Examples of Forward-Looking Excellence

Council of Independent Colleges

2022 Institute for Chief Academic Officers
with Chief Financial and Chief Enrollment Officers

Presenters

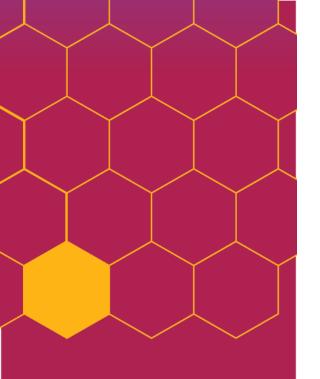**Karla McCain**, Provost, Blackburn College

Elaine Meyer-Lee, Provost and Senior Vice President for Academic Affairs, Goucher College

Wendy Sherman Heckler, Provost and Senior Vice President, Otterbein University

Chair: **Jennifer Glowienka**, Senior Vice President for Academic Affairs, Carroll College

2022 Institute for Chief Academic Officers with Chief Financial and Chief Enrollment Officers

CIC

Student Learning in the Work Program at Blackburn College

Karla McCain, Provost

CIC CAO Institute

November 2022

Characteristics of Blackburn College

- ► Ranged from 400 to 550 students
- ► 2/3 first-gen
- ► 2/3 Pell eligible
- ► 20% students of color
- ► Large number of rural students
- ► Federally designated work college

Blackburn COLLEGE

How did it start?

- **The "self-help" program started at Blackburn in 1913**
- **The purpose of the work program is generally described as being...**
  - Lowering the cost of college for students by reducing the expenses from professional staff positions
  - Giving students valuable work and leadership experiences - both preparing them for their careers after college and helping them figure out their vocations
  - That caring for each other and campus builds bonds of community and solidarity across all constituencies on campus

Blackburn COLLEGE

How does it function?

- Students work 10 hours/week to receive $5000 work credit towards tuition
  - Paid hours are also available for some positions
- **Blackburn's work program is student managed**
  - 2 general managers and 12 student managers comprise the work committee which makes policies and runs the day to day operations of the work program
  - 12 departments are led by student managers
- Students work in every department on campus: administration, academics, Lumpkin (library, student success), campus services, community service, physical plant, safety, student life, dining, snack bar, bookstore, athletics

What are the drawbacks and challenges?

▶ The work program is a learning experience for students - which means that everyone is constantly learning how to do their job, but no one sticks around so long as to acquire real expertise

▶ The same students who struggle to engage in academics often also struggle to do so in the work program

▶ Students must develop time management skills

▶ Challenge of balancing the kind of jobs students are interested it vs. the kinds of jobs that need to be done

Blackburn COLLEGE

How replicable is it?

- Lots of different approaches - and two new work colleges in the last 10 years
  - Includes a range of religious identities, an HBCU, older and newer institutions, urban and rural
- **It's a commitment** - and not easy to pilot and effects every part of campus
- Builds experiential learning in for every student

Blackburn COLLEGE

STUDENT SUCCESS TEAM

THE COMMONS

GLOBAL EXPERIENCE

the GOUCHER
edge

YOUR MAJOR

INTERNSHIP ACCELERATOR

The Goucher Edge:

A Forward-looking Program for Student Development and Preparation for Post-graduation Work Life

Elaine Meyer-Lee

Provost and Senior Vice President for Academic Affairs
Goucher College

CIC CAOI
November 8, 2022

Characteristics of Goucher College

- About 1,100 undergrads, 900 grad students
- About 1/3 first-gen, 1/3 Pell eligible, 1/2 students of color
- Residential liberal arts college
- Founded in 1885 in metropolitan Baltimore
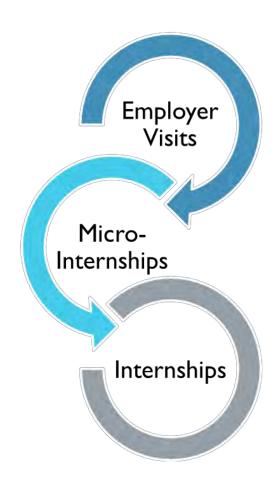- About $250 million endowment

The Goucher Edge is Goucher College's distinctive undergraduate experience that provides every student with an Edge.

- **The Commons:** Innovative core curriculum focused on solving complex problems, including social and environmental injustices

- **Academic Major:** 29 programs, each with a capstone experience or project

- **Global Experience:** Universal study abroad at no additional cost, as part of a global education

- **Internship Accelerator:** Four years of career-relevant experiences

An Individualized **Student Success Team** supports students and guides their self-discovery.

STUDENT SUCCESS TEAM

THE COMMONS

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How does it function? Internship Accelerator

- Scaffolded, 4-year series of off-campus career development experiences, undergirded by multiple **curricular** and co-curricular touchpoints through the Career Education Office in partnership with faculty

- Leveraging internal and external partnerships through both the CEO and the Office of Community-Based Learning to infuse experiential learning opportunities throughout the academic curriculum
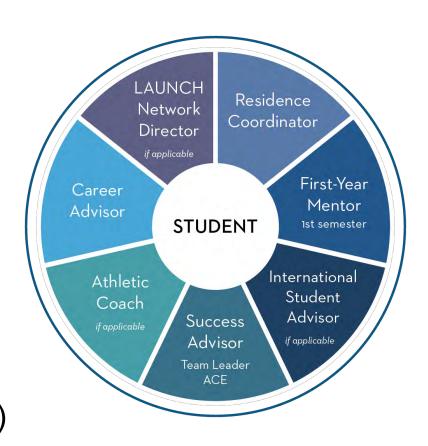
How does it function?
Student Success Teams

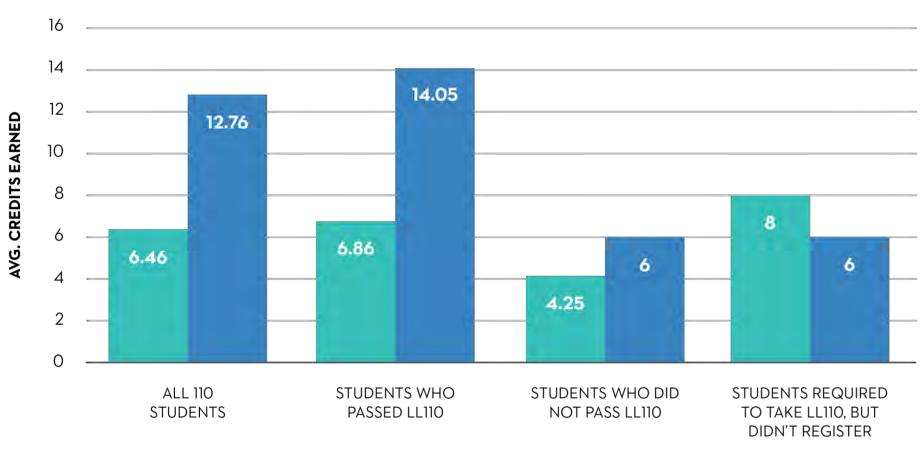New team-based advising model (Fall 2021)

- Success advisor available from onboarding through graduation (for coaching)

- Includes career advisor, a librarian advisor and a study abroad advisor

- When students declare a major, a faculty advisor joins the success team

- If appropriate, includes athletic coach, international student advisor, or the director of Launch (our program for first-gen students)

Also revised academic standing process

- Addressing a disconnect between our intentions and students' perceptions, aligning with our social justice ideals

- Created psychologically-attuned letters with student and faculty feedback

- Replaced a 2-day retreat for students on probation by a semester-long "Learning to Learn" 2-credit course which allows us to see students on a weekly basis and teach them the necessary skills to be academically successful in their other classes through immediate transfer
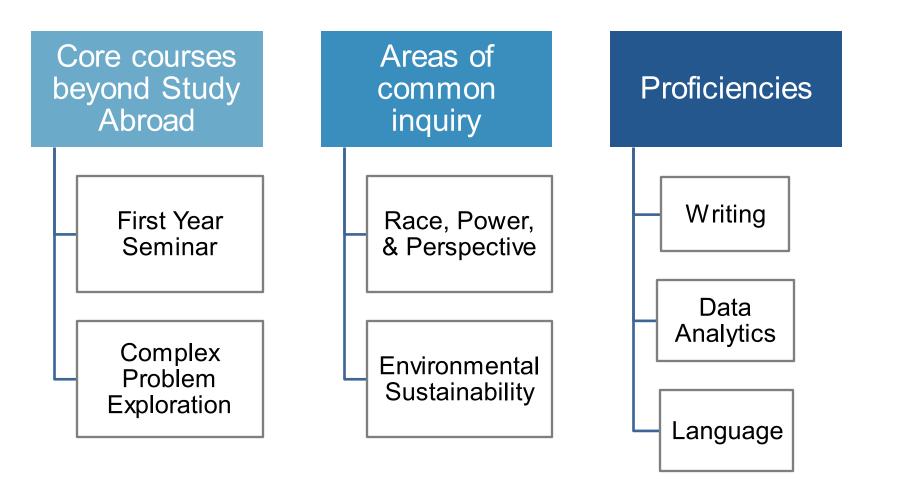
How does it function?
Global Learning for All

- Expanding study abroad & increasing equity
- On-campus curricular & co-curricular internationalization
  - Global engagement seminar
  - New program in Asian Studies & Mandarin
  - Regional global internship & research opportunities
  - Lecture series featuring Alumni, scholars, and an NPR reporter
  - Virtual study abroad
  - Faculty development
- Greatly increasing international students and faculty exchange

The Goucher Edge:
Are there drawbacks?

- Requires some investment in staffing
- This has been especially a challenge in this recent climate of turnover, when teams are stretched thin
- The cross-divisional part requires negotiation
- Requires much communication with admissions for accuracy
- Faculty bandwidth, especially given pandemic

The Goucher Edge:
How replicable is it?

- On the whole, should be customizable to other contexts
- For internship accelerator, urban location is helpful
- For global, trustee buy-in is key
- For all, it is essential to have faculty on board
- Process of customization would be key to buy-in and success

How Did It Start? Academic Reorganization

AA solving for:

- consistency in faculty treatment and expectations across departments;

- "us v. them" mentality;

- ineffective coordination with other divisions ;

- vastly variable department sizes (and political power);

- cost

Faculty task force identified issues:

- silos;

- communication;

- administrative workload;

- 'culture hypocrisy';

- accountability;

- political/size inequity in governance;

- leadership redundancy

OTTERBEIN UNIVERSITY

Divided by Function, not Discipline

Dean of Arts & Sciences – 14 depts

Dean of Professional Studies & the Graduate School – 6 departments + 5 grad programs

Dean of University Programs (also the AVPAA)

Associate Provost for Strategy & Planning

20 Department Chairs

→

Associate Provost for Faculty Affairs

Associate Provost for Curriculum, Teaching & Learning, and Mission

Associate Provost for Graduate Studies (0.5 FTE)

Associate Provost for Strategy & Planning

17 Department Chairs

6 Division Coordinator-Liaisons ("CLs")

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OTTERBEIN UNIVERSITY

Division Coordinator-Liaisons (CLs)

Arts; Business & Communication; HSS-NURS-EQSC; Humanities; Social Sciences & Education; STEM

1 or 2 courses reassigned/year

Summer stipend

Began AY 20-21

Solving the former "2 or 20" problem

OTTERBEIN UNIVERSITY

How Does It Function?

Responsibilities to Academic Departments

• Identify enrollment capacity, funding and/or partnership needs and priorities

• Communicate needs and priorities effectively with Enrollment Management (EM) and Institutional Advancement (IA)

• Understand academic offerings across the division to differentiate with external audiences

• Help steward academic department gifts

OTTERBEIN UNIVERSITY

Responsibilities to EM

- Participate in regular meetings with EM team, communicate between academic departments and EM, recruit faculty for participation in events

- Learn the EM funnel and related annual communication flow, and understand admission-related data

- Develop division- and department-level points of distinction and messaging

OTTERBEIN
UNIVERSITY

Responsibilities to IA

- Participate in regular meetings with IA team, communicate between academic departments and IA, recruit faculty for participation in IA events

- Learn philanthropy processes and specific technology to share information efficiently (with AA & IA staff support)

- Advocate for fundraising and identify institutional stories to demonstrate supporters' time, talent, treasure, ties; Identify alumni for programs and recognition

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CL-EM accomplishments

- Increased faculty engagement with visiting students, driving higher yield for students who met with Department reps

- Data puzzles led to changes in the way majors are presented to students, creating divisional "undeclared" majors to increase yield

- Messaging improved on web and in comm flow to be more department- and division-specific; Faculty-designed Visit Day events

- Successful grant applications for scholarships/recruiting and new early arrival program, both to yield more students

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CL-IA accomplishments

- Helped revise programming and bolstered faculty and student participation in annual events

- Enhanced philanthropic efforts through social media/crowdfunding campaigns, cultivating academic achievement messaging, producing impact data and appreciation notes

- Strengthened database of alumni and friends through regular collection of contact information of alumni and friends

- Provided better line of sight on department needs and funding opportunities to Advancement

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Benefits to AA

- Much stronger connections and understanding between AA and EM and AA and IA

- Moving from reactive to proactive in recruiting and advancement connections

- Faculty better understand staff work in university support centers

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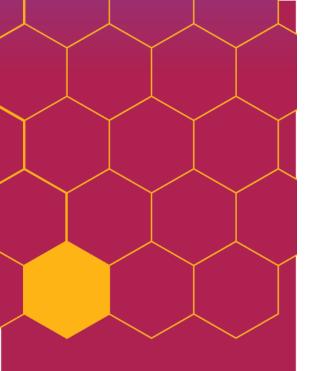UNIVERSITY

Drawbacks & Challenges?

- Significant time and resource investment; learning curve is real

- Still figuring out how to interact with faculty leadership in AA

- EM and IA staff need to be collaborative and creative…and patient

- Faculty 'responsibility boundaries'

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Is it Replicable?

- Ability to reassign faculty time and discriminate responsibilities

- Faculty willingness to participate

- Openness on the part of IA and EM to 'bringing faculty into the fold'

- Specific success strategies (e.g., the way we list majors) necessarily vary, but new eyes and energy can bring effective solutions to local problems

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