

Embedded Learning,
"Preserving the core and stimulating progress":
Universities as Learning Organisations

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CNIE-RCIE Annual Conference, Canmore,
Alberta, Canada, May 14-16, 2012

Embedded Learning,
"Preserving the core and stimulating progress":
Universities as Learning Organisations

1. Entrepreneurial universities can be built to last
2. Drivers for change in a quagmire of dilemmas
3. The MIT90s view of the university as an organisation
4. Learning organisations
5. Leadership and management
6. Embedded learning: turning the tide

Preserve the core Stimulate progress



In a visionary company, the core values need no rational or external justification. Nor do they sway with the trends and fads of the day. Nor even do they shift in response to changing market conditions. p.75

If an organisation is to meet the challenges of a changing world, it must be prepared to change everything about itself except (its basic) beliefs as it moves through corporate life....The only sacred cow in an organisation should be its basic philosophy of doing business.

(T Watson, IBM). p 81

Built to Last, Collins & Porras , 1994

Drivers for change in a quagmire of dilemmas



- Dependence on more private financial support
- Intensified market competition for student tuition fees, academic contracts
- Patents, licenses, real estate, spin offs
- More central management
- Expanded outreach
- Private and public institutions

Marketization: buying in or selling out?
(Stein, 2004)

Academic dilemmas

Individual Stress

- Faculty performance
- Career progression
- Workload
- Teaching vs research
- Community service
- Personalities & politics
- New generation students
- Technology literacies
- Innovation curve

Scholarship issues

- Knowledge as a commodity
- Public goods – Private goods
- Market led education?
- Integrity – authenticity
- Academic freedom
- Standards and quality
- ROI research

Institutional dilemmas

management

- Autonomy
- Increasing control
- Growth at the expense of research
- Retaining higher rents from individual and departmental success

globalisation

- Ethics of demand
- International alliances
- Off shore campuses
- Brain drain
- Starving the home base to build capacity elsewhere

Academic capitalism: Public or private goods

- ⊙ Public (state owned) and private institutions
 - Not for profit and for profit?
- ⊙ Both subject to public policy
 - receive public funds and contribute public goods
 - socialised public goods: knowledge, values
- ⊙ Both compete in national student markets
 - Individualised private goods: brand=career
- ⊙ Both compete in global markets of research and teaching
 - Ranking tables of top tier universities: trade in researchers
 - Cross border education : trade in degrees, scholarships
 - USA/UK domination : English language imbalance
 - Brain drain from developing countries
 - Producers and consumers?

Ref: Marginson (2006), Levy (2006)

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Universities as Organisations: Polarising Perspectives

- ⦿ Management want to keep the institution viable
- ⦿ Report to Government and Boards
- ⦿ Increase control, diversify revenue, new markets
- ⦿ Fast change, avoid delays via collegial decision making
- ⦿ Enforce rules, show determination, ride out the storm
- ⦿ Academics want to keep the individual viable
- ⦿ Report to research and discipline tribes
- ⦿ Increase autonomy, mobility, global resilience
- ⦿ If tenured: resist change, time delays not critical
- ⦿ Sense of futility in the face of cost cutting, live with anger, lower morale

For a learning organization it is not enough to just survive.

- “Survival learning” or what is more often termed “adaptive learning” is important – indeed it is necessary. But for a learning organization, “adaptive learning” must be joined by “generative learning”, **learning that enhances our capacity to create**’

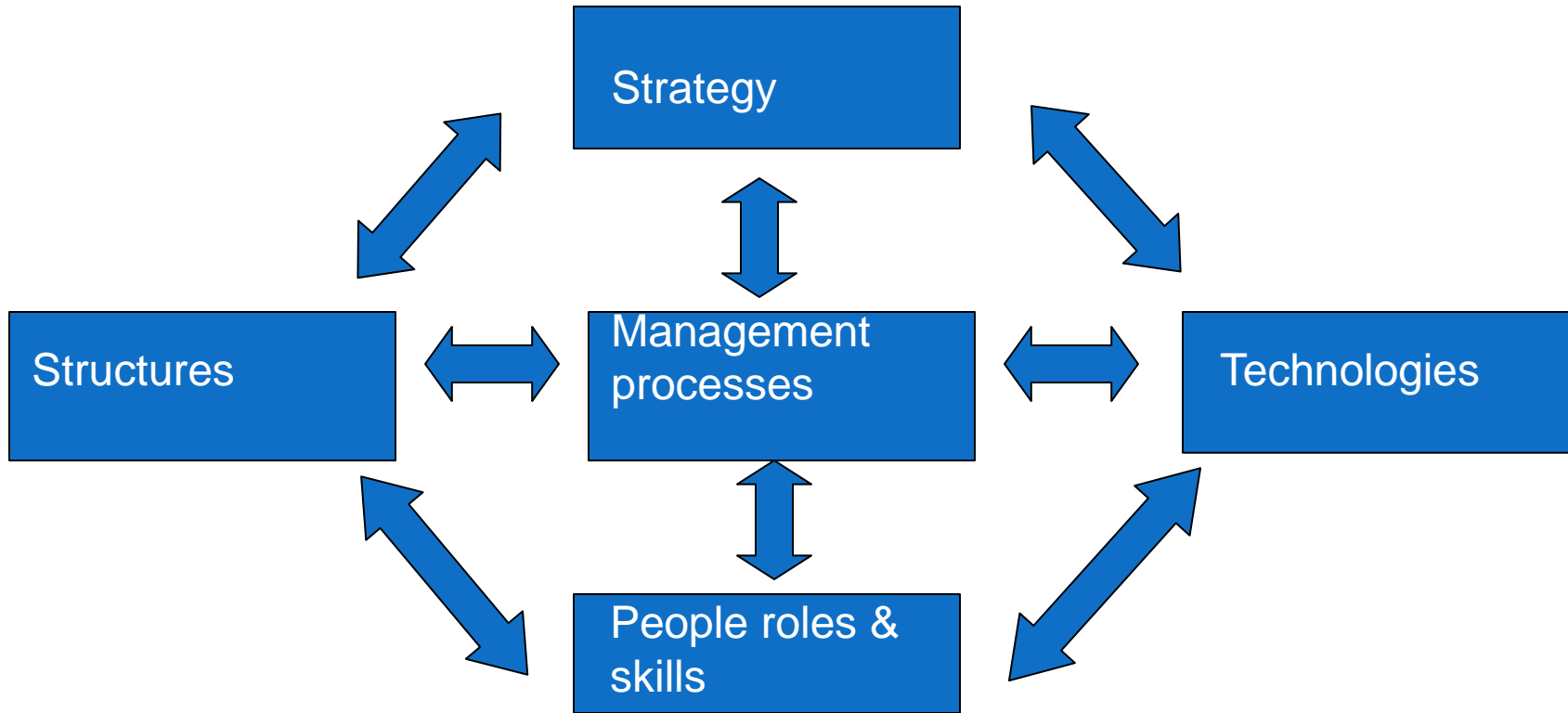
(Senge 1990:14)

People are agents, able to act upon the structures and systems of which they are a part

- All the disciplines are, in this way, 'concerned with a shift of mind from seeing parts to seeing wholes, from seeing people as helpless reactors to seeing them as active participants in shaping their reality, from reacting to the present to creating the future'

(Senge 1990: 69).

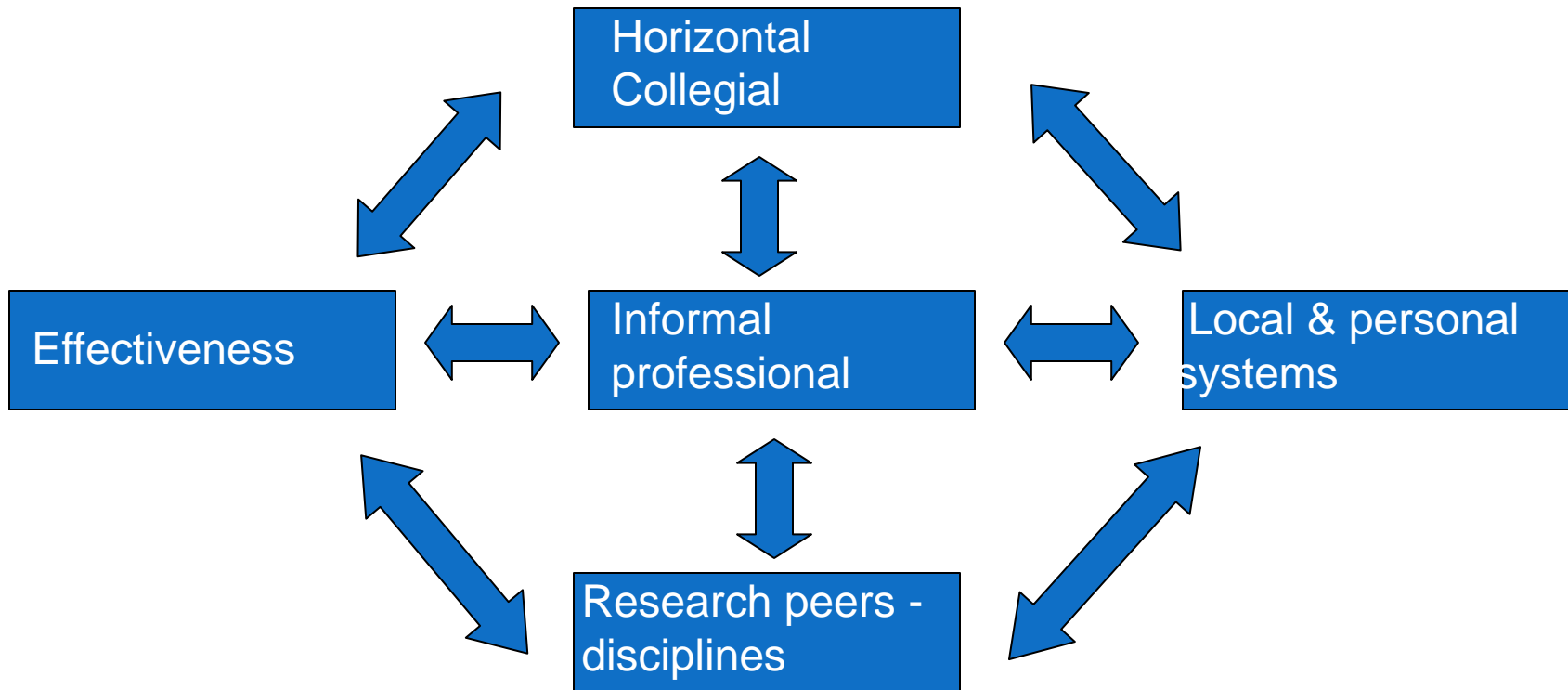
A schema for organisational effectiveness: MIT90s (Scott Morton, 1991)



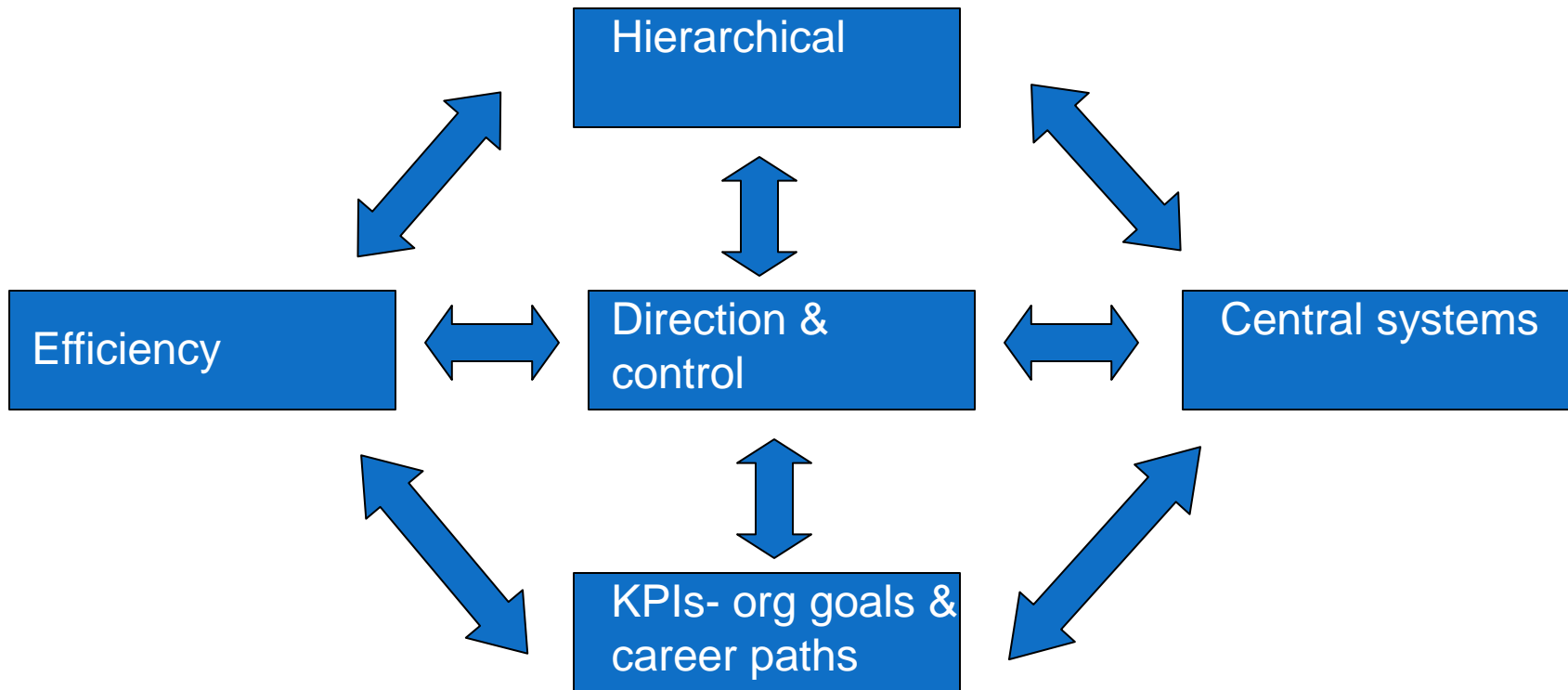
Alignment, tight fit = productive processes

Inconsistency = conflict and lower productivity

Academic culture

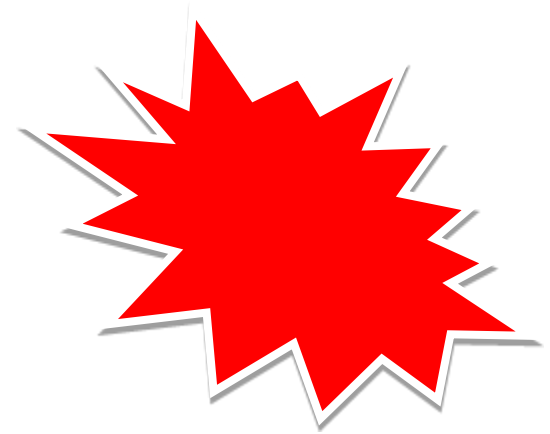


Management culture

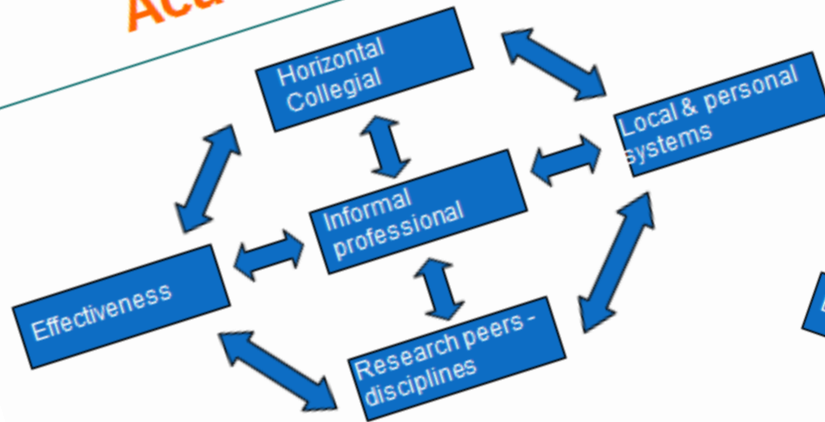


Universities as Organisations: Two Conflicting Cultures

(adapted from Yetton, Southon and Craig)

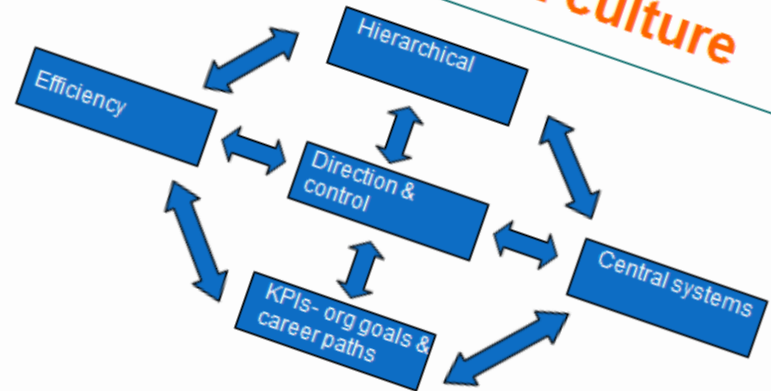


Academic culture



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Management culture



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Improve performance

Change Options:

Design a new strategic position
or

Build on existing core competencies

Successful Implementation of Change

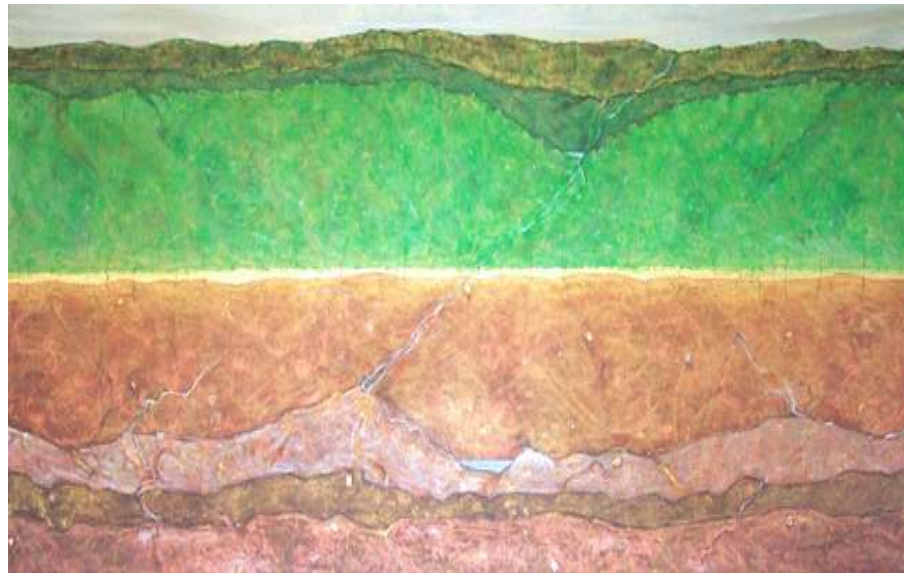
(Craig & Yetton, 1994)

- Is incremental not radical
- Lets strategy emerge
- Starts where people have existing skills and aims for cross functional work practice
- Avoids deskilling and devaluing existing staff. (Defensive behaviours impede learning)
- Achieves outcomes one at a time, eg first learn how to work in teams (not to tackle a tsunami of new tools)

Leadership

Relationships must be collaborative and communicative if change is going to be addressed

(Cleveland-Innes, Emes, & Ellard 2001)



Embedded Expertise

- Innovative faculty and staff
- Innovative programs using flexible, blended, fully online approaches
- Departments, Faculties, Research Centres
- Centres of Teaching and Learning
- Institutes of the digital future
- Academic staff development units
- HR professional development units
- University development offices

The Global Academic Guru



Domestic administration,
stress, and politics

or

Global recognition, reward,
research, consulting
opportunities, FF miles

E-Learning experts 'working for the competition'.



- *A prophet is despised in his own country and in his own house and among his own kindred (Mark: 6:16)*
- *A prophet is not without honour save in his own country and in his own house (Matt:13: 57)*

Turning the tide



First find out: gather data, audit, monitor, a 'whole of university' approach

Recognise: implement systematic policies and practices that induce engagement with real reward and recognition

Create institutional research with outcomes linked to career progression

Marshall McLuhan

The Gutenberg Galaxy: The Making of Typographic Man (1962)

Any technology tends to create a new human environment.....Technological environments are not merely passive containers of people but are active processes that reshape people and other technologies alike. (1962)

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