President and Provost Roundtable Discussion

Topic – An Entrepreneurial University: Part II

Focus: The Innovative University

NOTE: Articles cited are for reference purposes – not necessarily endorsed by President or Provost.

Discussion: Do you perceive SHSU as innovative/entrepreneurial? Do you see this characteristic as important?

Making Innovation a Core Competency

- Areas of Innovation at Work
  - Sustaining
  - Transformational
  - Revolutionary
  - Disruptive
- What It Takes to Be Successful
  - Culture
  - Competency
  - Courage
- The Path to Innovation
  - Lead
  - Plan
  - Practice

The Innovative University

- Three most important strategic questions
  1. What students will we serve?
  2. What subject matter will we emphasize?
  3. What types of scholarship will we pursue?
- Three vital jobs for traditional universities
  - Discovering and disseminating new knowledge
  - Remembering and recalling the achievements and failures of the past
  - Mentoring the rising generation
- Universities must be nimble and cost-effective
  - Broaden traditional definition of excellence
    - Remain affordable and accessible
    - Redefine academic meritocracy
    - Make careful choices about the types of students to serve
    - Satisfy customers’ needs consistently better than one’s competitors
    - Be different; Make exclusive strategic choices
    - Discover the university’s strengths and maximize them; create a focused mission and unique brand
    - Ensure a sustainable financial model
- A focused mission allows these institutions to improve their execution while allowing their delivery model and processes to be tailored to meet the objectives of their student population
• Liberal Arts Colleges
• Public Universities
• Community Colleges
• Certificate Granting Institutions

Babson College President, Leonard Schlesinger
• “More and Better”–Universities must reframe their approach to management rather than setting short term goals in the hopes that everything will return to normal

Winning by Degrees

• Five practices appear to raise degree productivity without reducing quality or restricting access
  o Contribute to raising the rate at which students complete their degrees
    1. Systematically enabling students to reach graduation
    2. Reducing nonproductive credits
  o Contribute to reducing cost per student
    3. Redesigning the delivery of instruction
    4. Redesigning core support services
    5. Optimizing non-core services and other operations

• Essential elements for transforming degree productivity
  o Efficient and effective operational processes supported by appropriate technology and tools
  o Effective management systems to ensure progress, build capabilities, and manage implementation
  o Leaders and staff who are committed to achieving degree productivity gains alongside high-quality educational outcomes
  o Support from state and institutional policies that allow them to choose how to achieve their quality and efficiency goals

Cultivating Creativity

• The ability to approach problems in non-routine ways using analogy and metaphor
• Conditional or abductive reasoning (posing “what if” propositions and reframing problems)
• Keen observation and the ability to see new an unexpected patterns
• The ability to risk failure by taking initiative in the face of ambiguity and uncertainty
• The ability to heed critical feedback to revise and improve and idea
• A capacity to bring people, power and resources together to implement novel ideas
• The expressive agility required to draw on multiple means (visual, oral, written, media-related) to communicate novel ideas to others

References