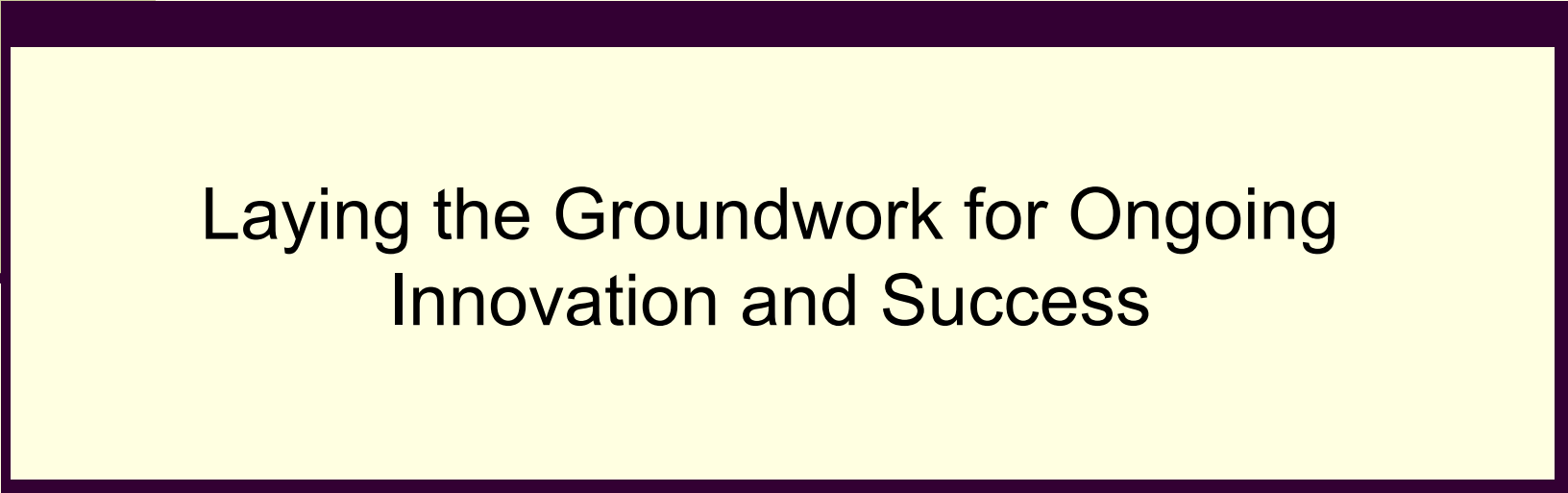
- In the Beginning ...
 - Recruitment
 - Orientation
 - New Student Programming
- Enhance Student Success, Ensure Student Retention
- Provide Opportunities for Social Integration in Support of Academic Success
- Support for General Education Initiatives
 - Writing
 - Critical Thinking
 - Computer Literacy

Service Learning

- Experiential Learning
- Hands-on Research
- Partnering with the Community (Outreach and Engagement)
- Contributing to Scholarship



Frameworks for Developing and Sustaining Powerful Partnerships



Laying the Groundwork for Ongoing
Innovation and Success

Liaison Programs

- Service-Based Liaison Program at Washington State University
<<http://www.wsulibs.wsu.edu/usered/partners.html>>
- Coordinates Instructional Outreach to Student Service Offices
 - New Student Programs
 - Student Advising & Learning Center
 - Office of Multicultural Student Services
 - Career Services Resource Center
- Provides for Development of Integrated and Sustainable Instructional Collaborations Across Units and Related Student Service Programs

Campus-Wide Planning for Systemic Change

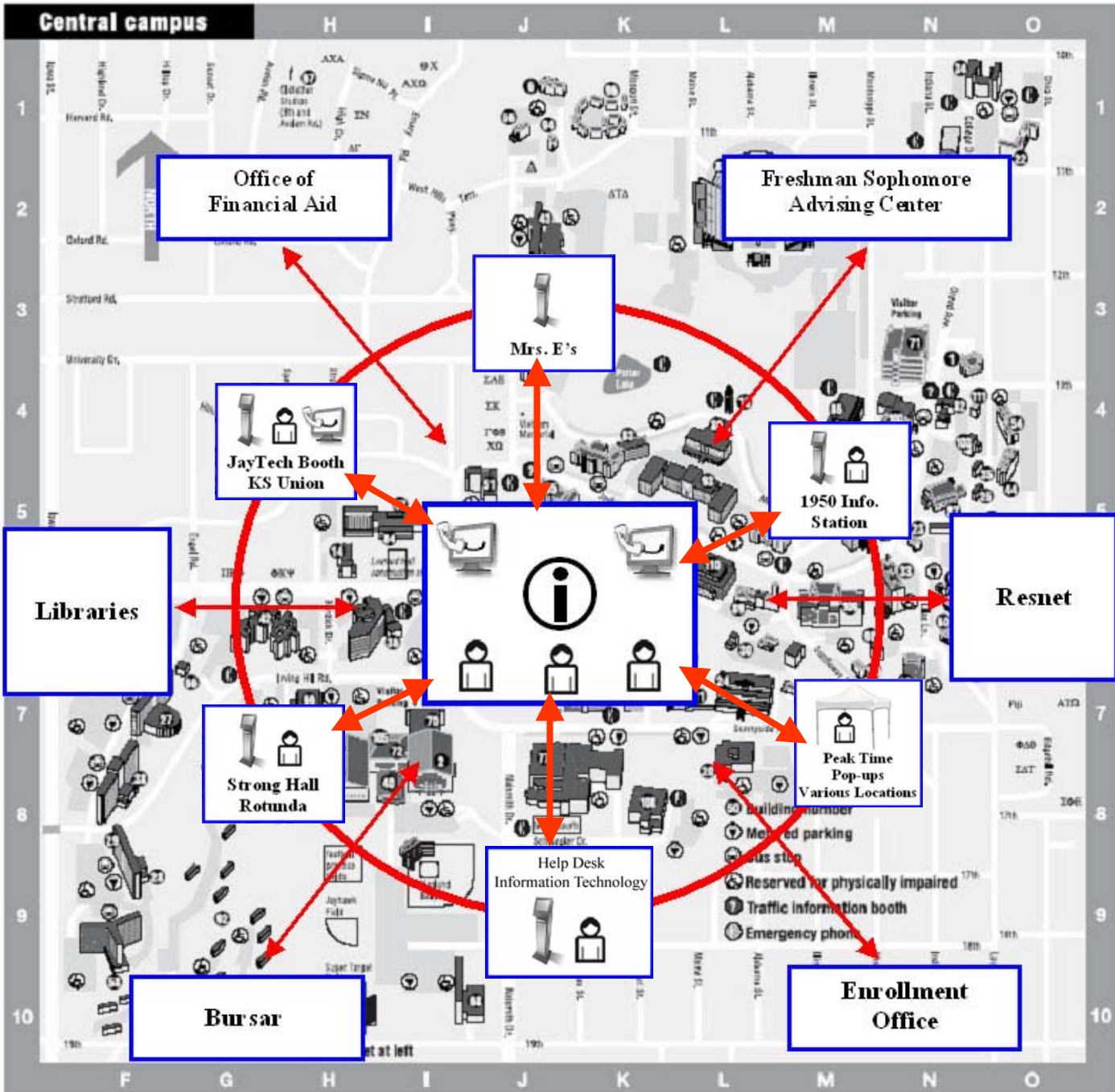
- High Velocity Change – High Volume Collaboration (HVC²) at the University of Kansas
<<http://www.ku.edu/~hvc2/>>
- Quality of Service to Students Task Force (Spring 2004)
 - Members from KU Libraries, Information Technology, Division of Student Success, Residence Life, KU Writing Center
 - Case Study – I Enroll (student enrollment)
- Integrated Student Information Services Task Force (AY 2004-2005)
 - Peer Education
 - Libraries/IT/Student Success Cross-Training
 - Distributed Service Model



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Lessons Learned

- Communication is Critical
- Organizational Structures Must Support Ongoing Collaboration
- Be Entrepreneurial
- Be Opportunistic
- Recognize Professional Culture Differences While Avoiding Culture Clash
- Be Flexible – The Only Constant is Change

Adapted from: Martin, J., & Samels, J. E. (2002). Lessons learned: Eight best practices for new partnerships. New Directions for Higher Education, no. 116, 89-100.

Further Reading and Discussion

Please visit the ACRL Virtual Conference for:

- A copy of the presentation slides;
- Suggestions for further reading on student services and the development of substantive collaboration between academic programs and student services programs;
- Threaded discussion questions related to our presentation today; and
- Links to related resources.

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