

Luoma Leadership Academy
2013-2014

Project #9 Collaborative Academic Program Planning



Minnesota
STATE COLLEGES
& UNIVERSITIES

Prepared by Team Members:

Mary Jacobson (Team Coach), Michelle Blesi, Cal Helgeson, Jan
McFall, Jeremy Nienow, Cherie Pettitt

Executive Sponsors:

John O'Brien, Leslie Mercer, Mary Rothchild

Team Advisors:

Ron Dreyer and Todd Harmening

Executive Summary

In July 2013, Luoma participants were charged with projects to complete during their year as Luoma Leadership Academy participants. Luoma Project 9, Collaborative Academic Planning, is the focus of this report, and the participants in this project engaged fully with the topic as well as with the project's sponsors. The end result is a document that offers background information about the project, a brief literature review of key articles, a notation of the processes followed, a framework for classifying the findings of Project #9's participants' findings, a discussion of the findings, recommendations, and conclusions.

Specifically, the Project 9 team wanted to know what works well in the MnSCU system, and what are the roadblocks to collaboration in general and specifically to the MnSCU system. In general, the system has some successful collaborations both within the system and with partners not in the MnSCU system. There are micro and macro level collaborations in place on campuses around the state. A general roadblock to collaboration that is not unique to the MnSCU system is the fear of a loss of autonomy and distinctiveness. This fear is mostly on the part of faculty, but it can also be found in staff related collaborations. Another is a lack of incentive to put in the needed effort above and beyond one's burgeoning workload in order for collaboration to happen. Specific barriers to collaboration within the MnSCU system are related to fear, lack of trust, issues of respect, identity, terminology and definitions, and communication. In order to foster collaboration and to dispel barriers, MnSCU's role is to take a broad overview of the entire system, create a system of reward and adoption, and communicate effectively and thoroughly.

Charting the Future of Collaboration

“Even though we remain steadfastly committed to our compact with Minnesota, we know too well that our ability to fulfill this promise is at risk – threatened by challenges that could weaken educational quality and our ability to deliver on our commitments.” *Charting the Future*, Nov. 20th 2013 – page 2.

The above quote, taken from the completed *Charting the Future for a Prosperous Minnesota* (MnSCU 2013b) document is the lead in for a series of changes recommended in assisting MnSCU in securing a more stable, innovative, and efficient Higher Education platform within Minnesota. One recommendation that emerged early on in this process was an understanding of the power of collaboration, a guiding principle set forth by the Strategic Workgroups to “*Transform Minnesota State Colleges and Universities (MnSCU) to better meet the needs of our students, our community partners and our state by: 1) forging deeper collaborations among our colleges and universities and system office, and 2) fully leveraging our collective strengths, resources and human capital.*” (MnSCU, 2013, pg.1).

This recommendation led to a list of collaborative examples within MnSCU (2013b 7), an emphasis on a variety of collaborative hierarchies, and laid the groundwork for a 2013-2014 Luoma Leadership Academy Action Learning Project. This project, Project #9 Collaborative Academic Program Planning (afterwards referred to as the team), was charged with elucidating a series of successful tools and information for guiding inter-institutional academic program collaboration based on current research and to specifically assess the principles, barriers, and incentives needed for such collaboration. This document is the result of that work and will hopefully serve to provide a richer level of detail to accompany those initial examples from *Charting the*

Future.

This document includes a brief literature review and use of two particular studies conducted by Kezar (2005) (Appendix B) and Kezar (2006) (Appendix C) on collaboration from which the team developed a work template (Appendix A). This work consisted of a series of exemplary case studies from recent collaborative efforts within MnSCU including commonalities as well as where gaps exist. Although several of these are academically focused, the team chose to include other examples to further exemplify the complexities of collaboration. Building from this is a section on roadblocks, which are both general and specific to our system. Finally, examination of these cases leads to a broader set of recommendations designed to encompass internal (intra) and external (inter) collaborations in order to meet the needs future collaborative efforts geared toward and , thereby make academic program planning a reality for MnSCU institutions.

Limitations Involved in the Documentation Process

At the beginning of the project almost a year ago, project 9 Team explored the reasons for desiring to serve on the team. The common denominator was a desire to ultimately create smooth transitions for students within the MnSCU system. The system is currently set up to foster competition as opposed to collaboration, and to become a system where transitions are smooth, there has to be some give and take. With the give and take of collaboration, there are also some fears. This section will explore the fears of collaboration that were either explicitly stated or there was implicit reference to them. The team will also note its own fears about the work it has done.

The interviews conducted were done so because of relationships that were in place and a certain amount of trust. There was hesitation on the part of interviewees about putting everything on the table for fear of where it would appear. The project

started out as a report rather than research, yet the nature of the project quickly become qualitative research. In retrospect, perhaps the team should have set up the strict parameters of research complete with IRB steps in order to protect the identity of those sharing their knowledge of collaboration. The first fear, therefore, was on the part of those being interviewed and that fear was based upon an uncertainty of how publicly truly honest comments would be shared.

When collaboration involves faculty courses and programs, there is fear of job loss and becoming expendable. In addition, programs that are unique to institutions are part of their identity, so collaborating to share and spread that work carries a certain fear of ownership loss.

Within the team, another fear surfaced as the discussion led to the lack of smoothness in the transition between two-year and four-year. When the question arose about why degrees earned at one institution may not be completely accepted as students move to complete a four-year degree, the fear of those four-year institutions is one of accepting work that may not meet the basic criteria of a field. The example was given of a field that requires deep interaction with the personal interaction components being a required part of the four-year program. When a two-year institution offers the content in a distance-learning format, there is a complete lack of trust that the students have met the requirement for the face-to-face interaction, thus the fear of accepting work that is not the same leads to the fear of producing graduates who are not truly prepared.

Another fear the team encountered was about its own work and how it would be used. For example, the team fears retaliation in exposing the system's shortcomings in collaboration because our work could cause MnSCU to take actions that might cost colleagues their jobs. While the team understands that change often challenges the

existence of business as usual, it does not desire to make strong recommendations as part of this work, and that leads the team back to the starting point of the scope of our work, which was to gather information about collaborations and to notice what was not smooth.

Collaboration in Higher Education

“a process in which a group of autonomous stakeholders of an issue domain engage in an interactive process, using shared rules, norms, and structures to act or decide on issues related to that domain” (Wood and Gray’s 1991: 437).

Very little research exists describing how academic institutions have developed effective collaborations either within their institutions or within a system environment (Kezar, 2005 & 2006). Due to the high failure rate of collaborations (approximately 50% as reported by Doz, 1996), much of the research has focused on barriers of collaboration, behaviors and attitudes of personnel, and specific rather system-wide collaboration (Kezar and Hirsch, 2002; Martin & Murphy, 2000). Some successful models are reported in business literature; however, to ensure success these models would require significant adaptation to fit higher education’s specific context (Birnbaum, 1991). Moreover, higher education institutions are often not structured to support wide collaboration due to the rigid nature of departments, inherent hierarchical units, and the separation between academic and student affairs (Kanter, 1994; Senge, 1990).

Creating a Template for Understanding Collaboration in Higher Education

In 2005, researcher Adrianna Kezar reviewed four models (Arino & Torre, 1998; Doz, 1996; Mohrman et al., 1995; Ring & Van de Ven, 1994) of collaboration that

existed in the literature based on their relatedness to collaboration, frequency of citations, and inclusivity of varied perspectives. Since the focus of this project is to increase systemic understanding of *how* system collaborations became successful rather than *what* were the factors that made them successful, the team chose to frame this report using the same framework created by Kezar (2005; 2006), adapted from Mohrman et al. (1995), due to its emphasis of understanding *how* to create a “context for collaboration”.

Kezar (2005) developed a three-stage model of collaboration (Fig. 1). Each stage has unique elements described below; however, they all share a networking element. Networks were defined as existing groups of people willing to engage in and support collaborative efforts. They carried the messages of collaboration and kept initiatives moving forward. Kezar (2005) explicitly notes in her model the importance of these networks at all stages and that system change cannot come only from the top down. Moreover, these networks of individuals or groups often became leaders within stage two, moving all collaborative initiatives and changes forward.

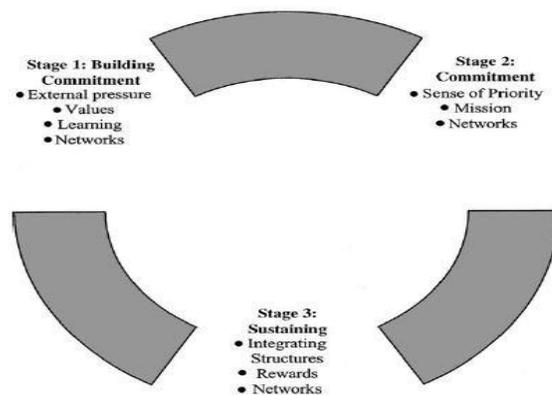


Fig. 1: Stage Model of Collaboration in Higher Education (Kezar, 2005).

Three elements were critical for building collaboration commitment: external pressure, values, and learning. External pressure from a variety of institutional and economic forces created a compelling case for collaboration. These pressures provided evidence and support for the need to collaborate. For example, the reduction in state-funded support for higher education in Minnesota has created external pressure for MnSCU to increase efficiencies and reduce duplication of programs.

The three values most described by Kezar included being student centered, innovative, and egalitarian. In other words, Kezar (2005) noted that collaboration was easier due to a “common ground for why to collaborate (students), an ethos to experiment (innovation) and the egalitarian ethic helped people to see the value in other people that obliterated hierarchies” (p. 846). A shared value system is key to building commitment for engaging in and supporting collaborative initiatives and system changes. Lastly, learning proved essential to all four institutions in building commitment for collaboration. Specifically, Kezar (2005) noted how important it was for change agents to educate others about collaboration’s benefits. Once individuals and groups engaged in learning about the benefits of collaboration they were able to increase their support for system-wide collaboration. Examples included evidence that supports collaboration as a tool for enhancing student learning outcomes.

Stage 2 is defined by Kezar as Commitment. This stage includes two elements: sense of priority and mission. If individuals felt that administration was not making collaboration a primary priority they likely did not support collaborative initiatives. In addition, administrators needed to exemplify the behavior of collaborating in their day-to-day work. The element of mission refers to an institution needing to rethink the entire mission or purpose of their organization in order to create a system-wide sense of

collaboration. For example, collaboration must be infused within all of teaching and learning - the core business of Higher Education.

Stage 3 is defined by Kezar as Sustaining. This stage includes two elements: integrating structures and rewards. Integrating structures were needed to facilitate cross-functional activities such as altering full time employment structures to allow for faculty to teach in inter-disciplinary programs as well as creating new accounting, computer and budgetary systems based on principles of collaboration. Lastly, reward systems were redesigned to support collaboration. Primarily, tenure and promotion systems were altered to reward collaborative initiatives. Kezar noted that although the above was the primary reward strategy, many campuses offered a variety of incentives within the same campus in order to be flexible in meeting discipline-specific needs.

The team's approach to completing their work was done through two avenues. First, team members selected a series of recent collaborative efforts from across MnSCU where they had either firsthand knowledge, or access to individuals integral to the programs. Second, once this work was done, additional research on collaborative efforts in higher education outside of MnSCU was conducted to correlate with and expand upon concepts documented in the first set. These insights from outside of MnSCU are interspersed throughout the recommendations and roadblocks portion of this report.

In conducting their work on MnSCU efforts, project members were instructed to collect the following information about the collaborations under investigation: history of relationship, initial collaboration concept, process and timeframe for conceptualization to realization, smooth and difficult processes, differences that may have been done, processes still needing to be carried out, collaboration surprises, and benefits to

stakeholders. After this, project members were then asked to re-interview or apply Kezar's three-stage template, previously described, to each case to see where components were present or absent, after which a series of final recommendations could be drawn (Please See Appendix A for the template document and Appendix D for expanded case study details).

The following is the list of academic programs selected for this report:

Translating and Interpreting (TRIN) Program; North Hennepin Community College (NHCC) and Concordia College 2+2 Business Program; NHCC and Minnesota State University Moorhead 2+2 Biosciences Program; Century College, Holmes Corporation, and Society for Human Resource Management Program; and Inver Hills Community College, Normandale Community College, Minneapolis Community and Technical College and Concordia College 2+2 Educational Foundations Program. Below is a brief summary of each collaborative effort. Following these is chart outlining how each of these programs aligned with Kezar's stages, accompanied by detailed analysis. Complete template materials related to each study including program guiding documents and materials is provided in Appendix A.

Translating and Interpreting Program

The Translating and Interpreting (TRIN) program is designed to educate students in developing professional interpreting skills. It is especially well suited for students who have had previous related work experience and wish to provide accurate, culturally-competent interpretation in a variety of settings in our increasingly diverse communities. Coursework includes consecutive interpreting, simultaneous interpreting, translation techniques, working within the code of ethics of interpreting, intercultural

communication, critical thinking, collaboration, and concepts in psychology and socio-linguistics. Students are trained to work in a variety of settings, including education, health care facilities, social service agencies, and legal settings. The program first started as an initiative out of Century College's Continuing Education and Customized Training (CECT). Because of community demand, CECT partnered with the University of Minnesota and the Upper Midwest Translation and Interpreting Association (UMTIA). These partners received three grants totaling over \$400,000 to create a two year degree track for the field of Interpreting and Translation within Minnesota making the degree accessible to greater Minnesota and smaller community interpreters alike.

North Hennepin Community College and Concordia College 2+2 Business Program

North Hennepin Community College's Business Department is continuously seeking four-year institutions for collaboration in a seamless transition from their two-year programs to their four-year degree options. One such collaboration was between North Hennepin and Concordia University. The collaboration was born out of a shared value between the two institutions: making higher education accessible to students. In addition to shared values, the two institutions formed the relationship based upon logic and the workability. Though the two institutions had not had a long-standing relationship built upon previous collaborations, there was a mutual respect for what each institution brought to the table. The study highlights the reason many MnSCU two-year institutions partner with four-year institutions that are not in the MnSCU system. The collaboration between Business Programs at North Hennepin Community College and Concordia University provides an opportunity for students to complete a two year degree and then move immediately on the same campus into a four year degree.

North Hennepin Community College and Minnesota State University Moorhead 2+2 Biosciences Program

The collaboration between North Hennepin Community College (NHCC) and Minnesota State University Moorhead (MSUM) was born out of a grant that was received for the two institutions to use in order to create a seamless transition for students as they moved from a two-year course of study to their final two years. The collaboration between NHCC and MSUM allows students to begin their work at NHCC, complete a two-year degree, and then continue without leaving the NHCC campus to complete a baccalaureate degree from MSUM. This relationship has produced MSUM graduates whose degrees originated at NHCC. Sadly, the relationship between NHCC and MSUM will end due to financial constraints. In order for the collaboration to work, MSUM had to provide faculty and staff onsite at NHCC, specifically faculty classroom and office space. Nonetheless, the venture was costly for MSUM. This collaboration has been incredibly meaningful for students especially for those involved in undergraduate research in the biosciences. NHCC is currently seeking another four-year partner in order to continue this seamless transition for students.

Century College, Holmes Corporation, and Society for Human Resource Management Program

The SHRM partnership, started over ten years ago, was an attempt to reach Human Resource professionals for national certification test preparation. The certification grants the designation of Professional Human Resource (PHR), or Senior Professional in Human Resources (SPHR), or Global Professional in HR (GPHR). The goal at that time at Century College was to offer face to face instructor led courses on campus. Over time, the college adopted the use of Interactive Television (ITV) and online learning methods in an attempt to keep the program attractive to busy professionals. Once the college made the classes

more accessible through the use of technology, the College invited other MnSCU partners into the mix. Over the past ten years, Century has partnered with over a dozen MnSCU colleges to offer national test preparation classes to busy Human Resource Professionals. The College has been very strategic in their instructor selection, resulting in student pass rates higher than the national average on most if not all testing cycles.

Minneapolis Community and Technical College, Normandale Community College and Inver Hills Community College Educational Foundations Program

Beginning in 2012, Minneapolis Community and Technical College (MCTC), Normandale Community College (NCC), and Inver Hills Community College (IHCC) have successfully collaborated together to produce a more cohesive Education Foundations Program. Collectively the program provides a comprehensive, quality, pre-professional education curriculum that facilitates equal access to relevant upper-division teacher education licensure as well as staff development opportunities for urban educators which includes A.S. degree programs in early childhood and educational foundations. The Program's collaborators believe strongly in developing ethical pathways and transfer options for diverse students who seek a bachelor's degree and teaching licensure. The Education Foundations programs, at the two-year level, introduce students to the field of teaching through a series of pre-professional introductory courses and recommended electives. The curriculum includes opportunities to examine professional knowledge, engage in reflection, and understand culturally relevant approaches to instruction while also becoming immersed in classroom experiences in local K-12 schools. This value added model is derived from the program coordinators' years as teachers in the K-12 system and continued close work with teachers, administrators, and students.

During the production of this report, an opportunity was made available to the

Team to include a non-academic collaboration to use as a comparison to its other work and to more fully understand the workings of such models. This effort, M State Shared Services Program; is summarized in the following paragraph.

MState Business Services Program

MState Business Services provide payroll shared services and collaboration through a Campus Service Cooperative that includes six colleges, one university and one MNSCU agency. The idea of collaboration came primarily from understanding the trends in higher education statewide and nationally. With MNSCU being a large system and technology capabilities increasing, it seemed that employee collaboration for back office operations was sensible. Approximately one year from concept to realization MState had a process in place. This was heavily influenced by the fact that M State was used to doing business process from a distance and possessed standing protocols. Collaboration benefits are passed to students via sharing resources and services that hold down costs and could potentially positively impact other increases including tuition, allowing M State to protect academic budgets while still being accountable to state legislators.

Simplified Chart Showing Case Studies Related to Kezar (2006) Components

	External	Values	Learning	Networks	Priority	Mission	Structures	Rewards
Shared Services	X	X	X	X	X	X	X	X
TRIN Program	X	X	X	X	X	X	X	X
Business		X	X	X	X	X	X	X
Bioscience	X	X	X	X	X	X	X	
Human Resources		X	X	X	X	X		X
Education	X	X	X	X	X	X	X	X

Key: X = Present

Elements Present in Each Case Study

After reviewing all case studies presented in this report using the elements Kezar's (2005) model, there are clear trends. First, not all elements were present for each successful collaboration model; however, each model had at least six elements present. These results suggest that Kezar's model is a strong framework to guide future collaboration models within MnSCU.

Second, in all of the successful case studies, Values, Learning, Networks, Sense of Priority and Mission appeared to be most important in that they were elements of each case that led to the success of the collaboration. Within the Values domain, it was clear that the collaborating partners' values were allied before the collaboration begins and that there was mutually respect. Most individuals interviewed commented on how important it was to learn from the process of collaboration. Specifically, the most

repeated learning was that continuous education and reminders were needed on the benefits of collaboration to keep forward momentum.

Third, it was clear Networks were needed throughout the process of the collaboration. Most individuals interviewed noted that within the Networks leaders supporting and sustaining the project was key. If leadership was not involved, aware, or did not support the collaboration it would have not succeeded.

Fourth, the elements of Sense of Priority and Mission were addressed in each case study. If the collaboration did not have priority and there was no clear mission, most individuals interviewed stated it would not have been successful. In particular, the Sense of Priority element was a strong element in regards to those “doing the work” of the collaboration. All interviewees noted that collaborating was very time intensive and required a lot of additional work above and beyond normal job tasks. Thus, if there was not a strong priority, the work of collaborating would have fallen to the bottom of the list in terms of daily tasks. While evaluating the elements of Kezar’s (2005) model that were important to determining why the collaborations were successful, it was also key to assess which elements appeared in some case studies and which elements did not in order to further evaluate their impact.

Elements Absent in Each/Some Case Studies

The following elements of Kezar’s (2005) model appeared in some of the case studies but not all: 1) External Pressure, 2) Integrating Structures, and 3) Rewards. First, the External Pressure element was a driving force in all case studies but two. It appears as though for smaller, more direct collaborations with clear missions and a short time frame external pressure is not necessary for successful collaborations. Conversely, for those collaborations that involved large units or multiple institutions and included

elements of major structural changes (i.e., redesigning systems, changing job descriptions), external pressure was key. It is clear *Charting the Future* will serve as this external pressure for future collaborations and is an integral part of creating change within a large system such as MnSCU.

The Integrating Structures element was included in all case studies but one. For most of the case studies, integrating structures included: technology changes (i.e. designing a program to be delivered online), major systems redesigned (i.e. integrating financial aid systems), and discussions around how to work within the union contracts and still meet the goals of the collaboration. It is clear that the element of Integrating Structures was the most difficult, required the greatest amount of resources, and was clearly linked to the final element of Rewards (i.e. resources to accomplish the integration); however, integrating structures was a necessity in order for the collaboration to work.

Rewards within the case studies presented included some external rewards. Notably, most interviewees highlighted the internal rewards the collaboration utilized such as keeping costs down for students and enhancing efficiencies to do more with less. External rewards included providing resources to accomplish the work needing to be done whether it was the purchase of technology, release time, or hiring more personnel. The rewards appeared to align with the nature of the collaboration; that is, those collaborations that were more time intensive, included integrating systems, and carried the fear of job loss as a result of collaboration needed more external rewards for the collaboration to succeed. Specifically, the most prominent concern stated within the larger collaborations was the fear of losing one's job as a result of doing collaborative work. All of these elements were considered when making the following

recommendations for collaboration in academic program planning as *Charting the Future* strategies are implemented.

Recommendations for Collaboration in Academic Program Planning

Kezar (2006) provides a series of detailed recommendations, summarized and reorganized below, for individuals responsible for establishing a collaborative culture:

- Review the mission and underlying campus philosophy before finding ways to effectively communicate the new mission and philosophy to campus groups.
- Obtain support from senior executives and recommend that they publicly model collaboration.
- Review campus systems and processes with an eye toward revising computing and accounting systems.
- Examine and build campus networks to foster momentum for change and troubleshooting problems.
- Rethink traditional structures and add new ones such as cross-disciplinary institutions.
- Identify key values that support collaboration, such as innovation, and promote them.
- Build collaboration into all major campus documents such as strategic plans, accreditation reports and board memoranda.
- Provide sessions to inform individuals about collaboration benefits with faculty from multiple disciplines as spokespersons.
- Highlight external pressures for collaboration in speeches and campus announcements.
- Alter rewards structures and add new ones to include cross-disciplinary institutions.

Generally, these recommendations fall into four categories:

- **Planning:** including reviewing existing models and values before visualize new models and values.
- **Support:** gain support from each part of the system including administration, staff, faculty, and students.

- **Communication:** effectively communicate new models and values to all system parts.
- **Reward:** reward new models and values.

In a February 7, 2014 presentation at the Annual Luoma Leadership Gathering, Dan Olson, Vice President at the STAR Collaborative, outlined six key factors that contribute to effective change management (bit.ly/luoma2014). These contributing factors can be readily re-purposed when considering the collaborative process. The six factors are:

- Active and visible executive sponsorship
- Frequent and open communication
- Structured management
- Dedicated resources and funding
- Employee engagement and participation
- Engagement with and support from middle management

When viewed in association with Kezar's recommendations, one again sees the clear importance of communication, structured planning and participation from all levels of the institution, and reward and resources dedicated to the process.

Roadblocks to Collaboration in Academic Program Planning

Not surprisingly, very little research exists regarding information on *how* to develop successful academic program collaborations either inter or intra-institutionally.

In 2001, Stein & Short reported perceptions of faculty, administrators, students and state policy makers and analyzed them to provide understanding of the complexities of collaboration and the barriers and challenges in the design. Using grounded theory to analyze interviews, field notes, documents and observational data of one academic institution that successfully implemented a variety of academic collaborative

programming, Stein and Short reported essential characteristics of cooperation and collaboration and barriers to collaboration that will require consideration.

First, Stein and Short (2001) describe the importance of understanding the difference of cooperation versus collaboration. Many of the interviewees commented on the distinction of cooperation being short-term and collaboration being a long-term venture. Moreover, collaboration is more likely to require groundwork that includes assessing assumptions, values, and philosophical positions of group members before establishing goals and objectives.

Second, benefits of collaboration must be a win/win. For example, those participating in academic program collaboration must believe that doing so will benefit them, their students, or their program positively. Examples of these benefits may include increased access for students, professional development opportunities for faculty, or good will toward the larger community.

One of the major barriers to collaboration cited by Stein & Short (2001) include faculty feeling that they are giving up their autonomy or distinctiveness as most academic programs are designed to compete against each other and create a level of superiority over others even within the same academic system. In addition, Stein & Short note both faculty and administrators “fear of the unknown”, “fear of technology”, and “fear that we will look bad” (p. 427) as major obstacles to collaboration. Lastly, lack of incentives or rewards for engaging in collaborative work was a barrier; most noting it takes longer and is often harder work.

Again referencing Dan Olson’s Luoma presentation on change management, he outlined four of the greatest obstacles to effective change management (bit.ly/luoma2014). These obstacles can again be readily re-purposed when

considering the collaborative process and include:

- Ineffective sponsorship from senior leaders
- Insufficient change resources
- Resistance from employees and middle management
- Poor communication

In considering these, obstacles one can immediately return to the key factors necessary in engaging in collaboration and simply flip them to their opposite and see where the obstacles will invariably lay.

MnSCU SPECIFIC BARRIERS

After reviewing the case studies, research, and long-term team discussion, including discussions with team sponsors, a list of MnSCU specific barriers can be compiled. This list would include, but not be limited to the following:

- **Lack of trust.** This barrier lies between three primary groups: 1) administration and faculty, 2) institution to institution (including 2 year to 4 year), 3) faculty to faculty (including different bargaining units as well as competing disciplines, etc.).
- **Fear.** This barrier primarily focuses on two areas: 1) individual job security or the likelihood that one's job would be eliminated either as a result of the collaboration or at its conclusion if the collaboration fails, and 2) job consistency where job descriptions are not updated but rather devolve to "other duties as assigned".
- **Independence vs. interdependence.** This barrier is generated primarily from the nature of how the MnSCU system has evolved overtime from a series of competing institutions to one larger system with hierarchical divisions. Furthermore, some aspects of the system continue to support this barrier when institutions, programs, faculty, and students, are ranked against one another for the purposes of funding, attention, etc.

- **Campus identity.** This barrier is closely tied to the above issue in terms of how it came to be and its continued presence. Campus must necessarily compete with each other within the current educational model to attract students resulting in “us vs. them” marketing of programs, campus environment, transferability, etc.
- **Issues with definitions.** This barrier relates specifically to system wide metrics including success, retention, and completion between schools. This barrier is listed directly below the above two because of its similarity in scope and direct relationship to the competitive and yet cooperative nature of the MnSCU system with each individual campuses. Furthermore, these issues must be addressed at a system level and are directly related to the next barrier.
- **Legislative involvement.** Invariably our funding structure is highly dependent upon the Minnesota legislature and maintaining a positive relationship with this entity. However, much still needs to be done to educate legislators, especially in the need for new metrics that more accurately reflect the issues listed directly above.
- **Staff buy-in and inclusion.** Often in our discussions within and across programs and institutions faculty and students are targeted for intensive communication. However, a stronger attention needs to be paid to staff inclusion and buy-in, including rewards structures and job consistency.
- **Respect.** Although this issue is somewhat present between administration and faculty, this barrier is specifically raised in relationship to the two year institutions within the system and their perceived value by four year institutions. This gap in perception typically flows from a misconception that two year faculty, staff, and students are somehow inferior in quality, education, or value.
- **Space.** This barrier centers on the logistical growth and use of existing spaces within and between institutions within the overall system and the current system of adding needed space.
- **Participation willingness within a “revolving door” administrative culture.** This barrier was initially discussed directly with Luoma program members the first day of their participation in program, brought up by human resources staff at the system level. Given the large percentages of administrative turnover throughout the system, these individuals may find little incentive to participate in

collaborations that will not directly benefit them. Furthermore, since all change and collaboration involve a level of effort as well as perceived risk, this may be a further barrier to revolving administration involvement.

- **Rewards.** This barrier directly relates to the compensation for administration, faculty, and staff that are directly involved with any new or existing collaboration efforts. Based on the research conducted by the team it is clear that rewards are not system-wide nor are they consistently present. Often, for example, faculty and staff are simply encouraged to add additional work to their loads for the benefit of students.

To further elaborate on this final barrier a longer discussion is provided. If all are in agreement that collaboration is a time-intensive endeavor, it is important to align rewards within the constraints of the MnSCU system with collaboration efforts. For example, a current member of the Luoma team is faculty member within the IFO contract. Her program includes 436 students and 20 graduate students. She is the only tenure-track person in her major and works with two fixed-term colleagues. She currently has 162 undergraduate advisees assigned to her and chairs over five masters theses. Eight-five percent of the program is taught by adjunct and fixed-term. Within this context rewards must align or something must be cut in order to permit the time to work on a bachelor completion program. Specifically, how is collaboration a part of the five areas of faculty member evaluation? Who awards the time for faculty members to work on collaboration and what is the cost? Most faculty indicated their concerns about the quality of their programs if given the release time to work on collaborations. That is, collaboration may come at the expense of undergraduate programs by hiring adjunct to back-fill the coursework. These issues will need to be addressed in order for collaborations to be successful and to function within the agreed upon parameters of union contracts and the MnSCU system.

The MnSCU System's Role in the Collaborative Process

The MnSCU system office has several key roles to play in ensuring the success of any continued or future collaboration efforts. Many of these have already been highlighted throughout this document but three are worth reiterating here:

- **System-level observation.** Primary among these is the system ability to look at things from the “10,000 foot” level. This means that where faculty and institutions must invariably look first to the needs of their individual students and campuses, the system office can look across the state and see areas where similar needs, opportunities, or projects are already underway. This can result in the generation of “heat maps” or areas of greatest need or opportunity or other system initiated tools.
- **Rewards and Adoption.** Secondary to system-level observation is the incorporation of system level rewards in addition to the structure in place at the individual institution level (which has been shown above to be a potential barrier area). Tied to this is a drive to then adopt the collaborations that have been created either systemically or at least at another location to see if results are repeatable. If these measures are placed at the top of the MnSCU hierarchy, then institutions throughout the system will adopt them into their own priorities. This could elevate peer to peer models from the department or program level to the college to college level. Similarly if rewards come directly from the system level this could relieve some of the perceived pressure on individual campuses to attempt to compensate faculty and staff that are directly involved. Furthermore, this system level role is directly tied to the third area below.
- **Ability to affect communication.** Communication has been shown to be one of the crucial factors in creating collaboration success. Although those involved at the ground level, especially those who generate initial collaboration ideas or models, are often united in purpose and values – in order for collaboration to ultimately succeed, it must be communicated throughout the chain of command within the institution. The above case studies showed that if administration was

not on board – communication was directly affected. System level communication could easily impact this area.

Recommendations for Academic Program Planning (Short Term)

While the list of MnSCU specific barriers to academic program planning collaboration is extensive, there are three barriers which seemed to stand out the most after compiling the interview data and comparing the case studies: 1) Fear; 2) Respect; and 3) Rewards. Thus, the Team felt it was important to provide more detail in hopes that these three barriers would be addressed early in the implementation process for *Charting the Future*.

Fear

While interviewing participants of successful collaborations, there was a recurring theme of discomfort about being completely honest about collaboration. In addition, there was additional fear that if the collaboration were successful participants would need to maintain the collaboration without additional resources (additional “other duties as assigned”). Perhaps an excellent starting point would be to carefully examine the fears that are associated with collaboration. If fears of the potential collaborators are not addressed, the work of collaboration has large potential to fail.

Respect

The main barrier of respect seemed to lie between the 2-year and 4-year institutions. The most common issue of respect was the 4-year faculty believing that the 2-year programs did not align with their expectations. The issue of online coursework came up as a potential problem in seamless 2-year to 4-year work within the system. This issue is part of a larger issue with distance learning, program development, and

communication across MnSCU institutions about transferability. There is also the problem that online courses are not capped consistently across the system, and this adds to the perception of quality in the online environment. For example, on some campuses, a course that would normally be capped at 20, if taught online, would be capped at 40. This assumes that quality does not suffer in an online environment when the class size is doubled. A hard look at excellent practice for distance learning should be taken in order to address this inconsistency. In addition, some individuals expressed the extreme pressure from their administration to teach courses online even if the faculty did not feel online education was the appropriate pedagogy for the content being delivered.

If the implementation teams of *Charting the Future* recommend strategies that move more programs and coursework online, the rationale for such, approach to it, communication concerning it, and training for distance learning delivery should be consistent across the system in order to assure quality. If the issue of respect is not addressed, it is likely that collaborative effort between 2-year and 4-year institutions (e.g., 2 + 2 programs) will not occur within the system and they will continue to occur with private and non-MnSCU institutions.

Rewards

Rewards for collaborating were not present in every case study; however, those collaborations that were more complex and required reimagining infrastructure rewards were essential. First, when interviewing successful collaboration participants, it was frequently mentioned that they feared maintaining the collaborations would be added to their workload without any reprieve or additional rewards in the form of personnel to assist with the added work. Second, collaboration was not seen as highly valued when

promotion and tenure decisions were made. Third, collaboration was viewed as going against the ethos of the MnSCU system in that programs and institutions compete with each other for students, funding, awards, etc. Thus, NOT collaborating is in the best interest of a program or institution wanting to stand out and identify itself as the “better program” in the state. These three barriers are substantial and probably cannot be completely eliminated but need to be addressed. We recommend *Charting the Future* implementation teams consider whether there is enough resources to conduct recommended collaborations, rethink systems of rewards so that collaboration is valued but still keeping the focus of the collaboration student-centered, and rethink how programs can maintain their identity while engaging in collaboration. For example, when programs report their retention statistics perhaps a student is considered “retained” if they stay within the MnSCU system.

Conclusions

While there is very little empirical research or models of excellence to draw upon to learn efficient ways to develop collaborative models to support the work set forth in the report *Charting the Future*, Kezar’s (2005) model of collaboration provides a framework to evaluate current structures and subsequent recommendations within the MnSCU system. Moreover, Stein and Short’s (2001) study provides important considerations of barriers the system may face from administrators and faculty as they move forward with collaborative academic program planning. Nevertheless, with thoughtful planning, resources and a serious evaluation of the mission/core business of MnSCU, it is clear the *system* will need to be redesigned to support collaboration.

Luoma Project #9 members focused their collective energies toward the

researching and examination of a series of collaboration efforts within MnSCU. These efforts resulted in the elucidation of a series of required components as well as barriers to collective opportunities. At the conclusion of their work, they presented a series of MnSCU specific barriers that one must overcome to make collaboration effective as well as areas where the system office can have the most impact. To that end, the tool that the team developed to facilitate their collaboration work as mentioned earlier has been included as a template for future initial efforts in Appendix A.

Finally, a project like this can never truly be complete. There are several areas where team members wanted to include additional materials or research but were limited by time and scope. Two areas were brought up by the team for inclusion in this report. The first would involve interviewing the other side of collaborations – specifically with privates in 2+2 programs – to be able to more fully understand their roles in collaboration efforts. Within this discussion it would be critical to discover specifically what they had to offer or give up to make the effort a reality. One final work is needed on the absolute necessity for documenting these processes specifically in areas of communication and buy in and the importance of system led rewards and assistance. It is the hope of the Luoma Team #9 that their efforts will be just one example of this.

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Appendix A

MnSCU Collaboration Template

Please answer the following questions regarding your collaboration project. This template is designed to help you identify key pieces of information needed for a successful collaboration within the MnSCU system. A brief description of each core element is provided below. Descriptions come directly from Kezar (2005). Some questions were added to address our specific needs.

Stage One: Building Commitment (Values, External Pressure, Learning and Networks)

1. **Values**-It is a key element that values are shared among those in the collaboration. Three value systems were most often described on campuses: being student centered, innovative and egalitarian. Campuses that hold these values embrace collaboration more readily. Describe below what values are shared amongst those in the collaboration. It may or may not include the three listed above.
2. **External Pressure**-Without a compelling external argument for collaboration it is unlikely to occur. What is/are the compelling argument(s) for your specific collaboration? Is the argument(s) compelling and do all agree with the argument?
3. **Learning**-Some individuals on campus are compelled by the values of collaboration, others by external pressures, but an equal number of people needed to be convinced of the benefits of collaboration; they needed evidence to be educated. Learning is used by change agents as a strategy for informing people of the benefits of collaboration in order to motivate people to conduct collaborative work. What learning are you hoping will occur in the collaboration? How will you use the learning to convince people to continue to uphold the collaboration? Compelling arguments often include convincing data. Do your argument(s) to collaborate include data to make the case for the collaboration?
4. **Campus Networks**- There needs to be a critical mass of people on campus that are interested in change, supportive of campus initiatives. These networks can be developed and fostered in many different ways and do not necessarily have to be related to people interested in collaboration. Most campuses use the following techniques to develop networks:(1) hosting events on topics related to collaboration; (2) serving on campus committees; (3) opening up meetings to more individuals within units; (4) using physical spaces such as faculty and staff

eating areas or common spaces for meeting; and (5) individuals who act as conveners on campus related to cross-functional activities such as assessment or community service; among other strategies. These campuses tend to use a host of strategies overtime to build campus networks. Most successful collaborations have networks in place before they endeavored to move toward creating a collaborative context. There is often a history of trust and mutual respect that fosters this type of network that is anxious to support campus initiatives. What strategies do you hope to use to infuse the idea/change into campus networks? What are your existing networks? Is there a history of trust among those involved in these networks? Why or why not?

Stage Two: Commitment to Collaboration-(Sense of Priority, Mission, Networks)

5. **Mission**-Leaders in most academic institutions in Kezar's (2005) study realized that unless the overarching purpose of the organization was rethought to highlight collaborative work, it would be unlikely that the commitment would be sustained. Is the mission or overarching purpose of the organization changing to embrace collaboration? If so, describe the change? Do those involved in the collaboration feel the mission of the organization is important in order to be successful in collaboration? Having a shared common language is also a piece of this. Do you plan to develop a shared common language and sense of purpose before starting your work? Why or Why not? How? Rethinking and revising the mission statements alone is not sufficient to establish commitment to collaboration. Each campus needs mechanisms in place to re-articulate their mission statement on an on-going basis, socializing and re-socializing people to the mission. Do you plan to re-articulate the mission of the collaboration on an on-going basis? Why or Why not?
6. **Sense of Priority**-If people do not feel that the senior administration feel this is a priority issue, most people will not get involved. Ways in which a sense of priority is demonstrated include discussion by senior executives; collaboration written into official documents such as the strategic plans, accreditation reports, board correspondence; collaboration was connects to strategic objectives or work of the institutions. Does a sense of priority exist with your collaboration? How is this sense of priority demonstrated from team members and your senior administration?

Stage Three- Sustaining Collaboration (Integrating Structures and Rewards)

7. **Integrating Structures**-For collaborations to be successful most include a comprehensive restructuring of institutionalized systems. For example, most campuses have developed three particular structures (a central unit(s) for collaboration, a set of centers and institutes and new accounting, computer and budgetary systems) that helped to integrate work and facilitate cross-functional

activities. A unit focused on cross-institutional work, such as assessment, technology, service or community based learning or inter-disciplinary, teaching/research and reporting to the president or provost, ensured that people were working together across campus. Please describe if this work has occurred or will occur within your collaboration. What systems are in place to ensure that people will work together and the work will be made better/easier as a result of formally integrating certain structures that are relevant to the collaboration? In addition, integrating structures is fundamental and often overlooked. For example, accounting and computer systems being altered to allow for sharing of FTE in team taught courses, cross-listing classes, joint appointments and splitting indirect costs for research. Does this integration need to occur in your collaboration? Why or why not? Is the work involved with integration of these systems within the institution or across MnSCU? How will you begin to move the integration of appropriate systems forward?

8. **Rewards**-Two different rewards (tenure and promotion system and incentives) helped to sustain collaboration across campuses in the Kezar (2005) article. By far the most important reward system to focus on for faculty was the promotion and tenure requirements. If the tenure and promotion system supported collaboration then the members of campus felt the context of collaboration would be fully sustained. In the Kezar study, many individuals expressed how they were excited about the prospect of doing collaborative work (interdisciplinary research, learning communities, etc.), but they felt it impossible to transition to a new way of working without some relief from their day-to-day activities. What rewards do you plan to alter as a result of your collaboration, if any? Describe how the rewards will change? If rewards will not change, what is the time-commitment needed and how will that be accounted for? Will you need to cut any existing plans or services? If so, describe the process and how it will enhance your collaboration moving forward.

Appendix B

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REDESIGNING FOR COLLABORATION WITHIN HIGHER EDUCATION INSTITUTIONS: An Exploration into the Developmental Process

Adrianna Kezar^{*,**}

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As a result of both the external pressures and the known benefits of collaboration, many higher education institutions are trying to create learning communities, service and community-based learning, and interdisciplinary research and teaching. However, over 50% of collaborations fail. There has been virtually no research on how to enable higher education institutions to conduct collaborative work. This article focuses on examining how institutions moved from a culture that supports individual work to the ones that facilitate collaborative work. A three-stage model emerged. The first stage, building commitment, contains four contextual elements—values, external pressure, learning and networks. Here the institution uses ideas/information from a variety of sources to convince members of the campus of the need to conduct collaborative work. In the second stage, commitment, senior executives demonstrate support and re-examine the mission of the campus and leadership emerges within the network. The third phase is called sustaining and includes the development of structures, networks, and rewards to support the collaborations.

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KEY WORDS: collaboration; organizational change; college and university administration.

Higher education institutions are realizing the importance of enabling internal and external collaborative work, e.g., interdisciplinary research or community partnerships. In recent years, researchers have documented the benefits of organizational collaboration including greater efficiency, effectiveness, and perhaps most important for higher education institutions, it can enhance student learning (Kanter, 1994; Senge, 1990). In addition, accreditors, foundations, business and industry and

*Associate Professor, University of Southern California, Los Angeles, CA, USA.

**Address correspondence to: Adrianna Kezar, Associate professor, University of Southern California, Waite Phillips Hall 703C, Los Angeles, CA 90089, USA. E-mail: kezar@usc.edu

government agencies have been espousing the importance and value of collaboration for knowledge creation and research, for student learning and improved organizational functioning (Ramaley, 2001).

As a result of both the external pressures and the known benefits, many forms of both internal and external collaboration have begun to emerge nationally. For example, in terms of external collaboration some campuses partner with local businesses to increase their teaching pool and internship potential and provide needed labs and materials for conducting research. An example of internal collaboration is the formation of cross-disciplinary learning communities that bring faculty and students together to study an issue, capitalizing on intellectual capacities throughout the institution for teaching. Similarly, faculty have begun to form multi and interdisciplinary research centers to address the pressing problems of our times and student and academic affairs divisions are working together to deliver joint programs and services.

However, institutions are, generally, not structured to support collaborative approaches to learning, research, and organizational functioning. Departmental silos, bureaucratic/hierarchical administrative units, unions and other rigid structures act as barriers to cross-divisional work and partnerships (Kanter, 1994; Senge, 1990). Within this environment, collaborative ventures struggle to emerge and be sustained with an over 50% rate of failure (Doz, 1996). Because of the high failure rate, much has been written about the barriers to collaborative work. Although it is important to understand barriers, there also needs to be work on how to foster collaboration and success models provided for institutions to follow. There has been virtually no research on how to reorganize higher education institutions for collaborative work. Although there are articles and books about how to implement specific initiatives such as learning communities, K-16 partnerships, or interdisciplinary research, these works focus on the particular dynamics and strategies for the creation of these initiatives (Kezar and Hirsch, 2002). Few, if any of these works, examine the broader challenge of how institutions have to be transformed to enable collaborative work, with the exception of usually noting the need to change reward systems within institutions (see Jacoby et al., 2003; or Smith and McCann, 2001). This article focuses on four types of cross-institutional collaboration: academic and student affairs collaboration, interdisciplinary and community-based research, team teaching and learning communities, and cross-functional teams.

The corporate/industry sector has conducted research on how to reorganize to enable collaborative work (Kanter, 1994; Liedtka, 1996; Mohrman, Cohen and Mohrman, 1995; Ring and Van de Ven, 1994). This provides a foundation for testing and developing a model of

collaboration in the higher education area. Research from organizational theory demonstrates that models are usually more successful if modified to the context in which they are used (Birnbaum, 2002). The corporate model by Mohrman et al. (1995) was explored (Kezar, JHE, in review) for relevance in the higher education setting and unique features were identified. The following eight core elements are necessary to redesign in order to create a context that enables collaboration: (1) mission; (2) integrating structures; (3) campus networks; (4) rewards; (5) a sense of priority from people in senior positions; (6) external pressure; (7) values; and (8) learning. This study fills a gap in our knowledge by describing campuses that showed exemplary progress reorganizing to foster both internal and external forms of collaboration. In addition to identifying the contextual elements that enable collaboration, another gap in the literature is understanding the developmental process or how the process of creating such a context unfolds. This article focuses on examining how institutions moved from a culture that supports individual work to the ones that facilitate collaborative work.

LITERATURE REVIEW

In this section, I begin by defining collaboration. Next I describe the focus of this study—examining the developmental process for creating an environment that supports collaboration. Lastly, I review the research that has been conducted on the evolution or development process of the collaboration that comes primarily from the corporate sector and that was used to frame this study.

Defining Collaboration

Collaboration has been defined in a multitude of ways and studied across a host of disciplines from political science, to biology, to sociology (Whetten, 1981). In this study, I draw primarily from the organizational studies literature on collaboration. Most comprehensive definitions of collaboration refer to stakeholder interests or who is involved in the collaboration, describe common purpose and shared rules or norms and detail what is being pooled—financial capital, human resources, skills, or expertise. In their meta-analysis of definitions of organizational collaboration, Wood and Gray (1991) developed the following definition that was used to guide this study: “a process in which a group of autonomous stakeholders of an issue domain engage in an interactive process, using shared rules, norms, and structures to act or decide on issues related to that domain” (p. 437). In order to be considered collaboration, it is key that the process entail an interactive process (relationship

over time) and that groups develop shared rules, norms and structures, which often become their first work together. In addition to defining collaboration, it is important to understand that the literature is typically divided into two areas: internal (intra) and external (inter) collaboration. Internal collaboration includes areas such as cross-functional teams, interdisciplinary teaching/research, and student and academic affairs collaboration. External collaboration includes steering committees, K-16 partnerships, community partnerships, and business and industry collaboratives.

Evolutionary/Development Focus

Most research on collaboration has focused on antecedents/reasons for collaboration or the outcomes of collaboration (Doz, 1996; Saxton, 1997). Very little research has focused on the process of collaboration or its development. When research has focused on the process of collaboration, researchers emphasize individual and group dynamics and miss the systemic elements of the organization that need to be changed in order to make collaboration successful (Tjosvold and Tsao, 1989). Denison, Hart, and Kahn (1996) were among the first to identify that researchers have not studied how the overall environment or organizational context can enhance collaboration, noting this as one of the most important areas for future studies and which is the focus of this study.

Doz (1996) noted that within the limited amount of literature on process, there was also a gap in knowledge about whether there was an evolutionary or developmental component to the process. He states that, "only Van de Ven and Walker (1984) and more recently Ring and Van de Ven (1994) have developed an explicit model of the evolution of [collaboration within organizations]" (p. 56). By development, the authors are referring to how a partnership emerges and grows over time and whether any predictable phases or stages emerge. This study sought to fill this gap in knowledge by examining the developmental process for institutions that reorganize to enable collaborative work.

In general, the concept of development or evolution within organizational theory is concerned with describing and understanding the emergence, growth or implementation, and success or dissolution of collaborations. Theories or models of development examine the emergence and growth in order to understand success or failure (for instance, are there common elements of success or failure?). For example, in one study they described the evolution as passing from low collaboration, through at-stakeness, to transparency, to mindfulness, to synergy at the highest level of development (Jassawalla and Sashittal, 1999). The developmental process tends to move from superficial forms of collaboration

to deeper or more institutionalized approaches. I will review the prominent five models of evolution (Mohrman et al.; Doz; Ring and Van de Ven; Arino and Torre, and Kanter) and examine the main components of the models: (1) the driving force in development—learning, relationships, external conditions or assessment/evaluation; (2) stages of development; (3) formal versus informal processes; and (4) importance of initial conditions. A summary of the elements of these models is presented in Table 1. These elements will be explored within the study of collaboration within higher education. I have chosen those models because they represent the main schools of thought related to evolutionary models; they are the most cited models; and they represent varied perspectives on development that help understand distinctive factors that might be explored within the current study.

Most developmental models have examined the creation of single collaborative initiatives—either internal (cross-functional team) or external (alliance). Instead, the focus of this study was to explore the evolution of a context for collaboration, since that is considered the most understudied area. Mohrman et al. (1995) developed the only developmental model that is focused on creating a context for collaboration, but was created within the corporate context. This model was tested within the higher education setting. This model was selected because it was the most closely relevant to the phenomenon under study, but also because it is one of the most comprehensive developmental models.

Models Collaboration Development

Mohrman et al. (1995) (MCM) propose a developmental model for intra-organizational collaboration, which is based on a learning approach and formal processes of redesign. Within this approach, no set linear stages of development can be outlined, instead, each organization has to go through a self-design process that is unique and dynamic. Within the self-design model there are some areas of focus. The first is laying the foundation in which values are clarified and key outcomes identified, organizations read and visit other organizations to learn about the process of collaboration and they diagnose performance gaps and organizational issues affecting collaboration. The second area or phase is designing and redesigning. The hope is that a design team will develop a framework for a new team-based organization. Initial implementation establishes the teams and provides assistance and support for the new collaborative work. Then the last phase is evaluation of the new system of supports and on-going adjustments to ensure that they provide needed support for collaborative work. Learning occurs at all

TABLE 1. Models of Collaboration Development

Author of model	The driving force in development	Stages of development	Formal versus informal processes	Importance of initial conditions
Mohrman, Cohen, and Mohrman	Assessment and learning	Less formal stages: laying foundation, designing, evaluation	Formal process: mission, work modified, training, processes altered, Rewards	No initial conditions must be in place
Ring and Van de Ven	Relationships and learning	Stages: negotiation, commitment, execution	Informal process: build trust, reach agreement of obligations	Initial conditions critical: clear goals, trust
Doz or Arino and Torre	Learning and assessment. For Arino and Torre: Relationships more than learning	Stages: groundwork structuring, formalizing, all with period of evaluation and adjustment	Formal process: environment, task, process, skills, and goals	Initial conditions critical: task definition, expectations of performance, motives and others
Kanter	Relationships	Stages: courtship, engagement, commitment	Informal process: sensemaking, learning about each other	Initial conditions are only minorly important as collaboration is constantly renegotiated and constructed
Author—study presented	Relationships	Stages: Building commitment, Commitment, Sustaining	Formal process: (1) values, learning, external pressure; (2) sense of priority, mission; (3) integrating structure, rewards. Network throughout	Initial conditions critical: a network, values, external pressure, learning

three stages and is extremely important in the first stage where people need to be brought together in dialogue to understand what it means to work cross-functionally or to model collaboration.

The specific developmental model that emerges begins with redesigning the strategy or mission of the organization. Second, the work of the organization, for example teaching and research, needs to be modified. Third, people need to be trained to conduct collaborative work and the structure needs to be altered, such as new roles and offices based on collaborative principles. Fourth, the processes of the organization have to be modified to support collaborative work such as goal setting or performance management, so that collaboratives have the ability to form their own goals, for example. Strategic planning processes that are top down will not work within a collaboratively designed organization. Lastly, rewards need to be established to motivate and support collaboration. Rewards should be put in place last as the design of collaborative structures should be stable. They note that the process is iterative and stress the two-way feedback loops so that the development of processes will have implications for the development of people. Mohrman et al. also highlight the importance of the centralized and decentralized levels working together as the developmental process unfolds; too much local decision-making can become problematic: “an inability to understand design and process choices across teams can inhibit the ability of the organization to function as a larger performing system” (p. 329).

There is little attention to specific initial conditions that need to be in place. However, they do note that internal collaborations, the focus of Mohrman et al.’s book, have to take place gradually and involve redesigning existing systems; they note that “a potential evolutionary path might be from a model that includes one first-line supervisory for each team, to a model that eliminates that first level supervision altogether as first-line supervisory responsibilities are gradually moved into the team. This sort of gradual transfer of responsibilities is one response to the reality that if management skills are not at first present in the teams, they will have to be developed” (p. 340). Also, formal processes are seen as more important than informal. With external collaborations and partnerships, the groups are often starting from scratch and can design systems anew and potentially move more quickly into collaboratively designed structures and supports.

The second model reviewed focuses on inter-organization collaboration and was proposed by Ring and Van de Ven (1994) examining corporate alliances. This was the first model of development for inter-organizational collaboration and it focuses on three phases—negotiation (working out joint expectations, building trust and bargaining), commitment

(agreement is reached on the obligations and rules for future action) and execution (systems put in place to make collaboration happen). Each of the stages entails repeated interaction by the individual/groups involved in the partnership and the outcome of each interaction is assessed in terms of efficiency and equity or fair dealing. This model is based on human relations, political and structural assumptions about organizations—that clear goals, good interpersonal relationships and bargaining are key to collaboration. Based on this model, they developed a set of propositions about conditions that will affect the evolution of the partnership such as congruent sensemaking among parties increases the likelihood of concluding the formal negotiation and moving from stage one to stage two. Their model focuses on relationships as key to moving the collaboration forward as well as learning that occurs between partners as they negotiate and become familiar with each other. Informal negotiation processes among individuals/groups is more important than formal processes and initial conditions such as trust or joint expectations are critical for beginning the process.

Building on Ring and Van de Ven's (1994) work and developing empirical support for this line of research, Doz (1996) conducted a grounded theory study to examine the evolution of collaboration within strategic alliances or external partnerships. The model has several components starting with a set of initial conditions (task definition, partner's routines, interface structure and expectation of performance, behavior and motives); these conditions either facilitate or hamper learning processes that are the next step in the evaluation of the collaboration. Learning must occur on several fronts for the collaboration to move forward—environment, task, process, skills and goals. If this learning occurs, then it allows for a process of evaluation about the efficiency, equity and adaptability of the alliance. After evaluation there are usually a series of adjustments that result in revised conditions related to task definition, partner's routines, interface structures and expectations of performance. For Doz, the key aspect of the evolution is a learning process that occurs within the evaluation and re-adjustment process; there is greater emphasis on learning and formal processes than Ring and Van de Ven proposed. In order for collaborations to be successful, assessment and learning must take place.

Arino and Torre (1998) also provide empirical support for Doz's model of the evolution of collaborative arrangements, focusing more on why partnerships dissolve such as whether the partnership becomes inconsistent with economic efficiency or a breach in performance results in a deteriorated relationship. Their research provides evidence of the role of relationships and networks, more so than learning, on moving

through the stages and of success. Their research is more closely aligned with Ring and Van de Ven's human relations assumptions, but emphasize the structural components such as clear expectations or assessment. Networks are defined as coalitions, alliances or complex set of relationships among a group of people that are useful to accomplish a present or future goal.

Rosabeth Moss Kanter (1994) has developed some of the most recent work in this area and proposes, like Arino and Torre (1998), that relationships and networks are paramount to the evolution of partnerships, rather than learning or formal assessments (highly structured nature) of the collaborative. In her research she discovered a link between trust and informal relationships during the early stages, rather than controlling people through formal systems, to create collaboration. Kanter found that a dense web of interpersonal connections and infrastructures that enhance understanding and learning are the key elements to help move collaborative ventures along. Collaborations operate more like relationships with a courtship phase (highly informal and based on chemistry and compatibility) and engagement or commitment phase (akin to meeting the family and saying vows). Like romances "collaborations are built on hopes and dreams – what might happen if certain opportunities are pursued" (Kanter, 1994, p. 99). Ring and Van de Ven (1994) and Kanter focus on development as a socially constructed process that is highly reliant on individual interpretation of, for example equity and that this is constantly being reinterpreted with further interactions among partners. Kanter places more prominence on understanding and sensemaking and informal processes (similar to Ring and Van de Ven) rather than assessment, learning or formal processes which is emphasized in Mohrman et al. and Doz.

Mohrman et al. (1995), Ring and Van de Ven (1994), Doz (1996), Arino and Torre (1998), and Kanter (1994) review concepts that can be explored to create a model of collaboration development within higher education examining—the relative importance of relationships, learning, or formal assessment for development; the notion of stages as well as particular stages to explore; the significance of informal processes versus formal processes within various stages; and the importance of initial conditions, for example. The Mohrman et al. Model focused on specific contextual elements that unfold such as mission, task, skills development, structure, processes and rewards, which were examined.

METHODOLOGY

Case study methodology was chosen in order to explore exemplary institutions that had developed an organizational context to support

collaboration. This methodology is often used when a unique phenomenon can be identified and examples investigated in detail to describe and articulate the issue. In addition, complex organizational processes such as collaboration and broad phenomena such as context and environment are typically studied through case study methodology since it allows the researcher the opportunity to examine structure, culture, institution-wide processes, history and an array of conditions that cannot be captured through other methods (Merriam, 1998; Stake, 1994). The study is rooted in social constructivism and attempts to develop a model based on a shared or collective understanding of events rather than exploring the individual experiences within the context of collaboration and varying interpretations (although these were not ignored). Instead, I examined what seemed to be happening, not based on individual's subjective experience, but experiences that tended to be shared.

The overarching research question pursued was: (1) How does the context for collaboration emerge, grow and become implemented and succeed or fail? The following subquestions were also explored: (a) What is the relative importance of learning, relationships and formal assessment to moving the developmental process along?; (b) Are there particular stages of development? If so, What are they?; (c) Are there any necessary initial conditions?; and (d) What is the role of formal versus informal processes? The unit of analysis was the overall institution, rather than specific collaborations, which has been the emphasis in earlier studies.

Sample

The project utilized intrinsic case sampling which is undertaken because the case(s) illustrate a particular issue, not because the case(s) represent other cases (Stake, 1994). It also used unique case sampling, which entails the identification of cases based on a particular set of characteristics (extensive collaboration and organizational context features that support it) that they share to better understand the distinctive phenomenon that emerges within these cases (Stake, 1994). Uniqueness is more important than representation or generality. The special cases examined were four institutions that demonstrated high levels, perhaps excellence, in internal organizational collaboration. In terms of being special, I mean that these institutions were unusual in the number, depth and institutionalization of collaboration. Institutions were chosen if they had collaboration across various types of internal and external collaboration, not just one area. The assumption was that a single excellent collaboration or two might not reflect organizational features, but

individual leaders. The main forms of collaboration present within these institutions were: interdisciplinary teaching/research, learning communities, community-based learning, team-teaching, student and academic affairs collaboration, cross-functional teams, K-16 partnerships and business and industry collaboratives (each or these meet the definition of collaboration described in the literature review). Certainly, all institutions have to collaborate or coordinate processes in some way, but these institutions are unique in that they are set up and organized specifically to facilitate collaboration rather than individualistic work. Few institutions have completely redesigned themselves for conducting collaborative work, which is what makes these institutions unique.

The American Association for Higher Education, a national association that works to create change within colleges and universities, nominated institutions. These preliminary nominations were based on reputation and working knowledge of these institutions—essentially nomination by experts. Approximately, 30 institutions were nominated from all over the country.

After nomination, institutions were contacted and asked to fill out a brief survey (just for selection purposes, not data collection—each institution filled out the survey) and institutional members were interviewed to determine the depth and perceived quality of the collaboration. Criteria used to examine depth and quality included: (1) number of collaborative initiatives; (2) restructuring or redesign efforts to help facilitate collaboration; (3) reputation for collaboration among peer institutions; and (4) perception of employees of depth and quality of collaborations on their campus in comparison to their peer institutions.

Another selection criterion was that the institutions chosen were 'typical' higher education institutions (without significant funding to leverage partnerships and collaboration) and were non-elite. Many studies of collaboration or partnerships focus on models of excellence among elite or high profile organizations and the findings are often not generalizable to other settings with more limited resources.

Also, collaboration was assumed to emerge distinctly based on institutional type and mission. As a result, within this study, the type of institutions examined was held constant. Four public comprehensive institutions were explored since this is among the largest sectors and one most directly affected by recent budget cuts. These institutions are in even greater need for strategies for collaboration. The institutions were geographically dispersed: one in the Midwest, one in the Pacific Northwest, one in the Southwest, and one on the East coast. All four institutions are in or near a major urban area. Three serve approximately 30,000 students and one serves approximately 15,000. They all have large

numbers of commuter students.¹ Because of the depth needed to examine this complex phenomenon and the need to interview an assortment of individuals on campus, four institutions were chosen for investigation. The number of institutions did allow patterns to be determined across exemplary institutions, while still maintaining the needed depth.

Data Collection

Mixed methods were used to collect data including interviews, document analysis and observation, which is common to case study methodology (Stake, 1994). Prior to the campus visits, documents were reviewed such as institutional planning documents, cross-campus committee and accreditation reports. Twenty interviews were conducted at each site for a total of 80 interviews. The interviewees were identified through an institutional representative, usually the provost, as individuals who had knowledge of, or experience with, a host of collaborative activities. I spoke with a mix of faculty from various disciplines, administrators and staff from across various divisions. It is important to gather data from individuals across the institution as faculty, staff and administrators often have varied perspectives about organizational life to ensure the views were commonly held and not reflective of their specific positioning within the institution. Also, I was interested in individual/group difference in perspective of how the developmental process unfolds.

I also used snowball sampling and asked people I interviewed for the names of others I should interview. Because collaboration occurs within so many different areas on these campuses, to have an accurate picture, I needed to speak with people across different collaborative ventures to ensure a developmental perspective was not specific to any one collaborative activity, but was found across collaborative activities.² Each interview was tape-recorded and a transcript of each interview developed. Follow up interviews by emails were conducted of individuals who appeared to have a particular insight or to clarify information from the interviews, observation or document analysis. Observation of various collaborations (e.g., meetings of the groups or activities such as an interdisciplinary research symposiums), where possible, was also conducted to triangulate institutional members' perceptions. The research used several sources of data to examine the developmental process: (1) perceptions of members of the institution; (2) observation of collaborations; and (3) official documents related to the collaboration and the campuses.

Data Analysis

Data analysis proceeded following the case study techniques outlined by Merriam (1998) and thematic analysis outlined by Boyatzis (1998). All transcripts were read an initial time for themes that emerged (inductive) as well as the themes brought to the study from the model and literature (deductive). Transcripts were then coded according to the inductive and deductive theme codes. Secondarily, field notes and documents were also reviewed and coded.

The main items that facilitated collaboration were documented through the various sources of data and then the researcher attempted to determine how the elements unfolded. This analysis/interpretation was based on the following criteria: (1) examination of the interview question where I asked them to describe collaborations unfolding on campus; (2) review of answers to individual questions and notation of stories about how the collaborative context unfolded; (3) comments from a person on campus who seemed to have particular insight into the workings of the campus—they tended to be a person with a long history or new on the campus having been at several other campuses for comparison; and (4) triangulation by the researcher, based on information from document analysis, interview data and observation.

The model developed emerged from reviewing the data using the criteria above and developing detailed data tables. For example, mission was mentioned at each institution as critical among almost everyone interviewed. Mission was also noted in documents and through observation. All comments related to mission were put into a table. The key aspects related to mission were coded as themes such as “makes collaboration part of the identity or role of individuals.” Then, key quotes were chosen to signify these themes mentioned (yet the themes would have been mentioned many times). The quotes were key if they seemed to clearly represent the theme or issue being described. For any given quote, there were usually 20–25 similar quotes. Since the focus was on what individuals had consensus about related to development, representative quotes were chosen. Because there were more than 120 quotes related to mission, for example, only a few are used that highlight key points. The focus in the data analysis was to determine if a developmental model existed, some of its components and emergent themes as well.

Trustworthiness and Limitations

Multiple sources of data ensured trustworthiness, in particular, observations and field notes by the researcher were carefully compared to

interview data. Different interviewees' perspectives were also used to ensure trustworthiness (which is why 20 individuals were interviewed per institution). Lastly, I asked individuals interviewed to review my interpretations of the contextual conditions that were important as well as the model.

In terms of limitations, the findings are reflective of people's perceptions about how a process unfolded and reliant on memory. Two campuses had been operating in this manner for over a decade. The researcher was not on the campuses at the time of the change to a collaborative environment and had to rely on perceptions and opinions. The researcher aimed for shared understandings about how the process unfolded. Yet, when there was disagreement or differing perceptions, the researcher had to make judgments about the way events unfolded, using trends in the data and triangulation with documents to make such judgments. Lastly, the model presented in the results section may only be reflective of comprehensive institutions and needs to be explored within other institutional types for fit. Future research should examine institutional differences. Liberal arts colleges, research universities, etc., will likely have distinctive approaches to collaboration. The same organizational conditions may be used, but they may vary in importance and priority.

RESULTS

The results of the study are presented as a model that will be compared to the existing models/literature. In brief, I will review the overall findings. A reminder, there are eight core elements that are necessary to redesign in order to create a context that enables collaboration. The elements are: (1) mission; (2) integrating structures; (3) campus networks; (4) rewards; (5) a sense of priority from people in senior positions; (6) external pressure; (7) values; and (8) learning. These elements are described in earlier research (see author, in press). In this paper, I focused on how these elements unfolded in a developmental way in order to create the context for collaboration over time. The elements of the model are presented in Fig. 1 and fall into a three stage model. The model that emerged can be compared to the other models reviewed in the literature in Table 1.

The first three elements (values, external pressure and learning) seem closely related to Ring and Van de Ven's (1994) negotiation stage or Kanter's (1994) courtship phase, and I have labeled building commitment. Here the institution uses ideas/information from a variety of sources in order to try to convince the members of the campus of the need

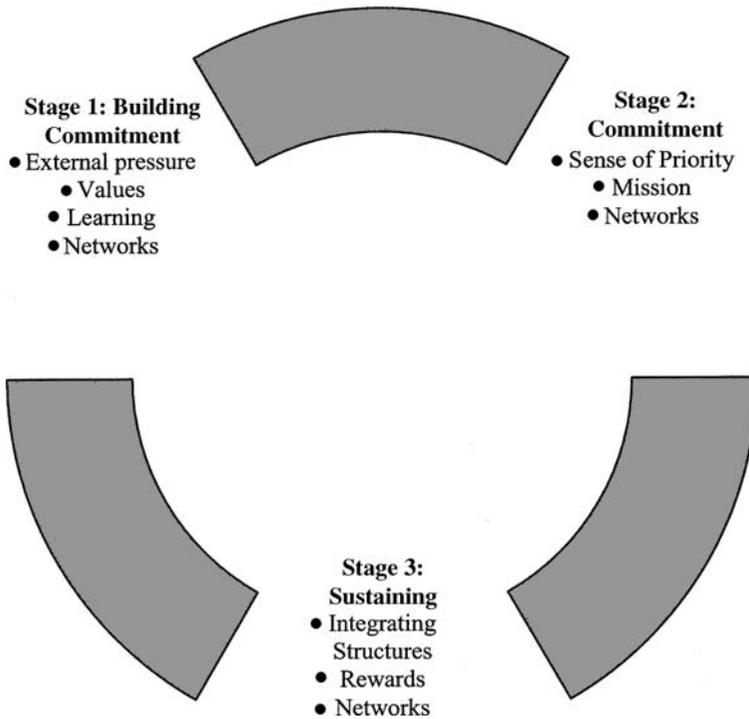


FIG. 1. Stage model collaboration in higher education.

to conduct collaborative work. An element that emerged that is unique from other models is a campus network, which was critical across all three stages. The network was most important in stage one for helping to communicate the ideas from the new values, external messages and learning.

The second stage also mirrors Ring and Van de Ven's phase two of commitment. In this stage, senior executives demonstrate support and re-examine the mission of the campus and leadership emerges within the network. The third phase is called sustaining and has elements of Ring and Van de Ven's execution stage or Kanter's taking the vows stage, but is more formal and entrenched than either of the stages in these two models. Sustaining includes the development of structures, networks and rewards to support the collaborations akin to phase 3 of the MCM model. The model had clear phases as described in the inter-organizational developmental literature.

The developmental model for higher education maintained similar elements of the MCM model, however, it unfolded in a different manner than within the corporate setting. For example, mission and task were not the beginning elements that unfolded. Unlike corporations where collaboration can be mandated from the hierarchy, creating a collaborative context within higher education mirrors the process of inter-organizational collaboration where the parties need to be convinced of the importance of the commitment. Other variations in the unfolding of the model will be discussed in the results section and in the discussion.

Relationships were much more important in the higher education setting than learning or formal assessments to the development of a context for collaboration. Learning was important to create commitment, but was virtually nonexistent after that initial phase. The key element to the development of the context was relationship development and the creation of campus networks. I will review the stages of the model and then discuss in detail the role of relationships, learning and environmental conditions. The importance of formal/informal processes and initial conditions are blended into the sections below and will be specifically highlighted in the discussion section. As noted in the Data Analysis and Trustworthiness sections, the model emerged from a review of interviewees' stories about how the collaborative context developed on their campus, focusing on similarities in the stories to ensure accuracy and trustworthiness. The results/model were also presented to a set of interviewees for confirmation.

Stage One—Building Commitment to Collaboration

Three elements were critical for building commitment: values, external pressure and learning. These elements together helped campuses to 'build a story' in support of a new way of conducting work; each one alone was insufficient for building commitment. The development of a set of values related to the importance or value of collaborative work created a new norm or operating philosophy for individuals. Three value systems were most often described on campuses: being student centered, innovative and egalitarian. Campuses that embrace these three values seem to be able to foster collaboration more easily since it provides a common ground for why to collaborate (for students), an ethos to experiment (innovation) and the egalitarian ethic helped people to see the value in other people and obliterated some of the common barriers prevalent in an elite culture such as hierarchies of disciplines, position (faculty/staff, administrator) and of administrative unit (academic versus student affairs). In the words of one faculty member: "Our values

system has really gone a long way to support a host of collaborations. I have heard people unprompted connect the values with the collaborative work they are doing.” These values work in concert, like learning, with the environment. But an internal story needed support from external sources.

Campus leaders and change agents identified messages from external groups that supported collaborative work and created public forums for discussion of new accreditation and foundation guidelines, business and industry proposals, and federal agency initiatives. Without a compelling external argument for why collaboration is necessary, it is unlikely to occur. Interviewees described stories of past failed efforts on their campus or on other campuses of trying to create a context for collaboration and a main factor being insufficient support from the external environment or not building a case of the external support.

Some individuals on campus are compelled by the values of collaboration, others by external pressures, but an equal number of people needed to be convinced of the benefits of collaboration; they needed evidence to be educated. Learning was used by change agents as a strategy for informing people of the benefits of collaboration in order to motivate people to conduct collaborative work. Leaders passed out research on the advantages of collaboration, National Science Foundation (NSF) data on partnerships and held forums and workshops on various forms of collaboration they were trying to encourage, helping people to understand the benefits. One administrator’s comments epitomized the stories of many individuals: “After a symposium was given, I got messages from 25 faculty who told me they were fundamentally rethinking their work and it was the evidence presented that convinced them.” An appeal to people’s hearts, minds, and influential groups all appeared significant for changing the overall context since people are motivated by very different factors. The specifics of these external messages and aspects of learning will be described in the section on the importance of relationships, learning and environmental conditions.

Having a campus network emerged as central within every phase of the model. Many people interviewed noted that values or external pressures articulated only from ‘on high’ among senior executives or learning proclaimed by a few believers, were not sufficient to build commitment. What made the story created through the values and external messages work is that they were fed into an existing network that both transferred the ideas around campus, but provided additional validity since peers were supporting the notion being distributed through the network. There needs to be a critical mass of people on campus that are interested in change, supportive of campus initiatives

and it is helpful if they are interested in collaborative work, but this element is not necessary. As one administrator noted, “we have a great network for infusing new ideas about collaboration. This was absolutely central when we began our efforts to conduct work in a more collaborative way. Luckily there were a few people on campus who realized the value of the network and knew how to use it to get people on board.”

These networks can be developed and fostered in many different ways and do not necessarily have to be related to people interested in collaboration. The campuses used the following techniques to develop networks: (1) hosting events on topics related to collaboration; (2) serving on campus committees; (3) opening up meetings to more individuals within units; (4) using physical spaces such as faculty and staff eating areas or common spaces for meeting; and (5) individuals who act as conveners on campus related to cross-functional activities such as assessment or community service; among other strategies. These campuses tend to use a host of strategies overtime to build campus networks. Most had the networks in place before they endeavored to move toward creating a collaborative context. They also noted how a history of trust and mutual respect helps in fostering this type of network that is anxious to support campus initiatives.

Stage Two—Commitment to Collaboration

There were three key contextual conditions that helped to solidify the commitment to building a collaborative context: mission, senior executive support, and network (leadership). The commonality among these elements was a sense of priority being reflected. The first contextual condition was a conscious rethinking of the institutional mission. Leaders realized that unless the overarching purpose of the organization was rethought to highlight collaborative work, it would be unlikely that the commitment would be sustained. This also signaled a commitment across campus. For example, three of the four campuses studied adopted a philosophy of collaborative learning that became infused within all their work. With a collaborative philosophy of learning in place, the core activities of the institution—teaching and learning—and all employees’ work become related to working collaboratively. One faculty member helped demonstrate the significance of a philosophy linked to the new mission: “we have a common language now and that common language comes from our shared philosophy in collaborative learning. We better understand each other’s work, goals and reasons for working together. That was a really powerful strategy for our campus.”

Rethinking and revising the mission statements alone was not sufficient to establish commitment to collaboration. Each campus had mechanisms in place to re-articulate their mission statement on an on-going basis, socializing and re-socializing people to the mission. This might be public speeches, orientations, convocations, or town hall meetings; but they took the opportunity to actively discuss the new commitment to collaboration.

Senior executive support was also critical to solidifying commitment. If people did not feel that the senior executives felt this was a priority issue, most people said they would not get involved (and had avoided certain collaborative efforts that were not deemed a priority). A comment by one faculty member reflected the sentiment of most of the individuals with whom I spoke: "Senior executive support is critical when institutions want to scale up collaboration. I realize that I can not make a major collaboration happen successfully without support from others, especially those that control resources and rewards." It did not always have to be the president or provost; encouragement and support by deans and department chairs was seen crucial by faculty. Sense of support/priority from senior executives is strongly related to mission since typically this group of individuals has the authority to alter or re-articulate the campus mission.

The ways that sense of priority was demonstrated was whether collaboration was discussed often by senior executives; if collaboration was written into official documents such as the strategic plans, accreditation reports, board correspondence; whether collaboration was connected to strategic objectives or work of the institutions (e.g., the major campus initiatives had an element of collaboration—team lead, stakeholder input, etc.) and modeling collaboration. Although people believed that collaborations were best supported and successful when they emerged and had ownership throughout the organization—within the faculty or staff—collaborations usually did not maintain momentum if there was not a sense of priority among senior executives. Support from senior executives needs to be maintained into stage three, since they were usually the only ones with the ability to alter rewards and create integrating structures to support collaborative efforts since they control resources.

The third element was the campus network that operated as a source of leadership within stage two. Most collaborations attained commitment because of a dedicated set of individuals that kept pushing to make the collaboration work. Interviewees kept mentioning the dynamic energy, enthusiasm and momentum that individual leaders within the network brought to a collaborative effort. In the words of one interviewee:

well, it keeps coming back to the distributed leadership on campus that is part of that 'critical mass' I was speaking about earlier. What has made certain collaborations work? I can see the various people in my mind over time, those who were the dedicated leaders. When the grants went away, senior leadership turned over, new strategic plan adopted, etc. these people kept watch over the initiative and enabled it to succeed.

I heard comments like this on each campus—that there were key individuals that moved the campus past ideas, visions and mission to implementation. This same leadership within the network is also critical in stage three where the collaborations are sustained. This is especially true if other aspects of the campus context lose hold as this interviewee mentioned such as senior executive support or certain rewards run out.

Stage Three—Sustaining Collaboration

In order to sustain the collaboration, more formal elements needed to be put in place, and this is reflective of the literature on the developmental process. The three main elements that emerged for sustaining a context of collaboration were integrating structures, rewards and formalizing the network. Sustained collaboration seems highly dependent on redesigning campus systems from computing systems, to divisional meetings, to rewards and incentives, to the creation of new structures such as institutes, to new relationships.

Each campus had developed three particular structures (a central unit(s) for collaboration, a set of centers and institutes and new accounting, computer and budgetary systems) that helped to integrate work and facilitate cross-functional activities. A unit focused on cross-institutional work, such as assessment, technology, service or community based learning or inter-disciplinary, teaching/research and reporting to the president or provost, ensured that people were working together across campus. One faculty member summarized the importance of a centralized unit:

we all know what is going on at the X center. That is the one place everyone seems to read the marketing materials and announcements. Plus, we know the work there is a priority for the institution; they work directly with the president. I like to serve on committees or go to events because I meet others, it is high visibility, and I know the work is seen as a priority.

Presidential initiatives also served as a centralized structure for coalescing collaborative activities, providing focus for collaborative efforts and joint planning. According to a faculty member on one campus: "the presidential initiatives have been critical to commitment for

collaboration on this campus. People realize that we cannot fulfill these initiatives without working together. Our strategic work and priorities are now defined by working together. This is really a different emphasis and has changed the way faculty and staff think about their work.”

Cross-institutional institutes and centers were also important for establishing commitment to collaboration. The work of faculty—teaching and research—is meaningfully altered by these collaborative structures. One administrator referred to the way that institutes had transformed the campus and how cross-institutional centers and institutes differ from traditional centers and institutes:

we made an intentional effort about 20 years ago that we wanted to be more collaborative – cross-campus collaboration, especially in the area of interdisciplinary teaching and research. We examined ways that we might foster this work and we felt giving institutes a visible status was important – with independent budgets, high profile, and administrative support. Centers and institutes are on many campuses, at the departmental or school level. We didn’t want that model, those tend to be shadow centers with little work going on. We wanted these to be high profile that everyone on campus knew about and would want to be part of.

A third integrating structures was fundamental and many noted how it was initially overlooked—accounting and computer systems need to be altered to allow for sharing of FTE in team taught courses, cross-listing classes, joint appointments and splitting indirect costs for research. One administrator described the significance of new accounting and computer systems:

we had built commitment and ownership for interdisciplinary teaching and research, but we didn’t have the systems to support it. There was a time that I thought the efforts would fail because people kept bumping up against barriers to the work they were being encouraged to do. But, people listened to the complaints and realized we had not built structures to support this new work and we began to do that – starting with our accounting and computer systems, because nothing else works if those are not in place.

Two different rewards (tenure and promotion system and incentives) helped to sustain collaboration across these four campuses. By far the most important reward system to focus on for faculty was the promotion and tenure requirements. If the tenure and promotion system supported collaboration then the members of campus felt the context of collaboration would be fully sustained. Yet, on one campus that had changed their tenure and promotion requirements, there was fear that the new provost was not committed to the principles as articulated, therefore, reinforcing the need for many different structures, processes and systems to be redesigned. Too much dependence on any one aspect of the redesigned system made the overall system weak. This same campus was

hopeful that the collaborative context would be sustained since the mission statement reinforced this work, other senior executives were committed, and campus processes were overwhelmingly collaborative.

Incentives, in terms of grants or administrative support, were also critical in sustaining collaboration. Many individuals expressed how they were excited about the prospect of doing collaborative work (interdisciplinary research, learning communities, etc.), but they felt it impossible to transition to a new way of working without some relief from their day-to-day activities. Everyone I spoke with mentioned that the overwhelming pace of being in a public institution with dwindling funds and growing responsibilities made the notion of changing the way one does work difficult. However, at each of these institutions, funds had been drawn away from the regular operating budget (or grants obtained) to support people in moving to collaborative work. Another lesson drawn from the cases is the need for incentives to be individualized rather than one approach for all design. Disciplines and units vary in terms of what might be an attractive incentive, for some it is a mini-grant, for another administrative assistance, and for a third, help with grant writing.

Networks were also critical in sustaining the collaborative context in two ways. First, they maintained and generated more collaboration on campus. People noted how 'collaboration built upon itself.' As relationships developed through participation in one collaboration it led to other activities and on-going connections and a greater degree of formality to the network. Second, after the collaboration was in place and obstacles encountered, members of the network worked together to cull expertise or relationships needed to overcome barriers. For example, it was the campus network on one campus that helped them determine that they needed to change their accounting and computer systems and that identified new options for the campus to use. This became particularly important for sustaining collaboration. Creating new structures, or rewards to support collaboration was a monumental task and often met with failure. It was usually the networks that created the intellectual resources to overcome barriers and resistance to new structures and processes on campus.

The importance of Relationships, Learning and Environmental Factors

Relationships played a paramount role in all three phases of the development while learning and the external environment (evolutionary theories) played the most significant role in the building commitment phase and to a lesser degree in the commitment stage. Learning also played a slight role on the third stage.

The most significant area of learning that people described was becoming informed of the benefits of collaboration in order to motivate people to conduct collaborative work. Learning was not described as an aspect of mission, priority setting, or for creating sustaining structure. The difficulty of creating learning within the higher education context was noted since there are so many different groups and subcultures with very different views of the world. It might be the difficulty of creating learning that resulted in people using relationships more as a strategy for moving the organization toward collaboration.

Learning was occurring in the building commitment phase as a critical element of obtaining ownership for the concept. Yet, the struggle to create learning was emphasized by interviewees. For example, one interviewee communicated this point by saying:

People in the humanities might be compelled by a quote by Hannah Ardent that 'excellence occurs in the company of others.' For a chemist empirical data about the outcomes of collaborative versus individual efforts might be convincing whereas as another individual may have collaboration before they can be aware of its benefits. Individual, disciplinary and other differences need to be taken into account when instructing individuals about collaborative work.

In the commitment phase, learning was mentioned in relation to leaders modeling collaboration to people across campus to learn. Many interviewees believed this was one of the most significant aspects to obtaining commitment: "I know I have heard that one of the most compelling ways to get buy in is for the people in senior positions to model collaboration. If they can't walk the talk, then people are not going to get on board." In stage three, the network helped to generate needed learning to help redesign systems and to identify problems in the redesign. This was similar to the MCM model (1995) where learning played a role in designing collaborative systems as people tested out new designs and altered and changed aspects based on observation of what works. The troubleshooting work of the network was critical in helping to sustain collaboration. However, in opposition to the MCM model where experimental structures or networks were commonplace, once changes were made to redesign campuses they became formalized quite quickly without redesign. In addition, in the higher education context, the role of formal training for sustaining collaboration did not emerge. Learning was most important for moving from stage one to stage two and had a modest impact in moving campuses from stage two to stage three.

In terms of the external environment, it played a key role during the building commitment phase. External pressures to collaborate emerged as an important area that facilitated and enabled this work. There were

a variety of external pressures that acted as a force propelling the institution along in the creation of a context to support collaboration. Disciplinary and professional societies have been emphasizing collaboration in recent years. This finding was mentioned by faculty and administrators at all four campuses. One faculty member commented that:

the pressure from the National Science Foundation within the disciplines has changed the nature of faculty work on many campuses. I was always inclined toward collaboration, but usually my colleagues were uninterested and, in fact, actively against working with community agencies, other fields across campus and the like. But now, grants encourage collaboration and people have become accustomed to the benefits — the increased dissemination of results, better studies, etc., — so now things are much easier, but it has taken time. I have been at this 28 years and have only recently seen the groundswell of change. In large measure, the change I see on this campus is that we now pay attention to and channel those external messages around campus.

Another enabler for faculty was the pressure from foundations, which are now requiring that organizations that submit proposals work in collaboration with other disciplines, non-profit and state agencies conducting similar work. Accreditors and state agencies have been stressing collaboration, especially around the area of assessment. The pressure from accreditors was a major source of support for administrators and faculty, who believe in collaborative work, but in particular held sway with administrators who saw a poor accreditation report affecting the institutional reputation. One administrator described the influence of accreditation: “collaboration is becoming a larger part of accreditation standards. I am not sure if it was the quality movement with its emphasis on collaboration, but you see it emphasized by the accreditation teams and reports.” Business and industry are communicating that collaboration is important for graduates entering the workplace. The pressure from business had a particular effect on certain disciplines and professional fields such as engineering, which had transformed its curriculum on three of the four campuses visits, for example. Furthermore, diminishing resources at the state level provides incentives for divisions and units to work together to preserve important programs and initiatives. These pressures have been persuasive and helped to provide momentum and an ideology for efforts to redesign campuses—building commitment.

It is not merely that these pressures exist, but that these campuses had mechanisms for communicating these messages to various campus stakeholders. Because collaboration is such a difficult transition to make, external pressures seem needed to overcome institutional inertia and disciplinary silos. Leaders on these campuses actively capitalized on these messages from external groups and were vocal about creating

dialogue (e.g., retreats, all campus or school meetings and public talks) about the external environment and pressures for collaboration. One administrator described how they were using external conversations to enable collaboration:

We take every opportunity – convocations, public speeches, workshops, meetings – to describe the changing environment and what it means for our work, especially the necessity to collaborate and the importance across divisional and cross-departmental work.

These types of dialogues were also used in stage two in order to create a sense of priority for members of the campus. The comment from an administrator summarized the idea that many others expressed:

it is one thing to get commitment for collaboration and another to get people to start doing it. We have used external pressures as a way to push people from word to deed. I would highly encourage other campuses as I have seen this work. When we talk of external pressures, we are talking about constituent groups that faculty and staff care about and who support their work, it is harder for them to ignore these messages than ones coming from the administration.

In summary, external environmental conditions were significant in moving from stage one to stage two and for moving through stage two.

Relationships and campus networks was the most prominent feature in facilitating the developmental process. It was important for gaining initial support for collaborative efforts, developing ownership and implementation and on-going support of collaborative work. In stage one, networks were used to foster learning, to spread values and to communicate messages from external groups. Several faculty made comments such as the following: “you just can not succeed in this work without a critical mass of faculty and staff and even students who understand the values and translate them to newcomers and anyone who will listen and that know the benefits of collaboration and will speak about it at public events.” Senior administrators espousing the values of collaboration had a lesser impact, instead, faculty and staff described the effect of peers who had committed to a new value system or who had become aware of the concern of external constituents.

In stage two, the network diffused collaboration across campus—embedding the sense of priority. Once the idea or concept was in place, people in power became central to enabling collaboration. The network provides a vehicle for the ideas to flow, helping gain momentum and energy. It was also a main source of leadership to drive collaborative initiatives, which was mentioned in more detail under the description of stage two. In addition, once a set of people were on board, more individuals were willing to join and to exert more effort.

In stage three, networks were supportive in maintaining and generating more collaboration on campus and for overcoming obstacles that emerge in the redesigned system. In terms of generating collaboration, the networks created opportunities for individuals to constantly come in contact with or become aware of individuals that might be related to a new collaborative project or that can enhance an existing one, providing new and fresh energy to efforts on a consistent basis. Networks also provided intellectual resources and cognitive complexity needed to overcome barriers that emerged within the redesigned system.

DISCUSSION AND IMPLICATIONS

In this section, I compare the developmental model that emerged within the higher education context to the literature from the corporate sector as well as note ways that this study contributes to the existing debates related in the literature on a developmental model around the role of learning versus relationship, stages of development, initial conditions and the importance of formal versus informal processes (please see Table 1 for a summary of the difference).

The MCM Development Model was helpful and some elements emerged as significant within the higher education context. For example, many of the areas of redesign did emerge in the second and third stage of the model—for example, mission, structure and rewards. The importance of centralized and decentralized processes working together to keep the process unfolding also appeared significant and was represented through the importance of leadership emerging in stage two among the network. The significance of formal processes was a hallmark of MCM model and was also significant within the higher education setting.

However, many elements did not fit the MCM model. For example, the MCM model did not include a 'building commitment' phase that emerged as very significant in the higher education context. The importance of stage one (building commitment) might be the result of the differences in management and hierarchical structures between corporate and higher education settings. In the corporate setting where there is more control and the management can mandate a change in the environment, there is likely less need to persuade and articulate the reasons why collaboration is necessary. Also, higher education institutions do not appear to advance through development based on learning, but based on well-developed relationships. The importance of a network is also likely related to the fewer management controls and hierarchical arrangements. Grass roots efforts and ownership are needed to create

motivation. Members of the higher education context are likely motivated by people, more so than goals, management, or rewards (Birnbbaum, 1991). Overall, the stages of development more closely mirrored Kanter's and Ring's and Van de Van's models of collaboration.

In recent years, there has been growing debate about what plays a greater role in the development of a context for collaboration/collaborative initiatives—learning, assessment/evaluation, or relationships. In this study, relationships or a campus network emerged as the most important conditions across the three stages and was aligned with the most recent research by Kanter and Arino and Torre. The importance of relationships and networks may be a distinctive feature of higher education collaborations. Because higher education institutions are professional organizations where individuals are greatly influenced and persuaded by peers and rewards are less important than prestige, this may account for why networks and relationships are a key lever (Birnbbaum, 1991; Kezar, 2001). Yet, it may be that this study demonstrates an area overlooked in the earlier corporate literature that is now being found among recent studies. These findings suggest that there need to be more mechanisms for people to interact such as communal dining areas or retreats that bring people together.

In the research on the developmental process of collaboratives, certain initial conditions have been identified as important for making the process successful. Stage one (values, learning, external messages and network) outlines the initial conditions necessary for a successful evolution within the higher education setting, which is heavily reliant on common understanding/vision and shared decision-making. The initial conditions can be characterized as contextual elements that help to build a persuasive story or case for the reason that collaboration is necessary and beneficial. Because higher education institutions tend to have such diverse faculty and staff (by discipline, unit, etc.), it is important to use a variety of strategies to build the case. A well-developed campus network is the second initial condition needed before the campaign on articulating values, external messages and learning occurs.

Another debate in the literature related to the development of collaborative contexts is whether informal processes should be emphasized first and more formal processes, structures and designs need to be established in later phases. The spreading of values and learning was most often successful when it was formalized as retreats or town meetings, for example. Sometimes it occurred in an informal manner, but the data do not support that informal efforts up front would have led to further development in the higher education setting. This finding about the importance of formal processes may be a result of the focus of the study

on changing to a collaborative context, which may inherently be a more formal process. Establishing one collaborative venture might be more reliant and successful with informal processes and actually be hindered by formal processes that create layers of complexity.

In addition to these theoretical contributions, there are several practical implications from this research. Campus leaders who want to create an environment supportive of collaboration need to examine the relationships of individuals and groups on campus and determine if there is indeed a network of individuals that can support such an endeavor. If no network exists, relationships need to be built and fostered through the techniques described in the results section. This initial condition is critical for campus success. Another initial condition is developing a value system, set of external pressures and understanding of the benefits of collaboration that are meaningful to the particular campus context. Invoking the NSF will be meaningful on some campuses, while on another the League of Innovation will be much more compelling. At religious institutions (collegiality) different values might be appealed to than at a community college (student success). Campuses need to build a very compelling story or case for why collaborative work is important. If a campus does not make the case, it will not build commitment, and will never move out of stage one. The campuses in this study also saw the move to collaboration as a long term and slow evolution. They realized it was not going to happen overnight, but over many years. So, taking time to put the initial conditions in place was seen as a good investment of time. Often campuses are anxious to see change immediately. But the lesson from these campuses is that the time spent up front building commitment where no actual (new) collaborations are taking place is critical for developing the context to support collaboration in the long term.

In stage two, campuses can depend on the efforts put forward toward initially building a network which appears to continue propelling the institutions through stage one as long as senior executives make collaboration a priority by re-examining the mission and philosophy guiding campus work and model collaboration. For most campuses, commitment was demonstrated by formally accepting collaborative learning and research as part of their mission and way of doing work. In order to sustain collaborative efforts, the campus needs to be prepared to make some significant structural and reward system changes. All the campuses mentioned that collaborative efforts would have failed. One campus had revised the entire undergraduate curriculum to be interdisciplinary, but they noted it was on the brink of failure until the campus changed the reward systems and provided accounting/computer

support and campus liaisons were set up (new positions that integrated work across the campus). This suggests that campus leaders can not leave collaboration to chance, to informal processes and need to provide the formal infrastructure to support collaboration, at least of large complex-type campuses such as the ones studied.

The importance of stages of development suggests that leaders need to be cognizant that campuses cannot be propelled into collaboration without some laying of groundwork. They also need to monitor the developmental stage of the campus. They need to take pulse of the campus to know whether they have the proper network formed or have built the case for collaboration before moving to altering the mission or changing the priorities and plans of campus. Also, moving too quickly to change reward structures can be disastrous. A developmental model suggests taking time, moving people along carefully, cautiously building the context and not forcing or challenging the campus before it is ready to move to the next level.

One caveat, this article focuses on ways that campuses can enable collaborative work if deemed appropriate to meet the goals of the institution, but does not necessarily advocate collaboration. I have cited various studies that suggest the benefits of collaboration, but it is important to consider the merits of collaboration before engaging in this process. It is also important to suggest that collaboration is a moral, not just a managerial consideration, so in stage one partners need to consider if the collaboration will benefit each party.

This study also helps campus leaders in understanding where to focus resources and efforts. For example, hosting training sessions on collaborative work is likely not a good investment as few people attend or are compelled by these sessions. Several campuses had tried hosting these sessions and they had not been very successful. Hopefully, armed with this road map of how four campuses developed or made the transition from siloed individualized work to collaborative contexts, other campuses can begin to successfully alter their contexts.

ENDNOTES

1. More detail about these campuses is not provided because there are so few institutions that have a plethora of collaborative activities and much more description would allow for identification of campuses that were promised anonymity. Information about the campuses is not necessary for interpreting the results since they were chosen based on typical case sampling. This is not an ethnographic or interpretive-oriented study.
2. There is a separate paper about differences based on the type of collaborative activity. However, many features were shared across collaborative work making these generalizable conditions important for institutional policy.

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Appendix C

JE Adrianna Kezar

Redesigning For Collaboration in Learning Initiatives: An Examination of Four Highly Collaborative Campuses

Organizations are realizing the need to redesign for collaborative work based both on external challenges and pressure and on the documented benefits of working in this manner. External challenges such as difficult financial times, changing demographics, globalization, and increasing complexity create an atmosphere in which organizations must rethink their work. In the business literature, the main strategy for addressing these many new challenges is collaborations or partnerships. For example, partnerships help to combine resources and help to identify new solutions to problems by combining expertise. Rosabeth Moss Kanter (1994) coined the term “collaborative advantage” to describe the way that private sector organizations engage in strategic alliances and partnerships that enhance institutional capacity to meet the demands of the new environment. In addition, Peter Senge’s (1990) now famous learning organization is centered on collaboration (teamwork, cross-functional work) to increase effectiveness and to meet environmental challenges. In terms of external pressure, accreditors, foundations, business and industry, and government agencies such as the National Institutes for Health and National Science Foundation have been espousing the importance and value of collaboration for knowledge creation and research, student learning, and improved organizational functioning (Ramaley, 2001).

Adrianna Kezar is Associate Professor of Higher Education at the Rossier School of Education at the University of Southern California. She is also Associate Director for the Center for Higher Education Policy Analysis. Her research focuses on organizational change, leadership, governance, and equity in higher education.

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These external groups are responding to research about the host of organizational benefits from collaboration—greater efficiency, effectiveness, and increased complexity of decision making (Haskins, Liedtka, & Rosenblum, 1998; Kanter, 1994; Senge, 1990; Whetten, 1981; Wood & Gray, 1991). Perhaps most important for higher education institutions, it has been suggested that collaboration can also enhance student learning (Knefelkamp, 1991; Love & Love, 1995). Several studies of particular collaborations—including interdisciplinary teaching (Conway-Turner, 1998; Smith & McCann, 2001), learning communities (Lenning & Ebbers, 1999; Smith & McCann, 2001), community service learning (Eyler & Giles, 1999), and academic and student affairs collaboration (Kezar, Hirsch, & Burack 2002)—demonstrate that they enhance student performance such as grade point average, persistence, and learning outcomes such as problem solving and interpersonal skills. Although evidence is just emerging about the impact of collaborative initiatives on student learning, the organizational benefits are well documented.

Some higher education institutions are aware of the importance of building more partnerships to increase efficiency and effectiveness and to build capacity. In recent years, cross-disciplinary faculty have begun to form learning communities that bring faculty and students together to study an issue such as the environment, capitalizing on intellectual capacities throughout the institution for teaching. Other institutions have collaborated with external groups such as industry and business in an effort to increase teaching or research capabilities. For example, George Mason University has a partnership with several technology firms based on the school's proximity to the second-largest technology corridor in the country. By partnering with local businesses, some campuses have enlarged their teaching pool and internship potential as well as increased much-needed labs and materials for conducting research. In addition, academic and student affairs divisions have begun to work more closely together and, in some institutions, to combine resources. These are just a few examples of the growing number of collaborative efforts in higher education.

However, in general, institutions are not structured to support collaborative approaches to learning, research, and organizational functioning. Such collaborations struggle, at times, to become institutionalized because higher education institutions work in departmental silos and within bureaucratic/hierarchical administrative structures. Campuses across the country have attempted to develop a host of initiatives (e.g., service learning and learning communities) to improve undergraduate education—on the edges—without taking on the challenge of reorganizing, only to find these entrepreneurial efforts thwarted by the traditional struc-

tures and processes. In addition, innovative academic programs (e.g., environmental studies, women's studies, or marine science) have difficulty being successful within rigid, traditional disciplinary structures.

Much has been written about the barriers to collaborative work, particularly in the literature on student and academic affairs collaboration, but little has been written about how to foster collaboration within higher education (Martin & Murphy, 2000). In addition, there are few models of collaboration for campuses to follow, as most have been developed within the private sector with different purposes and within unique institutional contexts. Research has demonstrated that models appropriated from business are more successful if modified to meet the unique organizational context of higher education (Birnbaum, 1991, 2002; Kezar, 2001). The goal of this study is to use a model from the corporate literature as a starting point (because it is the only existing model related to the specific phenomenon in this study—establishing a context for collaboration) in an effort to develop a model within higher education. This model is used only to situate the knowledge about this topic and to establish a set of deductive concepts to explore within higher education.

In this article, I present the results of a study that attempted to develop a model of how to organize for collaboration within higher education institutions, building from the knowledge that we have from the corporate and nonprofit sector. The present study examined four institutions that have high levels of collaborative activities—both internally and externally. The results presented here focus on the ways that they organized to foster internal collaboration. The internal collaborations focused on learning and improving the academic core of the institution, such as interdisciplinary teaching/research, learning communities, community based learning, team-teaching, student and academic affairs collaboration, and cross-functional teams.

Collaboration Literature: Definition, Theories, and Models

In this section, I review some of the key concepts and theories related to research on organizational collaboration to demonstrate the gap in information that this study fills, and then I present the model tested within the case study project. Some of the literature presented below is a subset of the literature on organizational change since most organizations are not designed to be collaborative organizations but have to change to become one. Therefore, when I am describing models of collaboration, they are also models of change that have been developed for this particular type of change initiative.

Collaboration has been defined in a multitude of ways and has been studied across a host of disciplines from political science to biology to sociology. In this study, I draw primarily on the organizational studies literature on collaboration. Most comprehensive definitions of collaboration refer to stakeholder interests or to who is involved in the collaboration; describe common purpose and shared rules or norms; and note what is being pooled—financial capital, human resources, skills, or expertise. In their meta-analysis of definitions of organizational collaboration, Wood and Gray (1991) developed the following definition that was used to guide the present study: “a process in which a group of autonomous stakeholders of an issue domain engage in an interactive process, using shared rules, norms, and structures to act or decide on issues related to that domain” (p. 140). In order for a process to be considered collaboration, it must entail an interactive dimension (relationship over time) and the initiative must develop shared rules, norms, and structures, which often become their first work together.

There are two types of collaboration literature within organizational studies: internal (intra) and external (inter) collaboration (Wood & Gray, 1991). External collaboration includes steering committees, K–16 partnerships, stakeholder groups, and external networks or collaboratives, and the majority of research focuses on why collaboration occurs. For example, resource dependency theory examines how scarce or limited resources tend to push people toward strategically shared resources, or within strategic choice theory, collaboration occurs because the relationships are perceived to increase power, efficiency, or production (Osborn & Hagadoorn, 1997). Internal collaboration includes areas such as cross-functional teams, interdisciplinary teaching/research, and student and academic affairs collaboration. Interorganizational collaboration has received a great deal of attention since alliances and mergers were seen as a key for businesses surviving difficult financial times (Saxton, 1997; Whetten, 1981). The present study focuses on intrainstitutional collaboration because there is even less research in this area and because it is an important area for higher education related to enhancing the learning environment.

Within the intraorganizational literature, most theories have focused on why collaboration occurs as well as on barriers to such collaborative work (Doz, 1996; Oliver, 1990; Wood & Gray, 1991). Stakeholder theory posits that collaboration occurs because cooperative systems by their very nature are inclined to form coalitions and achieve common goals, but at times barriers occur (Googins & Rochlin, 2000; Hagadoorn, 1993). Structural barriers—for example, in higher education the promotion and tenure requirements of departmental units—some-

times prevent collaborations. Stakeholder theories focus on identifying barriers and creating facilitators. Organizational learning theory suggests that the main motivator for collaboration, in loosely coupled systems like higher education, is the ability to develop superior knowledge (Googins & Rochlin, 2000). Both of these theories lack a description of the process of collaboration—how it occurs as well as models for best designing collaborative activities. The present study sought to fill this gap in our understanding, moving from the reasons and barriers for collaboration to ways in which it can be fostered and facilitated.

Within the more limited intraorganizational collaboration literature, focusing specifically on the process/models of how to develop collaboration, there have been studies of group composition and dynamics (Bensimon & Neumann, 1993; Denison, Hart, & Kahn, 1996; Jassawalla & Sashittal, 1999), task design (Denison, Hart, & Kahn, 1996; Holland, Gaston, & Gomes, 2000), and the attitudes and beliefs necessary for collaboration (Barringer & Harrison, 2000; Liedtka, 1996; Tjosvold & Tsao, 1989). These studies identify the need for careful selection of team members to ensure that collaboration works, the development of trust among members of the group so that they can evolve into a highly functioning team, the significance of clear team goals, an openness to learning among individual team members, and helping management to better outline the work of collaborative efforts to ensure that they are more successful and aligned with strategic goals for the organization.

Within the higher education literature on intraorganizational collaboration, the research also has focused almost exclusively on barriers (Love & Love, 1995; Schroeder & Hurst, 1996). Much of the literature has focused on academic and student affairs collaboration. Barriers most commonly identified within higher education include organizational fragmentation and division of labor; specialization among faculty; lack of common purpose or language between faculty and staff or administration or between areas of administration and faculty; few shared values among employees; history of separation of units; different priorities and expectations among various employee groups; cultural differences between academic and student affairs in terms of personality styles; and competing assumptions about what constitutes effective learning (humanities versus sciences or student and academic affairs) (Kuh, Douglas, Lund, & Gyurmek, 1994; Kuh, 1996; Lamarid, 1999; Love & Love, 1995; Martin & Murphy, 2000). A few studies have examined individual and group conditions that lead to or enhance collaboration, such as leadership (Kezar, 2003a; Martin & Murphy, 2000), common goals (Kezar, 2003a, 2003b; Love & Love, 1995; Martin & Murphy, 2000), personalities and attitudes of individuals in the collaboration (Kezar,

2003b; Lamarid, 1999; Martin & Murphy, 2000), and rewards/incentives (Martin & Murphy, 2000). A national survey of student and academic affairs collaboration suggests that higher education institutions have not engaged in much restructuring or alteration of mission or culture to facilitate change; instead, they depend on individual leadership and personalities (Kezar, 2003a, 2003b). The majority of the literature on conditions that enable collaboration is not research-based but anecdotal (AAHE, ACPA, & NASPA, 1998; Eickmann, 1989; Hyman, 1995; Kezar, 2003a; Knepfelp, 1991; NASPA, 1997; Schroeder & Hurst, 1996). Generally, higher education literature lags behind the business literature because it tends to focus on individual conditions that relate to collaboration rather than on developing models of collaboration (with multiple factors/conditions); it also tends to focus on micro conditions rather than on macro conditions such as the context, which I describe next.

Until recently, researchers in business emphasized individual and group dynamics (the current focus in higher education) and missed the systemic elements of the organization that need to be changed in order to make collaboration successful (Doz, 1996). Denison, Hart, and Kahn (1996) were among the first to acknowledge that researchers have not studied how the *overall environment or organizational context* can enhance collaboration. Similarly, Liedtka (1996) found that a supportive context that provides commitment, processes, and resources to facilitate collaboration was critical but understudied. There is virtually no information on organizational context features that enable collaboration; thus, this became the focus within the present study.

Using private sector organizations, Mohrman, Cohen, and Mohrman (1995) developed a model examining organizational context features; this model was used to design the present study. I chose it because it is the most comprehensive model for how institutions can organize for collaboration and it offers an innovative set of assumptions that separate it from other research in this area. Mohrman et al. claimed that one of the main reasons collaboration fails is that one cannot impose collaboration within a context designed to support individualistic work (most earlier research tried to “fit” collaboration within traditional organizational boundaries). The earlier studies of group composition, attitudes, and task design have not provided an adequate foundation for designing collaborative work. To make collaboration successful, organizations need to be redesigned, enhancing group and cross-divisional work that typically ends up failing. The organizational context features that need to be redesigned to enable collaboration include structure, processes, people, and rewards. Not only must these organizational features be redesigned,

but also successful implementation involves learning collaboration skills and unlearning noncollaborative skills. Additionally, management needs to be provided to support the redesign.

Their model identifies six specific areas that need to be altered to successfully design an organization that can support collaboration. First, the *strategy*, or what the organization is trying to accomplish (in higher education this would be akin to *mission*), needs to be adjusted. Then, the *tasks or the work of the organization* need to be reexamined—in higher education this would be equivalent to the teaching, research, and service processes. Third, the *structure* will need to be changed in order to create integrating mechanisms; therefore, a centralized division might need to be created to link several currently disparate activities. Fourth, the general *processes* such as goal setting, management, and decision making need to be modified to support collaboration (e.g., teams and collaboratives need to be able to develop from the bottom up a set of objectives that fits in with the overall organizational goals). Fifth, *rewards* need to be developed to provide incentives, and accountability systems, such as recognition and merit by team rather than individuals, need to be put in place. The major reward system within higher education is the promotion and tenure process. Lastly, people need to be *trained* and given skill development in the area of collaboration. The strength of this model is its emphasis on comprehensive redesign of the organization from its strategy, processes, human capital, type of work, and rewards. It has a narrow structural and process focus and, to a lesser extent, learning focus; it is comprehensive in scope, but not in concepts investigated.

There are other elements that have been found to be critical to foster collaboration in other research. Culture/values and relationships are mostly not addressed in the Mohrman, Cohen, and Mohrman model, yet research by Kanter (1994) found relationships and culture to be very important to collaboration. For example, Kanter found that collaborations were much more like familial or dating relationships and worked based on the interplay of human dynamics much more so than on formal agreements, structures, or processes. Research by Tjosvold and Tsao (1989) found values to be critical to collaboration; for example, if there was a sense of shared values between groups or a set of values that drew people together—e.g., passion to help the community—such values overrode other conditions in creating and sustaining a strong collaborative partnership. One recent study on collaboration in higher education demonstrated the role of values for initiating and implementing collaborative efforts (Philpott & Strange, 2003). Additionally, the focus on management, rewards, and accountability (in the Mohrman, Cohen, and Mohrman model) might be less important in higher education, because

previous organizational research has shown that management and accountability structures are weak within higher education and that employees in higher education are intrinsically motivated rather than extrinsically motivated by rewards (Birnbaum, 1991).

In summary, the Mohrman, Cohen, and Mohrman model was used as a point of departure because it is the most comprehensive model to date, but the present study also examined the way relationships, values/culture, and other emergent conditions might be significant to fostering collaboration within the organizational context.¹ I was also cognizant of aspects of the Mohrman, Cohen, and Mohrman model that might not be as significant in the higher education context, such as the role of management and accountability.

Methodology

Case study methodology was chosen to explore institutions that appeared to have developed an organizational context to support collaboration. This methodology is often used when a unique phenomenon can be identified and examples investigated in detail to describe and articulate the issue. In addition, complex organizational processes such as collaboration and broad phenomena such as context and environment are typically studied through case study methodology since it allows the researcher the opportunity to examine structure, culture, institution-wide processes, history, and an array of conditions simultaneously that cannot be captured through other methodologies (Merriam, 1998).

The research questions pursued were: (a) What are the organizational features (structure, processes, people/relationships, learning, rewards, and culture/values) that seem to facilitate the process of internal collaboration related to learning-oriented initiatives in higher education institutions?; and, (b) What organizational features are most important: structure, processes, people/relationships, learning, rewards, and/or culture/values? The unit of analysis was the overall institution rather than specific collaborations, which has been the emphasis in earlier studies.

Sample

The project utilized purposeful, unique case sampling, which entails the identification of cases based on a particular set of characteristics (in this study, extensive collaboration and organizational context features) that they share to understand better the distinctive phenomenon that emerges within these cases (Merriam, 1998). Uniqueness is more important than representation or generality. The unique cases examined were four institutions with demonstrated high levels of intraorganizational

collaboration. Institutions were chosen if they demonstrated that they were conducting collaboration across a host of areas. The assumption was that a single collaboration or two might not reflect organizational features but individual leaders. The main forms of internal collaboration present within these institutions were: interdisciplinary teaching/research, learning communities, community-based learning, team-teaching, student and academic affairs collaboration, and cross-functional teams (each of these meets the definition of collaboration described in the literature review).

A typical technique for identifying cases is contacting national organizations that conduct work in the area under study. The American Association for Higher Education (AAHE) was contacted because it is a national association that works to create change within colleges and universities and because it focuses on encouraging collaborative initiatives including student and academic affairs partnerships, service learning, and assessment. Because the AAHE's primary work is in boundary-spanning projects, they were contacted about possible institutions that met the sampling criterion (listed below). Four individuals who head projects focused on collaborative initiatives from AAHE were asked to make nominations because they have significant expertise and working knowledge of institutions nationally. These preliminary nominations were based on reputation and working knowledge of these institutions. Thirty institutions were nominated from all over the country. The criteria used by AAHE nominators, in the survey described next, and in campus interviews to narrow to the final four institutions were:

1. number of collaborative initiatives
2. restructuring or redesign efforts to help facilitate collaboration
3. reputation for collaboration among peer institutions (this criterion was particularly important for the AAHE nominators, but was less significant within the institutions; reputation was purely subjective and not based on measures)
4. perception of depth and quality of collaborations on their campus in comparison to their peer institutions.

After nomination, the 30 institutions were contacted and asked to fill out a brief survey (just for selection purposes, not data collection—all 30 institutions filled out the survey). The survey was typically sent to the provost or a vice president, depending on what contact I could make at the institutions. Certainly it is difficult for any one individual to understand what is happening throughout an institution, yet provosts and vice presidents are well positioned to know what happens related to cross-

campus initiatives, which tend to be high visibility projects. Where I was concerned about his or her knowledge, I sent the survey to another individual and/or spoke to another member of the institution—for example, another executive. I used personal contacts to gain access to an informant who would help ensure the survey would be filled out and who would provide names of individuals for interviews. I reviewed the survey and was able to narrow to seven institutions that had more collaborations (criterion 1) and that had conducted more work to redesign for collaborative work (criterion 2). I then interviewed three to five individuals on the seven remaining campuses in order to narrow to the final four cases based primarily on criterion 4, the perception of depth and quality among members of the institutions. This process took approximately 8 months.

Another selection criterion was that the institutions chosen were “typical” higher education institutions (without significant funding to leverage partnerships and collaboration) and were non-elite. Many studies of collaboration or partnerships focus on models of excellence among elite or high-profile organizations, and the findings are often not transferable to other settings with more limited resources. Thus, although these cases were studied because they are unique in their ability to create a context supportive of collaboration, I wanted the institutions not to be so unique in terms of resources that other institutions would conclude that the lessons learned from these campuses would not have relevance for them.

In addition, collaboration was assumed to emerge distinctly based on institutional type and mission. As a result, within this study, the type of institutions examined was held constant. Four public comprehensive institutions (one in the west, one in the Pacific northwest, one in the midwest, and one on the east coast) were explored since this is among the largest sectors and the one mostly directly affected by recent budget cuts. These institutions are in even greater need for collaborative strategies.

The institutions shared several similar characteristics of this sector—they are in urban areas, serve around 25,000 students, and have large numbers of commuter students. But they also differed in meaningful ways that help the reader understand that the model operates across different types of contexts. For example, two campuses had faculty oriented toward teaching, while two had faculty more oriented toward research. Some people hypothesize that faculty oriented toward teaching are more likely to collaborate or that it is easier in that environment to create collaboration (Ramaley, 2001). A more detailed presentation of these institutions is provided in Appendix A, providing the reader an understanding of the context of the campuses from which the model for designing for collaboration emerged. The following pseudonyms were

created for the four schools: Interconnected Global University, Partnership University, Collaborative Leadership University, and Community University.

Data Collection

Multiple methods were used to collect data, including interviews, document analysis, and observation, which are common to case study methodology (Stake, 1994). Prior to the campus visits, documents such as institutional planning documents and cross-campus committee and accreditation reports were reviewed. Approximately 20 interviews were conducted at each site. The interviewees were identified through an institutional representative, usually the provost, as individuals who had knowledge of or experience with a host of collaborative activities. I asked to speak with a mix of faculty from various disciplines, administrators, and staff from various divisions. I also used snowball sampling and asked people I interviewed for the names of others I should interview. Because collaboration occurs within so many different areas on these campuses, to have an accurate picture, I needed to speak with people across different collaborative ventures to ensure that an organizational feature was not specific to any one collaborative activity, but was used across collaborative activities.² I also thought it important to ask individuals across the institution for their perspective on what organizational features enabled collaboration, as faculty, staff, and administrators often have varied perspectives about organizational life. Doing so would help to ensure the views were commonly held and not reflective of the individual's specific positioning within the institution. I also wanted to examine differences by position for meaningful distinctions. A chart summarizing the individuals interviewed is shown in Appendix B. I conducted one-on-one interviews, which were tape-recorded and transcribed. Follow-up interviews or emails were sent to individuals who appeared to have a particular insight; they were also sent to clarify information from the interviews, observation, or document analysis. Where possible, observation of various collaborations (e.g., meetings of the groups or activities such as an interdisciplinary research symposium) was also conducted to triangulate institutional members' perceptions.

I explored which aspects of the organizational context were observed to be the most important for facilitating collaboration, specifically focusing on those features identified in the literature: structure, processes, people/relationships, learning, rewards, values, and culture. I used several sources of data to examine these issues, as noted above: (a) perceptions of members of the institution; (b) observation of collaborations; and (c) official documents related to the collaboration and the campuses.

The time period for the research was 8 months to identify institutions, data collection took place over a 9-month period, and then data analysis followed directly afterward and lasted 3 months.

Data Analysis

Data analysis proceeded following case study techniques outlined by Merriam (1998) and thematic analysis outlined by Boyatzis (1998). All transcripts were read an initial time for the themes that emerged (inductive) as well as the themes brought to the study from the model and literature (deductive). Transcripts were then coded according to the inductive (four initial inductive codes emerged) and deductive (12 initial deductive codes) theme codes. Secondarily, field notes and documents were also reviewed and coded. I invited two students and one colleague to review the data with me in order to add credibility to the themes developed. They read the literature used to frame the study from which I developed the deductive codes. Transcripts were read independently, and we compared the coding. Where we noted differences, the team negotiated the interpretation.

The main items that facilitated collaboration were documented, and then I attempted to determine which conditions seemed to be playing a more significant role. This analysis was based on the following: (a) examination of the interview question where I asked interviewees what they believed were the most significant features that enabled collaboration; (b) review of answers to individual questions and notation of times they believed that condition was more important than others; (c) comments from a person on campus who seemed to have particular insight into the workings of the campus—she or he tended to be a person with a long history or a person new on the campus who had been at several other campuses, thus providing a point for comparison; and (d) triangulation by the researcher, based on information from document analysis, interview data, and observation. In one instance (importance of rewards), the data conflicted. Documents and some key interviews pointed to the significance of this theme, yet it did not emerge in the interviews as important as the other contextual themes identified. I describe this conflict in the Results section. I did not privilege the researcher's or the interviewees' voices, but tried to create balance between both voices.

Trustworthiness and Limitations

Credibility was ensured through triangulation, multiple readers of transcripts, and member checking (Yin, 1993). Multiple sources of data ensured trustworthiness; in particular, observations, field notes, and documents by the researcher were carefully compared to interview data

(triangulation of data). Different interviewees' perspectives were also used to ensure credibility (which is why 20 individuals were interviewed per institution). Although one person conducted the study, I had a group review the data and compare themes. I had a set of deductive themes (noted above), and we compared inductive themes that emerged. This process was followed to ensure credibility and dependability of the themes. Lastly, I asked selected individuals interviewed to review my interpretations of the contextual conditions that were important as well as the model.

In terms of limitations, the sample for the study represents an attempt to find institutions with high levels of quality collaboration occurring. Because quality was perceptual and based on people inside and outside the institution making such claims, it is difficult to say whether these collaborations are empirically high quality. In addition, the findings are reflective of people's perceptions about how a process unfolded and are thus reliant on memory. Two campuses had been operating in this manner for over a decade. I was not on the campuses at the time of the change to a collaborative environment, and I had to rely on perceptions and opinions. Yet, when there was disagreement or differing perceptions, I had to make judgments about the way events unfolded, using trends in the data and triangulation with documents to make such judgments. Lastly, the model presented in the Results section may only be reflective of comprehensive institutions.

Results

The results are organized according to the two research questions and are summarized first. The first question investigated which organizational features facilitated the process of collaboration related to learning-oriented initiatives in higher education institutions. The following features emerged: (a) mission/philosophy; (b) campus networks; (c); integrating structures; (d) rewards; (e) a sense of priority from people in senior positions; (f) external pressure, (g) values; and, (h) learning. The second research question examined which conditions were the most important for enabling collaboration. Although many different elements supported collaboration, some, if missing, would undo the collaborative activities or would have resulted in them not emerging at all. The following emerged from interviewees as the critical features to be altered to enable collaboration: philosophy (aligning collaboration with the institutional mission), a campus network, and integrating infrastructures. The results section begins with a description of these highly significant organizational features as well as an explanation of why they emerged as

so important. One feature—rewards; in particular, the alteration of the tenure and promotion process—was not mentioned as often by interviewees, but was described in documents and brought up in key interviews.

Mission/Philosophy

There were three ways that the mission was important to fostering collaboration, and the first was having a mission that respected and encouraged collaboration. At Community University, collaboration is part of the mission statement itself, and as the provost noted, it “defines who we are.” Many people noted that a philosophy of collaboration that is tied to the mission of the institution made collaboration a systematic process and part of all work in which they engaged. For three of the four campuses, the philosophy that guided their work and that was infused into their mission statement was a belief in collaborative learning. Each campus had formally adopted a philosophy of learning that challenged traditional individualistic views of learning and that noted the importance of relationships to learning and the social construction of knowledge. With a collaborative philosophy of learning in place, the core activities of the institution—teaching and learning—and all employees’ work become related to working collaboratively.

A second strategy was to have a well-articulated mission that was known by everyone, which tended to bring people together. For example, at Partnership University, administrators and faculty noted, “Our mission statement can be repeated by any faculty, staff, or student on campus. That familiarity is also important for building collaboration.” A strategy that helped to make the mission statement so powerful is that these campuses all spent a tremendous amount of time and effort to rearticulate their mission statement on an ongoing basis, socializing and resocializing people to the mission.

A third way that the mission enabled collaboration was in efforts to align the collaborative initiatives to the mission and goals (having a sense of purpose) of the institution. At Community University, community partnerships and outreach were a specific focus in the mission statement, and at Collaborative Leadership University, active learning held such a prominent position in the school’s mission; both of these themes became the focal point of collaborative projects. In fact, many people noted how other collaborative efforts that were not aligning with the mission had more difficulty in gaining support, and the depth of implementation was affected. They believed that the lack of alignment with the mission was one reason the other efforts struggled and active learning and community partnerships thrived.

Informants noted that a philosophy related to collaboration aligned with the mission of the institution was one of the most powerful

symbolic strategies. Each campus had adopted a philosophy that, to achieve a particular kind of learning environment and to meet the institutional mission (be it innovative teaching, community-based learning, interdisciplinary research, or a true liberal arts education), collaboration was necessary. In the words of one faculty member:

Well, what connects our work more than any unit, person, rewards, or value is a philosophy. What I mean by philosophy is that we all share a common understanding in the notion of collaborative learning. We all discuss collaborative learning and what it is. We realize that it is this philosophy that helps us meet our mission, which focuses on active learning experiences and relational learning.

Each of these campuses moved from having sets of unconnected collaborations, with little effect on the overall teaching and learning environment, to a culture where collaboration is central to their work.³

Campus Networks

Another critical organizational context feature for supporting collaborative work was an intentionally created campus network (defined as a coalition, alliance, or complex set of relationships among a group of people that are useful to accomplish a present or future goal). It was important for gaining initial support for collaborative efforts, developing ownership, implementation, and ongoing support of collaborative work. This finding overlapped with integrating structures, as the centralized collaborative unit often served a key role in developing the campus network. At Interconnected, Global University, they wanted to revamp their undergraduate curriculum, an effort that began by tapping into a network of faculty dedicated to collaboration. Interviewees usually referred to this group as “the critical mass of people” who would take ownership and help to diffuse collaboration across campus.

In order to replicate them on other campuses, it is important to understand how these networks were created. First, these four institutions had intentionally invested in building strong relationships—for example, through hosting events for new faculty, a leadership series for people across campus, social events, a symposium, and other campus activities. These events were important because they maintained the “existing” critical mass, provided an opportunity for new people to become part of the network, and helped to connect informally people who might develop a new collaborative effort. They often happened at the departmental or school level, which had some limitations in that it did not facilitate campus-wide collaboration. However, such efforts were complemented by the centralized unit for fostering collaboration on campus (often the faculty development center), which operated to build relationships and

noted its work “as a matchmaking function.” At Community University, they used the metaphor of being “a hummingbird, pollinating flowers all over campus with the seeds of collaboration.”

Second, in addition to these formal units who saw their role as network building, there were also people who served a convener role and connected people across campus. These individuals were usually in cross-functional units such as assessment, community service, community outreach, international office, and the like. Two conveners were mentioned by almost everyone at Interconnected, Global University as “routinely taking people out to lunch from across various units to develop new relationships.” Thus, key positions can be developed and capitalized on to build networks.

A third approach to developing the networks involved the use of incentives. For example, to obtain funding for the assessment initiative at Community University, applicants had to form teams within the school that would work with teams across campus. Almost every school and college took advantage of this initiative, and new campus networks are now in place.

Fourth, serving on campus committees and participating in campus governance was also described as a key mechanism for building relationships, although this was generally not an intentional strategy. The campus service work built a comprehensive network that resulted in collaborations based on synchronicity. For example, a department chair commented:

This may sound strange, but as I think about the collaboration[s] I have been involved with, many emerged from random encounters I had with people on campus committees. The more committees you serve on, the broader your network, and over time that serves to support initiatives, create new ideas.

Fifth, campuses used physical space such as a campus center or faculty/staff dining area to build networks. A sixth strategy was opening up meetings and processes to more people. One administrator described this strategy of building networks:

They never used to have division wide meetings, but then I thought how are people going to meet and get to know each other so they can collaborate? So, I began to invite everyone to the meetings and new initiatives have popped up as a result.

Why was a network so central? Once the idea or concept was in place, people in power became central to enabling collaboration. There appeared to be several key properties of networks. The network provided a vehicle for the ideas to flow, helping them gain momentum and energy and leading people to identify needed support to sustain the collabora-

tion. In addition, once there was a network on board, other individuals were willing to join and to exert more effort. Campuses that had a network always had the critical mass and energy and were not expending time to build people power. Collaborations often die because relationships have yet to be developed and connections made. Because of the tremendous amount of time that it takes to build relationships, in addition to getting the collaboration off the ground, this can prove too much of a barrier. Furthermore, after the collaboration was in place and obstacles encountered, network members worked together to cull expertise or relationships needed to overcome barriers. Networks were also noted as the organizational context feature that helped to maintain and generate more collaboration on campus. People noted how “collaboration built upon itself.” As relationships developed through participation in one collaboration, that led to other activities and ongoing connections.

Integrating Structures

Integrating structures were very important across the four campuses. Each had established a central unit or initiative for collaboration, developed a set of centers and institutes across campus, and revamped their accounting, computer, and budgetary systems. These three structural changes oriented toward collaboration helped create very different campuses. Each campus had a unit that specialized in what might be termed cross-institutional work such as assessment, technology, service or community-based learning, interdisciplinary teaching/research, and so on. It was the work of these units to ensure that people were working together across campus. These units typically reported to the provost or president and had strong support from senior administrators. As one faculty member at Partnership University commented:

We all know what is going on at the X center. That is the one place everyone seems to read the marketing materials and announcements. Plus, we know the work there is a priority for the institution; they work directly with the president. I like to serve on committees or go to events because I meet others, it is high visibility, and I know the work is seen as a priority.

The faculty development center was usually a second or complementary center on campus for cross-unit work, particularly among the faculty. Campuses also used another less permanent mechanism for creating collaboration at the centralized level—presidential initiatives. These initiatives became themes that provided focus for collaborative efforts and joint planning. At Community University, every person interviewed could recite the areas of collaborative work—diversity, internationalization, student support, and assessment—as well as their contribution and involvement in these efforts.

A second integrating structure—cross-institutional institutes and centers—was important at all four campuses. An administrator at Interconnected, Global University referred to the way that institutes had transformed the campus and how cross-institutional centers and institutes differ from traditional centers and institutes:

We made an intentional effort about 20 years ago that we wanted to be more collaborative—cross-campus collaboration, especially in the areas of inter-disciplinary teaching and research. We examined ways that we might foster this work and we felt giving institutes a visible status was important—with independent budgets, high profile, and administrative support. Centers and institutes are on many campuses, at the departmental or school level. We didn't want that model. Those tend to be shadow centers with little work going on. We wanted these to be high profile that everyone on campus knew about and would want to be part of.

Often, there are individuals who have a liaison role between the traditional academic units and the newly formed units and who are given release time or some compensation for the responsibility to ensure that the centers and disciplinary units come together to work as needed. Interconnected, Global University and Partnership University had some success working with traditional departmental centers and institutes that were spread across campus. These centers did not connect people across the entire campus but attempted to develop a meaningful assortment of individuals for joint research, outreach, or teaching. In fact, the traditional centers and institutes existed on the other three campuses as well and did serve to enable collaborative work, but most people thought the cross-institutional centers and institutes were more important, especially symbolically, in demonstrating support for collaboration.

A third integrating structure (computer and accounting systems) was extremely important and appeared key to moving beyond valuing to enabling and sustaining collaboration. These accounting and computer systems allowed for sharing of full-time equivalent (FTE) in team-taught courses, cross-listing classes, arranging joint appointments, and splitting indirect costs for research, all of which were noted as critical supports for collaboration. To quote one interviewee: “If the administrative structures reinforce people staying in their boxes, then this makes partnerships difficult, and most people do not need another difficult issue on their plate.” Budget issues cannot be ignored in collaboration. Successful efforts tended to funnel money back into the traditional departments and units; efforts to create centralized collaborative efforts with independent budgets usually met with resistance and sometimes resulted in failure (the centralized institutes and centers were an exception to this issue, but they did meet with resistance on some campuses by certain constituents,

especially at first). At Interconnected, Global University, an interdisciplinary unit was downsized and lost most of its budget because it was perceived to be draining from the departmental structures.

Why were integrating structures noted as so significant? With an idea (mission/philosophy) and people on board (network), structures were important to sustain collaboration. Integrating infrastructures were important across all the campuses and served to support efforts people rallied behind that were focused on the institutional mission. Sustained collaboration seems highly dependent on redesigning campus structures, from computing systems to divisional meetings to the creation of new structures such as institutes.

Rewards

Rewards were also very significant for enabling collaboration. In particular, rewards such as change in the promotion and tenure requirements, incentives, and making the intrinsic rewards of collaboration visible through the creation of “good” collaborative experiences emerged as important factors. One common facilitator of collaboration was the alteration of tenure and promotion processes, which had been modified at each campus. At Partnership University, where new promotion and tenure requirements had been institutionalized, an administrator and faculty member each noted “that you could see faculty work and priorities changing; the cases that move forward now are much more diverse and reflect the new institution we are attempting to become.” Altering rewards also socializes new faculty to an alternative approach to faculty work and attracts people to the campus who want to conduct collaborative work. The change in promotion and tenure requirements has served as a recruitment tool for the campuses. Yet, on two campuses (Interconnected Global University and Partnership University), people were suspicious of whether interdisciplinary research and teaching, work with the community, and cross-campus service and efforts were really regarded as equal to traditional standards. Some cases had gone through, but this remained an area of concern and at this point was not serving as an enabler of collaboration. People on these two campuses mentioned that if the new promotion and tenure requirements are institutionalized, they believe it will be a powerful enabler. This finding about rewards overlaps with sense of priority from senior executives, since these were the only individuals with the authority to alter reward structures.

Rewards, particularly alteration of the promotion and tenure requirements, appeared critical to enabling collaborative work in higher education, but this issue was not discussed directly by all people interviewed. A key informant made an observation that I heard on each campus:

Well, I guess rewards are a driving force. I want to believe it is our philosophy and value for collaboration. I like to think people are motivated by all the compelling and attractive aspects of collaboration. But, when I talk to people about why they are not team teaching or conducting inter-disciplinary research, and they do say, because it is not ‘really’ rewarded here and would not be rewarded elsewhere if I left this campus. So, when I think about what I have heard from people over the years, it is about rewards.

Administrators and faculty both shared bitter experiences with efforts to realign reward structures to value collaborative work. Efforts to alter reward structures often resulted in administrators having to leave the campus, faculty stepping down from administrative posts, and antagonistic feelings among the campus community. I hypothesize that rewards may have been brought up less often by interviewees because of these heightened and unpleasant feelings surrounding the alteration of rewards.

In terms of incentives, they need to be individualized rather than a “one approach for all” design. Disciplines and units vary in terms of what might be an attractive incentive; for one, it is a mini-grant, for another administrative assistance, and for a third help with grant writing. Of the extrinsic incentives, grants were mentioned most often as an enabler, but they varied in importance based on the groups within the institution. For faculty in the humanities and certain areas of the social sciences, with limited grants and funding potential, small grants to work on a collaborative effort were a successful strategy. There was also a trend for people to note that there are intrinsic rewards to collaboration, such as meeting new people and accomplishing a task that could not be done alone. The key for the institution is to make sure that when it structures collaborative activities, it keeps in mind that people need to feel intrinsic rewards out of the experience or they will likely not continue. As one faculty member recounted:

People come from all sorts of different backgrounds and they may not have had particularly good experiences with collaboration in the past. For example, my early experiences were tragic, with a senior faculty member stealing my ideas and passing them off as his own. So, you need to create opportunities for people to have a good experience, to feel the many intrinsic rewards, because that will foster collaboration for the long-term when mini grants or external rewards can not be provided and those times always seem to come.

Sense of Priority from People in Senior Positions

A sense of priority from people in senior positions (referred to as senior executives, since they ranged across areas and could be faculty or administrators) was noted as a critical element at all four institutions and by all the different constituents interviewed. Sense of priority was

determined if collaboration was discussed often by senior executives; if collaboration was written into official documents such as strategic plans, accreditation reports, and board correspondence; and if it was connected to strategic objectives or work of the institutions (e.g., the major campus initiatives had an element of collaboration—teams, stakeholder input, etc.). Although people believed that collaborations were best supported and most successful when they emerged from and had ownership from throughout the organization—within the faculty or staff—collaborations usually failed or were not sustained long term if there was not a sense of priority among senior executives. Senior executives were usually the only ones with the ability to alter reward structures and to create integrating structures to support collaborative efforts since they control resources. As a result, this finding is conflated at times with rewards and integrating structures, and it was hard to isolate this issue in people's comments and attribution of importance. The independent effect could be identified when interviewees noted that, even if the structures and rewards to support collaboration were in place, if people did not sense that the senior executives believed this was a priority, most people would not get involved (and had in the past avoided certain collaborative efforts that were not deemed a priority). It did not always have to be the president or provost; encouragement and support by deans and department chairs were seen as crucial by faculty. Sense of priority from senior executives was also strongly related to mission, since typically this group of individuals has the authority to alter or rearticulate the campus mission.

Faculty and staff at the four campuses believed that modeling by people in senior positions was one of the key ways to signal that collaboration was a priority. Each person interviewed noted that if the senior leadership simply says something is important, but does not practice it, then one is unlikely to believe and follow their encouragement. One faculty member at Collaborative Leadership University commented:

I have been on several campuses and I had heard presidents talk about collaboration before, and seen that it wasn't really valued, because they did not practice it, and therefore did not realize the needed support that has to be put in place like rewards or resources. But, when I arrived here, the president and provost modeled collaboration and provided real support such as the new institutes. So, I saw that in practicing it, they believed it and would support it institutionally as well. I think those two go hand-in-hand.

The senior administrators on these four campuses embodied the collaboration they had hoped to foster; this also provided an example of healthy collaboration for people to follow and from which to learn. Many interviewees saw a relationship between the modeling of collaboration and these senior administrators' willingness to create campus systems and

culture in support of collaboration. Therefore, sense of priority was conveyed most strongly through actions, but words, documents, and association of collaboration with strategic initiatives all signaled that collaboration would be valued and supported.

Some people noted that the downside of this strategy was that, at times, it stifled entrepreneurial, grass roots efforts to collaborate as people followed the signals from senior staff. However, the strategy of network building worked to bring grass roots efforts to the fore. Thus, as long as both of these strategies were used, a balance was achieved between top-down and bottom-up collaborative initiatives, which seemed the most successful approach at all four campuses.

External Pressures

External pressures to collaborate emerged as an important dimension that facilitated and enabled this work. It was not merely that these pressures exist, but that these campuses had mechanisms for communicating these messages to various campus stakeholders. Disciplinary and professional societies have been emphasizing collaboration in recent years, and this created a source of support for those interested in collaboration and transformed the view of faculty previously uninterested in such work. This finding was mentioned by faculty and administrators at all four campuses. One faculty member commented:

The pressure from the National Science Foundation has changed the nature of faculty work on many campuses. I was always inclined toward collaboration, but usually my colleagues were uninterested and, in fact, actively against working with community agencies, other fields across campus and the like. But now, grants encourage collaboration and people have become accustomed to the benefits—the increased dissemination of results, better studies, etc.—so now things are much easier, but it has taken time. I have been at this 28 years and have only recently seen the groundswell of change. In large measure, the change I see on this campus is that we now pay attention to and channel those external messages around campus.

Another enabler for faculty was the pressure from foundations, which are now requiring that organizations submit proposals in collaboration with other disciplines and non-profit and state agencies conducting similar work. Accreditors and state agencies have been stressing collaboration, especially around the issue of assessment. The pressure from accreditors was a major source of support for administrators and faculty, who believe in collaborative work, but in particular, it held sway with administrators who saw a poor accreditation report affecting the institutional reputation. Business and industry are communicating that collaboration is important for graduates entering the workplace. The pressure

from business had a particular effect on certain disciplines and professional fields such as engineering, which had transformed its curriculum on three of the four campuses visited. Furthermore, diminishing resources at the state level provide incentives for divisions and units to work together to preserve important programs and initiatives. These pressures have been persuasive and have helped to provide momentum and an ideology for efforts to redesign campuses. Because collaboration is such a difficult transition to make, external pressures seem needed to overcome institutional inertia and disciplinary silos. Leaders on these campuses actively capitalized on these messages from external groups and were vocal about creating dialogue (retreats, campus-wide or school meetings, and public talks) about the external environment and pressures for collaboration. One administrator at Interconnected, Global University described how they were using external conversations to enable collaboration:

We know that people read the papers, know what's going on, but often do not translate that into their workplace. So, we create dialogues about changes in the workplace, new accreditation standards, and the like, and make that connection for people. The feedback I have heard from people across campus is that these conversations work to create collaboration.

Values

Certain values, such as being student centered, innovative, and egalitarian, seemed important to foster collaboration. Campuses that embraced these three values seemed to be able to foster collaboration more easily. These values provided a common ground for why to collaborate (for students) and an ethos to experiment (innovation). Furthermore, the egalitarian ethic helped people to see the value in other people and obliterated some of the common barriers prevalent in an elite culture, such as hierarchies of disciplines, positions (faculty/staff, administrator), and administrative units (academic versus student affairs). One faculty member reflected on this key point:

We talk about our values here and they all have an underlying element of collaboration and help to foster it. It really is important because the mission seems so elusive, you may not interact with senior staff, rewards are infrequent, but values are always there. They provide a stable foundation and for me seem very tangible since they guide our work and interactions, especially the student centered and innovative values.

Two other values—efficiency and capacity building—were also mentioned, but not quite as frequently. As state appropriations shrink, efficiency and capacity building are becoming more compelling values on

campuses. In general, the values tended to be infused by leaders and senior administrative staff constantly asking questions about what values are used to guide decisions, planning, and campus efforts. Values were a helpful foundation to begin collaboration, but a sense of priority from people in senior positions, rewards, and campus networks were noted as much more important for sustaining collaborative projects.

Learning

Learning was similar in importance to values in that people thought training for collaboration was helpful, but without the rewards or integrating structures, learning the skills of collaboration would be limited. When interviewees described learning, the main focus was usually on becoming informed of the benefits of collaboration in order to motivate people to conduct collaborative work. However, to successfully teach people the benefits or to introduce them to collaborative work, one needs to approach the task with the constituents in mind. People in the humanities might be compelled by a quotation by Hannah Arendt—that “excellence occurs in the company of others.” For a chemist, empirical data about the outcomes of collaborative versus individual efforts might be convincing, whereas as another individual may have to experience collaboration before he or she can be aware of its benefits. Individual, disciplinary, and other differences need to be taken into account when instructing others about collaborative work. As one campus official noted:

You need to be multi-modal and use the language of various disciplines and be aware of different learning styles. Collaboration is more intuitive to certain disciplines, personality styles, and individual preferences, so you need to move beyond that and help all people to see collaboration as important.

In particular, modeling collaboration was noted as a place where people learned the skills of collaboration. Although this was discussed under senior executives giving priority to collaboration, this finding also related to learning.

Redesigning for Collaborative Work versus Being a Collaborative Organization

One distinction that emerged in this study and that is worth noting is that most of these campuses had redesigned to enable collaborative work, but three of the four campuses had visions of being collaborative organizations or having a collaborative culture. The difference is that redesigning for collaborative work means that the organization rewards and facilitates the work of those who want to conduct collaborative work. However, some individuals wanted to create a culture of collabo-

ration on campuses where the expectation is that people collaborate and that it is the norm for institutional work. In the end, three of these campuses have been redesigned for collaboration, and most people on campus are happy with that status, with a minority wishing that the campus could be a collaborative organization/culture. Community University, for example, was operating more like a collaborative organization, although it would be misleading to say that it operated completely in that fashion.

This is an important distinction to make since there was a difference of opinion on these campuses as to whether they would be a collaborative organization or were simply redesigned to foster collaborative work. However, the view about what kind of collaborative organization they aimed to be was never articulated or made explicit at these campuses, mostly because people were unaware of the differences in goal. It is clear that everyone supported collaboration on these campuses but had distinctive visions of what they meant by collaboration—some meaning being redesigned for collaboration and others meaning becoming a culture of collaboration.

The effort to develop a collaborative organization/culture can be seen on a campus that tried to alter the task or work of the campus. This usually referred to a general education college/university college or teaching venture that involved faculty from across every unit to deliver an interdisciplinary core curriculum with a single set of shared competencies. When the main process and central mission of the organization is delivered in a collaborative way, then, to quote an interviewee, “people cannot escape collaboration.” Each campus had attempted to develop or had developed a teaching unit that was shared across the campus. General education initiatives had the most difficulty being implemented and were a source of pain for these four campuses. Interviewees spoke of the wounds suffered from pulling the campus together to create such collaborative ventures, having many people actively fight against and later harboring resentments about massive collaborative efforts. The philosophy of collaborative learning being integrated into the mission of some of these campuses was also a contested issue. However, people were able to ignore or interpret differently a mission statement. The efforts to transform the *nature of the work*, however, could not be ignored by those who still wanted to conduct work in non-collaborative ways, and these efforts created more tension.

Another element used to create a collaborative culture was hiring people based on their collaborative activities and skills. This strategy was used on three of the campuses (Community University, Collaborative Leadership University, and Partnership University), and it eventually

met with resistance. An individual's interest in conducting collaborative work as well as his or her record of collaboration was part of the hiring criteria for several campuses. Search committees used the question, "Would you want to work with this person on a project?" as one of the criteria for hiring. Hiring committees themselves are usually composed of people from across the institution, further supporting the notion of collaboration both to current and prospective employees. Although some units still use this approach, the implicit hiring criteria met with resistance over time. It seemed that organizational conditions that moved toward creating a collaborative culture on campus were met with greater resistance and were eventually dismantled.

Creating too many centralized units with their own budgets was also met with great resistance and was seen as giving "too much emphasis to collaboration—going too far." Faculty, in particular, believed that too many centralized units destabilized the traditional disciplinary structures that were maintained on all these campuses to some degree. They also worried that the campus was becoming too top-down and that collaboration was being mandated. One finding that emerged is that successful efforts to create collaboration occurred with a balance between top-down and bottom-up initiatives. There needs to be energy and support at both levels or efforts are likely to fail. This also explains why the infrastructure to support collaboration happened within both centralized and decentralized units and why relationship building across campus was so important. The need for balance between top-down and bottom-up efforts also explains why too many centralized units with independent budgets failed and destabilized the campus.

Discussion and Implications

What emerges from the present study are approaches to redesigning higher education institutions to enable collaborative work and elements of a preliminary model. Many of the findings mirror earlier research on other types of organizations (e.g., the model set forth by Mohrman et al.), but some distinctive features related to the higher education context also have emerged.

In terms of similarity, the importance of mission (strategy), integrating structures, and rewards directly mirrored earlier research and were part of the model developed by Mohrman et al. (1995). Two of the most important facilitators—mission and structures (potentially three, with rewards)—were key features of that model. Learning (training) and sense of priority from senior executives (management) are very close to concepts in the Mohrman model, but they differed slightly in character

within this setting. The significance of learning was not as strong as in the Mohrman model, but it did emerge as an item that people thought important for convincing others of the value of collaboration. The study did not find formal training sessions or particular content within training (e.g., conflict resolution) as significant, a major focus in the Mohrman model. Instead, learning was often an informal process that happened among peers. Mohrman et al. emphasize management structure and roles to initiate and sustain the redesign, which is similar to the “sense of priority from people in senior positions and modeling of collaboration.” I had not hypothesized that management (priority from senior administrators) would emerge as important given the decentralized and loosely coupled nature of higher education, but management turned out to be important. This is likely related to the difficulty in changing the entire context, which requires institutional priority setting.

However, there were ways that the organizational context features used to enable collaborative work differed from the Mohrman model. For example, relationships and networks are extremely important within the higher education context. Not only did this differ from the Mohrman model, but also it may be a distinctive feature of higher education collaborations. Because higher education institutions are professional organizations where individuals are greatly influenced and persuaded by peers, and where rewards are less important than prestige, this may account for why networks and relationships are a key lever (Birnbaum, 1991; Kezar, 2001). This finding suggests that there need to be more mechanisms for people to interact, such as communal dining areas or retreats that bring people together.

A few other items emerged as important and seem distinctive to the higher education context. External pressures and values may be unique to this sector. The necessity of external pressures, values (often external values or those oriented toward an external environment), and a philosophy about why collaborative work is needed suggest that creating a story or narrative to support collaboration is more important within this context. This finding might be the result of the differences in management and hierarchical structures between corporate and higher education settings. In the corporate setting where there is more control and the management can mandate a change in the environment, there is likely less need to persuade and articulate the reasons why collaboration is necessary. The importance of a network is also likely related to the fewer management controls and hierarchical arrangements as well. Grass roots efforts and ownership are needed to create motivation. Members of the higher education context are likely motivated by people more than by goals, management, or rewards.

A set of key recommendations can be developed from this study for change agents interested in creating a context supportive of collaboration:

1. Review the mission and underlying campus philosophy. Find ways to communicate the new mission and philosophy to campus groups.
2. Examine and build campus networks. Be savvy in using networks to build momentum for change and in troubleshooting problems.
3. Rethink traditional structures and add new ones such as cross-disciplinary institutes and centers.
4. Revise computing and accounting systems to support collaboration. In general, review campus systems and processes.
5. Alter rewards structures to support collaborative work using discretion and care. Act cautiously in this area as it is full of minefields.
6. Obtain support from senior executives and recommend that they publicly model collaboration.
7. Build collaboration into all major campus documents such as strategic plans, accreditation reports, and board memoranda.
8. Capitalize on external pressures for collaboration in speeches and announcements on campus.
9. Promote values that support collaboration (such as innovation), and try to identify the key values that support collaboration on your own campus.
10. Provide sessions to inform individuals about the benefits of collaboration and get faculty from multiple disciplines to be spokespersons.

There are also lessons from these institutions about the importance of deciding whether a campus is going to become a collaborative organization or is going to redesign itself for collaborative work. The experience of these campuses suggests that higher education seems best suited to move first toward redesigning its systems and that efforts to create a collaborative organization may be too destabilizing and may threaten institutional survival and operations.

Still more research is needed on this topic to inform policymaking and institutional leadership. Future research should examine different institutional types. There are likely differences in the way that a model of collaboration would emerge on a small liberal arts campus. For example, within smaller contexts, intentional networks and restructuring may not be as significant. In addition, research supports that leadership and individual personalities play a more significant role at smaller institutions than at large campuses (Kezar, 2003a, 2003b). Most likely the results would be relatively similar for the research university and community college, but these institutions should also be examined for potential differences.

In conclusion, by combining the emergent findings (relationships/network, values, and external pressures—hinted at in a few earlier studies) with the elements that mirrored the Mohrman model (mission, integrating structures, rewards, and two modified features: learning and sense of

priority from seniors executives), a new model for enabling higher education collaboration emerges. Moreover, institutions have advice for where to focus efforts—mission, network, and structures. These findings come at a crucial time—resources are dwindling, state governors are demanding reforms usually toward work that involves collaboration (e.g., K–16 initiatives and learning communities), and federal pressures are moving toward accountability efforts such as improved student retention, which requires a more collaborative approach to institutional operations. Armed with the experiences of these campuses, institutional leaders can now work to foster a philosophy about the importance of collaborative work; fashion a narrative using the words of external groups about the necessity of collaboration that takes into account disciplinary and other types of differences on campus; develop campus networks and grassroots leadership more intentionally; create a centralized unit to foster collaboration; bolster resources for faculty development activities; and work to alter computing, management, and accounting systems.

Interconnected, Global University is a commuter campus located just outside a major urban area; the surrounding community is fairly affluent. The community is a rich resource of business and industry with which the university has taken the opportunity to collaborate for both teaching and research. The campus has approximately 17,000 undergraduate (predominantly first generation & working full- or part-time) and 11,000 graduate and professional students (mostly working adults, many of whom are also first generation college students) that is highly diverse with over one-third students of color. There are also many international students. There is a growing number of residential and full-time students, but they are still a minority on campus. Most faculty are research oriented and connected to their disciplines, but there is a pocket of faculty interested in interdisciplinary research and teaching that was attracted to the campus by some of its innovative programs that have emerged over the years. Also, faculty development is quite strong on the campus and there is interest among faculty in enhancing their teaching, while also being highly committed to research. The leadership of the campus has been fairly stable with three presidents in the last 35 years, exceeding the national average for college presidents of 7 years. The upper-level administrators have also been fairly stable and many promoted from within. Staff play a critical role on campus and feel part of campus decision-making and the process of teaching and learning. Student affairs and academic affairs are merged.

The curriculum has evolved several innovations over the years, such as writing across the curriculum, learning communities, interdisciplinary residential college, and service-learning programs. The campus has a set of interdisciplinary research institutes that are well known across the country. The campus is committed to a global, interconnected understanding of the world that embraces diversity of people and knowledge. The campus ethos is characterized by a commitment to innovation, diversity, and collaboration. The ethos of innovation is reflected in people on campus priding themselves on being experts with technology, assessment, interdisciplinary and experiential learning, and other innovations. Attention to the needs of diverse students is pervasive in all program and curricular planning. Collaboration is part of their curricular efforts (interdisciplinary and service learning programs, across the curriculum initiatives, student and academic affairs collaboration), teaching approach (team teaching), and research efforts (through external partnerships and internal connections). People from all units work together on each initiative, from hiring to problem-solving retention issues, to academic and student affairs being fused into one unit, to budgeting and planning. Collaboration has become infused into all activities on campus, and has become part of the ethos and culture of the campus. The physical campus has undergone renovation, allowing the creation of spaces that allow for more collaboration and innovation. The campus has had two stages of moving toward collaboration, although it has been moving in this direction for years. One effort happened from 1985–1991 and a second wave emerged in 1997 and continues today. Although the campus has long felt resource deprived, the state funding situation has been worse in recent years, similar to most public comprehensive institutions in the country. However, in recent years entrepreneurialism within research has brought in many grants that have made the funding less precarious than that of other public institutions in this state.

Partnership University

Partnership University is a commuter campus located in a moderately sized urban area, and it has developed significant partnerships with the museums, cultural organizations, environmental, and business enterprises surrounding the campus. This campus serves approximately 8,000 graduate and professional students and 21,000 undergraduate students who are mostly working adults and first generation students. Throughout its history, it has been dedicated to providing educational experiences and environments that meet the needs of commuter students who typically combine education with work and family responsibilities. The faculty is committed to working with professional students and all have connections with local resources and enterprises related to the area within which they teach. The faculty is oriented more toward teaching. When conducting research, faculty

APPENDIX A (*Continued*)

Interconnected, Global University

have a great deal of involvement in applied research working with local organizations. Research grants have been on the rise in recent years. The university realizes that growth and leadership in research requires a state-of-the-art research infrastructure, and it has been partnering with outside groups for labs and research space.

The leadership on campus has been very stable with only two presidents in the last 30 years. Many upper-level administrators have been promoted from lower levels and have been at the institution for many years. The campus has developed innovative teaching/learning programs such as learning communities, service learning, experiential learning, and interdisciplinary programs that have received national recognition. Efforts over the past 10 years have focused on developing first-year experiences that integrate students into the institution and give them the skills and confidence to persist in college; on building cocurricular programs that help engage students in campus activities; on making the most of technology to widen access and enhance learning; and on defining clear goals for student learning and then assessing for achievement of those goals. The university has garnered a number of national awards for educational innovation and success, and in its accreditation it received high praise for faculty commitment to teaching and innovation. Civic engagement is considered a crucial campus responsibility, and it has resulted in the development of model service learning and community partnerships.

The campus has had a more evolutionary process toward collaboration as the campus has been involved in collaborative activities for over 30 years, but the intensity and commitment heightened in the last 12 years. The campus has long operated in a tight funding environment, but has developed an entrepreneurial ethos, which has led to fairly stable funding based on individuals on campus capitalizing on ideas for revenues that support the campus.

Collaborative Leadership University

Collaborative Leadership University is located outside an urban area. Student enrollment is about 15,000 and growing. It differs from the other three campuses in the study in that the campus serves predominantly undergraduate and not professional and graduate students. The campus serves a combination of older adult students (living off-campus) and residential students; a majority of students are first generation college students. The campus is undergoing expansion and new buildings are being built. Campus leadership is also fairly stable, as it was on all the campuses within the study. The faculty on the campus tend to be attracted to the campus because of its reputation for having an innovative and cutting-edge mission and curriculum. Therefore, they differ from those at the other campuses in this study because the faculty tend to be less invested in the traditional disciplines and are not committed to traditional university structures and cultures (e.g., departments, colleges). The administration and staff on campus have been somewhat unstable with turnover in many areas, and they share less of an overarching philosophy or commitment to the campus compared to the faculty.

The campus is known for a commitment to active and experiential learning, diversity (local and international), and innovative curricular structure based on learning outcomes. Students are deeply committed to the institution and deeply engaged in the educational process. The ethos of the campus is one of connection and collaboration in order to create leaders. The campus aims to create change agents that go out and make a difference in the world. The faculty, staff, and administration believe that change agents are created by making students passionate about an issue (getting them outside the campus and dealing with the issues they are studying, such as poverty) and by connecting theory and practice. The belief system is that students are made more passionate about learning if it happens both inside and outside the classroom. These beliefs and philosophy create an environment where collaboration is deemed critical to meeting the mission of the campus. This campus was more philosophical, almost ideologically driven, compared to the other campuses in the study. The campus moved toward a more collaborative context approximately 7 years ago

when it committed to some new approaches to teaching and learning. This campus has had relatively stable funding and support compared to the other campuses in this study, with mostly increases or steady funding over the last decade. However, funding is anticipated to decline in upcoming years.

Community University

Community University is located in an urban area and serves 23,000 largely adult, commuter students in undergraduate (15,000) and professional/graduate programs (8,000 students). The students are fairly diverse (approximately 20% are students of color), although less so than those at Interconnected and Collaborative Leadership Universities. The campus is highly integrated into the community surrounding the campus, working actively with business and cultural organizations, embracing their urban mission. The leadership of the campus has been fairly stable with four presidents in 30 years and has played a key role in creating innovation on the campus over the years. This campus had a mix of professionals promoted from within and administrators brought in from outside to bring new perspectives. In contrast to other campuses in this study, this campus depended more on new individuals from outside for some of the innovations on campus and commitment to collaboration. For example, the student affairs staff are fairly cutting edge and have helped to create a great deal of innovation on campus. Student affairs is part of academic affairs to ensure there is appropriate linkage between the units. Many arrangements like this have been made over the years in an effort to create more connection between the work of various groups. The faculty are traditional—invested in the disciplines and departments—and largely research oriented. However, some faculty members actively partner with external groups and are involved in what has been termed community-based research. Faculty development is quite strong on the campus, with a center that is used actively.

In the last 10 years, the campus has developed many innovative changes to the curriculum, including an interdisciplinary, undergraduate curriculum, learning communities, and service learning. Programs, activities, and curriculum are vastly different than they were in previous years. Students seem excited about the new approach, and faculty appear largely satisfied that all the transformation they have gone through has created an enhanced learning environment for students. The ethos of the campus is focused on service to students and the community. In general, the campus has an air of “community,” even though it is highly urban and the physical facility not amenable to a sense of community. The campus has encountered financial problems because of declining state funds in recent years; these problems have also emphasized the importance of collaboration for saving resources. However, similar to two of the other campuses in the study, Community University has always felt like it struggled for resources, and it has been slightly underfunded for many years.

The move toward collaboration began about a decade ago with new leadership. The campus had been highly fragmented with little communication, coordination, or work between schools and colleges and divisions. Leadership promoted collaboration in order to effectively use limited resources, promote student learning, and capitalize on external resources and learning opportunities. In addition, the campus was embracing an urban mission of connection to the local community. Internal collaboration centered on improving the learning environment for students.

APPENDIX B

Sample of Interviewees

Institutions	Interconnected Global University	Collaborative Leadership University	Community University	Partnership University
Faculty humanities	3	3	3	2
Faculty social sciences	5	4	3	3
Faculty sciences	3	3	4	4
Staff—administrative affairs	2	2	2	2
Staff—academic affairs	3	3	3	3
Staff – student affairs	2	3	3	4
Administrators	5	4	6	5
Number from Snowball sampling	5	6	5	4
Total number interviewed	23	22	24	24

Notes

¹The reader is reminded that the focus of this study is the elements of the macro organizational context. These findings need to be paired with the literature at the micro level—group psychosocial traits and task design, which have been thoroughly studied.

²There is a separate paper about differences based on the type of collaborative activity. However, features were shared across collaborative work making these generalizable conditions important for institutional policy.

³This differs from a culture of collaboration, which will be distinguished later in the paper.

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Appendix D Detailed Case Studies

Luoma Project Case Study – NHCC Business Collaboration

Please describe in each category how your case study fits or does not fit the following eight core elements as suggested by Kezaar (2005) for successful academic collaborations. A brief description of each core element is provided below. Descriptions come directly from Kezaar (2005). Some questions were added to address our specific needs.

Please note the intent of our report is to show *how* to create a context for collaboration. Likewise, for this report, we adopted Wood and Gray's (1991) definition of collaboration as "a process in which a group of autonomous stakeholders of an issue domain engage in an interactive process, using shared rules, norms, and structures to act or decide on issues related to that domain (p. 437).

*Please note: Networks are key in stages two and three as well. Please add any additional comments about how the networks impacted the work of the groups in stages two and three.

Stage One: Building Commitment (Values, External Pressure, Learning and Networks*)

1. Values-It is a key element that values are shared among those in the collaboration. Three value systems were most often described on campuses: being student centered, innovative and egalitarian. Campuses that hold these values embrace collaboration more readily. Describe below what values were shared amongst those in the collaboration, whether or not it included the three listed above and whether you feel this impacted the success of the collaboration.
Response: The collaboration between North Hennepin Community College (NHCC) and Concordia University share a value of making higher education accessible for students.
2. External Pressure-Without a compelling external argument for collaboration it is unlikely to occur. What was the compelling argument for your specific collaboration? What was the argument? Was it a compelling argument and did all agree with the argument?
Response: The dean's response to this question was, "No, there was no external pressure. Collaboration is a way to effectively and efficiently serve our students." This dean comes from a background where collaboration was the norm, and she is a firm believer in negotiating to make things work.
3. Learning-Some individuals on campus are compelled by the values of collaboration, others by external pressures, but an equal number of people needed to be convinced of the benefits of collaboration; they needed evidence to be educated. Learning was used by change agents as a strategy for informing people of the benefits of collaboration in order to motivate people to conduct collaborative work. What learning occurred in the collaboration? Was the learning used to convince people to collaborate? Compelling arguments often include convincing data. Did the argument to collaborate include data to make the case for the collaboration?
Response: The evidence was not the driving force for the collaboration, though there is evidence. It is logical to make the pursuit of a four-year degree highly accessible for the student population that is served by NHCC. The collaboration is based upon logic and workability.
4. Campus Networks- There needs to be a critical mass of people on campus that are interested in change, supportive of campus initiatives. These networks can be developed and fostered in many different ways and do not necessarily have to be related to people interested in collaboration. Most

campuses use the following techniques to develop networks:(1) hosting events on topics related to collaboration; (2) serving on campus committees; (3) opening up meetings to more individuals within units; (4) using physical spaces such as faculty and staff eating areas or common spaces for meeting; and (5) individuals who act as conveners on campus related to cross-functional activities such as assessment or community service; among other strategies. These campuses tend to use a host of strategies overtime to build campus networks. Most had the networks in place before they endeavored to move toward creating a collaborative context. They also noted how a history of trust and mutual respect helps in fostering this type of network that is anxious to support campus initiatives. What strategies did those involve use to infuse the idea/change into campus networks? Did they use existing networks? What were they? Was there a history of trust among those involved prior? Why or why not?

5. **Response:** There was not a history of trust, but there was a mutual respect for each other's campus.

Stage Two: Commitment to Collaboration-(Sense of Priority, Mission, Networks)

6. Mission-Leaders in most academic institutions in Kazaar's (2005) study realized that unless the overarching purpose of the organization was rethought to highlight collaborative work, it would be unlikely that the commitment would be sustained. Did the mission or overarching purpose of the organization change at any point? If so, describe the change? Did those involved in the collaboration feel this factor was important to its overall success? Having a shared common language is also a piece of this. Did the group work on developing a shared common language and sense of purpose before starting their work? Why or Why not? How? Rethinking and revising the mission statements alone was not sufficient to establish commitment to collaboration. Each campus had mechanisms in place to re-articulate their mission statement on an on-going basis, socializing and re-socializing people to the mission. Did your case study include re-articulating the mission of the collaboration on an on-going basis? Why or Why not?
7. **Response:** It did not. Why? It was not necessary for this collaboration to work.
8. Sense of Priority-If people did not feel that the senior executives felt this was a priority issue, most people said they would not get involved (and had avoided certain collaborative efforts that were not deemed a priority). The ways that sense of priority was demonstrated was whether collaboration was discussed often by senior executives; if collaboration was written into official documents such as the strategic plans, accreditation reports, board correspondence; whether collaboration was connected to strategic objectives or work of the institutions. Did a sense of priority exist with your case study? How was this sense of priority demonstrated? **Response:** The collaboration is connected to NHCC's desire to make education seamless. Concordia has an interest in growing its student base.

Stage Three- Sustaining Collaboration (Integrating Structures and Rewards)

9. Integrating Structures-For collaborations to be successful most include a comprehensive restructuring institutionalized systems. For example, most campuses have developed three particular structures (a central unit(s) for collaboration, a set of centers and institutes and new accounting, computer and budgetary systems) that helped to integrate work and facilitate cross-functional activities. A unit focused on cross-institutional work, such as assessment, technology, service or community based learning or inter-disciplinary, teaching/research and reporting to the president or provost, ensured that people were working together across campus. Please describe if this work occurred in your case study example. What systems were put in place to ensure that people were working together and the work was made better/easier as a result of formally integrating certain structures that were relevant to the collaboration? In addition, A third

integrating structures is fundamental and often overlooked which is the accounting and computer systems being altered to allow for sharing of FTE in team taught courses, cross-listing classes, joint appointments and splitting indirect costs for research. Did this integrating of structures occur in your collaboration? Why or why not? What was the work involved with integration of these systems within the institution or across MNSCU? **Response:** This question brought about the revelation of why the collaboration is not occurring between NHCC and a MnSCU partner. When efforts have been made to collaborate with a four-year university in the MnSCU system, the potential four-year partner does not accept courses taken in the AA/AS degree that a student has earned. Articulation agreements are hard fought and sometimes involve four-year faculty coming to campus to observe how the same course is taught at NHCC. There is a lack of a willingness to collaborate, and the message is clear that the NHCC two-year degree must fit into their four-year degree exactly as they want it to with no effort to make it work. In other words, the two-year degree is not respected. The effort to make a collaboration work is so labor intensive and disrespectful that it is not an efficient way to make a seamless four-year degree available to students. Concordia on the other hand has been willing to start from the point of how to make the collaboration work. No matter the collaborating partner, there remain some continuous obstacles: providing student services, working out financial aid, and faculty office space. Bringing the all the stakeholders to the table prior to the help craft the collaboration shows great promise.

10. Rewards-Two different rewards (tenure and promotion system and incentives) helped to sustain collaboration across campuses in the Kazaar (2005) article. By far the most important reward system to focus on for faculty was the promotion and tenure requirements. If the tenure and promotion system supported collaboration then the members of campus felt the context of collaboration would be fully sustained. Yet, on one campus that had changed their tenure and promotion requirements, there was fear that the new provost was not committed to the principles as articulated, therefore, reinforcing the need for many different structures, processes and systems to be redesigned. Too much dependence on any one aspect of the redesigned system made the overall system weak. Many individuals expressed how they were excited about the prospect of doing collaborative work (interdisciplinary research, learning communities, etc.), but they felt it impossible to transition to a new way of working without some relief from their day-to-day activities. What rewards were altered as a result of your case study, if any? If rewards were offered describe them? If not, why did the collaboration work? If rewards were altered or enhance would have it enhanced the collaboration? **Response:** Concordia supports NHCC and adds credibility, value and quality to what we do. The true reward is for the students.

Luoma Project Case Study - Bandeen 2+2 Program in Education

Please describe in each category how your case study fits or does not fit the following eight core elements as suggested by Kezaar (2005) for successful academic collaborations. A brief description of each core element is provided below. Descriptions come directly from Kezaar (2005). Some questions were added to address our specific needs.

Please note the intent of our report is to show *how* to create a context for collaboration. Likewise, for this report, we adopted Wood and Gray's (1991) definition of collaboration as "a process in which a group of autonomous stakeholders of an issue domain engage in an interactive process, using shared rules, norms, and structures to act or decide on issues related to that domain (p. 437).

*Please note: Networks are key in stages two and three as well. Please add any additional comments about how the networks impacted the work of the groups in stages two and three.

Stage One: Building Commitment (Values, External Pressure, Learning and Networks*)

Values-It is a key element that values are shared among those in the collaboration. Three value systems were most often described on campuses: being student centered, innovative and egalitarian. Campuses that hold these values embrace collaboration more readily. Describe below what values were shared amongst those in the collaboration, whether or not it included the three listed above and whether you feel this impacted the success of the collaboration.

For the past two years, Minneapolis Community and Technical College (MCTC), Normandale Community College (NCC), and Inver Hills Community College (IHCC) Education Foundations Programs have had a successful, ongoing collaboration.

We believe strongly in developing ethical pathways/transfer options for diverse students who seek a bachelor's degree and teaching licensure. Our Education Foundations programs, at the two-year level, introduce students to the field of teaching through a series of pre-professional introductory courses and recommended electives. The curriculum includes opportunities to examine professional knowledge, engage in reflection, and understand culturally relevant approaches to instruction while also becoming immersed in classroom experiences in local K-12 schools.

We share common values derived from our years as teachers in the K-12 system and continuing to work closely with teachers, administrators, and students. We strongly believe that advocating for teacher preparation, as a rigorous and relevant process, is critically important.

External Pressure-Without a compelling external argument for collaboration it is unlikely to occur. What was the compelling argument for your specific collaboration? What was the argument? Was it a compelling argument and did all agree with the argument?

In order for a two-year program to be valid in the MnSCU system, it must have a four-year transfer partner. This is a compelling reason for each of our programs to strengthen ties with four-year colleges/universities. We also strongly felt that it was an ethical choice for our programs to offer Education courses that will count as direct transfers for our students while also exposing them to the complex profession of teaching early in their college experience.

When one two-year program attempts to initiate a transfer agreement with a four-year college/university, it can be an arduous process that involves review of course objectives, faculty qualifications, and curriculum design. This is exacerbated by the fact that our programs not only have to consider four-year college/university graduation requirements but also teacher licensure standards for multiple teaching licenses within a given degree program (e.g. Early Childhood,

TESOL, Elementary Education, Secondary Education, Special Education). So as state and federal requirements and accreditation expectations change, the process can best be described as trying to hit a “moving target.”

When our three two-year programs meet together – with a four year college/university program, some of this work can be shared. Also, four-year colleges/universities greatly benefit from completing three transfer agreements from one meeting – meaning that, for a similar amount of work, more students from more two-year programs will be directed to their Teacher Education department.

For example in fall 2013, when the Concordia University wanted to offer an Evening/Weekend 2+2 Elementary Education BA on the Inver Hills Community College campus, it only became feasible, numbers-wise, because MCTC and Normandale also sent students. The Inver Hills program, alone, could not promise a critical mass of students but, because of this collaboration, Concordia was able to invest in this program that promises to offer exciting future growth. They knew that students from all three of our programs would have a similar preparation and provide smooth transfer into a new adult cohort model for teacher licensure. This cohort begins in January 2014!

**We are finding that our collaboration is attracting interest from four-year college/university partners because of such flexible possibilities.*

Learning-Some individuals on campus are compelled by the values of collaboration, others by external pressures, but an equal number of people needed to be convinced of the benefits of collaboration; they needed evidence to be educated. Learning was used by change agents as a strategy for informing people of the benefits of collaboration in order to motivate people to conduct collaborative work. What learning occurred in the collaboration? Was the learning used to convince people to collaborate? Compelling arguments often include convincing data. Did the argument to collaborate include data to make the case for the collaboration?

Each of our two-year programs is comprised of 1 full-time faculty member and the opportunity to collaborate as colleagues – and learn together is a strong benefit of such work. We each have different connections in the MnSCU system, varying understandings of recent decisions by the Minnesota Department of Education and the Minnesota Board of Teaching, and resources to enrich our Education Foundations coursework. We offer resources, feedback, and insights to one another readily with trust and respect. Our meetings are consistently thought-provoking and dynamic – with discussions that are immensely helpful toward maintaining the relevancy of our programs.

Our monthly meetings cover an array of topics, including:

- 1) Revision of Education course offerings to avoid duplications with four-year programs;*
- 2) Streamlining of curriculum and developing options for easiest transfer;*
- 3) Enhancement of course-specific engagement strategies (e.g. technology, field experiences, and pedagogical approaches);*
- 4) Strengthening student preparation for licensure testing requirements, including Minnesota Teacher Licensure Examination (MTLE) and edTPA (new “teacher bar exam” completed at the end of a BA/BS).*

As an aside, we also support one another personally and agree that this collaboration is a favorite aspect of our jobs. I have little doubt that, as we move on to other positions, these collaborative relationships will continue to evolve and feed our professional growth.

Campus Networks- There needs to be a critical mass of people on campus that are interested in change, supportive of campus initiatives. These networks can be developed and fostered in many different ways and do not necessarily have to be related to people interested in collaboration. Most campuses use the following techniques to develop networks:(1) hosting events on topics related to collaboration; (2) serving on campus committees; (3) opening up meetings to more individuals within units; (4) using physical spaces such as faculty and staff eating areas or common spaces for meeting; and (5) individuals who act as conveners on campus related to cross-functional activities such as assessment or community service; among other strategies. These campuses tend to use a host of strategies overtime to build campus networks. Most had the networks in place before they endeavored to move toward creating a collaborative context. They also noted how a history of trust and mutual respect helps in fostering this type of network that is anxious to support campus initiatives. What strategies did those involve use to infuse the idea/change into campus networks? Did they use existing networks? What were they? Was there a history of trust among those involved prior? Why or why not?

We are deeply involved in our campus communities with committee service and ongoing discussions with many student support and academic departments. Our individual work and the problem solving on each campus – provides a strong foundation for our cross-campus collaborative conversations. Of note, we each work very closely with our academic advising departments and work diligently to maintain open communications in this area.

Stage Two: Commitment to Collaboration-(Sense of Priority, Mission, Networks)

Mission-Leaders in most academic institutions in Kazaar's (2005) study realized that unless the overarching purpose of the organization was rethought to highlight collaborative work, it would be unlikely that the commitment would be sustained. Did the mission or overarching purpose of the organization change at any point? If so, describe the change? Did those involved in the collaboration feel this factor was important to its overall success? Having a shared common language is also a piece of this. Did the group work on developing a shared common language and sense of purpose before starting their work? Why or Why not? How? Rethinking and revising the mission statements alone was not sufficient to establish commitment to collaboration. Each campus had mechanisms in place to re-articulate their mission statement on an on-going basis, socializing and re-socializing people to the mission. Did your case study include re-articulating the mission of the collaboration on an on-going basis? Why or Why not?

Many of our students attend our two-year programs for the flexible schedule and affordability of the coursework as well as the convenient locations. Our missions include meeting these needs. Our students represent multiple countries, ranging from 16-65 years of age. Our programs attract first-generation college students as well as English language learning students, and well over half receive Pell grant funding. Because of our dynamic and ever-changing student population, we are continually adjusting the design of our courses as well as our instructional approaches to increase student engagement. This work is motivated by the desire to create programs that support successful matriculation of our students at numerous Teacher Education programs, primarily in Minnesota and Wisconsin.

We do develop a common language in our collegial conversations, supported by the Minnesota Standards of Effective Practice that guide teacher education programs in the state, and facilitated by technology tools, such as Wikis, Google docs, and email. We share materials for courses as well as strategies for effectively leading our Education Advisory Boards and successful outreach to area K-12 schools.

One example of this, in response to a request by several four-year college/university partners, is the integration of reflective “teaching dispositions” in our field experience assignments with our students – across all three of our campuses. We intentionally integrate this reflective writing with our students’ summative Efolios so that this reflection, along with the documentation of field experience hours, will be easily accessible to transfer colleges/universities.

Sense of Priority-If people did not feel that the senior executives felt this was a priority issue, most people said they would not get involved (and had avoided certain collaborative efforts that were not deemed a priority). The ways that sense of priority was demonstrated was whether collaboration was discussed often by senior executives; if collaboration was written into official documents such as the strategic plans, accreditation reports, board correspondence; whether collaboration was connected to strategic objectives or work of the institutions. Did a sense of priority exist with your case study? How was this sense of priority demonstrated?

Each of us also benefit from strong campus, administrative support paired with latitude to make changes that will lead to program growth and increased transfer pathways for students. Last year, each of us presented to our campus Academic Council with shared objectives and common strategic planning documents and received approval.

Some common characteristics of our revised programs:

- 1) **40 credits** of the Minnesota transfer curriculum
- 2) **20 credits** of the Education Foundations classes and remaining Minnesota transfer requirements, including a core of: EDU 1109: Introduction to Education & Reflective Teaching, Learning Technology in K12 Education, and Multicultural Education & Human Relations
- 3) Extensive field requirement in Introduction to Education
- 4) Increased field requirements in other Education Foundations courses
- 5) Integration of technology into the Education Foundations programs (e.g. SMARTboard, I-pads, & observations of K-12 schools piloting technology)
- 6) Preparation for successful completion of the Minnesota Basic Skills test (Reading, Mathematics, & Writing)
- 7) Incorporation of edTPA (new teacher “bar exam”) rubrics and language

Stage Three- Sustaining Collaboration (Integrating Structures and Rewards)

Integrating Structures-For collaborations to be successful most include a comprehensive restructuring institutionalized systems. For example, most campuses have developed three particular structures (a central unit(s) for collaboration, a set of centers and institutes and new accounting, computer and budgetary systems) that helped to integrate work and facilitate cross-functional activities. A unit focused on crossinstitutional work, such as assessment, technology, service or community based learning or inter-disciplinary, teaching/research and reporting to the president or provost, ensured that people were working together across campus. Please describe if this work occurred in your case study example. What systems were put in place to ensure that people were working together and the work was made better/easier as a result of formally integrating certain structures that were relevant to the collaboration? In addition, A third integrating structures is fundamental and often overlooked which is the accounting and computer systems being altered to allow for sharing of FTE in team taught courses, crosslisting classes, joint appointments and splitting indirect costs for research. Did this integrating of structures occur in your collaboration? Why or why not? What was the work involved with integration of these systems within the institution or across MNSCU?

We are developing a staggered Education Foundations curriculum so students may take courses

that best fit their schedules. Our goal is to avoid the need for substitutions and independent studies to maintain the consistency of our programs and also increase student graduation rates. With the benefit of common core Education Foundations curriculum, students have more options for course delivery.

In spring 2014, our integrative work will be presented at a national conference, the National Association of Community College Teacher Education Programs in Anaheim, California with a presentation title of: "Collaborative Partnerships Lead to Promising Pathways."

Rewards-Two different rewards (tenure and promotion system and incentives) helped to sustain collaboration across campuses in the Kazaar (2005) article. By far the most important reward system to focus on for faculty was the promotion and tenure requirements. If the tenure and promotion system supported collaboration then the members of campus felt the context of collaboration would be fully sustained. Yet, on one campus that had changed their tenure and promotion requirements, there was fear that the new provost was not committed to the principles as articulated, therefore, reinforcing the need for many different structures, processes and systems to be redesigned. Too much dependence on any one aspect of the redesigned system made the overall system weak. Many individuals expressed how they were excited about the prospect of doing collaborative work (interdisciplinary research, learning communities, etc.), but they felt it impossible to transition to a new way of working without some relief from their day-to-day activities. What rewards were altered as a result of your case study, if any? If rewards were offered describe them? If not, why did the collaboration work? If rewards were altered or enhance would have it enhanced the collaboration?

With the immense change happening throughout the system, strong personal and professional relationships are more important than ever. Such informal networks tend to allow us to move forward as the formal structures are in flux. Our administrators are extremely supportive of our collaborative work and encourage decisions that will mutually benefit ongoing, systematized program refinement/development.

At this time, we maintain collaborative partnerships with many four-year colleges/universities for successful transfer and completion of teacher licensure requirements. These partnerships include, but are not limited to: Augsburg College, Concordia College, Metro State University, Minnesota State University – Mankato, The College of St. Scholastica, The University of Wisconsin –River Falls and Stout, and Winona State University.

The partnerships take many forms, including: 1) 2+2 On-campus Agreement with A.S. in Education Foundations; 2) Articulation & Transfer Agreements with A.S. in Education Foundations; 3) STEM Secondary Education Partnership with the Mathematics Department; and, 4) Memorandums of Understanding (MOU) for specific classes within an A.A.

M State Business Services

M State Business Services provides payroll shared services and collaboration through a Campus Service Cooperative. The service currently provides payroll for 6 colleges, 1 university, and 1 MnSCU agency. They also currently have 1 temporary college and another interested in the service.

The following was provided by Pat Nordick, Chief Financial Officer at M State.

Question: How did the idea of collaboration for the come to be?

Response: Understanding of the trends in higher education funding and the high probability that the trend of lower funding would continue it was apparent to me that we needed to find ways to become more efficient with back office operations. With MnSCU being such a big system and technology capabilities increasing it seemed like sharing employees to do back office operations made sense.

Q: What had to be done in order for it to occur?

R: We had to get approval and buy in from the system office. We also had to find willing partners that were also interested in sharing staff and processes.

Q: What was the time frame from conceptualization to realization?

R: Approximately 1 year. We had did a lot of talk in earlier years about more system wide collaboration but nothing was moving forward until M State presented the shared payroll service to system office.

Q: What went well and what was difficult?

R: The development of the system and processes to share went well. As a multi-campus college we were already used to doing business processes from a distance so we had many of processes already developed. The most difficult part of the process was in getting other institutions to trust us that we could deliver their payroll on time and accurately. There was and still is a lot of job protection hurdles that get thrown up.

Q: What might they do differently?

R: As a system, I think that we could have put together a longer range implementation plan that outlined how all colleges and universities would become part of the shared payroll system. There could have been and still could be parameters outlined and that helped guide all of the institutions into using the Cooperative for payroll.

Q: What still needs to happen?

R: With some enhancements to the ISRS system, we could be more efficient. There is currently reconciliation that happens between the ISRS system and the SWIFT system that is done manually and is very time consuming. If that could be automated it would save us many man hours. Also, there needs to be a mid and long range plan as to how to increase usage of the Shared Services Cooperative by other campuses.

Q: Have there been any surprises as a result of the collaboration?

R: How skeptical employees from other institutions are about sharing services. There seems to be a fear

that "if I don't do it, it wouldn't be done right".

Q: What was the benefit to students?

R: By sharing resources, we should be able to hold down costs on the service side and therefore potentially hold down tuition increases.

Q: What was the benefit to faculty?

R: Budget savings that can be realized through holding down costs on the administrative side of the college allows us to invest in and protect the budgets on the academic side.

Q: How does the system benefit from such collaboration?

Q: The ability to leverage best practices.

R: The ability to become more efficient in our back office operations and therefore allow us to hold down tuition. The ability to show legislators that we are accountable with taxpayers dollars and are directing our funding towards students and not "overhead".

Q: Do you oversee staff from other colleges that participate in the service?

R: No, we contract to do the services with other colleges, but all the employees that do payroll are M State employees.

Q: Are there staff from other locations that assist in the process? There are actually two pods doing payroll. We do several colleges and Minneapolis Community and Technical College also do payroll for a few metro schools.

Q: What are the costs for the location that you provide the service for?

R: Our costs are employee salaries, equipment, and supplies. The contracts that are written are based on a formula that includes the number of employees, the types of employee payroll, and types of other payroll services performed for the college.

Q: Does the college make any money for providing these services?

R: We do not make money, but because we are able to efficiently process the payroll for the other institutions, we are able to buy down our employee costs in our payroll office which helps out the budget.

Luoma Project Case Study - TRIN Program Final Collaboration PY

Stage One: Building Commitment (Values, External Pressure, Learning and Networks*)

1. Values-It is a key element that values are shared among those in the collaboration. Three value systems were most often described on campuses: being student centered, innovative and egalitarian. Campuses that hold these values embrace collaboration more readily. Describe below what values were shared amongst those in the collaboration, whether or not it included the three listed above and whether you feel this impacted the success of the collaboration.

I believe all of the partnerships valued the importance of this professional field (translation and interpreting) and ensuring that students had access to this professional training/education. All the partnerships also valued innovation and being able to provide the training/education via innovative means (i.e. ITV, online, non-traditional methods).

2. External Pressure-Without a compelling external argument for collaboration it is unlikely to occur. What was the compelling argument for your specific collaboration? What was the argument? Was it a compelling argument and did all agree with the argument?

We all saw that it was necessary for us to partner if we wanted to provide this training/education to students across the state of Minnesota. The compelling argument, thus, was the need/demand of students and the need to provide it across the state of Minnesota, especially in rural areas where this educational opportunity was slim. For the most part, all of the partnerships agreed with this compelling argument and therefore, are a part of the collaboration. In a case where an institution did not see the student/employer demand for this training, a partnership was ended.

3. Learning-Some individuals on campus are compelled by the values of collaboration, others by external pressures, but an equal number of people needed to be convinced of the benefits of collaboration; they needed evidence to be educated. Learning was used by change agents as a strategy for informing people of the benefits of collaboration in order to motivate people to conduct collaborative work. What learning occurred in the collaboration? Was the learning used to convince people to collaborate? Compelling arguments often include convincing data. Did the argument to collaborate include data to make the case for the collaboration?

In some cases, Century College had to present data about the need for more professionals to be trained in this area—making the case that it is important to provide quality training/education for a profession in which people are already working in without educational credentials. In other cases, we provided data to illustrate the growing job demand for professionals in this area.

4. Campus Networks- There needs to be a critical mass of people on campus that are interested in change, supportive of campus initiatives. These networks can be developed and fostered in many different ways and do not necessarily have to be related to people interested in collaboration. Most campuses use the following techniques to develop networks:(1) hosting events on topics related to collaboration; (2) serving on campus committees; (3) opening up meetings to more individuals within units; (4) using physical spaces such as faculty and staff eating areas or common spaces for meeting; and (5) individuals who act as conveners on campus related to cross-functional activities such as assessment or community service; among other strategies. These campuses tend to use a host of strategies overtime to build campus networks. Most had the networks in place before they endeavored to move toward creating a collaborative context. They also noted how a history of trust and mutual respect helps in fostering this type of network that is anxious to support campus

initiatives. What strategies did those involve use to infuse the idea/change into campus networks? Did they use existing networks? What were they? Was there a history of trust among those involved prior? Why or why not?

(I'm not really sure about this question, so I will answer this as best as I can.)

In terms of being able to build collaborations off-campus, we needed to establish a strong campus network on-campus, which included knowledge, expertise, and support from the Admissions Office, Orientation team, Records Office, Business Office, Counselors, Financial Aid, and Marketing. At the beginning, the TRIN program held multiple meetings with these various constituents to iron out the procedures and processes for students, with the goal of creating a clear process with minimum barriers. Over the years, we have met to reinforce and strengthen the campus networks. Overall, there was a history of trust because everyone understood that this program was a part of the college programs.

Stage Two: Commitment to Collaboration-(Sense of Priority, Mission, Networks)

5. Mission-Leaders in most academic institutions in Kazaar's (2005) study realized that unless the overarching purpose of the organization was rethought to highlight collaborative work, it would be unlikely that the commitment would be sustained. Did the mission or overarching purpose of the organization change at any point? If so, describe the change? Did those involved in the collaboration feel this factor was important to its overall success? Having a shared common language is also a piece of this. Did the group work on developing a shared common language and sense of purpose before starting their work? Why or Why not? How? Rethinking and revising the mission statements alone was not sufficient to establish commitment to collaboration. Each campus had mechanisms in place to re-articulate their mission statement on an on-going basis, socializing and re-socializing people to the mission. Did your case study include re-articulating the mission of the collaboration on an on-going basis? Why or Why not?

When we started this collaboration, Century already had a commitment to partnerships with other institutions. In the last five years, Century has strengthened this mission and made an even more intentional effort to partner with other MnSCU institutions. This, however, has not changed our overall initial collaborative mission or our current mission.

We have not re-articulated the mission of this collaboration on an on-going basis just because everybody is currently on the same page with the mission and our overall goals have not changed. Nonetheless, it probably would be beneficial for us to reconnect with the partners about the mission in case the mission needs to change due to the needs of the students and institutions.

6. Sense of Priority-If people did not feel that the senior executives felt this was a priority issue, most people said they would not get involved (and had avoided certain collaborative efforts that were not deemed a priority). The ways that sense of priority was demonstrated was whether collaboration was discussed often by senior executives; if collaboration was written into official documents such as the strategic plans, accreditation reports, board correspondence; whether collaboration was connected to strategic objectives or work of the institutions. Did a sense of priority exist with your case study? How was this sense of priority demonstrated?

At Century College, the dean made an attempt to keep this program at the forefront of senior executives radar, especially in the beginning. Thus, there was understanding, buy-in, and support of

the program and its growth. At the partnered institutions, however, we found that when senior executive were less aware of, had not bought into, or were not as supportive of the partnership, it was a lot harder to navigate through barriers and challenges. We found communication overall to be challenging between the two institutions and sometimes felt we had to continuously make the case for the collaboration to some senior executives.

Stage Three- Sustaining Collaboration (Integrating Structures and Rewards)

7. Integrating Structures-For collaborations to be successful most include a comprehensive restructuring institutionalized systems. For example, most campuses have developed three particular structures (a central unit(s) for collaboration, a set of centers and institutes and new accounting, computer and budgetary systems) that helped to integrate work and facilitate cross-functional activities. A unit focused on crossinstitutional work, such as assessment, technology, service or community based learning or inter-disciplinary, teaching/research and reporting to the president or provost, ensured that people were working together across campus. Please describe if this work occurred in your case study example. What systems were put in place to ensure that people were working together and the work was made better/easier as a result of formally integrating certain structures that were relevant to the collaboration? In addition, A third integrating structures is fundamental and often overlooked which is the accounting and computer systems being altered to allow for sharing of FTE in team taught courses, crosslisting classes, joint appointments and splitting indirect costs for research. Did this integrating of structures occur in your collaboration? Why or why not? What was the work involved with integration of these systems within the institution or across MNSCU?

Because our partnership is fairly small in scale, I believe that major structural changes were not needed nor created to support this collaboration. There are no formal systems in place that ensures that people are working together, in which the work could have been made better or easier through formally integrating structures. I think this is an area that Century can grow in, to benefit all of our partnerships.

8. Rewards-Two different rewards (tenure and promotion system and incentives) helped to sustain collaboration across campuses in the Kazaar (2005) article. By far the most important reward system to focus on for faculty was the promotion and tenure requirements. If the tenure and promotion system supported collaboration then the members of campus felt the context of collaboration would be fully sustained. Yet, on one campus that had changed their tenure and promotion requirements, there was fear that the new provost was not committed to the principles as articulated, therefore, reinforcing the need for many different structures, processes and systems to be redesigned. Too much dependence on any one aspect of the redesigned system made the overall system weak. Many individuals expressed how they were excited about the prospect of doing collaborative work (interdisciplinary research, learning communities, etc.), but they felt it impossible to transition to a new way of working without some relief from their day-to-day activities. What rewards were altered as a result of your case study, if any? If rewards were offered describe them? If not, why did the collaboration work? If rewards were altered or enhance would have it enhanced the collaboration?

For the TRIN program, the program coordinator receives reassignment credits to coordinate the program, which includes a multitude of duties and responsibilities. Among the many duties and responsibilities is the coordination of the partnerships, which I think would not have as much success without this dedicated reassignment credits. In the other schools, I believe there are no rewards for the staff members that are partnering with us. For the most part, I think they were just

assigned to maintain the partnership as a part of their overall workload. Because many of these staff members have various roles and responsibilities, sometimes there are competing demands for program-specific needs and students are not served as quickly or efficiently as needed. Overall however, we do see a commitment from the institutions and the staff members without the reward incentive.

Luoma Project Case Study - Biosciences

1. **Values**-It is a key element that values are shared among those in the collaboration. Three value systems were most often described on campuses: being student centered, innovative and egalitarian. Campuses that hold these values embrace collaboration more readily. Describe below what values were shared amongst those in the collaboration, whether or not it included the three listed above and whether you feel this impacted the success of the collaboration.

Response: The collaboration between North Hennepin Community College (NHCC) and Minnesota State University Moorhead (MSUM) exemplifies all three of the value systems. One of the responses in the interview indicated that there is a strong belief in what is being accomplished through the collaboration, and it is the right thing to do for students. The collaboration is student-centered because it is an effort to help students move seamlessly from a two-year college to their last two years of study. It is innovative because the access to the completion of the four-year degree is on the NHCC campus. Additionally, the students who complete the Bachelor's degree on the NHCC campus go through the graduation ceremony on the NHCC campus, as well. It is egalitarian because the faculty members of both the community college and the university are equal stakeholders and there is mutual trust and respect for each one's faculty position.

2. **External Pressure**-Without a compelling external argument for collaboration it is unlikely to occur. What was the argument for your specific collaboration? Was it a compelling argument and did all agree with the argument?

Response: Minnesota State University Moorhead and North Hennepin Community College partnered to apply for a grant as a Center of Excellence. The compelling argument was that the collaboration was beneficial to students and to both institutions. The most compelling component of the argument is that it is the right thing to do for students.

3. **Learning**-Some individuals on campus are compelled by the values of collaboration, others by external pressures, but an equal number of people needed to be convinced of the benefits of collaboration; they needed evidence to be educated. Learning was used by change agents as a strategy for informing people of the benefits of collaboration in order to motivate people to conduct collaborative work. What learning occurred in the collaboration? Was the learning used to convince people to collaborate? Compelling arguments often include convincing data. Did the argument to collaborate include data to make the case for the collaboration?

Response: Data was used by the system office to establish the need for more four-year opportunities in the MnSCU system. The compelling data is that neither the University of Minnesota nor Metropolitan State University can meet the demand for baccalaureate degrees at an affordable price, and the workforce of Minnesota has a demand for four-year educated employees. While this data was probably not needed to convince the two collaborating partners that they should collaborate, the need had been raised in prior settings, so the ground was ready for such a collaboration.

4. **Campus Networks**- There needs to be a critical mass of people on campus that are interested in change, supportive of campus initiatives. These networks can be developed and fostered in many different ways and do not necessarily have to be related to people interested in collaboration. Most campuses use the following techniques to develop networks:(1) hosting events on topics related to collaboration; (2) serving on campus committees; (3) opening up meetings to more individuals within units; (4) using physical spaces such as faculty and staff eating areas or common spaces for meeting; and (5) individuals who act as conveners on campus related to cross-functional activities such as assessment or community service; among other strategies. These campuses tend to use a host of strategies over time to build campus networks. Most had the networks in place before they endeavored to move toward creating a collaborative context. They also noted how a history of trust and mutual respect helps in fostering this type of network that is anxious to support campus

initiatives. What strategies did those involved use to infuse the idea/change into campus networks? Did they use existing networks? What were they? Was there a history of trust among those involved prior? Why or why not?

Response: Since this was not an intra-campus collaboration but rather an inter-campus one, there was not an opportunity to serve on committees together unless the faculty from each institution had been in professional gatherings prior to the collaboration, and this is almost a certainty. The first step of the collaboration was to get the faculty together from both institutions. The collaboration is in its seventh year and is a dynamic relationship. The shift in thinking has been that community college faculty get to teach upper level courses and they are viewed as peers by the university faculty.

Stage Two: Commitment to Collaboration-(Sense of Priority, Mission, Networks)

5. Mission-Leaders in most academic institutions in Kazaar's (Kezar's?) (2005) study realized that unless the overarching purpose of the organization was rethought to highlight collaborative work, it would be unlikely that the commitment would be sustained. Did the mission or overarching purpose of the organization (*or organizations if collaboration occurred between more than one entity*) change at any point? If so, describe the change? Did those involved in the collaboration feel this factor was important to its overall success? Having a shared common language is also a piece of this. Did the group work on developing a shared common language and sense of purpose before starting their work? Why or Why not? How? Rethinking and revising the mission statements alone was not sufficient to establish commitment to collaboration. Each campus had mechanisms in place to re-articulate their mission statement on an on-going basis, socializing and re-socializing people to the mission. Did your case study include re-articulating the mission of the collaboration on an on-going basis? Why or Why not?

Response: No re-articulation of the mission statements of the institutions was needed.

6. Sense of Priority-If people did not feel that the senior executives felt this was a priority issue, most people said they would not get involved (and had avoided certain collaborative efforts that were not deemed a priority). A demonstrated sense of priority was determined by whether or not collaboration was discussed often by senior executives and if collaboration was written into official documents such as the strategic plans, accreditation reports, board correspondence, or connected to strategic objectives or work of the institutions. Did a sense of priority exist with your case study? How was this sense of priority demonstrated?

Response: The MnSCU system (senior executives) had already recognized the need for such collaborations as this one. Perhaps this was not the driving force for the collaboration, but not having to convince the senior executives of the importance of such a collaboration definitely removed potential barriers. The sense of priority was about the student experience and access to higher education from first year to the baccalaureate degree.

Stage Three- Sustaining Collaboration (Integrating Structures and Rewards)

7. Integrating Structures-For collaborations to be successful, most include a comprehensive restructuring of institutionalized systems. For example, most campuses have developed three particular structures (a central unit(s) for collaboration, a set of centers and institutes and new accounting, computer and budgetary systems) that helped to integrate work and facilitate cross-functional activities. A unit focused on cross-institutional work, such as assessment, technology, service or community based learning or interdisciplinary, teaching/research and reporting to the president or provost, ensured that people were working together across campus. Please describe if this work occurred in your case study example. What systems were put in place to ensure that people were working together and the work was made better/easier as a result of formally integrating certain structures that were relevant to the collaboration? In addition, A third integrating structures is fundamental and often overlooked which is the accounting and computer systems being altered to allow for sharing of FTE in team taught courses, cross-listing classes, joint appointments

and splitting indirect costs for research. Did this integrating of structures occur in your collaboration? Why or why not? What was the work involved with integration of these systems within the institution or across MNSCU?

Response: The structures that have had to be dealt with in this collaboration are the fact that faculty in the institutions have different union structures that define their work load. Community college faculty teach a 30 credit load per year and university faculty teach 24. Working through the pay equity and class assignment equity are ongoing challenges, but the end result is worth the effort. Additionally, there are other issues that impact student service such as agreements and processes for registration, financial aid, use of the bookstore, parking fees as well as use of the library, fitness center, and counseling services.

8.Rewards-Two different rewards (tenure and promotion system and incentives) helped to sustain collaboration across campuses in the Kazaar (2005) article. By far the most important reward system to focus on for faculty was the promotion and tenure requirements. If the tenure and promotion system supported collaboration then the members of campus felt the context of collaboration would be fully sustained. Yet, on one campus that had changed their tenure and promotion requirements, there was fear that the new provost was not committed to the principles as articulated, therefore, reinforcing the need for many different structures, processes and systems to be redesigned. Too much dependence on any one aspect of the redesigned system made the overall system weak. Many individuals expressed how they were excited about the prospect of doing collaborative work (interdisciplinary research, learning communities, etc.), but they felt it impossible to transition to a new way of working without some relief from their day-to-day activities. What rewards were altered as a result of your case study, if any? If rewards were offered describe them? If not, why did the collaboration work? If rewards were altered or enhanced would have it fostered/encouraged the collaboration? I need to explore this with a faculty member.

Luoma Project Case Study - HRMS

Stage One: Building Commitment (Values, External Pressure, Learning and Networks*)

1. Values-It is a key element that values are shared among those in the collaboration. Three value systems were most often described on campuses: being student centered, innovative and egalitarian. Campuses that hold these values embrace collaboration more readily. Describe below what values were shared amongst those in the collaboration, whether or not it included the three listed above and whether you feel this impacted the success of the collaboration.

SHRM Partnership: The values of being student centered and innovative helped us and guided us to stay active in the partnership. It truly was a four way collaboration between professional association, student, college, and textbook company.

2. External Pressure-Without a compelling external argument for collaboration it is unlikely to occur. What was the compelling argument for your specific collaboration? What was the argument? Was it a compelling argument and did all agree with the argument?

Our situation is a little different, we did have an option, We choose to collaborate. The compelling piece was a national content or body of knowledge that had both brand recognition and benchmarking completed already.

3. Learning-Some individuals on campus are compelled by the values of collaboration, others by external pressures, but an equal number of people needed to be convinced of the benefits of collaboration; they needed evidence to be educated. Learning was used by change agents as a strategy for informing people of the benefits of collaboration in order to motivate people to conduct collaborative work. What learning occurred in the collaboration? Was the learning used to convince people to collaborate? Compelling arguments often include convincing data. Did the argument to collaborate include data to make the case for the collaboration?

Yes, the program that we collaborate on has data collection features and we also like that the collaboration values process improvement and product improvement on a consistent basis.

4. Campus Networks- There needs to be a critical mass of people on campus that are interested in change, supportive of campus initiatives. These networks can be developed and fostered in many different ways and do not necessarily have to be related to people interested in collaboration. Most campuses use the following techniques to develop networks:(1) hosting events on topics related to collaboration; (2) serving on campus committees; (3) opening up meetings to more individuals within units; (4) using physical spaces such as faculty and staff eating areas or common spaces for meeting; and (5) individuals who act as conveners on campus related to cross-functional activities such as assessment or community service; among other strategies. These campuses tend to use a host of strategies overtime to build campus networks. Most had the networks in place before they endeavored to move toward creating a collaborative context. They also noted how a history of trust and mutual respect helps in fostering this type of network that is anxious to support campus initiatives. What strategies did those involve use to infuse the idea/change into campus networks? Did they use existing networks? What were they? Was there a history of trust among those involved prior? Why or why not?

This partnership case has a history of trust so it is easy to join new options within the larger collaborative model. There is also a give and take model with the professional association allowing us to use their branding and their membership lists to market our services. By doing so, we show support of their work and products and services.

Stage Two: Commitment to Collaboration-(Sense of Priority, Mission, Networks)

5. Mission-Leaders in most academic institutions in Kazaar's (2005) study realized that unless the overarching purpose of the organization was rethought to highlight collaborative work, it would be unlikely that the commitment would be sustained. Did the mission or overarching purpose of the organization change at any point? If so, describe the change? Did those involved in the collaboration feel this factor was important to its overall success? Having a shared common language is also a piece of this. Did the group work on developing a shared common language and sense of purpose before starting their work? Why or Why not? How? Rethinking and revising the mission statements alone was not sufficient to establish commitment to collaboration. Each campus had mechanisms in place to re-articulate their mission statement on an on-going basis, socializing and re-socializing people to the mission. Did your case study include re-articulating the mission of the collaboration on an on-going basis? Why or Why not?

In part, the missions aligned between the partners and therefore it works. Changes in technology posed the biggest challenges – but we did have time to adjust (somewhere between 6-12 months).

6. Sense of Priority-If people did not feel that the senior executives felt this was a priority issue, most people said they would not get involved (and had avoided certain collaborative efforts that were not deemed a priority). The ways that sense of priority was demonstrated was whether collaboration was discussed often by senior executives; if collaboration was written into official documents such as the strategic plans, accreditation reports, board correspondence; whether collaboration was connected to strategic objectives or work of the institutions. Did a sense of priority exist with your case study? How was this sense of priority demonstrated?

This was not a top priority and that could affect the partnership in the future.

Stage Three- Sustaining Collaboration (Integrating Structures and Rewards)

7. Integrating Structures-For collaborations to be successful most include a comprehensive restructuring institutionalized systems. For example, most campuses have developed three particular structures (a central unit(s) for collaboration, a set of centers and institutes and new accounting, computer and budgetary systems) that helped to integrate work and facilitate cross-functional activities. A unit focused on cross institutional work, such as assessment, technology, service or community based learning or inter-disciplinary, teaching/research and reporting to the president or provost, ensured that people were working together across campus. Please describe if this work occurred in your case study example. What systems were put in place to ensure that people were working together and the work was made better/easier as a result of formally integrating certain structures that were relevant to the collaboration? In addition, A third integrating structures is fundamental and often overlooked which is the accounting and computer systems being altered to allow for sharing of FTE in team taught courses, cross listing classes, joint appointments and splitting indirect costs for research. Did this integrating of structures occur in your collaboration? Why or why not? What was the work involved with integration of these systems within the institution or across MNSCU?

The connection here would be space. The partnership model moved to an online learning model as to not have to struggle with space issues on campus or multiple campuses for a small number of people. For example, this partnership used to involve space on campus or a rented space for classroom training, then we moved it to an ITV format, now it has been moved to an online format.

8. Rewards-Two different rewards (tenure and promotion system and incentives) helped to sustain collaboration across campuses in the Kazaar (2005) article. By far the most important reward system to focus on for faculty was the promotion and tenure requirements. If the tenure and promotion system supported collaboration then the members of campus felt the context of collaboration would be fully sustained. Yet, on one campus that had changed their tenure and promotion requirements, there was fear that the new provost was not committed to the principles as articulated, therefore, reinforcing the need for many different structures, processes and systems to be redesigned. Too much dependence on any one aspect of the redesigned system made the overall system weak. Many individuals expressed how they were excited about the prospect of doing collaborative work (interdisciplinary research, learning communities, etc.), but they felt it impossible to transition to a new way of working without some relief from their day-to-day activities. What rewards were altered as a result of your case study, if any? If rewards were offered describe them? If not, why did the collaboration work? If rewards were altered or enhance would have it enhanced the collaboration?

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