Powerful Partnerships: A Shared Responsibility for Learning

1. Learning is fundamentally about making and maintaining connections. To make and maintain connections, faculty and staff collaborators design learning experiences that:
   • expose students to alternative world views and culturally diverse perspectives;
   • give students responsibility for solving problems and resolving conflicts;
   • make explicit the relationships among parts of the curriculum and between the curriculum and other aspects of the collegiate experience; and
   • deliberately personalize interventions appropriate to individual students’ circumstances and needs.

2. Learning is enhanced by taking place in the context of a compelling situation that balances challenge and opportunity. To create compelling situations, faculty and staff collaborators:
   • articulate and enforce high standards of student behavior inside and outside the classroom;
   • give students increasing responsibility for leadership;
   • create environments and schedules that encourage intensive activity as well as opportunities for quiet deliberation; and
   • establish internships, externships, service-learning, study abroad, and workplace-based learning experiences.

3. Learning is an active search for meaning by the learner – constructing knowledge rather than passively receiving it. To stimulate an active search for meaning, faculty and staff collaborators:
   • expect and demand student participation in activities in and beyond the classroom;
   • design projects and endeavors through which students apply their knowledge and skills; and
   • build programs that feature extended and increasingly challenging opportunities for growth and development.

4. Learning is developmental, a cumulative process involving the whole person, relating past and present, integrating the new with the old, starting from but transcending personal concerns and interests. To create a developmental process integrating all aspects of students' lives, faculty and staff collaborators:
   • design educational programs to build progressively on each experience;
   • track student development through portfolios that document levels of competence achieved and intentional activities leading to personal development;
   • establish arenas for student-faculty interaction in social and community settings; and
   • present opportunities for discussion and reflection on the meaning of all collegiate experiences.

5. Learning is done by individuals who are intrinsically tied to others as social beings. To relate individuals to others as social beings, faculty and staff collaborators:
   • strive to develop a campus culture where students learn to help each other;
   • establish peer tutoring and student and faculty mentorship programs;
   • sponsor residence hall and commuting student programs that cultivate student and faculty interaction for social and educational purposes; and
• support activities that enable students from different cultural backgrounds to experience each other's traditions.

6. Learning is strongly affected by the educational climate in which it takes place. To construct an effective educational climate, faculty and staff collaborators:
   • build a strong sense of community among all institutional constituencies;
   • organize ceremonies to honor and highlight contributions to community life and educational values;
   • publicly celebrate institutional values;
   • articulate how each administrative and academic unit serves the institution's mission; and
   • share and use information on how units are performing in relation to this mission.

7. Learning requires frequent feedback if it is to be sustained, practice if it is to be nourished, and opportunities to use what has been learned. To provide occasions to use and practice what has been learned, faculty and staff collaborators:
   • recruit students with relevant academic interests as active participants and leaders in related campus life programs and activities;
   • organize work opportunities to take advantage of students' developing skills and knowledge;
   • collaborate with businesses and community organizations to match students to internship and externship experiences; and
   • develop student research and design projects based on actual problems or cases presented by external organizations to be resolved.

8. Much learning takes place informally and incidentally, beyond explicit teaching or the classroom. To facilitate informal and incidental learning, faculty and staff collaborators:
   • sponsor programs for students, faculty, and staff that serve both social and educational purposes;
   • organize community service and service-learning activities performed by faculty, staff, and students together;
   • design campus life programs that relate directly to specific courses;
   • link students with peers and with faculty, staff, and community mentors; and
   • build common gathering places for students, faculty and staff.

9. Learning is grounded in particular contexts and individual experiences. To transform learning grounded in particular contexts and individual experiences into broader understandings, faculty and staff collaborators:
   • sponsor events that involve students with new people and situations;
   • champion occasions for interdisciplinary discourse on salient issues;
   • foster dialogues between people with disparate perspectives and backgrounds; and
   • expand study abroad and cultural exchange programs.

10. Learning involves the ability of individuals to monitor their own learning. To enable students to monitor their own learning, faculty and staff collaborators:
    • help them delineate and articulate their learning interests, strengths, and deficiencies;
    • reduce the risk to students of acknowledging their own limitations;
    • help students select curricular and other educational experiences covering a broad range of learning approaches and performance evaluations; and
- create faculty and staff development activities to learn about advances in learning theory and practice.