

# **Educational Policy Institute of Virginia Tech**

## **INTERNATIONAL CONFERENCE ON QUALITY IN HIGHER EDUCATION**

Exeter College, Oxford England

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# **Synthesis: The Conference Summary**

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# Quality: The British Perspective

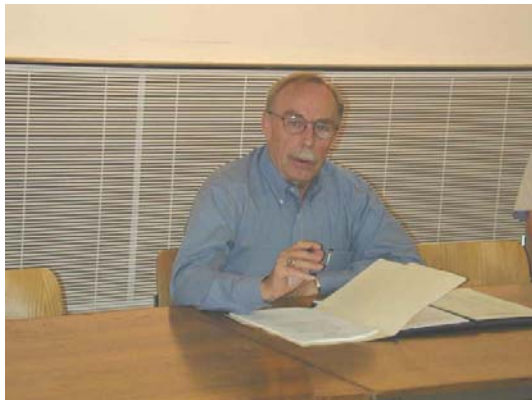
John Sayer



- The Research Assessment Exercise is completed every four years
- The process produces a numerical rating for each institution by subject area
- The department selects the faculty who will submit materials
- The rating drives funding and reshapes the mission and activity of the department

# Quality Issues in Regional Universities in the United States

Russell Long



- Regional universities occupy a special place in the U.S. system
- Teaching is central; research is peripheral
- Measures of quality must be linked to mission
- Traditional measures of quality may cause regional universities to appear inadequate

# Quality: The U.S. Perspective

Marc vanderHeyden



- Quality relates to who you are and who you want to be
- Institutions must be at the center of the assessment process
- Self-examinations are important to quality
- Value-added indicators of quality are the most important
- Quality is a composite of stakeholder expectations

# The Transnational University

Karl Dittrich

- The role of the University of Maastricht in the Netherlands higher education system is shifting
- Includes a joint venture with Belgium
- Uses a problem-centered pedagogy and international curriculum
- Admits as many foreign students as possible and all students study abroad



# Quality: The European Perspective

Liesbeth van Welie

- Universities have an obligation to deal with the global social issues
- The Bologna Declaration, if adopted, will improve the mobility of a degree across countries as they standardize the curriculum
- Social cohesion will continue to be an important role for universities



# Implementing Change in Academic Standards

Gerald Lang

- Planning and the strategic use of committees can be used to move a quality agenda forward
- Successful planning is broad-based, widely owned, and focuses on believable outcomes
- Use faculty champions, engage in active debate, do not fear defeat, work over the long run for desired outcomes



# Faculty Retirement and Its Implications for Personnel Policy

Valerie Conley



- The age distribution of the faculty mirrors the general population
- Previously retired faculty may be a potentially growing pool of talent for institutions seeking to maintain their quality
- Research shows that age and productivity are not related
- Retirements offer an opportunity to increase faculty diversity

# Maintaining Quality While Replacing Retiring Faculty and Administrators

Charlotte Stokes



- The right people must be hired to maintain institutional quality
- Position descriptions and ads in selecting replacement faculty are key to attracting good people
- Top-level review is needed
- The institution can enhance its quality through the careful replacement of retiring faculty

# Information Technology, Curriculum Reform and Online Learning

John Cavanaugh



- New committee structures aid in moving change forward more quickly
- Blur lines of authority and funding to reduce territoriality
- Use Institutional incentives for the development of online courses by program area
- Set priorities by program and college

# Political Realities for Leaders with a Quality Agenda

Mary Ellen Drushal

- Identify common issues of quality
- Look for ways to create a receptive environment for quality empowerment
- Focus on institutional aspirations
- Use data-driven decision making
- Encourage a strategic planning process that fulfills campus expectations



# Summary and Epilogue

Steve Janosik

- The conference may be viewed in two parts: a macro and a micro perspective
- Several seminal questions are important for us to ponder and to continue to discuss
- Case studies, program summaries, and specific strategies to address organization problems give a glimpse at how institutions can improve institutional effectiveness

