

**Title:**                    **Dimensions of Institutional Collaboration for Development**

**Presenter:**           **David Baume**

Visiting Fellow: University of London Centre for Distance  
Education and London South Bank University

### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

- Identified possible further development functions and units within their University, and perhaps also partner institutions, with whom collaboration might be possible;
- Identified at least some possible further forms of collaboration;
- Identified routes for exploring these possible future collaborations; and
- If time allows, outlined guidance on effective collaboration.

### **Session Outline**

Key issues to be addressed are:

The importance of collaboration in learning and development has long been stressed. Working with and developing learning communities is a SEDA value. Kahn and Walsh (2009) provide theoretical underpinnings for and vivid examples of collaboration. Baume and Popovic (2016) contains many accounts of the importance of collaboration. The authors describe “the increased blurring of and collaboration between development functions;” (p 293). At greater length, they say:

#### **“Neighbours**

Not all problems, opportunities or possible sites for action in higher education fall tidily under the heading of teaching, learning, assessment, course design, educational development, staff/faculty development, student development, advice and guidance, personal tutoring, language development, numeracy development, learning technology, management, researcher development, research supervision development, administration, support for students with specific learning difficulties, international education, support for students from overseas, equality of opportunity, graduate careers education and advice, employability, community links, open and distance learning, learning resources, estate planning, designing and equipping teaching and learning spaces, learning analytics, organizational development, library and information services, etc. ... This suggests, if it were not already obvious, the great need for the various university development functions, including but not limited to those above, to cooperate.”

This is all very well. But organisational and political pressures can militate against collaboration. We all believe in cooperation. The issue which this discussion paper session will tackle is – how can we make it happen, in the real world of current higher education?

## Session Activities and Approximate Timings

The outline of the workshop is as follows;

1. Introductions - 5 minutes
2. A short hand-out will be provided which summarises the main findings of the study on dimensions of collaboration. Time will be given to read this. 5 minutes.
3. Participants will first be facilitated to identify any additional development functions or units in their institution beyond those identified in the survey. These will be shared among all participants. 10 minutes
4. Participants will then be facilitated to identify particular forms of cooperation among development functions and units which they have experienced and could take further in their institutions, and to identify success factors and perhaps also areas of difficulty. Again these will be shared among all participants. 15 minutes.
5. If time allows, the final part of the session will involve participants being facilitated to develop notes towards a Guide for Effective Collaboration on Institutional Development. 10 minutes.

## References

Key texts mentioned in the outline, please use the Harvard referencing system.

Baume, D., & Popovic, C. (Eds.). (2016). *Advancing Practice in Academic Development*. London: RoutledgeFalmer.

Walsh, L., & Kahn, P. H. (2009). *Collaborative working in higher education: The social academy*. New York: Routledge.