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1976
2016

40

40th anniversary Maastricht University

From a Small Medical School Founded in 1976

To a Mid-Sized University Recognized for its Profile in Educational Innovation

Highly Ranked as “Young University”

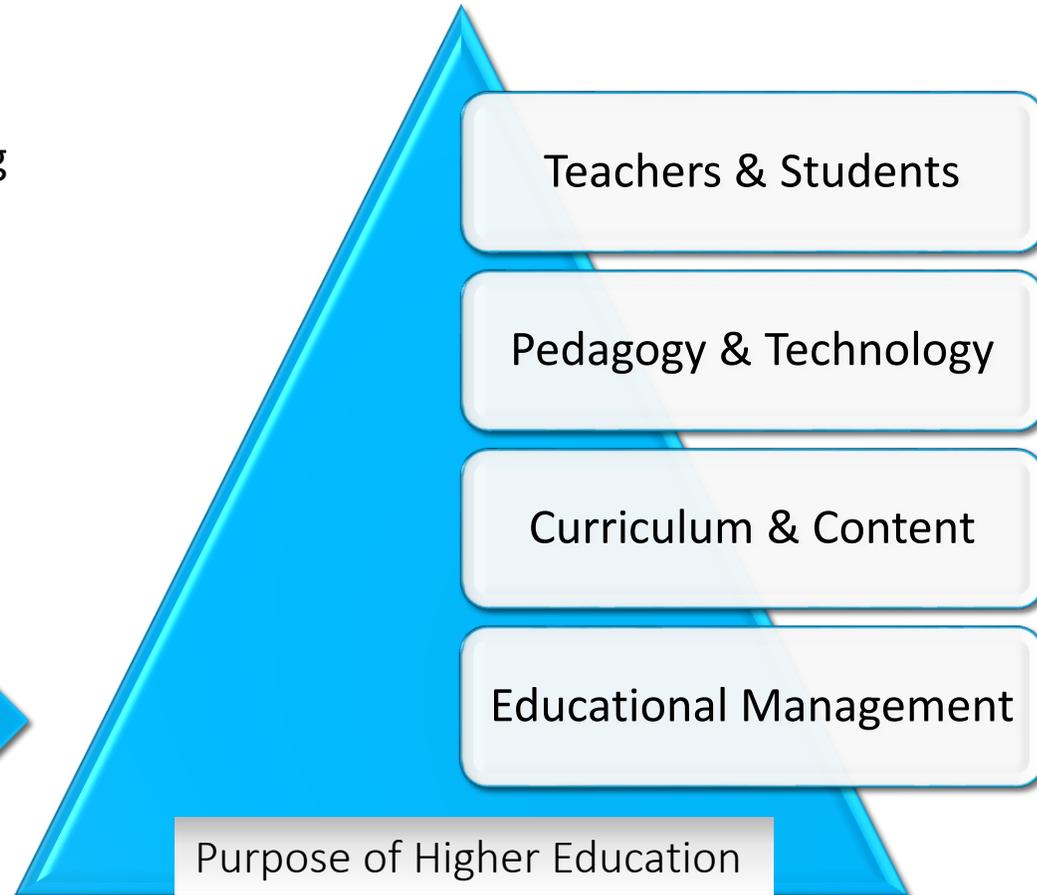
Issues in Higher Education

- Delmenhorst: Curriculum Contents
- Erfurt: Academic Development
- Freiburg im Breisgau: Problem-Based Learning
- Köln: Curriculum Audit
- Bonn: Problem-Based Learning
- Hasenwinkel: Curriculum Planning
- Köln: Educational Innovation
- Leipzig: Teacher Training
- Freiburg im Breisgau: Teacher Network Audit



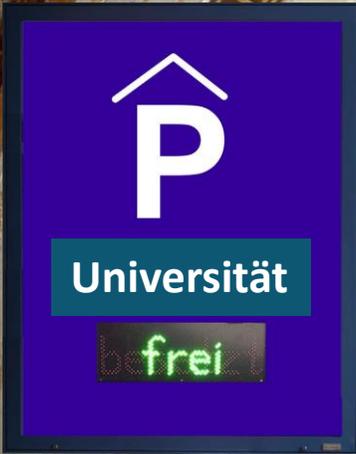
Putting Education Issues in Perspective

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Ambition of Higher Education





How a Modern University Should Look Like

School of Athens, by Rafaël. Fresco at Vatican City. Plato (left) in debate with Aristotle (right)

Imagine: No Management, No Budget Issues, No Government Rules, No Audits ...

Modern Reality: Disclaimer

The views I express are my individual views, and do not necessarily reflect the views of my Department as a whole or of Maastricht University.

- Alle Angaben *ohne Gewähr!*
- Zu Risiken und *Nebenwirkungen* lesen Sie die Packungsbeilage und *fragen Sie Ihren Arzt oder Apotheker!*

Discomforting Daily Reality of Higher Education

Rules & Regulations

Accreditation & Audits

Budget & Profits

Emails & Burocracy

Competition & Rankings

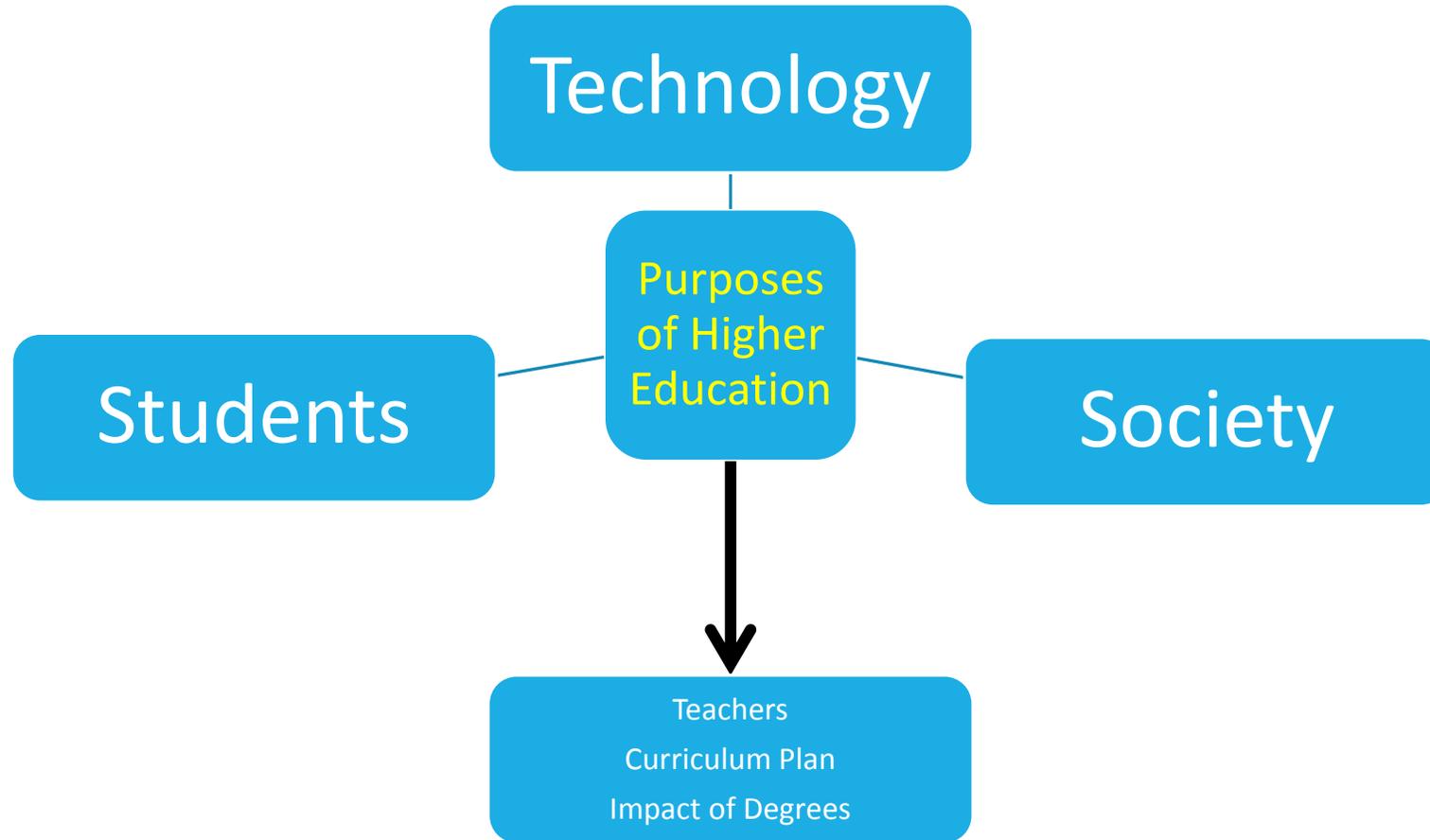
Legislation & Lawsuits

Research Output & Education Load

But we do it for you!



Drivers of Change

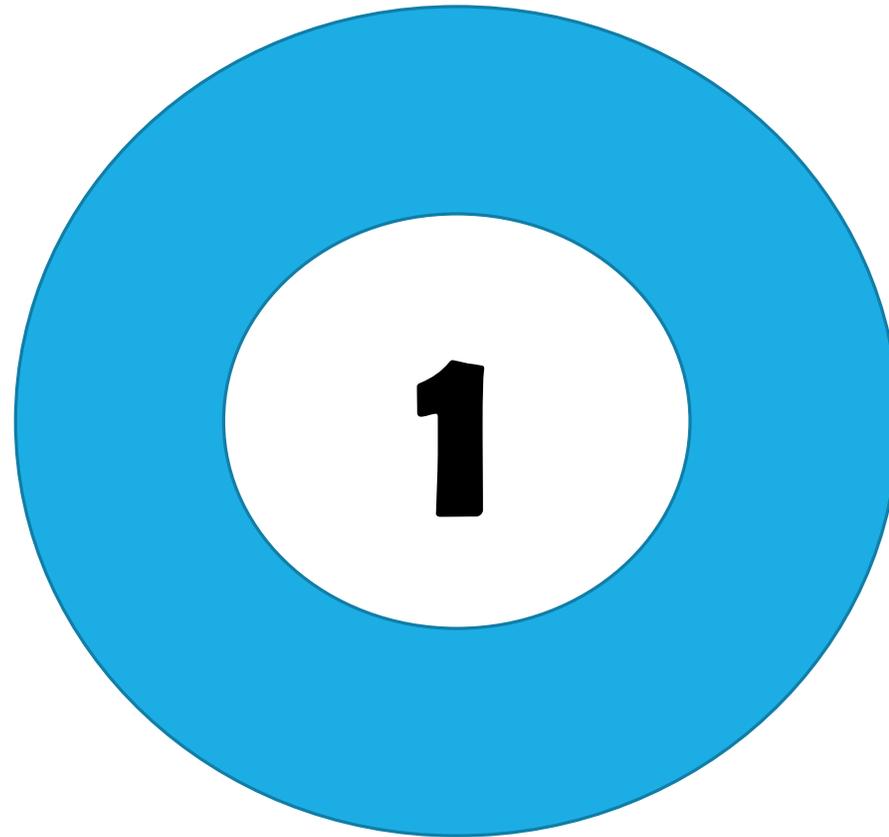




Reality of Higher Education: Students Change

The entrance exam for postgraduate studies in Hubei province, China. More than 12.5 million Chinese applicants take the exam each year

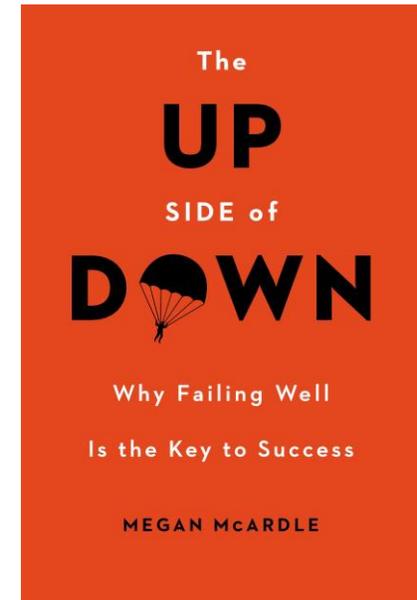
Signals: *Students* Change



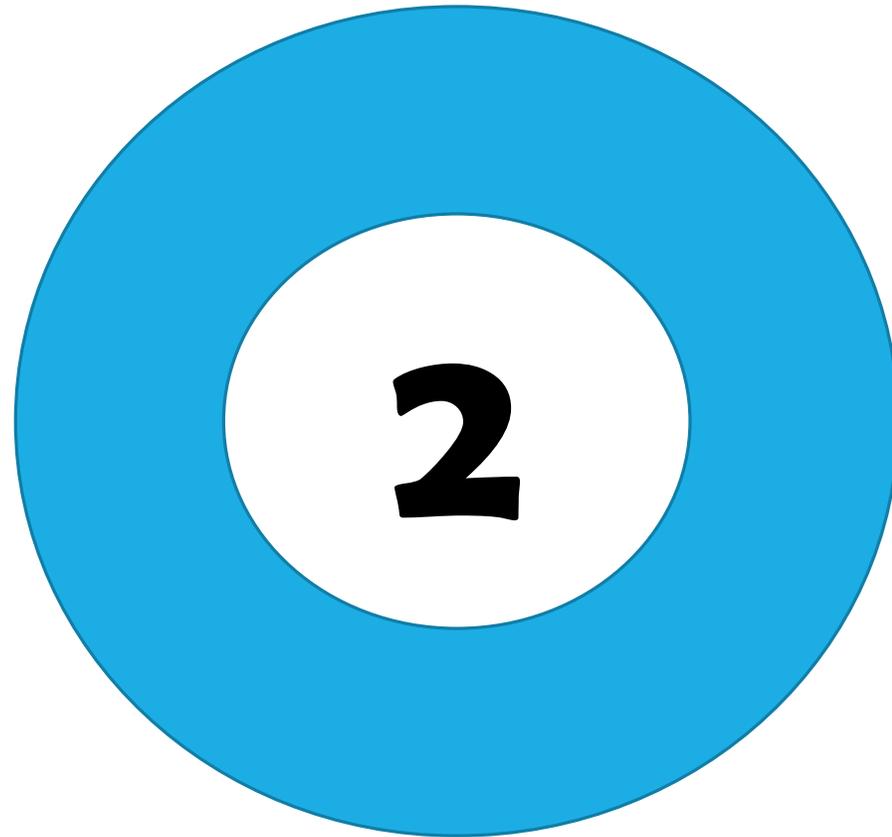
Students Change: Failure is no Option

“... 125 Harvard students were accused of cheating on a take-home exam. .. When caught they complained that the course was supposed to be an easy A, the exam had contained unfamiliar terms, and anyway it was an open-book exam, and they were allowed to use the Internet. How were they supposed to know that when the instruction said “Do not discuss with anyone else,” that meant they weren’t supposed to email one another and share notes?

- McArdle, M. (2015, p.20). *The Up side of Down*



Degree Signals: Grading Changes



Grading Changes: Grade inflation

“At Harvard, concerns about grade inflation are nothing new. In 2001, Harvard data showed that 49 percent of undergraduate grades were A’s in 2001, up from 23 percent in 1986, In fact, a 1984 Harvard report warned that students were getting too many A’s and B’s.”

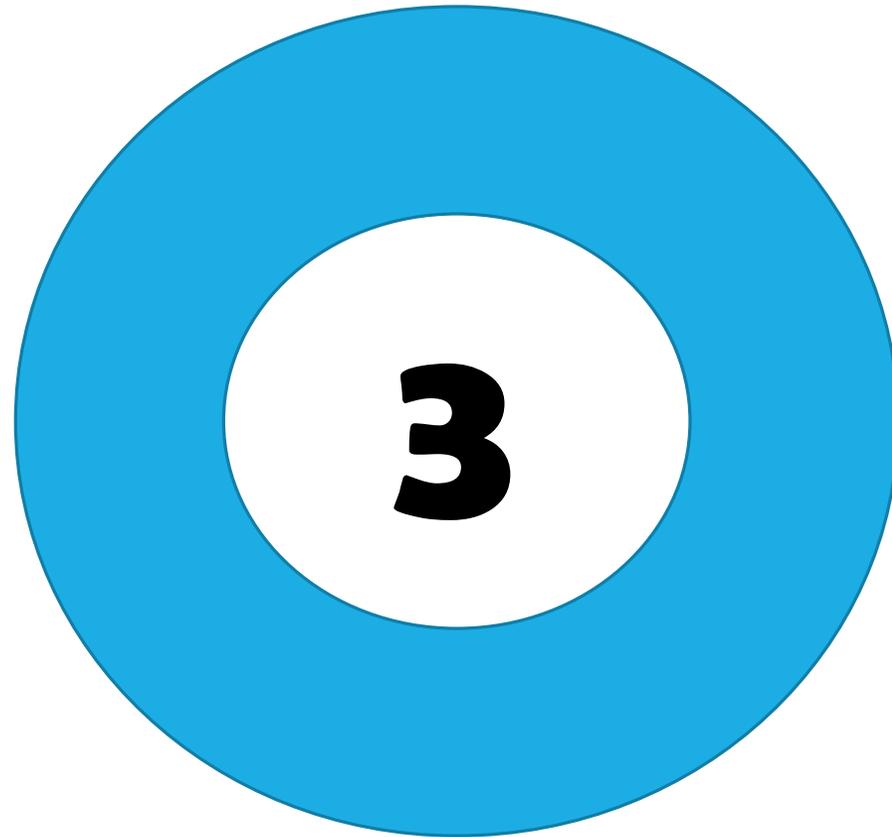
- Valerie Strauss, December 4, 2013, Washington Post

The Washington Post

A 2012 study in the Teachers College Record by Stuart Rojstaczer and Christopher Healy found that “A’s represent 43% of all letter grades, an increase of 28 percentage points since 1960 and 12 percentage points since 1988.”

Teachers College **Record**
The Voice of Scholarship in Education

Teacher Signals: **Workload** Changes





A Reality of Higher Education: Teachers Change

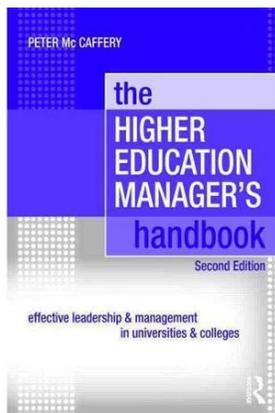
“Staff are held together by a common grievance over lack of parking space.” Clark Kerr, former president UC Berkeley

Teachers Change: Workload & Cynicism

Academic Staff

“... levels of psychological distress exceeded those in ‘high-stress’ occupations such as accident and emergency doctors and nurses”

- McCall, B. (2006). Academics suffer more from stress than A&E staff. *THE*, Feb 17th, 2006.



Academic Staff

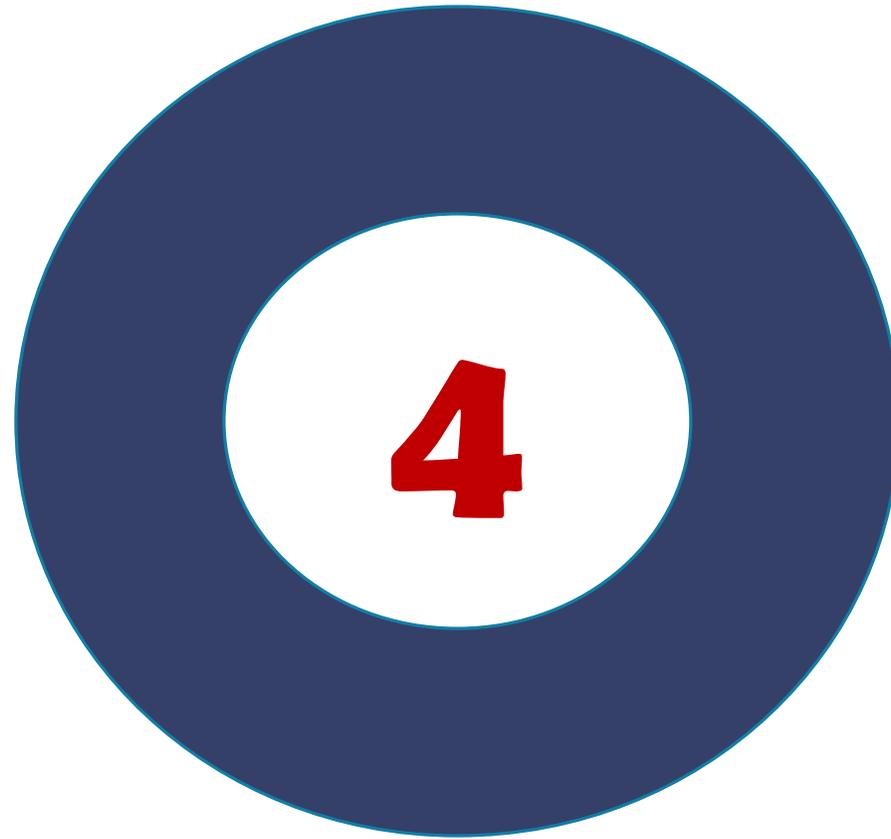
“... almost half of respondents find their workloads unmanageable.”

“... a fairly well developed cynicism about managerial practices.”

“... unclear about the overall direction of their department and lacked feedback about their role in achieving this... .”



Tech Signals: the *Avalanche* is Coming



Technology

Behaves like an invisible

Avalanche



Society Signals: the Innovative University



A Plea for Radical Change: New Models

“Professional education has not kept pace with these challenges, largely because of fragmented, outdated, and static curricula that produce ill-equipped graduates. The problems are systemic: mismatch of competencies to patient and population needs; poor teamwork; persistent gender stratification of professional status; narrow technical focus without broader contextual understanding, ...”

The Lancet (2010).

“... Today it is possible to find tenured professors of management who have never set a foot inside a real business, except as customers.”

Bennis & O’Toole (2005). *Harvard Business Review*

AN AVALANCHE
IS COMING

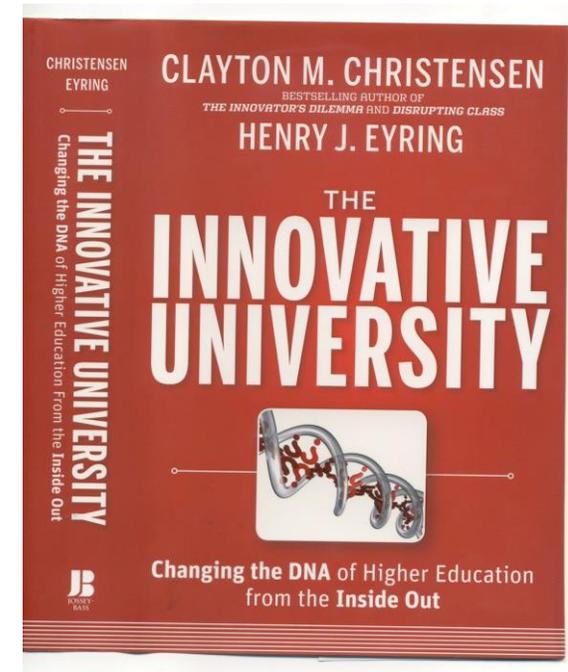
HIGHER EDUCATION AND
THE REVOLUTION AHEAD

“... an educational environment where students from a wide variety of backgrounds genuinely and actively work together in an open process, both in- and outside the classroom, supported by staff members who serve as affirming and inspiring coaches.”

Strategic Taskforce on Educational Innovation, Maastricht University, 2016

Stretching Goals: the Innovative University

- When you graduate from high school, you will have a wide range of options.
- Every semester you can choose whether you want to study at home or at college.
- You can customize your courses to fit your learning style: face-to-face, online, or hybrid.
- You can design a degree program that will ensure your employability. You can take job-specific courses first and later add the liberal arts and specialized courses required for a bachelor or master degree.
- Degrees are modular; you can change majors without having to “start over.”
- You can graduate without a mountain of debt.
 - Christensen, C., & Eyring, H. (2011, p. 326). *The Innovative University*. Jossey-Bass.



Higher Education: Standing at a Crossroad



“Continue as an industrialized system and produce graduates in a standardized production mode.”

- Supply education for more learners but against lower prices.

Or

“Incorporate our changing needs to transform the purpose of education.”

- Take into account how technology and globalization make an impact on our working life, organizational performance, and societal needs.

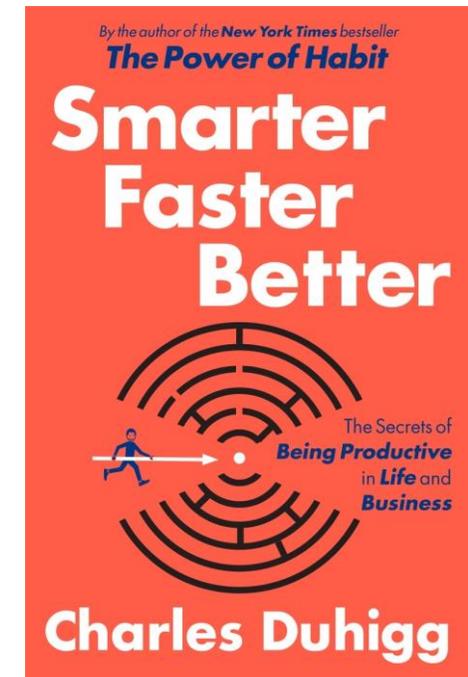
The 50+20 agenda: Management education for the world. Retrieved from www.50plus20.org

Stretching Goals or Just Doing the Job?

“The problem with many to-do lists is that when we write down a series of short-term objectives, we are, in effect, allowing our brains to seize on the sense of satisfaction that each task will deliver. ... The result is that we spend hours answering unimportant emails instead of writing a big thoughtful memo – because it feels so satisfying to clean out our inbox.”

“... Studies show that if you’re confronted with a list of only far-reaching objectives, you’re more likely to get discouraged and turn away.”

Charles Duhigg (2016, p. 129). *Smarter, Faster, Better*.





Strategic Changes

Maastricht University

2009: Initiated a Grant Program for Education

- budget €1000k per year
 - Faculty-Wide Projects
 - Grant max: € 100.000
 - Student & Teacher initiated Projects
 - Grant: € 5.000
 - Master Classes for Teachers
 - Support Projects Educational Infrastructure
- Resulted in more than 100 projects
- within 4 years only



School of Business and Economics:

Business School of the Future

2015: Strategic Redesign Initiative

- Zero budget
- Focus on all Core Processes
 - Education
 - Research
 - Human Capital
- Including Support Processes
 - Budgeting
 - Infrastructure
- Envisioning the School of the Future



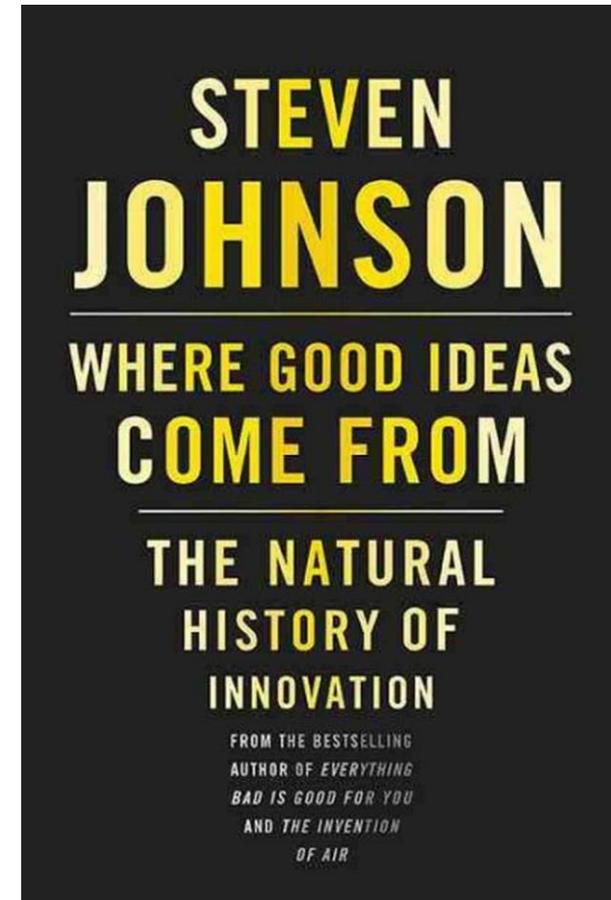
The Reality of Smart Change

“Innovative Environments thrive on useful mistakes, and suffer when the demands of quality control overwhelm them.”

- Chapter V: Error

*“... Any established curriculum has its fundamentals on many unquestioned assumptions. As a consequence we are **withholding** new students and the teachers the **richness** of **new experiences** and knowledge.”*

➤ *Prof. Dr. Thorsten Schäfer, Ruhr-Universität Bochum, (2016)*



That's all Folks!