IMHE
Institutional Management in Higher Education

Fostering Quality Teaching in Higher Education: Policies and Practices

An IMHE Guide for Higher Education Institutions

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Foreword

Quality teaching in higher education matters for student learning outcomes. But fostering quality teaching presents higher education institutions with a range of challenges at a time when the higher education sector is coming under pressure from many different directions. Institutions need to ensure that the education they offer meets the expectations of students and the requirements of employers, both today and for the future. Yet higher education institutions are complex organisations where the institution-wide vision and strategy needs to be well-aligned with bottom-up practices and innovations in teaching and learning. Developing institutions as effective learning communities where excellent pedagogical practices are developed and shared also requires leadership, collaboration and ways to address tensions between innovators and those reluctant to change.

This Guide has been developed by the OECD's Programme on Institutional Management of Higher Education (IMHE) to assist higher education institutions, university leaders and practitioners in fostering quality teaching. Provosts, vice-rectors of academic affairs, heads of teaching and learning improvement centres, deans and programme leaders, supporting staff, members of internal and external quality assurance bodies, and researchers may find inspirational content in this report.

Drawing upon case studies of institution-wide quality teaching policies conducted by the OECD, this Guide provides exposure to new approaches and practices and the corresponding policy levers likely to help improvement happen. Illustrations offer a unique opportunity for learning through international experiences and sharing insights with institutional leaders involved in quality teaching.

Acknowledgements

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What is Quality Teaching and why does it matter?

Quality teaching is the use of pedagogical techniques to produce learning outcomes for students. It involves several dimensions, including the effective design of curriculum and course content, a variety of learning contexts (including guided independent study, project-based learning, collaborative learning, experimentation, etc.), soliciting and using feedback, and effective assessment of learning outcomes. It also involves well-adapted learning environments and student support services.

Experience showed that fostering quality teaching is a multi-level endeavour. Support for quality teaching takes place at three inter-dependent levels:

➢ *At the institution-wide level*: including projects such as policy design, and support to organisation and internal quality assurance systems.

➢ *Programme level*: comprising actions to measure and enhance the design, content and delivery of the programmes within a department or a school.

➢ *Individual level*: including initiatives that help teachers achieve their mission, encouraging them to innovate and to support improvements to student learning and adopt a learner-oriented focus.

These three levels are essential and inter-dependent. However, supporting quality teaching at the programme level is key so as to ensure improvement in quality teaching at the discipline level and across the institution.

Support for quality teaching can be manifested through a wide range of activities that are likely to improve the quality of the teaching process, of the programme content, as well as the learning conditions of students. Hybrid forms often prevail in institutions. These can include initiatives such as:
- A centre for teaching and learning development
- Professional development activities (*e.g.* in-service training for faculty)
- Teaching excellence awards and competitions for remarkable improvements
- Teaching innovation funds
- Teaching recruitment criteria
- Support to innovative pedagogy
- Communities of teaching and learning practices
- Learning environments (libraries, computing facilities…)
- Organisation and management of teaching and learning
- Support to foster student achievement (*e.g.* counselling, career advice, mentoring…)
- Students' evaluation (*i.e.* programme ratings, evaluating learning experiences)
- Self-evaluation of experimentations, peer-reviewing, benchmarking of practices
- Community service and work-based programmes, development-based programmes
- Competence-based assessments

A number of factors have brought quality teaching to the forefront of higher education policies. Almost every education system has experienced substantial growth of student numbers in recent decades and the student profile has become more diverse. At the same time, higher education faces greater from students, parents, employers and taxpayers to account for their performance and demonstrate their teaching quality.

Institutions engage in fostering quality teaching essentially for the following reasons:

➢ To respond to the growing demand for meaningful and relevant teaching. Students as well as employers want to ensure that their education will lead to gainful employment and will equip them with the skills needed to evolve professionally over a lifetime.

➢ To demonstrate that they are reliable providers of good quality higher education, while operating in a complex setting, with multiple stakeholders, each with their own expectations (ministries, funding agencies, local authorities, employers…).

➢ To balance performance on teaching and learning achievements along with research performance, since even for elite, world-class universities, research performance is no longer sufficient to maintain the reputation of the institution.

➢ To more effectively compete for students against the backdrop of higher tuition fees and greater student mobility.

➢ To increase the efficiency of the teaching and learning process as funding constraints become more stringent.

Teaching quality throughout the world is also influenced by contextual shifts within the higher-education environment. Current factors influencing the quality of teaching include:

➢ the internationalisation of higher education

➢ the increasingly broadening scope of education and greater diversity of student profiles

➢ the rapid changes in technology, which can quickly make programme content and pedagogies obsolete

➢ the demand for greater civic engagement of graduates and regional development of higher education

➢ the increased pressures of global competition, economic efficiency

➢ the need to produce a skilled workforce to meet the challenges of the 21st century

New paradigms for Quality Teaching

The fundamental changes in employment over the past 50 years imply a rise in the demand for non-routine cognitive and interpersonal skills and a decline in the demand for routine cognitive and craft skills, physical labour and repetitive physical tasks (OECD, 2012). Graduates are entering a world of employment that is characterised by greater uncertainty, speed, risk, complexity and interdisciplinary working.

University education, and the mode of learning whilst at university, will need to prepare students for entry to such an environment and equip them with appropriate skills, knowledge, values and attributes to thrive in it. There is a strong drive to build and create knowledge together with an understanding of working life and reformulate the concept of knowledge in learning situations. Tighter connections with working life through different academic projects provide authentic opportunities to learn both generic and professional competencies as well as to build networks and pathways for employment after graduation.

Universities across the globe are increasingly pressed to find ways of proving their worth not only in the preparation of students, but also how they are linked to business and industry. Learning rooted in

working life could help institutions to interpret and respond pedagogically to the challenges of this environment, using other forms of teaching and learning patterns, like project-based learning.

Higher education can no longer be owned by a community of disciplinary connoisseurs who transmit knowledge to students. Both the complexity and uncertainty of society and the economy will require institutions to continuously adapt while upholding quality standards. In practice, institutions will have to learn how to best serve the student community. Students have become the focal point of the learning approach in many areas of the world.

At the same time, students appear to have become more sensitive to equality of treatment and demand to be provided with equal teaching and learning opportunities, to be assessed fairly and get the education they deserve for job and social inclusion. The expansion of higher education providers along with the diversification of student types put the issue of equity at the very centre of quality issues.

With this view of learning, the role of higher education teachers is therefore changing. In addition to being, first and foremost, a subject expert acquainted with ways to transmit knowledge, higher education teachers are now required to have effective pedagogical skills for delivering student learning outcomes. They also need to co-operate with students, colleagues from other departments, and with external stakeholders as members of a dynamic learning community.

The new teaching and learning paradigms in higher education actually imply:

➢ New relationships regarding access to teachers, and a wider range of communication and collaborative working through learning platforms

➢ Re-designing of curricula

➢ Bridging teaching and research more intensively

➢ Re-thinking of student workload and teaching load

➢ Continuous upgrading in pedagogy, use of technologies, assessment models aligned with student-centred learning

➢ Creating of innovative learning platforms

➢ Providing guidance and tutoring to students with new means and methods

➢ Assessing impacts and documenting effectiveness of the teaching delivered

As a proactive measure, many institutions have implemented specific teaching and learning strategies and have designed mechanisms and instruments to improve the quality of education. With diminishing resources and increasing competition, the challenges may seem insurmountable, but nevertheless higher education institutions can, and are, doing much to foster quality teaching and improve student learning outcomes.

Key elements to consider in fostering quality teaching

➢ The ultimate goal of quality teaching policies is to improve the quality of the learning experiences of students and – through this – the outcomes of learning. Policies and practices to foster quality teaching should therefore be guided by this ultimate goal.

➢ Teaching and learning are inherently intertwined and this necessitates a holistic approach to any development initiative.

- Sustained quality teaching policies require long-term, non-linear efforts and thus call for a permanent institutional commitment from the top-leadership of the institution.

- Definitions and conceptions of quality teaching are varied across contexts and evolve over time. They require adaptability and an empirical basis to remain useful for development. Instilling a culture of change will be key in ensuring relevance and sustainability.

- Quality teaching initiatives respond to specific objectives of an institution and could therefore be irrelevant when implemented in another institution, or in another department or school within the same institution. Ensuring the alignment of differing approaches in regard to teaching and learning and their contribution to the institutional strategy are key.

- Quality teaching policies should be designed consistently at institutional, programme and individual levels. The programme levels are the pivotal place where quality teaching is likely to flourish.

- Encouraging a quality teaching culture will consist in inter-linking the various types and levels of support so that collaboration and its likley impacts on the teaching and learning are enhanced among leaders, teachers, students, staff and other stakeholders.

- Strengthening horizontal linkages and creating synergies is a particularly effective way of supporting the development of quality teaching.

- Learning experiences can be gained in many different forms of learning environments, not to be limited to auditoriums and class-rooms. Learning happens also outside the institution and also from a distance.

- The temporal dimension counts in quality teaching: what can be done at a certain point of time cannot be done later and *vice-versa*. There are "opportunity windows" to catch.

- The environment, students' profiles and demands, job markets requirements, reputation and history of the institution are the prominent factors amongst others that influence a strategy of teaching improvement.

- There are no predetermined thresholds to be attained in quality teaching. The lack of quantitative indicators should not be a barrier to assess the impacts. Interpreting results of the impact of quality teaching initiatives is key.

- Orchestrating the implementation, setting the right pace of change, leaving room for experiments enable a steady improvement in the quality of teaching.

- Few quantitative standards can be prescribed and measured. Each institution is primarily responsible for the quality of its teaching and should set the bar internally. Comparative analysis within and across institutions is however likely to provide new benchmarks, as long as the method used is reliable and transparent.

- Quality teaching is a part of a global quality approach and of the institutional strategy and should not be isolated from the institutional quality culture.

- Incentives are more impactful than regulations and coercive stands. Ministerial authorities, funding bodies and quality assurance agencies should contribute to foster a climate for change. Robust and trustful partnership between actors is key.

- The size of an institution is irrelevant with respect to quality teaching. Small specialised polytechnics or large multi-disciplinary universities can equally improve quality teaching provided:
  - A teaching and learning framework is set and understood by the community,
  - Resources, time and provisions are provided consistently,

- Leadership is a driver for change and is clearly identified at all levels,
- Synergy of policies is sought as it serves teaching and learning improvement.

➢ Although money matters, the quality of teaching can start improving without a significant investment.

➢ Sustaining quality improvement will require prioritisation, consistent with the educational model and goals set by the institution.

➢ Quality teaching happens first in the classroom. Not all teachers are innovators, and few innovations can be disseminated and sustained without an efficient organisational structure.

➢ Higher education institutions ought to cast themselves as learning organisations in order to embrace quality teaching.

Policy lever 1. Raising awareness of quality teaching

Challenges

Quality teaching matters but not all actors in higher education consider it a priority, understand and recognise what constitutes quality teaching, or are willing and able to play a role in ensuring it takes place in their institutions. Institutions play the key role in fostering quality teaching: national regulations rarely require or prompt academics to be trained in pedagogy or to upgrade their educational competences over their professional life span.

Emphasis on research performance – for both institutions and individual academics – has traditionally overshadowed teaching and learning for students in many countries. Some institutional decision-making bodies might consider it almost incidental to the mission of higher education or may not have realised that their institutional policies send that message to their faculty.

Academics themselves understandably place a very high value on research and are often acutely aware of the "publish or perish" challenge that plays a large role in determining a successful career path: they may worry that time spent on teaching would undermine their capacity to compete effectively in their research field.

Yet many institutions, including major research universities, are challenged by the increasing diversity of students that has resulted from the increasing share of young people enrolling in higher education along with more mature students as well. At the same time, institutions are coming under greater public pressure to demonstrate that they are preparing their graduates for the labour market and to show what value students will get in return for the cost of their education – whether paid for by the student or the taxpayer.

Many institutional leaders are reconsidering how to manage the balance in fulfilling their teaching and research missions and how to raise the quality of teaching and learning they deliver. Yet top-down initiatives may encounter resistance from faculty that perceive it as an encroachment of academic freedom and care is needed to find the right balance between institutional leadership and managerial intrusion.

Despite some resistance, much improvement has been achieved. Faculty have increasingly sought to strengthen the relevance of their programmes to societal and economic needs, and have become more willing to re-visit their role to strengthen the students' learning and their future employability. Many explore alternative pedagogies or adapt student-support to varied student profiles.

Looking across countries, there is a common trend towards institutions adopting more strategic approaches to their development. Many institutions have established explicit strategic objectives (sometimes prompted by contractual agreements with funding agencies) – that focus their mission, streamline their activities and guide their operational planning. These strategic objectives can also be used to signal an institutional commitment to fostering quality teaching and provide an anchor for developing a coherent set of initiatives – at institution, department, school or programme level – and monitoring progress towards better results.

Pointers for policies and practices

Prioritise quality teaching as a strategic objective

➢ Set quality teaching as a strategic objective for the institution to signal the institution's commitment to fostering continuous improvement in teaching.

Establish a teaching and learning framework

➢ Develop an institution-wide framework for teaching and learning that reflects the mission, values and specialties of the institution and defines the objectives of teaching and the expected learning outcomes for students.

➢ Ensure that all specific teaching and learning frameworks at department, school or programme level are consistent with the institution-wide framework.

➢ Engage the whole community (full time faculty and part-timers, researchers and teaching-only faculty), and include students viewpoints in the development of these frameworks, to ensure a broadly shared understanding of quality.

➢ Align the teaching and learning process as well as student assessment to the teaching and learning framework.

Promote quality teaching within and outside the institution

➢ Explore every opportunity to foster discussions on quality teaching, for instance as part of programme (re-)accreditation, institutional audits, publication of international rankings, appointment of new university leaders, implementation of national reforms.

➢ Use various avenues and contexts (e.g., mission statement, institutional policies such as promotion and salary augmentation, support for institutional and national teaching awards, etc.) to convey to the academic community explicitly that teaching is important and valued.

➢ Advocate quality teaching nationally or regionally, and invite decision-makers to place support for teaching and learning high on their political agenda.

➢ Engage in national, regional and international networks to share best practices in quality teaching and hold national or regional events (conferences) giving exposure to institutional achievements on quality teaching.

Strengthen links between teaching and research

➢ Explore how the research activities of the institution affect the policies supporting teaching and learning (e.g., in terms of learning environment, curriculum design, students assessment).

➢ Provide support for faculty involved in fostering quality teaching so that their engagement does not undermine their careers as researchers.

➢ Build research capacity through the promotion of research-teaching linkages, such as:
  ▪ Demonstration of how research informs teaching
  ▪ Engagement in research-inspired teaching
  ▪ Development of undergraduate students' research-skills

➢ Engage undergraduate students in carrying out research as part of the teaching and learning strategy and encourage and support undergraduate students to publish their research.

➢ Cross-fertilise professional development for teaching *and* research so as to increase mutual learning. Avoid distinctive professional development paths.

Examples

Catholic University of Portugal – Center of Porto, Portugal: A university-wide teaching-learning approach

Since 2008, quality teaching has become a strategic priority for UCP. After a lengthy participative process including a thorough self-assessment of the university's strengths and weaknesses, a strategic plan for the period of 2009-2013 has been agreed upon. The first strategic axis stipulates UCP aims at becoming "a university of teaching and learning of recognised quality", which stipulates the following specific goals:

➤ Monitor and improve quality levels through the coordination mechanisms for peer review and diagnosis of student satisfaction (questionnaires and other means that may be relevant),

➤ Ensure the acquisition by all students' specific skills and general skills, among which we highlight a solid inscribed in humanist and Christian tradition, these skills can sustain performance profiles ethically grounded, critical, creative, enterprising and committed to community development.

➤ Ensure high levels of pedagogical innovation, particularly through the start-up projects with significant impact in most of the teachers and students of this level of education;

➤ Strengthen tutoring based on personalization, the demand and success of student learning,

➤ Provide all students in all courses and all courses by the beginning of the academic year 2010/11, devices support online through the new tool of e-learning, "Campus On-line" with clear effects on levels of student satisfaction (to be revised in the annual survey),

➤ Develop and implement a Skills Development Plan teaching of teachers (e.g., linking objectives, strategies and pedagogical evaluation, coordination of teaching in attendance and technological contexts).

In the framework of the new strategic plan, the internal quality system of the university (Sistema de Garantia Interna de Qualidade – SIGIQ) has been furthermore established with a high relevance from a quality teaching perspective, being responsible for:

➤ Launching an internal consultation with the academic community on the educational questionnaires in place at UCP so as to improve their relevance for the improvement of quality in curriculum planning, teaching and assessment.

➤ Fostering capacity building among the academic staff through a range of various programs such as conferences with experts, workshops on practical applications and case studies, the creation of communities of practice for the development of teaching materials and for experimentation in the organisation of education, discussions with students and the academic community on teaching and studying practices, on orientation of students, tutoring and mentoring, curriculum development and pedagogical coordination, the use of the Blackboard system and other ICTs.

➤ Drawing upon external evaluations and consultancy for promoting quality teaching.

➤ Fostering the use of internal evaluation and prompting institutional research in pedagogical models and conceptions of teaching and learning.

➤ Developing policies on recognition and reward of innovative and effective teaching.

Université Laval, Canada: Rewarding Excellence in Teaching for the benefit of all

Each year Université Laval organises the University Awards for Excellence in Teaching. Faculty members are honoured for their exceptional teaching practices or for the production of high quality educational material.

The Academic and International Activities Vice-Rector is responsible for this contest with the support of the Teaching and Learning Services. The selection committees are composed of the Academic and International Activities Associate Vice-Rector, representatives of Faculty members and students from first, second and third cycle.

For the production of educational material, the University wishes to encourage and reward teachers for the quality of distance learning courses, didactic books and digital material. With this section of the contest, the University highlights that the exceptional quality of educational material is likely to generate a significant impact on learning. Each winner receives a certificate of achievement, a work of art, and a $ 2 000 development fund grant for teaching.

For the component Teaching Practices, the Career Award is presented to teachers with over 20 years of experience and celebrates their career achievements with a certificate of honor, a work of art and a development fund grant of CAN$ 10 000. The Award for Distinctive Teaching is granted to tenured professors, sessional lecturers and other teaching staff who receive a development fund grant of CAN$ 4 000. Recipients of the Graduate Studies Mentoring Award receive a certificate of honor, a work of art and a $ 2 000 development fund grant.

Since 2006, the number of applications is constantly increasing and several recipients also won other prizes like the Prix de la ministre de l'Éducation, du Loisir et du Sport or the *Prix 3M pour l'excellence en enseignement*.

The perceptible impacts of the University Awards are the following:

 ➢ In addition to the recognition of individual talent, the awards are an institutional tool to serve the quality of education at Université Laval.

 ➢ Their strength and reputation result from a joint effort by the promoters of the contest.

 ➢ The quality levels required to applicants are very high and reflect the University will to drive all the proposals to the highest standards of quality.

 ➢ The financial effort and the solemnity of the awards ceremony reflect the commitment of the University.

 ➢ The involvement of deans and heads of department demonstrates emulation across faculty members conducive to strengthening a collective culture of quality and a sense of institutional ownership.

 ➢ The interest among students in the prizes reflects a deep understanding of the link between teaching quality and learning outcomes.

The awards have valued teamwork within an academic community and show that, as with research that requires collaboration of individuals, collective work also plays an essential role in the quality of education. Awards for teaching excellence have gradually gained recognition of the same value as those of research.

Policy lever 2. Developing excellent teachers

Challenges

The expansion of higher education, increased emphasis on students' learning outcomes and the advent of new pedagogical approaches – and new pedagogical opportunities afforded by technology -- all point to the need for a new profile for teachers in higher education that includes pedagogical competencies.

Teachers are also more often expected to be engaged and proficient in curriculum design, project based-learning, new forms of peer and group assessments, fundraising and regional networking, as well as more conventional class teaching. Multidisciplinary collaborations, international programmes and the integration of new technologies all add further complexity of the teaching task.

Some institutions have tried to address these needs by recruiting experienced practitioners working in the corporate world or public services. But while these individuals are experts in their field, familiar with the technology needs of their profession and often bring managerial skills, their pedagogical expertise may be as limited, or even more so, than faculty with extensive teaching experience.

Whether teachers have spent their careers in academia or have extensive experience as practitioners, the key challenge for quality teaching is to develop subject-specific experts into excellent teachers.

There is evidence that participation and engagement in professional development activities are related to the quality of student learning. "Provision of opportunities for professional learning and development, and obtaining relevant teaching qualifications, and establishing requirements that professional development and qualifications are undertaken are indicators of an institutional climate that recognises the importance of the preparation of staff for teaching" (Chalmers, 2007).

Many institutions are therefore keen to provide professional development to faculty. But the reality is that professional development for teachers is often disconnected from the educational objectives of the programmes – even though the support provided may be in response to specific requests received from faculty.

Thus a well-designed professional development programme needs to be an outcome of a collaborative reflection on the quality of teaching and learning that is aligned with university values, identity and faculty expectations. This reflection requires time, conviction, motivation and openness. It assumes that not only the individual teachers are concerned, but also deans, heads of programmes and other team leaders who are drivers of change.

This collaborative process not only provides a firm foundation for determining the pedagogical competencies that teachers need to develop and the support they will require but also helps to build collective commitment across faculty to the objective of improving teaching quality. The clarity provided will also make it easier to establish what instruments and support measures teachers actually need to produce real improvements in teaching quality.

Pointers for policies and practices

Anchor teaching in the quality culture of the institution

➢ Support the scholarship of teaching and learning as evidence of institutional commitment and contribution to the quality of teaching and learning.

➢ Promote the internal quality culture through active dissemination and make sure teachers know the teaching and learning framework they operate within and why (institution/programme/student-teacher interaction).

➢ Ensure that all initiatives to foster quality teaching involve teachers from the outset as well as deans, heads of programmes and other team leaders who are drivers of change

➢ Allow adequate time, human resources, funding and facilities to ensure that quality improvement initiatives meet the needs of teachers and foster the sense of ownership amongst the community.

➢ Develop appropriate tools to monitor teaching quality (e.g. through surveys) and ensure that these are well-designed to provide useful, constructive and timely feedback to teachers.

➢ Encourage teachers to link innovations in their teaching practice to the institutional teaching and learning goals (e.g., submissions for pedagogical innovations must demonstrate alignment with the institutional educational model).

Identify and articulate pedagogical competencies required for quality teaching

➢ Engage in a collaborative process to identify and articulate the pedagogical competencies that teachers need to deliver quality teaching and learning that reflects the institution's mission and core values.

➢ Ensure that individual teachers, along with deans, heads of programmes and other team leaders who are drivers of change are involved in defining these pedagogical competencies and any associated quality benchmarks or performance standards.

➢ Ensure that all teachers are aware of these pedagogical competencies and use them as an anchor for professional development and as a basis for assessing improvement in their teaching practice.

➢ Define a set of indicators of excellence in teaching (as well as in other areas) that the institution may use to encourage improvement, evaluate performance, and take into account in decisions concerning tenure and promotion.

Upgrade pedagogical skills through professional development

➢ Provide professional development that responds to the educational goals of the institution and fits in with its core values, reflects the pedagogical competencies required for quality teaching, and engages teachers.

➢ Assign explicit and more specific objectives to professional development (e.g., "embedding learning outcomes in assessment methods" rather than "improve teaching").

➢ Provide resources and ensure that appropriate experts are available to support the professional development of faculty (e.g., course and programme design, teaching skills and competencies required by the labour market, assessment of student learning, using technology in teaching, etc.).

- Include professional development for academic leaders (e.g., transformational leadership, community building) to strengthen their contribution to quality teaching as well as the development of the institution.

- Provide an effective venue for discussions and experience sharing on teaching and learning practices (e.g., a Learning and Teaching Centre), that is visible and valued by the academic community, either at institution, department or programme level.

- Encourage peer-evaluation, constructive feedback and coaching as ongoing practices to foster a "learning community" approach to quality teaching.

- Monitor the effectiveness of professional development through its impact on teaching quality.

- Adapt professional development to different places and paces according to the mission of the institution, its programme specialities and niches.

- Tailor professional development within the institution-wide teaching and learning framework, to meet the needs of specific groups, for instance:
    - Adjunct-faculty, as occasional teachers, may need to further assimilate the broader educational goals of the institution.
    - Newly-recruited faculty might need to receive initial training, either before commencing teaching or during the first year. They could also benefit from being assigned a teaching mentor.
    - Full-time faculty might need support to manage changing workloads and student mix.

Support inspired teaching

- Identify champions of teaching excellence, examine what makes their teaching excellent, publicise their accomplishments and use them as role models for others.

- Broaden the scope of teaching excellence to include heads of departments, programme leaders and team leaders, who are able to inspire and motivate their peers to improve their teaching.

- Promote the scholarship of pedagogy in higher education and encourage its development as an academic discipline.

- Promote the diffusion of excellent practices via a wide range of tools (discussions, tutorials, toolkits…)

Example

Cape Peninsula University of Technology, South Africa: Curriculum officers as change agents

The Cape Peninsula University of Technology has implemented the Curriculum Officer project with a view to transforming curriculum, teaching, learning and assessment practices at the university. The project aims to empower academic staff members, nominated by their faculties, to improve teaching and learning practices within their respective faculties and academic departments.

In 2009 eight mainstream lecturers with a track record of curriculum work from three faculties, namely Engineering, Science and Business, were appointed Curriculum Officers (COs). Curriculum Officers are required to perform the following duties in their respective faculties and departments:

- Lead curriculum development initiatives and design new qualifications in response to various national imperatives.

- ➢ Research educational practices and promote educational scholarship in their departments by attending national conferences and by publishing journal articles in educational journals.

- ➢ Design and deliver a professional development programme for their department on issues related to curriculum, teaching, learning and assessment.

- ➢ Engage COs in their own professional development activities, as well as with other COs and staff from the CPUT Fundani Centre for Higher Education Development.

- ➢ Work with the relevant Head of Departments, Faculty Executive and other Faculty COs to co-ordinate curriculum development activities across the Faculty.

Due to the success of the project further COs were appointed, and by 2011 more than forty COs were operating in all six faculties at CPUT. Curriculum Officers from the six faculties meet once a month jointly in the Curriculum Officer Forum (CO Forum) managed by the CPUT Fundani Centre for Higher Education Development.

Policy lever 3. Engaging students

Challenges

Students' capacity to leverage quality is immense provided students are given the right tools at the time and clarity on the objectives of their engagement. Student engagement can take different forms (on platforms, on boards, broad student satisfaction surveys, "instant feedback" techniques etc).

Student engagement is most powerful as a driver of quality teaching when it involves *dialogue*, and not only information on the student's experience. As students are the intended beneficiaries of quality teaching, they are able to provide crucial "customer feedback" not only on what works well but also on what they would like to be done differently and how.

However obtaining constructive feedback from students is not a straightforward initiative. Students may be reluctant to take up such a role and they may be dubious about the added-value of their contributions and believe that their views will be ignored. These concerns may be compounded if it is difficult for them to see evidence of action as a result of the various evaluations they participate in. It is therefore crucial to render students' evaluations meaningful to them if they are to be useful to the institution in promoting teaching quality.

Some students may underestimate the constraints that institutions face and expect unrealistic changes. Others may be inclined to approach evaluation as a political issue and take a more obstructive than constructive attitude to it.

From their side, the academic community might be hesitant to entrust students with a role in contributing to or critiquing academic-related matters, not least because of concerns about the reliability and fairness of some instruments for gathering student feedback. In some settings, academics might also be concerned that some students might use evaluation of their teachers as a bargaining chip, for example, to seek a higher assessment grade.

Despites these obstacles, it is worth recalling that students everywhere in the world are continuously making their own assessments of their teaching and learning experience, whether or not they have a channel through which to express them. Such insights provide an extremely valuable input to the process of improving quality teaching, but only if collected and analysed in an appropriate way.

Indeed more rigorous approaches developed within the institution may provide an important counterbalance to the websites and social media channels that have sprung up for students to express views on their teachers.

Distinction should be made between two types of student engagement: *formal representation* (e.g., serving on advisory committees or decision-making bodies) and *participation* in educational changes. The role to which students are entitled depends very much on the national context and institutional practices.

Yet even in countries where students are legally recognised as powerful and legitimate actors – and certainly elsewhere – the contribution that students can make to enhancing quality teaching depends on the institution's willingness and capacity to involve them. Some deans or programmes leaders are champions in involving students in quality improvement.

Pointers for policies and practices

Give students a clear role in fostering quality teaching

➢ Recognise the potential for students to play an active and constructive role in fostering quality teaching.

➢ Build up trust between faculty and students by making the objectives of their role explicit and effective.

➢ Involve students in developing the teaching and learning framework and ensure that it incorporates what quality teaching means for them.

➢ Assign a responsible role to students in the implementation and evaluation of quality teaching and learning.

➢ Develop the capacity of student bodies to become reliable partners when consulted on teaching matters or when serving as representatives on relevant committees.

➢ Establish an internal forum open to all students to share and discuss the teaching and learning strategies, at the appropriate levels (programme, department and institution).

➢ Pay attention to varied student viewpoints according to their status and seniority (e.g., freshmen react differently from doctoral students but their views are worth considering).

➢ Reward students who play an active role in fostering quality teaching (e.g., extra credits).

Develop reliable instruments and techniques for gathering and using student feedback

➢ Draw on relevant expertise to design instruments for collecting student feedback and develop guidelines to assist faculty in indentifying what instruments are best suited to which circumstances and for which purpose.

➢ Seek to improve the mechanisms for ensuring that feedback from students is acted upon.

➢ Provide professional development for teachers to learn how to use student feedback most effectively to improve their teaching practice.

➢ Promote a culture of ongoing dialogue between teachers and students in collaboration for improving quality teaching and learning.

➢ Provide incentives for programmes that implement methods to engage students in relevant and active learning (e.g., new curriculum, project-based learning, new methodologies, active learning classes, cooperative programmes, etc.).

➢ Monitor results that arise from student evaluations and inform staff and students about the actions taken or the reason why action was not appropriate.

Examples

The State University of Campinas (UNICAMP), Brazil: Entrusting students with teaching responsibilities

The PAD (undergraduate teaching assistantships) and PED (graduate teaching assistantships) are programmes that train students as teaching assistants and provide scholarships for them.

A call for students interested in participating in the programme stipulates the requirements regarding their academic performance. The students are selected according to their overall performance as well as the grade in the discipline they are interested in covering.

A supervising faculty member is designated for each course in which a graduate student (PED) collaborates. The faculty member and the graduate student must submit a teaching project to a committee hosted in the university's Central Graduate Commission. If approved, the scholarship may last from five months to one year. After completion of the term the students draft a report with the supervisor.

The undergraduate teaching assistants (PADs) receive a scholarship for four-and-a-half months. An assigned faculty member monitors their performance and they are evaluated on the basis of student feedback (through the formal course rating process) as well as the reflective paper they must submit at the end of the term.

A one-day orientation and three half-day seminars give candidates an overview of the general skills they require (public speaking, pedagogy, evaluation, safety and so on). Both programmes also have many volunteers taking part who do not have a scholarship, which shows that students see the programmes as adding value. The range of responsibilities a teaching assistant is given varies depending on their status. Undergraduate students only assist professors; they do not teach or mark exams.

Graduate student assistants can, typically, teach up to 25% of a course in the presence of the supervising professor, but do not evaluate students. Depending on the level of teaching assistants, they can teach up to 100% of the course although a supervising faculty member remains ultimately responsible for the course. The teaching assistants are under constant evaluation and they and faculty members meet regularly to discuss the work and ensure the excellence in teaching required by the university.

Currently, the PAD and the PED programmes offer around 400 and 600 scholarships per semester, respectively. As the university takes in around 12,000 undergraduate and 12,000 graduate students, an estimated 50% to 70% of enrolled students have a chance to participate in a PAD or PED initiative over a period of 4 to 5 years. The university's total budget for these programmes was US$2.2 million in 2010.

Overall, the teaching assistant programmes have several advantages:

- They provide additional teaching resources to enhance the quality of learning for all students.

- Students selected to serve as teaching assistants receive a one-day orientation and three half-day seminars about their role and responsibilities. Although this is short, it is a formal introduction to a key role that is not often offered in university curricula.

- For graduate teaching assistants, participation in classroom and teaching activities provides good training. This training has been proven to give teaching assistants an advantage later on in their careers when they apply for positions in academic institutions.

- The scholarships provide monetary remuneration and serve as financial assistance to the recipients.

- Finally, the programmes offer undergraduate and graduate students the opportunity to study their subject more in depth so that they can teach it to others.

University of Tartu, Estonia: Students feedback as a quality driver

Development of higher education in Estonia has been driven by a national 5-year program, "Primus", which has funded significantly quality enhancement activities throughout the nation since 2008. The funding instruments have been designed to help the universities to cope with the rapid changes in society through support to educational development, pedagogical research, scholarship of teaching and learning etc. At the same time, the academic community - all independent thinkers – have needed strong reasoning and motivation to be ready to support the rapid changes in organisational culture towards the outcome-based teaching and learning.

Managements of well-established research-based universities have had to struggle to find the most efficient scenarios to foster the changes in the way academics think about the teaching and learning. The University of Tartu has chosen to put emphasis on using the students and graduates voice to drive the changes. The university has assumed that the lecturers and researchers care about the success of their students.

The University have demonstrated that using students and graduates feedback as a significant instrument for continuous improvement of the teaching process is the best way to support that success.

This approach has comprised the following actions:
1. Using evidence, based on quantitative and qualitative research,
2. Show that the student feedback to courses and curricula is dominantly objective and reliable.
3. Publicise widely the success stories about lecturers using students' feedback for improvement of the learning process.
4. Drive the student associations to focus their main attention on the quality in teaching and learning. They were required to become the champions of–and buy in to- the process.
5. Now start using the students' feedback as a significant input for management decisions.

Among various impacts, the students are capable of developing their ability to reflect on their own performance in their studies as well as in their further career.

Policy lever 4. Building organisation for change and teaching leadership

Challenges

Change is conducive to improved quality teaching and learning only to the extent that an appropriate internal organisational support is in place. Institutions are complex adaptive systems and there is no single pathway to make change happen and achieve real improvements in teaching quality. Moreover, effective change is typically driven by a combination of top-down and bottom-up initiatives that changes and evolves over time.

Anyone in an institution can act as a change agent (leaders, faculty, students, support staff) provided they understand the process of change and are committed to the vision underpinning the strategic objective of raising teaching quality. A good understanding and appreciation of the role of change agents across the institution, based on a mutual respect for the role each plays (from leadership on institutional policies to innovation in faculty teaching practice), is crucial for the success of reforms and building a quality culture.

There can be tensions between institution leaders seeking to change the culture of the institution through centralised steering and the collegial culture that reflects the discipline-specific features of academia. If connections have not already been build between the two approaches, then these tensions will slow the progress that can be made on fostering quality teaching. Indeed, when strategies are implemented from the centre in a top-down approach, with little or no engagement from departments, faculty within departments tend to ignore them (Gibb, 2010).

Another challenge can arise from confusion between provisions designed to *manage* teaching and learning and those for the *development and improvement* of teaching and learning. Systems for the effective management of teaching and learning (e.g., running electronic learning management systems, managing accreditation procedures, organising programme supervisions) play an important administrative role but they are not designed to be used to for development or improvement of teaching and learning.

Above all effective leadership is crucial to quality improvement. Institutional leadership and decision-making bodies have a fundamental role to play in shaping the institution's quality culture. They are often the initiators of quality teaching initiatives and their approach directly affects the outcome of these initiatives.

Effective leadership is more difficult if it is not coupled with organisational provisions like a specific unit to support quality teaching and learning and to ensure that leadership initiatives are followed through and that the institution's conceptual approach to teaching quality are reconciled with practical realities across disciplines, programmes and departments or schools.

Pointers for policies and practices

Map the distribution of responsibilities in teaching and learning

- ➢ Identify who is in a position of authority to effect significant strategic change and enforce institution-wide policies with respect to teaching and learning

- Clarify the ownership of pedagogical development and develop a clear-cut understanding of these responsibilities at departmental or school level.
- Identify who is capable of successfully implementing reforms within and across departments either because of their position of authority or because of the respect of their colleagues and seek to strengthen their commitment to improving quality teaching.

Foster leadership on quality teaching

- Assign institutional leaders, heads of departments, programme leaders and directors of supporting services explicit responsibilities for fostering quality teaching and learning.
- Ensure that leadership responsibilities are matched with the resources and the tools needed to deliver results.
- Create an environment where everyone (teacher, student, support staff, etc.) operates within a clearly identifiable leadership structure (e.g. programme leaders).
- Foster effective leadership competencies at all levels within the institution.
- Provide attractive career paths for those taking on leadership responsibilities and ensure appropriate compensation (e.g. financial support, career upgrading, diminished teaching load…).

Ensure consistent implementation of institutional teaching and learning strategy

- Ensure that the institution's teaching and learning framework can be easily adapted by each faculty member to reflect their values, ethos and modus operandi and then applied in their own teaching practice.
- Monitor progress in implementing the teaching and learning framework across each level of the institution and regularly report results to heads of departments, deans, programme leaders and institution leaders.
- Develop appropriate platforms for sharing experience and initiatives across the institution.

Establish a specific unit to support teaching and learning

- Establish a specific unit dedicated to quality teaching (e.g. a Teaching and Learning Development Unit) to explain, advocate and support the strategic objective of teaching quality and the effective implementation of the institution's teaching and learning framework.
- Ensure the unit has a clear mandate, well-defined responsibilities and reporting arrangements, and the resources to carry out them out.
- Ensure that the unit is located in the most effective position with the institution to be able to carry out its role effectively, given the institution's context and culture and use the unit to strengthen connections between institutional leaders and departments, schools and programmes.

Entrust the specific unit with wider responsibilities

- Combine research and service-type activities so the unit can offer technical assistance *and* conceptual reflection and support on teaching and learning strategies, based on a robust evidence base and solid understanding of the literature.

- Develop institutional research on teaching and learning to enable the unit to provide pedagogical resources, disseminate best practices in teaching and learning, and offer professional development opportunities.

- Involve the unit in providing a bridge between teaching and learning and the institution's support services (HR, property management, security management, financial affairs…) to ensure these services are well-aligned with the institution's teaching and learning framework.

- Involve different departments and disciplines in the unit's work, to incorporate diverse experience of teaching and learning and ground operational support on wide-ranging experience and understanding of discipline-specific considerations.

- Stimulate research on teaching and learning improvements and publish outputs nationally and internationally.

Example

The Universitat Oberta de Catalunya (UOC), Spain: distribution of responsibilities

As an online university, UOC courses are open to the world, providing flexibility of time and place. Teaching at UOC is carried out by a combination of full-time and part-time faculty with strong and continuous support provided by tutors.

- Full-time faculty, part-time faculty, and other professionals prepare content for UOC. Subject study plans define work methodologies and assessment criteria. Materials are multi-format (printed, web, CD-ROM) interactive, and accessible and they are adapted accordingly to each program and to the student's profile.

- Under UOC's Academic Model, the teaching function is clearly defined. Full-time faculty carry out an important role as Course Lead Faculty. They are in charge of the planning, review , improvement, monitoring and coordination of course-related developmental activities, making decisions regarding the structure, methodology, dynamics, etc., and overseeing all the elements that are part of these activities, including the selection of collaborating faculty or "counsellors" (associate professors) and learning materials and resources. UOC currently has at least 200 full-time faculty carrying out this role. From the perspective of students, CLFs coordinate teaching activities, clarify any doubts and problems, support the teaching and learning function of courses and virtual classrooms under their supervision, and create the appropriate dynamics with collaborating faculty.

- Full-time faculty are supported by part-time faculty referred to at UOC as "collaborating faculty" or "counsellors", who act as facilitators of student learning, providing guidance and motivation. In order to carry out their supporting role, counsellors have knowledge regarding the specific course to which they have been assigned, and are familiar with the peculiarities and demands of online learning to facilitate the necessary student knowledge and skill acquisition. There are currently over 2,000 part-time faculty engaged in this role.

- Department Directors and Programme Directors lead the way in terms of curriculum development. On a periodic and systematic basis, Programme Directors meet with teams of full-time faculty from the relevant department to review, assess, and determine the necessary improvements for courses and programs. In the process, these teams involve and engage part-time faculty, or collaborating faculty, as needed.

- In addition to the important supporting role provided to students during each course, UOC has made a provision for student support throughout their entire program. This essential

supporting role is carried out by UOC tutors. A tutor is a person who provides general guidance and support to each UOC student from the beginning to the end of a program, advising in them in each important decision as the student progresses and playing a role of liaison between the student and UOC.

➢ Much like any physical campus at any other university, UOC has developed the Virtual Campus which enables students to take courses and complete full programs entirely online. UOC has developed the necessary IT backbone and services that allow any student from any location to connect, engage in, and complete his/her course.

The Virtual Library supports the learning by UOC students and gives them access to all information resources. The Catalogue and the Digital Collection include both physical-format documents - books, journals, videos, CD-ROM, CD-I, - as well as electronic and digital documents, which they can access straight from the bibliographic index. The Virtual Library also offers research and learning, bibliographical information, documentary searches, information literacy training and a range of customized services that facilitate, complement, and allow students to carry out their work easily and efficiently.

Policy lever 5. Aligning institutional policies to foster quality teaching

Challenges

The individual performance of each faculty member is a crucial factor in quality teaching. But gaining real improvements in teaching quality can be achieved more rapidly and more cost-effectively if approached as a collective effort that is underpinned by well-aligned institutional policies.

Inter-linkages between areas (disciplines, fields) and processes (lecturing, instructing, counselling…) are characteristics of institutional complexity that can be turned into levers for change and improvement in teaching quality. But stratified policies or department-wide or individual initiatives can prevent such synergies emerging. For instance, a career development policy that emphasises scientific publication may undermine institutional attempts to reward commitment to quality teaching.

Institutions should therefore seek to enhance the coherence of their policies (including those apparently peripheral to quality teaching) to ensure that they support enhancement of teaching quality. A systematic approach would ensure that the various department- or programme-wide policies are consistent with the strategic objective of quality teaching and fully compatible with the institution-wide orientation of the teaching and learning framework – while accommodating the different needs and contexts that apply to individual departments and programmes.

Five areas stand out where institutional policies may need closer alignment to support policy teaching: human resources; information and computing technology; learning environments; student support; and internationalisation.

Other elements of the policy mix are worth scrutinising (e.g. financial management, public relations and marketing, R&D management, regional/industrial partnerships for innovations…). For example, a institutional strategy to strengthen engagement in regional innovation or community development might also play a role in leveraging the quality of teaching.

Pointers for policies and practices

Strengthen coherence across policies

- Identify the fields and processes where the impact of policies can converge and be mutually reinforcing.
- Review policies regularly and systematically to detect inconsistencies across institutional policies or between policies at programme, department/school and institution levels.
- Anchor departmental or programme policies into the institution-wide teaching and learning framework and ensure the consistency across levels.
- Benchmark policy coherence with similar complex organisations (e.g., large service-sector companies employing high-skilled staff or operating in high-tech environment).

Coordinate quality teaching with human resources policies

➢ Ensure that human resources policies (recruitment, remuneration, career progression, professional development etc.) support the strategic objective of quality teaching and reflect the institution's teaching and learning framework.

➢ Incorporate pedagogical competencies in the human resources framework for evaluating performance and determining career progression.

➢ Quantify the different elements affecting faculty workload (e.g., assessment of students, on-line teaching, face-to-face tutorials, students advising, project monitoring, administrative work, professional development, corporate partnership, work-placement supervision…) and their contribution to effective teaching and learning.

➢ Adapt the remuneration package to better reflect the full range of effective teaching and learning practices (e.g. moving beyond class contact hours).

➢ Examine the correlation between teaching engagement and research activities, and identify how to manage the balance between the two in determining career paths and remuneration.

➢ Where possible and relevant, include HR staff in discussions on improvement pathways and performance-related thresholds.

Coordinate quality teaching with technology policies

➢ Explore the impacts of the introduction of technology into teaching and learning practices (e.g., on management process, learning outcomes, assessment, inter-activity, etc.).

➢ Assess the added-value of the use of technology in teaching on learning outcomes and ensure this information is provided to the institution's ICT decision-makers.

➢ Involve IT service providers in discussions with academia and students so as to better match technical aspects with educational requirements.

➢ Consider partnering with virtual universities or other providers who have demonstrated effective use of IT in teaching and learning.

➢ Support faculty to develop their IT skills and prompt them to update their knowledge and digital capability as well as informing them on the opportunities that IT can provide for enhancing teaching and learning.

Coordinate quality teaching with learning environment policies

➢ Ensure the values of the institution are reflected in the learning environments. For instance, the promotion of diversity should entail adequate premises and provisions amenable to every kind of students irrespective of their gender, origin, background…

➢ Make sure the learning environments reflect a range of teaching modes (e.g., interactive learning) and ensure that they allow for experimentation and easy adaptation to changes in teaching and learning processes.

➢ Align construction and refurbishment projects to the teaching and learning framework of the institution and involve the institution's property planners and managers in discussions on educational matters.

➢ Explore how learning environments can be made more conducive to exchange of knowledge, information and ideas *on* and *out of* campus, and encourage staff and students to interact within and across disciplines.

Coordinate quality teaching with student support policies

➢ Embed policies on student support in the teaching and learning framework (induction, accommodation, career counselling…).

➢ Identify special learner types (*e.g.* students with disabilities, deprived or at-risk students) and provide specific provisions as well as personalised study plans.

➢ Provide induction programmes to students unfamiliar with the goals and philosophy underpinning new paradigms of teaching and learning (*e.g.* how to become an active student in class).

➢ Increase institutional awareness of the learning strategies implemented in departments (e.g. learning communities, student-teacher interaction, student assignments, etc.) and ensure they are aligned with the institution's teaching and learning framework.

➢ Support the evaluation of effectiveness and efficiency of student support provisions (e.g. tutorship, counselling).

➢ Increase responsiveness to the results of surveys and programme evaluations by ensuring remedial actions are taken where needed.

Coordinate quality teaching with internationalisation policies

➢ Exploit knowledge gained by students/faculty going abroad and set ways of integrating the added-value of in-coming students/faculty on campus so as to capitalise on this experience to enhance quality teaching.

➢ Identify R&D and innovation projects that offer international teaching and learning opportunities (e.g., enrolling international interns) and ensure their co-ordination with the internationalisation policies.

➢ Engage where possible with evolving processes of international quality assurance and external reviews, including subject benchmarking and benchmark the quality of joint programmes internationally.

Examples

Laurea University of Applied Sciences, Finland: A university-wide pedagogical model

The *Learning by Developing* action model is based on a development project that is genuinely rooted in the world of work, which aims to produce new practices and competences and demands collaboration between lecturers, students and experts from the world of work in order to progress. At a university of applied sciences, it is essential that the creation of new knowledge and understanding also become explicit as skills in doing. The professionally oriented university of applied sciences aims to develop the kinds of competence that transcend the traditional dichotomy between the vocational and the scientific. Graduates possess competence in professional doing and scientific knowing, where the scientific describes, explains and justifies the professional and allows for the generation of new expertise. Being based on an authentic development project, *Learning by Developing* as an action model, also outlines the nature of research at a university of applied sciences. Thus, universities of applied sciences can be seen as higher education institutions that produce added value.

At Laurea, the *Learning by Developing* model (LbD) which involves the collaboration of lecturers, students, and professionals, forms the core for the university's pedagogical thinking. The LbD model

involves 3 basic tasks; pedagogy, regional development and research and development. Students, staff and lecturers participate in all three tasks. The model aims at changing:

➢ The role of the teacher to be more as a colleague, co-learner, coach and development partner.

➢ The role of the student to be a junior colleague and equal cooperation partner with the teacher and the working life representatives which are also part of the learning processes.

➢ The learning environments so that they better meet the challenges of this pedagogical model where traditional lectures with a teacher speaking in front of a traditional classroom are no longer the prevailing model. Teachers instead act like in modern team offices with good access to knowledge and information sources and other modern equipment needed.

➢ The type of leadership which becomes a shared transformational and visionary leadership.

The pedagogical model embed the internationalisation strategy of the university as Laurea University enriches its area of operation with international networks, Research and Development programs and top-level expertise, thus promoting internationalisation in the larger Helsinki metropolitan area.

University of Auckland, New Zealand: Building a university-wide e-learning capacity

Responding to the challenge of providing a high quality learning experience in an increasingly digital environment requires local contextualized approaches as well as institution-wide initiatives. At the University of Auckland much of the responsibility for building e-learning capacity and capability lies with the Centre for Academic Development. Staff within this Centre provide a range of development opportunities for staff which range from an extensive generic IT Literacy Programme covering basic IT skills and progressing to the use of web 2.0 tools in learning and teaching, to working in partnership with faculty to embed best practice models of learning design within disciplinary domains. The blend of training to close the skills gap between the potential of technology and the IT capabilities of staff and the pedagogical partnerships between e-learning experts and subject experts makes a significant contribution to the institutional goal of providing a high quality learning experience for all students.

The University has recognized the importance of the status of e-learning experts, with the Learning Design group comprising research active academics. The Learning Design process is an iterative, research informed process of design, development and testing and modifying according to student response and feedback. Building institutional e-learning capacity requires that the development opportunities lead to sustainable change. To this end the CAD e-learning team has also been building tools to support staff in their online module development abilities. One such tool is *Coursebuilder* which is software based on templates devised by Learning Designers and academics to meet the learning needs of 21st century students across a broad range of disciplines. Examples of modules designed and developed using the above strategies are showcased on the CAD website (http://www.cad.auckland.ac.nz).

Enabling staff to use technology effectively in learning and teaching requires institution wide partnerships to flourish. To this end, strong collaborations are being developed between CAD and other central services such as the Library to develop online resources such as *Referencite*, the official University of Auckland academic referencing resource available to all students and staff (http://www.cite.auckland.ac.nz). A good example of CAD, the Library and a Faculty working together to enhance student learning outcomes is an online business information skills module which enables students to learn about information literacy aligned with their discipline as they engage with business information assignments (http://www.flexiblelearning.auckland.ac.nz/business_information_skills).

Policy lever 6. Highlighting innovation as a driver for change

Challenges

Innovation can be one of the main drivers of quality teaching improvement when supported at institutional level. Innovations in teaching and learning can be spurred by a number of factors. Research and development stimulates the search for creative solutions for problems and challenges at various levels and promote new forms of student learning by problem-solving. Pressure from employers and students (including an increasing proportion of lifelong learners) to deliver learning outcomes more relevant to corporate and societal demands, including skills such as critical thinking, self-management, teamwork and communications, as well as technical or discipline-specific skills.

Internationalisation can be a powerful driver to spur change and innovation in teaching and learning practices by providing exposure to new and different practices. It can also help institutions to think outside the box in response to new challenges. Preventing student drop-out and attracting disengaged or at-risk students can also lead teachers to innovate in order to better adapt to students' needs.

Innovative teaching is often the response to specific situations (e.g. changing student profiles, new job opportunities to fulfil) and can involve the content of the programmes offered, pedagogy, student support, student assessment and/or the learning environment.

Innovation typically requires experimentation with alternative pedagogical approaches and alternative teaching practices that mostly occur at the programme or class level. Scaling up successful innovations and ensuring they become common practice requires appropriate provisions and managerial capacities. Other innovations may, by their nature, require concerted action on a larger scale from the outset.

Innovation in teaching and learning practices can also present institutions with some risks. Being in continuous change mode may lead to uncertainty about the quality and identity of the institution. Going too far in innovation may not only frighten potential students and faculty but also make higher education less accessible (e.g. high-end technology is not universally available and that can disadvantage some students).

Significant innovations need careful pre-implementation scrutiny and ongoing monitoring for unexpected drawbacks. Some innovations may also have unintended or unexpected repercussions elsewhere or may falter if changes to other policies and practices are not made. The institution should also pay careful attention to the evaluation of innovative practices and monitor the broader impact of innovation on teaching and learning outcomes.

Pointers for policies and practices

Encourage teachers and students to be active innovators

➢ Encourage experimentation and innovation in teaching practices, while recognising that experiments that fail are also important learning opportunities.

➢ Foster exploratory approaches and incremental changes, including pilot testing and careful evaluation of innovative teaching methods.

- Involve students in the design, implementation and evaluation of innovative teaching and learning experiments.

- Open up programme design, implementation and evaluation to external stakeholders, such as employers and local communities, *via* project-based learning or work-placement.

- Instil a research mindset at every level as it brings about fundamental changes in the way education is delivered: research-minded students are more used to engaging in critique, challenging tradition and contradicting existing academic practice.

- Encourage collaborative innovation across the institution, including through multi-disciplinary programmes, and support team approaches to innovative teaching and learning.

- Adapt the evaluation of teachers' performance to encourage and reward innovation appropriately.

Strengthen institutions as "learning organisations"

- Deepen capacity to diagnose teaching and learning situations, anticipate challenges (e.g. through institutional research), pinpoint the institution's most critical issues, and identify internal and external factors conducive to, or inhibiting innovation. Undertake meta-evaluation to identify predominant and recurring issues.

- Promote a climate of continuous reflection on the relevance and effectiveness of the educational offering and question beliefs and mindsets, values, traditions and habits underpinning educational practices.

- Sustain collaborative learning about quality improvements of innovations, learn from failures and engage reflection on the scope and potential pitfalls of scaling-up the innovation.

- Foster an open-oriented approach towards innovations in teaching and learning practices, by encouraging communication networks across faculty and disciplines, as well as with other institutions, partnerships and agencies, domestically and internationally.

- Encourage the use of assessment *for* learning (formative assessment) as well as assessment *of* learning in evaluating the impact of innovative practices.

- Ensure that administrative and technical staff are also involved in the design and implementation of innovative practices and value their perspectives on effectiveness of teaching and learning.

Embed support for innovation in other institutional policies

- Monitor innovations in teaching and learning taking place across the institution to ensure that they are consistent with the institution's overall strategic development, to identify recurring obstacles and to detect situations of "innovation fatigue".

- Develop frameworks or guidelines to foster innovation in teaching while managing the risks and taking into account human engagement and organisational culture. These could be added to the teaching and learning frameworks adopted at institution and department, school or programme level.

- Provide knowledge sharing platforms and other instruments to share good practice on developing and evaluating innovations, follow up experiments, capitalise on innovative practices and promote their dissemination.

- Include innovation in teaching and learning in quality assurance systems and emphasise the role of quality assurance to support continuous improvement of teaching and learning.

> ➤ Collaborate with external quality assurance systems to integrate innovative features and assess their impacts accordingly.

Examples

Veracruzana University, Mexico: Fostering innovative teaching practices

Since 1999 the Veracruzana University undertook the implementation in all degree programs of a new educational model: "Comprehensive and Flexible Educational Model" designed by academics at the institution and guided by the World Declaration for the 21st Century. This model aims at comprehensive training and lifelong education and consists of a gradual paradigm shift of education focused on teaching and the teacher, to education focused on learning, and the student. It has as its common features the transversatility of the curriculum within the axes of integral training: theoretical, heuristic and axiological, and the flexibility of time and space and content based on the functioning of the institutional system to support training tutorials as well as provide a flexible path. The curricula are designed for this model with the focus on the integrated skills approach, in a curriculum guide built for this purpose (www.uv.mx/dgda/meif/index.html).

By 2010 99% of undergraduate educational programs were operating in the comprehensive and flexible educational model. In order to emphasise the impacts of the educational model and embed a larger groups of teachers, the Project AULA emerged, as a strategy to foster innovation in teaching practices.
As part of the academic transformation of the University, the Project AULA is based on the transformation of teaching incorporating three areas: complex thinking skills, research-innovation, and information technology through instructional design strategies and field research. All academics have been gradually incorporated into this project through learning communities facilitated by academics. In 2011, more than 800 teachers had been involved thus providing the foundations for a wider and continuous faculty engagement. The teacher's role is required to be changed to encourage the student to develop independent learning skills, recognizing that job performance requires that subjects are in a continuous learning process, updating and mastering new skills, knowledge and attitudes (www.uv.mx/proyecto-aula/).

Turku University of Applied Sciences (TUAS), Finland: Innovation pedagogy

The concept of Innovation pedagogy was first born in the multidisciplinary faculty of technology, environment and business in Turku University of Applied Sciences. Later it was chosen as the official pedagogical approach mentioned in the strategy of TUAS and now it is followed in all the six faculties of the university.

One of the duties given to universities of applied sciences in Finland is to support regional development which today means supporting development of innovations as well. The university's different research and development projects aim to contribute to the creation of welfare in the surrounding community.

The aim of innovation pedagogy is to make sure that regardless of the study program or line of study all the graduates have in addition to the disciplinary specific competencies also received innovation competencies. This way we want to make sure that they are able to participate in the different innovation processes in their future working life possessions and possibly start creating innovations already during their studies.

Innovation pedagogy builds on solid connections and co-operation between education, research & development and working life. The main idea is to give our students opportunities to work project

based and independently and this way teach them to define their goals and ways to achieve these goals themselves. Encouraging, international and tolerant environment which supports diversity and provides possibilities to work in gross disciplinary teams and connect with others to build networks is a prerequisite for innovation pedagogy. The curricula must be flexible in order to make it possible for the students to make personal choices.

To achieve these goals and to be able to deliver education according to the principles of innovation pedagogy sets requirements also to the faculty. New methods in teaching are needed to boost the individual thinking and innovative ideas among students.

University of Lausanne, Switzerland: Using a Teaching Innovation Fund to foster quality teaching

The University of Lausanne, Switzerland, launched its Teaching Innovation Fund (TIF) in 2007 in order to achieve two objectives:
- Helping individual teachers develop through applied research projects on teaching and learning
- Fostering institutional change with regards to teaching and learning practices

The TIF consists of a fixed sum of money (up to EUR 25'000) that teachers can apply for in order to change something in their teaching. Funds can be used over one calendar year to hire staff to help on some specific aspect of teaching with or without the use of educational technology.

A large part of the programme is the support provided by the Centre for Teaching and Learning (CTL) and faculty-based Pedagogical Engineers (PE). In order for project leaders to develop through the implementation of their project, they are coached from the day they express the wish to submit a project, all the way through the implementation of the project, and during the evaluation and dissemination phase that comes at the end of the project.

Projects have to be both permanent and transferable, according to the objective of fostering institutional change. Therefore, the selection of projects is done by members of the university community (teachers, assistants, students) and takes into account a series of criteria, including the possibility of reproducing the project in a faculty other than the one it originated from, and the assurance that structural measures will be put in place to render the initiative permanent in its faculty of origin.

In the period 2007-2012, 45 projects have taken shape covering aspects such as:
- Fieldwork for Master-level students in Political Science
- Crime prevention laboratory for Criminology students
- Project-based learning in Literary Theory
- Block-module for Community Health students
- Website for the pedagogical development of clinical staff
- Distance learning for students of Ancient Greek
- Computer-assisted environment for reflective learning

An evaluation of the programme took place in academic year 2011-12 and showed that both objectives identified above were well met. With regards to the objective of fostering institutional change, several projects have led to the creation of similar initiatives in other faculties (e.g., fieldwork, block courses, peer-to-peer tutoring). With regards to the objective of helping individual teachers develop, a survey of project leaders identified several aspects of the impact the programme had on them, most notably it helped them develop new knowledge and skills, raised their level of motivation towards teaching, led to new collaborations with colleagues and improved the student learning experience.

Policy lever 7. Assessing impacts

Challenges

Fostering quality teaching as with the pursuit of any objective requires a realistic assessment of the starting point – the current level of teaching quality – and a way to measure the progress made. Yet the quality of teaching in higher education is influenced by an array of factors that are both internal and external to the institutions.

Quality teaching is one element alongside others (e.g., research, innovation and social responsibility) to be evaluated in assessing the global performance of an institution, with the emphasis depending on the institution's mission and strategic objectives.

More generally, evaluating quality teaching needs to be seen within the broader institutional context, closely linked to quality assurance mechanisms and supported by the development of suitable measurement tools that are robust, reliable and meaningful.

A distinction also needs to be made between evaluating *support* for quality teaching and evaluating the quality of teaching *per se.*

The evaluation of *support* for quality teaching is widely accepted by academia. Institutions have dedicated resources to monitor the implementation of quality teaching support (*via* progress reports) and keep track of the outputs. Institutions evaluate the unfolding of the initiatives as well as the level of satisfaction of beneficiaries. Ministries, funding authorities and quality assurance bodies have also been influential in expanding the evaluation of quality teaching *support*.

Yet institutions can lag in appraising the quality of teaching *per se*. There is relatively little evidence demonstrating the impact of professional development courses or students evaluations on improving teaching and learning outcomes. This information vacuum can undermine the legitimacy of institution-wide quality teaching policies, as no tangible facts are available to demonstrate their accuracy and effectiveness. Evaluation of the quality of teachers and their teaching will remain challenging as long as stakeholders such as students and employers, and the teachers themselves, question their reliability and usefulness.

At the same time, limited use is made of the results of existing evaluations, such as student evaluations of programmes. These are widespread across higher education but often poorly connected to initiatives to improve quality or used as a lever for change.

Faculty may not see the value-added of all the different evaluations that occur on a cyclical basis in their institution and may complain of "evaluation fatigue". They may already be subject to assessment through the accreditation of programmes and institutional audits, accountability controls by national agencies, research assessments of their laboratories and peer-review of their publications. They may also be asked to contribute to stock-taking and monitoring exercises conducted by committees within their institutions or their partners or external bodies. Faculty may feel reluctant when evaluation of teaching is introduced into the mix, especially if summative and formative evaluations of teachers are not clearly distinguished and well-articulated with other evaluation processes.

Pointers for policies and practices

Embed evaluation of teaching quality within broader evaluation processes

➢ Ensure that assessments of teaching quality and evaluations of initiatives to foster quality are included in broader quality assurance processes and assessments of overall institutional performance.

➢ Articulate the inter-connections between different types of internal and external evaluations in use to promote coherence across them and develop a clearer understanding of the contribution each one makes to quality teaching.

➢ Eliminate those evaluation processes that do not contribute significantly to achieving the institution's objectives and verify that data collected is relevant to the strategic goals of the institution and appropriately and fully used.

➢ Distinguish between evaluation of teaching performance and evaluation of measures to support quality improvement and develop approaches fit for each purpose.

➢ Build evaluation into the design of every quality teaching initiative and specify the criteria and evidence for judging success and communicate these publicly.

➢ Develop benchmarks for teaching quality and seek to build a knowledge base of evidence connecting initiatives to support quality teaching with real improvements in quality teaching and with impacts on learning outcomes.

➢ Encourage a culture of evidence-informed teaching practice and use evaluations to deepen understanding of the relationships between inputs and processes and learning outcomes and identify external factors likely to affect them.

Develop an array of evaluation instruments

➢ Develop an array of instruments for evaluating teaching quality, clarify the purpose and appropriate use for each instrument and ensure that it is fit-for-purpose, reliable, credible – and used. Both quantitative and qualitative instruments can be used and can complement each other.

➢ Draw on technical expertise in evaluation to define measurement tools together with programme leaders and teachers and include the views of student, employer and other stakeholders.

➢ Identify specific evaluation instruments to appropriately capture the effectiveness, efficiency, relevance and usefulness of quality improvement.

➢ Benchmark situations – across programmes, departments or institutions – where comparative data are available, while ensuring that benchmarks are well-chosen and relevant to the institution (e.g. not every university can be in the top-100, however that is measured).

Emphasise the careful interpretation of evaluation results

➢ Ensure that evaluation results are interpreted, presented and used in ways that are consistent with the educational priorities of the institution and lead to improved teaching and learning.

➢ Draw assistance from experts/consultants/faculty developers in interpreting evaluation results and formulating recommendations for change, and to observe and provide ongoing feedback to faculty and students as the recommendations are being implemented.

- ➢ Provide support and professional development for teachers on how to interpret evaluation results and transform them into more effective teaching practices and support them through mentoring, coaching and further professional development *etc.* to become more effective teachers.

- ➢ Use programme evaluations by students to stimulate a dialogue between faculty and students on the curriculum, structure of courses, learning environment, student support and other constituents of quality.

- ➢ Ensure an institution-wide coordination of the evaluations carried out at department or programme levels, so as to allow a consistent amalgamation of results.

Examples

Macquarie University, Australia: Teaching Standards Framework

Macquarie University developed a set of teaching and learning standards primarily for use in its own internal processes. The aim of the Teaching Standards Framework (TSF) was to articulate the goals of the university's programs, evaluate attempts to achieve them, and provide staff with a language in which they could explain and reflect on their teaching for developmental purposes.

In 2010, the university received funding from the Australian Government to enlist nine universities nation-wide to test the framework. One of the recommendations of this project was that the TSF should be developed as an online tool. In 2011, the Government provided funds for the development and piloting of the online tool, which was completed in March 2012.

The TSF evaluates teaching standards across an institution according to three themes: Teaching, Learning Environment and Curriculum. In each theme, performance is tracked across seven focus areas, from Management Structure through Planning, Policies and Procedures, Resources and Practices to Outcomes and finally Review. It thus allows institutions to map performance across the teaching cycle from inputs to outcomes and feedback.

The emphasis of the TSF is not on applying fixed criteria but encouraging institutions to report their performance on their own terms, thus linking quality assurance and quality enhancement in a single process. The TSF aims to be evidence-based, while also acknowledging that different institutions have different missions and responsibilities. The TSF is also designed to be flexible: it could be used by sub-institutional units, but also by a government body to generate reports on a range of institutions, or even the entire higher education sector. Australian institutions involved in the pilot were highly enthusiastic and a large number of universities are keen to use the TSF. A new project is now developing a similar tool in the Graduate Research area. (URL: http://teachingframework.edu.au/)

Ehime University, Japan: Evaluation of curriculum redesign

Over the last 5 years, the University Provost and the Office for Educational Planning and research of Ehime University have requested each school/department to change their curriculum so that they embed a more outcome-based approach. More than 20 dialogue-based workshops were organised with Educational Coordinators, the academic staff in charge of curriculum reform at school/department level. Each of them had set learning outcomes, curriculum maps, curriculum checklists as well as curriculum assessment checklists.

In order to evaluate the impact of the initiative, the university surveyed all Educational Coordinators. They were asked to reflect on any major changes that occurred to students' attitudes, school climate or any culture change. The response rate was 44%.

The main findings from this survey were the following:

➢ Academic staff appreciated the possibility to share and discuss the goals of teaching;

➢ They became more aware of the salient characteristics of their own discipline through the discussion with other disciplinary academics;

➢ Educational Coordinators considered the initiative as challenging, especially the dissemination across the different schools;

➢ The tangible impact on the current students and prospective students currently remain limited;

➢ When the re-design took place at the right moment for the school, changes were likely to incur. Otherwise, re-design was considered a burden;

➢ Familiarity with the initiative varied according to each discipline.

How to assess the impact of ICT on education?

The institution should first examine the rationale and define the right criteria for the evaluation and selection of technology to enhance instruction.

When? Evaluating technology for instructional purposes begins with a specific learning objective. Will a technology enhance the engagement of the student in their learning in some way? Will a technology assist the instructor to be more effective, efficient, or engaging?

What? There are 3 main areas that have the potential to be enhanced in some way via the use of some technology. Technology can be leveraged to:
1. Present content in a more effective or engaging manner.
2. Facilitate collaboration or interaction with/between students in a more effective or engaging manner.
3. Provide feedback, or to assess/evaluate students in a more effective or engaging manner.

How? Consider that question: Will this technical solution assist to achieve the targeted learning objective "better, faster safer, easier, or cheaper" in one of those 3 areas listed above? If so, then there is solid rationale to explore the use of the tool or approach or solution for instructional purposes.

Why? To explore and understand learning and to practice what learning-centred teaching really means.
▪ To add interaction, engagement, and visual appeal to instruction.
▪ To provide student access to student-generated content beyond the end of the term.
▪ To blur the boundaries of the classroom "box" to take students out into the real world and to bring experts in to the classroom.
▪ To help students learn to use technology for academic and professional purposes.
▪ To help students learn how to be safe online and to manage and control their online digital footprints.
▪ Because it is important to explore, test, evaluate, and learn – continuously improving.
▪ Because it is important for the future of our students that their instructors participate, evaluate, document, expose and engage their students in this process of connected life-long learning.
▪ To improve student engagement and learning.

Source: Alexandra M. Pickett, Associate Director SUNY Learning Network (USA) http://sln.suny.edu/

Self-assessment and questions for further reflection

This section has been designed for you, the reader, to use as a self-assessment and reflection tool as an aid to deciding what your priorities should be for fostering quality teaching and what actions you might take. There are no right or wrong answers and it is intended to be adapted to take account of your institution's mission, strategic objectives and context.

It is intended for use by anyone within the institution (or its stakeholders) with a role to play in fostering quality teaching, including institution leaders, deans and heads of programmes or individual teachers and researchers. It can be used by an individual or as part of a collaborative reflection and dialogue. It's up to you.

The self-assessment scale invites you to evaluate the current situation on a scale of 1-5, where 1 is very poor and 5 is very good. However, you may consider that in your particular circumstances some aspects are very important while others are not at all. This is important to bear in mind when considering priorities for action – a dimension that is poor, but also not important, does not need to be addressed.

The self-assessment and questions for further reflection for each policy lever is self-contained, so you may choose to work through all seven policy levers, or simply use the individual policy lever that most directly relates to your current challenges and priorities.

Policy lever 1. Raising awareness of quality teaching

Self assessment questions

	Current situation		Importance			
1a. Quality teaching is clearly defined as a strategic objective of my institution.	1	5	1	5	Don't know	Not relevant
1b. A teaching and learning framework for the institution has been developed that reflects my institution's mission, values and context.	1	5	1	5	Don't know	Not relevant
1c. The specific teaching and learning frameworks at department, school or programme level are consistent with my institution's framework.	1	5	1	5	Don't know	Not relevant
1d. The teaching and learning frameworks in use define the objectives of teaching and the expected learning outcomes for students.	1	5	1	5	Don't know	Not relevant
1e. The teaching and learning frameworks have been developed in consultation with all stakeholders including students.	1	5	1	5	Don't know	Not relevant
1f. The teaching and learning frameworks is used as a tool for aligning the teaching and learning process, including student assessment.	1	5	1	5	Don't know	Not relevant
1g. The value and importance of quality teaching to my institution is emphasised through all possible contexts, avenues and occasions.	1	5	1	5	Don't know	Not relevant
1h. My institution advocates and promotes quality teaching beyond the institution at regional, national and international levels.	1	5	1	5	Don't know	Not relevant
1i. My institution celebrates and rewards quality teaching (e.g. through teaching awards).	1	5	1	5	Don't know	Not relevant
1j. Support for quality teaching is developed in ways that manage the balance between research and teaching effectively.	1	5	1	5	Don't know	Not relevant
1k. Linkages between research and teaching are strong and are used to enhance learning outcomes.	1	5	1	5	Don't know	Not relevant

Questions for further reflection

- ➢ What benefits would your institution gain by promoting quality teaching?
- ➢ How could quality teaching contribute to accomplishing the mission of your institution?
- ➢ What impact would greater emphasis on teaching quality have on the other strategic objectives of your institution?
- ➢ Where are the biggest gaps in awareness of quality teaching and how could they be addressed?
- ➢ What are the biggest obstacles to overcome in raising awareness of quality teaching?
- ➢ What three actions could be implemented within your institution to have a significant impact on awareness of quality teaching?

Self assessment questions

	Current situation	Importance		
2a. My institution anchors teaching in its quality culture, supports the scholarship of teaching and learning.	1 _____ 5	1 _____ 5	Don't know	Not relevant
2b. All teachers, deans, heads of programmes and other team leaders understand and support the teaching and learning framework.	1 _____ 5	1 _____ 5	Don't know	Not relevant
2c. My institution provides the human resources, funding and facilities to support quality teaching initiatives that meet teachers' needs.	1 _____ 5	1 _____ 5	Don't know	Not relevant
2d. Appropriate tools have been developed to monitor teaching quality and provide useful, constructive and timely feedback to teachers.	1 _____ 5	1 _____ 5	Don't know	Not relevant
2e. The pedagogical competencies relevant for my institution have been clearly articulated, with full involvement of teachers and others.	1 _____ 5	1 _____ 5	Don't know	Not relevant
2f. Pedagogical competencies are used as an anchor for professional development and for assessing improvements in teaching practice.	1 _____ 5	1 _____ 5	Don't know	Not relevant
2g. Professional development provided is well-designed for upgrading pedagogical skills with specific objectives linked to quality teaching.	1 _____ 5	1 _____ 5	Don't know	Not relevant
2h. Professional development resources and experts are available, in the right place and at the right time to support teachers effectively.	1 _____ 5	1 _____ 5	Don't know	Not relevant
2i. Peer-learning, coaching, mentoring and a collaborative approach to improving teaching are encouraged and valued.	1 _____ 5	1 _____ 5	Don't know	Not relevant
2j. Excellent teaching practices are readily diffused across my institution through a range of mechanisms.	1 _____ 5	1 _____ 5	Don't know	Not relevant
2k. Excellent teachers are identified and their accomplishments well-publicised.	1 _____ 5	1 _____ 5	Don't know	Not relevant

Questions for further reflection

➢ How would you assess the current pedagogical skills of your teaching staff?

➢ How could you strengthen the commitment of teachers in your institution to improving their teaching skills?

➢ What are the biggest obstacles your institution needs to overcome in developing more effective teachers?

➢ What three actions could be implemented within your institution to significantly strengthen the pedagogical skills of your teachers?

Policy lever 3. Engaging Students

Self-assessment questions

	Current situation	Importance		
3a. Students are considered as able to play an active and constructive role in fostering quality teaching.	1 ————————— 5	1 ————————— 5	Don't know	Not relevant
3b. There is an explicit role for students in initiatives to foster quality teaching across my institution.	1 ————————— 5	1 ————————— 5	Don't know	Not relevant
3c. Students are involved in evaluating quality teaching and are encouraged to provide useful and constructive feedback to their teachers.	1 ————————— 5	1 ————————— 5	Don't know	Not relevant
3d. Students who play an active role in fostering quality teaching are appropriately rewarded.	1 ————————— 5	1 ————————— 5	Don't know	Not relevant
3e. Well-designed instruments are in place to collect student feedback and teachers are guided on when and how to use them.	1 ————————— 5	1 ————————— 5	Don't know	Not relevant
3f. Teachers know how to use student feedback to improve their teaching or can access professional development to learn how.	1 ————————— 5	1 ————————— 5	Don't know	Not relevant
3g. Mechanisms are in place to monitor the collection and use of student feedback.	1 ————————— 5	1 ————————— 5	Don't know	Not relevant
3h. New teaching methods using more active student engagement in learning are encouraged and rewarded.	1 ————————— 5	1 ————————— 5	Don't know	Not relevant
3i. Staff and students are informed how the student feedback is used and the actions that result.	1 ————————— 5	1 ————————— 5	Don't know	Not relevant
3j. My institution promotes a culture of ongoing dialogue between teachers and students on the nature of quality teaching and learning.	1 ————————— 5	1 ————————— 5	Don't know	Not relevant

Questions for further reflection

➢ What constitutes quality teaching in the eyes of the students in your institution?

➢ How can your students become encouraged to become more engaged and active learners in an ongoing collaborative approach to improving quality teaching and learning?

➢ How can teachers be encouraged to draw actively and systematically on student feedback to improve quality teaching?

➢ What are the main obstacles to greater student engagement in fostering teaching quality?

➢ What three actions could be implemented within your institution to significantly strengthen the engagement of students in fostering teaching quality?

Policy lever 4. Building organisation for change and teaching leadership

Self-assessment questions

	Current situation	Importance		
4a. There is a clear leadership structure within my institution with explicit responsibilities for fostering quality teaching at each level.	1 _____ 5	1 _____ 5	Don't know	Not relevant
4b. Leadership responsibilities are matched with the resources and tools needed to deliver results.	1 _____ 5	1 _____ 5	Don't know	Not relevant
4c. Leadership competencies are fostered and developed, especially for pedagogical leadership.	1 _____ 5	1 _____ 5	Don't know	Not relevant
4d. There are attractive career paths and appropriate compensation for leadership responsibilities.	1 _____ 5	1 _____ 5	Don't know	Not relevant
4e. Each faculty member can easily adapt and implement the teaching and learning framework while maintaining consistency.	1 _____ 5	1 _____ 5	Don't know	Not relevant
4f. Progress on implementing the teaching and learning framework is regularly monitored across my institution and widely shared.	1 _____ 5	1 _____ 5	Don't know	Not relevant
4g. There is a specific, well-functioning unit dedicated to quality teaching, with a clear mandate, responsibilities and resources.	1 _____ 5	1 _____ 5	Don't know	Not relevant
4h. The quality teaching unit promotes research, develops an evidence base of what works, and provides pedagogical resources.	1 _____ 5	1 _____ 5	Don't know	Not relevant
4i. The quality teaching unit disseminates effective practices across my institution and provides professional development.	1 _____ 5	1 _____ 5	Don't know	Not relevant
4j. The quality teaching unit is fully engaged across departments and disciplines and promotes cross-fertilisation of best practices.	1 _____ 5	1 _____ 5	Don't know	Not relevant
4k. Support services are fully integrated into the teaching and learning framework.	1 _____ 5	1 _____ 5	Don't know	Not relevant

Questions for further reflection

➢ How effectively do the current leadership arrangements serve to foster quality teaching?

➢ Which individuals within your institution would have the leadership qualities, pedagogical skills and respect of their colleagues to successfully lead initiatives to foster quality teaching?

➢ Where could a dedicated quality teaching unit most effectively be located within your institution to have the greatest impact?

➢ What are the main challenges to effective, consistent implementation of your institution's teaching and learning framework across all departments, programmes and disciplines?

➢ What three actions could be implemented within your institution to significantly strengthen pedagogical leadership and promote organisation-wide change?

Policy lever 5. Aligning institutional policies to foster quality teaching

Self-assessment questions

	Current situation	Importance		
5a. Policies are reviewed regularly to identify inconsistencies across institutional policies that could hinder quality teaching.	1 _____ 5	1 _____ 5	Don't know	Not relevant
5b. Department/school/programme policies for quality teaching are anchored within my institution's teaching and learning framework.	1 _____ 5	1 _____ 5	Don't know	Not relevant
5c. Human Resources policies support the strategic objective of quality teaching.	1 _____ 5	1 _____ 5	Don't know	Not relevant
5d. Pedagogical competencies are included in the evaluation of performance and career progression policies.	1 _____ 5	1 _____ 5	Don't know	Not relevant
5e. The remuneration package reflects the full range of effective teaching and learning practices (not just class contact hours).	1 _____ 5	1 _____ 5	Don't know	Not relevant
5f. Technology policies are well-aligned with evidence on ways to use IT for more effective teaching and learning.	1 _____ 5	1 _____ 5	Don't know	Not relevant
5g. The learning environment is well-adapted to effective teaching and learning and facilitates a wide range of teaching approaches.	1 _____ 5	1 _____ 5	Don't know	Not relevant
5h. Policies on student support are well-embedded within the teaching and learning framework and support effective learning.	1 _____ 5	1 _____ 5	Don't know	Not relevant
5i. Student support services (induction, tutoring, counselling) are evaluated for their contribution to effective learning.	1 _____ 5	1 _____ 5	Don't know	Not relevant
5j. Internationalisation policies for students and faculty are actively used as opportunities to foster quality teaching.	1 _____ 5	1 _____ 5	Don't know	Not relevant

Questions for further reflection

➢ Where are the most damaging misalignments of policies likely to be within your institution and what are their likely impacts on quality teaching?

➢ How are tensions between the policy priorities of institutional leaders and those of departments, schools or programmes managed?

➢ Where is the most appropriate balance within your institution between mechanisms that ensure policy coherence and decentralised decision-making, diversity and innovation?

➢ What three actions could be implemented within your institution to significantly strengthen the alignment of policies across the institution to promote quality teaching?

Policy lever 6. Highlighting innovation as a driver for change

Self-assessment questions

	Current situation	Importance		
6a. Experimentation and innovation in teaching practices are encouraged and rewarded in my institution.	1 _____ 5	1 _____ 5	Don't know	Not relevant
6b. Students are actively involved in the design implementation and evaluation of innovative teaching and learning experiments.	1 _____ 5	1 _____ 5	Don't know	Not relevant
6c. External stakeholders are involved innovative teaching practices through projects and/or work-placement.	1 _____ 5	1 _____ 5	Don't know	Not relevant
6d. Innovations in teaching practices are carefully evaluated to assess their impact and identify lessons for others.	1 _____ 5	1 _____ 5	Don't know	Not relevant
6e. Collaborative innovation takes place across the institution and multi-disciplinary, team approaches are encouraged.	1 _____ 5	1 _____ 5	Don't know	Not relevant
6f. Students are encouraged to take a research-minded approach to learning and suggest alternatives to existing teaching practices.	1 _____ 5	1 _____ 5	Don't know	Not relevant
6g. There is a climate of continuous reflection on the relevance and effectiveness of teaching practices.	1 _____ 5	1 _____ 5	Don't know	Not relevant
6h. There is capacity to diagnose teaching and learning challenges and develop effective, innovative responses.	1 _____ 5	1 _____ 5	Don't know	Not relevant
6i. Innovation in teaching takes place within institutional guidelines designed to foster innovation while managing the risks.	1 _____ 5	1 _____ 5	Don't know	Not relevant
6j. Innovations in teaching are monitored to ensure consistency with the institution's overall strategic development.	1 _____ 5	1 _____ 5	Don't know	Not relevant
6k. Knowledge-sharing platforms and other instruments are available to support diffusion of innovative practices.	1 _____ 5	1 _____ 5	Don't know	Not relevant

Questions for further reflection

➤ What factors are most likely to foster or hinder innovations in teaching and learning in your institution?

➤ What steps are necessary to manage the risks associated with innovation in teaching practices, given your institution's situation and context?

➤ How can changes in the external environment be harnessed effectively as a constructive driver for innovation in teaching and learning?

➤ What three actions could be implemented within your institution to encourage innovation in teaching and learning practices?

Policy lever 7. Assessing impacts

Self-assessment questions

	Current situation	Importance		
7a. Teaching quality is embedded within broader quality assurance processes and overall assessments of my institution's performance	1 _____ 5	1 _____ 5	Don't know	Not relevant
7b. The contributions that different internal and external evaluations make to enhancing quality teaching are well-understood.	1 _____ 5	1 _____ 5	Don't know	Not relevant
7c. Evaluation of teaching performance is treated separately from evaluation of measures to support quality improvement.	1 _____ 5	1 _____ 5	Don't know	Not relevant
7d. Evaluation is built into the design of every initiative to foster quality teaching.	1 _____ 5	1 _____ 5	Don't know	Not relevant
7e. An array of evaluation instruments are available, the properties of each one are well-understood and technical support is available.	1 _____ 5	1 _____ 5	Don't know	Not relevant
7f. Evaluation results are interpreted carefully and presented in ways that lead to improve teaching and learning.	1 _____ 5	1 _____ 5	Don't know	Not relevant
7g. Support and professional development on how to interpret and use evaluation results is provided to teachers.	1 _____ 5	1 _____ 5	Don't know	Not relevant
7h. Evaluations are used as a tool to stimulate further dialogue and reflection on how to improve teaching and learning.	1 _____ 5	1 _____ 5	Don't know	Not relevant
7i. Evaluations are followed up to ensure that the results are used and recommendations are implemented.	1 _____ 5	1 _____ 5	Don't know	Not relevant
7j. Evaluations are co-ordinated across the institution to provide an amalgamation of results.	1 _____ 5	1 _____ 5	Don't know	Not relevant

Questions for further reflection

➢ In what ways could teaching quality be more reliably and consistently assessed in your institution?

➢ How could your institution use evaluation instruments more effectively to encourage improvement in teaching practice?

➢ What actions could be implemented within your institution to strengthen the evaluation of teaching quality and evaluation of initiatives to foster quality teaching?

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More about the "Quality Teaching" Project

The "Supporting quality teaching in higher education" project was an IMHE initiative designed to help higher education institutions more effectively carry out their teaching mission, thereby contributing to economic growth, innovation and social well-being in their respective countries. The project aimed to highlight effective policies and provisions fostering quality teaching practices that would lead to improved learning outcomes for their students.

Since 2007, the project on Quality in Teaching have been exploring how institutions define and support the quality of faculty, pedagogy, learning environments, student support and other determinants contributing to successful student achievement.

The project was implemented in two phases. The first phase, which was completed in 2009, provided a general overview of the institutional initiatives and policies that improve the quality of higher education. Some 50 initiatives from 29 institutions around the world were analysed during this phase. The publication *Learning our Lessons* (OECD, 21010) depicts the reasons why institutions are committed to quality teaching, and highlights how they implement their quality teaching policies and assess the impacts thereof.

The second phase of the project aimed to explore in detail specific experiences across the following volunteering institutions:
- Cape Peninsula University of Technology, South Africa
- Laurea University of Applied Sciences, Finland
- State University, Higher School of Economics, Russian Federation
- Universidad Estadual de Campinas (UNICAMP), Brazil
- Eötvös Loránd University (ELTE), Hungary
- Universidad Oberta de Catalunya (UOC), Spain
- Universidade Catolica Portuguesa, Portugal
- Université Laval, Canada
- Veracruzana University, Mexico
- University of Catania, Italy

Review reports prepared for each university were then reviewed by a panel of experts to draw out cross-cutting lessons. The results were notably enriched by the discussions at the experts meeting hosted by the Universidad Oberta de Catalunya in Barcelona (Spain) in June 2011 and the IMHE conference on Managing Quality Teaching, co-organised by CETYS University and the Consortium for North American Higher Education Collaboration (CONAHEC), and held in Mexicali (Mexico) in December 2011.

More about IMHE

IMHE is the OECD's Programme on Institutional Management in Higher Education. The work of IMHE reflects and complements the priorities of the OECD as a whole, in promoting sustainable development and social cohesion through good governance.

IMHE's objectives are to:

➤ Contribute to the improvement of higher education through the strengthening of institutional governance and management. It does this by assisting its participants – including higher education institutions, ministries and agencies – collectively and individually, to:
  ▪ understand the social and political environment in which they operate; and
  ▪ meet more effectively their organisational objectives – including high quality research, effective teaching, and contributing to social and economic development

➤ Analyse the governance and strategic management of higher education institutions and the development of their role in society. It does this through the analysis of policy developments and institutional practice, making use of OECD data and indicators, as well as case-studies and the experience of participants.

In carrying out its objectives, IMHE brings together higher education institutions, governments, and other stakeholders to share best practices, ideas and potential models to meet these challenges through networks, studies and research.

Higher education institutions, government departments, agencies and other higher education organisations from across the globe can apply to become members of the IMHE Programme and benefit from privileged access to a range of products and services developed within the IMHE Programme, under the oversight of the IMHE Governing Board.

IMHE also provides its members with a unique opportunity to engage with the wider work of the OECD across different sectors and a recognised international network drawing together higher education professionals, leaders, policy makers, managers and researchers.

For more information about the IMHE Programme and how to join IMHE, please see our website: www.oecd.org/edu/imhe.

www.oecd.org/edu/imhe