

Sustaining a Quality Culture in Higher Education

A study by CHEPS and CHEGG

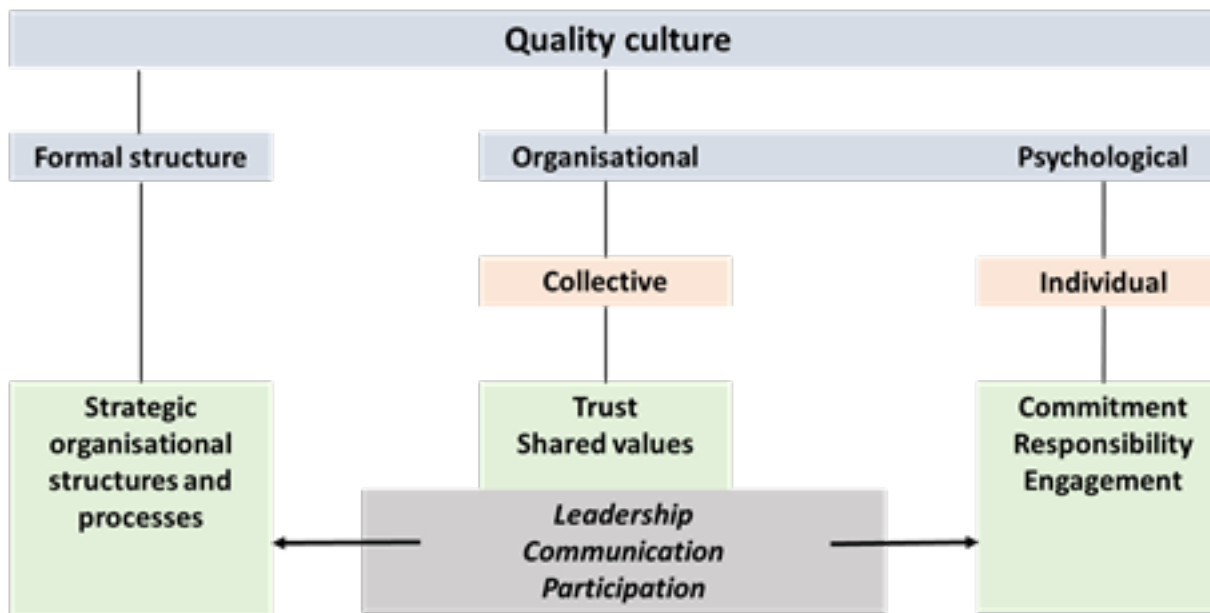
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Project background

- Title: How can one create a culture for quality enhancement?
- Commissioned by NOKUT (Agency for quality Assurance in Education)
- Aim/RQ: How can one create a culture for quality enhancement?
- Literature review and case studies at 5 'Centres for Excellence for Teaching and Learning' (CeTL)

Definition of Quality Culture

- intends to enhance quality permanently
 - Cultural/psychological element
 - Structural/ managerial element (EUA 2006)



Source: ITS study by Leest et al. (2015) and NVAO (2014)

CeTL

- What are CeTLs
 - Nodes of teaching and learning focused activities
 - Promoting excellent teaching practice
 - Impact wider teaching and learning communities (Saunders et al 2008)
- Diverse
 - CeTLs are highly diverse in terms of funding, structure, policies, organisation...

Case Example: Breakthrough Project

- Development unit at the Faculty of Engineering
- Activities
 - Staff development courses
 - Pedagogical Academy
 - Newsletter
 - Conferences

Case - Individual level factors

- Shared understanding of quality teaching
 - Scholarship of teaching and learning
 - Student learning focused
 - Common framework for evaluation
- No promotion of one specific teaching paradigm/ method
- Lack of time/ low value of teaching
- Courses:
 - External motivation
 - However feeling of belonging emerges during courses
- Academy
 - Drivers license to speak about teaching and learning
 - Money less effect on motivation

Case - Organizational/ Institutional Level

- Commitment of leadership
 - Value teaching
 - Provide space for communication
 - Specific Educational Leadership
- Common language for teaching and learning
- Space for communication
- Time as important factors for development

Case - Formal Factors

- CETL Structure
 - Governance
 - Location
- Policy alignment

Conclusion - Individual Level Factors

- Values, beliefs and perception
 - Shared values are important (at least minimal shared agreement on values defining high quality teaching and learning is needed)
- Motivation
 - Motivation comes from various sources (merit pay only one of many)
- Participation in professional development
 - Similar traits in teaching and research
 - Integrate teaching achievements in career schemes
 - resources for teacher and students

Conclusions - Organisational Level Factors

- Leadership
 - Defining educational leadership roles
 - Value and commitment to teaching and learning
- Communication
 - Shared language
 - Include communication in staff development
- Design of instruments
 - Not contradict with other activities
- Provision of sufficient resources/staff development
 - Money, time, expert support...

Final Remarks

- Factors are not definite
- Context related

However literature and case studies point in similar directions