REFLECTIONS OF CHANGING A HEI

Dr. Olenka Bilash
University of Alberta
obilash@ualberta.ca

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; Trelease, 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

- Change the language
- Departmental review
- New standards
- Branding

Voluntary retirement package -> new hires

Culture of research
#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

Self reflection

Visitation

- 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

- Self reflection
- Visitation
- Internal Assessment

- Report to FGSR
- Goals met over 1-2-3 years
- Attached to T.A. and Graduate student funding
#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

- 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
    - Graduate student performance/awards
- Presentations for other courses
- Other
  - Use of technology
  - Awards
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
  - Graduate student performance/awards
- Presentations for other courses
- Other
  - Use of technology
  - Awards
  - New course development (online)
  - Community service learning
  - Reflection
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
  - Graduate student performance/awards
- Presentations for other courses
- Other
  - Use of technology
  - Awards
  - New course development (online)
  - 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
- Editorial
  - For which journals
  - For which granting groups
- Grants (which ones?)
  - Applied
  - Successful
- Leadership
  - Subject committees
    - Provincial
    - National
    - International
- Awards
Service (decrease value (e.g. 33-\(\rightarrow\) 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 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

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

* 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**

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

- Technology has created new “‘terms of reference’ that shape our debates about the future organization of the world” (Sadlak, 2008, p. 244).
Building the system to support this

- Infrastructure
- Enterprise
Research Enterprise: Major National funding bodies

NSERC
CRSNG

CIHR
IRSC

Social Sciences and Humanities Research Council
Conseil de recherches en sciences humaines

Laureates KILLAM Laureates
A Canadian university reports how federal grants are used.

2013/14 Federal Indirect Cost Distribution

- $3,517,493 (30%)
- $3,226,604 (27%)
- $3,373,671 (29%)
- $826,276 (7%)
- $831,884 (7%)

Facilities
Research Resources
Management & Admin
Regulatory Requirements
Intellectual property
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
Teaching enterprise

National

STLHE

SAPES

Local

CTL

International

ISSOTL

INTERNATIONAL SOCIETY FOR THE SCHOLARSHIP OF TEACHING & LEARNING
Teaching-Research

URI

CSL
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

• Finding additional funds for universities

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

- 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?
Discussion Questions

THANK YOU

GRACIAS
ARIGATO
SHUKURIA
BOLZIN
MERCI