



**QUALITY OF TEACHING IN HIGHER EDUCATION
- INDIVIDUAL REVIEWS -**

- QUESTIONNAIRE -

October 2009

FOREWORD

At the end of 2007 the Programme on Institutional Management in Higher Education (IMHE) launched a review to identify the range of initiatives and the different actions taken by higher education institutions on the quality of teaching. The overview was based on the practices of 29 institutions from 20 countries and provided an overview on how and why higher education institutions identify, implement, sustain, reward, and disseminate the quality of teaching. It examined measures taken within departments, by individual teachers or by deans as well as institution-wide policies and government-led actions. It investigated the synergy of quality teaching actions with other institutional policies and the evaluation and measurements of the impact of the initiatives. Lastly, it reflected the implications of engagement in quality teaching for institutional leaders, teachers, internal quality units and students.

The findings of the review confirmed that institutional engagement with quality teaching raises the awareness of the crucial role of teachers in the learning process and justifies the support given to teachers to fulfil their mission.

Based on the success of this first phase, IMHE is introducing a second phase which is aimed at helping institutions explore their institutional engagement into the quality teaching through individual reviews. Through dialogue and close partnership with the institutions, *Phase Two* aims to:

- Develop the methodology for the analysis of current and best practice initiatives
- Further explore the link between teaching and learning
- Investigate the best ways to evaluate the impacts of teaching

This exploration intends to:

- Benefit participating institutions by stimulating and enhancing internal reflection
- Gain insights from an external viewpoint on the progress of institutional engagement
- Identify key factors in developing further perspectives
- Explore the variety of viewpoints within the institution
- Share experiences with other institutions and showcase successful teaching approach in an international context

STATUS OF THE QUESTIONNAIRE AND RELATED ANSWERS

Although the participating institutions are not required to prepare a self-study, they are invited to complete a questionnaire and to provide background documentation in order to provide an introduction to the environment and structure of the institution before the visit takes place. The purpose of the questionnaire is to prepare for the site visits by:

- Capturing the context in which the institution operates
- Highlighting the types of actions taken to foster the quality teaching
- Targeting the main stakeholders involved who could be interviewed during the site visit
- Presenting a limited set of tangible initiatives to be under focus during the site visit.

Answers will be used as raw material and hence will not be made public.

INSTRUCTIONS

Your institution may have undertaken several initiatives to support the quality of teaching., but we would ask you to present no more than 3 different Quality of Teaching initiatives..

We invite respondents to restrict the length of the answers to the minimum, enough to enable an external person comprehend the provided descriptions. Please only send material if you think it will really help to clarify your responses.

How to complete the questionnaire?

Most questions require facts and figures and would require reference to existing documents. In the case that responses elicit subjective input, you may respond on your own behalf or on behalf of the institution.

See examples below:

- What is the main institution-wide or department wide initiative that supports students' success and interest?
The "Tutorship for all" strategy consists of providing complementary courses for low-performer students and 2/3 of our students are regular beneficiaries. Junior faculty support small-scaled groups of students, a majority of them being bachelor students. That strategy is now embedded in the global teaching strategy of the institution and was recognized policy for excellence in 2008 by the Ministry (see the University Strategy master document, www.universityTeaching.com).
- Have any particularly innovative and widespread teaching and learning methods been developed or supported within the institution (e.g., a community of learning model)?
Since 2006, our institution has been implementing the collaborative learning initiative to strengthen the faculty-students interaction. The department of Economics is principally involved and the project leader (dean-economics@universityTeaching.com) has released the annual progress report.
- To what extent have international policies, trends or benchmarks forced the institution been to support quality teaching ?
See the institutional evaluation carried out by the European University Association (attached) whereby the implementation of in-house quality mechanisms for faculty performance is mentioned.

Conventions

The questionnaire will use the following words or expressions denoting the meaning provided herein:

- Quality Teaching: the phrase quality teaching means first the schemes, tools and policies aimed at enhancing the capacity of the teachers to provide the best teaching and hence ensure the best learning of the students. Quality teaching may thus refer to any student-focused support like learning environment or tutorship. Most initiatives aimed at improving the conditions to learn better have an impact on the teaching delivery and the competences of the faculty. In the questionnaire, quality teaching should therefore be used and interpreted in the widest sense as pertains to learning improvement.
- The expression "Quality Teaching initiative" (or QT initiative) addresses the mechanism or device that aims at improving teaching quality; something that the institution would like to emphasise during the site visit.

- The word “teacher” refers to faculty, researchers, professionals, and other non-academic staff who teach.
- The word “administration” refers to staff involved in non-academic affairs and who provide support to the academics and who regulate student life at the institution. It includes librarians and technical staff.
- The word “institutional” means the level where strategy is drawn up and the decisions are taken. Usually it refers to the high-level management and to the decision-making bodies.
- The word “department” means the part of the institution which supplies education in similar fields (e.g., a department of psychology) or which is given a certain level of autonomy within the institution (e.g., school for management studies).

Which QT initiatives?

The individual review is meant to explore the institutional engagement and policies in quality teaching. To do so, the review will be grounded on a selection of concrete actions. Therefore, an initiative with very limited impact or weak implementation might not allow the reviewers to construct an institution-wide consolidated vision. To the contrary, an initiative whose success has been led by other institutional policies may be purposeful for the individual review.

The review looks for examples of QT initiatives that cover one or more elements such as in-training courses for faculty, programme design workshops, programme monitoring, programme evaluation, support to pedagogy enhancement, support to teaching and learning environment (libraries, computing facilities, virtual learning environment...), support to organisation, management of programmes at teachers level at department or institutional level, support to students (e.g., counselling service, career advice, mentoring, students associations...), student evaluation (i.e., evaluation, achieved by the students, of the programmes or of their learning experience or of the learning environment), support to student learning (initiatives helping the students to work efficiently)...

The individual review does not intend to be an organisational audit and therefore selecting a dedicated body like a Centre for Teaching and Learning as a QT initiative might be inappropriate. Instead, the review could explore the extent to which such a Centre helps faculty to improve the implementation of teaching initiatives.

An on-going initiative is likely to be diffused and to generate tangibles impacts as well as being perceived and judged within the institution. A newly established initiative might not be appropriate. Institutions could select (criteria below might be combined and extended):

- A successful initiative
- A bottom-up or a top-down initiative that has been implemented locally
- A wide-spread initiative or one developed within a department or at programme level
- A initiative deriving from a national-wide policy or recommendation from QA agency or developed in the national or regional schemes
- A costly initiative or an initiative requiring no funding but voluntary investment
- An initiative aimed at enhancing innovation or leading up to change or cultural evolvement
- An initiative whose implementation has provoked internal debates and resistance
- An initiative targeting specific audiences and beneficiaries (e.g., new faculty)
- A concrete declining of an institution-wide policy

The questionnaire is divided in 2 parts: Part I pertains to the profile of the institution and its commitment to quality teaching; Part II focuses on the QT initiative (-s) under focus. Should the institution wish to outline several QT initiatives (no more than 3), section II must be copy-pasted copied.

PART I- INSTITUTION'S PROFILE AND COMMITMENT TO QUALITY TEACHING

1. Name of the HEI

2. Name, contact details, and position of the person completing the questionnaire

Name:

Position:

Mailing address:

Email address:

Tel:

Fax:

3. Number of students enrolled in the institution (full time equivalent students):

Undergraduate:

Graduate:

4. Proportion of Bachelor/ Masters/ Doctoral/ Other degrees offered (please use figures)

Bachelor: %

Masters: %

Doctoral: %

Others: %

Please specify:

5. Full time equivalent number of teaching staff and teacher-to-student ratio

Number of teaching staff:

Number of teacher-to-student ratio:

6. Can you please indicate the number of students enrolled in the following field of studies? (If classification of majors below is irrelevant to your institutions please go straight to question #7)

Field of studies	Undergraduate	Graduate
Business/Management		
Engineering and Computer Science		
Language/International Studies		
Agriculture		
Natural Sciences		
Social Sciences		
Humanities		
Others Specify:		

7. In case the list above is irrelevant to your institution, please indicate your own classification in the table below.

Field of studies	Undergraduate	Graduate

8. Please indicate the activity level in the following main commitments of your institution aimed at enhancing the quality of its teaching. Provide a check mark (X) and comment if necessary

	Highly active	Fairly active	Moderately active	Slightly active	Not active
Support to student learning (initiatives helping students to work efficiently)					
Support to students (e.g., Counseling services, career advice, mentoring, students associations...)					
Support to teaching and learning environment (libraries, computing facilities, virtual learning environment...)					
Support to organization, management of programmes at institutional level (department or institutional level)					
Support to organizations, management of programmes at teachers level					
Teaching awards for 'good' teachers or awards of remarkable QT initiated by teachers					
Funds to promote motivational teaching					
Professional development for pedagogy (pedagogical tools, teachers behaviors and attitudes)					
Student evaluation (i.e., evaluation, achieved by the students, of the programmes or of their learning experience or of the learning environment)					
Programme design					
Programme monitoring and implementation					
Institutional policy design, monitoring and implementation					
Continuing education for faculty					
Initial recruitment process of teaching staff					

Comments:

9. Amongst the activities featured above (question 8), which of them has had the most impact and is the most developed at institutional level, according to you?

Teachers' profiles

10. How would you describe the profiles of the teachers' body in your institution (full time/part time; tenure/contract; academic or professional background; ageing...)?

Students' profiles

11.1 What are the main distinctive features of the student bodies in the institution (bachelor/mater/doctoral students; adult/young students; part time/working/full time students; migrant students; students from abroad, handicapped; disengaged students...)?

11.2 Are specific programmes or teaching and learning methods geared to specific needs of the students as listed above?

External quality assurance at programme level

12. What is the scope of the external quality assurance at programme and institutional level?
Tick (X) and comment if necessary¹.

	Covered		Partially covered		Not covered		Comments
	programme	institutional	programme	institutional	programme	institutional	
Configuration							
Collaboration with other higher education institutions							
Facilities and resources							
Research collaboration and links							
Learning environments							
Research environment							
Connection between teaching and research							
Professional and pedagogical qualifications of staff							
Study structure							
Curriculum/syllabus							
Cooperation with other subjects, programmes							
Management, organisation							
Internationalisation							
Goal							
Mission/goals/institutional strategy							
Teaching strategy							
Research strategy							
Outcome							
Student retention and completion rates							
Employability of graduates							
Feedback from students							
Research output of staff and research students							
Appropriateness of the learning outcomes attained by graduates							
Process							
Supervision of research students							
Internal quality assurance procedures							
Teaching and learning methods							
Assessment of students including feedback to students							
Practical training periods (including placements in industry)							
Academic and personal support for students							
Others							

¹ Grid adapted from ENQA Occasional Paper 14 - Quality Procedures in the European Higher Education Area and Beyond – Second ENQA Survey-© European Association for Quality Assurance in Higher Education 2008, Helsinki

Innovation and knowledge management

13.1 Has the institution (or departments) supported or benefited from innovation in teaching and learning that originates from the partnerships of (multiple choice)

- Research centers or think tanks or expertise (e.g., Teaching and Learning Council)
- Other institutions on teaching and learning development or department therein
- National bodies (e.g., quality assurance agencies, centers for academic development...)
- Subject associations
- Others (specify):

13.2 Has the institution implemented tools and mechanisms to enhance/renew/adapt the quality of teaching and of learning? If so please illustrate.

13.3 Has the institution set up specific positions in charge of quality teaching (improvement, assessment, development...) and quality of learning, like academic managers or programme leaders?

13.4 What is the main institution-wide or department wide support for student success and interest?

13.5 Has there been any peculiar innovative widespread teaching and learning method developed or supported within the institution (e.g., community learning)? If so please illustrate.

Autonomy of the institution

14.1 In your country (in your region or in your city), to what extent does your institution have the freedom or the autonomy to:

	Comments
Design the programmes	
Implement the programmes	
Assess the outcomes of the programme	
Monitor the career of teachers	
Recruit the teachers	
Use discretion to reward the teachers	
Assess the teachers	
Others (specify):	

14.2 To what extent, does you institution select students (at which level)? How does this operate?

14.3 Does your institution (or part thereof) assign certain teachers to specific classes or specific level (e.g.; at introductory level)?

14.4 Do external regulations/guidelines oblige or expect the institution to implement (Choose as many as you wish)

- Internal Quality assurance mechanism
- Programme evaluation
- Teachers' continuing education
- A strategy for quality teaching
- A strategy aimed at enhancing learning improvement
- Others (specify):

Environment and context of institution

15.1 To what extent is the institution encouraged or compelled to support quality teaching by international policies, trends or benchmarks (e.g., expansion of cross-border education; Bologna Process and any regional harmonization area, private-public competition in higher education)?

15.2 Is there any on-going reform, legislation or regulatory environment at national or regional level likely to foster the quality of teaching and learning (e.g., national performance indicators, national subject centers, best practice clearinghouses, financial incentives, national prizes for teaching excellence, learning environment revitalization policy, IT equipment policy...)?

15.3 Has the regional setting of the institution resulted in which the institution is inserted resulted in the emergence or refinement of programmes and reinforcement of students-centered support?

15.4 Has the current financial crisis entailed a tangible reflection or actions pertaining to effectiveness and efficiency of teaching and learning in a world of less? Please illustrate.

Institutional commitment and organisation

16.1 Has the institution embedded in its mission statement a specific strategy (e.g., lifelong learning policy), that explicitly refer to quality teaching and learning?

16.2 Are there any tangible incentives to foster teaching improvement or evaluation (pay bonus, career progression specific criteria, and prizes)?

16.3 Has the commitment of the institution led to organisational changes or to the setting up or reinforcement of new positions (e.g. Vice Rector for Academic development) or of new bodies (e.g., Teaching and Learning Centers)?

16.4 Who or which in-house organizations are in charge of the reflection and the design of quality teaching and the support to quality teaching?

16.5 Is there any specific body in charge of the evaluation or quality monitoring of initiatives or policies aimed at enhancing quality of teaching and learning?

16.6 If the institution has a Faculty of education or Research center dedicated to teaching and learning, to what extent are these bodies involved in the institutional support to quality?

16.7 Does the internal quality assurance system deal specifically with quality of teaching and of learning?

Programme design and teaching delivery

17.1 How could the prevailing orientations of the education delivered in the institution be described, (e.g. a focus on access, equity, quality; the diversification of all kinds of learning (e-learning, work-based practices...); the diversification of students' assessment procedures...)?

17.2 Have the degree structures recently been changed in the institution (e.g. implementation of the Bologna Process 3-degree structures)?

17.3 Has the institution launched a substantial reflection and/or taken action on: (multiple choice)

- Mission of the faculty regarding teaching and learning improvement
- Knowledge base in teaching and learning methods and related impacts
- Student centered approaches
- Motivation to teach and engagement with quality improvement
- Motivation to learn and students' engagement with learning achievement
- Assessment of faculty members and quality-based performance criteria
- Assessment of knowledge and competences gained by students
- Any other (specify):

About learning environments

18. Has the institution been engaged in the adaptation and upgrading of learning environments equipments, and facilities, aligned with improvement of teaching and learning?

PART II- QUALITY TEACHING INITIATIVE

This part deals primarily with the QT initiative(s) your institution would like to become under focus. Some answers might already be completed in Part 1, if so please refer to appropriate response.

19. What is the initiative? Describe the QT initiative.

20. What was the origin of the QT initiative? (multiple choice)

- Internal (strategy, new types of teaching...)
- External (law, regulation, quality assurance process, accountability...)
- Contextual (environment, demography, types of students...)
- Others (specify):

21. When was the QT initiative started?

Functioning

22.1 Is the QT initiative locally implemented? (Within a faculty or a department or at lower level)?

22.2 Is the QT initiative disseminated (across several departments or the whole institution, faculties or concerns the whole institution)?

22.3 Who is dedicated to the project (position, type, number of staff concerned) and how is that done?

22.4 Does your institution have a specific body / committee / post holder that centralises or monitors or coordinates the support to the QT initiative?

22.5 What is the target audience of the QT initiative?

	High	Low	Comments
New teachers			
Current teachers			
Bachelor students			
Master students			
Doctoral students			
Administrative staff			
Leaders of the institution			
Employers			
Others (specify):			

22.6 How many people have attended/which departments have been participating (as beneficiaries) in the QT initiative so far?

Extension and sustainability

23.1 How has the institution extended or disseminated or permeated the QT initiative in-house?

23.2 What are the major challenges the QT initiative promoters will have to anticipate or had to anticipate in order to succeed?

23.3 In what ways does your institution encourages discussion of the impacts and of the appraisal of the efficiency of the QT initiative?

23.4 What could be done to lead the QT initiative to greater success? So are the conditions met to sustain the QT initiative on the long term?

Progress monitoring and assessment of QT initiative

24. What are the mechanisms/indicators implemented by the institution to follow-up on the progress of the QT initiative?

24.1 What is measured when assessing or monitoring the QT initiative?

24.2 To date, what are the main consequences for the teachers and the students of the QT initiative?

Synergy

25.1 Has the QT initiative been designed and implemented to be linked to other policies of the institution? If so, could you specify by giving examples, what are these links with:

	Comments
IT strategy	
Student services	
Staff development policies	
Estates, space and building strategies	
Others (specify):	

25.2 Could you give examples of tools or practices that ensure coherence amongst the various QT initiatives that may occur simultaneously?

ADDITIONAL COMMENTS (OPTIONAL)

Comments to be added by the respondent on matters that affect QT (practicalities, philosophy or values that underpin the QT initiative, specific conception of “teaching” or of “quality” embedded in the institution, other issues of importance to better understand the commitment of the institution as regard the quality of teaching).

This part allows the respondent to complement or even reshape the online questionnaire. This part will also help IMHE to find out relevant items for further discussions.

Lastly, if your institution has any official policy papers on QT or equivalent papers, please attach the document or provide us the webpage address.

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Thank you for your cooperation!