



Improving quality of teaching from the institutional level in a complex, multi faculty university setting - How to increase quality without losing local ownership?

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University of Copenhagen: the setting

37,000 students and 7,000 employees

8 faculties (university schools)

smallest faculty = 900 students (Theology)

largest faculty: 11,000 students (Humanities)

200 programmes

8 management lines and administrations

Top management: Rector, Pro Rector and 8 Deans



The case

Purpose of the project:

Developing a university wide procedure for course evaluation

Project duration: one year

Working together with the 8 Pro Deans of education

Baseline when starting up:

8 different evaluation procedures

A lot of evaluation data

Much less follow up

Almost no publication of evaluations

Control oriented practices



http://ku.dk/sa/KUUR/Procedure_for_Evaluation.pdf

Understanding interventions

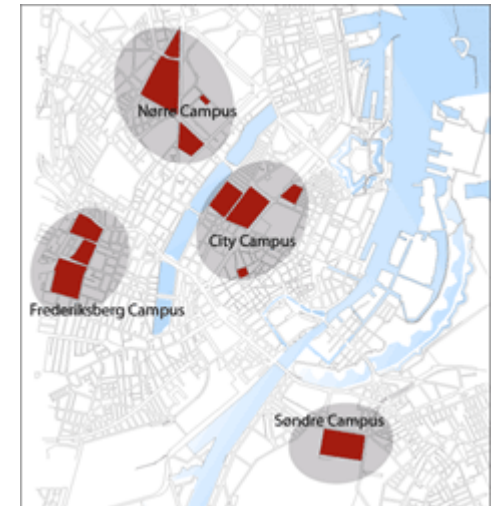
Type of intervention	Aim of intervention
Mapping the status at the faculties	<ul style="list-style-type: none"> • Involving the Pro Deans in formulating the diagnosis • Creating awareness of the insufficiencies
Workshop for faculty members: what is good practice in course evaluation?	<ul style="list-style-type: none"> • Participation in design of solution • Establishing consensus about what is good quality • Knowledge sharing • Ownership to the change process
Peer review of faculty procedures	<ul style="list-style-type: none"> • Evaluating peers • Knowledge sharing • Talking the same "language"
Developing the local procedures	<ul style="list-style-type: none"> • Faculties have to work and discuss • Creating ownership to change

Suggested key factors of succes for organisational changes projects

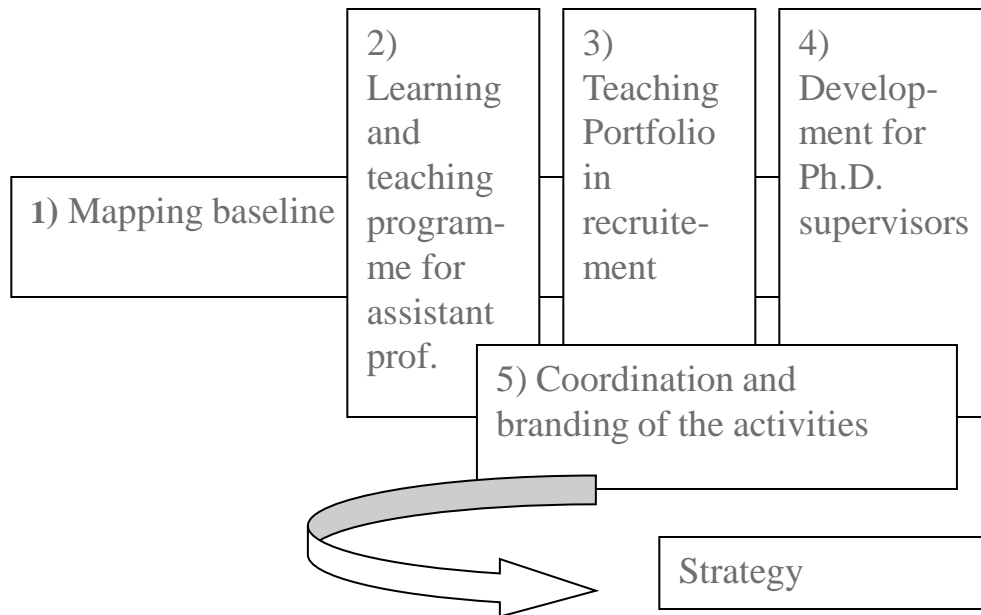
- Choosing interventions that involve the academic staff in describing the need for change, designing the processes to achive change and designing the solutions
- Obtaining legitimacy with the academic staff
- Create ownership to change and engagement in forming change

- Goals has to create internal learning processes
- Individual goals for each faculty
- Goals must be changeable over time
- Room for differences between faculties

- Having top-management support



Our ongoing teaching quality project





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