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ABSTRACT
              Lack of collaboration between teacher education
departments and content area departments on university campuses
constitutes an impediment to comprehensive reforms of teacher
education programs, particularly at the secondary level. The study
outlined in this paper documented the process of collaboration among
a university department of teacher education, a university department
of English, and four secondary public school English departments to
design a school-based, contextual teacher preparation program. Data
were collected through observation, anecdotal and personal journals,
and formal surveys and interviews. Analysis of the data suggested
five conditions for sustaining cross-campus collaboration: (1)
administrative support is needed to legitimize collaboration among
university departments; (2) the definition of scholarship should be
expanded, allowing collaborative activity to be viewed as legitimate
scholasrhip; (3) committees, design teams, and other structures that
foster communication between departments and between the university
and off campus entities, such as schools, facilitate and sustain
collaboration; (4) building consensus around shared goals facilitates
collaboration; and (5) interdepartmental collaboration facilitates
institutionalization of collaborative efforts both on and off campus.
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Five Conditions for Sustaining Cross Campus Collaboration on Teaching and Learning

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Abstract

Much emphasis has been placed on collaboration between university based teacher education and public schools, but a broader collaboration and a more effective use of available resources must incluae collaboration among departments and faculty at the universities. Studying the collaborative process revealed five conditions necessary for sustaining cross campus collaboration and for systematizing collaborative efforts to facilitate duplication on other campuses.

Cross-Campus Collaboration:
Teacher Education and Content Departments Working Together for Better Teacher Preparation

An obstacle to comprehensive reform of teacher education programs, especially at the secondary level, is the lack of collaboration between teacher education departments and content area departments on university campuses. Much emphasis has been placed on collaboration between university based teacher education and public schools, but a broader collaboration and a more effective use of available resources must include collaboration with content area faculty at the universities. A study follows describing how the department of teacher education and the department of English at a university collaborated with four secondary public school English departments to design a school-based, contextual teacher preparation program using the strengths of each department. By documenting the process of collaboration, the process can begin to be systematized in order to facilitate duplication of such collaborative efforts on other campuses. Therefore, a specific outline for facilitating cross-campus collaboration will be offered with supporting data. Data were collected through observational records, anecdotal and personal journals, as well as formal surveys and interviews. The study is organized under five conditions that are necessary for sustaining cross campus collaboration.

Sustaining Condition 1: Administrative Support Legitimizes Collaboration

Although collaboration on university campuses has been a movement for the past 30 years, only recently has the movement evolved from " top down" involvement to a grassroots initiative from those on the front lines (Schwartz, Collaboration: Building Common Agendas, 1990). Collaboration between the teacher education and English departments is a front line effort that is thriving in a supportive environment.

The central administration at a state supported comprehensive institution serving over 11,000 F.T.E. students has created an atmosphere that encourages collaboration by philosophically and financially supporting collaborative efforts both on and off campus. In 1990, a new president initiated a major effort at collaboration with the community by publicly and politically defining the university as "metropolitan." The president systematically gathered information from across campus in numerous meetings with small numbers of faculty and staff and discovered many independent efforts at collaborating with and responding to other organizations in the metropolitan area. The president subsequently began building consensus around the idea of collaboration as an important and legitimate activity. Consensus building was translated into funding in several ways. For example, a new position was established --Associate Vice President for Community Economic Development and Partnerships. Essentially, partnerships and collaboration became the political cement binding on campus constituency to each other and to the community.

One effort at on-campus collaboration that was "rediscovered" after several years was Writing Across the Curriculum (WAC). This strong faculty voice has been supported by releasing more faculty to participate and by financing a series faculty retreats to accomplish specific tasks and to help faculty gain additional expertise. Faculty new to the campus have been invited each year to attend an annual retreat before Fall Quarter begins. Several workshops have also been held for faculty continuing with WAC to share differing applications of the writing process in the classroom. A number of ongoing support groups have been established to enhance the integration of writing strategies into the curriculum, and peer writing groups have emerged to support faculties' own writing. Participation in these retreats, workshops, and

ongoing groups has built a large cadre of faculty from many departments who use writing as a means of teaching and analyzing content. Further, the stated university mission of educating students with effective writing and thinking skills is emphasized.

In other on-campus activities, university administration, through a faculty review committee, distributes interdisciplinary vitality grants to teams of faculty from various departments. Because faculty have provided peer review of collaborative grant proposals, scholarship has begun to be redefined, and nontraditional interpretations of scholarship are more readily awarded financial support.

Sustaining Condition 2: Collaboration Viewed As Legitimate Research

Often faculty efforts at collaboration have not been rewarded under the traditional definitions of scholarship. In Scholarship Reconsidered, Boyer (1990) suggests that "the comprehensive university, perhaps more than any other, can benefit most from a redefinition of scholarship (p. 61). " Comprehensive universities have the opportunity to emphasize collaboration with the community as a primary mission. As outlined above, setting such a goal can open the door for funding and recognition of collaboration among academic departments as a legitimate scholarship activity.

The increased emphasis on partnerships and collaboration across campus resulted in the formal redefinition of scholarship by the Research, Scholarship, and Professional Growth (RSPG) Committee, a standing committee of the vigorous Faculty Senate operating on the campus. This committee provides peer review and approval for all faculty grants from internal funds. In the university policies and procedures manual, scholarship was redefined by the Faculty Senate according to Boyer's (1990) categories of scholarship of discovery, scholarship of integration, scholarship of application, and scholarship of teaching. Consequently, frequency of approval for nontraditional scholarship grants has increased, and collaboration between faculties for the better preparation of teachers has particularly benefitted from this redefinition.

Sustaining Condition 3: Structures Established for Facilitating Communication

Committees, such as the RSPG committee, and other structures that foster university-wide collaboration, have evolved as a result of the need for collaboration. Several of these structures are specific to facilitating collaboration between teacher education and other departments offering majors for preparation of secondary teachers.

Two centers have been established with the express purpose of collaborating internally and externally to improve both the preparation of teachers and the quality of instruction on campus: The Center Science Education and the Center for Social Studies Education. Also, other departments besides English have hired faculty with specific responsibility for overseeing the preparation of teachers in their departments; both art and music education faculty have been hired.

Other efforts at cross campus communication are connected to opportunities for external funding. For example, statewide and regional pursuit of America 2000 (1991) funding has resulted in several town meetings and retreats where university, school district and community representatives have convened to explore possibilities and to form a design team. Several similar task forces and councils have been established to facilitate communication with entities both on and off campus.

Sustaining Condition 4: Consensus Is Built
Around Shared Goals

As previously mentioned, collaboration began for this project team with their work in a Writing Across the Curriculum peer writing group which meets to support writing for professional journals. The writing group was composed of three English Department faculty, one Foreign Language Department faculty, and four Teacher Education Department faculty. All of these departments are heavily involved in preparing teachers. In weekly meetings, the group members discovered, by reading each others draft journal articles, that they shared a vision for improving teacher preparation.

The writing group provided a forum for sharing ideas that would not otherwise have been shared. The group conceptualized a research project for preparing teachers in a contextually rich setting -- the secondary school. They began the arduous process of securing funding to support an extensive project to implement an alternative program for preparing teachers. In securing funding, the strength of an interdepartmental collaborative team was a definite advantage given the shifting criterion for funding which favors collaboration.

The team discovered that they shared compelling beliefs about how preparation of teachers could be improved. As the project was implemented those shared beliefs became principles for action and instruction. The entire teacher preparation program was conducted at the public school site with both university and public school faculty participating in instruction and supervision. The richness of the environment was a dynamic force in facilitating the application of theoretical concepts as well as teaching strategies in the classroom. The team found four major effects of cross-campus and on-site collaboration:

a. Collaborative supervision informs the direction and substance of instruction. Because supervisors are instructing and supervising concurrently, observation and conferencing identifies unmet student instructional needs. Consequently, adjustments to ongoing curriculum are made in the weekly team meetings. Instructor assignments are adjusted to address preservice teacher needs and also to build on the expertise of supervisors and cooperating teachers.

b. Collaboration allows supervisors to tailor their intervention according to the developmental stage of the student as observed and analyzed by the team. That student teachers progress developmentally from self-survival to inquiry of craft, from specific strategies to their impact and implications (Cohn and Gellman,1988), suggests a repertoire of interventions for successfully preparing teachers. A complete repertoire is more likely with a team of supervisors than with a single supervisor.

c. Collaborative instruction and supervision validates styles of teaching and supervision offering the preservice teachers several mentoring models rather than just one or two. Observing different teaching styles can address individual needs and help solve problems. An assessment of supervision styles showed that each of the styles outlined by Zahorik (1988) is represented among the college supervisors and cooperating teachers. When a supervisor or cooperating teacher encounters a problem, it is common to ask for assistance from one whose style differs. Some supervisors focus on a behavioral prescriptive model while others tend to facilitate personal growth and the generation of new ideas as solutions to instructional questions (p. 11-14). The team recognizes the power in diversity.

Sustaining Condition 5: Collaboration Becomes Institutionalized

The collaborative team recognizes that the power of preparing teacher collaboratively is

drawn from close and ongoing association with teaching professionals and is currently attempting to support other collaborative efforts. For example, university English faculty have begun an English Alliance with additional public school teachers to encourage ongoing communication about curriculum and teaching. Public school teachers participate in workshops for graduate credit and preservice teachers spend time in Alliance schools to learn from and assist practicing teachers. In an interpretation of Goodlad's professional development schools model (1990), the Teacher Education Department has hired two faculty on shared appointment with two different school districts to coordinate collaborative efforts between the university and the districts. Another example of institutionalizing collaboration is the proposal currently under review to formally extend the team approach as the standard model for student teacher supervision among the teacher education and various other content departments. As collaboration on campus increases, the collaborative model may become the accepted norm for making decisions and taking action on comprehensive issues.

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