



***ACADEMIC DEVELOPERS IN POLISH UNIVERSITIES***

**Gdańsk, March 22, 2013**

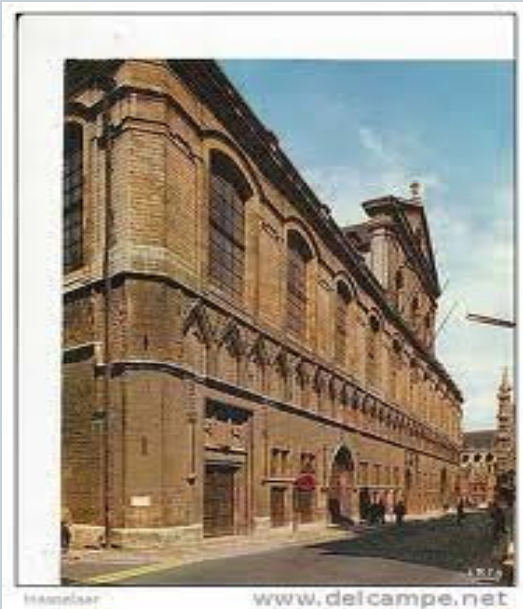
SESSION 1

THE AGENCY GAME IN ACADEMIC DEVELOPMENT  
COMPLIANCE AND RESISTANCE

CHAIR  
MARIA MENDEL

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*The Teaching Portfolio in Academic Development:  
the Belgian Case Study*



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## Five parts



1. Introductory assignment
2. The UCL
3. Working with a teaching portfolio @ UCL
4. Interpretation using different lenses:
  - Compliance and resistance
  - Collaboration (*Thomson, et al.*)
5. What to learn from this case?

## Part 1: Assignment 😊



- **Think about an innovation project at your university you are/were involved in**
  - E.g. working with millennium students, use of technology in teaching, orienting students ...
- **Re-construct the process**
  - Who was involved, what was at stake, how did you work, what was the result

## Part 2: The UCL



- *The Université Catholique de Louvain la Neuve*
  - 5 570 staff members
  - 27 310 students
    - ✦ 42 bachelors
    - ✦ 204 masters
    - ✦ 63 additional masters
    - ✦ 20 doctoral programmes
    - ✦ 220 life long learning programmes
  - *University as “all others”: confronted with massification, accountability requirements ... putting traditional collegial model under pressure*

## Part 3

# Working with a teaching portfolio @ UCL

|  |        |  |
|--|--------|--|
| <b>Adoption<br/>(2000-2003)</b>        | Who    | Academics, academic developers, Education Committee  |
|  | What   | How to honour academics' commitment to teaching  |
|  | How    | (In)formal open dialogue   |
|  | Result | Use of portfolio recommended   |
| <b>Implementation<br/>(2004-2007)</b>  | Who    | Academics, academic developers, task forces of Education Committee, chairmen of committees for tenure and promotion, VP Teaching |
|  | What   | Format and criteria of portfolio   |
|  | How    | Task forces  |
|  | Result | Portfolio obliged, criteria stipulated   |
| <b>Follow-up<br/>(2008 -continued)</b> | Who    | Academics, academic developers, chairmen of committees for tenure and promotion, VP Teaching, VP Academic Affairs                |
|  | What   | Follow-up on implementation  |
|  | How    | Research project, Project group (criteria)   |
|  | Result | Refinement of criteria (discipline-specific), new questions (academic portfolio)   |

## Back to Part 1: Assignment 😊



- Do you recognize phases in 'your' innovation project?

## Part 4

# Interpretation using different lenses: Compliance & Resistance

- *No compliance nor resistance in portfolio case, but rather*
  - ✦ *Thinking together*
  - ✦ *Debate*
  - ✦ *Academic ownership*
  - ✦ *Preserving divergence*

*.... All against the background of commonly shared goal of the portfolio (i.e. honouring academics' commitment to teaching)*



*Working with teaching portfolio = case of collaboration*

*Is there a collaboration theory that helps us*

- 1. to understand, and*
- 2. (possibly) to resume agency instead of being forced into 'value gaming'?*



## Part 4

# Interpretation using different lenses: collaboration



### **Five key dimensions** (Thomson et al., 2007)

- **Autonomy:** respecting at the same time one's own and each other's point of view while committing to the collaborative project
- **Norms:** basic reciprocal trust and the appreciation of each other's contribution and reputation
- **Mutual Interdependence:** partners need each other to realise their/common goals
- **Governance:** jointly made decisions about rules that will govern behaviour and relationships
- **Administration:** efficient operating system

## Part 4

# Interpretation using different lenses: Collaboration

|   |        |  |                                      |                       |                            |  |  |
|---|--------|--|--------------------------------------|-----------------------|----------------------------|--|--|
| <b>Adoption<br/>(2000-2003)</b>             | Who    | Academics, academic developers, Education Committee  | A<br>U<br>T<br>O<br>N<br>O<br>M<br>Y | N<br>O<br>R<br>M<br>S | M<br>U<br>T<br>U<br>A<br>L | G<br>O<br>V<br>E<br>R<br>N<br>A<br>N<br>C<br>E | A<br>D<br>M<br>I<br>N<br>I<br>S<br>T<br>R<br>A<br>T<br>I<br>O<br>N |
|   | What   | How to honour academics' commitment to teaching  |                                      |                       |                            |  |  |
|   | How    | (In)formal open dialogue   |                                      |                       |                            |  |  |
|   | Result | Use of portfolio recommended   |                                      |                       |                            |  |  |
| <b>Implementa-<br/>tion<br/>(2004-2007)</b> | Who    | Academics, academic developers, task forces of Education Committee, chairmen of committees for tenure and promotion, VP Teaching |                                      |                       |                            |  |  |
|   | What   | Format and criteria of portfolio   |                                      |                       |                            |  |  |
|   | How    | Task forces  |                                      |                       |                            |  |  |
|   | Result | Portfolio obliged, criteria stipulated   |                                      |                       |                            |  |  |
| <b>Follow-up<br/>(2008 -<br/>continued)</b> | Who    | Academics, academic developers, chairmen of committees for tenure and promotion, VP Teaching, VP Academic Affairs                |                                      |                       |                            |  |  |
|   | What   | Follow-up on implementation  |                                      |                       |                            |  |  |
|   | How    | Research project, Project group (criteria)   |                                      |                       |                            |  |  |
|   | Result | Refinement of criteria (discipline-specific), new questions (academic portfolio)   |                                      |                       |                            |  |  |

## Part 4

# Interpretation using different lenses



- *Using a compliance and resistance lense*
  - ✦ *No compliance nor resistance in portfolio case*
- *Using a collaboration lense*
  - ✦ *Room for discussing norms, respect for autonomy*
  - ✦ *No immediate focus on governance and administration (in terms efficiency)*
  - ✦ *Mutual interpedencence (and the creation of room to reaffirm this over and over again) as a crucial drive behind the innovation process*

## Part 4

# Interpretation using different lenses: Collaboration

|   |        |  |   |  |
|---|--------|--|---|--|
| <b>Adoption<br/>(2000-2003)</b>             | Who    | Academics, academic developers, Education Committee  | E<br>F<br>F<br>E<br>C<br>T<br>I<br>V<br>E<br>N<br>E<br>S<br>S | E<br>F<br>F<br>I<br>C<br>I<br>E<br>N<br>C<br>Y |
|   | What   | How to honour academics' commitment to teaching  |   |  |
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|   | What   | Follow-up on implementation  |   |  |
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## Part 4

# Interpretation using different lenses: Collaboration

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|   | What   | How to honour academics' commitment to teaching  |  |
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# Back to Part 1: Assignment 😊



- What about effectiveness and efficiency in the phases in 'your' innovation project? Are both of them present in all of them?
- How do you characterize 'your' innovation project?
  - Is it a case of value gaming, or
  - One of collaboration?
- Hypothesis
  - Collaboration
    - ✦ All three phases are present and connect to one another
    - ✦ Flow of effectiveness over efficiency to effectiveness (what-how-happy)

## Part 5

### What to learn from this case?



- **In order to instigate collaboration:**
  - Work through different phases of innovation process
  - Invest in all 5 key dimensions of collaboration
  - Keep focused on primary goals of the innovation project
  - But above all: reflect on what you are doing. Thomson's framework can be very helpful to analyse 'your' project
  - But for those who really need a tip: check at each moment in the process if you can express each of the other's point of view correctly (by asking them!). If you can: well done, you are collaborating! If not: take care, you're losing it!