**Slide 1**

Thank you all for joining me here today, I am excited to present some concepts around innovation in higher education. If you could please follow along on the posted slides that would be great! I want this to be an engaging presentation so I will stop and allow time for discussion periodically throughout the presentation. Also, please feel free to interrupt at any time if you have any specific questions.

**Slide 2**

First I wanted to start with a short discussion about what innovation is and how you define innovation. Does someone want to share their ideas about what an innovation is or give an example of innovation in higher education? You may have even worked on innovation in your position with the University.

*Innovation is a new method, idea, or product.*

I will be focusing on an article that uses some very specific terminology regarding innovation, and these come from business theory. While innovation is very common in business, it is also applied to higher education as well. The article I will describe later focuses on innovations in higher education through the use of technology enhanced learning. The specific terms I will familiarize you with during this presentation are *Disruptive Innovation* and *Sustaining Innovation.*

**Slide 3**

So a disruptive innovation is one that completely transforms a situation or allows for completely new activities to be accomplished. There are a ton of examples of this at the university level but I think a really good one was the creation of online learning platforms such as Blackboard or Canvas. These in a way changed the way classes worked historically. Before these innovations came around a syllabus would be handed out at the beginning of the year with all your assignments, readings would be printed out or accessed at the library or through a bookstore, and you would physically turn assignments in to instructors to be graded by hand. An example of how Blackboard or Canvas completely transformed higher education was their potential to allow courses to be offered entirely online. This idea that classwork could be completed from anywhere and there was no need for a classroom completely changed how higher education worked and what possibilities existed in higher education. The word disruptive is possibly a misnomer for what this is because it can have a bad connotation. In this case disruptive is a good thing, you can think of it as a game-changer in a more colloquial way.

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A sustaining innovation is one that does not completely change something or allow for new activities, but rather an innovation that improves existing initiatives or activities. I also want to point out at this time that innovations do not have to be “tech” related and can take the form of many different initiatives. One example taken from right here at UK. The “Cat’s Path” as it is known is an innovation put in place by the University of Kentucky Police Department to offer a recommended walking route. The innovation was put in place in 2005 as part of the University of Kentucky Safety Imperative which includes an effort by the University to reduce violence against women. Walking routes with these paw prints are regularly patrolled by officers and campus security and include blue emergency phone lines periodically along the pathways. This is an example of a sustaining innovation because it is improving the security of the campus and the safety of the students. These paths would likely be patrolled regardless of this innovation but by making this clear to students, safety in general on campus is improved. Does everyone think they have a fairly good understanding of the difference between disruptive and sustaining innovations? Technology often is closely associated with innovations we see and is probably the most common form of innovation we recognize but there are many innovations that do not have an emphasis in technology.

**Slide 5**

I wanted to introduce Flavin and Quintero’s study with a quote that provides a good overview. Again, when they are referring to technologies here, that includes any form of innovation. They describe Google as a disruptive innovation, it is both simple and convenient. Similarly, the iPhone started out as a sustaining innovation by improving the ways in which we communicate via cellular technology, but it became a disruptive innovator with its ease of use, and its functionality to conveniently access the internet. These are some examples that are outside of higher education but I think it is important to recognize that while these innovation theories have wide scopes, they can applied to education sciences as well. In fact, the purpose of this research article was to find how innovation is represented in higher education institutions strategy documents, and to determine if the innovations listed in strategy documents were focused on sustaining or disruptive innovations. To do this, the researchers performed google searches for words like “innovation” or words related to that along with “higher education” to determine if this was even included in strategy documents and how it was included in strategy documents. They sampled 44 universities documents. Before we move to the next slide, does anyone have a guesses as to which of these two forms of innovation that Higher Ed might be most focused on? Or maybe is more likely to implement? Why?

**Slide 6**

Now I will go over some of the findings. About 32% of strategic documents did not mention innovation or words that are linked to innovation. Innovation on average was mentioned about 3 times per strategic document but this ranged from 0 to 10 times. The researchers found that while most universities acknowledged the significance of disruptive innovation, they are not very welcoming to it. There were examples of disruptive innovation in the documents but of the strategies they sampled most were likely to be sustaining. Words such as maintaining and enhancing were frequently used which again tends to fall into the realm of sustaining innovation. Why do you think institutions would want to focus more on sustaining innovation instead of disruptive?

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The authors bring up some great points in their implications section. They note that universities are willing to adapt but not disrupt. They go on to describe that since institutions appear to have a preference for sustaining innovations, practices regularly implemented by students and instructors (such as using google as a research tool) are often ignored. We are constantly engaging with disruptive innovations outside the classroom and the authors argue for more of that inside the classroom. The focus is currently on improving existing practices rather than reimagining those activities or ideas. They conclude by stating “If students and lecturers continue to use disruptive technologies widely, as indicated by research, there will continue to be a misalignment between Higher Education Institution’s strategies regarding technology enhanced learning and the day-to-day practices of students and lecturers.

**Slide 8**

Now we will have an activity. Using the innovation that is Zoom, we are going to split the class into two breakout rooms. One of the room’s focus will be on sustaining innovation and the other will focus on disruptive innovation. I will give you about 5 to 7 minutes to come up with an example a of sustaining innovation or disruptive innovation that could be implemented at a higher education institution (or ones that have been implemented or utilized in higher education). When we get back together, one person from each group will explain what the innovation is, how it is sustaining or disruptive, and what problems it solves or addresses. Try to come up with something brand new if you can, but if that is too difficult you can use an existing innovation and describe it. Please do not use an example from our presentation that has already been shared, bonus point for creativity.