The New Learning Compact

A Framework for Professional Learning & Educational Change
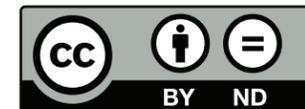
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November 2019

every learner
everywhere

The work was undertaken on behalf of the Every Learner Everywhere project of WCET (the WICHE Cooperative for Educational Technologies).

For more information or assistance, please contact NewLearningCompact@gmail.com

Why a New Learning Compact? Why Now?

The New Learning Compact Framework is grounded in the premise that neither change in individual practice nor structural change are by themselves sufficient. Transformational change requires an ecosystemic approach that links processes of individual change with institutional culture and structure, and individual institutions with networks and systems, through the involvement of external stakeholders and change initiatives. It is anchored on the following beliefs:

1 | **Higher education has never been more important** for our future. Yet, as a system, it is **undeserving students and society**, both in the diversity and number of students it serves, as well as in the effectiveness of our educational structures and strategies.

2 | This underperformance is due, at least in part, to the **insufficient attention paid to the core issues of teaching, learning and professional development** and their integration with other, more structural reforms. The lack of integrated professional learning has a negative impact internally, on student learning and achievement, and externally, eroding the public's fundamental trust in and support for the system.

3 | A large and growing **body of evidence** demonstrates the **impact of professional learning** and **educational development**, when done well, on student learning and success.

4 | Other critical fields, such as medicine, have advanced the use of professional learning as a **central element of continuous improvement** structures and systems. Higher education is lagging behind.

5 | Higher education institutions and improvement initiatives need **guidance and resources** that will empower them to integrate professional learning and educational development to **build capacity for transformational change**.

Who is this report for, and what is its goal?

The New Learning Compact Framework is developed by a group of leading educators and stakeholders and based on the best new research. It aims to strategically and effectively link change in individual practice with essential issues of community, institutional structure and systemic policy. This report is designed for use by institutions and educational improvement networks. After reading this report, stakeholders should have:

— A clear understanding of the context around creating the Framework, as well as an understanding of why now is the time to act.

— A clear understanding of the challenge areas around successfully designing, supporting, and implementing professional learning programs.

— A way to assess their institution's needs and their role in those needs, as well as a strategy for prioritizing which issues to tackle first.

— An understanding of the other stakeholders involved in designing, supporting, and implementing professional learning programs, and next steps for moving forward.

What will I find in this report?

The NLC Framework is a cohesive resource that includes: Core Values, Core Principles, Inquiry Questions for Self-assessment and Planning, and Guidelines for Implementation and Evaluation. You'll find not only an overview of its development, but also exercises designed specifically to guide you and your institution in developing a strategy for supporting professional development and learning.

Authoring Team

The lead authoring team for the New Learning Compact Framework is:

Randy Bass, Vice Provost for Education and Professor of English, Georgetown University.

Bret Eynon, Associate Provost and AVP for Academic Affairs (retired), LaGuardia Community College (CUNY).

Laura M. Gambino, Vice President, New England Commission of Higher Education.

A primary drafting group of educational development field leaders consisted of **Isis Artze-Vega** (Valencia College), **Peter Felten** (Elon University), **Jonathan Iuzzini** (Achieving the Dream), **Adrianna Kezar** (USC), **Jose Moreno** (CSULB), and **Mary Deane Sorcinelli** (U Mass). This group identified key concepts and issues, discussed research, and reviewed multiple drafts, shaping the fundamental contours and purpose of the Framework.

Input was received from additional stakeholders, including Thomas Brock, Penny MacCormack, Ken O'Donnell, Amelia Parnell, and David Yaskin; Eli S. Bass provided research support. Stacey V. Guney and Karen Vignare guided this work and provided invaluable ongoing feedback.

Intentional Futures designed this publication and authored the activities related to the Inquiry Cards. We are grateful to iFsters Scott Thompson and Beth Wesche for their talent, creativity, collaboration and invaluable contributions.

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Preface

Higher education has never been more important for our future. Yet, as a system, it is **under-performing** for our society, both in **whom it serves** and **how well it serves them**.

Higher education has never been more important for our future. Yet, as a system, it is under-performing for our society, both in whom it serves and how well it serves them. Teaching and learning stand at the core of higher education's ability to fulfill its promise.

Colleges and universities must focus anew on the structures and processes that support quality pedagogy and instructional practice. The Framework at the core of this document is designed to help higher education institutions and improvement initiatives advance learning, teaching, and change by systematically integrating professional learning strategies into institutional practice. Such integration can help ensure that higher education meets its challenges and more effectively serves all students.

The **New Learning Compact** (**NLC**) is designed to advance a new educational change framework, one that focuses central and unifying attention on professional learning – the nexus of teaching, learning, professional development, and institutional change. This continuous improvement model necessitates a paradigm shift, a fundamental change in the way that institutions and systems of higher education currently function, and in turn, the way that change efforts interact with those institutions and systems.

Glossary

New Learning Compact
"New Learning" spotlights the proliferating research on learning and development and a growing recognition that students are not the only learners in higher education, recognizing educators' complementary roles as learners, teachers, and reflective practitioners, as well as the need to design institutions themselves as learning organizations, structured for continuous improvement.

The word "compact" refers to the way that the NLC Framework calls for many different stakeholders to "sign on" to these commitments for change, not just with words, but with actions that have implications for budget, practices, structures, and policies. It also invokes the "social compact" that has existed historically between higher education and society, by which colleges and universities are responsive and accountable for serving the public good.

Professional Learning
We use "professional learning" to reframe what is traditionally labeled faculty development or professional development. Our approach broadly includes not only faculty (full-time and contingent), but also the advisors and other student support staff needed to address the whole student and effectively scale transformative change.

Educational development
"Educational development" is an increasingly common term for the strategies, structures, and processes that support individual faculty and staff's on-going professional learning and their intrinsic connection to departmental, institutional, and cross-institutional learning and improvement.

The NLC Framework is designed to address four fundamental disconnects found across higher education, which act as barriers to institutions becoming learning and learning-centered organizations.

1.

Experts in their disciplines, most faculty have little preparation around effective pedagogies.[1] This is particularly problematic now that evidence demonstrates the value of faculty engagement in practices proven to advance student learning and success.[2]
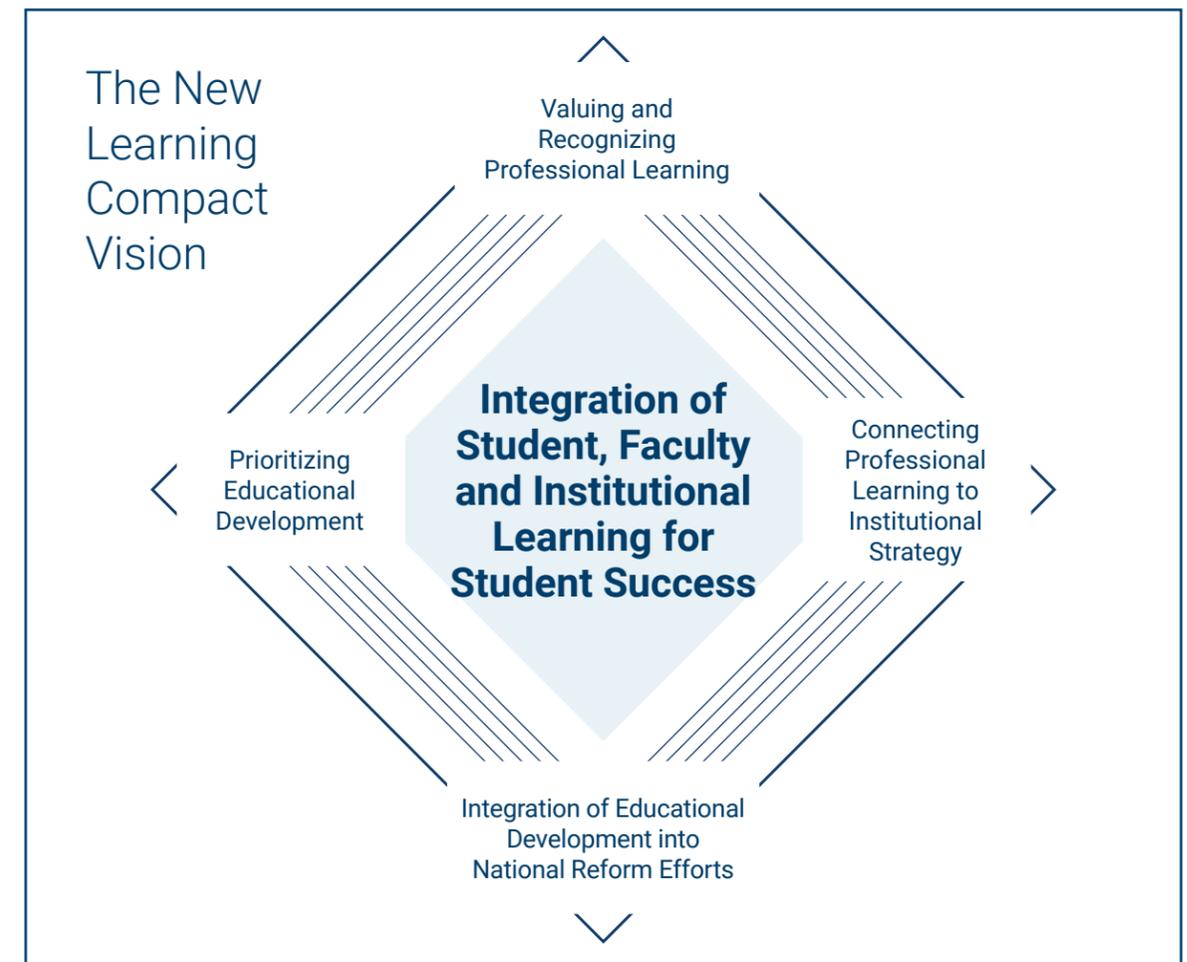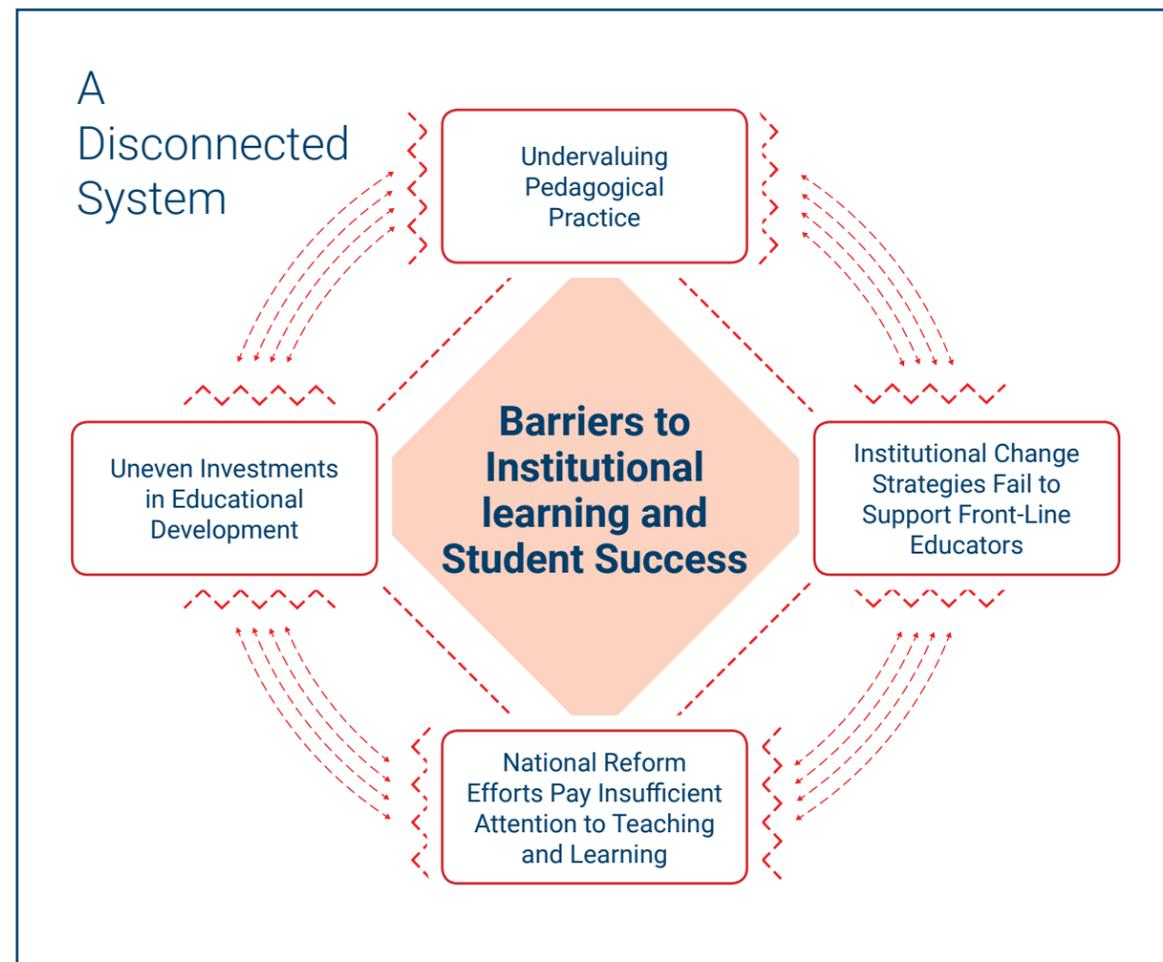
2.

Institutional investment in educational development programs and activities has been uneven, leaving many professional development efforts and Centers for Teaching and Learning (the home for much of this expertise) marginalized and beleaguered.

3.

Institutional change strategies and initiatives often fail to effectively support front-line educators with sustained and meaningful professional learning opportunities, thereby limiting the impact on everyday practice.

4.

While reform efforts such as Achieving the Dream, Completion by Design, and Guided Pathways have proliferated and made invaluable contributions to institutional structures and processes, they have paid insufficient attention to teaching and learning.

A Disconnected System

- Undervaluing Pedagogical Practice
- Uneven Investments in Educational Development
- Barriers to Institutional learning and Student Success
- Institutional Change Strategies Fail to Support Front-Line Educators
- National Reform Efforts Pay Insufficient Attention to Teaching and Learning

The New Learning Compact Vision

- Valuing and Recognizing Professional Learning
- Prioritizing Educational Development
- Integration of Student, Faculty and Institutional Learning for Student Success
- Connecting Professional Learning to Institutional Strategy
- Integration of Educational Development into National Reform Efforts

Nowhere are the problems generated by these disconnects more pressing than at community colleges and broad-access public universities. While serving the majority of college-going students – and the vast bulk of low income and first-generation students-- these institutions are radically under-funded, compared to other higher education sectors. Although reform efforts often focus on such schools, they are too often disconnected from meaningful professional learning opportunities for faculty and staff. Stakeholders at all levels must think more strategically about how to improve student learning and success at community college and broad-access public universities, and how to integrate this focus with efforts applicable across the spectrum of higher education institutions, from small private colleges to research universities.

ATD President Karen Stout recently acknowledged the reform movement's "limited focus on teaching itself and, more importantly, what is required for institutions to build a culture of teaching and learning excellence." In a major recent talk entitled "The Urgent Case," she spotlighted the need for a new "improvement model" built around educational development and Centers for Teaching and Learning, one that "places faculty members, departments and divisions at the center of a process focused on the design and refinement of inclusive pedagogical practices." [3]

"

If we are to put students at the center, **excellent teaching and support for quality instruction** must be at the core of our work. Creating greater urgency for teaching and learning in institutional reform is long overdue.

But the onus cannot solely be on faculty to do more. They need support and time for more reflective practice and to participate in **ongoing collaborative professional development**. They need support and incentives to enable them to teach and learn in new ways.

"

Karen Stout

ATD President

Responding to these disconnects, the New Learning Compact Framework is grounded in two **critical, research**-**based** assertions.

1

First, a large and growing body of research literature demonstrates that professional learning and educational development **make a difference in improving student success**.[4]

2

Second, it is increasingly clear that in order to have meaningful impact, professional learning and educational development **must be done well**, which requires a thoughtful strategy based on **core values** and **evidence-informed principles**.[5]

This Framework seeks to support integrative professional learning and educational development "done well," using the distinctive approach outlined in the following pages.

Formulating such an educational development strategy is essential if higher education is going to respond **humanely**, **effectively**, and **efficiently** to the conditions of the current moment.

This is an era of institutional change driven by multiple external forces, including the decline of public funding, the explosion of digital technology, and the diversification of the higher education marketplace.[6] These pressures are unfolding in a moment where a growing proportion of "new majority" (first generation and low-income) students and an increasingly diverse faculty workforce are re-shaping most campuses. We cannot respond to these changes by being static – doing the same types of things in the same way – and expecting different results.

The time is now for educators to act. A comprehensive framework for engaging faculty and staff in integrative efforts to transform higher education can serve as a productive blueprint for action. We offer this set of resources to help institutions and educational systems develop a strategy, grounded in learning and educational development, that positions higher education to better serve all learners and, in turn, better serve our society.
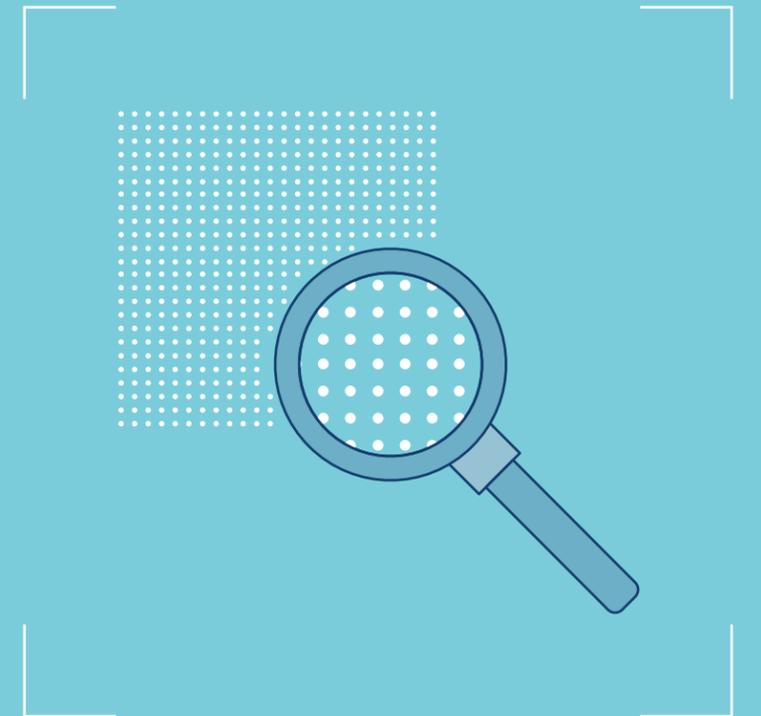
An Evidence-Based, Field-Defined Framework

Field-Tested Principles
The New Learning Compact Framework is grounded in evidence-based assertions about the practice and efficacy of quality educational development. These assertions are based in a substantial research literature that provides a reflective and evidentiary basis for best practices in educational development and their impact on student learning and student success. An authoring and advisory collaborative, composed of recognized field leaders, drew widely on this literature and synthesized it with their extensive experiences guiding diverse and effective professional learning and educational change initiatives.

The NLC Framework was shaped by the research literature related to topics including instructional quality and student outcomes, new approaches to faculty development, faculty learning communities, faculty development, inclusivity, diversity, faculty development & contingent faculty and students as partners. This research base informed all dimensions of the Framework, including the core values, principles, and inquiry questions.
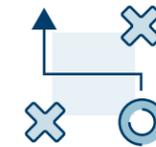
About the Framework

What is Distinctive About the Framework?

This Framework is both pragmatic and aspirational, and appropriate for institutions at any level of resources and with varying levels of professional development already in place. Across the board, the Framework outlines the need for increased investment in educational development as an integral dimension of institutional change. Although the Framework is relevant to institutions of all kinds, it is intentionally inclusive of institutions with large numbers of diverse students and contingent faculty.

This Framework does not stand alone, of course. It builds directly on the robust research literature on effective professional learning and educational development models, guiding principles, and promising practices. It recognizes and flanks important tools such as the Center for Teaching and Learning Matrix jointly generated by the American Council on Education (ACE) and the Professional and Organizational Development Network (POD) in Higher Education.[7] This Framework enriches and adds to this earlier work through the linkage of the human processes of professional learning and practice with a perspective on related institutional and system changes.

This NLC Framework is characterized by integrating:

A focus on **strategy**, defining a comprehensive, intentional approach that links change in individual, professional learning and practice to larger issues of eco-systemic culture and structure.

A **solid research base** fully rooted in the literature supporting professional learning and educational development.

A **humane** and **respectful perspective** to student and professional learning, ensuring an ethical stance in an era of change.

A **systems-thinking approach**, to educational development, assuming that such efforts cannot succeed in isolation.

An approach that is both **inquiry-focused** and **action-focused**, so that efforts are thoughtful and sustained and impactful.

What is the Goal?

The NLC Framework seeks to advance **effective use of professional learning** and **educational development** to support learning-centered and equity-minded educational change.

The NLC Framework is designed to foster collaboration, bringing stakeholders together to advance effective use of professional learning and educational development in the service of equity-minded educational change. It aims to help a higher education institution or system develop an integration strategy and action plan that simultaneously advances learning and builds institutional capacity. It seeks to advance the efforts of educational reform networks, such as Achieving the Dream or Guided Pathways, helping them strengthen their eco-systemic integration of professional learning processes. It is designed to be used in conjunction with other tools, including the earlier mentioned A Teaching and Learning Matrix (ACE/POD).

An optimal educational development strategy uses human-centered core values and principles in its design, shaping projects, practices, and evaluation. However, a strategic approach implies more than simply internal alignment among values, principles, and practices; it also implies an equity-minded and intentional integration of professional learning and educational development into the strategic aims of each institution as it responds to current conditions and future needs.

The NLC Framework supports the design and implementation of learning-focused, equity-minded strategies, operationalizing a systems approach to educational development by collectively engaging stakeholders in professional learning at multiple levels of impact. It highlights the value of recursive and inclusive processes that build engagement within institutions and unify diverse networks pursuing educational change.

By developing a strategy using analytic questions for self-assessment, planning and implementation, institutions and networks can begin wherever they are and build capacity over time. They can strategically progress towards a culture that supports every learner (students and professionals) and advance the growth of colleges as transformative learning organizations.

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Dimensions of the NLC Framework

There are **four dimensions** to this Framework, each providing a **different lens** on educational development strategy.

There are four dimensions to this Framework, each providing a different lens on educational development strategy. A well-developed strategy flows first from **Core Values**, that in turn shape **Core Principles**. For each level of engagement that the Principles address, there is an **Inquiry and Analysis** dimension intended to help institutions engage in self-assessment, strategy development, and application of the Values and Principles to specific projects and practices.

Finally, an **Integration dimension** prompts an institution or network to assess the impact of their strategy both on student success markers and indicators that an educational development strategy is inclusive, sustainable, and aligned with institutional goals.

Core Values 29

The Core Values that underlie an educational development strategy must respond to the unique conditions of the current state of U.S. higher education. These values prioritize learning and student success, but also acknowledge the larger contexts in which institutions need to act on this priority. As such, the values shape the strategic application of the principles. Being learning-centered focuses our attention on the connection between student learning, professional learning, and institutional reform. An emphasis on equity necessitates that we pay attention to diverse voices in the classroom and the professional learning conversation, and to constantly look for strategies that can help close equity gaps. An understanding that meaningful change takes time supports the development of sustained and iterative processes of inquiry, reflection and integration. The diversification of faculty and staff; the growing percentage of contingent and adjunct faculty; and the changing perspectives of faculty roles as perceived by new generations of faculty--asks that we start with a relentlessly inclusive and humane perspective on the role of professional learning in institutional change.

Core Principles 32

The Core Principles advance the capacity of higher education institutions to support the development of all learners for successful, fulfilling, and productive lives, while also advancing positive and inclusive institutional change that considers the well-being of faculty and instructional staff as a central element to educational development. The Principles are designed to help a range of stakeholders consider their role in educational development and the layers of impact at which a strategy advances institutional aims. Each scale of engagement may have relevance to key stakeholders while promoting connectedness and integration with the larger organization.

Inquiry and Analysis 32
Questions to Drive Strategy and Practices

Keyed to each Scale of Engagement, the Inquiry and Analysis dimension is designed to help stakeholders identify strategies they can leverage to advance professional learning and educational development at their institution. A set of key questions aligned with the core values and principles will guide stakeholders through a reflective process, helping them develop and sustain a strategy.

Integration Strategy 48

This dimension of the Framework provides stakeholders an overview of what it looks like to apply an educational development strategy that advances professional learning. It gives guidance for identifying indicators of progress towards integration and institutional transformation and the levers that promote change at all scales of engagement and provides suggestions for evaluating the impact of a strategy.
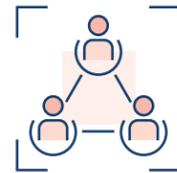
Scales of Strategic Engagement

Individual

Individual faculty and staff practice as the core site for the learning/teaching connection.

KEY STAKEHOLDERS
Educational development participants, leaders, and designers, both internally and externally-based.

Community

Practitioners in context – programs and departments; seminars, teaching circles and other venues for collaboration and exchange.

KEY STAKEHOLDERS
Those listed under Individual plus department chairs, directors of Centers for Teaching & Learning and other professional development leaders.

Institutional

Campus cultures and structures that support learning-centered change.

KEY STAKEHOLDERS
Those listed under Community plus assessment coordinators, union leaders, institutional governance and executive leadership.
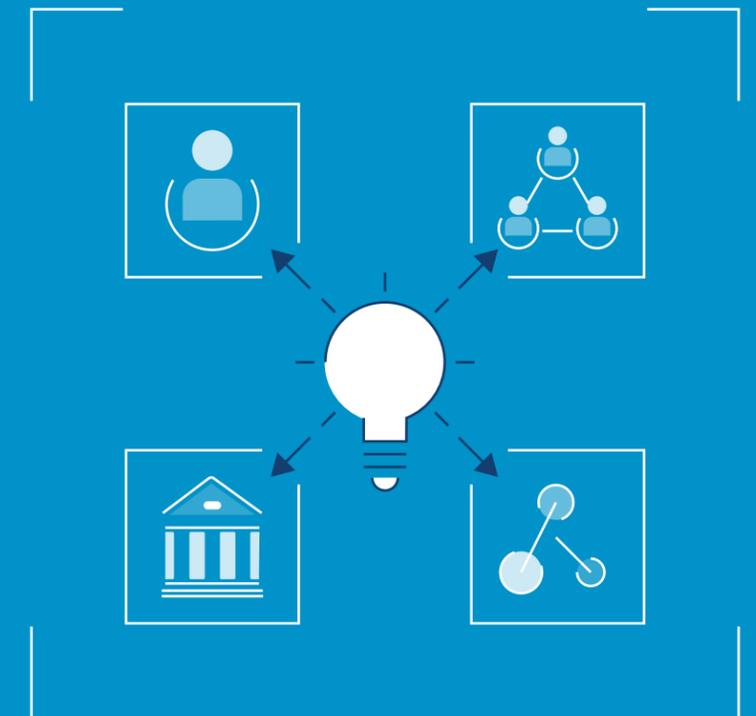
Ecosystem

Systems and Networks shape learning across levels.

KEY STAKEHOLDERS
Those listed under Institutional plus funders, systems leaders, and educational reform and student success networks.

The Framework

Purpose and Vision

All Educational Development should be framed by a **clear sense of purpose** that clarifies "**to what end**" it is designed and executed.

Broadly, these Values, Principles and Inquiry Questions are designed to serve educational development and professional learning practices that advance the capacity of higher education institutions, faculty, student affairs educators, and staff to support the development of all learners for successful, fulfilling and productive lives, while also advancing positive institutional change and the well-being of educators. In these principles, the term "faculty" encompasses full-time and adjunct faculty of all kinds and

in every kind of institution. The term "educational development," likewise, spans all phases of faculty-life and career, from orientation to early, mid, and late career. These principles recognize that staff (such as student affairs professionals) as well as faculty play critical and often over-lapping roles in learning and teaching, and that students are agents of learning and change; these voices must be integrated into the professional learning conversation.

Core Values

An Educational Development strategy should be **shaped by these values**. It should be:

Learning-centered,

acknowledging that learning is the core of all professional development efforts and that learning takes place at multiple levels (individual, community, institutional, ecosystem).

Personally Empowering,

enabling faculty, student affairs educators, and staff to do their best work, consistent with their professional identities and goals.

Inclusive and Equity-Focused,

recognizing the pivotal nature of multiple and diverse perspectives and the importance of serving all learner-populations in the classroom, on our campuses.

Supportive,

creating generative contexts for experimentation and risk-taking.

Evidence-informed,

making strategic and nuanced use of local demographic, achievement, and learning assessment data as well as the relevant scholarly literature.

Integral,

recognizing that meaningful change takes time and that supporting on-going, iterative quality improvement is the new norm.[8]

Change focused,

enhancing the best practices of learning, teaching and professional development with new digital capacities and learning environments.

The New Learning Compact
Framework

CORE PRINCIPLES

Individual

Respect Educators' Knowledge
Effective educational development recognizes the deep expertise of faculty, student affairs educators, and staff.

Connect with Practice
Educational development is most productive when it relates to, draws on, and informs teaching-learning practice as it unfolds in diverse settings.

Engage Inquiry and Reflection
Meaningful educational development engages participants in recursive inquiry into pedagogical practice and its impact on student achievement.

Protect Participant Time
Educational development activities should be well-structured and designed, making efficient use of participant time.

Community

Create Supportive Professional Communities
Teaching is challenging. Innovation involves risk-taking. Social learning and community support are essential to professional learning.

Learn from and with Students
Student perspectives are critical to transforming classroom dynamics. Engage students as active partners in improving learning-teaching practice.

Involve All Sectors of the Professoriate
To achieve broad impact, educational development must engage all faculty, including adjunct faculty as well as early, mid-career, and senior faculty.

Break Boundaries
Engage diverse stakeholders, linking faculty across disciplines with Student Affairs professionals to help everyone consider the whole student.

Institutional

Integrate Changes in Pedagogy, Curriculum, and Assessment
Changes in individual practice are most powerful in concert with changes in structural dimensions of education.

Connect Professional Development with Strategic Priorities
Move beyond a cafeteria model of professional development, strategically aligning with institutional goals and resource allocation.

Leverage Reward Systems as a Resource
Advance reward structures and resource allocation that value teaching and recognize effective engagement with professional learning processes.

Build a Learning Culture
Advance professional learning that builds capacity, strengthens educators' leadership, and contributes to the growth of an engaged, multi-layered learning organization.

Ecosystem

Engage Internal and External Stakeholders
Build respectful partnerships with student success networks, leaders within regional and state systems, funders, vendors, and accreditors.

Prioritize Learning and Educational Development
Institute system policies that support educational development and build institutional capacity.

Spotlight Strategic Messaging and Action
Reform groups and disciplinary associations must spotlight educational development, linking specialized knowledge and curricular reform with "learning about learning."

Fund Professional Learning
Funders are vital to the change process, shaping possibilities for institutions and systems to advance educational development and ensure all students learn.

Individual

Individual faculty & staff practice as the core site for the learning/teaching connection.

CORE PRINCIPLES

Respect Educators' Knowledge

Effective educational development recognizes the deep expertise of faculty, student affairs educators, and staff. Their role in co-designing and leading educational development is critical, as are less formal, dialogic opportunities for participants to share and learn from each other.[9]

INQUIRY QUESTIONS

How does your program intentionally build trust and engagement, and ensure that faculty and staff know they are valued?

How does your strategy leverage the pedagogical and leadership knowledge and skill of your educators and mobilize it for this effort?
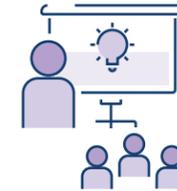
What role do faculty play in leading the project? What role do staff with faculty development expertise play?

How can your activities surface all participants' expertise (pedagogical, cultural, etc.) and apply it to engaging the challenge at hand?

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CORE PRINCIPLES

Connect with Practice

Educational development is most effective when it relates to, draws on, and informs teaching-learning practice as it unfolds in diverse settings, from classrooms to online or co-curricular environments. Link exploration of theory to practical possibilities. Model good teaching-learning practice in the professional learning process and ensure that participants walk away with applicable new skills and resources. Make it useful.[10]

INQUIRY QUESTIONS

How do your professional learning conversations help participants translate learning theory, evidence-based strategies, and broad project goals into practice with their students?

What resources and educational development structures support participants in the design and testing process?
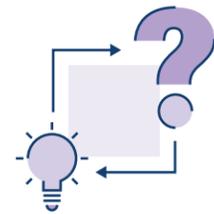
How can participants' expertise and creativity in designing new approaches be documented and leveraged for broader change?

How do your professional development methods model the pedagogies and practices you hope to encourage?

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Individual

Engage Inquiry and Reflection

Meaningful educational development engages participants in a recursive inquiry process, exploring key questions about student achievement and their linkage to change in pedagogy and practice. Innovative educators consider evidence-based approaches and see their classrooms as laboratories, sites for thoughtful pedagogical experimentation, with the professional learning conversation providing opportunities for feedback, reflection and exchange.[11]

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How do you create opportunities for iterative, inquiry-driven conversation that connects design, application, and reflection?

How will you make space for reflection, revision, and integration into broader teaching-learning practice?

How can faculty and staff innovation generate new evidence and resources for the campus and the field?

What structures will support the sustained, recursive process needed for meaningful and lasting change in practice?

Protect Participant Time

Higher education professionals have busy lives and juggle many responsibilities. Educational development activities should be well-structured and designed, making efficient use of participant time. Modes of engagement, both face-to-face and on-line, should recognize the structurally dissimilar schedules of diverse groups of full-time and adjunct faculty, student affairs professionals, and staff.[12]

What processes for planning and administering programs are in place to increase the likelihood of effective professional learning?

How do you ensure that participants' time is well-used? What staff support is dedicated to planning, management and follow-up?
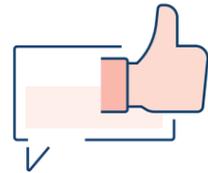
What strategies are you using to equitably and effectively address diverse professional schedules and availabilities? How well are you addressing the needs and challenges of contingent faculty?

Are you effectively deploying new digital technologies to engage participants and document the process? What have you tried? What new approaches might be useful?

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Community

Practitioners in context – programs and departments; seminars, teaching circles and other venues for collaboration and exchange.

CORE PRINCIPLES

Create Supportive Professional Communities

Teaching is challenging. Innovation involves risk-taking. Failures can provide vital learning insights. Social learning and community support are essential to professional learning. Effective educational development must foster trust, openness, and respect across difference, generating a climate of shared inquiry and thoughtful reflection.[13]

INQUIRY QUESTIONS

How will educators support and learn from each other in this process?

What will you do to foster community and trust across difference?

What steps can leaders take - and what policies and procedures could be enacted - to ensure participants know it is acceptable and productive to discuss challenges and failures, as well as successes?

CORE PRINCIPLES

Learn from and with Students

Student perspectives are critical to understanding, deepening, and transforming classroom dynamics. Diverse classrooms offer opportunities to leverage cultural capital and multiple perspectives. Engage students as active partners and participants, informing professional development and improved learning-teaching practice.[14]

INQUIRY QUESTIONS

What role will students play in the process?

How can you engage students as partners and advance student agency?

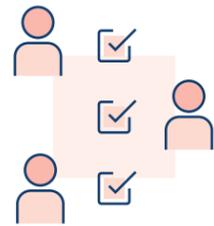How can you learn from diverse student voices to advance equity?

What structures might advance these opportunities?

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Community

CORE PRINCIPLES

Involve All Sectors of the Professoriate

To achieve broad impact, professional development must engage the needs of early, mid-career, and senior faculty; it must be accessible to adjunct faculty as well as full-time faculty, creating opportunities for full-time and adjunct faculty to learn from each other.[15]
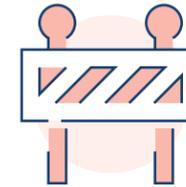
INQUIRY QUESTIONS

What strategies, structures, and resource support will you use to effectively engage contingent faculty?

How will the activity of full-time faculty be similar or different than that of contingent faculty?

How will you engage the different needs and approaches of experienced veteran and newer faculty?

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CORE PRINCIPLES

Break Boundaries

Collaboration and exchange across difference spurs participants to rethink their assumptions. Bring together combinations of faculty and Student Affairs, IR and IT staff, new and experienced full-time and adjunct faculty, cross-disciplinary combinations of programs, departments, and colleges. Engage diverse stakeholders to help everyone think more systemically and consider the whole student.[16]

INQUIRY QUESTIONS

How will you take advantage of interdisciplinary perspectives and conversations?

What can you do to spotlight the role of learning beyond the classroom and its potential relationship to more traditional academic goals and processes?

How will you shape the process to engage the expertise developed by staff other than faculty (e.g., advisors, IT staff, librarians, etc.)?

How might you advance respectful and productive exchange across those lines?

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Institutional

Campus cultures and structures that support learning-centered change.

CORE PRINCIPLES

Integrate Changes in Pedagogy, Curriculum, and Assessment

Changes in individual practice are most powerful in concert with changes in structural dimensions of education. Deep and enduring improvement emerges from reciprocal transformations of pedagogy, curriculum, and assessment, integrated through professional development processes.[17]

INQUIRY QUESTIONS

What broader changes are needed to increase the enduring effectiveness of pedagogical innovations? How might related curricular changes be made over time? Who needs to be engaged in that process?

What role will assessment (course, program and institutional) play in supporting this initiative?
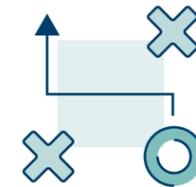
How could campus-wide student learning outcomes inform more cohesive approaches to pedagogy and curriculum development?

How can you use data from the assessment of student learning to guide recursive improvement efforts?

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CORE PRINCIPLES

Connect Professional Development with Strategic Priorities

Move beyond a cafeteria model of professional development toward strategic models aligned with institutional goals and supported with resource allocations.[18]

INQUIRY QUESTIONS

How does this initiative fit with strategic institutional improvement priorities?

How will Educational Development be recognized in strategic planning and resource allocation processes?

More broadly, how is Educational Development recognized in the strategic planning process at the departmental, divisional, and institutional levels?

How could this recognition be strengthened?

NOTES

Institutional

CORE PRINCIPLES

Leverage Reward Systems as a Resource

Advance institutional policies, practices, and norms that celebrate and reward individual and departmental innovation and change. Design and sustain reward structures and resource allocation that value teaching and recognize effective engagement with professional learning processes. For full-time tenure-track faculty, "learning about teaching" should be valued appropriately in annual review, promotion and tenure processes. Reward adjunct faculty and staff engagement with professional learning with opportunities for career advancement, equitable treatment, and access to resources.[19]

INQUIRY QUESTIONS

How will meaningful faculty and staff participation in this process be recognized, encouraged, and supported?

What resources (internal and external, fiscal and other) can apply to this process?

How might your hiring, staffing, promotion and tenure structures support and recognize diverse participants' meaningful engagement in Educational Development and improvement efforts?

What campus stakeholders (e.g. faculty union, governance, etc.) must be engaged to formalize such policies?

NOTES

CORE PRINCIPLES

Build a Learning Culture

Professional learning builds capacity, strengthens the educator role within the institution, and contributes to the growth of an engaged, multi-vocal, multi-layered learning organization. Find ways to recognize the innovations and expertise emerging from educational development in the evolution of institutional culture, policy and practice. Respect and engage academic freedom and shared governance.[20]

INQUIRY QUESTIONS

How will participant expertise developed in this process be engaged in informing broader institutional improvement?

How might participants and leaders of educational development processes share their insights with administrators and institutional governance bodies? What committees or avenues for communication need to be engaged?
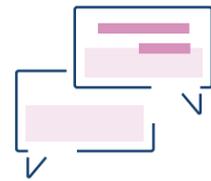
How might effective participation in professional learning and educational development be framed as service or leadership development? What strategies could make that a reality?

NOTES

Ecosystem

Systems and Networks shape learning across levels

CORE PRINCIPLES

Engage Internal and External Stakeholders

Educators and institutions need partners from across the broad higher education ecosystem. Student success network and educational change partners, leaders within regional and state systems, funders, vendors, and accreditors should all engage with educators in mutually respectful conversations and collaborative processes. To be effective, such partnerships must also recognize local expertise and respect distinct institutional missions, contexts and cultures.[21]

INQUIRY QUESTIONS

What role could educational change networks and cross-institutional systems play in advancing the success of educational development? How could such networks do that work most effectively?
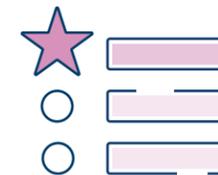
What opportunities are there for faculty and staff collaboration and communities of practice that cross institutional lines?

How could those collaborations be designed to ensure that they are both respectful and effective in informing meaningful change?

NOTES

CORE PRINCIPLES

Prioritize Learning and Educational Development

Cross-institutional networks and communities of practice can generate new insights, advance scaling, and facilitate transfer. Investments in educational change partners and networks must be framed to strengthen professional learning, both within their own initiatives and in their collaboration with institutional partners, as they strengthen long-term professional learning capacity. Similarly, system policies that influence in local institutional practices must value and prioritize learning and educational development, including funding for institutions to advance capacity for this work.

INQUIRY QUESTIONS

What network- and system-level resources support Educational Development?

What economies of scale might emerge from network and system-level focus on Educational Development? How could such work build capacity over time?
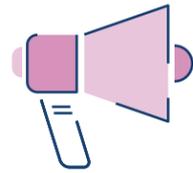
How can effective campus work, and successful collaborations of student success networks, campuses, and systems, be showcased to advance broader change in policy and practice?

NOTES

Ecosystem

CORE PRINCIPLES

Spotlight Strategic Messaging and Action

National education reform and student success groups, disciplinary associations, and regional accreditors play key roles in the eco-system, informing the direction and focus of educational change. These networks, in concert, must help shift attention to the importance of educational development, linking specialized knowledge with "learning about learning."

INQUIRY QUESTIONS

How can national education reform and student success groups elevate the legitimacy and perceived value of professional learning?

How might approaches developed by educational reform and student success networks, disciplinary associations, and accreditors evolve to support professional learning and educational development?

What opportunities exist for connecting diverse stakeholders around a shared commitment to learning? What partnerships are possible?

NOTES

CORE PRINCIPLES

Fund Professional Learning

Funders are a vital element of the change process, shaping possibilities for institutions and systems. Supporting institutions and educational change networks to develop the capacity to design, build, and implement professional learning strategies is essential if we, as an ecosystem, want to ensure all students are learning.

INQUIRY QUESTIONS

How can external funding be leveraged to support Educational Development?

What models for cost-efficient yet meaningful professional learning should be encouraged?

How can research, collaborative conversations, and network and system convenings advance strategies that lead to transformative educational change?

NOTES

Integration & Evaluation Strategies

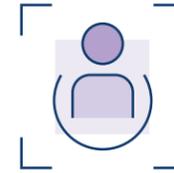## Building effective and sustainable practices

The Core Values and Principles are designed to provide a strategic framework for bridging the disconnect between teaching and learning initiatives, student success initiatives and systemic institutional change. As with any framework, the Values and Principles are more than a simple checklist, neither about a short-term infusion of effort or resources nor a time-bound initiative. The purpose of the NLC Framework is to reshape the ways that educational change partners engage with institutions and systems in order to develop sustained change, where the intentional focus on learning--student, faculty/staff and organizational learning-- increasingly becomes part of institutional culture.

The goal is to create strong, effective, integrative national and local practices and habits that build educational development and professional learning into structures and mindsets. To achieve that goal, the Core Values and Principles must be enacted with intention and with attention paid to each level of engagement and impact (individual, community, institution, ecosystem).

When considered strategically in this way, what does integration of professional learning and educational development look like? How can you know if your strategies are working and you're making progress towards integration? Of course, to some extent, that will vary by institutional, network and/or system context. With that in mind, each dimension of the Framework is designed to provide guidance for stakeholders in identifying the actions and behaviors that will signify progress towards long-term integration. In some cases, these actions and behaviors also serve as "levers" for change.

Consider these examples of actions and behaviors that serve as indicators of strategic progress at each level of implementation in the Principles.

Consider these examples of actions and behaviors that serve as indicators of strategic progress at each level of implementation in the Principles.

Individual

— Faculty, student affairs educators, and staff take **leadership of educational development efforts**

— **Evidence-informed**, **innovative changes** in practice become the norm
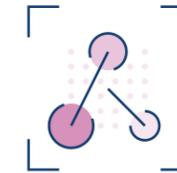
Community

— Students increasingly become **integrated as active agents** in the design of workshops and seminars

— All sectors of faculty as well as staff are **engaged in educational development**

Institutional

— **Educational development** is integrated into the **strategic priorities** of the institution

— **Structural funding** is allocated to support educational development as a priority

— **Reward structures** are appropriately aligned in service of educational development

Ecosystem

— Educational development is **structurally integrated into all change initiatives**, considered by success networks as an essential avenue for cross-campus capacity building

— Professional learning shapes **consideration of system policies**, **funding streams**, **accreditor standards** and **disciplinary association activities**

Getting Started

The NLC Framework resources are designed to **foster collaboration**, bringing stakeholders together to **advance the effective use of professional learning** and **educational development** in the service of educational change.

As a starting point for an institution, we suggest bringing together a cross-institutional group of stakeholders to review the NLC Framework.

— Using the Inquiry and Analysis dimension questions as a reflective tool, **identify your institution's current strengths** and **areas for improvement** in relation to the Core Values and Principles at each level of the Framework. Those areas of improvement can **guide the development of an educational development strategy** that includes a short- and long-term action plan.

— The Integration dimension is designed to **guide stakeholders in identifying indicators of success** and thinking about the institutional levers that need to be adjusted to advance your institution's professional learning and educational developmental strategy.

A similar approach can be used by educational reform networks and others, including system leaders and disciplinary organizations. Here, stakeholders will want to consider systemic levers that can help build sustainable capacity for learning and change.

— What role can your system or network play in **prioritizing and valuing professional learning** and **educational development**?

— How can your initiative's work be **enhanced** by integrating a **central focus** on **professional learning**?

The Core Principle Cards and the suggested Activities on the pages that follow can be an excellent way to start the conversation and engage stakeholders in realistic assessment and productive planning processes.

It is important to remember that this is not a "once-and-done" activity. Institutional and system stakeholders will want to revisit the Framework tools regularly to monitor progress and adjust strategies and plans as appropriate.

Engaging all learners, adapting curricula and policies, and shifting cultures takes persistence, patience, and time. But we believe that using this Framework puts not just students at the center of our work, but learners and learning at the center – through an integrative approach to organizational learning and transformation.

This Framework is a work in progress. We are all learning, all of the time. We look forward to feedback that will help us refine and deepen the Framework as a resource for equity-minded educational change. To share questions about the Framework and suggestions for ways to strengthen it: please contact us at NewLearningCompact@gmail.com
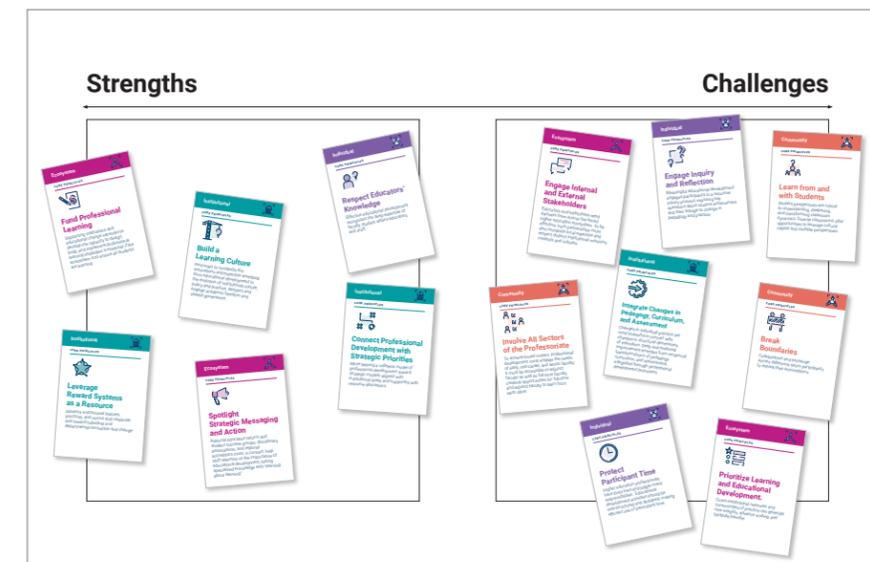
Framework Cards

The following cards and frameworks are intended to help individual, community, institutional, and ecosystem stakeholders identify their unique strengths and challenges, prioritize areas for short, medium, and long-term focus, and identify other key stakeholders needed to support their goals.

Each card represents one of the Core Principles found on page 28 of this booklet, along with its associated Inquiry Questions. The Principles are designed to help a range of stakeholders consider their role in educational development and the layers of impact at which a strategy advances institutional aims. For each framework represented in the following pages, place the cards in the order that reflects the needs of you and your institution. Use the Notes section to record their placement and any additional thinking or follow-on steps.
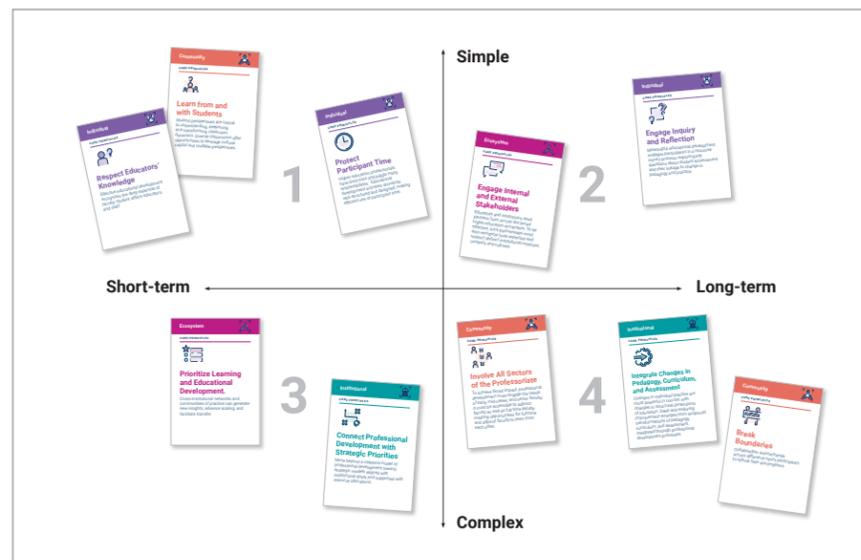
Evaluate Strengths ⟷ Challenges

For your individual institution, group the cards into areas in which your institution is strong, and areas where your institution faces challenges. Record the order in the booklet, and record why these areas are strengths and/or challenges. Use the questions on the cards to prompt discussion and reflection.

EXERCISE 2:

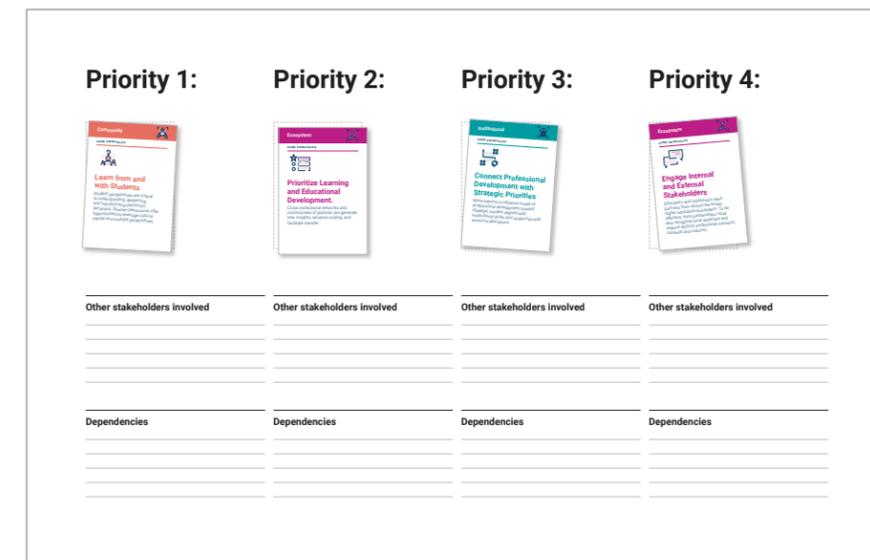# Matrix (simple vs. complex, short-term vs. long-term)

Take the cards identified as challenges in Exercise 1. Sort them on the matrix based on how simple vs. complex they will be for your institution to address, and by whether they are addressable in the short term or will be longer-term efforts. Record the placement of each card, as well as the reasoning for their placement. The quadrant number in which each card falls determines its proposed level of institutional prioritization. If any card's placement feels inaccurate, readdress its placement and reasoning.

Scale

1 = Simple + Short-term

2 = Simple + Long-term

3 = Complex + Short-term

4 = Complex + Long-term

EXERCISE 3:

Dependency Analysis

For each principle, record other stakeholders involved and any dependencies upon which addressing the principle hinges. Use this chart to inform your next steps: who needs to be brought into the conversation? What factors may derail or, conversely, accelerate the work?

Strengths

Challenges

Simple

1 2

Short-term ← → Long-term

3 4

Complex

Priority 1:

Principle

Other stakeholders involved

Dependencies

Priority 2:

Principle

Other stakeholders involved

Dependencies

Priority 3:

Principle

Other stakeholders involved

Dependencies

Priority 4:

Principle

Other stakeholders involved

Dependencies

Endnotes

1 https://www.heri.ucla.edu/monographs/HERI-FAC2017-monograph-expanded.pdf

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