How Can One Create a Culture for Quality Enhancement?

Final Report

October 2016

Andrea Kottmann
Jeroen Huisman
Lisa Brockerhoff
Leon Cremonini
Jelle Mampaey

cheps

Center for
Higher Education
Policy Studies

CHEGG

CONTENTS

PREFACE

This report is the final result of the project 'How can one create a culture for quality enhancement?', commissioned by NOKUT, the Norwegian Agency for Quality Assurance in Education, in the autumn of 2015. The project sought to increase the knowledge base about possible measures to increase the quality of education at a national, institutional and programme level, with a specific emphasis on creating quality cultures. The work was carried out by the Center for Higher Education Policy Studies (CHEPS), University of Twente, the Netherlands and the Centre for Higher Education Governance Ghent (CHEGG), Ghent University, Belgium. The project was coordinated by Andrea Kottmann (CHEPS) and prof. Jeroen Huisman (CHEGG).

The authors of the report would like to thank NOKUT's staff members Ole-Jacob Skodvin, Ingvild Andersen Helseth, Helen Bråten and Marie-Louise Damen for their helpful feedback on intermediate reports and for the pleasant cooperation.

A special thank you goes out to the staff and interview partners at the institutions studied. Without their support and willingness to answer our questions this study would not have been possible.

1. EXECUTIVE SUMMARY

Background of the study

This report is the result of the project 'How can one create a culture for quality enhancement?', commissioned by NOKUT, the Norwegian Agency for Quality Assurance in Education. The work was carried out by the Center for Higher Education Policy Studies (CHEPS), University of Twente, the Netherlands and the Centre for Higher Education Governance Ghent (CHEGG), Ghent University, Belgium. The project sought to increase the knowledge base about quality cultures in teaching and learning, possible measures to increase the quality of higher education at national, institutional and programme level, with a specific emphasis on creating and enhancing quality cultures.

Questions of ensuring quality culture are obviously not new, but have become more salient in recent times, particularly the question of how to *manage* such cultures. In a search for a proper point of departure, EUA´s (2006) definition of quality culture was chosen. It defines quality culture as the organisational culture that intends to enhance quality permanently and is characterised by two distinct elements: a cultural/psychological element of shared values, beliefs, expectations and commitment towards quality and a structural/managerial element with defined processes that enhance quality and aim at coordinating individual efforts.

Key lessons

From our study the following key lessons can be drawn:

- Establishing a baseline of shared values that defines high quality teaching and learning is important to successfully implement further quality work or quality management and to enhance quality cultures.
- The motivation of academic staff to engage in quality work can be triggered by framing teaching and learning activities as having similar traits as research activities. Integrating teaching achievements in career schemes institutionalises the importance of teaching and learning. Offering resources, in particular time, to staff to engage more strongly in teaching and learning activities gives impetus to quality enhancement.
- Effective leaders are those who commit themselves to implementing changes with careful timing and convincing narratives. A blended leadership style – bottom-up collegial initiatives combined with a managerial vision – is particularly relevant.
- Staff are more strongly motivated to engage in professional development if goal conflicts (e.g. time constraints due to prioritizing research over teaching) are prevented and if professional training is embedded in communication structures that allow teachers to discuss and exchange their experiences. Creating a quality culture may be a challenge, the same goes for sustaining it. Institutionalising regular reporting and reflecting on achievements are important mechanisms. Formal and institutional accreditation may support sustainability, but sufficient attention must be paid to continuing the involvement and ownership of academics.

How did we arrive at these lessons?

The general project question was broken down in two sub-questions. The first sub-question was: Quality (enhancement) cultures: what do we know? A literature study was carried out to explore questions related to the concept of quality culture, national policies and organisational strategies to enhance quality cultures in teaching and learning, and realised and perceived effects of quality culture practices at the institutional level.

There was a limited amount of literature pointing at drivers and inhibitors of quality culture. It should be borne in mind that much of the research so far was small-scale and carried out in specific contexts, which puts limits to the generalisability. Also, most studies were not explicit about the potential outcomes of enhancing quality cultures and the drivers/inhibitors affecting these outcomes but not others.

That said, the literature pointed at the following factors of influence at the individual level:

- Perceptions, values and beliefs of individual teachers;
- Teachers´ motivational factors (including potential goal conflicts);
- Professional development activities related to teaching and learning;
- Leadership styles.

At the organisational level, the literature review revealed the following factors:

- Support from institutional leadership;
- Communication;
- Data driven reflection of enhancement activities;
- Design of enhancement instruments;
- Decision-making structures;
- Provision of sufficient resources/staff development.

The second sub-question was: What are the perceptions and experiences of practitioners working in communities to promote or enhance quality culture? With respect to communities, the focus was on Centres of Teaching and Learning (CTLs), representing a broad set of organisational initiatives that intend to enhance quality (cultures). Five case studies from five countries were selected:

- Centre of Excellence in Teaching and Learning (CELT), Birmingham City University, United Kingdom;
- bioCEED, Centre of Excellence in Biology Education, Norway;
- *Genombrottet*, The Academic Development Unit at the Faculty of Engineering, Lund University, Sweden;
- EDLAB, Maastricht University, the Netherlands; and
- the *Zentrum für Qualitätsentwicklung in Studium und Lehre* (ZfQ, Center for Teaching Quality Development), University of Potsdam, Germany.

For these case studies, documents were analyzed and interviews and focus groups – with CTL leaders, quality and teaching and learning experts and practitioners – conducted. The case studies intend to describe and analyze the interplay between the elements that build a quality culture.

The case studies revealed four generic factors that play a role for (creating a) quality culture and quality enhancement:

- **Leadership**: Here commitment of leaders was emphasised, as well as "walking the talk". Furthermore blended leadership, combining managerial and academic values in teaching and learning, was deemed important, and also addressing the collective (not solely targeting individual teachers).
- **The provision of resources:** It seemed imperative to create time and space for academics. In other words, money may not be the key issue, but reducing workloads and offering expertise seem to be key.
- **Communication:** This is linked to leadership, but also goes beyond it. It relates to creating a shared language and a baseline of shared values defining high quality teaching to talk about learning and teaching and to share good practices. Furthermore emphasising that teaching is something that can be learned appeared to be helpful.
- **Recognition of teaching and learning activities.** With respect to the recognition of teaching and learning activities, it appears to be helpful to create mechanisms that institutionalise attention to teaching and learning (vis-à-vis research). Valuable instruments are: teaching awards, creating career paths, institutionalising leadership roles and making career progress on teaching and learning achievements.

Closing comment

It should be emphasised again that the findings – and therefore also the key lessons – need to be qualified in light of the limited amount of research, the small scale of some of the studies, the different conceptualisations of quality (culture) and enhancement, the different contextualisations and furthermore differences in foci of the outcomes (e.g. what counts as a relevant outcome: learning outcomes, student achievements, student satisfaction or staff satisfaction?). It should also be stressed that the factors identified in the case studies are based on the experiences and perceptions of the interviewees. They obviously build on their context-dependent expertise and experiences. This puts limitations to the generalizability of the findings.

1.1. AIM AND RESEARCH QUESTIONS

'Researchers have addressed quality culture(s) in teaching and learning in higher education both in the academic and practitioners´ literatures. Several studies have defined or deconstructed the concept of quality cultures (Harvey, 2009; Harvey and Stensaker, 2008; SHEEC, 2010; Vlasceanu *et al*, 2004; Ehlers, 2009). Shared values, institutional commitment to quality, management of quality and monitoring of quality are key elements of quality cultures mentioned by Vlasceanu *et al* (2004). Ehlers (2010) argues quality culture to be a new approach to quality assurance, which replaces control- and compliance-oriented patterns. Key elements are change, development and innovation of quality as well as enabling the different groups of stakeholders to engage in issues of quality. Harvey (2009) and Harvey and Stensaker (2008) suggest that quality culture has been existing in academic communities for a long time, rather than being a 'new' thing that needs to be implemented by managers.

Recent analyses have specifically looked into the management of quality cultures (Kleijnen *et al*, 2011; Kleijnen, 2012; Berings *et al*, 2011, Sattler *et al*, 2013). For example, in a study of the Dutch universities of applied science, Kleijnen *et al* (2012) showed that academic programmes are more efficient when systematic quality assurance procedures were embedded in clear communication structures and open value systems allowing for quality learning rather than for quality control.

Whereas the literature provides a number of quality cultures concepts not much is known how these cultures can or should be established and how quality can be enhanced and sustained. Therefore, the aim of the project 'How can one create a culture for quality enhancement?' is to map current knowledge about measures working well and stimulating quality development in higher education at a national, institutional, and study programme level (through examples of good practice).

The general question has been broken down in two sub-questions. The first sub-question is *Quality (enhancement) cultures: what do we know?* By carrying out a literature review, the following questions were addressed: What is meant by the concept of quality culture? What policies and instruments have been developed by national policy makers and institutional leadership to enhance quality cultures in teaching and learning? How do quality cultures work in practice? And what – according to the literature – are realised and perceived effects of quality culture practices at the institutional level?

The particular perspective taken for analysing the literature is the change from quality control to quality care (Ehlers, 2009). So far, there has only been little research on the enhancement of quality cultures (see also Bendermacher *et al*, 2016). Research has focused more strongly on the implementation of internal and external quality assurance or management. Therefore, in their review on studies on quality management in higher education Bendermacher *et al* (2016, p. 4) focus on 'institutional arrangements for assuring, supporting, developing and enhancing, and monitoring the quality of teaching and learning' (see also Council of Higher Education, 2004, p. 28). This perspective is promising as the authors were able to design a framework or configuration of how quality cultures are currently constituted in higher education (*ibid.*, p. 13). They argue that quality cultures develop from the interplay of organizational context, structures and processes and outcomes.

The second sub-question is *Quality (enhancement) cultures: what are the experiences and perceptions?* This question is geared towards current quality culture practices and focuses on experiences and perceptions of those working in communities to promote or enhance teaching and learning quality. Obviously, such communities exist in many different forms and structures. This project zooms in on structured initiatives that can be subsumed under the term 'Centre for Teaching and Learning' (CTL)[1]. To answer the second sub-question, five case studies have been conducted. Guiding questions included, *inter alia:*

- How do CTLs in higher education work to create a culture for quality enhancement?,
- What factors impede or further success in enhancing quality cultures according to CTL practitioners?,
- What role do CTLs see for leadership, training and communication in enhancing quality cultures?,
- What do the CTLs perceive to be best practices and why?

---

[1] It is important to stress we are generally interested in initiatives that intend to enhance quality (cultures), not necessarily initiatives focusing only on stimulating excellence in teaching and learning, neither solely centres that already have proven to be excellent (see also chapter 4).

1.2. STRUCTURE OF THE REPORT

Chapter 2 discusses the research design. Chapters 3 to 6 will provide answers to the first sub-question (what do we already know?). Different concepts and definitions of quality cultures will be presented in chapter 3; chapter 4 will address main policies/instruments intending to enhance quality (cultures) that were found in the literature; chapter 5 offers a couple of examples of research suggesting good practices of quality cultures in teaching and learning; chapter 6 presents a literature review of factors that contribute to the success – defined in different ways – of quality cultures, both at the individual and organisational levels. In chapters 7 to 13, the five case studies are introduced, presented and compared. The final chapter (chapter 14), draws conclusions and reflections.

2. RESEARCH DESIGN: METHODS AND DATA

2.1. LITERATURE REVIEW

The study used two main tools to answer the research questions. For the first sub-question, the main method was a literature review. To search for relevant literature, a number of databases have been used, most importantly Google scholar, Web of Science and Scopus. Also national and discipline-specific databases have been explored. Among these were for example the German *Fachportal-paedagogik.de* as well as other national databases. Moreover, references from relevant articles were used for further searches. Different types of literature, namely journal articles, monographs, grey literature and internet documents were included. Search strings were in different languages, besides English, these were mainly German and Dutch. Central keywords used were: quality culture, organizational culture, higher education, instruments, enhancement, communication, leadership, *Qualitätspakt Lehre*, *Anreize*, *Exzellenz*, Centre for/of excellence in teaching and learning, *Qualitätskultur*, quality management, quality control, and improvement. In terms of geographical coverage, the search focused on the countries included in the study but also on the United States and Australia. Although the search focused on the most recent literature, also earlier literature (prior to 2005) provided useful insights. Thus, the search was not limited to a certain time period.

2.2. CASE STUDIES

For the second sub-question, we used the case study method. By means of document analyses such as institutional policy papers, interviews and focus groups – with CTL leaders, quality and teaching and learning experts and disciplinary practitioners – data has been gathered on elements of quality culture in order to describe and analyse the interplay between the elements that build a quality culture. This allowed to map and compare quality cultures from different systems. It was envisaged to select 10-15 persons per case study (CTL) for interviews and participation in focus groups. In the preparation for the visits, interview protocols were developed. Protocols were crafted in a flexible way to allow for addressing local specificities and contexts. Two different protocols were developed: For CTL staff and for teachers. A slightly adapted version of the latter was used for the focus groups. The interview guides were structured into different sections with multiple questions and possible prompts, allowing the researchers to choose the questions applicable for the specific interview. This allowed to compare the cases and to take into account the specifics of the cases studied.

Additionally, before contacting the different institutions the researchers agreed on an optimal selection of interview participants and focus groups. Our choice for the combination of interviews and focus groups was based on trying to make use of insights from key experts in one-on-one interviews and potentially less explicit insights from experts and practitioners emerging in the interactive setting of a focus group (ultimately, adaptations had to be made in light of availability of interviewees at the different locations). With regard to conclusions drawn from the cases it has to be born in mind that differences in data gathering might have biased these to some extent. However, the case study researchers compared notes after the fieldwork and thought that a fair amount of saturation was achieved and that the data provides of a rich set of facts, experiences and expectations.

2.3. CASE SELECTION

The aim with respect to the choice of cases was to rely on a relatively broad set of international experiences, hence a focus on experiences in five different countries. The initial literature search pointed out that interesting quality culture, excellence in teaching and learning, and quality enhancement developments were taking place (or took place) in England, Germany, the Netherlands, Norway and Sweden. Within these countries, the research teams were able to find suitable case studies.

The following table provides an overview of the interviews and focus groups conducted in the different case studies.

TABLE 1: OVERVIEW OF PARTICIPANTS AND METHODS BY CASE

Name of the CTL	Interview/ Focus group	Description
bioCEED Norway	18 interviews	Face-to-face as well as Skype interviews with bioCEED staff (leadership, work package leaders, teachers and students) and non-bioCEED staff (teachers)
Genombrottet Lund	6 interviews	Face-to-face interviews with *Genombrottet* senior staff (including head of unit), new staff member and staff members from the central development unit
	Focus group (5 participants)	Teachers strongly connected to the development unit (all ETP recognised teacher, except for one teacher)
	Focus group (4 participants)	Teacher not frequently engaged in activities of development unit
EDLAB Maastricht	10 interviews	Face-to-face interviews with director and administrative staff (4), staff liaising with EDLAB on intermediate level (2), teachers/academic staff at faculty level (4)
ZfQ Potsdam	Focus group (3 participants)	Teachers not participating in training
	5 interviews	Face-to-face and telephone interviews with teachers participating in training/ZfQ activities (3), director of ZfQ (1), Vice-Rector for teaching and learning (1)
	Focus group (3 participants)	Students
	Focus group (7 participants)	Staff from ZfQ
Birmingham City University	Interview	Face-to-face interview with Pro-Vice Chancellor
	Focus group (5 participants)	Staff from Centre for Enhancement of Learning and Teaching
	Focus group (4 participants)	Students
	Focus group (6 participants)	University academic staff
	Focus group (4 participants)	Academic Services (Quality and Transforming the Curriculum Project)

3. DEFINING QUALITY CULTURE

3.1. DIFFERENT NOTIONS OF QUALITY CULTURE

Similar to the notion of quality in higher education (Harvey and Green, 1995), also for quality cultures various definitions are available. Harvey (2009) states that the term is open to interpretation and needs careful deconstruction. Harvey and Stensaker (2008) point out that the term actually denotes more than transforming quality assurance procedures into daily/every day and embedded practice. Quality cultures "reflect the way in which a group of people … address the issue of quality in their lived, every day, existence." (Harvey, 2009, p. 3). From their point of view, defining quality cultures needs to take into account how an individual is involved in social life. Based on Mary Douglas' Grid-Group scheme, including group-control and external rules as major controls for individual behaviour, four ideal-types of quality cultures are defined:

- Responsive Quality Culture – primarily evaluates its own practice in the light of external quality requirements and contributes to an improvement agenda;
- Reactive Quality Culture – focused on avoiding external threats (e.g. a negative reputation). A culture which sees quality as something that is 'imposed' from the outside environment and, thus, focuses on individual aspects of quality;
- Regenerative Quality Culture – typical of a 'learning organisation' in which quality consciously is embedded in daily operations;
- Reproductive Quality Culture – which emphasises the maintenance of the status quo (changes lead to internal resistance).

With these ideal types Harvey and Stensaker intend to provide a theoretical tool that helps understanding what kind of quality culture is already existing in an organisation/higher education institution. University leaders should thus be aware that establishing a quality culture does not necessarily mean bringing a new element into their institutions. Instead, it is primarily a process of changing an already existing quality culture.

Besides pointing out that quality culture is not a new thing in higher education institutions, the literature also suggests that the culture of an organisation and its educational quality are not independent from one another. Quality stems from a broader cultural perspective and culture is an instrument for improving organisational performance (Harvey and Stensaker, 2008, p. 431ff).

The European University Association (EUA) has formulated the following definition of quality culture: An organisational culture that intends to enhance quality permanently and is characterised by two distinct elements: on the one hand, a cultural/psychological element of shared values, beliefs, expectations and commitment towards quality and on the other hand, a structural/managerial element with defined processes that enhance quality and aim at coordinating individual efforts (EUA, 2006, p. 10).

This definition suggests (organisational) quality culture (see also: Berings and Grieten, 2012; Bollaert, 2014; Brown, 1997; Harvey and Stensaker, 2008; Irani *et al,* 2004; Kuh and Whitt, 1988; Maull *et al,* 2001; Powell, 1995; Prajogo and McDermott, 2005) has different dimensions or aspects:

- It includes 'hard' and 'soft' aspects. Hard aspects are e.g. quality management, strategies, and processes; 'soft' aspects are e.g. values, beliefs and commitment;
- It is a specific kind of organisational culture which encompasses shared values and commitment to quality. Higher education organisational culture is 'the collective, mutually shaping pattern of norms, values, practices, beliefs and assumptions that guide the behaviour of individuals and groups in an institute for higher education and provide a frame of reference within which to interpret the meaning of events and actions on and off campus', according to Kuh and Whitt (1988, p. 28);
- It is a collective responsibility. It is both a top-down responsibility of management (to put in place appropriate procedures) and a bottom-up involvement of academic and administrative staff and students;

- It presupposes that quality management strategies and processes and organisational culture are in tune (see also Irani *et al*, 2004; Maull *et al*, 2001; Powell, 1995; Prajogo and McDermott, 2005);
- It is a 'social-constructivist' phenomenon shaped by the organisational context and also by the developmental phase of the quality management process within the organisation (Berings and Grieten, 2012; Bollaert, 2014; Harvey and Stensaker, 2008)

Bendermacher *et al* (2016) indicate that quality culture is an organisational culture in which all stakeholders, internal and external, through critical reflection contribute to the improvement of quality. Hence, it reflects a shift from control, accountability and regulation, to autonomy, credibility and educational enhancement based on an institution's experiences, expertise and values.

Ehlers (2009) also addresses the shift in institutional approaches to quality in teaching and learning that move from regulation and control to enabling or facilitating quality cultures. To achieve positive impacts on the quality of teaching and learning, Ehlers states that quality management and quality assurance should facilitate quality literacy as well as organisational learning and development. Additionally, cultural elements already existing in the organisation have to be integrated. A quality culture in higher education should thus ideally include the following (Ehlers, 2009, p. 352–353):

- A structural element representing the quality system of the organisation. This can for example be an existing quality management approach for higher education, the tools and mechanism in place to assure and enhance the quality of the organisation.
- The enabling factors which represent those factors supporting organisations to incorporate quality regimes into their culture.
- The quality culture element which represents the manifested artefacts, symbols, and rituals of an organisation.
- Transversal elements which link different components to each other through participation, trust and communication.

In keeping with the EUA's framework, elements of quality cultures in teaching and learning in higher education therefore include:

- Structural dimensions (embedded quality management strategies and policies, training and development, clear responsibilities, communication, implementation mechanisms, and stakeholder involvement);
- Cultural dimensions (elements that can be found in the already existing quality cultures) and
- Psychological dimensions (quality-supportive leadership, shared values, staff ownership and commitment and teamwork);
- Leadership, commitment and communication stood out as central binding concepts in the interaction between elements (i.e. they have both 'structural/managerial' and 'cultural/psychological' aspects).

Based on earlier studies by Quinn (1988) and concepts such as Hofstede's cultural dimensions, Berings (2006) explained the role of quality culture and its relationship to educational and organisational outcomes as a balancing act between three pairs of competing values or 'bipolarities'. Each bipolarity consists of a value associated with managerial prisms (innovation, collective orientation and system control) juxtaposed to a value associated with the traditional academic world (tradition, individual specialization and self-determination). The challenge for higher education institutions – and especially for their quality management systems – is to find creative solutions for the three polarities in this model (Berings, 2006).

3.2. REFLECTION

The narrative above demonstrates that quality culture is hard to define because of its multifarious constituents, the uniqueness of each institution's organisational culture and various structural/managerial efforts to simulate shared values and beliefs, but also because of its 'taken-for-granted' connotation (Harvey and Stensaker, 2008).

At the same time, the question of ensuring quality culture has become more salient because of the decrease in public funding for higher education at a time when governments and societies are demanding more accountability.

An important reflection is that much of the scholarship exploring quality in higher education favours a technical-rational approach which deems rationality the primary (or even sole) justification for quality-related practices in institutions. This approach focuses on structural and formal aspects of an organisation, such as the distribution of roles and responsibilities. However, alternative perspectives (e.g. political and symbolic) have emerged as well (Ramirez 2013). Political perspectives look at organisations as collections of coalitions that hold different interests and may adhere to diverging agendas. Consequently, actors compete for scarce resources and for maximising their decision-making role within the organisation (see also Brennan and Shah 2000). Symbolic perspectives emphasise the importance of culture, symbols, rituals and analogies in organisational processes (Ramirez 2013). From these perspectives, managing quality (cultures) is to a large extent non-rational and ridden with interest and power struggles.

4. POLICIES AND INSTRUMENTS FOR ESTABLISHING OR ENHANCING QUALITY CULTURES

4.1. INTRODUCTION

In the recent years both governments and higher education institutions have shown increased interest in the quality and excellence of teaching and learning. Several initiatives have been implemented at national level to raise awareness about the issue and to stimulate institutions to develop instruments to achieve high quality teaching and to care for the quality of teaching. This section describes selected national initiatives and a number of instruments used at the institutional level.

4.2. NATIONAL POLICIES

At the national (i.e. the *system level*), quality culture refers primarily to whether and how the system supports institutions' quality cultures. National regulations on quality assurance and accreditation, schemes to stimulate higher education institutions to develop innovations in teaching and learning, or financial incentives to care for quality are among the most important examples.

National regulations on external accreditation intend both to secure institutional quality standards and to support public trust. In addition, most regulations also aim to incentivize institutions to communicate about quality and hence strengthen institutional quality cultures. However, in the literature we find very different opinions about the success of accreditation regulations and procedures in achieving this goal. Brockerhoff *et al* (2015) analyse the role of the Dutch-Flemish Accreditation Organisation's (NVAO) institutional audit in enhancing quality cultures. They refer critically to NVAO's self-evaluation, stating that "the institutional audit has an important positive effect on the quality culture" (*ibid.*, p. 45). The authors agree with the claim that overall there is sufficient quality of higher education as the vast majority of institutions successfully passes the audit. However, they slightly disagree with the second claim that there is a positive link between improving quality culture and improved quality as there is no model and no evidence for this relationship. Moreover, quality culture is not defined. Also Westerheijden (2013) is critical about the role accreditation or quality assurance procedures play in improving, enhancing or establishing quality cultures at institutions. He considers the strong focus on regulations, procedure, the bureaucratic overload and the lack of coordination between internal and external quality assurance as problematic (see also Stensaker *et al*, 2011).

The European University Association (EUA) (2006) points out that quality assurance is a component of quality culture (Loukkola, 2010). The EUA's 2002-2006 project on quality culture posits that external quality assurance is useful and that, somehow, a quality culture will make European universities attractive (see also Harvey and Stensaker, 2008). New Public Management (NPM) ideologies emerging at the end of the last century meant that the 'cultural' aspect of, and its influence on, quality was relatively weak (Harvey and Stensaker, 2008). Also, external and internal structures for evaluating or enhancing quality have gained ground (Schwarz and Westerheijden, 2004). Partly as a result of globalisation and the Bologna Process, one can observe a shift in definitions and paradigms (emphasised, *inter alia*, by the EUA's 'Quality Culture' project, 2002-2006) that dominate international and national policy agendas. For instance, the pursuit of excellence is an increasingly important goal, both at system and institutional levels.

Excellence of teaching and learning is also a topic frequently addressed by main national level stakeholders. For example, the German Standing Conference of the Ministers of Education and Cultural Affairs (*KMK*), and the Council for Arts, Humanities and Science (*Wissenschaftsrat*) have widely discussed the quality of teaching and learning. Both stakeholders issued papers with recommendations to improve the quality of teaching and learning (Kultusministerkonferenz, 2005; Wissenschaftsrat, 2008). While the *KMK*'s paper does not mention the term 'quality culture', the *Wissenschaftsrat* sees it an outcome of quality management. This quality culture is mainly understood as an ongoing discussion on strategic goals for teaching and learning within the institutions. It also

includes feedback and support with regard to enhancing quality (Wissenschaftsrat, 2008, pp. 85–86). These discussions resulted in schemes stimulating excellence in teaching and learning. In the recent decade, a number of policy initiatives have been implemented in Germany. Among these are the *Stifterverband* competition for excellence in teaching – completed in 2010 – (Brockerhoff *et al,* 2014) and the current Quality Pact for Teaching. None the less, neither scheme however puts forward explicit criteria for high quality teaching and learning or quality cultures. Rather, these are (or have been) developed throughout the projects by the institutions themselves (Stifterverband für die deutsche Wissenschaft, 2013).

Sweden, Finland and Norway have taken a different route to stimulate high quality teaching and learning, and establishing Centres for Excellence in Education. The Swedish and Finnish schemes have already been terminated, Norway continues its scheme. The schemes use different forms of funding (e.g. match funds, financial support to implement quality improvement measures). Most importantly is that the schemes assign an 'excellence status' to the institution that rewards earlier achievements. In her analysis of bids of institutions receiving excellence status, Bråten (2014, p. 8) states that these often have a common culture or a shared understanding of goals, strategies and identity among staff, students and leadership when sending the application. The Norwegian SFU scheme selection criteria require, *inter alia*, institutions to report on their "documented quality in educational activities" (NOKUT n.d., n.p.). These are outcome, process and input factors that refer to structures and processes as well as to cultural elements that are assessed in the selection procedures. Further criteria for awarding the funding are the quality of the center's and of its plan to stimulate excellence in education, i.e. centres have to document their existing and planned excellence. It is important to stress that with setting up the centres in Scandinavia, the governments did not solely want to support quality teaching and learning at those centres, the schemes do target the whole higher education system.

Furthermore, many governments require quality indicators as accountability measures, which brings the analysis to *the institutional level*. Higher education institutions themselves also use these indicators for marketing purposes (Boyle and Bowden, 1997; Sutic and Jurcevic, 2012). Providers are therefore intrinsically and extrinsically motivated to engage in change processes and to ensure that a quality culture is embedded within the organisation (Bendermacher *et al,* 2016). From a provider's perspective, quality management has become an integral part of institutional activities (Sahney *et al,* 2010). Many argue that quality culture in teaching and learning reflects student demands for continuous educational improvement (e.g. Ardi *et al*, 2012; Doval and Bondrea, 2011).

4.3. INSTITUTIONAL POLICIES AND INSTRUMENTS

Despite a substantial body of information on different schemes to promote a culture of quality in teaching and learning, there is no 'toolkit' of instruments that practitioners and researchers of different institutional and/or national affiliations can easily draw upon. One of the problems is the friction between a seemingly uniform conceptualisation of teaching excellence (reflecting a 'taken-for-granted' notion of quality culture) and the "[…] absence of systematic and transferable principles and conceptualisations [enabling] institutionally-generated responses to excellence to emerge" (Gunn and Fisk, 2013, p. 47). Consequently, it is difficult to make cross-institutional and cross-sectoral comparisons and generalisations regarding the instruments used (Land and Gordon, 2015).

That said, in its analysis of the three rounds of the 'quality culture project', the EUA (2006) points out ways institutions can support quality culture according to three dimensions, including (a) strategy, policy and planning to provide an internally coherent definition of quality and ensure its consistency with the institutional mission, (b) structures such as Quality Assurance Units or Centres of Teaching and Learning (CTLs) to facilitate and maintain the quality commitment of its members, and (c) internal evaluations of programmes and activities.

In the OECD/IMHE project on quality teaching Hénard and Roseveare (2012) identified a number of institutional initiatives intending to improve the quality of teaching and learning. Among these were Centres for Teaching and Learning Development, professional development activities, and students' evaluations (*ibid.,* p. 7). Based on case

studies of North-American and European higher education institutions (Hénard, 2009) the study derives seven main policy levers fostering high quality teaching at institutional level (Hénard and Roseveare, 2012):

- Raising awareness of quality teaching;
- Developing excellent teachers;
- Engaging students;
- Building organisation for change and teaching leadership;
- Aligning institutional policies to foster quality teaching;
- Highlighting innovation as a driver for change;
- Assessing impacts.

Other studies focus on different conceptions of excellence in teaching and learning which can lead to implementing different instruments to support excellent teaching practice. For example, Gibbs (2008) identified twelve different conceptions, including *inter alia* "exhibiting certain teaching behaviours in a skilful way", "exploiting benefits from disciplinary research", "creating effective learning environments", "developing the teaching of others" and "leadership in teaching" (Gibbs, 2008, pp. 9 ff.).

More recently, Land and Gordon (2015, pp. 6 ff.) identified four ideal modalities to support excellence in T&L. These modalities reflect different levels of excellence, namely (a) the competence level, which focuses on professional development of (new) teachers[2], (b) the proficiency level, which rewards excellence in T&L, (c) the advanced proficiency level, which credits more than simple proficiency (for example innovation in T&L practices, and leadership), and (d) the expertise/high recognition level, which emphasises, *inter alia*, impact on learning outcomes, exceptional teaching ideas, or the creation of entire new institutions.

These different ways of framing policies and/or instruments do help to delineate quality culture instruments, but more conceptual work is needed. Taking an inductive approach based on a literature scan, this review covers the most frequently used institutional initiatives and policies. The following examples of instruments to promote a quality culture in teaching and learning will be examined in more detail:

- Centres for Teaching and Learning (CTLs, including Centres for Excellence (CETLs));
- Teaching excellence awards;
- Career paths (promotion and incentives);
- Communication structures (including sharing of best practices).

4.3.1. CTLs[3]

As mentioned earlier, many countries stimulate institutions to excel in teaching and learning. A major instrument are funding schemes supporting CTLs and CETLs. In the recent years, Norway (NOKUT – SFU), the UK (HEFCE – CETL), Finland (FINHEEC – CEUE) have been stimulating the establishment of CTLs at higher education institutions. In Sweden (Swedish National Agency for Higher Education) also an excellence scheme had been established. The scheme awarded institutions the status 'Center of Excellent Quality in Higher Education' but did not provide funds to the institutions (Elam and Johansson, 2008). While the Norwegian funding scheme (starting in 2011) is rather recent, the initiatives in Finland and Sweden have already been terminated. The HEFCE CETL scheme (2005 – 2010) entailed a competitive procedure where institutions had to propose their plans for enhancing the quality of teaching and learning by setting up such a centre. Competitive procedures are also part of the other funding schemes.

CTLs are 'nodes' of teaching- and learning-focused activities, whose purposes are to enhance quality (and sometimes excellence) in teaching practices and to invest in that practice in order to increase and deepen its impact across a wider teaching and learning community (Saunders *et al*, 2008). In the Anglo-Saxon context, the goals of CTLs, include, *inter alia*, engaging in innovations in teaching in higher education; engaging in the implementation of teaching and learning initiatives; fostering top-down/bottom-up communication on

---

[2] One could argue that at this level developing a quality culture in teaching and learning is about aligning performance with the system-level conception of quality as achieving minimum standards (for example for accreditation purposes).

[3] As most of the available research has been carried out on British CETLs, there is particular attention to this scheme in this paragraph.

educational initiatives; and disseminating scholarship in (and on) teaching and learning and education development (Chalmers and O'Brien, 2005). Professional development is also seen as an important task for a CTL (Challis *et al*, 2009). Some CTLs also engage in research on innovations in teaching and learning (Clark and Saulnier, 2010).

At the level of higher education institutions CTLs have been established in various ways. For the CETLs funded in the HEFCE scheme evaluations found that CETLs are part of the structure of the organisation and may be (a) a new stand-alone centre, (b) based within, or closely linked to, an existing central support unit for teaching and learning development or a careers centre, (c) based within a department or faculty/school (HEFCE, 2011). Saunders *et al* (2008) point out that CETLs are mostly located within one institution but may also take the form of partnerships with other organisations (both tertiary providers and non-higher education institutions). According to the survey of the 74 English CETLs (with a 86% response rate) conducted by Saunders *et al* (2008), 23% of CETLs were partnerships, mostly with other higher education institutions and, to a lesser extent, with non-HEIs or a mix. CETLs may have a disciplinary or a thematic and/or cross-disciplinary focus. Saunders *et al* found that about 45% of English CETLs were cross-disciplinary, 20% had an Arts and Humanities focus and 23% had a Maths and/or Sciences focus. One CETL surveyed reported having a Social Sciences focus. Staffing structures typically include a small core team (sometime including students as interns) led by a director (HEFCE, 2011).

A CTL's activities and outputs are diverse but may include for example developing curricula, diagnostic and evaluative tools and toolkits, support materials for staff, e-learning and communication systems and piloting of new approaches to teaching and learning such as inter-active learning approaches. CTLs are also important in dissemination and promoting internal development activities. The focus on improving teaching practice means that CTL staff need to be abreast of the field, and thus are often involved in research projects and peer-reviewed publications (HEFCE, 2011).

The establishment of CTLs has become widespread across higher education institutions (Gosling, 2009; Lieberman, 2005). Mostly these centres do not operate as excellence centres but merely as centres for teaching and learning providing a similar range of services as described above. Recently, research has started to investigate the impact of these centres and their activities on higher education teaching and learning. Bélanger *et al* (2011) as well as Nadler *et al* (2012) investigate their effects on teaching practices of teachers and learning outcomes of students. Both studies are positive about the impact and found for teachers a change in teaching practices and for students of these teachers an increase in learning outcomes. Clark and Saulnier (2010) and Lieberman (2005) study the impact of Centres for Teaching and Learning beyond teaching practice. Lieberman (2005) finds that these CTL can contribute to organizational learning and development if they are able to function as laboratories. Clark and Saulnier (2010) state that centres can support effectively the implementation of institutional initiatives when taking a mediator role in integrating top-down management and bottom-up efforts. Holt *et al* (2011) find for Australian Teaching and Learning Centres that a new paradigm defining more clearly the role of centres has emerged. Their study evidences that more innovative centres can act as a hub or node for networking that facilitates learning across the higher education institution. Therefore, the centre leadership should consider a number of points of leverage (Holt *et al*, 2011, pp. 9 ff.), among these are inter alia: preparation of new continuing staff, establishing communities of practice and implementing compulsory casual teaching development programs.

However, a strand of literature is critical about CTLs, as emerges for example in the evaluation of the HEFCE CETLs (Saunders, 2011; Saunders *et al,* 2008; Gosling and Turner, 2014). Some of the CETLs were contested, i.e. not well accepted by academic staff. These CETLs were mostly characterized by a lack of a clear mission and/or a mission overload, not acting autonomously and mostly not able to provide resources to participants. Further reasons for contestation were a lack a support from institutional leadership and that centre leaders were lacking transformative capacity. Saunders *et al* (2008) mention that those CETLs that were not aligned with existing cultures, practices and strategies, not built after a long consultation process and did not connect to prior planning of the institution were less effective. Effective CETLs on the other hand were well integrated in the strategic planning, represented on decision making bodies, had a clear mission and a cross-disciplinary focus and acted in institutions that already actively supported teaching excellence.

4.3.2. TEACHING EXCELLENCE AWARDS

Specific national and institutional awards to promote excellence in teaching are another increasingly popular instrument. These are targeted competitive funds provided to institutions, programmes, teams or individuals. A national award effectively credits a tertiary provider (or a programme) with an 'excellence-in-teaching status'. Awards granted by institutions credit individuals or teams of individuals.

Awards may focus on different aspects, such as the teaching and learning practice, the innovative nature of teaching and learning initiatives (both in class-room and online activities, for example), their dissemination and best practice sharing, etc. (Land and Gordon, 2015, pp. 6 ff.). They may have a number of specific goals. For example they may be aimed at reducing drop-out rates, at creating clear standards for teaching excellence, or at improving infrastructures. A key goal of a national-based award is to bridge the gap with the established notion of excellence as purely research-led (Brockerhoff *et al*, 2014). Awards can be either *ex post* (based on an evaluation of past performance) or *ex ante* (based on future plans).

An example of such an instrument is the German *Wettbewerb Exzellente Lehre* (Competition for Teaching Excellence) which started in 2010. Its purpose was to develop excellence in teaching, to strengthen the teaching function and to increase the attractiveness of undergraduate programmes in Germany (Brockerhoff *et al,* 2014). Awards may favour a number of activities related to different conceptions of quality in teaching. In their study of the German Competition for Teaching Excellence, Brockerhoff *et al* (2014, pp. 242 ff.) point out the recommended activities for teaching excellence given by the German Science Council and the KMK for the competition. These are divided in structural activities and cultural activities. Structural activities include a range of actions that pertain directly to the functioning of teaching and learning, for example providing infrastructure, information and counselling, improving student evaluations, improving the programme structure and content (for example through the introduction of elite trajectories within a degree), adjusting the organisational structure (for example by introducing a dean of education). Cultural activities concern communication and development patterns that can affect the quality of teaching (e.g. introducing 'teaching days' to promote dialogue, reward teaching through pay or sabbatical, promote staff development through coaching, co-teaching, sitting in on lectures, and to develop a strategy for teaching).

The example just mentioned is indicative of the goals of teaching excellence awards, and of the types of activities that it means to engender. However, worldwide there are many examples of 'teaching excellence awards'. Examples are, *inter alia*, the UK's *National Teaching Fellowship Scheme* (NTFS), managed by the Higher Education Academy, which supports individuals' professional development in learning and teaching[4], and the Fulbright *Distinguished Awards in Teaching Program* sponsored by the US Department of State, which provides the opportunity to take part in a professional development programme for teachers[5].

The Australian Awards for University Teaching operated through the government's Office for Learning and Teaching is an example of a national award for programmes that enhance learning (known as APEL, 'Awards for Programs that Enhance Learning')[6]. These awards recognise learning and teaching support programmes and services that contribute to the quality of student learning and the quality of the student experience of higher education (Land and Gordon, 2015, p. 7).

Finally, teaching awards may also be institutionally driven. For example, the University of Bath in the UK runs the 'Best Team in Support of Student Learning Award', which is funded by the Alumni Fund. This institutional award "[…] recognises exceptional and/or innovative team work and collaboration in the delivery of learning and teaching." The award focuses on the innovative or transformational contribution to the student experience in learning and teaching[7].

Innovation awards deserve a place in their own right because "whereas many schemes are content to reward scholarly high quality teaching and learning practice that may draw on established and well-tried pedagogical

---

[4] The NTFS is currently being reviewed to understand how it can contribute to identifying and recognising teaching excellence across the sector (see: https://www.heacademy.ac.uk/recognition-accreditation/national-teaching-fellowship-scheme-ntfs)

[5] See: http://tntp.org/blog/post/10-awards-for-great-teachers

[6] See: http://www.olt.gov.au/awards/nominations

[7] See: http://www.bath.ac.uk/learningandteaching/progressing-your-career/teaching-awards/best-team-supporting-student-learning-award/index.html

models, other approaches specifically seek to celebrate innovative practice at classroom, programme, or institutional policy level" (Land and Gordon, 2015, p. 9). Examples might be the 'Chancellor's Awards at the University of Edinburgh'[8] or Australia's 'Citations for Outstanding Contributions to Student Learning'.

.

For institutional teaching prizes there has also been research on how to design award criteria to effectively reward teaching excellence (Gibbs, 2008a; 2008b). Gibbs finds that award schemes that are not clear on what is valued as good teaching and that do not have a clear underlying concept of teaching excellence mostly fail to achieve goals such as promoting innovative teaching practices. Higher education institutions are also awarding innovations in teaching and learning, such as the TRANSArk initiative. It aims to encourage excellence in the teaching of architects at the Norwegian University of Science and Technology at Trondheim[9] (Land and Gordon, 2015, p. 8).[10] The Centre was developed in an application for the Norwegian SFU scheme. Unfortunately the SFU- status was not awarded but the institution decided to establish the centre.

4.3.3. CAREER PATHS: INCENTIVES AND PROMOTION

Institutions can promote a culture of (high) quality in teaching and learning through a teacher-related career path and promotion system. Promotion in a teaching career is based on achieving certain thresholds although these are often vague. In some cases (e.g. the Netherlands) a certain certification such as a BKO or SKO is necessary for promotion. Other systems (e.g. Singapore) are stricter and require more evidence including for example a course folder, evidence of contribution to curriculum and peer reviews.

However, to date an institutional career-path policy is weak (vis-à-vis the research promotion system for academic staff). Many teaching staff rely heavily on external teaching awards for promotion cases. Indeed, a recognition such as the 'Leadership in Faculty Teaching Award' (Ontario, Canada) may be linked to promotion criteria within institutions.[11] Graham (2015) investigated for the UK how promotion procedures are related teaching achievements in engineering sciences. In her study, she found that there is a gap between the perception of academic staff and university management with regard to the importance of teaching achievements for their careers and promotion. While most academic staff perceive teaching engagement has having no value most of university leaders and HR managers were stressing its importance. According to her findings hindrances to the recognition of teaching of achievements are primarily due to the following six key issues (Graham, 2015, pp. 3-4):

- "1. An overwhelming emphasis on research reputation and income is seen by many to pervade all aspects of university culture, dominating promotion priorities both for career advancement within institutions and for academic mobility nationally and internationally.
- 2. The measures used to evaluate teaching contribution are seen to be poor indicators of achievement and impact. They are therefore often attributed little weight by candidates when preparing their cases and are perceived to be accorded little weight by promotion boards when evaluating these cases.
- 3. The difficulties associated with identifying and collecting evidence of international leadership in teaching/education appear to leave many academics struggling to build a robust teaching-based promotion case to professorial level.
- Some university policies and practices, such as annual appraisal processes, appear to reinforce negative perceptions among academic staff about how teaching is valued, with the result that few prioritize this aspect of their professional role and fewer still apply for teaching-based promotion.
- For many in the engineering education community, a policy/practice gap is seen to exist, where university policies for recognizing and rewarding teaching achievement are not perceived to be consistently followed by promotion boards in practice.

---

[8] See: http://www.ed.ac.uk/polopoly_fs/1.106874!/fileManager/ChancellorsAwards2013.rtf
[9] See: http://www.ntnu.edu/transark
[10] See: http://www.olt.gov.au/awards/citations
[11] See: http://www.tcu.gov.on.ca/facultyawards/facultyEligible.html

- University resource allocation models are understood to recognize research quality and student numbers, but not teaching quality. The incentive structures at departmental level therefore do not encourage academic managers and, most importantly, department heads, to invest in cases for promotion based on excellence in teaching rather than in research."

Sources of evidence for assessing teaching quality for promotion to professorship are scant compared to the assessment of research performance. Moreover, there remains a strongly-held belief that changes to promotion system are confined to teaching-focused career track and that above a certain 'threshold level for acceptable teaching', career rewards become more marginal (Graham, 2015).

On the other hand, some institutions started using incentives to motivate professors to engage in high quality teaching (Becker *et al,* 2012), for instance through performance agreements and additional funds for high quality teaching and introductory phase of recent professors. In a study of German higher education institutions, they did not find any application of performance agreements to engage (recent) professors for high quality teaching. Most institutions surveyed found it difficult to set performance goals for teaching. Additional funds on the other hand were used in the internal distribution of teaching funds. Trainings or coaching during the first months of appointment intend to increase the commitment of recent professors to the organisation and high quality teaching.

4.3.4. COMMUNICATION STRUCTURES

Communication and best practice sharing is necessary to ensure instruments mentioned hitherto can be successful. According to Roxå and Mårtensson (2009), communication can be – with reference to Goffman (1956) 'front stage' (formal) or 'backstage' (informal). Moreover, it can be intra-institutional and inter-institutional (engaging a broader community of practice).

Roxå and Mårtensson (2009) have explored how academic teachers engage in sincere discussions about teaching and learning. These conversations appear to include only a limited number of selected peers – a 'significant network'. Furthermore, the conversations mainly occur backstage and therefore remain hidden from the majority of colleagues. It is during these conversations that teachers develop or maintain a personally integrated understanding of teaching and learning. As these conversations are outside the official agenda, teachers have the opportunity to carefully choose when or whether to bring a personal opinion into the open and potentially challenge a teaching and learning strategy or any other part of an institution's or a department's official agenda. Communication across tertiary education providers and between teachers is equally pivotal to promote a teaching and learning quality culture across the higher education system. Several rewards schemes consider dissemination and best practice sharing as important award criteria (Land and Gordon, 2015; NOKUT, n.d.).

5. QUALITY CULTURES IN PRACTICE

This chapter[12] will present some current practices of quality cultures in teaching and learning. It will refer to a couple of descriptions of (what are seen as) good practices at the institutional level as well as to factors at the individual and organisational/institutional level that contribute to a successful enhancement of quality cultures. It needs to be borne in mind that these practices serve as examples. Much more research will be needed to arrive at solid conclusions about what factors affect quality cultures and quality enhancement.

5.1. GOOD PRACTICES AT ORGANISATIONAL/INSTITUTIONAL LEVEL

As has already been stated above, empirical research on enhancing quality cultures is scarce (Bendermacher, 2016, p. 4). Studies mostly do not investigate interventions enhancing quality cultures but quality management. Studies on implementing internal quality assurance have been in the forefront also due to the special focus of the two EUA projects on quality cultures (Sursock, 2011; Vettori, 2012; Vettori *et al,* 2007). Describing and analysing practices of enhancing quality has only recently been addressed by researchers (Leest *et al,* 2015b, 2015a).

In this chapter, we will offer a couple of examples of descriptions of good practices as found in the literature. The first is taken from the case studies that have been feeding the SHEEC (Scottish Higher Education Enhancement Committee) project on Managing enhancement (SHEEC, 2010). The second is a study of enhancement of quality cultures through communication in a university of applied science (Boentert, 2013). Finally, we refer to the study of Leest *et al* (2015b) that summarizes characteristics of good practice regarding enhancing and developing quality cultures in teaching and learning.

5.1.1. SHEEC PROJECT

In the SHEEC project, the development of institutional quality cultures is one instrument among others enhancing the quality of teaching and learning (SHEEC, 2010). It finds that quality cultures include formal, technocratic processes (top-down) but also bottom-up communication aiming to establish shared understandings. The report states three good practices for establishing more bottom-up driven communication:

- The project DEEP – Documenting Effective Educational Practice – is run by a number of US higher education institutions. These institutions were achieving results above expectations when it comes to graduation rates and survey scores. Stimulation of student engagement and strong community-building around shared experiences, values and norms was central to the projects. This was by shared learning experiences (student participating actively in research of staff) or offering positions to students at the institution. Also establishing ceremonies and rituals contributed positively to a stronger commitment of the students to the institution.
- At the South Eastern University in the FYR Macedonia there was an initiative to implement a culture of reflective debate. This was to overcome the traditional style of teaching and learning which was mostly characterized by transmission of knowledge and memorization of facts rather than critical thinking. With setting the goals of changing the prevailing teaching and learning style the institutions also implemented measures that made it possible for teachers to reflect upon their teaching and to learn new practices.
- The third example mentioned by SHEEC is located at the Laurea University in Finland. Here the roles of teachers and students have been redefined to achieve a change in teaching and learning styles. Rather than being transmitters of knowledge, teachers now act as "researchers, regional developers and pedagogues" (SHEEC 2010, p. 17) who accept students as junior colleagues. Staff development has been implemented to achieve this.

The examples presented by the SHEEC report should be understood as interesting examples rather than as good practices. The common denominator is that building communities and having shared values is important. What

---

[12] Unfortunately, this chapter will not address the practice of system-level quality cultures as there are hardly any studies on the topic yet.

instruments and factors support the process does not become clear, also expected outcomes of the quality work are mostly not mentioned.

5.1.2. UNIVERSITY OF APPLIED SCIENCES MÜNSTER, GERMANY

Some years ago the University of Applied Sciences in Münster, Germany achieved self-accreditation rights. In the process, the review committee assigned the institution to have a very strong quality culture. The committee pointed to the good interplay between formal structures and processes and the shared understanding of quality assurance in the institution. Further, the more natural character of quality assurance processes being a routine and widely accepted among staff has been mentioned. This was identified as a main outcome/result of management. As a key to success, Boentert (2013) finds the stimulation of continuous and vivid communication around quality issues through management. The quality management system integrates communication in four different areas in a structured way including organized talks between management and staff. Also opportunities to exchange of ideas and innovations were organized. There was special attention that exchanges allowed for developing shared ideas and understandings of quality management. Four areas of communication had been established:

- *Definition of goals*
  The institution's development plan defined strategic goals with the help of academic scorecards. The plan describes besides strategic main goals also intermediate steps, instruments as well as indicators measuring goal achievements. The institutional leadership, the central quality management team, deans and the quality assurance officers at the level of the faculties had agreed on these goals, instruments and indicators in a continuous communication process. (Boentert, 2013, pp. 130–131). Besides this communication, publications such as leaflets informed staff about strategic goals instruments and expected outcomes.
- *Optimizing processes*
  Optimisation included two aspects: firstly, administrative structures and processes around teaching and learning were integrated in an institution wide ICT system (called FINDUS) that was accessible to all staff. Beside forms and descriptions of processes, the system provided a feedback routine that asked for potential improvements of the system. Proposals for improvement were discussed and integrated into the system. Secondly, teaching and learning processes became optimized. Teachers participated in professional courses to improve their teaching skills. Further, a forum (*Ideenwerkstatt gute Lehre*) was established that stimulated teachers to discuss issues around teaching and learning.
- *Critical questions*
  In the area 'critical questions', the institutional evaluation was discussed. It was decided to have a decentral structure where each faculty could decide on its own evaluation regulations. These faculty evaluations had to consider a set of indicators shared across the institution but faculties were allowed to design their own indicators. The shared indicators were defined cooperatively by the decentral quality officers.
- *Sustainability*
  Finally, annual talks were carried out to discuss achievements and problems with regard to strategic goals stated in an academic scorecard. These talks take place for each faculty with the university leadership, the quality officers and faculty leadership taking part. Besides these talks, also the voices of students and administration were heard in separate annual talks.

Careful consideration of the central and decentral stakeholders' interests has strongly facilitated the communication and supported the acceptance of quality assurance practices as a routine. Further aspects such as actors being result-oriented and able to compromise as well as a respectful manner in the communication were also helpful. In addition, establishing a decentral quality assurance regulations geared toward the needs of the faculties was found as a major success factor. External demands and of the central level of the institution played a less important role when designing these regulations (Boentert, 2013, pp. 134–135).

5.1.3. Organisational cultures in Dutch study programmes

In their qualitative study, Leest *et al* (2015b) investigated 12 degree programmes at Dutch universities (4 programmes) and university colleges (8 programmes).[13] These 12 degree programmes were identified as good practice programmes with the help of an initial web-survey done in the same study. In the study, quality culture was defined as a ubiquitous form of care for quality. This would be reflected *inter alia* by quality integrated in daily routines and processes. Quality cultures were also regarded as part of the organizational culture. The study, however, distinguished different quality culture types based on the Competing Values Framework of Quinn and Cameron: Family, Clan, Adhocracy or Market. The majority of the twelve degree programmes studied were assigned to a type representing a mix of Family and Adhocracy. These programmes were characterized by a mostly collegial type of leadership, which made room for flexible adjustments and shared values.

Summarizing the twelve case the authors found that good practice programmes with working quality cultures in teaching and learning are characterized by the following (Leest *et al*, 2015b, pp. 122–127):

- Regarding cultural aspects, the degree programmes had flat hierarchies, student focus, low thresholds for communication and informal communication. Open communication including students, teachers and management were prevailing. The programmes were also committed to trust, respect and collegial feedback. Communication also left room for making mistakes. Formal as well as informal communication was focusing on the quality of teaching and learning and was based on a shared vision high quality teaching and learning.
- The good practice programmes also had roles for students and integrated them in the quality care. This was often done for formal processes, in particular student evaluations where student organisations took the role of organizing evaluation talks.
- The leadership style mostly valued participation and informality. Leadership was perceived as being reliable and integer. Further, it recognized teachers as professionals and made teaching and learning a shared responsibility. In the good practice programmes, leadership was able to create a feeling of ownership of the quality care among teachers.
- Teachers in these degree programmes were open for communication and exchange, they were strongly intrinsically motivated and interested in improving their skills respectively teaching in their discipline. The majority of them were eager to cooperate and acted as team players. Having a shared vision of quality care and high quality teaching and learning was also very important. Within the teaching teams mutual respect for and interest in professional expertise was important, it allowed to build a community providing a safe room for exchange and feedback.
- The role assigned to and the acceptance of internal and external quality assurance by teachers was important. Teachers assign value to external quality assurance processes and have an intrinsic motivation to learn from the external review. Accreditation is seen as an opportunity to reflect, innovate and improve current practices. Internal quality assurance on the other hand is mostly accepted as daily routine and is perceived as an organizational need rather as an administrative burden.
- Finally, in the good practice programmes teaching and learning was related to research and to labour market demands. Integrating students in current research and preparing them for later job requirements was found to be very motivating for students as well as for teachers. Also student engagement increased when they participate in their teachers' research.

---

[13] Most studies dealing with quality cultures do not refer to any outcomes of the enhancement. We only found one study researching the change of selected outcome indicators in relation to the implementation of quality assurance and quality management. In an empirical research of 44 departments of Flemish higher education institutions applying quality management, Berings (2010, p. 55ff) found that the implementation of care for quality (*integrale kwaliteitszorg*) was more probable in departments where a collective orientation was prevailing. Testing two further indicators, student satisfaction and satisfaction of staff, the study revealed that student satisfaction is correlating positively with a collective oriented culture. Staff satisfaction on the other hand, was positively related to a collective culture as well as to a more people-oriented organizational culture.

6. WHAT MAKES QUALITY CULTURES WORK?

The descriptions presented so far make it difficult to clearly distinguish instruments enhancing quality cultures and factors that make the instruments effective. Also what a quality culture is and what the expected outcomes of quality cultures are often remains unclear. In the following, we will concentrate more strongly on factors – found in the relevant literature – that arguably facilitate or impede the enhancement of quality cultures at the individual and the organisational level.

6.1. IMPORTANT FACTORS FOR ESTABLISHING QUALITY CULTURES AT THE INDIVIDUAL LEVEL

With the individual level, we refer to the teachers engaging in quality cultures in teaching and learning. To date, there is only limited literature available that deals with factors that facilitate or impede the enhancement of quality cultures at the individual level. However, taking a broader perspective, and including all factors influencing the development of quality cultures, we were able to identify factors from four different areas. These were:

- Perceptions, values and beliefs of individual teachers. Here we will focus on the construction of values and their role in changing individual and hence organisational behaviour.
- Motivational factors. In this section, we will focus on factors impacting on the motivation of teachers and potential goal conflicts of academics.
- Professional development activities related to teaching and learning.
- Leadership styles. Discussing these, we will investigate their influence on enhancing quality cultures.

6.1.1. VALUES, BELIEFS AND PERCEPTION

Values are the core element of culture (Hofstede, 2001). As a central sociological concept, there is a variety of definitions. When it comes to research on quality management a prevailing definition states that values are "desirable, motivational goals that transcend any situation and guiding principles for people's lives" (Kleijnen *et al*, 2013, p. 154). These values are seen to only indirectly influence action since there is a gap between preferred values and values which are implemented in practice. However, individuals' preferred values are of importance for change initiatives, since they give an indication of what is important to people (Kleijnen *et al*, 2013). Furthermore, the way individual factors affect perception, beliefs and values is important for developing and enhancing quality culture.

The literature review by Bendermacher *et al* (2016) highlights the importance of a fit between individual and organisation values for the development of a quality culture. In a small-scale study by Skelton (2012b) shows that such a fit prevents value conflicts. The study also investigated how value conflicts are perceived by individuals. It concludes that value conflicts can lead to "(…) personal and professional discomfort for the individuals concerned – a sense that they were not teaching in a way that was fundamentally 'right' and/or morally defensible" (Skelton, 2012b, p. 264). Significant value conflicts could hinder initiatives to change teaching as people resist or even leave the organization. Furthermore, value conflicts were found to affect individual wellbeing and satisfaction and hence have an impact on individual motivation. Teachers facing value conflicts would often choose a strategy of 'compromise'. This strategy implies that teachers are aware of structural limitations they cannot influence but they try to engage in selected practices that are in line with their own values (Skelton, 2012b). This implies that individual value conflict might act as hindrances to the full implementation of change initiatives. The study by Kleijnen *et al* (2013, pp. 160ff) however shows, that a link between individual and organizational values can be established by for example focusing on 'involvement, cohesion, flexibility and innovation' rather than on values linked to 'stability, control and information management'. Additionally, involving teachers in decision-making tightens the link between individual and organisational values.

The development of shared values or understandings of high quality teaching or quality cultures needs to respect the way how individual teachers select their approach towards teaching. Gregory and Jones (2009) conclude from their qualitative study among Australian higher education teachers that both environmental and individual factors influence the choice of a certain perception of teaching. Environmental factors include the teaching delivery method, subject content, student cohort, workload demands, support services and policies and processes of the institution. Individual factors are a number values such as high academic standards, active student participation, equity, teaching and diversity. These beliefs, values and preferences affect how teachers interpret their role and perception of students. Environmental and individual factors are seen to be interrelated since individual beliefs, perceptions and values affect how individuals interpret environmental contexts. However, in case of a strong individual values, teaching approaches are chosen regardless of environmental factors.

Other research indicates that communication with significant others is important for the selection of a teaching approach. Conversations in significant networks are seen to "continuously construct, maintain and develop an understanding about teaching and learning" (Roxå and Mårtensson, 2009, p. 555). These have implications for teachers' identity construction and practices. In their survey study (106 participants from different disciplines), they found that discussing teaching issues takes place in trustful environments and between a small number of colleagues. Thus, most teachers talk to five to ten colleagues from their own discipline, department, and institution but also from other institutions. Having no partner from their own discipline was only mentioned by a minority (Roxå and Mårtensson, 2009). The content of these conversations often oppose the official agenda and are not seen as day-to-day talk. Rather, these conversation were seen "to deal with important disciplinary content, and challenges about how to support students'' (Roxå and Mårtensson, 2009, p. 553). Applying this perspective to influencing teaching approaches, Roxå, Mårtensson and Alveteg (2011) argue that pedagogical developers intending to influence teaching and learning cultures have to consider these important significant networks. The authors argue that influencing only the hub (a central person in a network with many connections to other people) changing the culture might fail. Rather, since trust for meaningful teaching conversation is seen as important, the link between significant others is important as well. Thus linking two existing clusters directly is seen as a valuable strategy. The importance of trust was also reflected in a study on micro-cultures in teaching and learning by Mårtensson and Roxå (2015). The authors describe micro-cultures as constructed through culture and stabilized through "norms, traditions, recurrent practices, tacit assumptions, and so on" (Mårtensson and Roxå, 2015, p. 194). These micro-cultures have an influence on people's behaviour. The study identified as success factors a strong commitment to teaching, a shared sense of the purpose of their work and its future direction. Additionally, trust between all members and a supportive system within the micro-cultures had effects on fulfilling the high standards of teaching and shared values for education displaying a shared responsibility for the quality of teaching (Roxå and Mårtensson, 2011).

6.1.2. MOTIVATION

The quality of teaching and learning is linked to the motivation, satisfaction and commitment of individuals (Lourdes Machado *et al,* 2011; Esdar, 2015; Esdar *et al,* 2013).

There are various studies exploring how motivation for teaching is constructed. They are often based on large sample sizes, but are conducted within a single higher education system, limiting insight in how context (system-level) variables affect motivation. While common sense often sees financial incentives as a source of motivation, research challenges this perception. Various studies have shown that financial incentives such as merit pay, performance related budgeting, management by objectives or teaching awards are not the main drivers for motivation and behaviour change (Lourdes Machado *et al,* 2011; Henke and Dohmen, 2012; Müller-Hilke, 2010; Stegmüller *et al,* 2012; Wilkesmann and Schmid, 2012). According to Henke and Dohmen (2012), the impact of performance-based funding depends on the actual operationalization of the performance indicators and does not automatically have an effect on individuals. Rather, financial incentives can be seen as one factor out of a variety of factors influencing motivation and stronger engagement for teaching activities (Becker *et al,* 2012;

Lourdes Machado *et al,* 2011). Stegmüller (2012) states that most teachers are intrinsically motivated for good teaching. This intrinsic motivation mostly has stronger effects than extrinsic motivation (Esdar *et al,* 2015). Factors influencing motivation are system, organizational and social factors (Stegmüller, 2012). Also, engaged and motivated students were identified as a strong driver for motivation (Kızıltepe, 2008; Skelton, 2012b). Besides this, the following factors stimulate motivation (Stegmüller, 2012, p. 111):

- Contact and interaction with students,
- Autonomy and flexibility as teacher,
- Workload,
- Nexus between research and teaching and
- Material incentives for teaching.

Environmental conditions for teaching, value of teaching, feedback and recognition of teaching activities were mentioned less frequently. Also success in teaching, cooperation between teachers, transparent teaching engagement, career relevance of teaching, student competences, development opportunities in teaching, close link with research activities (content-wise) and variation in teaching seem to play a less important role. These findings correspond with those of Kızıltepe (2008) who found that besides the strong influence of engaged students, career related factors and social factors are important for the motivation. As demotivating factors, less engaged students, economical factors as for example low income, structural and physical characteristics as for example high numbers of students or inadequate material were identified. Research related factors such as low opportunity to do research and factors related to working conditions such as lots of bureaucracy or high teaching loads were mentioned less frequently. Furthermore, basic need satisfaction of autonomy, competence and relatedness influence the teaching motivation with the basic need of competence has a stronger effect on teaching motivation than autonomy (Esdar *et al,* 2015). Furthermore, intrinsic motivation was highest for those individuals with high satisfaction of all basic needs. Lower motivation for teaching was found for teachers with a low satisfaction of relatedness (Esdar *et al,* 2015). Social factors influencing the motivation of teachers were identified by Stegmüller *et al* (2012). They found that the influence on teaching engagement (reported and desired) was positively influenced by the level of openness of colleagues to teaching, autonomy in teaching, importance of including teaching qualification in staff selection, and support during the start of their teaching careers.

As seen above, research has shown that the motivation to teach is related to many different factors. However, these findings are context-dependent. That said, motivation was deemed important, although it has different sources and monetary incentives are often not the main driver. Rather, student engagement and the recognition of teaching are found to be important drivers for teaching motivation.

Besides motivation, other factors such as goal conflicts have an impact on teachers' engagement with teaching (Esdar, 2015). Goal conflicts can lead to dissatisfaction and have an effect on the performance of individuals. In higher education, goal conflicts often arise between teaching and research due to time constraints. These goal conflicts (at least in the German context) are more explicit for young academics since they have uncertain career paths (Esdar, 2015). Understanding how goal conflicts appear and what the effects of the goal conflicts are, will help to implement a quality culture without increasing the risk of an increase in goal conflicts for staff. Research on goal conflicts has shown that basic need satisfaction for autonomy, competence and relatedness are important to decrease goal conflicts, whereby especially autonomy had a strong influence (Esdar *et al,* 2015). To diminish goal conflicts, the authors advise, besides a system in which autonomy, competences and relatedness are valued, to offer courses in time management. Winter, Taylor and Sarros (2000) studied role overload in an Australian context and found that role overload leads to goal conflict that subsequently leads to low levels of job feedback and low level of influence in decision making and ultimately to dissatisfaction. The effects of goal conflicts were also shown in a small scale interview study by Skelton (2012a) who found that goal conflicts as well as value conflicts lead to frustration, identity crises and decisions to leave the organization. This strong impact of goal conflicts and dissatisfaction among staff is important to consider for change initiatives.

6.1.3. PARTICIPATION IN PROFESSIONAL DEVELOPMENT

A related (although less studied) factor is the motivation of teachers (and academic staff in general) to participate in professional development aimed at enhancing the quality of teaching and learning. Academic staff often oppose professional development activities, especially when they perceive a conflict between these programmes and the widespread value of academic freedom (Mårtensson *et al,* 2011). In a recent study it has however been argued that teaching staff's active involvement in professional development, in particular of academic teachers, is necessary to improve quality. It should also be noted that the evidence is based on a single case study of a research-intensive institution in Sweden only (e.g. (Mårtensson *et al,* 2011). In this study it is found that quality enhancement "must be owned" (Mårtensson *et al,* 2011, p. 52) by the academic staff. This ownership is partly reflected in their involvement in professional development activities. Otherwise, the academic staff "will at best comply instrumentally with the formulated strategy, but not charge the teaching with personal involvement" (Mårtensson *et al,* 2011, p. 55). Hence, motivation of academic staff to be actively involved in professional development is quintessential, at least in this institution, and it is especially high when they perceive a fit between their academic identity and the professional development activities. This perceived fit can be managed, not by "brute external pressure" (Mårtensson *et al,* 2011, p. 53) but by the alignment of professional development with academic freedom through a combination of documentation (e.g. from educational research), pedagogical courses, stimulation of open debate and building relations between teachers.

Analogously, based on data collected through questionnaires with 171 faculty members in Portugal, it is found that emancipatory and pedagogical motives of faculty staff are important factors underlying the participation in professional development (Veiga-Simão *et al,* 2015). In specific, emancipatory and pedagogical motives are more important than instrumental and practical motives. In a thematic analysis of a random sample of 30 statements on teaching written by lecturers with a postgraduate certificate in teaching and learning in higher education, it has also been found that the motivation to engage in professional development also depends on factors such as staff's ambition, purposefulness, moral alertness and openness to learning (Fitzmaurice, 2008). Moral alertness was strongly emphasized and included personal values such as honesty, respect, responsibility, care and compassion.

6.1.4. LEADERSHIP

Finally, much of the relevant literature addressing the individual level is related to leadership. Leadership is a crucial factor underlying quality enhancement in higher education as this sector is generally seen to be resistant to change (Bolden *et al,* 2008). Based on a single case study of a research-intensive institution in Sweden, it is found that quality enhancement requires leaders with clear vision and careful timing (Mårtensson *et al,* 2011). In particular, leaders have a specific role in changing structures and regulations that inhibit academic teachers in their commitment to quality enhancement. Hence, leaders need to listen to the experiences of teachers and support them when necessary.

Leadership has also been discussed in the context of leadership styles (Bryman, 2007; Berings, 2006). In a literature review of studies investigating effective leadership in higher education, Bryman (2007, p. 697), for instance, identified 13 effective leadership styles, including elements such as communication skills, personal attributes and process-oriented behaviours. Based on Quinn's Competing Values Framework, Berings (2006) argues that leadership in higher education is most effective when it adapts to organisational culture, core values of the organisation and of academic staff.

The broader literature on leadership in higher education is also relevant and there seems to be a growing consensus that organizational change (including quality enhancement) depends on 'blended leadership', which is for instance demonstrated in a multiple case study of seven English university colleges, based on data collected in 140 interviews with employees in the higher education sector (e.g. Collinson and Collinson 2009). Blended leadership combines bottom-up, horizontal influences on the one hand and top-down, vertical influences on the other.

Since the early 2000s, studies on leadership styles advocate 'distributed leadership' (Bolden *et al* 2008). This leadership style is characterized by informal, bottom-up influence involving the entire staff. It also favors a

relational approach. In specific, distributed leadership is based on three premises: leadership as a group property, open boundaries of leadership and distributed expertise.

However, scholars have gradually started to realize that effective leadership also requires top-down influences, although mixing bottom-up and top-down influences is quite challenging (e.g. Bolden, 2011; Bolden *et al,* 2008; Bolden *et al,* 2009; Collinson and Collinson, 2009). Based on interviews with 152 leaders in 12 UK higher education institutions, it was for instance found that the experienced tension between these two types of influences is widespread, alongside other related tensions such as between individual autonomy and collective engagement, academic and administrative authority, and stability and change (Bolden *et al,* 2008). Despite the need for bottom-up, collective leadership, higher education institutions still need visionary leaders to inspire change in turbulent environments. A visionary leader for instance can unite bottom-up influences. Hence the ability to manage dialectical tensions is probably the core characteristic of effective leadership in contemporary higher education. Although recent developments have forced higher education institutions to become more 'managerial', i.e. implementing hierarchical structures and top-down influences, it cannot be ignored that "[t]here remains a deep-seated desire for collegiality" (Bolden *et al,* 2009, p. 257).

In practice, blended leadership bears the risk that managerial power may gradually overshadow bottom-up influences (Bolden *et al,* 2009). It should also be noted that power dynamics may also play out at the level of the informal influences in that staff with a high reputation and a strong network are probably able to exert stronger informal influences (Bolden *et al,* 2009). To achieve blended leadership there seems to be no 'one-size-fits-all' approach, rather each higher education institution may develop its own structures, systems and processes of blended leadership. Blended leadership is "a dynamic negotiation and exchange between the centre/top and schools/departments and amongst informal networks of colleagues and peers" (Bolden *et al,* 2009, p. 270). Accordingly, the concept of blended leadership may especially be useful as an analytical tool to investigate the experiences of individuals in higher education institutions facing not easily solvable tensions. That being said, a quintessential property of blended leadership seems to be the "formal (and intentional) leadership orchestrated from the top" on the on hand and the "informal (potentially unplanned) leadership emerging from across the organisation" (Bolden *et al,* 2009, 2009, p. 271). In other words, to be effective, leadership needs to strike a balance between these different types of influences.

The tendency towards blended leadership can also be identified in the broader organisational literature, hence insights from this literature can shed light on effective leadership in higher education (Bolden, 2011). There is an increasing awareness that (blended) leadership studies draw on a narrow, essentialist ontology that conceptualises leadership as an attribute at the level of individuals and/or organizations (see also Bolden *et al,* 2009). Gradually, leadership scholars are realising that effective leadership may not be a personal or organizational attribute, but may rather be situated at the level of rhetoric. From this non-essentialist perspective, effective leaders are those who are able to build convincing narratives and discourses that unite all external and internal stakeholders.

6.2. IMPORTANT FACTORS FOR ESTABLISHING QUALITY CULTURES AT THE ORGANISATIONAL LEVEL

Singling out factors facilitating or impeding the enhancement of quality cultures at the organisational or institutional level also required taking a broader perspective. As studies on the topic are scarce, also studies researching the implementation of quality management and quality assurance have been scanned. The literature review identified the following factors at the organisational level:

- Support from institutional leadership
- Communication
- Data driven reflection of enhancement activities
- Design of enhancement instruments
- Decision structures
- Provision of sufficient resources/staff development

6.2.1. SUPPORT FROM INSTITUTIONAL LEADERSHIP

One of the most important factors to successfully implement internal quality assurance is the support from the institutional leadership. This support involves a number of things. Donzallaz (2014, pp. 31–32), in her analysis of implementation processes in Swiss universities, states that support from institutional leadership means foremost that it commits itself to the quality assurance system and integrates it in its daily practice (also mentioned by SHEEC, pp. 28–29). Also having decided clearly about the design of the system (e.g. operating on central or decentral levels?), the quality goals to be achieved and the relation of quality managment to the strategic goals of the universities is crucial for smooth implementation. A similar variety of support from institutional leadership is also mentioned by Yorke (2000). As principles of management for quality, he mentions that academic leaders should develop a 'vision and strategy, establish a sense of necessity, create a guiding coalition, communicate widely and continually ... and be prepared to listen, develop a shared commitment, generate some early success, consolidate and embed the gains, and do not rest on laurels' (Yorke, 2000, pp. 30-32). Also, the style of leadership matters. Vettori *et al* (2007, p. 24) mention that "… *strong leadership* does not mean to determine and enforce a multitude of decisions in person, but to negotiate them in a way that makes them acceptable and allows for the delegation of responsibility." As mentioned already earlier, leadership styles that were supportive, focusing on participation and sustaining shared visions and values make implementation processes easier. Huson (2015) states the importance of encouragement of communication and participation. The SHEEC report indicates that management structures should promote and sustain shared values. In general, communication should have an academic rather than a managerial tone (Sursock, 2011, p. 51).

6.2.2. COMMUNICATION

As with any organizational change, communication matters also for the implementation of internal quality assurance. Communication is not only about the amount of information provided, it is about different aspects of quality including the organization of communication and its content. Communication structures should allow different stakeholder groups in the university to voice their opinion, eventually their critique as well as ideas about the internal quality management: the structure should thus be open and allow feedback. Boentert *et al* (2010) refer to this as careful communication, which means that relevant actors have to be identified, project structures and later structures for the management system that allow integrating staff and also cooperation with them have to be created, and finally that targeted information should be provided and consultation should be possible.

Academic staff often opposes organizational change as it might put additional administrative burdens on them. Therefore, communicating short-term benefits are important. Boentert *et al* (2010) conclude from their case study that showing clearly the short-term benefit of participating – i.e. showing how the new system/change will benefit participants (for example quality management systems reducing required efforts for re-accreditation etc.) contributes to its success (see also Petzoldt *et al,* 2008, pp. 91–92).

6.2.3. DATA-DRIVEN REFLECTION OF ENHANCEMENT ACTIVITIES

Showing short-term benefits of internal quality assurance system requires that it has sufficient instruments to monitor outcomes and indicators reflecting changes. SHEEC (p. 3) indicates that "[e]ffective data gathering (often using tools and frameworks) to inform action is also an important cornerstone of a quality culture." This means that data gathering should not only focus on the outcomes of the system but also include achievements of other higher education institutions to be able to contextualize achievements. The introduction of reference points as benchmarks is also considered to be helpful in evaluating and improving. Universities that have successfully enhanced quality cultures and established student centred learning have often maintained and developed "structures which create the opportunity for reflection on experience by drawing on appropriate ranges of evidence including national and international benchmarks." (SHEEC, p. 18) This was for example done in Australia where teaching and e-learning quality indicators have been developed for a community of universities. Also in

Germany, a network of universities establishing a shared (networked) internal quality assurance system report that the possibility to compare is helpful for contextualizing achievements (Fischer-Bluhm, 2007).

6.2.4. DESIGN OF ENHANCEMENT INSTRUMENTS

The design of instruments or the internal quality assurance systems account also for its successful implementation. Well-designed instruments or systems are aligned with other activities of the university and its internal stakeholders. At the level of the institution it is required that the instruments to ensure and enhance quality should not contradict or disturb other activities, in particular universities' core processes research, teaching and knowledge transfer. Rather quality assurance work or care should reinforce those (SHEEC 2010). This applies also to the more 'immaterial' aspects of quality instruments, for academic staff will often refuse instruments that do not connect to their shared goals, visions and values.

6.2.5. DECISION STRUCTURES

Respecting the autonomy of academic staff is also important when decisions to implement internal quality assurance systems are taken. Research has investigated top-down vs. bottom-up processes. Donzallaz (2014) states that a good interplay of top-down decisions and bottom-up participation is most successful, and will make implementation more effective (see also the section above on blended leadership). Positive effects will most probably unfold when the university leadership decides top down on the way the quality assurance system is implemented (based on a prior consultation of internal stakeholders), on clear descriptions of tasks for different participants, on distribution of resources (also in the long run) and how the quality assurance system will relate to internal evaluation and monitoring. With bottom up participation the following should be addressed: co-decision on implementation, participation in designing instruments, and expectations of decentral units about the quality assurance should be clearly considered (Donzallaz 2014, pp. 34–35). Also Petzoldt *et al* (2008) indicate that the fundamental decision about the implementation of the quality assurance systems should be shared among institutional leadership and internal stakeholders. The coordination of the implementation process should be left to the institutional leadership who should be clear about the expectations and interests of the decentral units. There is, however, a limit to centralizing decision processes: "As the results of EUA's Quality Culture Project have shown (2006, p. 17), centralised strategies ensure the uniformity of efforts and their compatibility with the institutional mission, yet are less inclined to generate ownership for quality processes on any other level than the management's" (Vettori *et al,* 2007, p. 24) Decision structures should assign clear responsibilities but should also involve as many people as possible executing quality tasks.

6.2.6. PROVISION OF SUFFICIENT RESOURCES/STAFF DEVELOPMENT

Organisational change often represents additional work to academic staff as it eventually burdens them with administrative work and a change to their routines. Getting used and incorporating new routines as daily practice requires resources (in particular time) as well as a learning effort. Therefore, successful implementation of internal quality management requires provision of sufficient resources as well as staff development. When it comes to resources, the spending of time and money for the implementation should be made clear to the participants. Further, spending resources should be planned with a long-term perspective rather than short-term. Making time available for staff to learn about the new routines and get used to them will also support the success of the implementation. Training and staff development however should consider their professional or academic identity to secure their engagement (SHEEC). Leest *et al* (2015a, p. 69) indicate that professionalization of staff and teachers should take place in a team where team members are willing to learn together, benefit from each other's expertise, provide feedback and are motivated to learn.

6.3. REFLECTION

The literature review has yielded a set of factors that are – in different ways – related to quality cultures and quality enhancement. Some of these factors are contextual, others are directly affecting quality culture. But 'affecting' needs two qualification which limits reaching straightforward answers to the central research question of this chapter. First, most studies did not research what outcomes could or should be of quality cultures. Satisfaction among staff and students has been used to measure the effects of interventions for quality improvement, but arguably these are only a few aspects of potential outcomes. Expected outcomes clearly need to be addressed in the upcoming institutional case studies. Second, given the different notions of what actually quality and quality culture is, it is difficult to compare the different studies.

7. CASE STUDIES

7.1. INTRODUCTION

Based on the literature review a working definition of quality cultures was arrived at. In addition, the questionnaires used for the interviews and focus groups in the case studies draw on the framework developed by Leest *et al* (2015).

7.2. FRAMEWORK

The analytical framework for the case studies starts from the approach by Leest *et al* (2015) and the NVAO (2014) (see figure 1 below). The framework does not have an explanatory function in the current study; it was mainly used to get on overview of factors and further variables that need to be considered when investigating quality cultures. Therefore, the different elements (quality culture, formal structure, organizational and psychological factors) have been operationalized in more detail.

FIGURE 1: ANALYTICAL FRAMEWORK RESEARCHING QUALITY CULTURES
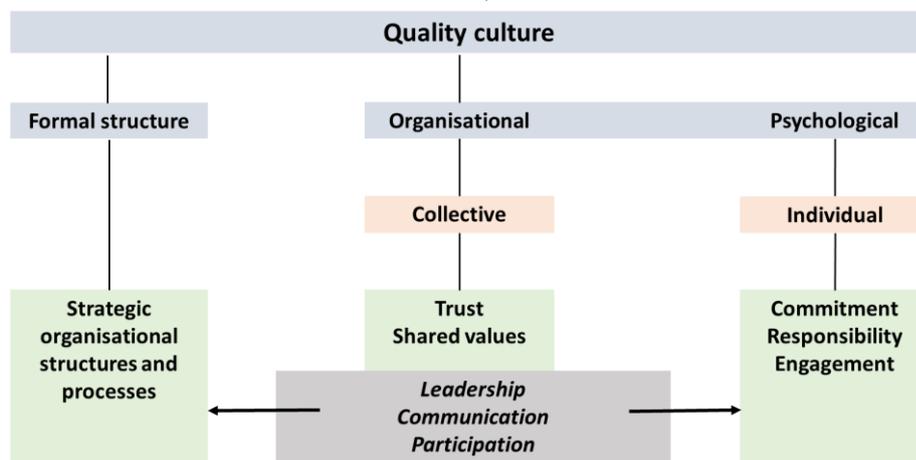
Source: ITS study by Leest et al. (2015) and NVAO (2014)

7.3. QUALITY CULTURE

Based on the literature, a working definition of Quality Culture has been elaborated. Quality culture is an organisational culture that intends to enhance quality permanently (EUA, 2006) and is characterised by:

- Shifting from 'control', which emphasises an exclusive attention to accountability and regulatory compliance to 'care', which is concerned with autonomy, credibility and educational enhancement based on the institution's experiences, expertise and values;
- Balancing between two sets of values (as opposed to the primacy of one over the other): managerial values focused on innovation, collective orientation and system control, and academic values focused on tradition, individual specialization and self-determination;
- Sharing values and commitment to quality also thanks to the influence of other elements of organisational culture such as norms, values, practices, beliefs and assumptions. These elements guide the behaviour of the organisation's members and provide a framework to interpret the meaning of events and actions on and off campus.

To analyse these three characteristics of quality culture, data gathered for the three pillars in the framework (formal structures, organisational and psychological factors) will be used. The analyses will reveal for example what instruments, values, communication structure, control or care orientation are combined at the institutional level to distinguish between different quality cultures.

7.4. FORMAL STRUCTURE AND ORGANISATIONAL FACTORS

The review revealed national and institutional instruments as well as factors that facilitate or impede the enhancement of quality culture. To research what formal structures are in place at the national and organisational level, the following aspects will be investigated:

- External instruments stimulating higher education institutions to care for quality or improve the quality of teaching and learning. Besides external quality assurance frameworks, these can also be national schemes like additional funding rewarding achieved or planned excellence (projects) in teaching and learning.
- Internal instruments refer to policies implemented at the organisational level. These range from CTLs to the establishment of communication structures stimulating discussions about teaching and learning among staff. Besides these, also teaching awards and incentives will be investigated. Further to that. The case studies will explicitly ask for instruments that have not been covered by the literature review. The case studies will also investigate the availability of institutional strategies and goals for improving the quality of teaching and learning.

With regard to organisational factors the case studies will address those factors that have been identified in the literature review. These are context factors but also the way the instruments are implemented at the organisational level:

- Support from institutional leadership
- Communication
- Data-driven reflection of enhancement activities
- Design of enhancement instruments
- Decision structures
- Provision of sufficient resources/staff development

Further to that, the case studies explicitly ask for factors that have not been covered by the literature review.

7.5. INDIVIDUAL FACTORS

Factors contributing to quality culture at the individual level have been clustered into four groups:

- Values, beliefs, perceptions,
- Motivation
- Leadership and
- Participation in professional training.

Regarding the first group, some specific factors could be identified. Because values are the core of organisational cultures and hence of quality, the case studies investigate what values are preferred by individuals at the different levels of the organisation. A special point of interest is if there is a certain baseline of shared values with regard to the quality of teaching and learning in the institution that support promoting the importance of teaching and learning. The case studies have collected data on the following topics:

- Preferred values with regard to teaching and learning supported by different groups in the institutions
- Communication on teaching issues, including aspects like trust between staff members

The second cluster of indicators driving the data collection relates to the motivation of teachers. Their general motivation for teaching as well as their motivation to change their teaching practices and to engage in high quality teaching was collected with the help of the following concepts:

- Intrinsic motivation for teaching
    o Perceptions of autonomy
    o Perceptions of competence
    o Perceptions of relatedness
- Perceptions of goal congruency
    o Time constraints
    o Status of teaching (relative to research)
- Responses to extrinsic motivation

The case studies also studied the particular leadership style that was prevailing in the institution under review. Besides concepts such as managerial and collegial steering, distribution of power across the different hierarchical level and the preferred styles of leading/implementing changes (bottom-up, top-down, blended leadership) the case studies studied the following aspects of leadership styles:

- Clear vision
- Careful timing
- Supportive skills
- Communication skills
- Process-oriented behaviours

The last cluster addressed the participation of teachers in professional training. This also addresses the motivation of teachers, i.e. what hinders or drives them to engage in enhancing their teaching skills. Factors considered in this area were:

- Perceptions of autonomy
- Emancipatory and pedagogical motives such as:
    o Ambition to develop personally and professionally
    o Motivation for teaching
    o Purposefulness
    o Moral alertness
    o Openness to learning.

8. CELT – Birmingham City University

8.1. Introduction

Birmingham City University (BCU) is a strongly teaching oriented former polytechnic. This document draws lessons from the activities of its centre for excellence in teaching and learning ('CELT'[14]). CELT is a central university department that initiates and develops policy and support to enhance the quality of the student and staff learning experience. It provides guidance and funding that bring together innovators from across the university to embed the University Learning and Teaching Strategy[15].

8.1.1. The United Kingdom's higher education system

The United Kingdom (UK) includes England, Scotland, Wales and Northern Ireland (as well as smaller British Isles). Higher education is organized and administered locally, with each country having their own local ministries. Across the UK, the 1992 *Further and Higher Education Act* remains the primary legislation governing higher education (QAA 2015). The Act abolished the binary divide that existed until 1992 and which had led to a divide between a more prestigious university sector and a less prestigious professional higher education sector.[16]

There are currently over 350 publicly funded higher education institutions in the UK. In England, there are 133 institutions with degree awarding powers. They are defined by the Department for Business, Innovation and Skills (BIS) as 'recognised bodies' and include 105 universities. 'Listed bodies' are those institutions that do not have degree awarding powers but do provide courses leading to recognised UK degrees through validation arrangements with recognised bodies. In addition, there are numerous private providers, which are mostly very small. The number of higher education students has grown over time – it was 1.9 million in 2000 and reached about 2.3 million in 2015 (+16%) (Kottmann *et al,* 2015; QAA 2015; HESA website, 2016[17]).

Quality assurance is the (delegated) responsibility of the Quality Assurance Agency for Higher Education (QAA)[18], an independent body that coordinates the inspections for education programmes. The QAA produces reports for the Higher Education Funding Council of England (HEFCE) and levels of institutional funding are contingent to being above a certain threshold of quality. Institutions receiving the lower two scores (on a four-point scale) must develop and implement action plans and in most circumstances undergo a follow-up review[19]. Finally, tuition fees for undergraduate study were introduced in 1998 and were raised several times over the years, currently being at a maximum of £9,000 per annum (QAA, 2015).

Within this system, there are several other elements that play a role in teaching quality in higher education. Three are particularly relevant because of their visibility and the importance institutions and students attribute them:

- The Higher Education Academy (HEA) is a professional institution focusing on the contribution of teaching to the student learning experience[20]. It is jointly owned by Universities UK (UKK)[21] and GuildHE[22], and is funded by the four funding councils in England, Northern Ireland, Scotland and Wales as well as by subscriptions from universities, colleges and other organisations[23]. Among its activities, HEA is notable for some important services – it provides fellowships and it accredits professional

---

[14] At BCU the name of the centre is 'Centre for Excellence in Learning and Teaching' (CELT) and will be designated as such throughout this report.

[15] http://www.bcu.ac.uk/about-us/celt

[16] To some extent this divide persists between research universities and former polytechnics.

[17] https://www.hesa.ac.uk/free-statistics

[18] http://www.qaa.ac.uk/en/Publications/Documents/QAA-Review-2014.pdf

[19] http://www.hefce.ac.uk/media/hefce/content/pubs/2011/201136/11_36.pdf

[20] https://www.heacademy.ac.uk/about/mission-vision-and-values

[21] Universities UK is an advocacy organisation for universities in the United Kingdom (see: http://www.universitiesuk.ac.uk/Pages/home.aspx)

[22] GuildHE is one of the two recognised representative bodies for Higher Education in the UK. It is a Company Limited by Guarantee and a Charity. It was founded in 1967 as the Standing Conference of Principals, registered as a company in 1992 and became GuildHE in 2006 (see: http://www.guildhe.ac.uk/about/)

[23] https://www.heacademy.ac.uk/about/governance

development programmes. *HEA Fellowships* are a professional recognition scheme. A HEA fellowship is an 'international recognition of a commitment to professionalism in teaching and learning in higher education' and demonstrates that practice 'is aligned with the UK Professional Standards Framework (UKPSF)'[24]. There are different categories of fellowship, including Associate Fellow, Fellow, Senior Fellow, and Principal Fellow. The latter two are typically awarded to experienced staff. All fellowships can be gained either through an experiential route and through an accredited route (i.e. one has to complete required HEA-accredited courses). HEA also awards the National Teaching Fellowship Scheme (NTFS), which recognizes individual professional development in teaching, regardless of seniority (i.e. 'success depends only on excellence, not what stage you are at in your career'). Higher Education providers in England, Wales, and Northern Ireland can make nominations to NTFS. Finally, HEA accredits professional development programmes delivered by tertiary providers and it applies the UKPSF (i.e. the HEA accreditation provides 'external and independent confirmation that professional development is aligned with the UKPSF'[25]);

- The national postgraduate certificate in teaching and learning (PGCert) is a mandatory qualification to be allowed to teach (PGCert holders may apply to become HEA fellows as part of the accredited route)[26];
- The National Student Satisfaction Survey (NSS) is conducted annually to gather data on student experience. It is targeted at final year undergraduate students, it asks 23 questions covering teaching, feedback, academic support, organization of the courses, learning resources, and personal development (as well as a question on 'overall satisfaction')[27].

8.1.2. BIRMINGHAM CITY UNIVERSITY

The case described in this section is Birmingham City University (BCU). It has around 23,500 students from 80 countries and is made up of four faculties. Each faculty covers a range of subjects and specialisms. The faculties include Health, Education and Life Sciences (five schools), Computing, Engineering and the Built Environment (two schools), Business, Law and Social Sciences (three schools), and Arts, Design and Media (10 schools).

BCU's early history can be traced back to the five individual colleges which were brought together as 'The City of Birmingham Polytechnic' (designated in 1971). Subsequently further colleges were incorporated into the Polytechnic. In 1992, the Further and Higher Education Act abolished the UK's earlier binary system allowing all polytechnics to adopt the title of 'university'. As a result, the 'City of Birmingham Polytechnic' became the 'University of Central England in Birmingham'. In 2007, the University changed its name to today's 'Birmingham City University'. As a former polytechnic, BCU is strongly focused on teaching.

8.1.3. INTRODUCTION TO CELT

CELT is a central department of BCU, part of the executive management structure[28]. It initiates and develops policy and support that enhances the quality of the student and staff learning experience. It was established to uphold and enhance BCU's teaching and learning quality standards. Building upon a strong partnership with BCU Students' Union, CELT provides guidance and funding that bring together innovators from across the university to embed the University Learning and Teaching Strategy.

8.2. HOW CELT PROMOTES QUALITY CULTURE IN TEACHING AND LEARNING

According to the University website, CELT performs its mission through a number of activities and initiatives to promote academic staff development, the use of (new) learning technologies and student engagement[29]. To

---

[24] https://www.heacademy.ac.uk/recognition-accreditation/hea-fellowships
[25] https://www.heacademy.ac.uk/services/accreditation
[26] https://www.heacademy.ac.uk/recognition-accreditation/fellowships/accredited-route-hea-fellowship
[27] http://www.thestudentsurvey.com/content/NSS2015_Questionnaire.pdf
[28] See the full organisational structure (pdf document) at: http://www.bcu.ac.uk/about-us/corporate-information/directorate
[29] http://www.bcu.ac.uk/about-us/celt

structure the findings, we identify three dimensions (each further disaggregated). The dimensions include (a) what the CELT does (its activities), (b) what CELT is (its 'nature') and (c) how CELT wants to promote itself.

8.2.1. TYPES OF ACTIVITIES

The case suggests that CELT's activities to promote quality in teaching and learning can be clustered in three types of tasks – service provision, resource provision, and advocacy.

First, CELT provides a service. It organizes and conducts pedagogic training for staff, staff development, and supports faculty in their development of technology-enhanced learning. For example, it delivers the University's Postgraduate Certificate Learning and Teaching in Higher Education (PGCert), which is mandatory to continue working at the university as teaching staff. Participants achieving the required standard within the PGCert programme are also accredited as HEA Fellows. Moreover, CELT manages several HEA accredited courses for both academic and support staff, such as on curriculum design, innovative teaching, and tutoring[30]. On the whole, CELT also provides expertise (i.e. staff can come proactively to CELT to gain insights in new ways of teaching, ask advise individually or request mentoring for faculty). However, CELT's research tasks are relatively weak vis-à-vis its management, organizational and promotional activities.

Secondly, CELT provides resources, in money and time. As an institutional department, it not only initiates projects but administers funding requests from faculties. For example, faculties may apply for funds to support innovative teaching ideas or to initiate Student Academic Partnerships (SAP), Student Academic Mentoring Partnerships (StAMP), or Collaborative Partnerships. Funding levels may change depending on CELT's capacity but discretionary funding is earmarked for these faculty-run initiatives. Strategically, this promotes acceptance of CELT across faculties (as opposed to deeming it an additional bureaucratic organizational layer). CELT also provides time for staff. For example, it currently seconds a number of BCU's teaching staff from across the University to work on learning and teaching projects such as the 'Lead Academics for Technology Enhanced Learning and Teaching' (LATELTS).[31] Staff are seconded for 40% their time.

Next, CELT is an 'advocate for change' across the entire institution. While it is generally acknowledged that CELT started as a service provider, institutional leadership indicated that the centre has become a driving force for change especially with regard to improving the student experience. Academic staff and students characterized CELT as somewhat of a champion for the student experience. In practice, the centre disseminates information and knowledge about new ways of teaching that put the student at the centre (e.g. SAP and active learning); it seconds staff to work on teaching and learning projects (see also below) and, it conducts much 'unseen negotiations' to involve academic staff and represent what is happening and the opportunities.

Table 2 provides a snapshot of CELT's main activities classified according to the three dimensions described above and their contribution to quality culture. We propose this summarization as an 'ideal picture' to make sense of CELT's activities under the perspective of its contribution to different aspects of quality culture within the institution. Naturally, there are overlaps across the different dimensions and across the different elements of quality culture.[32]

---

[30] See also http://www.bcu.ac.uk/about-us/celt/academic-staff-development/accredited-courses
[31] http://www.bcu.ac.uk/about-us/celt/faculty-secondments
[32] See also http://www.bcu.ac.uk/about-us/celt

TABLE 2: CELT'S MAIN ACTIVITIES AND THEIR CONTRIBUTION TO QUALITY CULTURE

	Description	Contribution to Quality Culture			
		Research-informed Teaching	Practice-informed and active T&L	Control/ care balance	Shared values
PGCert (service)	Through an MEd (Masters of Education) framework, CELT delivers the University's educational development courses for academic and academic-related staff. This includes the Postgraduate Certificate Learning and Teaching in Higher Education (PGCert) and additional HE-specific modules that can be studied at Postgraduate diploma and Master's degree level (Learning and Teaching in Higher Education). The PGCert is mandatory for teaching staff	√		√	
Other professional development courses (service)	A number of other (accredited) courses and modules, e.g. on innovative teaching, curriculum design etc.	√		√	
SAP (resources)	A scheme to allow students and staff to work together on joint projects. Faculties may either bid for funding at the time of the call or submit proactive proposals.		√		
StAMP (resources)	A programme of peer-to-peer support for students. Faculties may either bid for funding at the time of the call or make a proactive proposal		√		
Collaborative Partnerships (resources)	Larger SAP-type projects with a stronger inter-disciplinary emphasis. Faculties may either bid for funding at the time of the call or make a proactive proposal		√		
Learning tools, and facilities (resources)	CELT manages a portfolio of (virtual) systems that can support innovative teaching (Moodle, Shareville, etc.)	√	√		
Graduate+ (advocacy)	An award for students completing an extra–curricular award programme beyond classroom activities. The purpose is to create employable graduates with more than subject-based knowledge. There is no financial gain (it does not replace existing programmes such as SAP/StAMP) but it provides evidence of extra-classroom learning skills. Students follow workshops and conduct practical activities (e.g. part-time work, study abroad, or volunteering and community action).		√		√
Teacher awards (advocacy)	Staff excellence awards such as 'lecturer of the year', 'team of the year', which recognize staff accomplishment and encourage performance across the institutions. These 'Extra Mile awards' are run by the Students' Union with university support.				√
Dissemination and promotion of Quality teaching (advocacy)	Through regular channels (e.g. newsletter) and innovative ideas (e.g. the learning labs for projects presenting for 10 minutes max at special institutional gatherings. The Student Success advisor is also an ambassador for T&L and works with CELT	√			√
External projects (advocacy)	CELT participates in a number of projects to disseminate/share internationally good practice	√			√

8.2.2. THE 'NATURE' OF CELT

CELT supports improvements in general pedagogy and teaching methodologies through the initiatives mentioned above (i.e. it does not deal with field-specific pedagogy). It does so (also) thanks to its decisive role as a project funder and its position within the institution as a central department. Indeed, CELT is strategically important for the whole university not only *de facto* (as in the case of discipline-based centres which may or may not have spill-overs across all faculties), but institutionally. Moreover, all teaching staff interacts with CELT as the central unit responsible for managing and running the PGCert, which is mandatory for all teaching staff to maintain their position. Other activities, such as the curriculum transformation programme [33], use CELT's support to run trainings and workshops for the staff involved. Although the latter activities are not mandatory, they are well attended (*inter alia*) because the university management expects and to some extent insists that staff join. Staff are often reminded of these events, there is much informal communication, and all respondents (including e.g. academic staff, CELT staff and institutional management) indicated that staff motivation is generally high and genuine.

8.2.3. HOW CELT PROMOTES ITSELF TO STAFF AND BEYOND THE UNIVERSITY

CELT promotes itself at several levels, i.e. within the institution, within the country and internationally. It does so primarily in three ways. First, it shares best practices across the institution. Each faculty has a committee structure, which includes a quality committee and a committee for student experience in teaching and learning. At faculty committee meetings CELT can showcase good practices from across the institution. Secondly, CELT disseminates its results beyond the institution through regular channels (e.g. newsletters), networking activities, participation in conferences, and publications. An interesting example of the latter is the publication edited by Nygaard *et al* (2013), which required each chapter to be co-authored by a student as a concrete example of the teacher-student partnership philosophy CELT aims to spread. Third, because CELT is a central department it provides visibility to the university as a whole and participates in a number of externally funded projects together with other universities (e.g. via HEFCE)[34].

8.2.4. BCU AND CELT'S PERSPECTIVE ON 'QUALITY CULTURE'

CELT has a decisive role in influencing the institution's approach to quality culture. As a main and centrally positioned actor within the organization, CELT influences ideas and practices of quality cultures in teaching and learning though its many activities and its capacity to provide resources. Once the university top management (i.e. the Pro-Vice Chancellor) agrees on the university's priorities with the team, faculties bid with CELT for the funding allocations. Yet, unsurprisingly there is no unanimous definition of 'quality culture' at BCU.

This project's literature review, identified three constituent traits to define 'quality culture', namely:

- Shifting from 'control' (which emphasises an exclusive attention to accountability and regulatory compliance) to 'care' (which is concerned with autonomy, credibility and educational enhancement based on the institution's experiences, expertise and values);
- Balancing between two sets of values (as opposed to the primacy of one over the other): managerial values focused on innovation, collective orientation and system control, and academic values focused on tradition, individual specialization and self-determination;
- Sharing values and commitment to quality also thanks to the influence of other elements of organizational culture such as norms, values, practices, beliefs and assumptions. These elements guide the behaviour of the organization's members and provide a framework to interpret the meaning of events and actions on and off campus.

Based on the material and data available it is hard to state that the BCU as a whole has established this kind of quality culture. Respondents have different opinions about what 'quality culture' in teaching and learning is

---

[33] A major current reform of the taught curricula to focus more on widening participation in the local area trough more practice-based teaching, applied knowledge and relevance for employability

[34] HEFCE's 'learning gain' programme is one example. CELT is leading (as BCU) one of these projects with other universities, See e.g. http://www.hefce.ac.uk/lt/lg/projects/

depending *inter alia* on their roles. Students emphasize the need for speedy and clear feedback as well as employability. For teachers 'quality culture' is more strongly related to student engagement and student satisfaction. At the management level specific Key Performance Indicators (KPIs) are crucial.[35] At the same time, BCU's concept of culture of quality in teaching and learning appears to be shaped more homogeneously than in other examples described in this comparative report.

Certain elements are shared across the university. In broad terms, 'quality culture' at BCU can be defined by the following key dimensions:

- Research-informed teaching: the underlying belief is that teaching and learning needs to be underpinned by scholarship and research. Reportedly, this is one of the reasons why BCU participated in the recent Research Excellence Framework – to capitalize on research whilst remaining true to its teaching mission;

- Secondly, BCU is committed to 'practice-based teaching'. There is a shared understanding across the institution that involving students in practice is necessary (and several teachers come from practice). The nature of BCU as a former polytechnic also contributes to this understanding because most programmes have traditionally been practice-based;

- The 'student comes first' is a buzz expression at BCU. In fact, it means active teaching and active learning, and is one of the cornerstones of what CELT advocates. It takes two key forms. On the one hand, students are seen as the academics' partners, for example in conducting research (initiatives such as SAP are designed to promote this understanding). On the other hand, students are expected to be 'peer supporters' for other students (the StAMP programme is an example). The use of technology to enable participatory teaching where students and teachers interact as peers is seen as necessary and desirable;

- Finally, employability and the concept of 'life-wide learning' are key descriptors of this university's notion of quality culture (a programme such as 'Graduate+' is an example of this focus).[36]

Regarding a shift from 'control' to 'care' it is hard to see what prevails. On the one hand, BCU's paradigm appears still skewed towards 'control' since leadership and staff working on quality are very conscious of exogenous pressures such as the SSN or formal requirements (e.g. PGCert). On the other hand, individual responsibility for good teaching is seen as essential, it is incentivized and rewarded and leadership actively supports individual initiatives, through CELT. Several interviewees suggested that this coexistence was also related to levels of 'institutional maturity' (the more mature an institution is, the less top-down management). The cases suggests, thus that, that there is a balance and that CELT does play a role in maintaining that balance.

The fact that there is some consensus about the notion of quality culture across the provider (albeit with the caveats mentioned above) is likely due to the following reasons, emerging both from the case:

- The nature of CELT: as a central unit (responsible inter alia for the compulsory PGCert), CELT disseminates a unified view of what a good teaching and learning should be in this institution;

- The nature of the provider: as a former polytechnic (upgraded to university as part of the 1992 reforms), BCU is a teaching-focused institution. Hence, the teaching vs. research 'prestige divide' is minimal and a shared understanding of what good teaching means can develop. At the same time, this element also gives stronger leeway to CELT as an organizational unit: as reported during the site visit by all groups interviewed (with the exception of students) teachers know that they must go through CELT for the mandatory trainings, and a centre focused on teaching and learning in this kind of institution is likely to have a stronger role than in research institutions;

- Thirdly, there are significant external pressures which translate in a relatively strong internal steering and an institution-wide strategic plan that gives heavy weight to KPIs for teaching. For example, all respondents (with the exception of students) indicated the importance of the National Student Survey (NSS) in influencing teaching. Institutional leadership and academic staff identified this as a sign of the

---

[35] This aspect is strongly influence by exogenous pressures such as the National Student Survey, which play an important role in the UK
[36] To some extent this may relate again to the post-1992 nature of BCU, with a strong emphasis of teaching and connection with the local economy for their graduates

marketization of higher education and the shift towards a consumerist view of students. While this is not necessarily something positive, respondents contended that it is something inevitable.

8.3.   FACTORS OF IMPORTANCE OF THE QUALITY CULTURE

This section discusses some of the key factors emerging from the BCU case, which have a bearing on the development of a culture of quality in teaching and learning. Here we emphasize the lessons learnt from the case as opposed to the institutional interpretation of quality culture. The factors are classified into formal structures, organizational structures and individual elements, as developed in the literature review.

8.3.1. FORMAL STRUCTURES

Formal structures that affect quality culture in teaching and learning are related to the organizational aspects described below. Exogenous pressures and demands also influence how formal structures evolve within the institution. Key elements that promote quality cultures under this perspective include policy alignment and the need to respond to exogenous requirements. BCU works closely with the HEA and has its own accreditation rights for the different fellowships. Moreover, exogenous triggers such as the NSS and the forthcoming Teaching Excellence Framework, as well as recognition by professional bodies strongly influence the development of a shared quality culture and intra-institutional policies. When it comes to structure, the central nature of CELT and the importance it has in institutional decision-making when it comes to funding quality related initiatives has significant effects on the development of an institution-wide quality culture

8.3.2. ORGANIZATIONAL FACTORS INFLUENCING QUALITY CULTURE

The case pinpoints a number of organizational factors that are said to be instrumental in fostering or hampering the development of a quality culture at BCU. These can be clustered into three broad groups, namely (a) leadership style, (b) human resource management (HRM) and (c) communicating visibility and success. While they are clustered for analytical purposes, these three factors overlap to some extent. Leadership styles clearly must align with HRM expectation from all staff, and HRM elements such as pathways must be communicated and lead to acknowledgement and rewards.

First, commitment and support from senior management at institutional level is essential. Management monitors whether KPIs are being achieved, whether formal QA requirements are met, whether the Strategic Plan is followed, etc. BCU's leadership believes (and this is acknowledged across the institution) that effective monitoring can be achieved only through visible commitment and building trust. Therefore, an important facet of leadership styles is the ability to encourage staff motivation and commitment by creating an environment of trust towards management, between colleagues and in the system. 'Leading by example' boosts the leader's credibility and acceptance of change. In BCU, this was illustrated by the Pro-Vice Chancellor's decision to become a HEA Principal Fellow, since it was being requested of senior academic staff for progression purposes.

An interesting point concerns the relationship between leadership styles and 'institutional maturity' and the effect of this relationship on institutional notion(s) of quality culture. Respondents indicated that to promote quality culture the leadership style must reflect the degree of institutional maturity. Lower levels of institutional maturity require more robust top-down management while in very mature institutions there can be more delegation to faculties on a range of domains. The latter implies less central steering on quality of teaching and learning and a stronger disciplinary focus. The BCU case is interesting in that it is shifting from a more top-down to a more bottom-up approach while supporting a generally unified understanding of quality culture through CELT. At the same time, students mentioned that while CELT is a central department with a decisive role, schools are relatively autonomous in applying what CELT suggests.

Secondly, HRM is crucial to engender quality in teaching and learning. On the one hand, staff is given opportunities for professional development for example through the courses provided by CELT; on the other hand, suitable pathways for teachers and managers involved in quality of teaching and learning (e.g. recognizing

and rewarding educational leadership). For instance, BCU introduced a parallel structure for career progression in teaching and learning which includes a 'professorial route' and 'leadership route', linked to the achievement of different milestones (such as different HEA fellowship levels).

Finally, institution-wide acknowledgment (for example in the form of teaching awards and events to showcase individual successes) is crucial. It not only strengthens individual motivation, but it is a way of sharing information on new practices and experiences.

It is perhaps important to note that educational leadership and the achievement of educational goals are very important at BCU. While few universities would deny this, at BCU it has a special relevance because of the provider's teaching mission. All respondents (CELT staff, academics, and management) emphasized how important educational leadership is and how acknowledging success, providing opportunities for career progression and personal development (such as the examples mentioned heretofore) are necessary.

8.3.3. INDIVIDUAL FACTORS INFLUENCING QUALITY CULTURE

As in other cases, there is a variety of individual factors that affect quality culture including, *inter alia*, motivation, lack of time etc. However, the following two elements emerged explicitly during the BCU case study as particularly relevant (as indicated particularly by management):

- Trust and fear of being judged: participating in CELT (voluntary) activities might be seen as suggesting that teachers are not doing their work properly. CELT is, after all, a central unit not made up of teachers, but primarily of experts on teaching and learning. Hence, one might construe asking for CELT support as an 'admission of failure' in teaching. Strategies to overcome this include, as referred to above, supporting intrinsic motivation, e.g. by showcasing good practices, leading by example, and spreading the view that teaching is not a 'private' matter and that critique is never 'personal'.[37] CELT's 'academic leads in faculties programme' is also designed to address this problem. Academic leads are seconded staff whose time is paid at 40% by CELT. They mentor other colleagues on technology enhanced learning, curriculum change or other relevant themes. Academic leads are selected through a process led by the dean and since they are faculty colleagues but also work closely with CELT, they are meant as liaisons between faculty staff ('colleagues') and CELT (the central unit of 'experts on teaching and learning'); So, why do academic leads help to overcome the problem (whatever the problem is);
- Initiative fatigue: too many initiatives cause people to prioritize on where they want to participate and what they find relevant. This can lead to staff resistance and risks hampering quality culture.

8.4.   CONCLUSION

The case suggests that overall there is a common understanding of quality culture in teaching and learning at BCU. This can be defined as a culture where research- and practice-based teaching is promoted centrally, and where there is a balance between a central steering and bottom-up initiatives. Several factors contribute to promoting this institution-wide culture of quality and to maintaining this top-down/bottom-up balance. Amongst them, leadership style (and 'leadership by example') appears to be the most important as is provides legitimacy for organizational demands such as progression requirements (fellowships, etc.).

CELT has an important role in shaping a common understanding of quality culture in teaching and learning. This is due in part (according to some respondents primarily) to the nature of the institution as a teaching provider. A centralized and powerful CELT is fully accepted also because teaching is truly at the heart of what BCU is. This implies that building a culture of quality in teaching and learning depends (also) on the nature of the institution itself. At the same time, as mentioned in this report, there is a question about the impact of institutional maturity on shaping quality culture(s) and on defining the degree of uniform understanding across the whole institution. Finally, the case highlights that quality culture does not develop because of one element alone (e.g. by leadership commitment). Instead, many factors play a role, such as intrinsic motivation, leadership examples, trust, visibility,

---

[37] This is what in other cases was referred to as 'applying a research culture to teaching'

rewards, student participation (which can be enhanced by providing students with opportunities to work on campus as part of a team rather than outside the university or not at all), parallel career paths – which equal 'prestige' etc.

9. *GENOMBROTTET* AND THE PEDAGOGICAL ACADEMY – THE ACADEMIC DEVELOPMENT UNIT AT THE FACULTY OF ENGINEERING AT LUND UNIVERSITY

9.1. INTRODUCTION

Genombrottet (The Breakthrough Project) is the academic development unit at the Faculty of Engineering at Lund University in Sweden. The unit organizes a number of activities to increase the quality of education in the engineering. This includes the offer of a diverse set of courses on, *inter alia*, pedagogy and leadership. Since 2001 *Genombrottet* organises the 'Pedagogical Academy', which is a promotion scheme for teachers at the Faculty of Engineering. The aim of the Academy is to improve the status of teaching and learning and to enhance the pedagogical competences of staff in the Faculty of Engineering.

9.1.1. SWEDISH HIGHER EDUCATION SYSTEM

In Sweden, higher education is mainly provided by public sector institutions and by a few independent education providers. An autonomy reform in 2011 had major effects on the Swedish higher education system. The reform provided universities with more autonomy, for example in building their internal governance structure and decision-making processes (NIFU, 2014). However, the overall responsibility for higher education lays by the Swedish Parliament and the Government. These bodies decide on overall objectives and guidelines for higher education and are responsible for the allocation of funding. Approximately 80% of the total revenue of higher education institutions comes from public funding, 5% from other public sources 10% from private sources and other 5% from EU and other sources (UKÄ, 2016).

Currently, there are 44 higher education institutions in Sweden. These are 31 public sector institutions and 13 institutions from independent providers. Institutions differ with regard to the degree awarding rights. Full universities can award Bachelor, Master and Doctoral degrees. Currently, this applies to 25 public sector institutions and four institutions from independent providers. The remaining institutions do not have rights to award doctoral degrees, but Bachelor and Master degrees. (UKÄ, 2016). The Swedish Higher Education Authority (UKÄ), a government agency, is responsible for awarding these rights. Degree awarding rights are assigned in an assessment done by the Swedish Higher Education Authority, results of the assessment are also used to allocate a small amount of public funding (Swedish National Agency for Higher Education, 2011). The last round of assessments was done in 2014. It focused on students' degree projects and self-evaluations of the institutions. Additionally a survey among former students investigated to what extent programs met their described learning outcomes. Currently, the evaluation system for higher education institutions is redeveloped and supposed to be decided in 2016.

In the autumn semester 2015 ca. 343,300 students were enrolled in the first and second cycle programmes and 18,443 students in third cycle programmes at Swedish higher education institutions. The number of first and second cycle students dropped from 365,000 in 2010 (UKÄ, 2016). Admission in Swedish higher education is centrally organised by the Swedish Council for Higher Education (UHR). They organise a pooled admission through a central webpage. Individual institutions, however, decide on the admission of the individual student (UKÄ, 2016). The Council is also responsible for entrance tests, information on studying in Sweden, widening participation and the recognition of foreign higher education degrees (UHR website). Since 2011 students from outside the EU/EEA (except Switzerland) have to pay tuition fees, for other students education is still free. Swedish students can get financial support for living expenses from the government. The financial support consists of a grant and a student loan from the Swedish government. The majority of students receive financial support (UKÄ, 2016).

As mentioned above, from the autonomy reform in 2011 the universities gained more autonomy and the number of legislations for universities declined (NiFU, 2014). Some regulations were even abolished, among those the regulation on quality or academic development. Before the reform, national regulations for the pedagogical development of university teaching stipulated that every teacher needed to attend 10 weeks of compulsory

pedagogical training. Most institutions replaced the national policy with institutional policies. At Lund University teachers must attend five weeks of pedagogical courses. Thus, the reform assigned responsibility for quality assurance and development to each individual institution.

9.1.2. LUND UNIVERSITY

Lund University is organised into eight fairly autonomous faculties. The autonomy of faculties is reflected not only in their different organisational structures but also in different organisation of teaching and learning (for example across faculties different grading systems are applied). Besides the existence of a central unit for academic development (AHU - Division for higher education development,) some faculties – including the faculties of Engineering, Medicine and Science – have their own academic development units. There are institution-wide guidelines for academic development, these are related to the national framework for pedagogical courses.

9.1.3. INTRODUCTION TO CTL

Genombrottet is the Faculty of Engineering's academic development unit. It is also funded by that faculty. The unit runs different activities such as courses for teachers or educational leaders. The course catalogue includes compulsory courses for teachers but also tailor-made courses for teacher groups or departments. The latter courses are gaining in importance. Besides courses, the unit runs the Pedagogical Academy, a promotion scheme that recognizes teachers as 'excellent teaching practitioner' (ETP). Additionally, the unit regularly publishes newsletters on teaching and learning where teachers can, for instance, publish results from studies on teaching practices. The unit also regularly organises conferences on teaching and learning at the faculty and the institution. All activities are based on two fundamental ideas about quality teaching: first, the activities foster a change in perspective from teaching to learning; second, activities are based on a scholarly approach to teaching and learning (or the scholarship of teaching and learning). Besides these two guiding principles, activities intend to encourage and develop the quality of communication on teaching and learning.

Historically the unit developed from the central unit for academic development. In the beginning, the unit was placed within the HR department of the faculty but recently it has been placed within the Centre of Engineering Education[38]. Placed outside the organisational decision-making structure, the unit primarily does consultancy, i.e. advising others, but not taking an active role in decision-making. Besides its advisory/consultancy role, it also carries out research on teaching in engineering education. *Genombrottet* can be seen as a knowledge hub for teaching and learning in the Faculty of Engineering. Physically, the unit is located in a separate building and thus not attached to any specific department. It provides a meeting platform to discuss teaching and learning for each faculty member.

The development unit is well connected within the faculty, throughout the institution and also has a strong national and international reputation. Within the faculty the unit is well known, not only because of the compulsory courses every teacher has to attend but also because of its long existence, its newsletters, and its conferences. Additionally, members of the unit are present as consultants in faculty committees. Furthermore, the staff of the unit have a close relationship with the student union at the engineering faculty. Beside the good network within the faculty, the development unit also has strong ties to the central academic development unit and other faculty-level development units at Lund University. These connections are built up both on staff hired by central and decentral units and through cooperation in course offerings. The unit also has a strong network outside of Lund University, staff members are for example present at conferences on either engineering education or academic development in general. Additionally, staff members are active in publishing academic articles on these topics and are invited to represent their unit and work nationally and internationally.

---

[38] The Centre for Engineering Education is a centre which offers various activities for the engineering faculty in relation to teaching and learning. Besides the unit of Genombrottet which is responsible for pedagogical development in the faculty, the centre also offers specialized courses for PhD students, as for example academic writing courses.

9.1.4. THE PEDAGOGICAL ACADEMY

The academy was founded in 2001 and offers a recognition scheme for excellent teachers, the excellent teaching practitioner (ETP). All teachers at the faculty can apply to be recognised as an ETP. ETP awards lead to an increase in salary and in the teaching grant for the teachers' departments (LTHs Pedagogical Academy, 2015). The academy's goal is to promote excellent teaching, value individual efforts in teaching and learning as well as develop faculty-wide quality of teaching. To be eligible for the Academy teachers have to commit to enhance student learning and to a scholarly approach to teaching and learning. To apply for recognition as ETP teachers must submit a teaching portfolio, a CV with a special section on pedagogical activities, a recommendation letter from the head of the department, and testimonials of a discussion with at least two ETPs on the portfolio's contents (Faculty of Engineering, 2005). An assessment group of teachers who are already members of the Academy judges the quality of the applications against three criteria: (1) the focus on student learning, (2) a visible effort in development over time and (3) a scholarly approach to the applicant's teaching development. Based on the assessment group's conclusions, the ETP committee consisting of the assistant dean, the assistant dean for undergraduate studies, two teachers from the academy and two student representatives, determines whether to award an ETP or not (Faculty of Engineering, 2005).

The ETP status cannot be withdrawn. ETPs, however, are expected to continuously develop their own and others' teaching (Faculty of Engineering, 2005). The system of recognition is similar to the promotion of researchers thus the Academy is not considered a special 'club' among staff. Through the application process, teachers further develop their knowledge of teaching and learning and develop into reflective practitioners. Additionally, within the faculty the ETP status is regarded as an essential preparation for talking about teaching and learning in a professional manner.

The number of ETPs in the different departments differs. In some departments, the majority of teachers are ETPs, in others there are only one or two teachers who achieved the ETP-Status. However, since the academy is already running since 2001, an increasing number of ETPs are recognised in the faculty. Furthermore, because current educational leaders have an ETP recognition, interviewees expected that in the future there will be a knock-on effect.

TABLE 3: GENOMBROTTET'S MAIN ACTIVITIES AND THEIR CONTRIBUTION TO THE QUALITY CULTURE

	Description	Contribution to Quality Culture			
		Scholarship of teaching and learning/ focus on student learning (shared values)	Communication/ shared language	Recognise teachers own approach to teaching (lower value conflict)	Care/control balance
Academy	Teachers can apply to become an excellent teaching practitioner (ETP). To become recognized as ETP teachers have to pass an application process. When awarded the ETP teachers and departments receive extra funding.	v	v	v	v
Courses	The unit offers compulsory courses for pedagogical development and tailor made courses. Besides the focus on scholarship of teaching and learning and student learning no specific teaching method is advertised. Communication about teaching is seen as important.	v	v	v	v
Newsletter	The unit publish regularly newsletters on teaching and learning. Here teachers can also publish projects they did during their courses.	v			
Conferences	Offer conferences on teaching and learning topics		v		
Database	The web archive collects data from around 500 research projects undertaken by teachers during their courses offered by the unit. The database serves as an inspiration tool to further develop teaching.	v	v		

9.2.   QUALITY CULTURE

As already mentioned above, there a two shared ideas about quality teaching that guide the activities of the academic development unit: the focus on student learning and the *scholarship* of teaching and learning. There is no preference for any specific teaching paradigm or method. Rather, the focus is on enabling teachers to reflect on their own practice by using a scholarly approach. This grants the teachers a high level of autonomy in their teaching practice.

Additionally, in the interviews staff from the development unit stressed that discussions on teaching and learning have a strong effect on the quality of education. With their activities staff want to increase the number and quality of discussions on teaching and learning. The quality of discussions improves when they are guided by a scholarly approach and based on a common language regarding teaching and learning. Hence, to develop quality and a quality culture, all activities have a strong focus on communication. This is reflected on the one hand in the course curriculum, which includes a number of discussions on teaching and learning issues and hence provides teachers with a common language and a shared of quality in education. On the other hand, structure, location and openness of the unit to discuss teaching and learning matters informally are important. The importance of communication about teaching and learning and the unit's strong focus on it was also mentioned in the interviews with the central development unit. Further, research conducted by staff from the two development units confirmed this (Mårtensson *et al*, 2011).

Besides this shared view on quality in education, various interviewees mentioned that a quality culture would be visible at the faculty. It becomes visible, on the one hand, in the commitment to the faculty-wide evaluation system for courses that was deemed as important by all teachers interviewed. The evaluation procedures, are used for both individual and course development, and departments differ with regard to the implementation of the evaluation. Besides committing to the course evaluation policy, interview participants reflected that the increasing amount of discussions on teaching and learning within the faculty is a part of the quality culture. Furthermore, the increased numbers of recognised ETPs and educational leaders with an ETP reflect the value of teaching and learning within the faculty. Nonetheless, teachers also indicated that the value attached to teaching is still lower than for research and, depending on the department, that not all colleagues and leaders value teaching high in a similar vain. That said, all teachers reflected that within the *Genombrottet* unit, teaching is recognised and highly valued. Attending courses would motivate for high quality teaching. Furthermore, interviewees mentioned that when they visit the unit, they feel a sense of belonging and recognition for their teaching efforts.

While the development unit aligns its activities to develop a communication structure that underlies and facilitates the quality culture by promoting a scholarly approach and student-centred learning, there are only a few policies in place that directly support this. According to the interview with staff from the central development unit, there are no policies or initiatives on the national level to foster this development, rather this became the responsibility of each higher education institution. For example, since national policies on pedagogical training have been abolished institutions have to develop their own regulations. Since the faculties are rather autonomous at Lund University, many policies are made at the faculty level. One policy at the faculty level related to the development of quality culture is the common framework for course evaluation. This allows for a systematic evaluation of the achievements in teaching and learning within the faculty. During the interviews teachers expressed a strong commitment towards the course evaluation scheme. However, they also emphasized that procedures for individual and course development vary between departments. This variation would reflect the differences in the value of teaching between the departments. While in some departments these evaluations are used to discuss teaching and learning on a regular basis, in other departments this was not the case. Importantly, the results of the course evaluations are not part of the assessment criteria for ETP recognition. Rather, teachers' own reflections and a scholarly approach are seen as important criteria for awarding the ETP. ETPs, however, score on average higher in these evaluations than other teachers.

9.3. FACTORS OF IMPORTANCE FOR A QUALITY CULTURE

As mentioned above, there is a shared understanding of quality education in the faculty and there is a visible quality culture. First, within the quality culture, a strong shared understanding on two basic ideas on quality teaching is present: student learning and scholarship of teaching and learning. The quality culture is reflected in a commitment to the common evaluation scheme. Throughout the years more teachers have been attending the development unit's activities and the number and quality of the discussions has risen. Moreover, the number of teachers with an ETP recognition is increasing and more educational leaders such as study directors have an ETP recognition. The interview analysis identified several factors which foster or hinder the development of the quality culture within the faculty. However, the picture is complex and does not allow to state cause and effect relationships. In addition, although interviewees mentioned that a quality culture within the faculty was visible, there is room for further development with regard to promoting core values as the shared understanding between the staff of the development unit and ETP teacher was stronger than between 'regular' teachers.

9.3.1. INDIVIDUAL FACTORS INFLUENCING THE QUALITY CULTURE

At the individual level, a variety of factors foster or hinder the development of a quality culture. Some of these factors are interrelated to factors at the other levels.

VALUES, BELIEFS AND PERCEPTIONS

In the development unit and also in the selection criteria for the Academy there is no promotion of one specific teaching paradigm or method. This allows teachers to follow their own values and beliefs in teaching and learning. This autonomy however is limited but also guided by the values of student learning and the scholarship of teaching and learning approach. Both guiding principles leave teachers freedom to select teaching methods that are in line with their own values, beliefs and perceptions. As reported in the literature review, a fit of individual and organisational values is important for the development of quality culture, thus providing room for various perspectives minimises the risk of value conflicts which could hinder the development of a quality culture.

MOTIVATION

The motivation and the commitment of teachers to engage in a quality culture is strongly dependent on the time available to invest in teaching and learning issues. A lack of time was mentioned as a crucial factor for the development of a quality culture by both groups of teachers that have been interviewed. Further, teachers mentioned good working conditions that value teaching and learning as a further important factors. Also the provision of time and resources for teaching activities were reported. Teachers mentioned that the recognition of teaching and learning as most important as the perceived lower value of teaching compared to research causes goal conflicts which can hinder the development of a quality culture.

PARTICIPATION IN ACADEMIC DEVELOPMENT/ MOTIVATION FOR THE ACADEMY

The motivation to take part in development activities or to apply for recognition in the academy differed among the interviewees. They mentioned in particular extrinsic motivation more frequently for the compulsory training. However, teachers reported that the courses helped them to deal with problems they encounter in daily practices. Communicating with other teachers increased their motivation to teach. Participating in the courses created for some teachers a feeling of belonging but also that this feeling was strongly connected to the development unit and sometimes got lost when they returned to their department.

The motivation to apply for the ETP status were also diverse. The availability of extra funding was found less important. One reason for this was that the extra funding was perceived as only little. The provision of financial incentives however was judged as a sign of the commitment and value of teaching within the faculty.

Teasers for intrinsic motivation such as developing teaching skills or widening career options also played a role. Teachers with an ETP also reflected that the application process helped them to develop their teaching skills. They also value the ETP as a recognised qualification that helps them to influence teaching and learning at the faculty.

9.3.2. Organizational/institutional level factors influencing the quality culture

Some organisational and institutional level factors were identified which foster the development of a quality culture. However, they are often found at the faculty level not on the institutional level.

Support from institutional leadership

Leadership's commitment to teaching is an important factor. All teachers and staff from the development unit mentioned the importance of leadership for the development of a quality culture. Interestingly, no specific style of leadership was seen as important as the commitment to and recognition of teaching. This commitment should include measures to foster the development of teaching, recognising and promoting teaching and providing a communication space to discuss teaching and learning.

Staff from the development unit stressed that strong leadership commitment is especially seen as important in times of change and for early stages of degree programme development. Besides commitment, also the presence of educational leaders throughout the faculty is seen as important. Study directors who are responsible for developing teaching and learning have been introduced in all departments. These educational leaders are often recognised ETPs which strongly supports the further development of teaching and learning.

Communication

Communication is a central aspect of the development unit's work and is seen by the unit's staff as strongly influential in promoting a quality culture. Both, providing platforms to discuss teaching and learning and the presence of a shared language are seen as important factors for the development of a quality culture.

The development unit provides discussion platforms when developing its courses and during its conferences. The open atmosphere at the development unit is experienced as an opportunity to discuss teaching in an informal setting. The shared language is established in the courses and in the process of ETP recognition.

Data-driven reflection of enhancement activities

In the literature review, it was recognised that data-driven enhancement and reflection is an important for developing a quality culture. Also for *Genombrottet* it plays a role. Data-driven reflection is done with the common course evaluation scheme. This stimulates reflected and systematic course development. However, since departments have implemented these evaluations differently not all of them use it for data-driven enhancement. Further, research results on teachers' practices that have been established due to the commitment to scholarship of teaching and learning stimulate personal development and help to enhance teaching practices.

Especially the Academy can be seen as an important instrument to develop a culture of reflective development. Additionally, staff from the development unit engages in research on teaching and learning and provides evidence stimulating developments at the faculty. Furthermore, the unit offers a database for all staff members in which all conference and project reports of teachers from the faculty that are related to teaching and learning are archived. This database currently has about 500 documents and serves as an inspiration tool for development activities.

Provision of resources/staff development

Another important factor is that the development unit does not prefer a certain teaching method, rather it focusses on broader issues such as student learning and scholarship of teaching and learning. Thus, teachers can autonomously select their teaching practice and behaviour and are encouraged to reflect on their own practices. The development unit does not provide them with 'recipes' or one-fits-all solutions. Additionally, financial incentives play a role for motivation and show that the organization values teaching to the teachers.

Timeframe

In the interviews, development unit staff reflected that the development of a quality culture of the faculty required time. This is in particular true for engaging a critical mass of people to value teaching and learning higher. In the past years, the number of ETP teachers increased and currently many educational leaders are also ETPs.

9.3.3. FORMAL STRUCTURES

Besides individual and organisational factors also formal factors influence the development of a quality culture. One factor is linked to policy alignment and the other to the formal structure of the development unit.

POLICY ALIGNMENT

It became clear that an important success factor is the alignment of institutional policies. Especially the alignment between the understanding of quality teaching and the course evaluation scheme was mentioned. In *Genombrottet* the course evaluation scheme is aligned with the shared understanding of teaching and learning. This reduces value conflicts between the objectives to evaluate courses and the teachers´ own understanding of what quality culture is. This leads towards a more coherent practice in teaching and learning.

CTL STRUCTURE

Three factors related to the organisational structure and location of the development unit were identified as having a positive influence on the development of the quality culture in the faculty.

Due to the fact that the services of *Genombrottet* are only provided to the faculty of engineering the unit is very visible for the teachers and can adapt its offers easily to the needs of the faculty. This positive influence on the development of a quality culture was reflected in interviews with staff from the central and the local development unit. Especially staff from the central unit reported that they face difficulties reaching out to the faculty as they are not located within it. Also interviewees from the central development unit at Lund University is reported that their courses do not always take into account specific requirements and wishes of the faculties. For them it is also harder to be well known and recognised by people in the faculties. Being on-site of one faculty was also believed to reduce the so-called 'homecoming effect' after courses. The development unit also took 'closeness' into account when it designed courses for the faculty. For a number of courses they tried to arrange groups with teachers coming from the same department, which was easier to handle in the faculty unit.

Second, the unit is placed outside of the decision-making structure of the faculty. The role of the unit is described as either consultancy, advisory or service unit or as a hub for teaching and learning, it does not have decision-making rights. For example, during the bachelor-master reform, the unit acted as a consultancy unit and gave advice to the leadership of the faculty and to the teachers. The unit was not involved in the actual decision-making concerning to the reform of teaching. Representatives of *Genombrottet* find this position, i.e. not being part of decision processes as very important in order to gain trust within the faculty. Further, when it comes to conflicts around teaching and learning the unit does not take a sandwich-position between the head of the faculty and the teachers, rather it stands outside and is respected by both groups as a knowledge source for teaching and learning.

Finally, the physical location of the development unit might have an influence on the development of a quality culture. The unit is placed in a separate building in the middle of the campus of the Engineering Faculty. Thus, the unit is not physically associated with any of the engineering departments. This centrality in location is seen as a low threshold that stimulates teachers to drop by for more informal discussions on teaching and learning. Furthermore, the separate building also gives teachers the feeling that at this place teaching is highly valued. Some teachers also reported a feeling of belonging.

9.4. CONCLUSION

Genombrottet's main approach to develop a quality culture is to build up a reflective community of practice which has a shared understanding of quality teaching and a shared language to talk about teaching and learning. A scholarly approach is manifested in all teaching and learning practices and guides the development of the quality culture. This scholarly approach towards development can be seen as a main success factors, since it leads to data-driven enhancement of teaching and learning and it provides an inclusive instrument that allows to combine various perceptions of teaching and learning and diverse teaching methods in the culture.

In particular, the development unit engages in the development of the quality culture. Staff from the development unit and teachers who are recognized as ETPs have a more detailed perception of the quality culture, while 'regular' teachers frequently mention the common evaluation scheme as a concretion of the

quality culture. Teachers also recognise the high value of teaching within the development unit that also builds a motivational source for some of them.

Also the Academy plays an important role in the development of a quality culture. The Academy recognises and rewards teachers who engage in teaching activities. This helps to change conditions for teachers and provides career development opportunities. The increased number of teachers who have been recognised as ETP within the faculty stimulates the discussion about teaching and learning in the faculty. These discussions also gained in quality since members of the Academy share a common language. The Academy also contributes to faculty development since the Academy is not a 'closed club', rather it provides opportunities for self-development and is open to every faculty staff. Furthermore, the increase in numbers of educational leaders within the faculty with an ETP recognition fosters the development beyond the group of members of the academy.

Additionally, the case study has shown that multiple factors influence the development of a quality culture. These factors are often interrelated and cannot be seen in isolation. Thus, in the case of the Faculty of Engineering, the provision of time to teachers to engage in development activities and to reflect on their teaching is very important. Further, (personal) development activities should take place in an environment where this is valued, recognised and encouraged. Communication based on a shared language and the scholarly approach to teaching development can be seen as further main drivers for the development of the quality culture. Leadership commitment is also pivotal, since it encourages forums for discussions and values teaching and learning. Besides leadership, structural factors play a role. Especially the alignment of goals, activities and policies can be seen as an important success factor since this reduces potential value conflicts. Furthermore, structural factors such as the organisational positioning of the CTL and its physical location play some role in how development units construct their activities and how teachers respond to these. Finally, the case shows that quality cultures develop only slowly, thus time is another crucial factor. Further, a critical mass of people is needed. Thus, besides policies, individual and organisational factors, the implementation of enhancement activities has to consider longer time frames and a certain outreach strategy to motivate a critical mass to engage in the quality culture.

10. EDLAB – University of Maastricht

10.1. Introduction

EDLAB – The Maastricht University Institute for Education Innovation, is the CTL at Maastricht University (MU) in the Netherlands. According to the interviewees, MU is an institution that is widely seen as a trendsetter with regards to innovative, high-quality education.

We conducted interviews with the director and three administrative staff members of EDLAB, two 'liaisons officers' who intermediate between the central units and the faculties and four academic staff members/teachers at the level of the faculties. We also analysed documents such as texts on the university website, strategic plans, brochures and existing research papers. Finally, we collected other secondary data such as rankings and media articles, to get an idea about MU's reputation for quality.

10.1.1. The higher education system in The Netherlands

The Dutch higher education system is a publicly funded, binary system with the traditional university sector (14 research-intensive universities with approximately 250,000 students) on the one hand and universities of applied sciences (about 40 institutions with approximately 446,000 students) on the other hand. A close cooperation between the two sectors is explicitly encouraged. Since the 1999 Bologna Declaration, the traditional connection between type of institution and type of degree has been loosened, and both sectors of the Dutch higher education system have been allowed to offer Bachelor´s and Master´s programmes. Standard tuition fees are currently EUR 1,984 in both sectors for Dutch and EU students who do not have obtained a bachelor or master degree already. If students do not meet these criteria, they pay higher fees (level decided by the higher education institutions).

The Dutch higher education system has undergone a transformation from state steering to institutional autonomy in exchange for a system of external quality assurance (QA). The NVAO (Dutch-Flemish accreditation agency) is an independent body that coordinates QA in the Dutch and Flemish higher education systems. The NVAO has two main responsibilities: evaluating and guaranteeing the quality of Dutch and Flemish higher education institutions on the one hand and enhancing a quality culture in the two higher education sectors on the other hand. The QA model is based on the principles of self-evaluation, peer-review and public reporting. Gradually, a shift has been taken place from quality improvement and accountability to quality control and international comparability.

In 2002, the Dutch Parliament adopted new QA arrangements focusing on programme accreditation, although recently a change has been made towards institutional accreditation (with programme evaluations, where deemed necessary). Each programme is formally evaluated once every six years. This means that the Dutch higher education system can be characterized as one with relatively strong regulative forces to enhance quality. In addition, since 2012, a small portion of funding for higher education institutions has been based on performance agreements. Funding depends on the fulfilment of these performance agreements.

10.1.2. Maastricht University (MU)

Established in 1976, MU is a relatively young institution. Compared to other young universities, MU performs well in rankings such as THE and QS. According to the interviewees, it is perceived as one of the best young universities in the world, especially when it comes to high-quality education. Traditionally, MU was a small university but it has grown substantially and it is now a middle-sized institution with approximately 16,000 students and 4,000 staff members. One of its ambitions is to keep growing. Another core ambition is internationalization. This institution, is already strongly internationally oriented with approximately 50% of the students and 30% of the staff members coming from abroad representing over 100 nationalities. Most of the

courses are taught in English and many of the programmes and the course topics such as sustainability, technological innovation, European integration and global health are strongly related to internationalization.

MU is a strongly decentralized institution consisting of six faculties, mainly in the social sciences and the humanities: 1) Arts and Social Sciences, 2) Faculty of Humanities and Sciences, 3) Health, Medicine and Life Sciences, 4) Law, 5) Psychology and Neuroscience, and 6) School of Business and Economics.

In this university there has been a relatively long tradition of quality care with regards to education. Although the MU is a research-intensive university, the historic legacy of the institution is strongly centred on the provision of innovative, high-quality education. In order to be established, MU needed a different mission compared to other, more traditional research-intensive universities in the Netherlands (see also Huisman *et al,* 2002) and MU chose the Problem-Based Learning (PBL) approach to differ from the other universities. The main idea of PBL is that learning should be embedded in real-life problems; this instruction method targets the enhancement of students' problem-solving skills. Moreover, according to interviewees (and especially the administrative staff members and liaisons officers), MU is considered the European founder of PBL, which has subsequently been implemented in other institutions. Hence, education has always been a core service of the MU in that the university's right to exist has always strongly depended on its unique approach to education that departs from traditional teaching styles dominated by a transmission approach. Accordingly, the quality policy of MU has always been strongly focused on (the quality of) PBL. Furthermore, the policy has traditionally been centred on quality care, which emphasizes bottom-up influences. However, since the establishment of EDLAB a better balance between bottom-up and top-down influences in institutional governance (i.e. between care and control) has emerged.

10.1.3. INTRODUCTION TO THE CTL

EDLAB, established in 2015, has a short history although in this university there has been a relatively long tradition of educational quality care. The director of EDLAB mentioned that the establishment of EDLAB is part of one of the performance agreements with the Dutch government. EDLAB has been established to guarantee continuous attention for quality at the institutional level. It is a central unit in a strongly decentralized institution whose mission focuses on educational innovation, as stated:

"EDLAB is Maastricht University's institute for education innovation. We work together with all faculties and service centres on e.g. improving the quality of education, enhancing employability, training staff and exploring innovative in-class teaching concepts. At EDLAB we aim to make innovation everybody's business."[39]

The CTL's strategic plan shows that EDLAB's core task is the continuous innovation of learning and quality enhancement of education and that it provides funding to faculties to experiment with innovative projects. Specifically, EDLAB is centred on three pillars, namely innovation, excellence education and educational services. Within the first pillar, three important themes could be identified: instructional design, assessment and the international classroom. The first theme based on the notation that instructional methods must be adapted to the rapidly changing global context. Second, the idea is to improve both teaching and learning through innovative assessments, centred around topics such as effectiveness of feedback on writing assignments, peer review and peer assessment. Third, the international classroom theme is focused on developing skills that students need to acquire to enter the international labour market, for example communication, collaboration and cultural awareness.

The excellence education pillar means that excellence programmes are developed for high-performing students. These programmes are seen as facilitators for high-quality education. The educational services pillar refers to programmes that foster staff development, including PBL training programmes, advanced teacher training programmes, academic advising programmes and advanced programmes on grading and assessment.

---

[39] http://edlab.nl/

TABLE 4: EDLAB MAIN ACTIVITIES AND THEIR CONTRIBUTION TO THE QUALITY CULTURE

	Description	Contribution to Quality Culture			
		Research-informed Teaching	Practice-informed and active T&L	Control/ care balance	Shared values
Instructional design	Instructional methods are adapted to the rapidly changing global context	√	√	√	√
Assessment	Establishing innovative assessments, centred around topics such as effectiveness of feedback on writing assignments, peer review and peer assessment	√	√	√	√
The international classroom	Supporting the development of skills that students need to enter the international labour market, for example communication, collaboration and cultural awareness	√	√	√	√
Excellence programmes	Developing differentiated programmes for high-performing students	√	√	√	√
Staff development	PBL training programmes, advanced teacher training programmes, academic advising programmes and advanced programmes on grading and assessment	√	√	√	√
Educational innovation	An overarching activity of the CETL is to keep prioritizing high-quality education in the future by continuous innovation of education	√	√	√	√

10.2. QUALITY CULTURE

In most of the interviews it was argued that quality with regards to teaching and learning has been an institutional priority since the establishment of MU. MU has an institutional culture that intends to enhance quality permanently through innovative projects. Since recently, these innovative projects are set up and coordinated by the CTL. Most of the interviewees argued that MU has an institution-wide, shared understanding of high-quality education that fits with the broader PBL-approach. This is exemplified by the educational mission on the website:

"Maastricht University …is known for its Problem-Based Learning system and international orientation. Our small-scale 'international classroom' brings together people from all over the world who have different backgrounds and perspectives. And it's these very differences that make the UM learning experience unique."[40]

The majority of interviewees stated that student engagement is a central component in MU's definition of quality. The overarching goal is to achieve learning through the active stimulation of student engagement and discussions in small groups about real-life problems. It is an approach that moves away from traditional teaching that is characterised by a transmission approach and lecture-based teaching. Furthermore, interviewees also consistently argued that high quality of teaching and learning can only be achieved if both cognitive and non-cognitive skills are stimulated. Examples of non-cognitive skills are independence, assertiveness and problem-solving skills in a globalizing world. Also, self-determination is important in that students need to study theoretical articles and books beforehand to feed the discussion during the lessons.

The definition of quality culture is less clear as the interviews revealed various views. There is no overall agreement on the components of a quality culture. However, there are complementary views on its components, for instance that a quality culture requires continuous care for quality by searching for educational innovations aligned with societal changes. Interviewees also consistently argued that at the same time the goal is to maintain the PBL approach. Hence the quality culture is defined by progressive and conservative elements.

---

[40] https://www.maastrichtuniversity.nl/education

10.3. Factors of importance of the quality culture

10.3.1. Formal structures

Given that at MU, formal structures and other policies, instruments, contexts and factors are strongly interrelated at the organizational / institutional level, we discuss these in parallel in the following paragraphs.

10.3.2. Organizational/institutional factors influencing the quality culture

Facilitating policies, instruments, contexts and factors

At MU, **national policies and instruments** play a minor role. Quality enhancement is an important goal in the wider policy context and MU seems to passively comply with this regulative force. However, most interviews implicitly or explicitly pointed out that MU should be considered a trendsetter, and that institutional quality enhancement policies existed long before higher education institutions were required to formally commit to national policies.

One of the liaisons stressed that an important factor explaining this 'passive compliance' is the *institution's historical legacy*. It was stressed that the institutional context is highly influential because of the institutions relatively young age and the influence of the managerial logic focused on differentiation which guided its establishment. Since its establishment, the decision was made to differentiate based on an innovative type of education (the PBL-approach). Hence, our interpretation is that in this case, the historical legacy of the institution enhances the relevance and value of high-quality education.

There is also evidence of explicit policies to maintain the PBL-approach and to facilitate continuity of the historical legacy. First, according to EDLAB's director, **HRM policies** play an important role because staff is selected based on their commitment to (enhancing the quality of) the PBL approach. However, other interviews did not always confirm this. For instance, one academic staff member argued that in her faculty there are too few applicants too actively select them based on their commitment to PBL. Second, the director of EDLAB also argued that **promotion policies** are linked to staff's commitment to PBL and to teaching and learning. In general, in Dutch higher education promotion is based primarily on research performance but according to this interviewee, at MU it is possible to get promoted (up to full professorship) based on teaching performance only. However, it was also stressed that for most staff members research performance is still an important criterion in their personal evaluation and ambitions. Third, in some interviews with administrative staff members, it was explicitly argued that **student recruitment policies** are centred on the active targeting of students who value PBL. PBL is a central element in the marketing and image management strategies of MU and some administrative staff argued that students choose MU because of the PBL approach. At the same time, some academic staff were critical about some students' motivations and skills to engage with PBL.

Given that EDLAB has only recently been established, its role is mainly future-oriented. EDLAB staff consistently argued that EDLAB should be interpreted as a formal structure established to prioritize innovative, high-quality education in the future. However, some interviewees construe EDLAB' mission as 'renovation' rather than 'innovation', implying that it mainly reacts to education-related problems such as student drop-out. These interviewees also argued that its main function is to facilitate institution-wide innovations consistent with the broader PBL-approach. To this end EDLAB has a budget of €1m per year (with no end date set) to provide funding. Most funding goes to the first pillar, i.e. the innovation pillar because the other two pillars, the excellence and the educational service pillar are mainly funded by the faculties. Interviews with EDLAB's staff reveal that EDLAB favours incremental change over radical change. Radical change is deemed an inhibitor of change. Some administrative staff members argued that most innovations originate at the faculty level (bottom-up) and that EDLAB's function is to facilitate institution-wide implementation of some innovations deemed relevant for all faculties. Hence, based on this evidence, EDLAB can be interpreted as a formal structure established to facilitate a blended leadership style that combines bottom-up and top-down influences. In other words, the blended leadership style is a recent phenomenon, formally embedded in the institutional context since the EDLAB's

inception. Hence, our interpretation is that in this university blended leadership is conceived as an important facilitator of future innovations but it has not been the main driver of quality culture in the past.

In fact, most interviews indicate that the traditional **leadership style** is bottom-up. At the faculty level, most interviewees agree that continuous commitment to high-quality education is of crucial importance but has never been enforced by the national government or the university's central administration. EDLAB's director argued that before the development of EDLAB MU already had a project on quality enhancement ('Leading in Learning'). In this project bottom-up influences were much more important. As argued before, the historical legacy and the associated HRM and student recruitment policies seem to sustain continuous commitment to high-quality education. Hence, based on the combination of all data sources our interpretation is that governance at MU has in line with its historical legacy traditionally been centred around 'care', which is concerned with autonomy, credibility and quality enhancement. This was reflected by most of the interviewees stating that this leadership style stimulates informal discussions about teaching and learning among staff. Therefore, it can be stated that since the recent establishment of the CTL, the university balances between two sets of values: managerial values focused on top-down, institution-wide innovations and traditional academic values focused on autonomy of the faculties and academic staff. This balance is supported by formal communication structures, especially the formal position of so-called 'liaisons'. In the interviews with EDLAB staff and liaisons, it was argued that the liaisons are mainly academics who work at the level of the faculties but also have an administrative role to facilitate communication between the central unit and the faculties. In these interviews, the role of 'liaisons' was seen as quintessential to facilitate top-down influences. It was also argued that 'liaisons' have a crucial role in the actual implementation of the EDLAB projects.

Relative to teaching, there is a stronger focus on the stimulation of good learning and student engagement. Based on most of the interviews, it could be argued that there is a **shared stance** towards teaching and learning in that there is scepticism towards traditional modes of teaching that emphasize traditional, transmission teaching styles. Instead, most interviewees argue that MU clearly prioritises constructive/democratic teaching and learning in an international environment. An implicit assumption can be identified, namely that student engagement is a prerequisite for high-quality education. Interviewees consistently argued that MU aims to achieve student engagement through the PBL-approach in which students actively participate in the learning process. The PBL-approach is in most interviews also conceived of as an overarching framework in which innovation, and hence also continuous care for quality enhancement, is still possible.

The value of teaching and learning is also formally recognised in the form of **teaching awards**, but whether these awards are the main driver of teacher motivation, commitment and engagement is questionable. Most interviewees argued that most staff members are intrinsically motivated for teaching, probably because staff members are recruited based on their intrinsic motivation for teaching.

Furthermore, EDLAB staff argued that MU recently invested substantially in continuous **professional development** of staff members, which is one of the responsibilities of the CTL. Professional development is seen as increasingly important in the context of broader societal changes that affect the nature of PBL. According to EDLAB staff PBL needs to adapt to new modes of teaching provision such as Massive Open Online Courses (MOOCs) and distance learning, and professional development is needed so that staff members (and teachers in particular) learn how to combine PBL with these societal changes.

The **monitoring system** is also seen as a facilitator of educational quality, especially in the interviews with EDLAB staff. It is argued that MU continuously monitors whether the quality of education is maintained. Monitoring is based on a broad range of qualitative and quantitative measures. Examples of qualitative measures are focus groups with students to get an idea about their general teaching and learning experience at MU and to identify problems. An example of a quantitative measure is the continuous monitoring of dropout rates.

Finally, some interviewees (in particular EDLAB staff) argued that **performance agreements** with teachers, which are very explicit about expectations with regards to education, are an important driver of quality culture. Teachers are formally obliged to comply with the institutional quality policy, and are formally evaluated every three years. Based on the interview with EDLAB's director, we argue that the evaluation process based on these performance agreements is quite strict, hence it could not be conceived of as 'soft' evaluation

In sum, at MU our general interpretation is that the main institutional drivers of a quality culture seem to be a set of interrelated contexts, policies, practices and factors: the historical legacy, HRM policies, student recruitment policies, promotion policies, a democratic leadership style combined with recent top-down influences to maintain commitment to quality in the future, the shared stance towards teaching and learning, professional development, monitoring systems, and performance agreements with teachers, which are consistent with the institutional mission oriented towards PBL.

INHIBITING POLICIES, INSTRUMENTS, CONTEXTS AND FACTORS

Most interviewed academic staff members indicated that they felt a tension between the **growth** of the university and the continued provision of high-quality education. From the perspective of PBL, while small classes are a prerequisite for high-quality education, the ever-increasing class sizes make care for the individual student (and hence student engagement) increasingly problematic. Academic staff members reported that in such a context it is increasingly challenging to stimulate interaction among students. Consequently, these interviewees and expect quality to deteriorate in the future.

According to most of the interviewees, **global technological developments** evidenced for example by MOOCs and distance learning are also factors that may threaten the PBL-approach of MU. PBL is grounded in the notion that small class sizes and interpersonal contact are conditions for high-quality education but the recent technological developments challenge these principles. EDLAB staff consistently indicated that a core task of EDLAB is to adapt PBL to this new context despite the acknowledging the challenges of doing so. .

Another inhibiting factor is **resistance at the level of the faculties**. EDLAB staff members indicated that some of their projects are strongly resisted because faculties have traditionally had a considerable level of autonomy. Academic staff also confirmed this. Hence, our interpretation is that the recent establishment of EDLAB expresses stronger top-down influences, and given the university's traditional decentralized nature, faculties do not always passively comply with these influences. In the interviews, the specific subcultures of the faculties are also consistently conceived of as barriers that sometimes inhibit the implementation of EDLAB projects.

Finally, the director of EDLAB argued that the amount of public funding per student is also an inhibitor of quality enhancement. However, the director also consistently argued that MU allocates more funding to enhance educational quality than other Dutch universities.

10.3.3.   INDIVIDUAL/PSYCHOLOGICAL LEVEL INFLUENCING THE QUALITY CULTURE

FACILITATING FACTORS

According to most of the interviewees, **individual commitment to PBL** is of crucial importance in this university. More importantly, PBL is deeply embedded in the institutional context, which aims to increase the relevance of PBL and education in general. Individual engagement of teachers, researchers, managers, support staff and students is deemed fundamental for providing high-quality education. Most interviewees construct PBL as the best instruction method to guarantee high-quality education but it was also consistently argued that it only works if all actors (including academic staff and students) are committed to PBL.

Individual commitment to education is also experienced as important. In the interviews it was consistently mentioned that MU needs teachers who value and commit to education. Teachers should perceive a parity of esteem for education and research. This is seen as problematic in the context of Dutch higher education where research is prioritized. However, as reported above, EDLAB's director indicated that HR policies are oriented towards attracting this type of teacher, which may be conducive to the individual commitment to education.

Relatedly, in one of the interviews with academic staff it was argued that teachers' **perceptions of competence and ownership** is a crucial driver of quality enhancement. According to this interviewee, teachers should perceive themselves as competent teachers who can proactively increase students' skills. These perceptions facilitate their intrinsic motivation for teaching, and this interviewee also mentioned that some of MU's institutional policies and instruments (e.g. promotion policies) are oriented towards increasing these perceptions of competence.

The majority of interviewees argued that MU seems to be a university where there is a ***perceived fit between education and career opportunities***. It was consistently stated that MU is an exceptional university in which academic careers do not entirely depend on the research profile of academic staff members.

INHIBITING FACTORS

Based on the interviews with academic staff, it was found that the PBL approach is experienced as a time-consuming instruction method, that leads to ***time pressure***. Time pressure may decrease the teachers' commitment to PBL, as illustrated for example by one teacher, who said that at times some teachers switch to lecture-based teaching to save time. This interviewee also saw the growing student numbers as a factor that further increases time pressure.

EDLAB staff also reported some ***resistance among teachers and academic staff*** to engage in PBL, especially in the context of EDLAB projects. As EDLAB has only been implemented recently some of the teachers seem to be sceptical about its working, mainly because EDLAB lacks sufficient legitimacy.

Finally, according to some interviewees (mainly academic staff) an inhibitor of quality culture is also the lack ***of motivation and skills*** of some students to engage in PBL (despite MU's efforts to target students who value PBL).. Some interviewees even spoke of 'free riding' of some students who exploit other students, for instance in the context of group tasks.

10.4. CONCLUSION

This case suggests that at MU the institutional level is of crucial importance in explaining (the establishment of) a quality culture. Most policies, instruments, practices, contexts and factors are consistently oriented towards quality. Hence, it could be argued that the consistent combination of the identified elements makes this case successful. What this case demonstrates is that the historical legacy may play a crucial role in explaining higher education institutions' commitment to (inter)national quality policies and instruments. MU was established with a mission that was strongly centred on innovative education and this mission facilitates continuous commitment to quality and thus the establishment of a quality culture. For instance, new staff members are explicitly selected and evaluated based on their commitment to the educational mission of the university, hence this process probably maintains and reinforces the quality culture centred on the PBL-approach. Another example is that the university aims to target students who are committed to the specific educational mission. Because of the institution's historical legacy, there is evidence that the implementation of facilitating policies and practices is a relatively smooth process. This case also demonstrates the complexity of establishing of a quality culture and the need to align policies and instruments with regard to clear goal.

11. bioCEED, Norway

11.1. Introduction

11.1.1. The Norwegian higher education system

Norway's higher education system is strongly regionalized and predominantly public. It is often described as binary because it includes both universities and university colleges. However, in reality the system is unique because university colleges can qualify for university status if they fulfil certain national academic standards and criteria. Therefore, the Norwegian system should be more correctly defined a 'flexible and transparent binary system' (Skodvin, 2012; Kottmann *et al,* 2015; Sakari *et al*, 2014). As of 2015, there are eight public universities, eight specialized universities, and 37 accredited university colleges. In addition, there are 22 non-accredited colleges offering approved first-degree programmes.[41]

In 2003 the 'Quality Reform', a key reform of the higher education system, was implemented. It led to significant changes, including the establishment of the Norwegian Quality Assurance Agency (NOKUT) and the adaptation of the funding system from enrolment-based to performance-based, introducing new teaching and evaluation methods. Moreover, university colleges were allowed to issue Masters and Doctoral degrees (subject to NOKUT accreditation) and research universities were vested with self-accrediting powers. At that time, colleges also increasingly pushed for upgrading to university status.

11.1.2. bioCEED partner institutions

The case described in this chapter is bioCEED, the Centre of Excellence in biology education, a consortium between three institutions i.e. the University of Bergen (Faculty of Mathematics and Natural Sciences' Department of Biology, and the Faculty of Psychology's Department of Education), the Department of Arctic Biology at University Centre in Svalbard, and the Institute of Marine Research.

The University of Bergen has six faculties, 14,800 students (of which 1,550 international), and 3,600 staff (including PhD candidates). The faculties include Humanities (five departments and three research centres), Law, Mathematics and Natural Sciences (eight departments and 11 research centres), Medicine and Dentistry (five departments and six research centres), Psychology (five departments), and Social Sciences (seven departments).

The University Centre in Svalbard (UNIS)[42] is a higher education institution providing university level education and research in Arctic studies. It is organized as a limited company, owned by the Ministry of Education and Research. UNIS' stated mission is to provide courses that are *supplementary* to the curriculums on the mainland and are offered as part of the universities' course portfolios. In 2015, there were 690 students (on average there are about 500 students annually, approximately 50% Norwegian and 50% international). Faculty are made up by 50% Norwegians and 50% international staff, and consist currently of 10 full professors, 13 associate professors, 36 professor II and about 160 guest lecturers who specialize in Arctic issues.

Headquartered in Bergen and with a staff of almost 750, the Institute of Marine Research (IMR)[43] is Norway's largest centre of marine science. Its main task is to provide advice to Norwegian authorities on aquaculture and the ecosystems of the Barents Sea, the Norwegian Sea, the North Sea and the Norwegian coastal zone. About 50% of the IMR's activities are financed by the Ministry of Trade, Industry and Fisheries. It is involved in bioCEED as it provides internships.

---

[41] http://www.nokut.no/en/Facts-and-statistics/The-Norwegian-Educational-System/education-in-norway/
[42] http://www.unis.no/about-unis/
[43] http://www.imr.no/en

11.2.   INTRODUCTION TO BIOCEED

bioCEED is a department-based centre of excellence focused on biology education funded through the 'Centre for Excellence in Higher Education' scheme (*Sentre for Fremragende Utdanning* [SFU]). It is joint venture between the organizations described above and is located within the Department of Biology at the University of Bergen. bioCEED's aim is to 'educate the biologists of tomorrow'. Its vision is that '[...] the rapid change in biology and the biologist's role in society create new demands, not only to the content of the biology education, but also to how we teach future biologists[44]'.

11.3.   HOW BIOCEED PROMOTES QUALITY CULTURE IN TEACHING AND LEARNING

bioCEED runs a number of projects contributing to quality in teaching and learning, including *inter alia* the use of apps to facilitate learning (e.g. ArtsApp, and BioStats) and PRIME, to promote practice-based teaching[45]. To structure the findings, we identify three dimensions (each further disaggregated). The dimensions include (a) what bioCEED does (its activities), (b) what bioCEED is (its 'nature') and (c) how bioCEED wants to promote itself.

11.3.1.   TYPES OF ACTIVITIES

The case suggests that bioCEED's activities to promote quality in teaching and learning can be clustered in three types of tasks.

First, it provides funds and time to facilitate innovations in teaching and learning. Projects might pay for a staff member's time to improve his/her teaching, or allow a teacher to pursue innovative ideas related to quality teaching and learning. For example, the project PRIME pays for up to 20% of a professor's time to contribute to developing case-studies and modules for enhanced practice across the full range of biological study programmes to promote the development of relevant competence sought-after by potential employers. It allows to experiment, test out, and document possible impacts of enhanced practical learning across the curricula. Funds can allow teachers to invest in tying new technologies in the classroom (such as ArtsApp, the use of videos for teaching etc.)

Second, it provides innovative input and promotes testing new ways of teaching. The use of apps is one example. Others, including videos, and active learning through voting technology to help students engage. bioCEED provides the opportunity and the legitimacy to advertise and test such innovations.

Third, bioCEED promotes dialogue among staff on the importance of teaching and learning. For example, the 'teacher retreats' are a compulsory annual gathering for all permanent teaching staff. These retreats are part of work package 1 and are a unique opportunity to discuss teaching, learning, and curricula. Each retreat explores a specific theme through presentations, discussions, and group work[46]. Whilst it might have been seen as an imposition in early days, it is actually very well accepted and it is said to have triggered significant interest in teaching practices.

An important aspect of the bioCEED case is that, despite being located within a specific disciplinary domain, many initiatives and lessons learnt are transferable. For example, the use of apps is not *per se* applicable to biology education only. Moreover, bioCEED is leading to strategic changes that can have extensive repercussions at institution level (and – in the longer term – beyond). The establishment of a 'Head of Education' within the Department of Biology at Bergen is an example. Prior to bioCEED there was only a professor responsible for research but not for education, which meant a lack of a formal hierarchical line for the teaching domain. However, this strategic choice has now been made as part of bioCEED's vision (part of work package 1)[47]. Having a Head of Education is said to strengthen educational leadership. Moreover, respondents indicated that there is a better two-way communication between them and leaderships.

---

[44] https://scholar.uib.no/bioceed/bioceed
[45] For an overview of bioCEED's projects see https://scholar.uib.no/bioceed
[46] https://scholar.uib.no/bioceed/WP1
[47] See annual reports at https://scholar.uib.no/sites/default/files/bioceed/files/annual_report_2014_bioceed_0.pdf; https://scholar.uib.no/sites/default/files/bioceed/files/arsrapport2015_bioceed_final_0.pdf

11.3.2.   THE 'NATURE' OF BIOCEED

bioCEED is based within a department (biology) and is not a central decision-making unit of the whole university. In other words, it is what we might call an 'organic centre' which effectively can promote cooperation and networking between academic departments though it is disciplinary focused. bioCEED is strategically important for the whole institution (particularly University of Bergen) but to date it is still disciplinary focused. The scheme was designed to achieve critical mass in a small higher education system. However, it was also mentioned that this design renders institution-wide changes in teaching strategies and cultures harder to achieve.

A key element in bioCEED's design is the complementarity between different elements of education, which transcend the purely disciplinary aspect. While it does find its main justification in improving education for biologists, its vision strongly advocates the integration of three dimensions of teaching and learning that can apply to diverse fields, i.e. (a) content knowledge, (b) societal relevance and (c) practical skills. The consortium reflects this vision because it comprises an entity strong in teaching methods (Department of Education), a 'content-partner' (Department of Biology and UNIS) and partners that offer the opportunity to apply knowledge in the field, e.g. through internships (IMR).

11.3.3.   HOW BIOCEED PROMOTES ITSELF

Besides the current activities, bioCEED is also intent on promoting itself within the higher education community in Norway and abroad. It does so in three broad ways (which are encapsulated in the different work packages). First, it shares best practices with peers. bioCEED is a joint venture, and thus it has a collective structure and has visibility beyond the lead partner's department of biology (and indeed beyond the partners themselves). For example, a web forum developed as part of bioCEED allows sharing ideas and enabling discussions among biology educators across Norway. Teachers from other institutions can participate in bioCEED trainings or can contribute as 'visiting teachers'. Internationally, bioCEED plans to have an international conference in biology education every three years to discuss teaching practices. Secondly, the centre is committed to disseminating results beyond peers. Project results are published in educational science journals as well in educational practice forums, which are not meant for biologists only. Finally, bioCEED, as a consortium, connects with different stakeholders, for example through annual meetings with students and industry or participating in the 'employment/ employability market' at the University of Bergen.

FIGURE 2: HOW BIOCEED PROMOTES QUALITY CULTURE IN TEACHING AND LEARNING
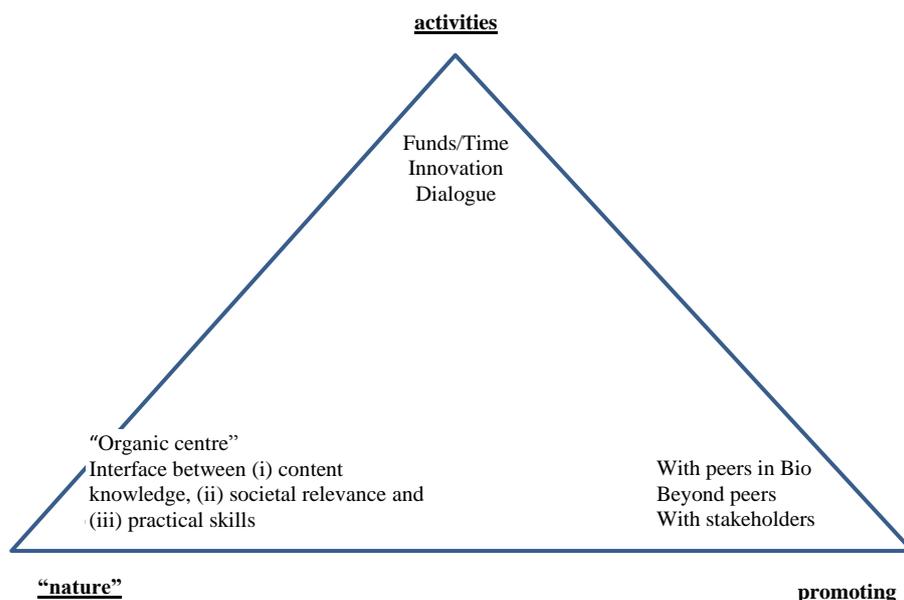
11.4.   bioCEED's perspective on 'quality culture'

The section above gave some ideas on how bioCEED promotes quality in teaching and learning. This section will expand on what bioCEED understands as 'quality culture'. Purportedly, the activities mentioned above suggest (as did respondents) that bioCEED is both a centre of expertise and a resource centre for teachers – it provides teachers not only with money and time, but also with technical assistance and opportunities to share their experiences. It is not, however, a decision-making entity within the institution.

According to this project's literature review, three constituent traits define 'quality culture', namely:

- Shifting from 'control' (which emphasises an exclusive attention to accountability and regulatory compliance) to 'care' (which is concerned with autonomy, credibility and educational enhancement based on the institution's experiences, expertise and values);
- Balancing between two sets of values (as opposed to the primacy of one over the other): managerial values focused on innovation, collective orientation and system control, and academic values focused on tradition, individual specialization and self-determination;
- Sharing values and commitment to quality also thanks to the influence of other elements of organizational culture such as norms, values, practices, beliefs and assumptions. These elements guide the behaviour of the organisation's members and provide a framework to interpret the meaning of events and actions on and off campus.

Based on the material and data available a unanimous definition of 'quality culture' cannot be presented. Respondents have different opinions about what quality culture in teaching and learning is, depending on their role, seniority etc. All of the following were indicated as 'quality teaching':

- Student engagement/student involvement, i.e. considering students as 'partners' in the teaching and learning experience. Students should be considered as 'fellow scientists' and equal to the teacher; students should have a say in how they are assessed etc.;
- Active teaching and active learning (this aspect relates more to involving students in the classroom, e.g. through exercises, group works etc.);
- Generating students' interest in order to induce them to read the books and lecture materials;
- Teaching that emphasises employability and relevance, for instance by giving more weight to internships and aligning the content of the modules to demands of employers;
- Aligning evaluation with learning outcomes;
- Focusing on appropriate teaching for the discipline e.g. emphasizing the practical and lab parts of the curriculum, which are most important for biology;
- Following the 'threshold concept' to enable student progression – identify in each student at what stage s/he is in his/her learning capacity (i.e. from surface understanding to in-depth understating[48])

However, the common denominator of the 'bioCEED definition' of quality culture is the alignment between different dimensions of the teaching and learning experience. From a bioCEED perspective, a quality culture ensures that teaching practices (i.e. learning environments, methods, evaluations etc.) are aligned with the intended learning outcomes. Moreover, teaching and learning must be aligned with policy on, e.g. qualification levels, quality assurance etc.

There was agreement that this requires an approach that praises individual independence as well as peer review for improvement (as opposed to exclusive compliance and management control, for example). Moreover, it was emphasized that educational goals can change over time, for example to reflect shifting labour market demands. Acceptance of change is, therefore, a necessary ingredient of a culture of quality. The importance given to 'alignment' in the bioCEED discourse on quality culture reflects the elements of our definition especially because it entails significant flexibility and amenability to change and to balance different elements.

---

[48] This follows Biggs' Structure of the Observed Learning Outcomes (SOLO taxonomy)

Within this framework, the interviews and the background material suggest that two common features typify a 'bioCEED construct' of quality culture, i.e. spreading 'the research culture' to teaching activities and promoting flexibility and the acceptance of change.

Spreading the research culture to teaching does not mean endorsing an alleged supremacy of research over teaching but rather bringing elements of the research culture into the teaching culture. It means treating teaching and learning as a *scholarly exercise* that is on par with research. Continuous development, peer review, discussion and exchange, and dissemination of knowledge and experiences about teaching and learning, all contribute to developing and implementing scholarship of teaching and learning. The case pointed out that, just as peer review is pivotal to enable research to progress, so it is for teaching. A culture of quality in teaching and learning does not shun critique but welcomes it. However, a 'research culture' applies critique to the methods and not to the person – hence research is intrinsically a 'public act' that can be criticized. Teaching should move away from being considered a private task relegated to classroom interaction between teachers and students. Instead, a quality culture means adopting a professionalized and scholarly approach to teaching and learning.

A further common element of quality culture is the promotion and acceptance of change, both from teachers and students. For example, the use of traditional lectures was widely discussed. Since both students and lecturers are strongly committed to this model, both experience innovation in teaching and learning as a challenge. Teachers struggle with finding adequate forms of assessment for innovative teaching whilst students feel safer with the traditional lecture model. However, as student engagement is deemed a central value in the quality culture, the traditional lecture model is no longer seen as either a legitimate or an adequate form of teaching and assessment.

11.5. FACTORS OF IMPORTANCE OF THE QUALITY CULTURE

This section discusses some of the key factors emerging from the bioCEED case, which have a bearing on the development of a culture of quality in teaching and learning. Here we emphasize the lessons learnt from the case as opposed to the bioCEED interpretation of quality culture. The factors are classified into formal structures, organizational structures and individual elements.

11.5.1. FORMAL STRUCTURES

Key elements that promote quality cultures under this perspective include policy alignment and the need to respond to exogenous requirements. A fundamental premise of bioCEED's overarching strategy is the need to align the different elements of teaching and learning with policy. For example, bioCEED focuses on institutional learning in implementing the qualifications framework, and develops quality assurance and evaluation methods that enable monitoring of progress and spread of 'best practice'.[49] Secondly, bioCEED's physical location might have an influence on the development of a quality culture. Students indicated that the centre is located in a building attended by master and doctoral students. Bachelor studies take place in a different building – reportedly a locational barrier for spreading the bioCEED word across the faculty and the institution more widely since bachelor student might feel more distance from the project. However, this was also indicated as a negligible problem given the very strong visibility of bioCEED across the faculty and beyond, in a whole array of initiatives.

11.5.2. ORGANIZATIONAL FACTORS INFLUENCING QUALITY CULTURE

The case highlights a number of organizational factors that are said to be instrumental in influencing (i.e. fostering *or* hampering) the development of a quality culture at the faculty and at the institution. These factors can be grouped into four broad categories, i.e. (a) leadership, (b) culture, (c) human resource management and (d) communication.

First, leadership commitment to teaching is pivotal. In the case described here, leadership is concentrating on teaching for example by tying promotion to teaching performance. bioCEED's strategy is to 'appoint and

---

[49] See also the presentation of bioCEED, available also online at http://biologi.uib.no/

empower 'education leaders' as part of institutional leaderships'[50]. Student evaluations play a key role as supporting evidence. Moreover, commitment should come from management at all levels. The establishment of a 'Head of Education' within the department is considered particularly significant. However, the new institution-wide strategy currently being implemented—and which is very clear on teaching and learning—is just as important.

Moreover, a hindrance to enhancing quality culture in teaching and learning might be a formal strategy that reflects an extant primacy of research over teaching. To improve teaching and learning, any formal strategy should also cover teaching and learning adequately. However, this depends in large part on the composition of the team designing the strategy and, accordingly, on the leadership's choices in appointing the team's members. Therefore, leadership is instrumental in putting teaching and learning high on the agenda. For example, the first version of UiB's strategy was drafted by a group of top researchers who considered rewarding excellent researchers with a reduction of their teaching duties. Although this was ultimately not included, it demonstrates the problems underlying the promotion of teaching in a heavily research-focused institution.

A second crucial element is the commitment to research-based teaching in sync with the use of didactics research to underpin good practice. It is clear from the bioCEED case that, on the one hand teaching should be grounded in a robust knowledge of teaching methods and on the other hand on experimental approaches based on topical research results.

Thirdly, staff should be given opportunities for professional development. bioCEED is based in the department and provides ad hoc professional training on request. However, the departmental focus might a hindrance to spreading the 'bioCEED word' and experiences on teaching and learning across the whole institution.

Finally, information sharing about existing research on teaching and learning, and dialogue among staff are crucial to promote a culture shift. bioCEED advanced staff's has awareness about the extensive body of knowledge surrounding teaching practices and methods. This, in turn, is having a positive effect on interest and commitment across different layers of staff (from doctoral candidates to senior professors). Communication is about (a) increasing visibility and (b) and offering arenas to share ideas and concerns. The teacher retreats are an example of an information-sharing initiative, which has also led to increased motivation. They are seen as very important because it is believed they lead to more informal dialogue, conversations and exchanges of ideas surrounding teaching practices beyond the retreat itself.

11.5.3. INDIVIDUAL FACTORS INFLUENCING QUALITY CULTURE

There is a variety of individual factors that impinge on quality culture. Most are common across different cases and relatively unsurprising. Nevertheless, the following emerged explicitly during the bioCEED case study.

Time pressure and the need to prioritize among different tasks can be a major hindrance to concentrating on teaching. Whilst this is an individual problem since it plays out in individual choices, it is strongly related to some of the points made above. Firstly, the dominant tenet that research outweighs teaching entails a greater pressure to publish, and a lesser motivation to invest in teaching. Moreover, rules and regulations outlining roles and/or procedural requirements (e.g. examination procedures) affect individual choices and can be a hindrance to promoting quality teaching. Academic staff might deem additional administrative tasks related to changes in teaching methods as a burden (administrative staff are less likely to take this view). This implies that promoting quality culture through change is strongly dependent on individual motivation and priorities. Being rewarded and recognized for teaching (e.g. with time, or a teaching award) does have an effect in increasing motivation for changes in teaching.

Secondly, resistance to change can be a problem both for staff and students, although also this factor can be influenced by elements, such as the specificity of the field of study, which go beyond individual predispositions. For example, it was reported that students in very specific fields have an almost guaranteed position (often following their internship). Hence, they do not have strong incentives to participate in active teaching and learning since they may fail to see the added value (they don't need to change).

---

[50] See also the presentation of bioCEED, available also online at http://biologi.uib.no/

Another individual/psychological barrier to changing teaching and learning practices is the 'blame-the-student-mentality'. This problem is still well rooted in much of higher education practice across the world, and it is based on the notion that teaching is distinct from learning. If results are not adequate, then 'the students have not understood'. The case shows that forums and initiatives to promote and reward new ways of teaching – if necessary – strongly reduce this problem.

Finally, individual motivation is a necessary ingredient to succeed in developing a culture of quality in teaching and learning. bioCEED witnesses a strong level of motivation, which is one of the reasons for its success to date. Reportedly, over 75% of teachers participate in bioCEED activities. This includes, but is not limited to, mandatory events such as the teacher retreats. Individual motivation is particularly important because it is the footing of sustainability. In this sense, a significant individual motivation as developed through bioCEED is a clear indicator of (and key to) success. The widespread knowledge of bioCEED (especially within Department of Biology) and its SFU status appears to be a strong motivator 'not to be excluded'. In this sense, it is a pressure.

11.6.   CONCLUSION

The case suggests that, despite the many analytical prisms under which quality culture is considered in this case, overall two defining elements, which apply to any field, should be emphasized:

- The need to align teaching and learning with the learning outcomes and with external (policy) requirements;
- The need to apply a 'research culture' to teaching.

bioCEED plays an important role in promoting a quality of culture in teaching and learning from these perspectives, despite its disciplinary focus. While the design of the centre's activities is ostensibly grounded firmly in biology teaching, the philosophy underpinning the whole project is the so-called triangle of (a) content knowledge, (b) societal relevance (c) practical skills. This triangle is applied to the domain of biology but is a framework that is valid most fields. Hence, quality culture in teaching and learning (as promoted by bioCEED) is not exclusively discipline-based. Best practices can emerge in any discipline (e.g. biology) and be transferred and contextualised to other fields.

At the same time, organizationally, bioCEED remains an intra-disciplinary inter-institutional initiative. The faculty and discipline level are, therefore, of crucial importance in explaining how quality culture is nurtured and promoted. At the same time, at the institutional level, it is important to note that the partners involved in bioCEED are research institutions, which is both a strength and a weakness. It is a strength because is favours applying a research culture to teaching as a means to develop a teaching and learning quality culture. However, it risks being a weakness because it can perpetuate the notion that research is more worthy of acknowledgement than teaching.

Finally, having a dedicated person (e.g. Head of Education) is key to disseminating the idea that teaching is on par with research. On the one hand, having this person is about (providing) leadership; but it is also about visibly showing that research and teaching and learning have equal status as well as similar progression paths.

12. CENTER FOR TEACHING QUALITY DEVELOPMENT (ZFQ) – UNIVERSITY OF POTSDAM

12.1. INTRODUCTION

12.1.1. THE GERMAN HIGHER EDUCATION SYSTEM

In Germany, enhancing the quality of teaching and learning is high on the political agenda. In recent years a number of funding schemes to stimulate institutions to develop instruments and projects to strengthen and enhance the quality of teaching and learning have been established. Major reasons for establishing these programmes were the strong increase in student numbers as well as challenges originating from the Bologna Reforms. Another driver was the strong stimulation of research with the implementation of the Excellence Initiative. Various stakeholders took this as an opportunity to demand a similar incentive to stimulate the enhancement of the quality of teaching and learning in higher education.

Important funding schemes promoting the quality of teaching and learning are the current *'Quality Pact for Teaching'*, the *'Higher Education Pact'*, and the *'Quality Campaign for Teacher Training'*. All three schemes are collaborative funding schemes that is, they are funded by the federal Ministry for Education and Research and by the federal states. While the Higher Education Pact[51] provides higher education institutions more funds for teaching to sustain and improve 'normal teaching' with regard to increasing student numbers, the Quality Pact for Teaching[52] and the recent Quality Campaign for Teacher Training[53] provide additional funds stimulating higher education institutions to develop projects enhancing the quality of teaching. In particular, the Quality Pact for Teaching gave higher education institutions this opportunity. In the period 2010 to 2020 the scheme provides more than €2bn. In 2010, higher education institutions could apply for funding by developing innovative projects[54] to improve the quality of teaching and learning. Proposals have been reviewed and selected for funding for a five year period. Institutions were free to propose projects that fit their needs best, thus various teaching and learning innovations have been implemented at the institutional level. In 2015 a second funding period started. Institutions that were funded in the first period were allowed to submit second proposals. Outcomes and results of the Quality Pact for Teaching are currently monitored in an evaluation project and in research projects looking at the effects of selected innovative projects. First research results are expected in 2018.

In all federal states higher education institutions are legally obliged to implement quality management or quality assurance protocols. (Deutsche Gesellschaft für Qualität, 2015, p. 1) An important instrument in quality assurance is accreditation. Stakeholders such as the Accreditation Council and the Standing Conference of Ministers have developed standards and guidelines for accreditation procedures to assists quality management and quality assurance.

There are two major accreditation forms (Deutsche Gesellschaft für Qualität, 2015, p. 18):

- 'programme accreditation': In these procedures (new) study programmes are reviewed with regard to standards such as feasibility and labour market orientation with the help of external peers.

- 'system accreditation': In these procedures the quality management system for teaching and learning of a higher education institution is (peer) reviewed. In the accreditation procedure, the quality management system is reviewed for its ability to warrant a high quality of study programmes. Once

---

[51] https://www.bmbf.de/de/hochschulpakt-2020-506.html
[52] http://www.qualitaetspakt-lehre.de/en/index.php
[53] https://www.bmbf.de/de/qualitaetsoffensive-lehrerbildung-525.html
[54] The scheme also allowed to ask for funds for additional staff and professors.

the quality management system has been accredited the institution is awarded self-accreditation rights.

Enhancing and strengthening the quality of teaching and learning in higher education is also high on the agenda for a number of other stakeholders in higher education. For example, the German Rectors' Conference runs a number of projects and initiates discussions in this area. Currently it strongly supports the further development of system accreditation to be changed into an institutional quality audit. It also supports higher education institutions in developing and implementing innovative projects to improve the student experience in the first study year.[55] Experiences and good practices from these projects are disseminated and shared at the national level.

Another major initiative stimulating excellence and quality in higher education teaching and learning is the 'ars legendi prize' for good/excellent teaching. It is awarded by the *Stifterverband für die deutsche Wissenschaft* that closely cooperates with the German Rectors Conference in selecting awardees.[56] The prize honours good teaching of selected persons as well as selected innovative and excellent teaching projects. In 2016 the prize will honour teaching (projects) that are addressing diverse student populations in an excellent way.

In 2008, the *Stifterverband* also started a small '*Excellenzinitiative*' for teaching and learning. In this project higher education institutions developed innovative teaching projects that were partially funded by the *Stifterverband*. Based on the outcomes of the projects a charta for good teaching has been developed (Stifterverband, 2013) see also (Brockerhoff *et al,* 2014).

The *Wissenschaftsrat* finally, as a major advisory body for higher education in Germany also points to the importance of enhancing quality in teaching and learning. Recently the president of the *Wissenschaftsrat* discussed the need for further improvement of teaching and learning at higher education institutions.[57]

Based on the available data it is difficult to judge if the national campaigns also aim at enhancing quality cultures in higher education teaching and learning. They definitely aim at changing the mindset and try to establish a higher esteem/attention for teaching and learning activities.

12.1.2.   THE UNIVERSITY OF POTSDAM

The University of Potsdam (UoP) is a public research university founded in 1991. It followed up and integrated two former GDR higher education institutions: the *Pädagogische Hochschule Karl Liebknecht* and the *Deutsche Akademie für Staats- und Rechtswissenschaften Walter Ulbricht*. To some extent, this heritage is still reflected in the current institutional profile: teacher training as well as the training of lawyers are still large activity areas.

However, the profile of the university has broadened. Currently it has five faculties (Law, Arts, Human Sciences, Economic and Social Sciences, Science); as of the winter term 2014/2015 20,411 students were enrolled (University of Potsdam, 2015).

The university's development plan states developing and enhancing a university-wide quality culture as a strategic goal for the period 2014–2018 (University of Potsdam, 2014, p. 1). In the plan, the quality management system and the university's vivid discussion culture are perceived as important facilitators for achieving this goal. Although the goal is stated as important, official documents do not provide any definition of quality culture in teaching and learning. Rather, in recent years the university leadership together with the faculties have stated a number of basic quality goals that should be applied across all faculties:

- Teaching and learning should be research-based
- Teaching and learning should be skill-oriented
- Provision of student-centered teaching and learning

Faculties, however, have a high degree of autonomy in managing quality. One of the university' s major organizing principles is a federal or decentralized steering approach, which means that faculties can establish or

---

[55] https://www.hrk-nexus.de/themen/studieneingangsphase/
[56] https://www.stifterverband.org/ars-legendi-preis
[57] http://www.wissenschaftsrat.de/download/archiv/pm_2015.pdf

organize quality management according to their disciplinary requirements and needs. Hence, faculties have implemented their own quality regulations and specific quality goals (based on a general quality framework). The UoP uses two general approaches to enhance the quality of teaching and learning: quality management, and the professionalization of university teachers.

QUALITY MANAGEMENT

A major concern for the university leadership is that study programmes must meet formal and legal requirements. This is due to changing regulations for higher education but also to overcome the overload of curricula that originate from the implementation of the Bachelor/Master system in the early 2000s. A high degree of feasibility of study programmes, i.e. developing curricula with an adequate work load, and transparent and legally sound regulations are deemed essential for quality in teaching and learning. In other words, a quality culture should build on this. Decentralized quality management is seen as a major tool to guarantee good study programmes and curricula. The implementation and organization of quality management is the responsibility of the ZfQ.

In 2012, UoP successfully passed the accreditation of its quality management system and currently has self-accreditation rights. Since 2012, a total of 114 study programmes have been internally accredited. Additionally, the university has implemented the following instruments to assure and enhance the quality of teaching and learning (University of Potsdam, 2016, p. 4):

- Course evaluations
- Evaluation of study programmes and modules
- Meta-Evaluation (external reviewers evaluate of the quality of the process and structures of the quality assurance of the faculties and the administrative departments)

The university defines evaluation as an important instrument to further develop the quality of teaching and learning. Evaluations are implemented by the faculties, which are free to decide on selected aspects such as questionnaire design or methods, but have to respect the provisions of the university-wide evaluation regulation. Each faculty has one quality assurance officer who supports the (study) deans in conducting evaluations. At the central level, the Center for Teaching Quality Development (ZfQ) supports the evaluations with the Potsdam Evaluation Portal.

A major goal in the further development of quality management of the UoP is to maintain its system accreditation status (University of Potsdam, 2014, pp. 30–31). The development plan defines a number of steps and activities to achieve this goal. These foresee, inter alia, the further professionalisation and strengthening of the central and decentral provision of quality management, the further development of the ZfQ and also the further development and strengthening of awareness for quality and a conversational quality culture.

PROFESSIONALISATION OF UNIVERSITY TEACHERS

Training university teachers to enhance their teaching skills and to qualify them for educational leadership is a second important policy at UoP. This policy aims at enhancing awareness for quality at the individual level and at complementing the quality work that is related to the accreditation procedures and the quality management system, respectively. The current activities to professionalise university teachers exceed didactical training. Training also addresses educational leadership and course/module design. Furthermore, the training tries to approach different stakeholder groups in different ways. While courses reach out to junior academic staff such as PhD students and Post-Docs, training for professors are implemented for example as retreats. Currently, the university is furthering its measures for academic personnel development. Besides the professionalisation of teachers and activities around teaching, these measures will include ongoing training of quality managers and other higher education professionals.

12.2. STRUCTURAL IMPLEMENTATION OF QUALITY WORK AT THE UNIVERSITY OF POTSDAM

Besides leadership for teaching and learning at the central level of the university, the Center for Teaching Quality Development (*Zentrum für Qualitätsentwicklung in Studium und Lehre - ZFQ*) and the training at the Potsdam Graduate Schools are two major structural manifestations of quality work at the UoP.

12.2.1. THE CENTER FOR TEACHING QUALITY DEVELOPMENT (ZFQ)

FACTS AND FIGURES

The ZfQ at the UoP was established in 2009. It is an administrative department at the central level of the university under the authority of the Vice President for teaching and learning. The ZfQ is partly funded by basic/institutional funding. Additionally, the ZfQ runs research and development projects funded externally (third money stream). Currently the ZfQ has about 10 staff on basic funding and 20 staff working in research and development projects.

MAJOR TASKS AND ACTIVITY AREAS OF THE ZFQ

An internal regulation defines as major tasks of the ZfQ (University of Potsdam, 2009, §4):

- Quality assurance and quality enhancement
- Data and information management in the area of evaluation and accreditation of teaching and learning
- Institutional research – in close cooperation with central administrative units of the university
- Further develop the quality management system of the UoP to become more institutionalized and strategically oriented
- Professionalization of teachers: good teaching and higher education didactics
- Research on university specific issues, focusing in particular on quality of higher education, the further development of evaluation methods and quality management, and conducting self-evaluation of the work of the ZfQ.

At the time of the site visit, three working groups contributed to these tasks.

EVALUATION, ACCREDITATION AND HIGHER EDUCATION RESEARCH

In this area, the ZfQ provides services related to evaluation and accreditation to faculties and central departments. These services include support for the evaluation of courses and study programmes, conducting the internal accreditation of study programmes, supporting faculties in developing their specific quality management system. Also institutional research is done by this operational area. As part of its activities in this area, ZfQ currently implements and supervises the following major projects and instruments:

- Evaluations of courses/student evaluations: Here the ZfQ provides support through the *Potsdamer Evaluations-Portal (PEP)*. Based on the specific regulations of the faculty, teachers can use the portal to make their individual evaluation form. The ZfQ supports teachers also in analyzing the data. The ZfQ also works actively on further developing the student evaluations as well as other quality assurance instruments. Recently, questionnaires have been redesigned for a more learning-goals/outcomes oriented approach.
- *Studierendenpanel*. With the panel the ZfQ collects data on different aspects of the student body such as social background, motivations etc. It also investigates the course of study as students are approached four times during their studies: At the beginning, while studying, when enrolling for final exams and when transferring to the labour market. The panel provides insight in issues such as motives for dropping out and factors impacting on the course of study. Also, more information on the transition to the labour market and the later careers of Potsdam graduates is revealed. Students participate in the

panel on a voluntary basis; each winter term a new cohort of students is recruited. Findings from the surveys are reported to the faculties.

- *Studienverlaufsstatistik*. This instrument also investigates the student population of the UoP and – on an aggregated level – their course of study. This research is a secondary analysis of data that has been collected in other processes at the university, such as the admission or registrar's office. The analysis is mostly done at the level of study programmes and allows to some extent insights in their efficiency. Findings are reported to the university leadership and the faculties.

- Accreditation of the quality management system (*Systemakkreditierung*). The ZfQ is mainly responsible for the accreditation of the quality management system. Being accredited for the quality management system allows the UoP to self-accredit study programmes. These accreditations are organized by the ZfQ. Further, the ZfQ is responsible for maintaining and further developing the quality management system of the university. In this area, it provides support to the quality management at the faculty level. The ZfQ is mainly responsible for documenting quality management processes at the university level as for example the quality management manual.

TEACHING AND (NEW) MEDIA

The activity area[58] teaching and (new) media actively engages in the further professionalization of university teachers and in innovations in teaching and learning (here it strongly focusses on e-learning). It supports teachers in various ways: it offers workshops as well as individualized consultancy and the provision of materials for self-study for teachers. It also engages in strengthening the discourse around E-learning at the UoP. Besides regular meetings (e-learning *Stammtisch*) and an online-forum, it organizes a bi-annual award for e-learning and a conference on e-learning (e-learning symposium). In this area the ZfQ cooperates with the SQB-Network (*Netzwerk Studienqualität Brandenburg*), the network for quality of teaching and learning in Brandenburg.

CAREER SERVICE AND UNIVERSITY COLLEGE

Services provided in this area address students. The University College[59], which will start in the winter term 2016/17 and will support students in the first study year and students interested in studying at the UoP. It will aim at supporting students to successfully start their studies. The Career Service – already in place – aims at smoothening the students' transitions to the labour market and providing insights to students into later careers. Students can use services such as individual consultancy, liaising with employers and searching job databases throughout their study. The Career Service also liaises with companies, e.g. when organizing career days.

12.2.2. THE ZFQ'S ROLE IN ENHANCING AND STRENGTHENING QUALITY CULTURES IN TEACHING AND LEARNING AT THE UNIVERSITY OF POTSDAM

Looking at the portfolio of the ZfQ it becomes clear that it supports the enhancement of quality with a range of instruments and projects. There is no specific project or instrument targeting the establishment or enhancement of a quality culture. Staff and the leader find that most of their day-to-day work supports the enhancement of quality cultures also due to the mission of the ZfQ to further develop the quality of teaching and learning at the UoP. As quality assurance builds a major part of the ZfQ work the organization of the 'system accreditation' is found to be the most important. ZfQ staff state that the communication that takes places around internal programme accreditation procedures provides a number of opportunities to address the quality of teaching and learning. The open discussion culture at the university is found to support addressing problems in teaching and learning and finding solutions to these problems. In that sense, the accreditation process helps to put the quality of teaching and learning on the agenda. However, there is a risk that the discussion might concentrate only on whether the study programme meets formal requirements (Westerheijden, 2013). Here staff and leader of the ZfQ point to the chance that formal issues provide the opportunity to address more content-related topics. For

---

[58] In this area the ZfQ offers regular services, but also run projects testing e-learning innovations in teaching and learning.
[59] The project is funded by the Quality Pact for Teaching.

example, discussing the revision of modules allows to move the discourse beyond assurance and control as innovations and values in teaching and learning might be considered in the discussions.

ZfQ staff also point to the quality management system's decentral organization with officers working at the faculty level as a very helpful organizational feature. Quality management officers at faculty level function as contact points for a number of issues and questions which unrelated to quality assurance procedures as such. They state that discussing quality issues with different internal stakeholders (students, academic junior staff, professors, and faculty leadership) is important for strengthening quality cultures at the faculty level and builds an everyday practice.

Also staff working at the central level indicate that their work exceeds quality assurance and management as the tasks of the ZfQ cover a variety of areas. This is in particular true for the professionalization of university teachers, staff readiness to discuss and consult with teachers, and their willingness to bring up and discuss new topics in teaching and learning with faculties as important activities. Finally, providing support for the design and innovation of the student evaluation of courses was mentioned.

The ZfQ defines its role in enhancing the quality culture in teaching and learning clearly as 'controlling'. In most of its regular tasks, it strongly engages in controlling degree programmes whether these comply with quality requirements. While some academic staff are critical about this control function, the ZfQ states that its service primarily aims at reducing academic staff's workload and at sharing the responsibility for the quality of teaching and learning. The ZfQ however, finds itself to be an innovator in teaching and learning. Recent development projects for example have provoked some (curricular) changes (e.g. the implementation of the Career Service); but more importantly, these projects and their effects continuously provide momenta for the discussion and further development of the quality of teaching and learning at the UoP. Though quality management and a range of innovations have materialized in teaching and learning, the ZfQ is critical about its role in stimulating the discourse around teaching and learning. While it actively engaged in establishing quality fora in the past, it has currently lost sight of it.

12.2.3. TRAINING AT THE POTSDAM GRADUATE SCHOOL (POGS)

The Potsdam Graduate School (POGS) was founded in 2006. Its main purpose is to secure the quality of doctoral training and to provide training and support for PhD-students and Post-Docs. This includes trainings for teaching in higher education. Currently the POGS offers three teaching professional courses[60]: Junior teaching professional (for PhD-students), senior teaching professional (for Post-Docs and Junior-Professors) and international teaching professional (English language programme for international or internationally oriented staff). All three programmes run for a year. For all three courses participants receive a certificate upon successful completion, they also need to apply for participating in the courses. Successful applicants receive a fellowship and are provided with time to participate in the training.

The training includes different activities. Besides didactical training, mentoring, supervision of teaching and networks to communicate about teaching experiences are offered, also one-on-one coaching for developing teaching concepts is available. The three training lines take the various needs of the fellows into account. Their shared goals are, however, to develop the teaching competencies of junior academic staff, strengthening skill orientation in teaching, achieve a stronger teaching-research-nexus and enhance the exchange and culture on teaching and learning at the UoP.

Teachers participating in the programmes report that the training has improved and strengthened their teaching skills. They report that the training helped them to better deal with challenges in teaching, to engage students, to have a broader range of teaching methods and to be able to adjust teaching methods to learning goals. Furthermore, they appreciate to be able to better reflect on teaching and specific aspects such as assessment. While teachers report a strong increase in their individual teaching skills they were critical about the enhancement of a culture of teaching and learning at the UoP.

---

[60] The programmes were developed in the teaching excellence initiative of the Stifterverband in 2008.

12.3.   QUALITY CULTURE

Based on the material and data available it is hard to conclude whether the UoP has a quality culture like it was concluded from the literature review to this project. This does not mean that the UoP does not have a quality culture at all. Rather, its quality culture should be understood as typical of a university that is organized as a loosely coupled system (Weick, 1976). In detail the following can be stated:

- Though having shared quality goals the university has not yet established a shared understanding of high quality teaching and learning. Some staff was also critical about the openness of the quality goals as these could be stated for any university and would not relate to a specific characteristic of the UoP as a whole or provide an opportunity to identify with a specific idea of quality. The decentralized and federal steering of the university as well as the policy to primarily strengthen individual competences in teaching reflects in a huge variety of individualized definitions of high quality teaching and learning. These often do not relate to the universal quality goals.

- When it comes to control vs. care for quality we find that currently the control paradigm is prevailing at the UoP. University leadership as well as other staff actively working on quality are aware that this is due to the requirements of the accreditation processes and external regulations that often restrict discussion about teaching and learning to formal aspects. The policy to primarily strengthen individual teaching competencies does not complement the quality management in a move towards care for quality. The individual responsibility for good teaching, however, is a very important value at the UoP. While this might affect overall high quality teaching, it hampers developing an approach to collectively care for good teaching. The shared responsibility for quality management of ZfQ and academic staff has not yet evolved fully in understanding management as care for quality. Rather, the division of labour between quality managers working on formal requirements on the one hand and academic staff working on further developing study programmes and curricula on the other hand has provoked among some teachers to argue that others (i.e. quality officers) care for quality and they only deliver work they are asked for.

- Moreover, to date there is no balanced use of managerial and academic value sets at the central level of the university. We find academic values being more strongly when it comes to steering on the quality of teaching. This is again due to the federal and decentralized steering of the university. Also, the university leadership is more focused on establishing structures and procedures facilitating individual good teaching. Implementation of teaching innovations and establishing collective orientations are deemed less important or seen as an additional task that only can be done once structures and procedures are properly in place. This is also seen as serving the student best as it allows a high degree of feasibility of study programmes/curricula. This approach however is contested by some internal stakeholders. Teachers, for example, see the need to have working structures but also claim that there is a need to establish a more value-oriented and -informed discourse around teaching and learning. This would help to assign more value and importance to teaching activities (compared to research).

- Finally, sharing values for high quality teaching is also not strongly embedded at the UoP. We find strong disciplinary or individual values for teaching and learning. Again, the decentralized steering and putting individual responsibility of the teacher is conducive to a situation with fragmented, disciplinary and/or very individualized values for teaching and learning. Though a number of instruments have been established to stimulate a discourse around teaching and learning, there is no common set or an institutional profile on values in teaching and learning that is communicated internally and externally.

Thus, a main characteristic of the UoP is that it has a huge variety of individual and disciplinary quality cultures in teaching and learning. Developing teaching and learning is not understood as an issue of organisational development, also university leadership sees its role more as facilitative.

12.4.   FACTORS OF IMPORTANCE OF THE QUALITY CULTURE

The framework developed in the literature review included individual, organizational factors and hindrances and formal structures enhancing quality cultures. In the following, these will be addressed.

12.4.1.   INDIVIDUAL FACTORS INFLUENCING QUALITY CULTURE

VALUES, BELIEFS AND PERCEPTIONS

The teachers interviewed at the UoP all indicate to have a high interest in and a strong sense of responsibility for their teaching. Central values for good and high quality teaching were mentioned, such as transparency (i.e. managing students' expectations), engaging students and exchanging with students and to teach with joy and passion for their subject/discipline. Further values were to support the personal development of students, to contribute to the development of skills and to be able to select teaching methods according to goals of the courses. The values clearly differed between teachers who already participated in training and teachers who did not yet do so. While non-trained teachers were more strongly emphasizing transparency and student engagement, trained teachers pointed to skills such as being able to overcome challenges in teaching and to select adequate teaching methods, and to be able to change teaching when needed.

Interviewees who were not teachers stated as values for teaching also things which are happening outside the classroom and are more related to the organization of teaching. Having good curricula in line with the regulations was mentioned. In particular, the feasibility of curricula was mentioned.

Also students addressed feasibility as an important value, but they were more interested in the development of either their competencies or their personalities. They expected teaching to be clear, provide room for questions, and be transparent about learning goals. They also found it important that curricula concentrate on essential knowledge.

PERCEPTIONS OF QUALITY CULTURE

Teachers were critical if there is a quality culture of teaching and learning at the UoP. Most acknowledged that there is some engagement from the central level to further the quality management but they did not agree that there is a quality culture. They found teaching mostly a private and individualized responsibility. The underlying perception is that teachers find that there is a lack of acknowledgement for teaching activities at both the university level and faculty/disciplines levels. Especially teachers who were still on the academic career track (i.e. who did not yet move to a professor position) mentioned that teaching would not contribute as much to their careers as research does. Therefore, some of them were reluctant to invest in their teaching skills. However, this problem is perceived as nation-wide not as a UoP phenomenon. Others are critical about the lack of a discussion culture around teaching and learning at all levels. The topic is hardly addressed, neither at the faculty or chair level nor even among their direct colleagues. When talking about teaching and learning, the discussion focusses on formal aspects or scheduling courses.

MOTIVATION

Teachers as well as other staff have a high intrinsic motivation for teaching. As mentioned above, teaching with joy and passion about their subjects is mentioned as an important motivational source. Some of the teachers also mention that they are happy to contribute to the personal development and skill formation of students. Others also mention that they enjoy having the opportunity to talk about their subjects. While this motivation mostly applies to teaching as such, it is difficult for teachers to articulate their motivation for engaging in an institutional quality culture in teaching and learning. This is largely due to the current regime of academic careers. Also the current implementation of quality management was mentioned. Its strong focus on formalities is seen as a bureaucratic burden rather than a facilitator. Also, the steep hierarchy among academic staff was seen as a hindrance. While junior academic staff is often interested in improving teaching, in the absence of interested professors, they cannot start a discourse on the topic. If discourses do emerge, they remain mostly relegated among the same status group. Discussion among professors is scant, and they were not seen to be engaging in educational leadership.

Teachers who already participated in training indicate that they had a strong personal interest in improving their teaching skills. Some expressed dissatisfaction with the traditional way of 'getting into teaching', which is described as merely copying preferred teaching styles teachers have been experiencing during their own studies. Thus, the majority of teachers started without any didactical knowledge or support from their superiors and the institution. Persons enrolling in the POGS programmes or workshops of the ZfQ often did some self-studies on didactics before the training. Persons not yet enrolled in courses indicate that their work pressure would prevent them from doing so. In particular, persons who are working on their doctoral thesis or habilitation state a high work pressure that hinders them to engage in improving teaching skills. Some also referred to the short-term contracts that would press them to engage more strongly in research and publishing as this is most important to their careers.

12.4.2.   ORGANIZATIONAL FACTORS INFLUENCING QUALITY CULTURE

SUPPORT FROM LEADERSHIP

As mentioned above, academic staff acknowledge that the university leadership engages with the improvement of teaching and learning. With this engagement they mostly referred to projects related to quality management or projects funded by the Quality Pact of Teaching. Other support mentioned was the teaching award and elements of the performance agreements.

Though the university strongly emphasizes the decentral and federal steering of the university none of the interviewed teachers mentioned the faculty level as leading in enhancing or supporting a quality culture in teaching and learning. Also, the interviewees did not mention their close working environment as supporting a quality culture. At some levels there is a lack of educational leadership.

COMMUNICATION

Communication was mentioned as the most crucial issue around quality cultures in teaching and learning. Most interviewees stated that teaching is mostly addressed as a formality, there is no substantial discourse around the quality of teaching and learning. One interviewee stated that the quality of teaching and learning 'would not be a topic at all' meaning that teaching styles or topic beyond formal and administrative issues related to teaching would hardly be addressed. The decentralized steering and the strong emphasis on individual teaching skills hinder to some extent that a discourse around teaching and learning evolves. Though a number of committees for teaching and learning exist, the topic is not integrated smoothly in the everyday discourse of the institution. Hindrances such as the regime of academic careers, the steep hierarchy among academic staff as well as the lack of educational leadership at different levels account for this as well.

The strong communication culture that was mentioned in the development of the university as one pillar of further developing the quality culture is mostly used to talk about problems related to teaching. The majority of interviewees reported that other topics, in particular strengths of the teaching, successes, good practices and how teaching and learning should develop in the shorter as well as in the longer term is hardly addressed.

RESOURCES

Similar to other German higher education institutions, the UoP reports insufficient funding for teaching and learning. Nonetheless, it strongly invests in quality management and the individual qualifications of its teachers. Moreover, additional funds such as the Quality Pact for Teaching are used to improve the quality of teaching. None the less, some interviewees mentioned student numbers as a further hindrance. They report that the worsening student-staff ratio prevents them from engaging in good teaching. Others indicate that scarce funds would strongly motivate them to invest in good teaching because then they would become also more efficient in their teaching. They also find that teaching innovations are in particular needed when facing a shortage of funding because also this could help to have more efficient teaching and learning. There is however also the perception that scarce resources would lead to a stronger emphasis of meeting formal requirements and not allowing an 'advanced' discourse about quality culture in teaching and learning.

The UoP uses different forms of data driven enhancement, including the evaluations and the two special databases (*Studierendenverlaufsstatistik* and the *Studierendenpanel*) reported above. The latter databases are facilitated by the ZfQ that also reports results to the faculties. At faculty level, the reports feed into a number of discussion bodies, for example committees on study programs. These reports were hardly mentioned in the interviews, so it is difficult to estimate their impact on enhancing quality cultures.

12.4.3.   FORMAL STRUCTURES

Like the majority of German higher education institutions, also the UoP has a governance structure that gives priority to the faculties and academic oligarchies rather than managerial steering. This results in a more federal structure of the university with strong faculties that act with a high degree of autonomy. Additionally, an individualized and privatized approach in teaching prevails: there is no obligatory professionalization for teaching in particular for new teaching staff. Teaching activities remain mostly private. There are some educational roles (such as study dean and quality managers) but due to the strong focus on accreditation and formal requirements of teaching educational leadership has difficulties in implementing a more broader discourse addressing teaching innovations or good practice in teaching.

In addition, there are hardly any forms for acknowledging good and high quality teaching beyond teaching prizes. Educational roles are not perceived as prestigious or contributing significantly to an academic career. Promotion rules mostly reward research achievements over teaching achievements. The prevailing academic career system which functions as a bottleneck with only a very few candidates moving to a permanent professorship also forces academic staff to perform well in research rather than in teaching. The career system is also reflected in a quite steep hierarchy among academic staff. This has some effect on the individual interest in receiving training for teaching and the motivation to reflect teaching practices. While staff that only recently started to work at university have a high interest in improving their teaching skills to better cope with teaching, older staff, in particular professors have already established their own practices and values which comfort them when teaching. These private teaching philosophies are hard to address by institutional measures. Also, in terms of organizational values, expect for the three general quality goals there is a lack of a shared understanding of what good teaching and learning is and thus no collective orientation for staff.

Achieving self-accreditation rights and the engagement of staff and students in the accreditation nonetheless shows that at the UoP quality of teaching and learning is perceived as important goal. Having self-accreditation rights could serve as an important lever in establishing a quality culture. Currently the UoP hardly moves beyond formal and administrative aspects of the accreditation procedure. Further, dividing tasks between academic staff and higher education professionals (such as the ZfQ-staff) in the procedures is not helpful for establishing accreditation as a shared task. Most academic staff still perceive accreditation as an administrative that has nothing to do with their teaching activities. Accreditation thus hardly feeds into organizational development or organizational learning.

12.5.   CONCLUSION

The UoP has successfully established a number of measures to assure the quality of its teaching and learning. Also achieving self-accrediting rights shows that there is an excellent management of quality. There are also attempts to establish a quality culture at UoP but as yet they have not been fully successful. Like in many other higher education institutions that can be characterized by a strong academic (as opposed to managerial) steering, there is a variety of mostly individualized quality cultures. These cultures were found to be fragmented. They function more like horizons that orient teachers at the very individual level than orienting a collective of teachers. In these horizons, academic values were prevailing whilst managerial or didactical aspects were hardly addressed. Measures to assure quality were perceived as administrative burdens necessary to assure that study programmes meet formal and legal requirements. Professional roles in education mostly address quality assurance rather than quality development. Ideas on educational leadership have not yet fully developed. Finally,

informal and formal communication provide limited opportunities to discuss good teaching and learning beyond formal and legal requirements. This leaves little space for developing a shared value horizon of good teaching.

13. COMPARING THE CASES

The cases can be compared along many different dimensions. In light of the questions at hand, we have chosen to focus on the form, the quality cultures found, variations in CTL policies, differences in approaches, and barriers and success factors. These themes are discussed in the next sections.

13.1. FORM

Comparing the five cases it was found that CTLs have been established in very different forms at the institutional level. Due to the limited scope of the study, the forms found are not exhaustive, but the cases represent some variety of institutional approaches to enhance quality cultures in teaching and learning.

We find that four institutions (Birmingham, Lund, Potsdam and Maastricht) have implemented their CTL as a self-standing organizational unit having its own staff and a predefined set of tasks. In the bioCEED case, the CTL has been established as a (temporary) project. Here some staff are hired for the CTL. In addition, academic staff having other roles at the institutions can participate in and collaborate with the CTL. Thus, this CTL has more blurring boundaries than the CTLs being organizational units. All CTLs clearly address a well-defined area of activities. Either they provide services for the whole institution (Birmingham, Potsdam and Maastricht) or for a selected faculty or discipline (Lund and bioCEED). CTLs differ with regard to the range of activities assigned. In Birmingham, Maastricht and Potsdam the CTL is active in a variety of areas, ranging from quality management, training of university teachers to stimulating innovative approaches in teaching and learning. The Pedagogical Academy in Lund on the other hand has a single-task approach, it mainly engages in academic development. bioCEED's activity areas are also diverse. Unlike in the other institutions, tasks have not been assigned up front, but have been developed in a bottom-up process by academics and educational developers, being experts in higher education teaching and learning. The project approach allows for smooth adjustments, if needed. Finally, there are also differences in the extent the CTLs are able to provide resources such as time and money autonomously to stimulate academic staff to engage in the quality of teaching and learning. The CTLs of Birmingham, Potsdam, Lund and bioCEED can use these kind of incentives though to a varying degree, while this was not reported for Maastricht. Table 3 summarises the key structural features of each CTL.

TABLE 5: MAIN STRUCTURAL FEATURES OF CTLS

	BCU	bioCEED	Lund	Maastricht	Potsdam
Character	Organisational unit	Hybrid, virtual, networked project	Organisational unit	Organisational unit	Organisational unit
Scope (institution or discipline)	Institution wide	Discipline	Discipline	Institution wide	Institution wide
Scope of tasks	Wide	Narrow	Narrow	Narrow	Wide
Autonomy	Assigned tasks	Tasks developed in bottom-up process	Assigned	Assigned	Assigned
Incentives	Money	Money and time	Money and time	Not known	Money

13.2. WHAT QUALITY CULTURES WERE FOUND?

First of all, one dominant quality culture was not found across the cases. Here one has to acknowledge the diverse and loosely coupled character of higher education institutions and the strong influx of disciplinary cultures that also are prevalent in the teaching and learning quality discourse. Nonetheless, some of CTLs expressed a basic and shared definition of quality teaching and learning. When comparing institutions for the three dimensions

stated in the working definition of quality cultures: sharing values, control vs. care, and the balance of managerial and academic values, the following can be reported. For each institution, however, the scope of outreach of the CTL has to be considered.

In three of the studied institutions the quality culture was more oriented towards care (bioCEED, Lund and Maastricht). While the Maastricht CTL services the whole institution, bioCEED and Lund are institutions where the CTL's scope is limited to a faculty/discipline. At all three institutions, also the CTL's scope of tasks is narrow (though different). In Birmingham we found a mix of control and care, in Potsdam control is prevailing. For the latter two institutions the focus on control was triggered by external forces but also by the tasks assigned. Both also are active in quality management procedures.

The values stated as base lines for high quality teaching and learning however reflect the main orientation of the institution. Birmingham and bioCEED focus strongly on student learning, learning outcomes and employability. For both these cases as well as for Lund also academic development is important. Maastricht seems to concentrate on PBL (also student engagement), in Potsdam though, having a variety of quality cultures achieving feasible curricula is important. Table 4 summarises the findings.

TABLE 6: QUALITY VALUES AT CTLS

	BCU	bioCEED	Lund	Maastricht	Potsdam
Shared values (baseline)	Unified	Variety	Unified	Unified	Variety
Control vs. care for quality	Mix of control and care Focus on external control stimulates care	Care Focus on innovation and motivating teachers to engage in teaching	Care Focus on academic or personal development	Care Focus on innovating approaches in problem-based learning	Control Focus on meeting formal requirements
Values stated	Student engagement Active teaching and learning Focus on learning outcomes Up-to-date teaching and use of technology	Student engagement Active teaching and learning Focus on employability and learning outcomes Developing appropriate teaching for the discipline Perceiving teaching culture	Focus on Student learning Scholarship of teaching and learning	Focus on Problem based learning	Developing feasible curricula
Balance managerial and academic values	Yes CETL controls performance in teaching and learning Respecting academic values	No More oriented towards academic values Presenting teaching culture as being similar to research culture strongly emphasizes academic values More 'hidden' managerial approach due to project character	Yes Combination of academic development and scholarship allows to address both	Yes CTL tries to establish top-down innovations in PBL and combine it with 'traditional' informal teaching and learning discussions	No Strong focus on academic values

For three institutions it can be claimed that they have achieved a balanced set of managerial and academic values (Birmingham, Lund and Maastricht). This is reflected in their approaches to respect academic values as well as to further develop teaching and learning in a managerial manner (checking feasibility etc.). bioCEED has a strong focus on academic values, also to promote innovations in teaching and learning and to motivate academics to participate/take part in the centre. Managerial values are less important as the centre has more the character of a project. For the Potsdam case, we found two strong value sets – on the one hand the strong commitment to meet formal and administrative requirements, on the other hand a strong commitment to protect academic freedom and the autonomy of faculties, disciplines and staff. The two value sets are not well connected as they are supported by different groups, i.e. academics mostly do not identify with the administrative value set. This makes it difficult to find sufficient support among academics for the quality work (i.e. accreditation) currently prevailing.

13.3. DIFFERENCES IN QUALITY POLICIES

Besides implementing a CTL, the institutions have developed different policies to address improvements in teaching and learning. Improving and innovating teaching and learning seems to play a more important role than establishing and enhancing quality cultures at most of the institutions. Though it is difficult to categorize the institutional approaches, at first glance it is possible to distinguish more top-down managerial approaches and more collegially-oriented approaches. BCU, Lund and Maastricht are more managerially- oriented, bioCEED and Potsdam are more collegially-oriented.

BCU, for example, uses a strong top-down policy in further developing the quality culture. This is to complement the decentralized and disciplinary perceptions and beliefs about the quality of teaching and learning with a shared institutional view. In addition, BCU obliges academic staff to qualify for teaching[61], and is eager to recognize and reward achievements in teaching and learning. Lund, though mainly operating on the faculty level, has been concentrating on human resource policies to strengthen teaching and learning among academics. In particular, the institutionalization of roles and career schemes in teaching has supported a stronger engagement with teaching. Additionally, developing a common language to talk about teaching and continuously communicating about teaching has been helpful.

Potsdam on the other hand stands for a strong collegial approach. While having less strong incentives in place to promote teaching and learning, the university leadership trusts that the university's controversial communication culture would help establishing a quality culture. There is also a high commitment to maintaining the freedom of academics.[62] Therefore, a strong individualized approach, i.e. training those university teachers who seek support as well as the individual responsibility for the quality of teaching, is put forward. Quality management is seen as a major tool for further development.

It was also found that external influences determine the institution's choices in improving quality cultures. The more managerially-oriented institutions face a pressure to perform well in teaching. This is in particular visible in the BCU case. Here the National Student Satisfaction Survey (NSS), the upcoming Teaching Excellence Framework as well the strong dependency of the institution on student enrolment force BCU as a teaching institution to care for their teaching and learning. Potsdam faces fewer external pressures to perform well in teaching. The current funding schemes (e.g. quality pact for teaching) provide an incentive to engage in the improvement of the quality of teaching but as funds are provided unconditionally there is not a strong push to put the quality of teaching and learning high on the agenda. Table 5 summarises the main findings on the CTLs' quality policies.

---

[61] This is a normal practice at British HEIs.
[62] Also a constitutional requirement, *Freiheit von Forschung und Lehre*, Art. 5,3 of the *Grundgesetz*

TABLE 7: QUALITY POLICIES OF CTLS

Institution	General approach	Main Policies
BCU	Managerial	Developing Quality culture important top down task to overcome decentralized, fragmentized, disciplinary believes and perceptions Qualification for teaching, requirement to qualify – no way out – Qualify, acknowledge and provide resources – Share and show expertise, do research Build educational leadership
bioCEED	Collegial	Provide a range of incentives: time, funds, recognition Develop similar culture to research, implement scholarship of teaching and learning Disciplinary approach
Lund	Managerial	Faculty approach – strong, autonomous faculties Institutionalized roles, recognition of professionalisation of teachers Facilitates communication among teachers Developed a common, scholarly language about teaching and learning Teaching contributes to career development
Maastricht	Managerial	Quality approach: PBL as major approach to learning HRM policies recognizing teaching (promotion policies) Recruitment – targeting students and teachers who would like engage in PBL
Potsdam	Collegial	Individualized approach to teacher training Quality management/accreditation focusing on formal requirements Trust that existent communication culture will promote the quality of teaching and learning

13.4.   CTLs Policies in pratice

To some extent, the institutional approach to improve the quality of teaching and learning determines how CTLs enhance quality (cultures) for teaching and learning. CTLs of more managerially-oriented institutions reflect this managerialism in their activities. At BCU, for example, providing resources and recognition for teaching is an important lever. In a more collegially-oriented environment, such as bioCEED, the CTL invests in clear communication, i.e. in having a clear and attractive message for teaching and learning and adapting initiatives to the experiences and expectations of academic staff. At managerially-oriented institutions the provisions of the CTL are often also obligatory, expecting that in this way they have a broader scope in outreach to academics. Actively sharing good practices in teaching and learning was mentioned by all CTLs as an approach. In a more collegial environment, CTLs can also choose not to actively reach out to academic staff. Here improvements/development/innovation is the responsibility of academics who are free to choose if they need/use the service of the CTL. Table 6 offers a summary.

TABLE 8: PRACTICAL APPROACHES TO QUALITY IMPROVEMENT AT CTLS

Institution	Practical Approaches
BCU	Important lever: the CELT funds improvements in teaching – student partnerships Recognition of teaching important: Is accredited institution by the HEA – can issue HEA certificates – so links to external Involving students strongly Reach out to academic staff – Obligatory courses
bioCEED	Having clear vision/mission – triangle teaching, societal relevance, employability Clear message to teachers: Teaching and research are similar Communication - Disseminate mission and message widely Provide support and resources – leave freedom to teachers on what they would like to do in teaching Reach out to academic staff: only small population – open to everybody interested, attracting by word of mouth, innovations are developed in collaboration Obligatory retreat for professors on T&L
Lund	Focus on one task: academic development Leave choice of teaching methods to teachers Obligatory courses Provide resources Individual and collective benefits: ETP receive salary increase/career development, also department/institute improves in funding
Maastricht	Complement, channel the institutional mission to be at the forefront of innovative teaching Institutionalize the informal discourse/activities around teaching and learning
Potsdam	Provide service: Support the more 'administrative/formal' side of accreditation processes Make proposal for development, but leave choice and implementation to the academics Support teachers who would like to do innovations. Outreach to academic staff: supporting those who seek help main strategy

13.5. WHAT MAKES APPROACHES IN ENHANCING QUALITY CULTURES SUCCESSFUL? WHAT ARE HINDRANCES?

As has been argued earlier in the report, describing a successful enhancement of a quality culture in teaching and learning at a higher education institution is a very complex task. However, based on the respondents' views and the subsequent analysis, it was found that at some institutions a care for quality, shared responsibility and values of high quality teaching and learning have been established. The institutions also paid attention to increasing the recognition of teaching and learning activities.

TABLE 9: APPROACHES PERCEIVED AS BEING SUCCESSFUL

	What makes approaches in enhancing quality cultures successful?
BCU	Liaising with external experts in teaching and learning (HEA) External Triggers (TEF and NSS) Recognition by professional bodies (to qualify for teaching) Leadership Trust Visibility of success Professional route for teaching and learning, also for educational leadership
bioCEED	Providing resources Leadership (educational leader) Relation of institutional culture to Teaching and Learning
Lund	Recognition Communication Respecting autonomy of teachers Commitment of leadership to importance of teaching and learning Physical representation – own building – importance shown
Maastricht	Legacy – innovations in teaching have always been done at MU Blended leadership (CTL topdown innovations completing bottom-up approaches in innovating teaching and learning) Institution wide preference for PBL teaching and learning Teaching awards Professional development
Potsdam	No clear examples of success

Leadership, the provision of resources, communication, and recognition of teaching and learning activities are important factors contributing to a successful enhancement of quality cultures in teaching and learning.

13.5.1. LEADERSHIP

In the literature review, it was found that leadership is an important factor for enhancing quality cultures. This is supported by interviewees at the case institutions. Respondents frequently argued that commitment of the leadership to improving the quality of teaching and learning is important. There are however, certain requirements to secure that commitment has a positive impact. First, commitment should not be restricted to the top-leadership level. Commitment is an issue for all leadership levels, i.e. also at the chair/departmental level. Secondly, commitment should be more than just a verbal expression, leadership should 'walk the talk'. This can be done by e.g. taking part in teacher training themselves. Being active in achieving a shared understanding, shared value of teaching and learning – is also supportive for quality culture. But also through the implementation of roles, instruments and organisational structures that actively promote and recognize the importance of teaching and learning contributes to an enhancement.

With regard to the style of leadership, it seems that blended leadership is supportive in establishing a balanced set of managerial and academic values in teaching and learning. This often reflects in structures and in a shared responsibility for teaching and learning. Also addressing collectives rather than individuals is helpful. Leaving the responsibility for further development of teaching and learning in the hands of academics only might not reveal a stronger engagement for teaching and learning. Also, obliging academic staff to participate in professional training supports the importance of teaching.

13.5.2. PROVISION OF RESOURCES

The provision of resources is another major lever for promoting a quality culture in teaching and learning. Some of the CTLs were able to provide academic staff with time, money and expert support to help them develop their innovative teaching idea or to qualify/train for teaching. This is very much appreciated by academic staff as it allows them to integrate these tasks in their high workload.

13.5.3. COMMUNICATION

As already stated for leadership, also communication about teaching and learning is crucial to enhancing a quality culture.

To be successful, there are some requirements as communication as such does not necessarily create a stronger engagement for teaching and learning. Enhancement activities often go across disciplinary boundaries and are based on the collaboration of academics and higher education professionals such as didactical experts or teacher trainers. This requires developing a shared language to talk about teaching and learning. Having said that, it is also necessary to professionalise higher education teachers to move the communication/discourse about teaching and learning beyond formal requirements and personal experiences. Sharing good practices in teaching and learning can be effective when these clearly show benefits. Finally, communication aiming at motivating academic staff to engage in improvement activities in teaching and learning should convey a clear message and be adapted to/fit into their everyday practice.

Communicating about teaching and learning should be sensitive to the fact that a fear of shaming and blaming might exist among academic staff. Due to the prevailing culture of teaching being a private issue, teaching failures are often perceived as personal failures by academics. Communication addressing that teaching is a skill that can be learned can reduce this risk.

13.5.4. RECOGNITION OF TEACHING AND LEARNING

Institutionalizing the recognition of teaching and learning is another helpful instrument for enhancing quality cultures. There are various possibilities to do so:

- Teaching awards
- Creating career paths in teaching and learning
- Institutionalizing leadership roles in teaching and learning
- Making career progress dependent on achievements in teaching and learning.

This instruments are HR-related and in this context the general regime of academic careers should be considered, and hence also transferable certificates, being able to adjust teaching and research obligations and to create appropriate general working conditions for junior academic staff do matter.

14.   Conclusions/Lessons Learned

This study intends to generate helpful knowledge that supports higher education institutions in finding ways how to enhance quality cultures in teaching and learning. The foregoing chapters presented various facts and findings drawn from a literature review and five institutional case studies. In this chapter, the main lessons learned will be presented. The subsequent paragraphs address impeding and facilitating factors from the individual as well as from the organizational level in more detail.

It is important to qualify the importance and strength of these factors. From both the literature review and the case studies, a picture emerged that showed (a) considerable variety in what is understood by quality and quality culture; and (b) likewise a significant diversity in organizational arrangements (see particularly chapter 7) implemented to achieve quality cultures. The situation is moreover complicated by (c) a lack of robust empirical underpinning of the strength of the factors, also due to the research design and methodologies applied (with sometimes only a 'small' case study being carried out, some findings being situational and/or rather impressionistic); and (d) a lack of consensus on what outcomes should be focused on in determining the impact: increased student performance, the level of satisfaction of those involved, or whether deep learning has been achieved? The specific context in which some of the research was carried out should also be borne in mind, including its institutional idiosyncrasies (stressing that much of the research is carried out in Western and Northern Europe). In sum, much care should be taken not to see the factors found as 'set in stone'.

Keeping these qualifications in mind, we formulate the following conclusions and lessons learned.

14.1.   Enhancing quality cultures in teaching and learning:

a new research and policy topic

The first lesson learned refers to the term quality culture. In the literature review there is a multitude of definitions as well as various theoretical approaches to quality culture (see chapter 3). Quality culture as a topic currently seems to be in vogue in higher education research; and also plays a role in government policies. E.g. recent funding schemes of various governments across Europe intend to stimulate higher education institutions to improve their teaching and learning. That does not imply that quality culture is a new thing to higher education institutions. Quality cultures were often (tacit) parts of disciplinary cultures or even of teaching and learning conceptions of individual staff, which suggests that intentions to improve practices do not have to start from scratch. What is new, is the perceived need – at the organizational levels – to manage quality cultures and use these as a vehicle to further organizational development. Comparing definitions of quality culture revealed that these appear to be multifarious, but that there are congruent elements repeated across the definitions. These are formal structures relating to processes; strategies and structures supporting quality cultures; further organizational characteristics which relate to values shared by organizational members as well as to the style and procedures sharing them; and finally individual elements such as motivation, values, and knowledge that are evoked, supported and sustained by educational leadership and communication (see chapter 6).

14.2.   Establishing a baseline of shared values defining high quality

teaching and learning is essential to enhancing quality cultures at higher

education institutions

Partly by default, the institutions studied were truly concerned with enhancing quality cultures of teaching and learning. For some this was explicitly mentioned in their teaching and learning strategy or development plans. Nevertheless, in line with findings from the literature review, at each institution studied a variety of quality cultures was found (see chapter 3). These were either reflecting disciplinary cultures or put forward by university leadership (and sometimes by individual academics). From the case studies it became clear that establishing a baseline of shared values defining high quality teaching and learning across the institution is important to

successfully implement any further quality work or quality management. At the same time, it became clear that such baselines not need to be set in stone, as long as there was a common understanding of the key elements. At some institutions there was only little or no congruency with regard to central values defining what high quality teaching and learning is. At the other institutions a certain baseline of shared values has been established. These latter institutions had a more managerial approach to enhancing quality cultures. This was reflected by a set of goal-oriented measures applying academic development and career schemes, communication structures, and leadership in a strategic way. Establishing a set of core values on high quality teaching and learning supported institutional leadership in steering teaching and learning as it helped to build a bridge between the different disciplinary cultures. Those institutions with only little congruence in central teaching and learning values had a more collegial approach towards quality cultures. This was mostly focusing on meeting academic interests and needs rather than strategic goal orientation and selecting appropriate measures to achieve those goals. Lacking a shared minimal agreement on values defining high quality teaching and learning hampered to some extent the central steering of teaching and learning as well as establishing parity of esteem for research and teaching activities at the institutional level.

14.3. MOTIVATION

Incentivizing teachers in higher education, in particular motivating them to change or adapt their teaching practices is – according to recent research results – rather difficult. Traditional financial incentives such as merit pay seem to play a only minor role for increasing their motivation. Rather, a high motivation to engage in teaching seems to flow from a multitude of factors such as engaged students, career-related factors and being related to other teachers. Also having knowledge about appropriate teaching practices motivates teachers to engage in change. Recent studies also found that most teachers have a high intrinsic motivation (see section 6.1). Goal-conflicts due to the higher esteem for research, the importance of research activities for the academic career and related time-constraints were found as major demotivating factors. Also less engaged students and lacking contacts with fellow teachers impede motivation.

The majority of teachers interviewed for the case studies argued they were motivated to teach. To them high quality teaching was an essential part of their academic identity. A number of teachers also indicated that they engage in improving their teaching skills autonomously by self-study or attending courses provided by other organisations. Some of the institutions studied were able to adapt to that high level of motivation and channel it toward participation in trainings or other activities intending to improve teaching and learning. In the case studies, three main levers to successfully do so were discovered. Firstly, adapting to perceptions and values of academic staff and framing teaching as having similar traits as research opens the door to effectively communicate about teaching and learning. Introducing the scholarship of teaching and learning further facilitates engagement as it increases the status of teaching. Both measures allow academics to develop a shared language about teaching and learning and to communicate teaching issues effectively. Academic staff gain more security with regard to knowledge about teaching and learning. Also teaching 'failures' are less seen as personal fiasco if teaching practices are evaluated more professionally. Secondly, integrating teaching achievements in career schemes by defining different level of teaching proficiency support the value attributed to teaching. Teachers are less burdened with goal conflicts of whether to engage in research or in teaching. Thirdly, institutions providing resources to teachers and students to engage more strongly in teaching and learning activities were able to change individual teaching practices. A common feature of successful institutions was that they provided feedback opportunities to (engaged) academic staff: for example, workshops or regular meetings were helpful for sharing experiences and knowledge and for offering collegial support.

Institutions that were seemingly less successful in tapping the motivation of teachers often did not have these kind of instruments in place. These institutions were aware of the high commitment of their teachers to teaching and provided also training to enhance their teaching skills. But these types of training mostly affected only the individual competences as communication structures were lacking or the training was not embedded in other

measures such as career schemes or support for innovative teaching projects. In these institutions teaching remained largely a private issue.

14.4. LEADERSHIP

In the literature, leadership is stated as a crucial factor for achieving change in higher education institutions and thus in teaching and learning practices (see section 6.1.3). Higher education institutions are mostly found to be reluctant to change because of the prevalence of the professional organization, i.e. collegial governance and strong academic values constituting their organizational cultures. Against this background, academic staff often resist the implementation of managerial structures and routines. This also affects the implementation of institution-wide teaching and learning strategies requiring a change of teaching practices. Research stated that achieving change depends on the kind and the style of leadership. It would be in particular effective when leaders are strong persons having a clear vision about their goals and able to implement changes with careful timing. Effective leaders are in particular those that have convincing narratives to unite potential opponents. With regard to leadership styles, approaches that adapt the institution's organizational culture and values turned out to be more effective. For university management, a blended or distributed leadership style that adequately involves bottom-up influences by collective leadership has proven to be successful. Nonetheless, power games and strong(-minded) persons in the network surrounding the collective leadership might hamper effective leadership. Some of these findings were also discerned in the institutional case studies. They in particular underline that strong leaders are better able to initiate change or to engage staff and students with regard to teaching and learning. These leaders had a convincing narrative on the purpose and effects of the intended changes and were able to establish a discourse on teaching and learning. There were also attempts to use forms of distributed leadership. This was difficult to maintain as role definitions of staff that take up leading roles or responsibilities were not yet backed up or institutionalized in the formal structure. Often, university leaders tried to include diverse perspectives by hearing those voices. Adapting to already existing values and the prevailing organizational cultures also proves to be a challenge for university leadership. Leaders mention that balancing 'old' (academic) and 'new' (more managerial) values when developing strategies is rather difficult. Here interests and power games among internal and external stakeholders have to be considered. Concentrating too strongly on 'old' values could lead to the blockage of innovations as 'new' values oriented towards change cannot be implemented. With regard to the strength of leaders at some institutions, strongly engaged teachers were used to act as role models and thus support the leadership. Leaders also mentioned, and this finding is beyond what was revealed in the literature review, that they need to 'walk the talk' – thus support their goals by engaging in the envisaged or required change themselves. Finally, while the literature concentrates on the role and style of top-level leadership, the case studied evidenced that defining educational leadership roles at all organizational levels helps to promote the status of teaching and learning as well as to incentivize academic staff to professionalize their teaching skills.

14.5. PARTICIPATION IN PROFESSIONAL DEVELOPMENT

Studies investigating professional development programmes state that academic staff are often reluctant to participate, in particular when the values espoused in the programmes are at odds with their perception of academic freedom. The studies also claim, rather than evidence, that successful enhancement of teaching and learning would require academic staff with a developed sense of ownership of the professional training and not only complying instrumentally with its goals and values (see section 6.1.4).

The case studies however shed more light on the participation of staff in professional training. From the perspective of practitioners it was particularly difficult to motivate teachers to participate in the training. Two main reasons account for this: one the one hand, teachers often experience goal conflicts. Due to time constraints and the higher value of research output for their career advancement they have to make a strategic decision whether they would like to engage in training activities. On the other hand, the motivation differs

strongly by hierarchical level. Junior staff expresses a strong need to be prepared for their teaching duties as they often feel insecure when just being 'thrown' into teaching. Senior staff often found themselves settled with regard to their teaching practices. Though being interested in training or professional support for teaching they mostly found the training formats (courses, workshops) unattractive and not meeting their demands. In some countries such as Norway and England, institutions can draw on legal regulations that oblige (junior) staff to participate in the training. This helps to develop a certain baseline of knowledge of teaching and learning. In order to reach out for staff that is not obliged to take part in the training some institutions have established various approaches. Among these were *inter alia* the provision of resources, in particular time, and financial and professional support for developing innovative teaching projects. Other approaches were to organize excursions respectively weekend - workshops that gave senior staff the opportunity to discuss teaching and learning topics in a more relaxed setting.

The case studies also revealed that with regard to enhancing quality cultures it is very important to embed professional training in a communication structure that allows teachers to discuss their experiences and questions, also after the training has ended. Those institutions that were offering training in a general course for all teaching staff often face the problem that teachers hardly use the established communication structure once they have completed the training. Academic staff from these institutions frequently mentioned that they do not have any chance to talk about their teaching experiences when returning to their departments as there is no interest in discussing teaching issues. Teachers found this very demotivating. At those institutions where professional training was part of a teaching improvement project (limited to a faculty) or where training activities were in general organized at the faculty level, it was easier to have a working communication structure that regularly addresses teaching and learning issues. Having small groups acting towards a shared goal as well as including the majority of faculty in training facilitates communication about teaching and learning very well.

Finally, it has to be mentioned that at institutions where participation in training is not obligatory, the training activities mostly attract academic staff that is already engaged in improving their teaching skills. To them, teaching is a central part of their identity, and even lacking effective communication structures did not hinder them to engage in teaching.

14.6.   DATA-DRIVEN ENHANCEMENT

Research so far indicates that evidencing the outcomes and impact of quality assurance measures based on data supports their acceptance among staff. This is in particular true when comparative data is available that benchmarks institutional achievements against other institutions. Against this background institutional reporting structures would help to identify the relevant points for reflection and improvement (see section 6.2.3).

These findings were not reflected in the case studies. Most institutions have established internal reporting on teaching and learning activities. This reporting plays a role in planning but does not support to identify the points for reflection and improvement. The institutions under review also did not contextualize their achievements by benchmarking them to other comparable institutions. Data often remained within the institution.

At some of the institutions, in particular those having self-accreditation rights, the accreditation of study programmes and the implementation of quality management systems are a main driver for establishing reporting systems. Most institutions have implemented the Plan-Do-Check-Act Cycle as a major routine. This routine however does not strongly support a discourse about burning teaching and learning issues but rather about how to better organize the quality assurance system and meet formal requirements. Two major reasons account for this. Firstly, quality management systems often ground on a work division between support and academic staff, with support staff facilitating the processes and academics filling the processes. Mostly academic staff find the processes too bureaucratic and have not developed ownership of accreditation-related processes. Secondly, the topics related to accreditation are often about formalities rather than changes in the teaching engagement.

14.7. CLOSING REFLECTION

As said, the lessons learned should be treated carefully, the factors are not the definitive factors that can be assumed to 'explain' success in achieving a quality culture, also bearing in mind the different operationalisations of success and actually quite often a lack of attention to impacts and effects. That said, it is to some extent reassuring that many of the factors found, pointed in similar directions and that the literature review and case studies did not point at blatant controversies and contradictions. In that sense, the lessons learned seem to offer relatively solid ground for further exploration, leading to robust future findings.

15. REFERENCES

Ahola, Sakari; Hedmo, Tina; Thomsen, Jens-Peter; Vabø, Agnete (2014): Organisational features of higher education; Denmark, Finland, Norway and Sweden. NIFU Working paper 14-2014. Oslo. Available online at http://www.nifu.no/files/2014/10/NIFUworkingpaper2014-14.pdf.

Ardi, Romadhani; Hidayatno, Akhmad; Yuri M. Zagloel, Teuku (2012): Investigating relationships among quality dimensions in higher education. In: *Quality Assurance in Education* 20 (4), pp. 408–428. DOI: 10.1108/09684881211264028.

Becker, Fred; Wild, Elke; Tadsen, Wögen; Stegmüller, Ralph (2012): Motivation und Anreize zu "guter Lehre" von Neuberufenen. Bielefeld. Availabel online at http://pub.uni-bielefeld.de/luur/download?func=downloadFile&recordOId=2474173&fileOId=2474176.

Bélanger, Claire; Bélisle, Marilou; Bernatchez, Paul-Armand (2011): A Study of the Impact of Services of a University Teaching Centre on Teaching Practice: Changes and Conditions. In: *Journal on Centers for Teaching and Learning* 3, p. 131–165.

Bendermacher, G. W. G.; oude Egbrink, M. G. A.; Wolfhagen, I. H. A. P.; Dolmans, D. H. J. M. (2016): Unravelling quality culture in higher education. A realist review. In: *Higher Education. DOI:* 10.1007/s10734-015-9979-2.

Berings, Dries (2006): Organisatiecultuur en leiderschapsrollen: geschikt, gewikt en gewogen. In: *Perspectieven* 68 (1), pp. 2–9.

Berings, Dries (2006a). Concurrerende waarden: een intrigerend en integrerend concept voor het bestuderen en vormgeven van organisatieverandering. In: Hovelynck, J.; De Weerdt, S.; Dewulf A. (Eds.): Samen leren en werken in en tussen organisaties. Leuven: Lannoo Campus, pp. 159-185

Berings, Dries (2010): Kwaliteitscultuur in het hoger onderwijs: de bijdrage van organisatiecultuur aan de ontwikkeling van kwaliteitszorg. In: *Thema: Tijdschrift voor Hoger Onderwijs en Management* 17 (4), pp. 51–57. Available online at http://www.tlqproject.eu/ned/vlaams/04%20Dries%20Berings%20artikel%20Q-cultuur.pdf

Berings, Dries; Beerten, Zjef; Hulpiau, Veerle; Verhesschen, Piet (2011): Quality culture in higher education: from theory to practice. In: Blättler, Andrea (Ed.): Building bridges: Making sense of quality assurance in European, national and institutional contexts. A selection of papers from the 5th European Quality Assurance Forum. 18-20 November 2010. Hosted by University Claude Bernard, Lyon 1, France. Bruselas: EUA (EUA Case Studies 2011), pp. 38–49. Available online at http://www.eua.be/Libraries/publications/Building_bridges_Making_sense_of_quality_assurance_in_European_national_and_institutional_context.pdf?sfvrsn=4.

Berings, Dries; Grieten, Styn (2012): Dialectical reasoning around quality culture. Paper presented at the 7th European Quality Assurance Forum of the European University Association (EUA), Tallinn (22-24 November 2012). Available online at http://www.eua.be/Libraries/eqaf-2012/Berings_Grieten.pdf?sfvrsn=0.

Blanco Ramírez, Gerardo (2013): Studying quality beyond technical rationality: political and symbolic perspectives. In: *Quality in Higher Education* 19 (2), pp. 126–141. DOI: 10.1080/13538322.2013.774804.

Boentert, Annika (2013): Qualitätskultur durch Kommunikation. Das Beispiel der Fachhochschule Münster. In: *Zeitschrift für Hochschulentwicklung* 8 (2), pp. 125–137.

Boentert, Annika; Breulmann, Nina; Lojeweski, Ute von (2010): Wie werden Hochschulmitglieder für Qualitätsmanagement aktiviert? In: Winde, Mathias (Ed.): Von der Qualitätsmessung zum Qualitätsmanagement. Praxisbeispiele an Hochschulen. Essen: edition Stifterverband, pp. 26–34.

Bolden, Richard; Petrov, Georgy; Gosling, Jonathan (2009): Distributed Leadership in Higher Education. Rhetoric and Reality. In: *Educational Management Administration & Leadership* 37 (2), pp. 257–277. DOI: 10.1177/1741143208100301.

Bolden, Richard (2011): Distributed Leadership in Organizations. A Review of Theory and Research. In: *International Journal of Management Reviews* 13 (3), pp. 251–269. DOI: 10.1111/j.1468-2370.2011.00306.x.

Bolden, Richard; Petrov, Georgy; Gosling, Jonathan (2008): Tensions in Higher Education Leadership. Towards a Multi-Level Model of Leadership Practice. In: *Higher Education Quarterly* 62 (4), pp. 358–376. DOI: 10.1111/j.1468-2273.2008.00398.x.

Bollaert, Luc (2014): A manual for internal quality assurance in higher education with special focus on professional higher education. Brussels: European Association of Institutions in Higher Education.

Boyle, Patrick; Bowden, John A. (1997): Educational Quality Assurance in Universities. An enhanced model. In: *Assessment & Evaluation in Higher Education* 22 (2), pp. 111–121. DOI: 10.1080/0260293970220202.

Bråten, Helen (2014): Searching for the holy grail - excellence in teaching and learning in Norway. A study of Centres of Excellence in Education (SFUs). Paper presented in track 3 at the EAIR 36th Annual Forum in Essen, Germany. Available online at http://www.nokut.no/Documents/NOKUT/Artikkelbibliotek/Kunnskapsbasen/Foredrag%20og%20artikler/2014/Br%C3%A5ten_Helen_Searching_for_the_holy_grail_excellence_in_teaching_and_learning_in_Norway_082014.pdf.

Brennan, John; Shah, Tarla (2000): Managing quality in higher education. An international perspective on institutional assessment and change. Buckingham [England], Philadelphia, PA: Organisation for Economic Co-operation and Development, Society for Research into Higher Education & Open University Press.

Brockerhoff, Lisa; Huisman, Jeroen; Laufer, Melissa (2015): Quality in Higher Education: A literature review. Edited by CHEGG. Ghent University. Ghent. Available online at https://www.onderwijsraad.nl/publicaties/2015/quality-in-higher-education-a-literature-review/item7280.

Brockerhoff, Lisa; Stensaker, Bjørn; Huisman, Jeroen (2014): Prescriptions and perceptions of teaching excellence. A study of the national 'Wettbewerb Exzellente Lehre' initiative in Germany. In: *Quality in Higher Education* 20 (3), pp. 235–254. DOI: 10.1080/13538322.2014.978134.

Brown, Robert Paul (1997): Organisational Culture and Quality Improvment: A Study. Thesis submitted to the University of Plymouth in partial fulfilment for the degree of Doctor of Philosophy. Plymouth.

Bryman, Alan (2007): Effective leadership in higher education: a literature review. In: *Studies in Higher Education*, 32(6), 693-710.

Bryman, Alan (2007): Effective leadership in higher education. Summary of findings. London: Leadership Foundation for Higher education (Research and development series).

Cameron, Kim S.; Quinn, Robert E. (2006): Diagnosing and changing organizational culture. Based on the competing values framework / Kim S. Cameron, Robert E. Quinn. Rev. ed. San Francisco, Calif.: Jossey-Bass; Chichester : John Wiley [distributor] (The Jossey-Bass business & management series). Available online at http://www.loc.gov/catdir/enhancements/fy0623/2005023398-b.html.

Challis, Di; Holt, Dale; Palmer, Stuart (2009): Teaching and learning centres: towards maturation. In: *Higher Education Research & Development* 28 (4), pp. 371–383. DOI: 10.1080/07294360903067021.

Chalmers, Denise; O'Brien, Mia (2005): Education development units and the enhancement of university teaching. In: Fraser, K. (Ed.): Education development and leadership in higher education: Developing an effective institutional strategy. London: Routledge Falmer.

Clark, Deborah J.; Saulnier, Bruce M. (2010): Broadening the Role of the Teaching and Learning Center: From Transforming Faculty to Transforming Institutions. In: *Journal on Centers for Teaching and Learning* 2, p. 111–130.

Collinson, D.; Collinson, M. (2009): `Blended Leadership'. Employee Perspectives on Effective Leadership in the UK Further Education Sector. In *Leadership* 5 (3), pp. 365–380. DOI: 10.1177/1742715009337766.

Deem, Rosemary (2015): A critical commentary on Ray Land and George Gordon 'Teaching excellence initiatives: modalities and operational factors'. The Higher Education Academy. York.

Deutsche Gesellschaft für Qualität (2015): Qualitätsmanagement für Hochschulen – Das Praxishandbuch. München: Carl Hanser Verlag.

Donzallaz, Désirée (2014): Vom "Schwachsinn" zur Qualitätskultur - Tipps für den Umgang mit Problemene bei Aufbau von QM-Systemen in Universitäten. In: Nickel, Sigrun (Ed.): Implementierung von Qualitätsmanagementsystemen: Erfahrungen aus der Hochschulpraxis. CHE Arbeitspapier 163. Gütersloh: Centrum für Hochschulentwicklung gGmbH (CHE Arbeitspapier, 163), pp. 27–38.

Doval, Elena; Bondrea, Emilia (2011): Building Quality Culture Within European and National Framework: Filling the Gaps. In: *Economics, Management & Financial Markets*, 6(2), 868-878

Elam, Charlotte; Johansson, Magnus (2008): Centres of Excellent Quality in Higher Education – A New Part of the Swedish National Quality Assurance System. Paper prepared for the Annual Conference of the Higher Education Academy. Available online at https://www.heacademy.ac.uk/resource/centres-excellent-quality-higher-education-new-part-swedish-national-quality-evaluation.

Esdar, Wiebke (2015): Eine quantitative und qualitative Untersuchung zu Zielkonflikten und Lehrmotivation von Nachwuchswissenschaftlerinnen und Nachwuchswissenschaftlern an deutschen Universitäten. Bielefeld.

Esdar, Wiebke; Gorges, Julia (2012): Ist Bologna angekommen? Nachwuchswissenschaftler/innen und die Umsetzung der Studienreform an deutschen Universitäten. In: Becker, Fred, Krücken, Georg; Wild, Elke (Ed.): Lehre in der Hochschule-Wirkungen von Anreizen, Kontextbedingungen und Reformen, Bielefeld: W. Bertelsmann Verlag, pp. 99-114.

Esdar, Wiebke; Gorges, Julia; Wild, Elke (2013): Synergieeffekte und Ressourcenkonflikte von Forschung & Lehre auf dem Weg zur Professur. In: *Zeitschrift für Hochschulentwicklung*. 8 (3), pp. 29-41.

Esdar, Wiebke; Gorges, Julia; Wild, Elke (2015): The role of basic need satisfaction for junior academics' goal conflicts and teaching motivation. In: *Higher Education*, pp. 1–16.

European University Association (2006). Quality Culture in European Universities: a bottom-up approach. Report on the three rounds of the quality culture project 2002-2006. Brussels: EUA. Available online at http://www.eua.be/eua/jsp/en/upload/Quality_Culture_2002_2003.1150459570109.pdf

Fischer-Bluhm, Karin (2007): Instruments for raising quality culture in a network of universities. In: Bollaert, Lucien (Ed.): Embedding quality culture in higher education. A selection of papers from the 1st European Forum for Quality Assurance 23 - 25 November 2006, hosted by the Technische Universität München, Germany. Brussels: EUA, European University Association (EUA case studies), pp. 34–39.

Fitzmaurice, Marian (2008): Voices from within. Teaching in higher education as a moral practice. In: *Teaching in Higher Education* 13 (3), pp. 341–352. DOI: 10.1080/13562510802045386.

Gibbs, Graham (2008): Conceptions of teaching excellence underlying teaching award schemes. Research report to the higher education academy. Available online at https://www.heacademy.ac.uk/sites/default/files/gibbs_final_manual_1.pdf

Gibbs, Graham (2008b): Designing Teaching Award Schemes. York: The Higher Education Academy. Available online at https://www.heacademy.ac.uk/sites/default/files/gibbs_final_manual_1.pdf.

Goffman, Erving (1956): The presentation of self in everyday life. University of Edinburgh Social Science Centre. Edinburgh.

Gordon, George; Owen, Catherine (n.d): Cultures of Quality Enhancement: a short overview of the literature of higher education policy makers and practitioners. Available online at http://www.enhancementthemes.ac.uk/docs/report/cultures-of-quality-enhancement-overview-for-higher-education-policy-makers-and-practitioners.pdf?sfvrsn=30.

Gosling, David (2009): Educational development in the UK. A complex and contradictory reality. In: *International Journal for Academic Development* 14 (1), p. 5–18.

Gosling, David; Turner, Rebecca (2014): Responding to contestation in teaching and learning projects in the Centres for Excellence in Teaching and Learning in the United Kingdom. In: *Studies in Higher Education* 40 (9), p. 1573–1587.

Graham, Ruth (2015): Does teaching advance your academic career? Perspectives of promotion procedures in UK higher education. London: Royal Academy of Engineering. Available online at http://www.raeng.org.uk/publications/reports/does-teaching-advance-your-academic-career.

Graham, Ruth (2015): Does Teaching Advance Your Academic Career?: Perspectives of Promotion Procedures in UK Higher Education. A report for the Royal Academy of Engineering Standing Committee for Education and Training. Royal Academy of Engineering. Available online at www.raeng.org.uk/teachingpromotion

Gregory, Janet; Jones, Robert (2009): 'Maintaining competence'. A grounded theory typology of approaches to teaching in higher education. In: *Higher Education,* 57 (6), pp. 769–785. DOI: 10.1007/s10734-008-9175-8.

Gunn, Vicky; Fisk, Anna (2013): Considering teaching excellence in higher education: 2007-2013. The Higher Education Academy. York. Available online at https://www.heacademy.ac.uk/sites/default/files/resources/telr_final_acknowledgements.pdf.

Harvey, Lee; Stensaker, Bjørn (2008): Quality Culture: understandings, boundaries and linkages. In: *European Journal of Education*, 43(4), 427-442.

Hénard, Fabrice (2009): Review on Quality Teaching in Higher Education. OECD. Available online at http://www.oecd.org/edu/imhe/43961761.pdf.

Hénard, Fabrice; Roseveare, Deborah (2012): Fostering Quality Teaching in Higher Education: Policies and Practices. An IMHE Guide for Higher Education Institutions. Edited by Fabrice Hénard and Deborah Roseveare. OECD/IMHE. Paris.

Henke, Justus; Dohmen, Dieter (2012): Wettbewerb durch leistungsorientierte Mittelzuweisung? Zur Wirksamkeit von Anreiz- und Steuerungssystemen der Bundesländer auf Leistungsparameter der Hochschulen. In: *Die Hochschule* 2, pp. 100–120.

Higher Education Funding Council for England (2011): Summative evaluation of the CETL programme. Final report by SQW to HEFCE and DEL. Available online at http://www.hefce.ac.uk/pubs/rereports/Year/2011/cetlsummevaln/Title,92265,en.html.

Holt, Dale; Palmer, Stuart; Di Challis (2011): Changing perspectives. Teaching and learning centres' strategic contributions to academic development in Australian higher education. In: *International Journal for Academic Development* 16 (1), p. 5–17.

Huisman, Jeroen; Norgård, Jorunn D.; Rasmussen, Jørgen Gulddahl; Stensaker, Bjørn (2002): 'Alternative' universities revisited. A study of the distinctiveness of universities established in the spirit of 1968. In: *Tertiary Education and Management* 8 (4), pp. 315–332. DOI: 10.1080/13583883.2002.9967087.

Huson, Nicola (2015): Oman. Quality Culture in Higher Education. A Good-Practice Example. In: *Zeitschrift für Interkulturellen Fremdsprachenunterricht* 20 (2), pp. 101–115. Available online at http://tujournals.ulb.tu-darmstadt.de/index.php/zif.

Irani, Z.; Beskese, A.; Love, P.E.D. (2004): Total quality management and corporate culture. Constructs of organisational excellence. In: *Technovation* 24 (8), pp. 643–650. DOI: 10.1016/S0166-4972(02)00128-1.

Jorzik, Bettina: Charta guter Lehre. Grundsätze und Leitlinie für eine bessere Lehrkultur. Essen: Edition Stifterverband.

Kinzie, Jillian; Kuh, George D. (2004): Going deep. Learning from campuses that share responsibility for student success. In: *About Campus* 9 (5), pp. 2–8. DOI: 10.1002/abc.105.

Kızıltepe, Zeynep (2008): Motivation and demotivation of university teachers. In: *Teachers and Teaching: theory and practice* 14 (5-6), pp. 515–530.

Kleijnen, Jan; Dolmans, Diana; Willems, Jos; van Hout, Hans (2013): Teachers' conceptions of quality and organisational values in higher education. compliance or enhancement? In: *Assessment & Evaluation in Higher Education* 38 (2), pp. 152–166.

Kottmann, Andrea; Antonowicz, Dominic; Boudard, Emmanuel; Coates, Hamish; Cremonini, Leon; Decataldo, Alessandra; Hovdhaugen Elisabeth; Kelly, P., Kolster, Renze; Kwiek, Marek; Reale, Emanuela; Reymert, I.; Stensaker, Bjørn; Swail, W.Scott; Thomas, Liz; Vlk, Ales; Wollscheid, Sabine (2015). Dropout and Completion in Higher Education in Europe. Annex 3. Final Report by the consortium of CHEPS and NIFU, Brussels: DG EAC.

Kuh, George D.; Whitt, Elizabeth J. (1988): The invisible tapestry. Culture in American colleges and universities. Washington, D.C., College Station, Tex.: Prepared by Clearinghouse on higher Education, George Washington University; Association for the Study of Higher Education (ASHE-ERIC higher education report, no. 1, 1988).

Kultusministerkonferenz (KMK) (2005): Qualitätssicherung in der Lehre. Bonn. Available online at http://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/2005/2005_09_22-Qualitaetssicherung-Lehre.pdf.

Land, Ray; Gordon, George (2015): Teaching excellence initiatives: modalities and operational factors. The Higher Education Academy. York.

Leest, Bianca; Mommers, Ardi; Sijstermans, Elise; Verrijt, Twan (2015a): Kwaliteitszorg en kwaliteitscultuur in het hoger onderwijs. Deel 1: Literaturstudie. ITS, Radboud Universiteit. Nijmegen. Available online at https://www.onderwijsraad.nl/upload/documents/publicaties/volledig/Kwaliteitszorg-en-kwaliteitscultuur-Deel-1.pdf.

Leest, Bianca; Mommers, Ardi; Sijstermans, Elise; Verrijt, Twan (2015b): Kwaliteitszorg en kwaliteitscultuur in het hoger onderwijs. Deel 2: Empirisch Onderzoek. ITS, Radboud Universiteit. Nijmegen. Available online at https://www.onderwijsraad.nl/upload/documents/publicaties/volledig/Kwaliteitszorg-en-kwaliteitscultuur-Deel-2.pdf.

Lieberman, Devorah (2005): Beyond faculty development: How centers for teaching and learning can be laboratories for learning. In: *New Directions for Teaching and Learning* 131, p. 87–98.

Loukkola, Tia; Zhang, Thérèse (op. 2010): Examining quality culture. Brussels: European University Association (EUA publications). Available online at http://www.eua.be/Libraries/publications-homepage-list/Examining_Quality_Culture_Part_1.

Machado, Maria de Lourdes; Soares, Virgílio Meira; Brites, Rui; Ferreira, José Brites; Gouveia, Odília Maria Rocha (2011): A Look to Academics Job Satisfaction and Motivation in Portuguese Higher Education Institutions. In: *Procedia - Social and Behavioral Sciences* 29, pp. 1715–1724. DOI: 10.1016/j.sbspro.2011.11.417.

Maguire, Kate; Gibbs, Paul (2013): Exploring the notion of quality in quality higher education assessment in a collaborative future. In: *Quality in Higher Education* 19 (1), pp. 41–55. DOI: 10.1080/13538322.2013.774220.

Mårtensson, Katarina; Roxå, Torgny (2015): Academic development in a world of informal learning about teaching and student learning. In: *International Journal for Academic Development* 20 (2), pp. 109–112. DOI: 10.1080/1360144X.2015.1029736.

Mårtensson, Katarina; Roxå, Torgny; Olsson, Thomas (2011): Developing a quality culture through the Scholarship of Teaching and Learning. In: *Higher Education Research & Development* 30 (1), pp. 51–62. DOI: 10.1080/07294360.2011.536972.

Maull, R.; Brown, P.; Cliffe, R. (2001): Organisational culture and quality improvement. In: *International Journal of Operations & Production Management* 21 (3), pp. 302–326. DOI: 10.1108/01443570110364614.

Micklethwait, John; Wooldridge, Adrian (1996): The witch doctors. Making sense of the management gurus. 1st U.S. ed. New York: Times Business.

Müller-Hilke, Brigitte (2010): "Ruhm und Ehre" oder LOM für Lehre? - eine qualitative Analyse von Anreizverfahren für gute Lehre an Medizinischen Fakultäten in Deutschland. In: *GMS Zeitschrift für Medizinische Ausbildung* 27(3), DOI: 10.3205/zma000680.

Nadler, Marjorie Keeshan; Shore, Cecilia; Taylor, Beverley A. P.; Bakker, Andrea I. (2012): Making Waves: Demonstrating a CTL's Impact on Teaching and Learning. In: *Journal on Centers for Teaching and Learning* 4, p. 5–32.

Newton, Jethro (2010): Feeding the Beast or Improving Quality? Academics' perceptions of quality assurance and quality monitoring. In: *Quality in Higher Education* 6 (2), pp. 153–163. DOI: 10.1080/713692740.

NOKUT (n.d.): Standards and Guidelines for Centres and Criteria for the Assessment of Applications. NOKUT. Available online at http://www.nokut.no/Documents/NOKUT/Artikkelbibliotek/UA-enhet/SFU/SFU_Standards_Guidelines_and_Criteria_for_the_Assessment_of_Applications.pdf.

NVAO (2013). Strategie NVAO 2013-2016. The Hague: NVAO.

Nygaard, Claus; Brand, Stuart; Bartholomew, Paul; Millard, Luke (2013) (eds): Student Engagement. Identity, Motivation and Community. The learning in Higher Education Series. Faringdon, Oxfordshire: Libri Publishing.

Petzoldt, Jürgen; Schorcht, Heike; Haaßengier, Claudia (2008): Qualitätsmanagement für Lehre und Forschung: Erfahrungen der Technischen Universität Ilmenau. In *Beiträge zur Hochschulforschung* 30 (1), pp. 74–93. Available online at https://www.tu-ilmenau.de/fileadmin/media/qualitaetsmanagement/2008_BzHF_QM_Lehre_Forschung_TU_Ilmenau.pdf, checked on 1/28/2016.

Powell, Thomas C. (1995): Total quality management as competitive advantage. A review and empirical study. In: *Strategic Management Journal* 16 (1), pp. 15–37. DOI: 10.1002/smj.4250160105.

Prajogo, Daniel I.; McDermott, Christopher M. (2005): The relationship between total quality management practices and organizational culture. In: *International Journal of Operations & Production Management* 25 (11), pp. 1101–1122. DOI: 10.1108/01443570510626916.

QAA (2015): Cultures of Quality: An International Perspective. Profiles of Quality Assurance in Higher Education in Nine Countries. Report prepared by Cremonini, L., Brennan, J., Lewis, R., and King, R., Available online at http://www.qaa.ac.uk/en/Publications/Documents/Cultures-of-Quality-An-International-Perspective-15.pdf

Raaheim, Arild; Karjalainen, Asko (2012): Centres of excellence in university education, Finland 1999-2012. An evaluation. KKA - The Finnish Higher Education Evaluation Council. Helsinki (Publications of the Finnish Higher Education Evaluation Council Organization & Public Management, 13).

Roxå, Torgny; Mårtensson, Katarina (2009): Significant conversations and significant networks–exploring the backstage of the teaching arena. In *Studies in Higher Education* 34 (5), pp. 547–559.

Roxå, Torgny; Mårtensson, Katarina (2011): Understanding strong academic microcultures. An exploratory study. Lund University. Lund. Available online at https://www.lth.se/fileadmin/lth/genombrottet/swednet2011/ReportAcademicMicrocultures.pdf, checked on 2/14/2016.

Roxå, Torgny; Mårtensson, Katarina (2015): Microcultures and informal learning. A heuristic guiding analysis of conditions for informal learning in local higher education workplaces. In: *International Journal for Academic Development* 20 (2), pp. 193–205. DOI: 10.1080/1360144X.2015.1029929.

Roxå, Torgny; Mårtensson, Katarina; Alveteg, Mattias (2011): Understanding and influencing teaching and learning cultures at university. A network approach. In: *Higher Education* 62 (1), pp. 99–111. DOI: 10.1007/s10734-010-9368-9.

Sahney, Sangeeta; Banwet, D. K.; Karunes, S. (2010): Quality framework in education through application of interpretive structural modeling. In: *The TQM Journal* 22 (1), pp. 56–71. DOI: 10.1108/17542731011009621.

Saunders, Murray (2011): The national programme of Centres for Excellence for Teaching and Learning (CETLS) in England and Northern Ireland: a theory driven evaluation of change. In: Saunders, Murray; Trowler, Paul; Bamber, Veronica (Eds.): Reconceptualising Evaluative Practices in Higher Education. The Practice Turn: Open University Press/SRHE, p. 83–89.

Saunders, Murray; Machell, Joan; Williams, Sadie; Allaway, Dave; Spencer, Abby; Ashwin, Paul *et al* (2008): 2005-2010 Centres of Excellence in Teaching and Learning programmes. Formative evaluation report to HEFCE by the Centre for Study in Education and Training/Institution of Educational Technology. Edited by HEFCE. Available online at http://www.hefce.ac.uk/media/hefce/content/pubs/indirreports/2008/missing/2005-2010%20CETL%20programme%20formative%20evaluation.pdf.

Schwarz, Stefanie; Westerheijden, Don F. (2004): Accreditation and evaluation in the European higher education area. Dordrecht, London: Kluwer Academic (Higher education dynamics, v. 5).

SHEEC (2010): International Perspectives on Managing Enhancement: Quality Cultures, Systems and Structures. Available online at http://www.enhancementthemes.ac.uk/docs/report/international-perspectives-on-managing-enhancement-.pdf?sfvrsn=16.

Skelton, Alan (2012a): Teacher identities in a research-led institution. in the ascendancy or on the retreat? In: *British Educational Research Journal* 38 (1), pp. 23–39.

Skelton, Alan (2012b): Value conflicts in higher education teaching. In: *Teaching in Higher Education* 17 (3), pp. 257–268.

Skodvin, Ole-Jacob (2012): How to Measure Institutional Profiles in the Norwegian HE Landscape. In: Curaj, Adrian; Scott, Peter; Vlasceanu, Lazăr; Wilson, Lesley (Eds.) (2012): European Higher Education at the Crossroads. Dordrecht: Springer, pp. 905–934.

Stegmüller, Ralph (2012): Determinanten der Lehrmotivation von Hochschulprofessoren. Doctoral Dissertation. Universität Bielefeld, Bielefeld. Abteilung für Psychologie.

Stegmüller, Ralph; Tadsen, Wögen N.; Wild, Elke; Becker, Fred (2012): Die Lehrmotivation von Professorinnen und Professoren–Befunde zu ihrer Ausprägung und ihren Bedingungen. In: Fred G. Becker (Ed.): Gute Lehre in der Hochschule. Wirkungen von Anreizen, Kontextbedingungen und Reformen. Gütersloh: Bertelsmann, pp. 137–158.

Stensaker, Bjørn; Langfeldt, Liv; Harvey, Lee; Huisman, Jeroen; Westerheijden, Don (2011): An in-depth study on the impact of external quality assurance. In: *Assessment & Evaluation in Higher Education* 36 (4), p. 465–478.

Stifterverband für die deutsche Wissenschaft (Ed.) (2013): Charta guter Lehre. Grundsätze und Leitlinien für eine bessere Lehrkultur. Unter Mitarbeit von Bettina Jorzik. Stifterverband für die deutsche Wissenschaft.

Sulaiman, Noor Fauziah; Manochehri, Nick-Naser; Al-Esmail, Rajab Abdulla (2013): Level of Total Quality Management Adoption in Qatari Educational Institutions. Private and Semi-Government Sector. In: *Journal of Education for Business* 88 (2), pp. 76–87. DOI: 10.1080/08832323.2011.649311.

Sursock, Andree (op. 2011): Examining quality culture. Brussels: European University Association (EUA publications).

Sutic, Ines; Jurcevic, Marija (2016): Strategic Management Process and Enhancement of Quality in Higher Education. In: *Poslovna Izvrsnost Zagreb* VI (1), pp. 147–161.

Swedish council for higher education (UHR) (Website): About the Swedish council for higher education. https://www.uhr.se/en/start/about-the-council/

Swedish Higher Education Authority (UKÄ) (2016): Higher Education in Sweden. 2016 status report. Available online at http://english.uka.se/download/18.6ae0944a15510e7b6ec470/1465990190084/UKA%CC%88_eng_A%CC%8Arsrapport+2016+webb.pdf.

Swedish National Agency for Higher Education (2011): The Swedish National Agency for Higher Education's quality evaluation system 2011–2014. Available online at http://english.uka.se/download/18.575a959a141925e81d113e8/1403093617434/1103R-quality-evaluation-system-2011-2014.pdf.

Trowler, Paul; Cooper, Ali (2002): Teaching and Learning Regimes. Implicit theories and recurrent practices in the enhancement of teaching and learning through educational development programmes. In: *Higher Education Research & Development* 21 (3), pp. 221–240. DOI: 10.1080/0729436022000020742.

University of Potsdam (2009): Organisationsregelung für das Zentrum für Qualitätsentwicklung in Lehre und Studium als Stabstelle am Präsidium. no place.

University of Potsdam (2014): Universität Potsdam: Hochschulentwicklungsplan 2014–2018. Potsdam. Available online at https://www.uni-potsdam.de/fileadmin01/projects/up-entdecken/docs/Universitaet_Potsdam_Hochschulentwicklungsplan_2014-2018.pdf, checked on 7/24/2016.

University of Potsdam (2015): Facts and Figures. Available online at https://www.uni-potsdam.de/fileadmin01/projects/up-entdecken/images/detailseiten/infomaterial/UP_Image_Einleger_Fakten_01-2015_6stg_en_210x210_WEB.pdf, checked on 7/24/2016.

University of Potsdam (2016): Bericht zur Zwischenevaluation im Rahmen des Systemakkreditierungsverfahrens. Potsdam. Unpublished manuscript.

van Damme, Dirk (2003): Standards and indicators in institutional and programme accreditation in higher education, UNESCO CEPES.

Veiga-Simão, Ana-Margarida; Flores, Maria-Assunção; Barros, Alexandra; Fernandes, Sandra; Mesquita, Diana (2015): Perceptions of university teachers about teaching and the quality of pedagogy in higher education. A study in Portugal / Percepciones de los profesores universitarios sobre la enseñanza y la calidad de la pedagogía de la educación superior: un estudio realizado en Portugal. In: *Infancia y Aprendizaje* 38 (1), pp. 102–143. DOI: 10.1080/02103702.2014.996408.

Vettori, Oliver (op. 2012): Examining quality culture. Brussels: European University Association (EUA publications).

Vettori, Oliver; Lueger, Manfred; Knassmüller, Monika (2007): Dealing with ambivalences - strategic options for nurturing a quality culture in teaching and learning. In Lucien Bollaert (Ed.): Embedding quality culture in higher education. A selection of papers from the 1st European Forum for Quality Assurance 23 - 25 november 2006, hosted by the Technische Universität München, Germany. Brussels: EUA, European University Association (EUA case studies), pp. 21–27. Available online at http://www.enqa.eu/indirme/papers-and-reports/associated-reports/EUA_QA_Forum_publication.pdf.

Weick, Karl E. (1976): Educational Organizations as Loosely Coupled Systems. In *Administrative Science Quarterly* 21, pp. 1–19. Available online at http://www.jstor.org/stable/2391875.

Westerheijden, Don F. (2013): Achieving the Focus on Enhancement? In: Land, Ray; Gordon, George; Owen, Catherine (Eds.): Enhancing quality in higher education. International perspectives. Abingdon, Oxon: Routledge (International studies in higher education), p. 39–48.

Wilkesmann, Uwe; Schmid, Christian J. (2012): The impacts of new governance on teaching at German universities. Findings from a national survey. In: *Higher Education* 63 (1), pp. 33–52.

Winter, Richard; Taylor, Tony; Sarros, James (2000): Trouble at Mill. Quality of academic work life issues within a comprehensive Australian university. In: *Studies in Higher Education* 25 (3), pp. 279–294. DOI: 10.1080/713696158.

Wissenschaftsrat (2008): Empfehlungen zur Qualitätsverbesserung von Lehre und Studium. Wissenschaftsrat. Berlin (Drs. 8639-08). Available online at http://www.wissenschaftsrat.de/download/archiv/8639-08.pdf.

Yorke, Mantz (2000): Developing a Quality Culture in Higher Education. In: *Tertiary Education and Management* 6 (1), pp. 19–36. DOI: 10.1023/A:1009689306110.