Institutional Impact of Centers of Excellence

Abuja, 26 February 2020
• Strategic Planning
• IQA and Benchmarking
• Teaching and Learning Services
Strategic Planning
• Not business as usual: transformational

• How different will you be? How unique will you be?
Dimensions of transformation

- What choices and trade-offs?
  - More of (concentration of resources to build excellence)
  - Less of (programs, faculties or schools)
- Profile and configuration of students
  - KAUST, ASU
What would Edison’s experience have been at your institution?
Dimensions of transformation

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• Priority thematic areas linked to national objectives (comparative advantages)
  • U of Arizona, James Cook U, 2IE, Namibia UST

• Organizational, curricular & pedagogical innovations
  • Olin, HKUST, UHK, Kazan U, Aarhus U
Steps for strategic planning

- What and how are we doing now?
  - the right thing? is it relevant?
  - is it effective and efficient (value for money)?

- What has changed in the environment?
  - elements of disruption (AI plan?)
  - competition (domestic & international)
  - resources
  - regulatory framework
Steps for strategic planning

• Where do we want to go?
  • what sort of institution do we want to be (aims, values and mission)?

• How do we get from where we are to where we want to be?
  • action plan (tasks, resources, structures)
  • incentives
  • strategic [deep] partnerships
• Strategic Planning
• IQA and Benchmarking
Aligned Multi-layer QA System

- Internal Quality Assurance
- National Quality Assurance
- I & R QA Agreements & Networks / IQR

Trust & Transparency
Internal Quality Assurance

- Preparing for accreditation
Internal Quality Assurance

- Preparing for accreditation
- Enhancing quality and relevance throughout the institution (QA culture)
  - Self-evaluation
  - Capacity building
Taking Stock

• How well are we doing?
• Strengths and weaknesses
• Can the rankings help us?
What is benchmarking?

• Comparing the performance of one’s university to others
  • Competitors
  • Good practices (aspirational comparison)
Analytical framework

- Distinction between performance and health of an institution
  - How good are the university’s actual results?
  - Does it operate under conditions known to lead to high performance?

- Definition of outcomes / outputs / results

- Identification of determinants and causality relationships
  - Informed by empirical evidence
Criteria for choosing comparators?

- Internal characteristics
  - mission / philosophy / values
  - types of programs (niche)
  - research / teaching / learning philosophy

- Characteristics of the environment
• Strategic Planning
• IQA and Benchmarking
• Teaching and Learning Services
Learning is not a spectator sport
Student-Centered Learning

- Sparking Curiosity
- Igniting Passion
- Unleashing Genius
Curricular innovations

- Problem-based / Design-based Learning (Olin, Maastricht, Roskilde, Aalborg)

- Experiential learning (coop, service learning, simulations, role playing, learning games)

- Multi-disciplinary programs
  - Amsterdam University College
  - U of Queensland School of Chemistry and Molecular Biosciences

- Competency-based learning
  - Western Governors’ University
• E-learning / Self-learning (AI facilitated)
• Peer learning (clickers, flipped classroom)
• Team-based learning
New Technologies

- Computers and Internet
- Artificial intelligence
- Big Data
- Blockchain
- Virtual Reality / Augmented Reality
- 3-D Printing
- Collaborative Platforms
Requisites

- Aligned incentives and professional development
- Aligned assessment
- Aligned physical infrastructure
- Monitoring and evaluation
Incentives & Professional Development

- Evaluation and promotion criteria
- Teaching and learning services
- Training and mentoring
- Freeing up time
- Voluntary or compulsory?
Assessment

- “Assessment is the killer of learning”
- Need for alignment (LE/C/P/A)
Golden Triangle

Assessment

Appropriate Use of Technology

Curriculum

Pedagogy
Adequate Learning Infrastructure
Monitoring & Evaluation

- Careful assessment of what works, under what conditions
- Sharing experiences throughout the university
Conclusion
Characteristics of a World-Class University Alignment of Key Factors

Concentration of Talent

Top Graduates
- Students
- Teaching Staff
- Researchers

Leading-Edge Research
- Autonomy
- Academic Freedom
- Leadership Team
- Strategic Vision
- Culture of Excellence

Dynamic Knowledge & Technology Transfer
- Supportive Regulatory Framework
- Public Budget Resources
- Endowment Revenues
- Tuition Fees
- Research Grants

Abundant Resources

Favorable Governance

Source: Elaborated by Jamil Salmi
Accelerating factors

- Leadership, inspiration and vision
- Internationalization
- Being a niche institution and / or offering niche programs
- Curriculum, pedagogical and managerial innovations
- Strategic planning and benchmarking
Levels of Leverage

- Tertiary Education Ecosystem
- University
- Centers themselves
What can each ACE do?

- Awareness: does your University president/VC/rector actually know about DLI7?
- Demonstration effect (positive infection...)
- Sharing good practices (success and challenges)
The tragedy of the world is that those who are imaginative have but slight experience, and those who are experienced have feeble imaginations. Fools act on imagination without experience. Pedants act on knowledge without imagination. The task of the university is to weld together imagination and experience.