

REFLECTIONS OF CHANGING A HEI

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Comprehensive
Academic
Research
Institute (CARI)



University change

- Site of learning for learning's sake
- 1950's (big business) - - - > 20-50 years to see the change
- 1999: In the last ten years, Australian universities have begun the challenging and necessary task of recreating themselves given significant political, economic, industrial and technological discursive shifts, especially those towards corporate managerialism, economic rationalism, entrepreneurialism and globalisation (Currie and Newson 1998; Dudley 1998; Treleave, 1999).
- Rise of post-secondary institutions
 - university needed to redefine itself; identify its scope
 - competition through international criteria
- Increased centralization, branding, market-driven decision- making
 - where can they find new revenues

What's your profession?

- Professor
- Researcher
- Scientist
- Sessional instructor

Which faculty are you in



STEM –
culture of research

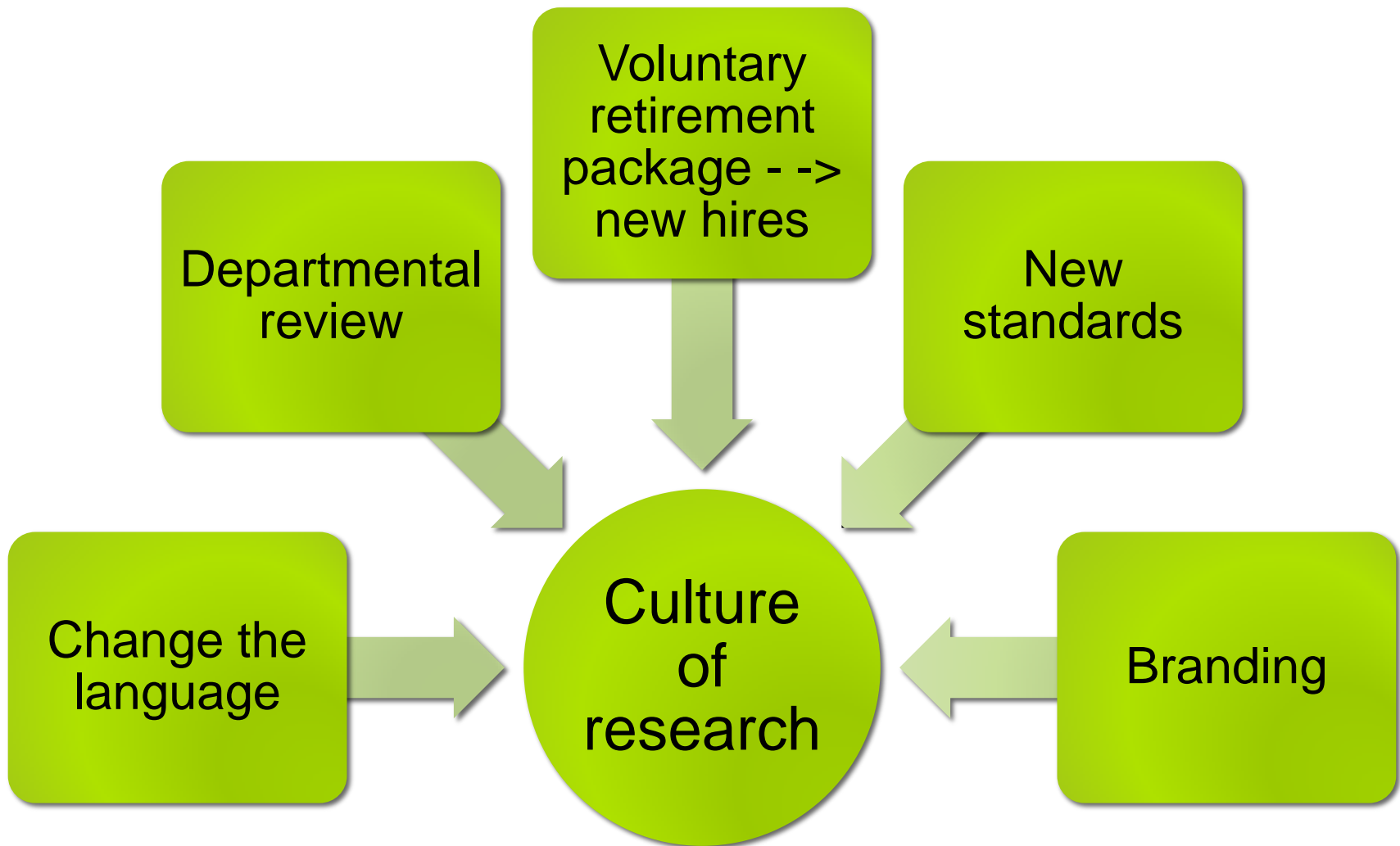


Social sciences
Humanities
Education

Futurist Alvin Toffler

- Standardization

Four of many processes that took place simultaneously



#1 Change the language - Create a common language across campus –



Enterprise

Knowledge mobility

Culture of research

Capacity building



Knowledge transfer

Sustainability

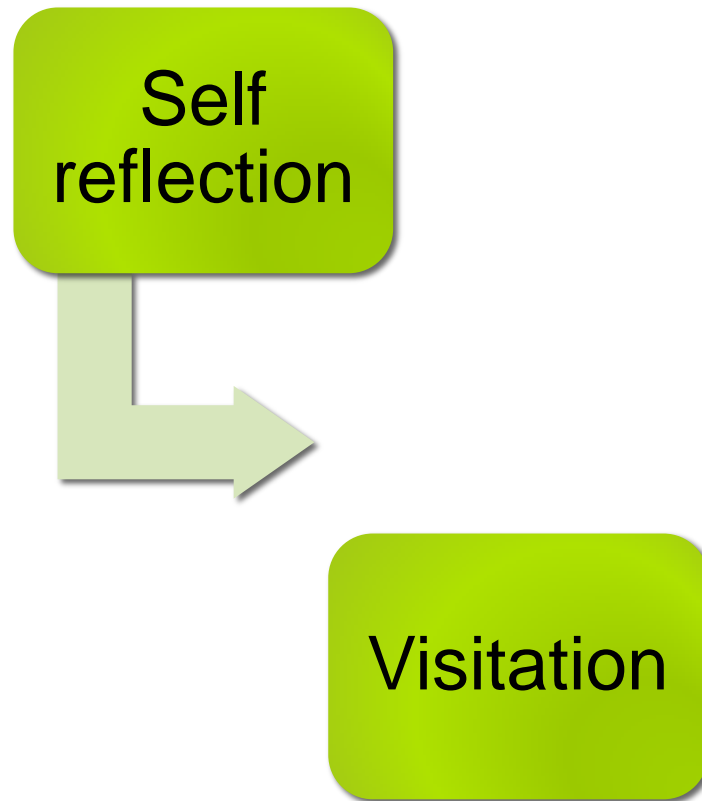
Indicators

#2 Departmental review – multi-step process

Self reflection

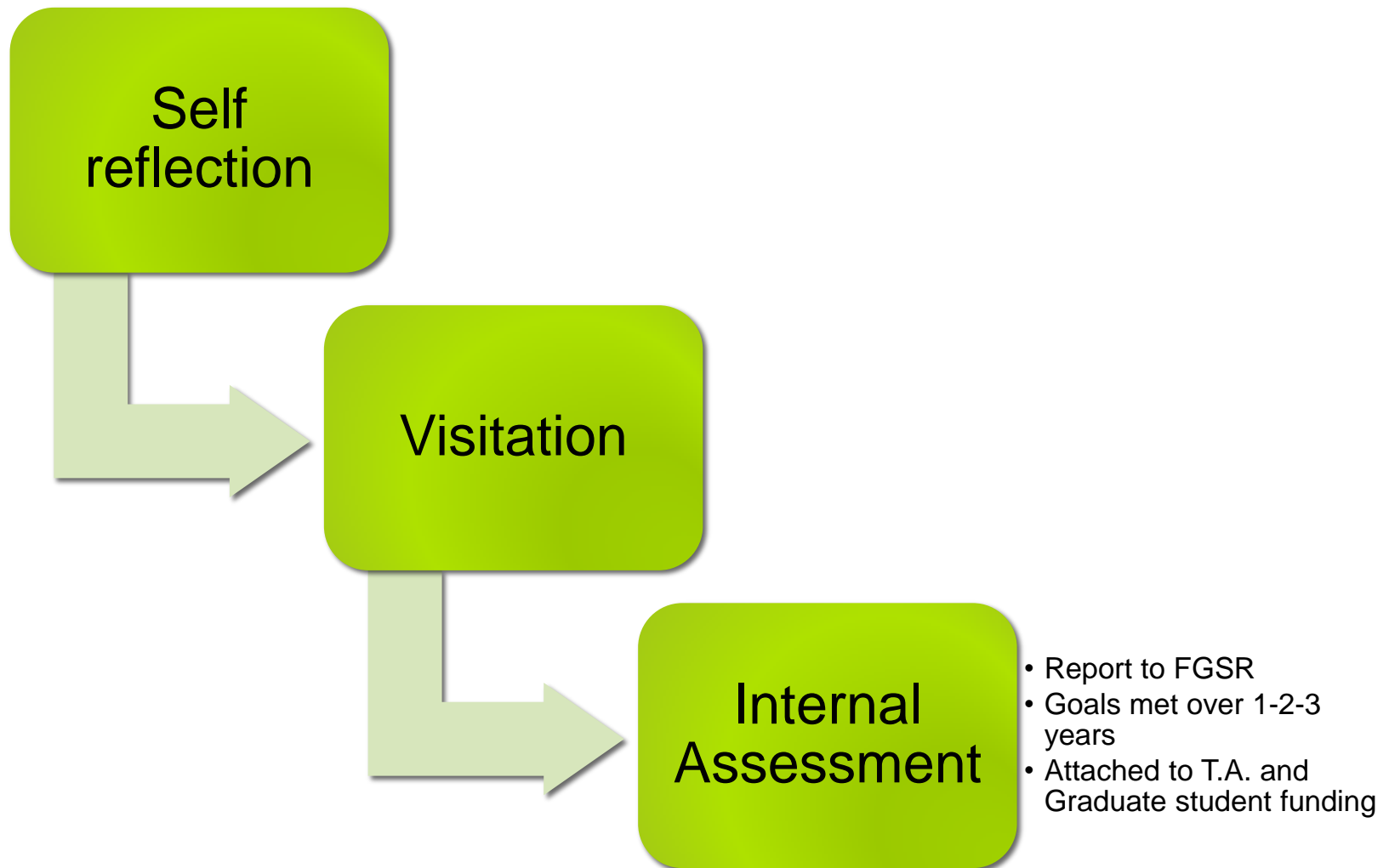
- Consultation with wide range of stakeholders
 - Faculty
 - Support staff
 - Students
 - Graduate students
 - Current
 - Completed
- Professional associations
- 12-15 page report - with appendices
 - Answer given questions

Departmental review



- Committee
 - Internationally recognized
 - Nationally recognized
 - Insider from another Faculty
- Read report and formulated questions
- Meetings over 2 days
 - With FGSR
 - with stakeholders
- Write a report
 - Recommendations
 - Ranking

Departmental review



#3 Voluntary retirement package

- One month salary for every year worked
- Ideal for those who were ready to retire
- Reduce university budget (\$100,000->\$300,000)
- Respectfully minimize the number of resisters
- Make room for new hires -> build critical mass
 - From universities with a culture of research
 - Shaping their thinking - Learning the ropes of a new institution is normal
 - mentors
 - Afraid to speak out (no tenure)

#4 Faculty member Annual review CRITERIA



Teaching

Research

Committees

Collaboration

Teaching

- Undergraduate courses
 - Number of students
- IDQs Instructor Designed Questionnaire
 - Subject specialist for others
- Graduate
 - Number of Master's
 - Project
 - Thesis
 - Number of Doctoral students
 - ED D
 - Ph D
- Presentations for other courses

Teaching

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- Other
 - Use of technology
 - Awards

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 - New course development (online)
 - Community service learning
 - Reflection



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 - Community service learning
 - Reflection
 - Undergraduate research

Research

- Publications
 - Articles
 - Peer reviewed
 - Non peer reviewed
 - Chapters
 - Books
 - Reports
 - Websites
- Presentations
 - Local, regional, national, international
 - Keynotes
 - Number of listeners
- Editorial
 - For which journals
 - For which granting groups
- Grants
 - Applied
 - Successful
- Leadership
 - Subject committees
 - Provincial
 - National
 - International
- Awards

Research (increase value (e.g.33->40%))

- Publications (for which publishers)
 - Articles
 - Peer reviewed
 - Non peer reviewed
 - Chapters
 - Books
 - Reports
 - Websites
- Presentations
 - Local, regional, national, international
 - Keynotes
 - Number of listeners
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 - For which journals
 - For which granting groups
- Grants (which ones?)
 - Applied
 - Successful
- Leadership
 - Subject committees
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 - National
 - International
- Awards

Service (decrease value (e.g.33->20%))

- Department
 - Committees (Graduate program, undergraduate program, Recruitment, Social...)
- Faculty
 - Committees (Deans advisory, executive...)
 - Representative (to other faculties, provincial bodies (e.g. ATA, ERLC, Assessment...))
- University
 - GFC, Library, Teaching and Learning, scholarship adjudication...
- Community
 - Boards

Collaboration

- Across disciplines
 - New criteria for grants
 - New kinds of grants
 - E.g. KIAS
- Between universities
 - New criteria for grants
 - Undergraduate research initiatives (URI)
 - Local
 - International (building partnerships and reputation)
- Developing areas of “excellence”
 - Centres
 - Signature areas

#5 Branding

- Common templates for:
 - Departments
 - Faculty
 - Programs
- Use of logos
 - Hierarchical
- Centralization of new initiatives
 - URI
 - Internationalization

The role of the academy

- Knowledge creation
 - Grants
 - Collaboration
- Knowledge mobility or transfer
 - Translation, synthesis and networking
 - Publications
 - Journals (status, ranking)
 - Books (status of publishers)
 - Public
 - Presentations
 - Conferences (status)
 - With graduate students
 - Collaboration
 - Public
 - Newspapers
 - Editorials
 - Knowledge transfer



What drives the change in the academic enterprise?

- Rankings

Rankings

- **The Times Higher Education Rankings out of the United Kingdom**
- The Academic Ranking of World Universities (ARWA) out of Shanghai <http://www.shanghairanking.com/ARWU-Methodology-2012.html>



The Times - UK

- Teaching: the learning environment (worth 30 per cent of the overall ranking score)
- Research: volume, income and reputation (worth 30 per cent)
- Citations: research influence (worth 30 per cent)
- Industry income: innovation (worth 2.5 per cent)
- International outlook: staff, students and research (worth 7.5 per cent).

Times - “International outlook: People, research (7.5%)

People

- diversity on campus (international students)
- ratio of international to domestic students and is worth 2.5 per cent of the overall score
- to what degree academics collaborate with international colleagues on research projects - both signs of how global an institution is in its outlook.
- compete for the best faculty from around the globe - 2.5 per cent weighting for the ratio of international to domestic staff.

Research

- calculate the proportion of a university's total research journal publications that have at least one international co-author and reward higher volumes.
- worth 2.5 per cent
- normalised to account for a university's subject mix and uses the same five-year window as the "Citations: research influence" category.”

(<http://www.timeshighereducation.co.uk/world-university-rankings/2013-14/world-ranking/methodology>)

Rankings - Shanghai

Indicators and Weights for ARWU

Criteria	Indicator	Code	Weight
Quality of Education	Alumni of an institution winning Nobel Prizes and Fields Medals	Alumni	10%
Quality of Faculty	Staff of an institution winning Nobel Prizes and Fields Medals	Award	20%
	Highly cited researchers in 21 broad subject categories	HiCi	20%
Research Output	Papers published in Nature and Science*	N&S	20%
	Papers indexed in Science Citation Index-expanded and Social Science Citation Index	PUB	20%
Per Capita Performance	Per capita academic performance of an institution	PCP	10%
Total			100%

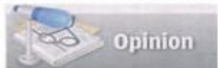
* For institutions specialized in humanities and social sciences such as London School of Economics, N&S is not considered, and the weight of N&S is relocated to other indicators.

How this phenomenon has come about

Diffusion

A culture of academic enterprise

To stay ahead, research varsities need to groom young talent to become scientists and technopreneurs.



Opinion

By PROF TAN SRI DR SHARIFAH HAPSAN SYED HASAN SHAHABUDIN

RESearch universities are expected to help fuel the nation's innovation-led economy through knowledge and technology transfer that can transform existing products and services.

Such varsities can also spin off new technology-based enterprises which promote business growth and in the process create high-paying jobs and a better quality of life.

In realising these goals, research universities must get their act together in four areas.

harvested by many stakeholders linked in an effective innovation system. Through effective engagement and collaboration, we learn how to identify the strengths of others and leverage on those resources that enhance innovation-based economic opportunities.

As for the fourth aspect, the supporting ingredients include good governance, an effective leadership and adequate infrastructure. These together with managing our talents in a fair and transparent manner, are factors that play a key role.

All these expectations of launching start-ups and producing a new breed of graduates require a mindset change towards acceptance of innovation and entrepreneurship (I&E) as core academic values, or as a culture in the university.

It means integrating I&E in university R&D, and the curriculum at both undergraduate and postgraduate levels.

In an I&E culture, academic staff members already think of possible market applications of the ensuing technology at the start of research.

Innovation

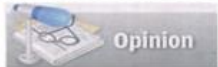
- Technology has created new ““terms of reference” that shape our debates about the future organization of the world” (Sadlak, 2008, p. 244).

Drivers of this change

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A culture of academic enterprise

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Building the system to support this

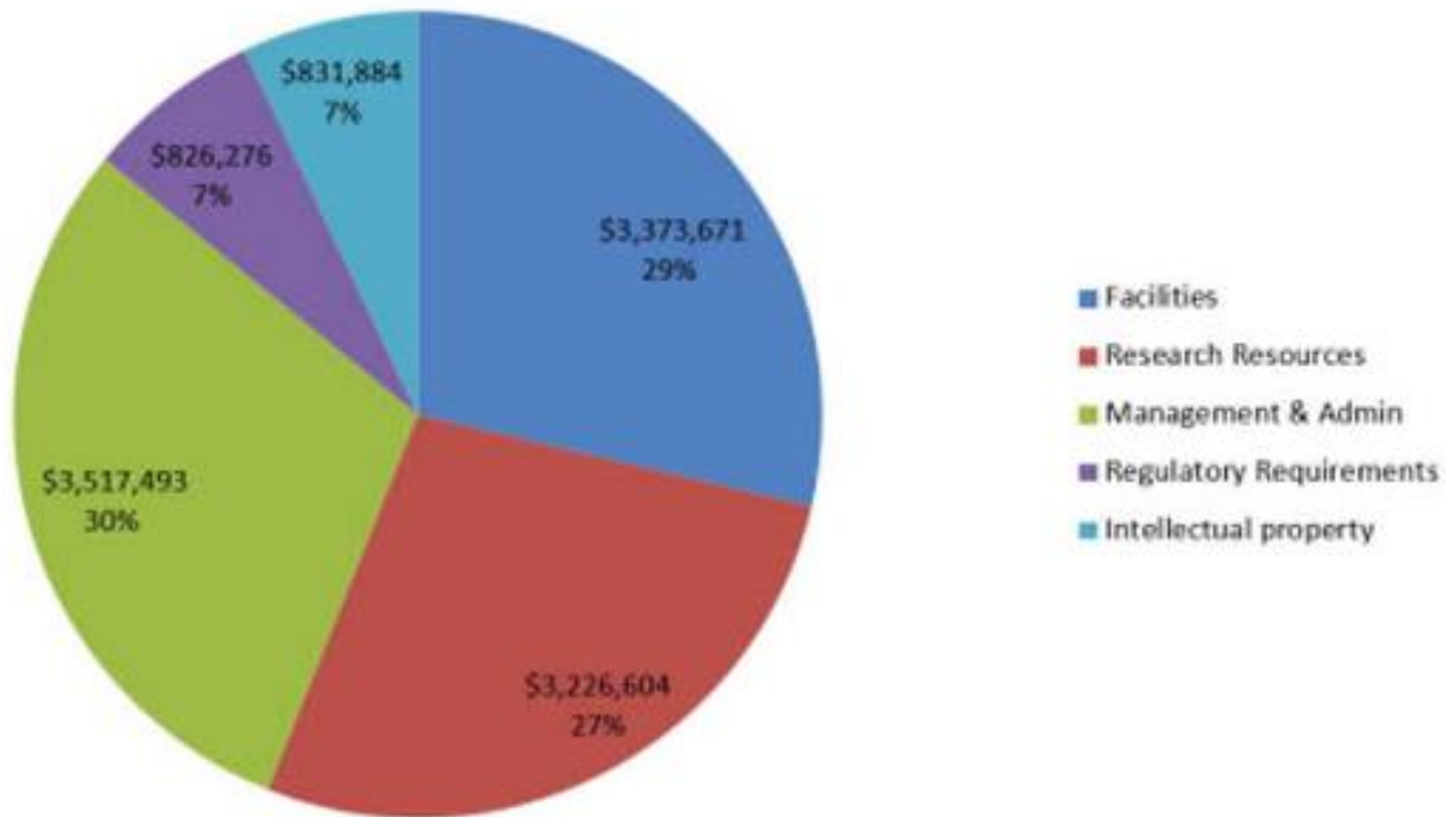
- Infrastructure
- Enterprise

Research Enterprise: Major National funding bodies



A Canadian university reports how federal grants are used

2013/14 Federal Indirect Cost Distribution



The “enterprise”



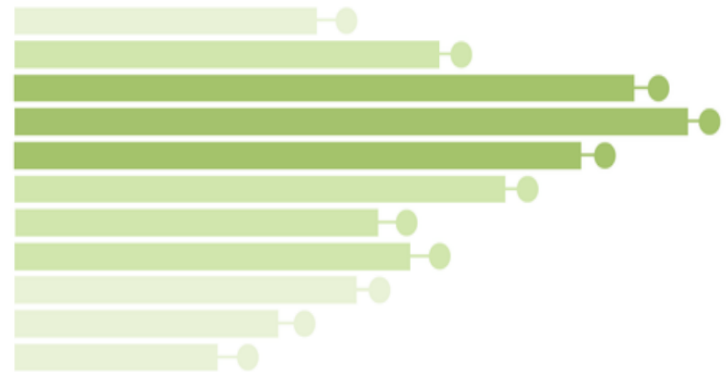
What is happening through the growth of these enterprises?

- Building capacity
 - Masters
 - Doctoral
 - Post-doctoral
 - Young scholars (early career)
 - mid-career
- Sustainability of change
 - Centres of excellence
 - Only one in Canada
 - Funded researcher (no teaching)
 - Collaboration

- Systemic reproduction

Sustainability Leaders

A GlobeScan/SustainAbility Survey



SPOTLIGHT

ACADEMIC AWARDS TRIENNIAL

Podcasts, Puppets & The Art Of Teaching
3M winner's podcast for UAlberta students go viral

READ MORE



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Teaching enterprise

AUGUST 13, 2014 - CTL SUMMER SYMPOSIUM

THINK OUTSIDE THE LECTURE:

Strategies for Active Learning



UNIVERSITY OF ALBERTA
CENTRE FOR TEACHING AND LEARNING

Speaker
Dr. Simon Bates

Date
9:15 am - 1:30 pm

Location
Edmonton Clinic Health Academy (ECHA) L1 400

DECEMBER 5

UNIVERSITY OF ALBERTA

BLENDED LEARNING SYMPOSIUM

Speakers

Dr. Ron Overton

Time

9:00 a.m. - 3:00 p.m.

Location

Edmonton Clinic Health Academy ECHA

Celebration of Teaching & Learning

WEDNESDAY - OCTOBER 22, 2014 - 4:00-7:00 PM

KATZ ATRIUM & THEATRE

Celebrate with us

Co-hosted by the Faculty and the Medical Students' Association

UNIVERSITY OF ALBERTA
FACULTY OF MEDICINE & DENTISTRY

TLS Catalysts:

A Conversation Series on Teaching

April 15, 2013 | 2:30 - 3:30 pm | ECHA 1-190

EPIC FAILS: LEARNING FROM OUR TEACHING MISTAKES

Featuring Charles Lucy, Olenka Bilash and David Kahane



Teaching enterprise

National



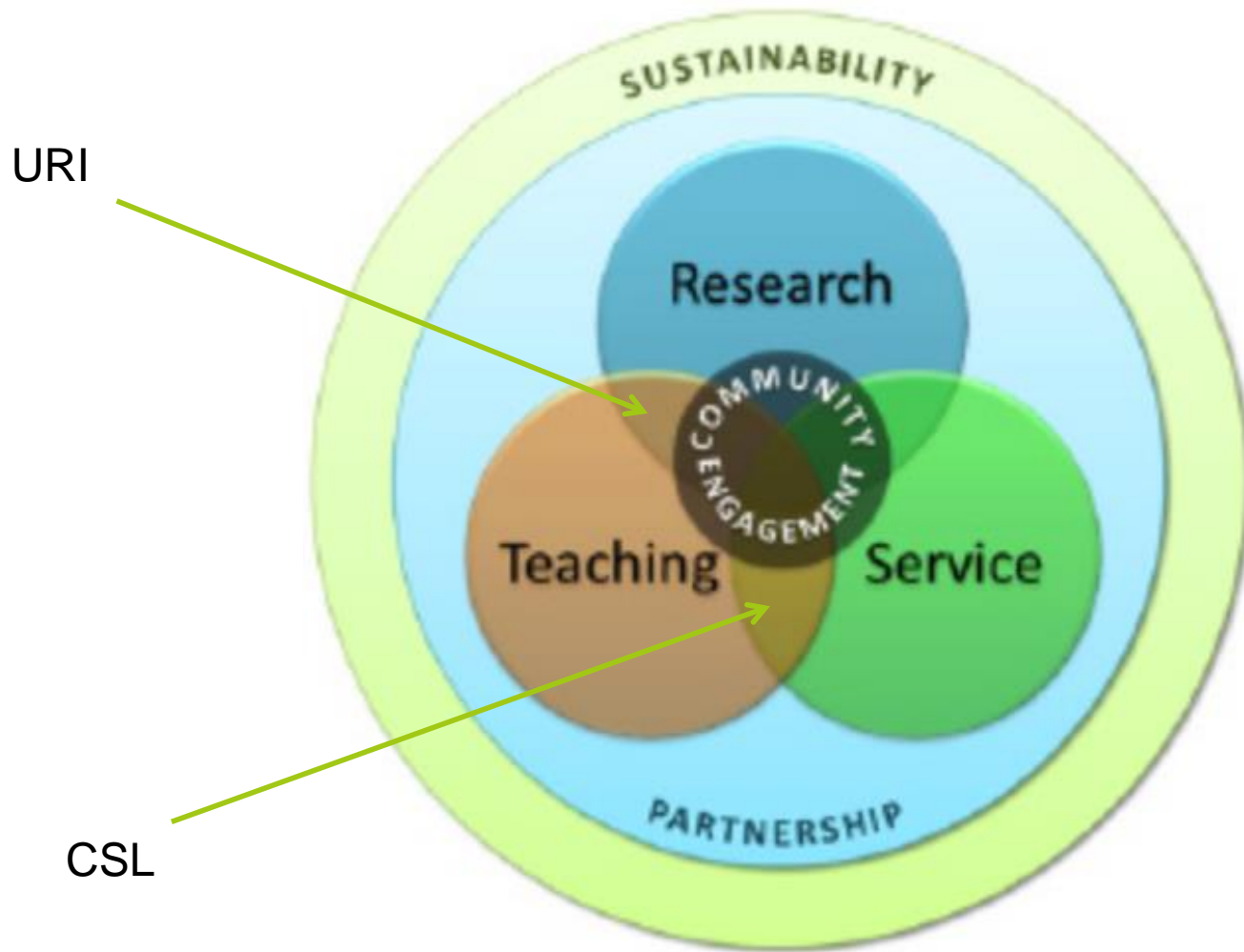
Local



International



Teaching-Research



Community-University Engagement

- Helping the public see/learn how the university expertise can assist them in solving their problems
- Integrating “evidence-based decision making” into public discourse
- Appealing to employers
- Providing students with work experience opportunities



Community-University Engagement

- Finding additional funds for universities

Community-University Engagement

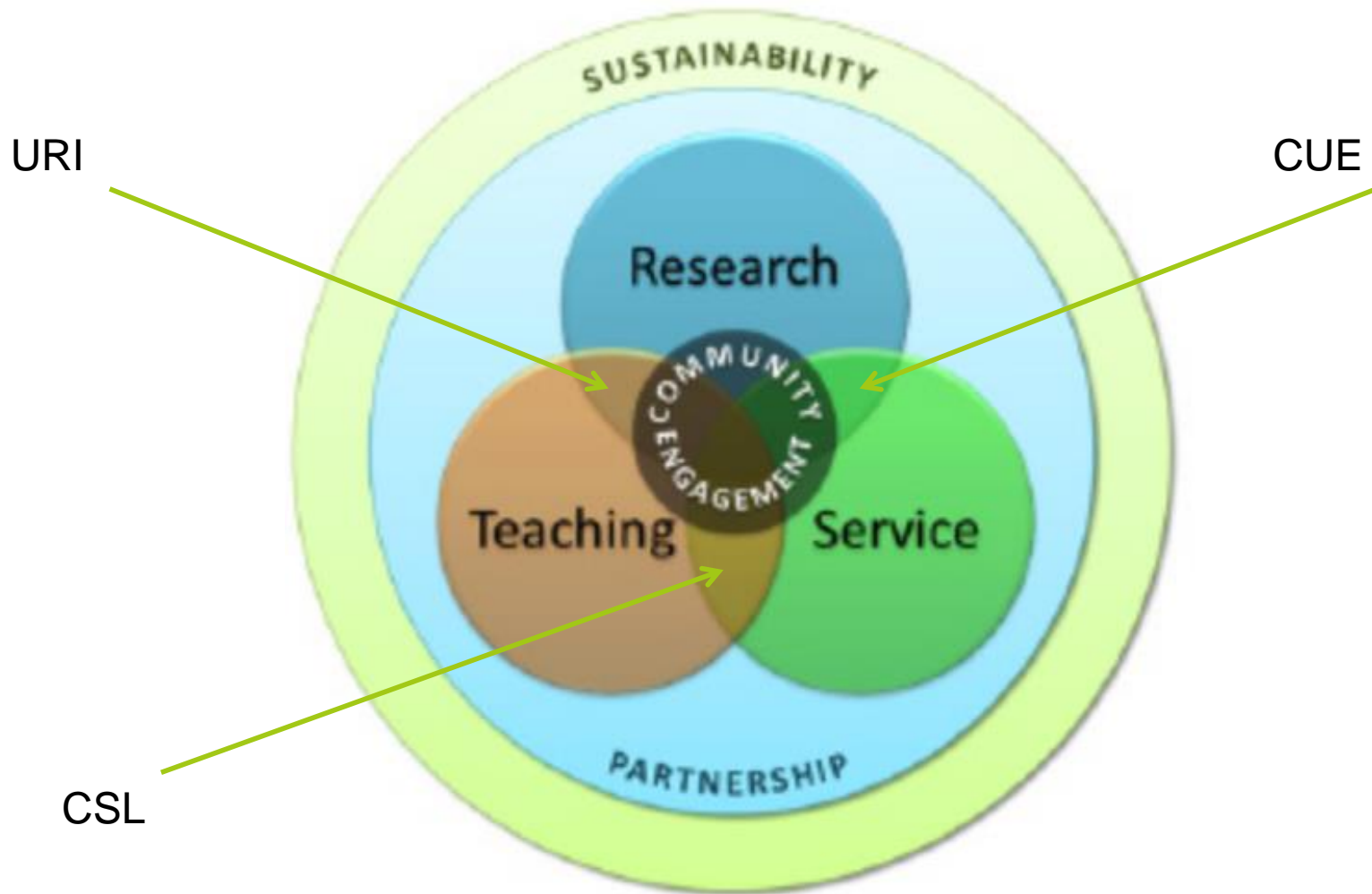
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Another new enterprise

- organizations'
- conferences
- best practices
- ethical guidelines

Teaching-Research



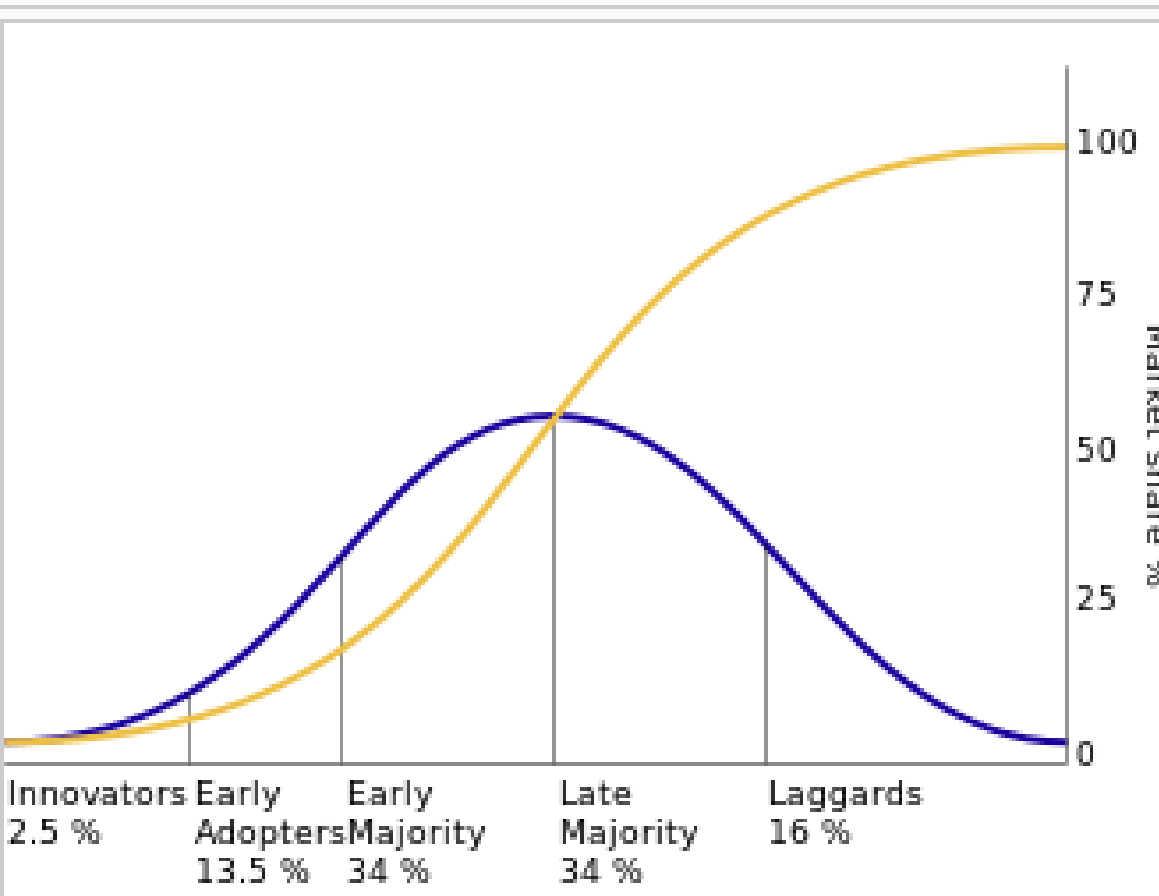
Closing

- Implications
 - Invest in incentives at the beginning of an initiative and then integrate into expectations
 - CAQC “audit” uses initiatives from 15-20 years ago (eg 6 year review)
- Caution
 - Faculty overload

Closing

- Implications
 - Invest in incentives at the beginning of an initiative and then integrate into expectations
 - Rate of Diffusion and constant change
 - Can we keep up?

Diffusion



The diffusion of innovations according to Rogers. With



(1995: 2003)

- Centralized diffusion is a linear one-way interaction controlled by an authority and a top-down process, which is asymmetrical in the power relationship between diffuser and adaptor.
- Decentralized systems are horizontal networks of peers and allow for greater local ownership and adaptation in fostering institutionalization.
- Beerkens (2008) argues that the global diffusion of particular university models does not necessarily lead to convergence in practices and results (p. 33).

Closing

- Implications
 - Rate of Diffusion and constant change
 - Ukraine friendly processes?
 - Need for document on best practices?

[illegible]