

# Presentation to Community College Baccalaureate Association

by

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February 25, 2011



# Transforming a College to a University

## Building Access and Capacity



In every sense MacEwan began as a community college – a Canadian educational alternative system from the 60's and 70's.

The history of the college is a reflection of the community it serves.

***City Centre Campus***



***South Campus***



***Centre for the Arts and Communications***



***Alberta College Campus***



Grant MacEwan University is a vibrant, innovative educational institution focused on student learning. MacEwan fosters student success and student contributions within local, national and international communities. Teaching and learning are central to the academic endeavour, which is informed and enriched by research and scholarly pursuits of highly engaged faculty and staff. MacEwan strives to exemplify the values of respect, integrity, citizenship and environmental stewardship through teaching, learning, scholarship, research and service.

*Approved by the Grant MacEwan College Board of Governors, June 12, 2008 (Motion 03-6-12-2007/08)  
Name Changed by Order-in-Council #481/1009, A. R. 254/2009 September 24, 2009  
Approved by Board of Governors' Motion #01-10-8-2009/10*

# Managing Change - An Accelerated Pace

1971	1972	1976	1981	1993
College opened Scona Campus 4 programs	2 Campuses 506 FLEs 6 programs	Mill Woods Assumption	Jasper Place	City Centre

1986	1999	2002	2004	2006	2007
University Transfer Programs	Applied Degrees	Acquired Alberta College	Baccalaureate Degrees Mandate	BA CYC Degrees	BComm BScN

2009	2010	2011	2012
BSc  Designated a University	Single Sustainable Campus Vision; University Service Centre	Bachelor of Music, Bachelor of Communication Studies, Arts & Cultural Management Diploma BComm, Accounting	Planned: Psychiatric Nursing BComm HR International Marketing

# Baccalaureate Degree, Applied Degree and Degree Transfer

## Bachelor Degree Programs

- Bachelor of Arts
- Bachelor of Child and Youth Care
- Bachelor of Commerce
- Bachelor of Science in Nursing
- Bachelor of Science
- Bachelor of Music
- Bachelor of Communication Studies

## Applied Degree Programs

- Bachelor of Applied Business Administration - Accounting
- Bachelor of Applied Communications in Professional Writing
- Bachelor of Applied Human Service Administration

## Degree Transfer Programs

- Bachelor of Education transfer
- Bachelor of Physical Education transfer
- Bachelor of Science in Engineering transfer

# Certificate and Diploma Programs

**Accounting**  
**Acupuncture**  
**Arts & Cultural Management**  
**Asia Pacific Management**  
**Correctional Services**  
**Design Studies**  
**Disability Management in the Workplace**  
**Disability Studies: Leadership and  
Community**  
**Early Learning and Child Care**  
**Emergency Communications and  
Response**  
**Executive Leadership in the Non-Profit  
Sector**  
**Fine Art**  
**General Studies**  
**Hearing Aid Practitioner**  
**Holistic Health Practitioner**  
**Human Resources Management**  
**Information Management and  
Library Technology**

**Journalism**  
**Legal Assistant**  
**Management Studies**  
**Massage Therapy**  
**Music**  
**Occupational Health Nursing**  
**Office Assistant**  
**Police and Security**  
**Post-Basic Nursing Practice: Hospice  
Palliative Care and Gerontological  
Nursing**  
**Psychiatric Nursing**  
**Public Relations**  
**Social Work**  
**Special Needs Educational Assistant**  
**Theatre Arts**  
**Theatre Production**  
**Therapist Assistant**  
**Travel**

# The Evolution to Degree Granting - Access and Capacity

## 1. Supply and Demand

As the system's largest transfer college, there was no where for everyone to transfer (BComm, Nursing)

## 2. Some degrees not offered in Alberta. Students transferred to other provinces and did not return (CYC, Music)

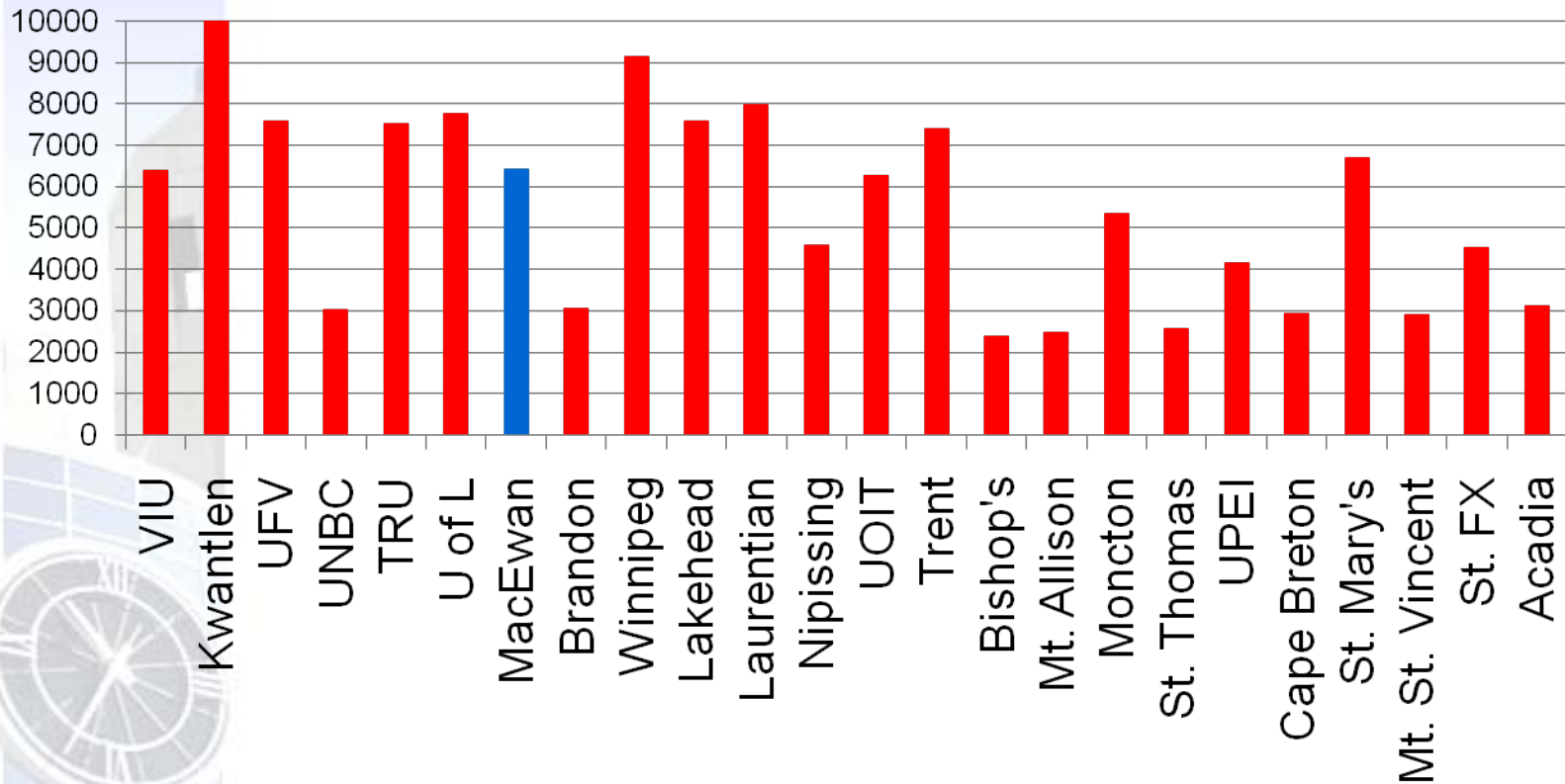
## 3. Credential Creep: Legislation creating degree to entry in some fields (Nursing)

# Leading With Academic Strength

- Degree transfer foundation: Arts, Science, Business, C&YC, Nursing
- Faculty expertise led to majors: Supply Chain, Accounting, Music, Communication
- Today, half of full time students enrolled in undergraduate degrees

# MacEwan Undergraduate Degree Enrolment Compared to Selected Canadian Universities

(Fall 2009 headcount)



# Transformations Within Four Years



# Impact of Accreditation

## Environment of Peer Review

- degree proposals: 45 universities
- onsite reviews: 27 universities
- part of faculty evaluation
- part of all new program proposals
- part of all program evaluations
- funding for scholarly activity / research and special projects
- sabbatical approvals
- hiring and tenure of new faculty
- Fall 2010 – AUCC site visit
- 2011 – CAQC Reaccreditation Process

# Building Evidence and Reputation

- Re-accreditation and Quality Assurance
- Developing Research capacity and Library
- Relationships in the university sector
- Graduate Schools: current grads in 22 grad schools
- Partnerships for degree commencement/completion
- International: scholarly exchanges, visiting chairs, student placements

# Influx and Influence of New Faculty

## New Full-Time Faculty

	Canada	US	Europe/ Australia/Other
Fall 2006	23	4	11
Fall 2007	16	6	3
Fall 2008	18	2	4
Fall 2009	14	2	5
Fall 2010	<u>49</u>	<u>3</u>	<u>2</u>
	120	17	25

# The Learning Environment

The new curriculum environment:

- Case rooms, student labs, clubs, project team rooms
- Technology study rooms, access to faculty
- The Academic Neighbourhood

# The Faculty Commons Bringing it all Together



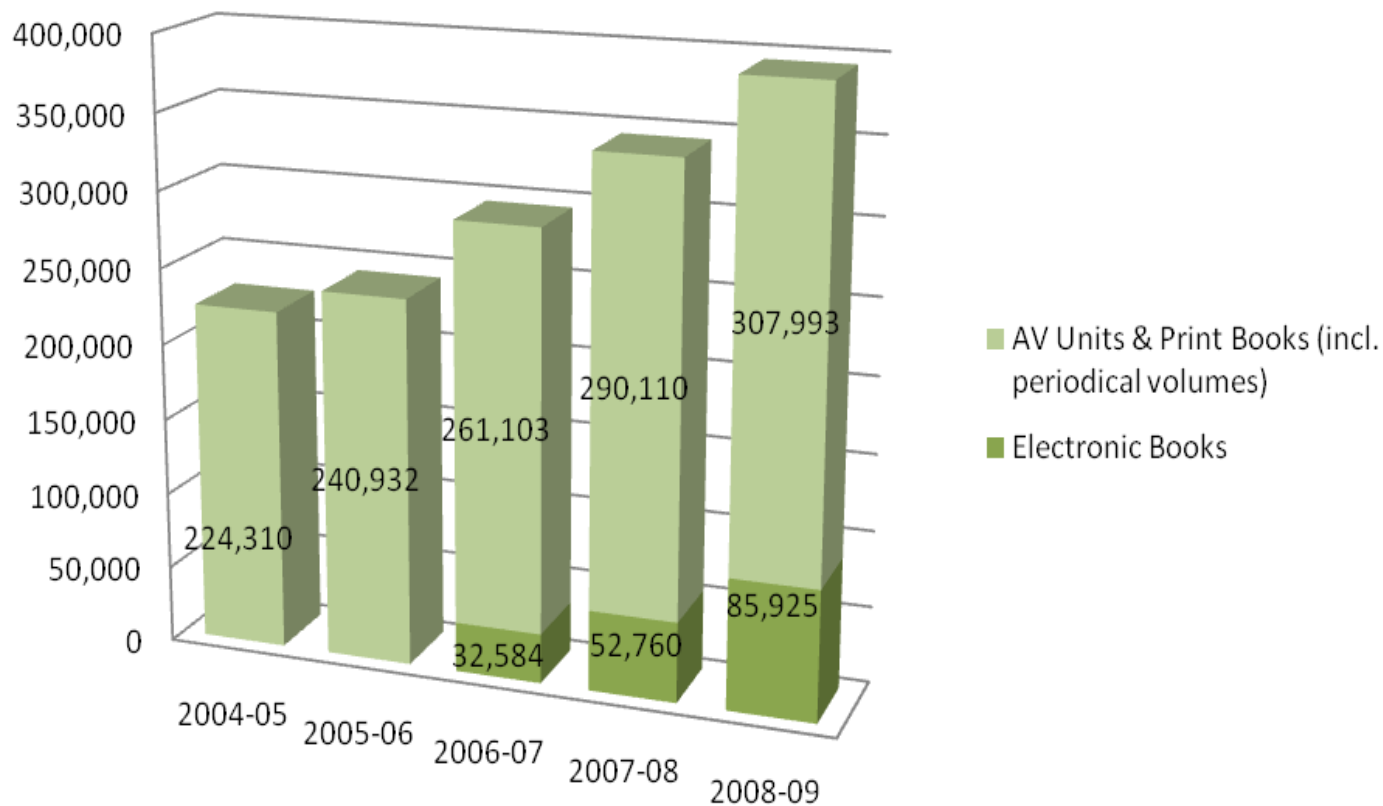
## Research and Scholarly Activity

- Annual Research Showcase
- Student Research Showcases and Case Competitions

### Summary of Peer Reviewed Publications 2006-09

Books Authored/Co-authored	86
Books edited	23
Journal Articles	252
Conference Presentations	465
Peer Reviewed Activity	54
Submitted Publications	81
Federal Research Grants	5

# Library Collection Growth 2004 - 2009



# Faculty Workloads

Old Agreement - lecture/seminar equivalent hours

New Agreement - 3 tenets of teaching:  
research/scholarly activity/service

- Teaching minimum of 60%
- Research/Scholarly: optional, negotiated based on requirements
- Service – generally 10%

# What has not Changed

## Baccalaureate Access and Student Success



# Thematic Values of the University

- primacy of the learner; student engagement
- central importance of good teaching and its connection to interactive relationships within the learning experiences
- value of dynamic links to the larger social, economic and professional realities



**CREDENTIAL LADDERING**

**ACCESS – UNIVERSITY PREPARATION**

**Diploma**

**Degree**

**Post Degree /  
Diploma /  
Certificate**

**Child & Youth Care → Child & Youth Care**

**Business Diploma → Degree**

**Nursing Degree → P.R.  
H.R.  
Cardiac / Wound  
Mgmt Certificates**

# The Power of “One” in a New Framework

- One inclusive collective agreement
- One set of academic and student policies “raises the whole ocean”
- Academic rank and tenure system for all faculty
- Organizational integration – all schools have all credentials

# The Power of One

- Avoids mission confusion
- Builds stronger integration of credential pathways
- Helps build the collective culture
- Creates partnership understanding for other colleges – transfer arrangements
- Dual credit and more transfer agreements

# It's not all Roses

## Internal Challenges

- Delicate balance of the influx of new faculty (mostly from other universities) and the influence of legacy faculty
- Accreditation protocols look for the “past and familiar” (collections, PhDs, title, the 4-year experience)
- The new university is creating a challenging future (horizontal curriculum architecture, partnerships, online and hybrid delivery modalities)

- The “pace” of change is challenging
- Moving to bicameral governance redefines traditional constituency based representation
- Managing the separatist agenda



## The Future . . .

The future is not some place we are going, but one we are creating. The paths to it are not found, but made, and the activity of making them changes both the maker and the destination.

*John Schaar, Sociologist*

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