Presentation to Community College Baccalaureate Association

by

Dr. Janet Paterson-Weir

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.
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

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<tbody>
<tr>
<td></td>
<td>College opened</td>
<td>Scona Campus</td>
<td>2 Campuses</td>
<td>Mill Woods</td>
<td>City Centre</td>
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<td></td>
<td></td>
<td>4 programs</td>
<td>506 FLEs</td>
<td>Assumption</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>6 programs</td>
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<tbody>
<tr>
<td></td>
<td>University Transfer Programs</td>
<td>Applied Degrees</td>
<td>Acquired Alberta College</td>
<td>Baccalaureate Degrees Mandate</td>
<td>BA CYC Degrees</td>
<td>BComm BScN</td>
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<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td></td>
<td>BSc</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Designated a University</td>
<td>Single Sustainable Campus Vision; University Service Centre</td>
<td>Bachelor of Music, Bachelor of Communication Studies, Arts &amp; Cultural Management Diploma BComm, Accounting</td>
<td>Planned: Psychiatric Nursing BComm HR International Marketing</td>
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CCBA February 2011
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

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<tr>
<th>Year</th>
<th>Canada</th>
<th>US</th>
<th>Europe/Australia/Other</th>
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<tr>
<td>Fall 2006</td>
<td>23</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>16</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>18</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>14</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>49</td>
<td>3</td>
<td>2</td>
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| Total    | 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

Academic Integrity  Curriculum  Faculty Development  Faculty Evaluation  Scholarly Activity  Teaching with Technology
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

- AV Units & Print Books (incl. periodical volumes)
- Electronic Books

<table>
<thead>
<tr>
<th>Year</th>
<th>AV Units &amp; Print Books (incl. periodical volumes)</th>
<th>Electronic Books</th>
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<tbody>
<tr>
<td>2004-05</td>
<td>224,310</td>
<td></td>
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<tr>
<td>2005-06</td>
<td>240,932</td>
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<tr>
<td>2006-07</td>
<td>321,103</td>
<td>52,760</td>
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<tr>
<td>2007-08</td>
<td>290,110</td>
<td>85,925</td>
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<td>2008-09</td>
<td>307,993</td>
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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

P.R.

H.R.

Nursing Degree

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
Dr. Janet Paterson-Weir

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