

ACTION FRAMEWORK FOR CREATING COLLABORATIVE PARTNERSHIPS FOR STUDENT SUCCESS

Action	Question	OSU Example	Your Institution
Identify need or problem	<i>What instructional or academic need do we face that we can address by identifying a common concept and implement through collaborative partnerships?</i>	Need: Address gaps in students' information literacy, especially their ability to evaluate and use sources persuasively in the writing they compose in their writing-intensive courses	Need:
Identify key stakeholders and collaborative partners	<i>What individuals, programs, departments, or offices are best positioned to participate in or most critical to the success of such a partnership to address this need?</i>	Critical partners: Classroom teachers, writing program administrators, writing center staff (and other folks who have "boots on the ground"), library subject librarians and teaching and learning staff	Partners:
Identify common ground among stakeholders and partners	<i>How does each of these partners frame the need? What common ground or overlap might we find among them?</i>	Common Ground: Libraries, writing centers, and writing programs are units charged with providing instruction in and are critical to students' development as writers and critical thinkers	Common Ground:
Leverage the skills, knowledge, resources, and interests of the partners	<i>What skills, knowledge, resources, and interests of these partners will be critical to addressing the need?</i>	Leverage: Libraries provide critical services in information literacy; writing programs provide direct classroom instruction; writing centers support student learning	Leverage:

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Review literature on the need from a variety of disciplinary perspectives	<i>What information, research, or scholarship already exists on this need that we will benefit from taking into account?</i>	Scholarly Literature: Frameworks from ACRL and CWPA and scholarship in writing studies, writing centers, libraries, education studies, studies from different kinds of institutions such as two-year colleges, liberal arts colleges	Scholarly Literature:
Publicize and disseminate information about the partnership	<i>Through what means and when will we publicize and disseminate information about the partnership and to what audiences and for what purposes?</i>	Dissemination: Cross-promotion of services on program websites, development of program professional development workshops	Dissemination:
Assess the partnership through student learning outcomes and reflective practice	<i>How and for whom will we assess the partnership and through what kinds of direct and indirect measures?</i>	Assessment: Required university general education curricular assessment and on-going writing program assessment	Assessment:
Consider and address sustainability	<i>How will we (and what do we need to do to) sustain the partnership and program over time?</i>	Sustainability: Collaborative cross-training of staff, determining budget requirements, identifying approaches to long-term planning, generate "buy-in" from higher administrative units	Sustainability:

Jennifer Schnabel, Melissa Cherry, and Kay Halasek, "Creating Conceptual Frameworks for Student Success in Research-based Writing." Student Success in Writing Conference. Savannah, GA. March 2016.

