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# Exploring Issues of Quality Teaching and Learning within Public Chilean Higher Education

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UNIVERSITY OF CALGARY

Exploring Issues of Quality Teaching and Learning within Public  
Chilean Higher Education

by

Leonor Rodríguez-Videla

A THESIS

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## **Abstract**

Chilean public and state universities have made great efforts in tackling quality standards and mechanisms of accountability put in place by the Chilean Government to regulate institutions of higher education since the 1990s. Through these efforts, universities obtain the needed accreditation to access public funding, as well as public recognition of the quality of their programs – a fact which creates higher enrolment in the highly competitive context of Chilean higher education.

One of the aspects considered for purposes of accreditation and accountability is to have evidence of effective learning. To this end, universities have had to establish policies and strategies that significantly improve the education and training of students.

Since the core of education focuses on the processes of teaching and learning (Martens & Prosser, 1998) and the conditions for their realization, this study explored the ways in which the quality of teaching and learning might be improved in two public and state universities in Chile.

Three theoretical lines were considered as approaches to the focus of study: the concepts of quality as understood by the academic communities studied; the approaches and conditions of teaching and learning that favored effective teaching and learning in higher education; and the approaches to leadership, as well as the vital traits of leaders that would drive the possible and necessary changes in the Chilean system. This conceptual approach inevitably had to acknowledge and accommodate the legacy of the social and political turmoil resulting from the Pinochet era which has scarred the university sector in Chile.

The study used a concurrent embedded design as a mixed methodological design suggested by Creswell (2009) and characterized by the simultaneous collection of qualitative and quantitative data. The total number of participants in this study was 163 (N) and who represented two universities in Chile – one in the city of Santiago and one in a regional city. There were 103 participants who engaged in semi-structured interviews (n), and of that there were a total of 13 leaders, 30 professors, 59 students. There were also 42 teaching professors and 18 students who participated in the online questionnaire across the two universities. The leaders represented vice-rectors and deans; and the professoriate drew from a broad array of disciplines (encompassing Architecture, Education and Languages, Engineering, Geography, Health [Kinesiology, Medicine, Nursing, Physiotherapy, and Psychology], Mathematics, Sciences [Biology, Chemistry, Physics,], Social Sciences). The qualitative approach was assumed as a primary method, while the quantitative method was essentially considered for “legitimation” purposes (Onwuegbuzie, Johnson, & Collins, 2011).

During the execution of the study, three findings emerged that were key to building a culture for the permanent improvement of the quality of teaching and learning processes for students of public and state universities. First, faculty members indicated that any construct about “quality” should consider elements from the external context (e.g., the Bologna tuning process), but also the institutional ethos and the expectations of stakeholders (e.g., the mission of the university). Additionally, all stakeholders generally indicated that teaching and learning should meet the needs of the country and to prepare graduates for holistic success in life (both civically and personally) within the Chilean state. In practice, findings indicated that there was a triadic relationship between the expectations for graduate qualities and career opportunities; second, students’ and graduates’ capacity to learn effectively (in program and lifelong learning); and third,

the institutional commitment to deliver the human and material resources that would ensure the best possible conditions for teaching and learning at university – these three were deemed to be requisite for quality at university. A third and curious finding was that academics, students, and leaders themselves did not conceptualize university leaders as leaders; rather, there was a prevailing ideology that university leaders were administrators, managers, and authorities. Thus, this philosophical conceptualization about authority and administration reinforced the negative legacy of the Pinochet era of top-down, autocratic, and dictatorial leadership approaches within the higher education sector.

An ambitious model of *Effective Teaching and Learning Model* that incorporates Scott and Scott's (2012) *Webs of Enhanced Practice* was created based upon the major findings of this research and was designed in response to the needs indicated by the participants. This model raised the need to make fundamental decisions to reposition the effectiveness of education through meaningful and authentic learning experiences for teaching and learning as a central purpose of the University.

This study offered a closer and more descriptive exploration of university stakeholders' realities that have previously gone largely unnoticed and often masked by statistics. This reality, narrated by its own protagonists, served as a call to examine the “effective teaching and learning” situation with a new lens, and in that way, potentially lead to real change in Chile's higher education sector.

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## **Dedication**

Dedicated with the deepest acknowledge to the students, professors, and leaders of the Chilean universities who, with creativity and intelligence, joy and courage, have forged the public universities that serves the country and the development of its people, and whose struggle has been tireless to defend its values.

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# Chapter 1 – Introduction

## **Background: Trends in Higher Education Globally**

The last two decades have revealed a growth never experienced before in the expansion of higher education systems at the global level. The Organization for Economic Co-operation and Development (OECD, 2008) states that the worldwide student population in the post-secondary sphere doubled between the 1980s and 1990s.

Since OECD includes higher education (HE) within its areas of work, this organization indicated that in 1991 there were about 68 million students enrolled in higher education and 132 million in 2004. As an immediate effect, the diversification of the student body has increased in terms of gender, age, qualifications, cultural capital, expectations, background, social skills, and learning needs (OECD, 2008). In turn, the United Nations Educational, Scientific and Cultural Organization (UNESCO) statistics state that this growth has increased from 51 million in 1980 to roughly 120.4 million between 2003 and 2004 (Hernes & Martin, 2008), which aligns with the OECD reports related to the importance of higher education. As a result of this growth, HE institutions face many challenges in both curricular and pedagogical supportive systems. A larger mass and the different educational backgrounds of contemporary student bodies mean institutions must deal with new challenges in both the process of study, as well as preparation for employability in the marketplace.

Given the dramatic transformation in technology that has changed the global labour market Jarvis (1999) states that there is now a strong relationship between employers' demands and education. Consequently, enterprises and post-secondary institutions are being pushed to make considerable efforts in terms of innovation and adaptation for matching training, with

research and production in order to respond to the demands of the world economy. Within this framework, there is a trend for adults already within the labour sphere to be pressured to return to post-secondary and higher education in response to the changing and challenging work requests so as to develop more appropriate skills, stay updated, and integrate their knowledge (Alexander, 2000). Validating this issue is the data provided by OECD (2011), which reports the 25-64-year-old population has steadily increased within tertiary education student populations, particularly over the last decade.

In regard of the current globalized marketplace, which is characterized by complexity, fast changes in technology and knowledge, albeit uncertain and competitive, HE institutions have been slow to progress in meeting the current demands. As Scott and Dixon (2008) related, “such issues as changing curricula and government funding will leave the door open for growing numbers of educational entrepreneurs, information technology consortia and for-profit organizations to carve away the influence of universities” (p. 6). Consequently, the dramatic increase of students, the slowness of universities to respond to the current demands, and the rationality of the marketplace that pushes society to consider HE as a commodity have created an opportunity for many new agents to participate as higher educational program providers – thus the birth of private universities has occurred. To these new players and private investors, the HE sphere is a new and attractive niche, which has resulted in an increased number of new institutions participating in the area for profit.

Along with the increasing participation of higher education in the marketplace, governments have reduced the public funding to HE institutions. One of the immediate effects is that students and their families are carrying the predominant or the total financial burden,

thereby becoming consumers of education or clients (Labaree, 2000; OECD, 2011; Scott & Dixon, 2008).

Higher Education institutions also face social challenges that include equity of access, the growing importance of public opinion, demands from the labour sphere in order to provide real conditions for getting a job that enhances social mobility and competitive capacity. All these components make up a complex backdrop for HE institutions, which, in turn, struggle in a competitive context where students are clients who pay for the best offering.

Since HE has expanded, diversified, and privatized (Martin, 2005), governments and society are demanding the development of quality assurance systems and accountability mechanisms to ensure financial transparency, timely performance, and assurances related to the relevance and quality of their professional education and training programs. In the past, public money was allocated to universities, along with the criteria for using these funds. Now HE institutions are demanded to show how this money is spent in terms of programs, management, services and infrastructure. It could be said today that HE is under scrutiny as it has never been before.

### **Background Context: The Case of Chile**

The Republic of Chile (or simply Chile as it is known) is a South American country that geographically is long and narrow bounded by the Andes in the East and the Pacific Ocean in the West of the country. Its nearest neighbours are Argentina in the East, Bolivia in the North, and Drake Passage in the far South. Chile spans approximately 1,250,000 km<sup>2</sup>, however, the urban and rural populations in the north and south are cut off by mountains making travel from the southernmost towns and cities of Chile difficult and expensive. For example, travel from

Punta Arenas in the South to Santiago (the capital) can be undertaken by air with a three-hour flight or by road, via Argentina, taking four-days. The national language is Spanish. The population of Chile is approximately 17.5 million, however, the population of Santiago, the capital city situated in the central location in Chile, is more than 7 million, and there are 16 regions in Chile with 6 large cities distributed to the north and south of Chile. Chile is currently a democratic republic with a president as its head of state with democracy from 1810 until the Pinochet era (1973–1990) and then re-established in 1990 to the present day.

Elementary and secondary education has always been compulsory in Chile and all children had access to basic schooling. Even though K-12 schooling is compulsory the government poorly funds this education. There are both public and private (mixed between church-based and other organizations) systems. Higher education was originally funded by religious orders as university education was originally designed for those who wished to join the priesthood. After independence from Spain, during the republican period 1810–1973 (prior to Pinochet) only the children of wealthy (or the middle classes during the 1920s) Chilean families had access to university education because this reflected the class system in Chile at that time. Education was almost free for these ‘higher class’ students at this time. Poorer families and those from peasant or working-class backgrounds were refused access to university education even if they had met the entry expectations. During the Pinochet era (1973–1990) all students who met the entry requirements of universities could access enrolment in a university, as this was deemed to be part of the ideology of the free market and the demand of a compliant educated workforce. So, during this period the student body in higher education became more diverse in terms of socio-economic background but they remained the intellectual elite. In the post dictatorship era, access to higher education has been opened up to all students. Public

universities mandate that students can access education but only if they meet the minimum entry requirements, however, private institutions have lower or no minimum entry requirements. Even with this increased access, the debilitating factor in contemporary higher education is the significantly increased cost of education for Chilean students. During the Pinochet era, university education became a marketable commodity thus fees were introduced as an integral dimension of the implementation of the neoliberal agenda where universities became a consumer good. As a result, students who can afford an education and meet the requirements for entry can access education, which in effect, has reinforced a class system in Chilean society again (Lemaitre, 2005; Zapata & Tejada, 2016).

### **Early History of Chile's Higher Education Sector**

The higher education sector in Chile has an old history with the first universities being established in 1622 under the Spanish Crown. These initial university's mission was the education of priests and were attached to the Dominican and Jesuit religious Orders. In 1747, the Universidad de San Felipe (1747–1843) was established and belonged to the Spanish Crown. This institution awarded degrees in Theology, Medicine, Law, Philosophy and Mathematics. Universidad de San Felipe was merged into the Universidad de Chile upon independence from Spain in 1842. During Chile's republican period (that is post-independence – 1810-1981), groups in society began to found universities for the construction and development of the country, the development of professionals and economic, cultural, scientific and social development. Towards the end of the 1950s, state universities were financed almost 100% by the State and private universities received between 60% and 80% of their funding also from the State. Indeed, all universities had a space in the public sphere. Today, there are

approximately 64 universities in Chile, approximately 20 are public or state universities with the complement occupying private enterprise business.

During 1960-1970 decade there was a period of extreme reform for universities as this period there was great political and social upheaval. Universities were fighting for internal democracy in their governance to align with the national governance processes, and open the institution up to historically excluded social and cultural sectors, such as poorer communities due to an increased focus on social justice for all communities. From a democratic and pluralist perspective, the goal was to place the university at the service of national development. The “State of Commitment” was an agreement forged between the university sector with other social sectors, such as with poor communities for social advancement – housing initiatives, health initiatives, etc. Thus, the immediate objective of the “State of Commitment” was the improvement of living conditions, mainly through industrial development and improvements in education, health, and housing through voluntary labor and skilled/expert support by faculty and students to disadvantaged communities. Enrollment in universities quadrupled and all universities received significant funding from the State through the legislation and allocations through other channels, such as, targeted programs and training initiatives. Therefore, most of students’ fees were covered by government funding and initiatives and students paid differentiated tuition calculated according to family income – means tested.

## Education and Society under the Pinochet Dictatorship



(Source: [www.patricioguzman.com/es/peliculas/la-batalla-de-chile-i-ii-iii](http://www.patricioguzman.com/es/peliculas/la-batalla-de-chile-i-ii-iii))

The period between 1973 – 1990 was one of devastating upheaval for Chilean society with a military coup d'état occurring on September 11, 1973 and the rise of the dictator over the military junta (the head of all branches of the military), Augusto Pinochet assuming supreme power over the Chilean democratic parliament. Pinochet's rulership gave rise to one of the bloodiest military dictatorships in Latin America. The photo captured the bombing of the Government building in Santiago.



Source: Photographer Kena Lorenzini, on June 1984. P. Catholic University of Chile.

Permission from K. Lorenzini to use photograph granted Sept, 2018.

The process of university reform was utterly disrupted and paralyzed with Pinochet's coup. The Pinochet regime installed military rectors into the university to ensure compliance with the regime's agenda during Pinochet's dictatorship. The Pinochet dictatorship was one of the most devastating and heinous periods in Chile's academic history as it resulted in numerous academics, students, and officials disappearing, being murdered, detained and imprisoned, tortured, dismissed, expelled or exiled from every university in the country. The photo above (taken by the photographer Kena Lorenzini in June 1984), shows a group of Philosophy students at Pontifical Catholic University of Chile who were protesting with the



military in the background. All the students were detained, and the authorities of the University dismissed 23 of them after this demonstration which created a national movement of students in a unified and coordinated protest against the Pinochet dictatorship.

As an example, in the *Technical University of the State*, many of whose students were workers and peasants, there were 62 proven fatalities; more than a thousand professors, students, and managers and staff were imprisoned on September 12, 1973 and were subsequently taken to concentration camps. In the following months, the authorities imposed by the dictatorship decreed the dismissal of 50% of the academics and civil servants.



(Source: photographer: Juan Carlos Cáceres, on April 1984)

Permission from J. Carlos Cáceres to use photograph granted Sept, 2018.

All political and social activity inside the university that was against the dictatorship was forbidden and anyone was accused of subverting “order” arbitrarily dismissed or punitive action taken against them, which at worst meant loss of life. This photo (taken by the photographer Juan Carlos Cáceres on April 1984) show student demonstrations of the Pinochet regime at the Catholic University of Chile (1984). This protest demonstration resulted in the military and police

launching tear gas at students resulting in many injured from military violence.

## Pinochet and the Imposition of the Neoliberal Agenda in Chile “as a Laboratory”



(Source: <https://joseantoniomartin.wordpress.com/2013/10/13/la-doctrina-del-shock-la-clave-de-lo-que-esta-pasando/>)

Towards the end of the 70s, under the shock of savage military oppression, fear, and a serious economic crisis, Pinochet imposed neoliberalism as an economic ideology under the close supervision of Milton Friedman (see the photo published in 2013, where Pinochet, on the right, is in discussions with

Friedman (middle) and an interpreter.

In that state of shock, nobody had the capacity or temerity to oppose which was the first rule of the application of the ideology of neoliberalism (Klein, 2008). The “Chicago Boys”, a group of right wing Chilean academics, trained by Friedman at the University of Chicago, began to train generations of economists in the *Catholic University of Chile* in the neoliberal principles that they would apply to the nation, using the country of Chile as a laboratory – in a proof of concept approach but under the brutal ethos of Pinochet’s iron glove.

The neoliberal ideology is based on dignity and individual freedom guaranteed only through the freedom of the market and free trade agreements (Harvey, 2005) under the logic that the market self-regulates under its own laws, without the intervention of a State “bureaucracy” was repeated consistently until it became a truth. In this new neoliberal context, education as a public good disappeared and was replaced by the idea of a consumer good (for profit purposes). This happened not only in education, but with the majority of the public goods and services in Chile.

The impacts of neoliberalism were the downsizing of the public funding by the State, favoring the corporate participation and deregulation, losing government control of the public education sector and deregulating the higher education sector by inviting new corporate institutions into the sector to promote competition. The irony was that private institutions also receive funding from the State but do not report their use of funding in accountability measures. Currently, public universities receive approximately 50% of their total income from tuition and fees paid by students, with State funding at an average of 19% of total funds and the complement is funding through donations, services, programs or courses offered, research, etc.

### **Pinochet's influence on Universities in Chile**



(Source: <http://cinereverso.org/los-libros-en-la-hoguera-por-renan-vega-cantor/>)

There were two main universities before the coup d'état but Pinochet broke up these two universities into 15 small universities with authority over only their own small region. This was designed as a 'divide and conquer' approach to reduce large scale resistance and to ensure compliance and subjugation of the country's elite

and intelligentsia who were opposed to his regime. This photo was published in January 2013.

Inside of academy, there was government interference in the curriculum and programs with the promotion of uncritical thinking, threat to any criticism and the imposition of mediocre faculty members who were favourable to the authorities but also resulted in a culture of *laisse-faire* inside the classroom. Strategies of government control were exerted by means of fear, censure, and overt threats against academics, students, and clerical staff.

Neoliberal managerialism as a model of administration was imposed resulting in precarious academic work under the pressure of being more productive with less resources (Deem & Brehony, 2005); in a culture of control, and the encroachment of fee-for-service contracts. The dissemination of the language of neoliberalism: “the market metrics and rationality” (Brown, 2011, p. 113) through the hegemony of terms, such as “quality standards and indicators”; “quality improvement”, “accountability” (Smyth, 2017) has spread all the academic activities. There has been a radical expansion of “savage competitiveness” with references to a



Published on 01 de Agosto, 2012, [elvacanudo.cl](http://elvacanudo.cl)

Published in October 2011.  
<https://aquevedo.wordpress.com/2011/10/18/%C2%A1indignaos-de-stephane-hessel/>

Published in March 2014, [http://www.ciae.uchile.cl/index.php?page=view\\_noticias&id=473&langSite=es](http://www.ciae.uchile.cl/index.php?page=view_noticias&id=473&langSite=es)

quantification systems (Klein, 2008).

Another key feature of the current higher education scene in Chile that is a legacy of neoliberalism was the segregation of education with poorer and richer institutions arising due to the market orientation, as well as segregation of academic units inside

of the universities (arts and humanities v/s business/engineering at Faculties or Schools; degrees within the Faculties such as education v/s psychology) dependent on their capacity to attract funding or to cost the university, which promotes a culture of the ‘winners’ and ‘losers’ in relation to funding. This winners and losers culture resulted in fights for funding in a context of competition and the culture of projects (time-specific: i.e., predetermined end-point projects).

The period of 2011 to 2016 saw radical protests and demonstrations from students, parents and grandparents, faculty members, staff and professionals against the neoliberal agenda in terms of “Fin al lucro en la educación” which means bring an “end to profit in education” and

“educación pública gratuita y de calidad” which again means bring back “quality public education” for everyone. As a result of these societal movements, legislation was passed in 2016 which dictated that State and Public university will move to providing free education for all students to be implemented incrementally over time. In 2017, a portion of 25% of the total undergraduate students were studying for free. Thus, it appears that there has been a weakening of the neoliberal agenda in Chile in place of a more socially justice approach for all students within the republic. This signals a return to the original values and ethos of the public universities prior to the Pinochet dictatorship. Even though there has been this weakening of the neoliberal agenda in terms of the market orientation the legacy of a desire for greater quality in education has not lessened. Indeed, Chilean society has demanded increased quality of Chile’s university sector in order to ensure its graduates competitiveness on an international stage. Additionally, this push for quality is also to link with the Bologna Accord, which was deemed to be a valuable approach in ensuring Chile’s graduate are work-ready and have the requisite knowledge, skills and attitudes for contemporary workplaces both in Chile’s marketplace and in the European and other international workplaces.

### **The Contemporary Context of Chile within the Global Sector**

The reality in Chile is not so different from the international HE situation with regards the institutional desire to increase quality in teaching and learning and to create quality assurance processes. In 1983, there were 172,995 studying in post-secondary education in Chile (Aguayo & Gómez, 2011, p. 3). Since the 1990s, a growing number of first generation family of students (those who are the first in their family to attend university) are now enrolled in higher education. In 2018, there were 1,188,423 students recorded as enrolled in undergraduate education and 46,820 enrolled in postgraduate programs in Chile (Ministerio de Educación,

2018, p. 1). At the same time, there has been a significant increase in private institutions as HE providers, not all of them were stable or robust for facing the area's challenges and demands, which created considerable competition for students, faculty, and funding. In addition, the regulations governing HE was different between public and private HE institutions, generating a decline in societal trust in the HE sphere as a whole in Chile (Lemaitre, 2004).

Lolas (2004) and González (2005), Chilean researchers, identified that the focus of quality assurance in public Chilean universities has been mainly with the accreditation processes. That is, there is no compulsory process through which HE institutions fulfil a series of national standards that, as a threshold, orient the measurement and validation of quality mainly expressed in terms of goals, allowing the institutions to get public funding, credit, grants and subsidies for their students. These incentives are based on the level they achieve in the accreditation process measured over time. In this context, the concept of quality and the mechanisms established for its assurance are closer to external control and performance than self-assessment for permanently improving the quality inside the academic community. It is important to note that self-assessment is a key dimension of the Bologna Accord where they do not define 'quality', rather they expect institutions as collectives of stakeholders to establish their own criteria and definitions for quality through a self-assessment and self-measurement. Thus, self-assessment using the tuning process in Bologna is a critical component of their quality assurance process. However, external accreditation provides a measure of credibility in the market place and in the international setting as the programs that achieve accreditation have met the external standards set out by these external bodies. Accreditation is frequently required by disciplines and graduates who graduate from accredited institutions have a higher chance of attaining higher paying jobs and successful careers. Conversely, those without accreditation

cannot assure the quality of their programs and so have a lesser or no chance of achieving success in the world of work. The disadvantages of external accreditation include: that universities must be aligned with the expectations of external bodies and associations that may not be as contextually relevant; many university administrators simply engage in a “checklist” approach to “assure” their programs rather than engaging in deeper reviews of their programs; funding is tied to accreditation processes; and most importantly, external accreditation does little to expand the culture of enhancing quality teaching and learning at the classroom and individual professor level but is frequently perceived by faculty as a university centralized process which is divorced from their personal realities.

Lemaitre (2008), a Chilean researcher, indicated that even though accreditation processes at the undergraduate level were voluntary, except for Education and Medicine, and did not have any external incentives, more than 500 programs have attained accreditation. However, these two factors make the process less attractive especially for the undergraduate programs which do not pass the process due to consistent weakness (Lemaitre, 2008). Additionally, as it is suggested in a study of the Chilean quality assurance processes, although there is steady improvement in the teaching and learning ambit, the demand in terms of reaching minimum standards counters the statement that all of the proper mechanisms for permanently maintaining and enhancing the quality of teaching and learning are being used (OECD, 2013).

### **About Me as the Researcher**

My life, like that of many Chileans, was deeply influenced by Pinochet’s military dictatorship that disrupted and in some cases shattered the democratic and republican tradition

of Chile. It is difficult to understand, even from the perspective of an adult, the hatred, fear and intolerance that spread throughout our country after September 11, 1973 with the coup d'état.

My family was touched in many ways by the dictatorship although we are alive to tell our story. For example, my mother's cousin was arrested, tortured and then disappeared. His memory has remained over time – like that of many others – through those who strive to seek these people's whereabouts and finding no traces of them. Perhaps the sands of Chile's arid desert or the hiding places of cold and dark seas keep their broken bones hidden abandoned by hateful boots in their desire to do more damage to Chile's society. Indeed, the military used to drop the bodies of those they murdered dropped in the desert and the sea from helicopters. My father was arrested, tortured and disappeared for a week. We were fortunate, because the Catholic Church played a key role in the survival of many people by hiding people, searching in prisoner camps for missing persons, by negotiating exile placements in other countries and so on, however, my father never completely recovered from this terrible experience. My mother's sister had the fortune of being out of the country with her family at the time of the military coup. Her name appeared over and over again in the "black lists" that ordered her to surrender to the military, and whose destiny, we knew, was to be killed or to 'disappear'. She made her home in Mexico as a Chilean exile, and for more than 10 years she could not return to Chile due to threats to her safety.

I do not know if it is possible to imagine a nightmare of greater horror. It is so difficult to think or accept that human beings can degrade to such baseness by causing so much moral, psychological, and physical damage to others; but this is the environment in which I grew up. This context awakened a social and political conscience in me, and I joined different expressions of resistance and fought against the ferocious dictatorship that had crept through all



the spaces of our young lives and I was filled with ideals of justice. I grew rebellious expressed through my music, singing, and my guitar, and I had commitment for what we believed was a future country which had more justice for all and I participated in various social organizations and religious communities. We saw many of us falling down in that path, with no weapons, other than our principles and ideals.

When I entered university in Chile in 1981, I was accepted into the best university in the country at the time, but when we started our study programs we suddenly were told that we were unable to continue at the University of Chile. The University of Chile, the best in Latin America, which was diverse and productive, intelligent, and committed to the development of the nation, was dismantled piece by piece by Pinochet. All of its campuses were distributed throughout the geography of Chile and were transformed into new universities, with a regional vision and size that were easy to control by the military. All the Faculties dedicated to the Arts, the Social Sciences and Humanities, among them Education, were given as booty to ‘administrators’ who were complicit and complacent with the dictatorship, and these Departments and disciplines lost their “university status” in order to systematically de-professionalize these “thinking” professions. All the careers in these discipline areas (Arts, the Social Sciences and Humanities) were given a lower status, mainly because these disciplines tended to promote and develop social awareness and critical thinking, and therefore, had to be minimized or relegated to unimportant. Additionally, these disciplines did not represent any value for the new consumer market – the neoliberal ideology – that began to intrude into university operations and determined the education and training offerings. Thus, our society at that time, was again attacked and wounded by the dictatorship through our ideologies, capacity to question, and to stand up for social justice for all.

While I was in university within this constrained and tense Pinochet era, I engaged in student protests of the regime (see photo – I am the sixth student in the front, ringed in red).



(Source: Photograph taken by Juan Carlos Cáceres, April 1984)

Permission from J. Carlos Cáceres to use photograph Sept, 2018

During this particular protest we were fired upon with tear gas by the military and I was injured with a tear gas canister exploding in front of me and knocked me unconscious. Fortunately, my fellow students dragged me out of the melee otherwise I would have been detained. In this protest, a number of students were detained, tortured and then removed to isolated small villages in rural Chile where they would be unable to return. One student was arrested and murdered. These brutal reactions were designed to neutralize the student movement against the dictatorship. Even though I survived, as a result of this protest, I sustained a severe concussion, my diaphragm was paralyzed as a result of the gas and I was unable to breath, and all my front teeth were damaged and loose, but I could not seek medical assistance because the military required the doctors to report on

injured students and I would have been taken to detention if I went to hospital. Indeed, the injuries I sustained have left me with permanent health issues to the present day. However, the psychological damage was much greater and longer lasting. Even so, this very personal incident left me with the burning desire to continue my fight for social justice, equality for all people, and to ensure that every student has access to good quality education in order to build a life and successful career for themselves and this became a key focus of my doctoral study.

In the 1980s, along with one of the worst economic crises experienced by the country in decades, and in the midst of brutal oppression, Pinochet and his factions, inspired by the neoliberalist ideology, sold the country at a modest price to large corporations. He dismantled the national industries, public services, such as health and education, and state enterprises. The country's largest natural resource, copper, returned to national and international private hands and approximately ten Chilean families became the new owners of the country, with an income of 50% of gross domestic product. At this point, also the water, the lands that belonged to the indigenous peoples, and the sea were transferred to corporations, unleashing an unprecedented exploitation of the country's natural resources and by default created a social class system where there was the very rich and the very poor.

After completing my degree in education and started working as a primary and secondary school teacher, but by now the dictatorship had given way to a weak democratic transition. Unfortunately though, the damage to the social fabric of Chilean society was already done, not only by the rigorous application of the neoliberal ideology in Chile, but also because of its strengthening through a constitution that broke the republican spirit of the country. Also, the Chilean soul had been broken which was expressed through widespread distrust in others and in authorities, intolerance of everyone and new ideas, and a pervasive ethos of

individualism. I knew that one way to continue resisting the ideological centered on economic principles was through pedagogy, and little by little I started placing myself in the university world where new ways of thinking have always been promoted. I worked in the Department of Undergraduate Studies at Universidad de Chile undertaking the curricular renewal process in undergraduate programs. Thus, my interest in teaching and learning commenced. Many of these curriculum changes that I was initiating were demanded by the need to generate quality assurance systems and accountability mechanisms in the face of the serious deficiencies as a result of the lack of State controls in the public universities coupled with the extreme competition from the significant emergence of private universities in the higher education sector in Chile during and post the Pinochet era. This focus on increasing the currency and quality of educational programs has continued to the present day with Chile's desire to compete on the world scene by the adoption of the Latin American tuning process as part of the Bologna Agreement in 1995 and this is now the major "Quality Framework" by which most Chilean institutions align or profess to align.

Therefore, this potted history of my Chilean educational and personal background – like many Chilean's desire to find positives from such a dark period in our history – illustrates my desire to engage with a thesis topic focused on promoting quality in teaching and learning and increasing the opportunities for success for students and greater job satisfaction and success for academics in the Chilean higher education system in the re-emergent democratic, contemporary Chile. This leads into examining the problem statement. Hence, my worldview has been influenced to one of pragmatism by seeking real solutions to the problems in teaching and learning within Chilean higher education.

## **Problem Statement**

Given the negative legacies of the Pinochet dictatorship which remain an issue in Chilean society and particularly in Chilean higher education, demonstrated by the following:

- the continuation of key aspects of the neoliberal ideology in relation to market competition;
- the prioritization of market-focused and corporate desirable disciplines;
- increased competition of the public and private institutions within this deregulation HEd sector;
- a lack of funding to education in general, and lack of direction related to what is quality in higher education particularly in relation to what happens in the classroom (i.e., T&L);
- an influx of students who are more representative of the diversity of Chilean society, thus teachers are no longer facing classes of elite, intellectual, and gifted-only students; and
- Chile's desire to compete on the international stage throughout aligning with Europe's Bologna Accord to provide greater opportunities for graduates and the academy,

The problem that is explored in this study is that 'quality' as it pertains to teaching and learning may not be well understood or defined in Chile. Thus, professors and leaders are dealing with a mandate to improve the quality of their teaching and by default increase the quality of students' learning and graduates' success in their careers but may not completely understand or have a shared or collective understanding of what this might mean. Therefore, it

is important to explore the key stakeholders' perspectives about what it quality and how can it be enhanced so that this can drive development of instructional capacity, inform university leaders' efforts in creating mission goals and Bologna tuning frameworks that fit their institution, and to support the development of more conducive learning environments for students. So if we explore quality from the perspective of students and professors there is opportunity to inform the quality assurance processes using a bottom up approach.

### **Purpose**

As Martens and Prosser (1998) state, to entice students to an institution within a competitive HE context, institutions have to centre their academic offerings on programs that are based on their teaching and learning (T&L) quality. In this context, the teaching and learning area has been the focus for the translation of a series of assurance systems. Indeed, Chilean society – parents, professionals and students – are demanding quality in teaching in order to provide increased career opportunities for their children and next generations with the view to ensuring financial security and national stability. In this HE scene, the purpose of this study was:

- First, to explore the way in which two public Chilean universities (as a collective of faculty, leaders, and students) understand “quality in teaching and learning” from a bottom up approach based upon the understandings of the ‘university collective community’ – professors, students, and leaders – and to identify if this community was consistently addressing the teaching and learning processes within this push for quality.

- Second, to examine how these university's "microcultures" (Mårtensson, Roxå, & Stensaker, 2014), that is microcultures as the departments or academic units within these universities, were conceptualizing quality and what the barriers and supports were to implementing quality teaching in support of quality learning.

## **Research Questions**

This study seeks to understand the following primary question through the lens of the supporting secondary questions.

### **Primary Research Question**

Considering the perspectives of students, professors, and leaders in two universities in Chile:

How can the quality of the teaching and learning be enhanced in two public Chilean universities and what barriers need to be addressed to enhance quality?

### **Secondary Research Questions**

1. How do the academic communities understand the concepts of 'quality teaching and learning' and 'quality assurance'? What concepts of 'quality teaching and learning' and 'quality assurance' should an institution consider in relation to the context?
2. How are institutions evaluating the quality of the teaching and learning, and what are the underlying assumptions in these processes? Who participates in the measures of quality teaching and learning?
3. Are there alternative ways to improve the current teaching and learning situation? Do these options imply changes to prior institutional decisions, such as policies, procedures, and/or stakeholders? Who should participate in the decision making?

4. Who should lead the changes and what kind of leadership is appropriate to facilitate and promote these changes?
5. How important are quality assurance and accountability of teaching and learning to stakeholders?

### **Conceptual Framework**

Quality as enhancement in teaching and learning in HE is a multi-layered reality because it involves interconnected components. To address the present study, which seeks to explore how two HE institutional were tackling this issue, three spheres were identified, represented by *Quality*, *Leadership*, and *Teaching and Learning* (see Figure 1.1). Within each distinct concept, themes emerged related to the different conceptualizations and/or practices possible to identify in this kind of institution, which could explain their reality. A brief outline of the three concepts are presented. I designed this conceptual framework based upon the major themes that were deemed to be informative to my thesis topic and that covered relevant literature that provided the foundation to understand my findings.



*Figure 1.1. Conceptual Framework*



## **Quality as Systems, Assurance, and Accreditation**

Quality, as a concept, has emerged as a result of the neoliberal agenda that has swept the international higher education sector (Apple, 2000, 2016). “Quality” is a somewhat nebulous and ubiquitous concept in the literature and describes everything from efficient student services (Barnett, 1992; Scott & Scott, 2012), effective teaching and learning (Ramsden, 2003; Trigwell, 2010), “good teaching” (Chickering & Gamson, 1999; Ramsden & Martin, 1996), job-ready graduates (Mény, 2008; O’Driscoll et al., 2012) and relevant programming (Denman, 2005), institutional fiscal responsibility and viability (MacDonald & Gaudreau, 2014; Yokoyama, 2006), accountability to the government or funding providers (Alexander, 2000; Barber, 2004), government certification of universities (Lemaitre, 2008; Lolas, 2004), to accreditation to government regulators or professional associations (Harvey, 2004) as well as encompassing a litany of other minor aspects. Indeed, the neoliberal agenda and much of the associated literature has a deficit orientation. This means that concepts of ‘improvement’ over ‘enhancement’ is proliferated in reports, government documents, and criteria for quality assurance. Additionally, within the neoliberal quality agenda there is a sense of the ongoing need to do more with less and the expectation that everything must be proved and documented for reporting mechanisms. Therefore, the term “improvement” has been included into the conceptual framework mainly because it is so prevalent rather than as an ideologically aligned concept for me, rather I would prefer to use the term enhancement in homage to the professors who are working diligently in the university context.

An associated concept with quality is the expectation to “measure” quality (Burns, 2002; Lessem, 1991) and this is frequently referred to as “quality assurance” processes (Lesser, Fontaine, & Slusher, 2000). As Harvey (2004) states in relation to teaching and learning, quality

assurance is the “establishment or restatement of the status, legitimacy or appropriateness of an institution, program ... or module of study” (p. 208). One of the approaches in which quality assurance is currently addressed in both developed and developing countries is accreditation. That is, as a broad explanation, the process whereby HE institutions are acknowledged and certificated by external and official organizations when they exhibit “appropriate control and monitoring processes to ensure satisfactory quality and standards” and are nationally and/or internationally recognized (Di Nauta et al., 2004, p. 8; Hernes & Martin, 2008).

The quality and conceptualization of accreditation processes was first taken, by universities in Europe, from the medieval model used by the guilds insofar as old universities replicated its training processes utilising the titles Bachelor and Master for the main programs they offered. In brief, the process took place when the apprentices, taught by a master, finished their trade learning processes and the corresponding guilds gave them their ‘seal’ through a certification paper as a public statement of acknowledgement of completed training. It is interesting to note that all the members of the guild had international recognition. In the same sense, this feature currently remains in the accreditation process, that is, as the international harmonization of accredited qualifications are internationally recognized (Hernes & Martin, 2008).

Even though accreditation is not a new process in the university context, so far, the HE institutions are constantly looking for consistent indicators to enhance their academic performance. In addition, although it is possible to find some similarities among the concepts of accreditation, the purposes vary according to the nature of the HE institutions and the national policies. Nevertheless, it can be identified that there are some common criteria or avenues that relate to all accreditation systems within many international HE sectors:

- curriculum and programs;
- teaching, learning, and evaluation in undergraduate and graduate levels;
- research, development (outreach), and innovation;
- infrastructure and learning resources;
- student services/support;
- institutional organization and management; and
- health and wellness.

(O'Driscoll et al., 2015)

### **Teaching and Learning**

Although there is a broad experience and sets of practices in the HE quality assurance sphere in Western countries, and the epistemological and ontological references underpinning the concepts of quality assurance processes frequently are not elicited and are taken for granted (Harvey, 2009). For example, there are assumptions that quality can be easily measured (e.g., how many students are in programs, student to professor ratios, how many students can fit into classrooms, how many volumes should be in the libraries, etc.). These assumptions define the ways in which an organization manage quality assurance processes and affect how all the components of the process are addressed.

In effect, the conceptual distinction between “quality”, “quality assurance”, “quality assessment”, and their relationship and translations in higher education is significant because, over the past thirty years, quality assessment in higher education has been tackled mainly from a parametric or measurable approach due to prevailing positivist influences (Dell’Alba & Barnacle, 2007; Gore, Bond, & Steven, 2000; Harvey, 2009). This means that only what can be measured tends to be considered as “quality” metrics or criteria by university administrators and external bodies and this denies the engagement with professors and students about their views

and perspectives about what is good teaching, what helps students to learn, and what actually happens in their classrooms. Thus, in the literature there appears to be a disconnect between the quality assurance measures and criteria and what actually happens in classes with the people at the centre of the endeavour – professors and students.

There is another view, however, to address the quality assurance process that considers education, that is, quality and quality assurance within an internal university context, more centred in constructed meanings shared by the academic community experiences and practices. This means that the process whereby quality is measured, should incorporate the vision of the stakeholders involved in the HE institution arising from their reflection of practices and investigation. In turn, the quality assurance process that arises in this vision seeks self-assessment and self-regulation more than external control and accreditation in pursuit of sustained and continual improvement. This approach would enhance the improvement of the teaching and learning ambit more than a ‘standard’ vision would, allowing the academic community to determine their own vision about what comprises quality learning, considering all possible variables, and where concept and practices of teaching should be established to meet this vision.

### **Leadership in Higher Education Teaching and Learning**

Higher education leaders face a complex future, rooted in burdensome traditions and values, that demand change due to the economic urgency of reduced public funding, rising costs of operation, and the rise of student fees (and the commensurate demands from students for quality from their consumer perspective); therefore, timely adaptation and flexibility are necessities for remaining competitive within this global market (Apple, 2000, 2016b; Lemaitre, 2005; Zapata, 2016). Due to internal and external pressures, HE leaders have to face these

demands with limited resources, thereby prioritising and balancing different interests and forces to meet these challenges (McRoy & Gibbs, 2009; Skinner, 2010). In other words, HE institutions have been changing and will continue to change to ensure their sustainability. Even so it is important to include leaders' perspectives about their role and to compare this with the literature about leadership to identify the opportunities and threats entailed in this aspect of university responsibilities.

### **Significance**

From a qualitative inquiry approach, this study attempted to elicit the kinds of beliefs, prejudices, meanings, and motivation sustained by different stakeholders within the academic sphere about the importance of the quality in teaching and learning in the contexts of two public universities in Chile.

Authors Van Vught and Westerheijden (1994), and Martens and Prosser (1998) agreed that even though significant efforts to develop systems have been made to improve the quality of teaching and learning, these have not been consistent and have not shown results that can properly meet one of the current requirements for HE institutions, that is, accountability to the societies they serve for quality education.

This reality represents a broad range of experiences in Chile because teaching and learning has drawn less attention by government and administrators, and less allocation of human and material resources, coupled with the loss of significance, value, and weight in supporting academic career progression (quality teaching is generally not measured for promotion and tenure), which is more evident if it is compared to the impact of academic research endeavours. Additionally, the main classroom activities are still centred on teachers,

while students maintain a passive attitude and only a few reach the goals through activities that allow them to not only to memorize, but also gain a deeper understanding of the content and principles of their discipline. Unfortunately, in general what counts more is a student's personal background rather than the instructional approaches designed to support learning. In other words, the quality of the student educational experience and the social, economic, and cultural opportunities they have are essential for advancing in their careers.

The question that arises here is who has an increasing interest in improving the quality of teaching and learning? So far there is a growing interest from stakeholders, governments, and private sectors which allocate funding in HE institutions, and in exchange demand accountability, a mechanism for assessing and controlling the way the resources are spent (Alexander, 2000).

'Stakeholder' – basically groups who share common interests – is a word taken from the corporate sphere when HE institutions assumed corporate models of governance around the 1980s (Leisyte et al., 2013; Scott & Dixon, 2009; Tang & Hussein, 2011). As the literature states, quality is a matter of many persons grouped by common interest, namely *stakeholders*, and with an increasing power in the decision-making ambit. In effect, the role that they are playing can reveal, construct, and negotiate meanings of how quality can be assessed and addressed for enhancing teaching and learning. Under this criterion, this study anticipated identifying how the academic community constructed common understandings (and if they do), what they perceived to be quality in teaching and learning, and the leadership approaches taken to implement quality assurance systems. The following groups were identified as potential stakeholders interested in this study.

- *Community stakeholders:* As demonstrated by the protest, riots and demonstrations that have spanned 2011 -2016 in Chile it is anticipated that there will be considerable interest in the results of this study from HE students, and families as well as secondary students, and several professional associations and common citizens. As the public role of universities implies social responsibility, it is expected that HE institutions can engage in establishing authentic quality assurance processes that support the teaching and learning ambit to meet these social demands, needs, and expectations.
- *The institutions:* A related ‘stakeholder group’ would be the collective of the faculty, staff, leaders, and students in the institutions in how they may be able to use these findings to benefit the institutions in terms of how they approach accountability, that is, how they may assess their performance in teaching and learning and the setting of criteria for measuring quality. This is important since accountability is frequently utilized as criteria for allocating funding and boosting competitiveness in higher education.
- *Decision makers and leaders:* For this group, usually made up of vice-rectors and deans with responsibilities for carrying out quality assurance processes in the academic community, the findings could enlighten them in general and provide direction about how to address more sensitive aspects which emerge in the context of change, such as student or academic resistance, opposition, and even divergence, but on a positive note, also collaboration (Ramsden & Martin, 1996). According to the literature, the application of leadership principles is necessary for provoking the desired changes in the organization, especially when stakeholders actively participate in the processes (Bolman & Deal, 2008; Kouzes & Posner, 2003; McRoy & Gibbs, 2009), and this information could be useful to address the process while employing a suitable and constructive



leadership approach. Findings could also provide pointers in terms of leadership strategies and platforms for supporting academics' labour, but mainly a vision about the implications and meaning of academics' roles and the importance of being recognized, valued, and rewarded when good teaching is evident (Ramsden & Martin, 1996).

- *Faculty members:* Academics' roles have been under scrutiny because it is one of the most relevant activities in every university which identifies teaching as a pillar of their quality assurance systems, and for public universities in Chile, teaching is a mandatory quality dimension for accreditation. For academics, the findings could offer strategies and direction to improve and enhance their teaching activities in ways that can positively impact student outcomes and the quality of the learning experiences and environments (Tang & Hussein, 2011).
- *Students and parents:* Since education is considered 'goods', that is, a consumer product within the neoliberal ideology, and the educational process affects students directly, students' core aspiration is to receive a high-quality education. With students paying fees this has altered the relationship with the institution and their professors to one of a transactional rather than educational one (Scott & Dixon, 2008). Therefore, students will likely be interested in these findings considering their concerns with their own education and the quality of their learning environments and the teaching they are experiencing. Similarly, *parents* want to effectively invest their money and offer their children a good or 'quality education', so their children can live with autonomy and develop properly as human beings assuming their place in society. Like students, parents have also become important stakeholders in this transactional relationship with HE providers since they are contributing around 45% of HE public institution income through enrolment and fees, therefore, they would likely find the findings of interest.

- *Employers:* Employers represent the labour market ambit. The Chilean scholars, Hernandez-March, Martin, and Leguey (2009) indicated employers are interested in what students are learning while keeping in mind the human resources they needed in the industry, especially where they consider the gaps between the knowledge of new professionals/technicians and the priorities of the labour market. They have an interest in the skills graduates acquire, the currency of their knowledge, and the work ethics students develop while in universities, so they would likely have an interest in the findings as these will relate to the quality of their educational programs – which affect employers.

### **Delimitations**

Delimitations are the choices that the researcher makes in relation to the study approach and the selection of participants. Delimitations, in effect, is the fence that describes what will be included while also stating those aspects that will not be included, that is, delimiting the study is setting the boundaries for the study.

- Given the range and importance of the issues and experiences of participants, and the considerable literature associated with quality assurance in HE, this study only considered the dimension concerning university teaching and learning, rather than all the metrics related to measuring quality overall.
- The study incorporated only two Chilean public universities with differences related to their geographical location, social and economic context, technological access and connectivity, and features of the students.

- This study focused only on universities and excluded colleges and vocational/technical institutions that were also part of the higher education sector.

### **Limitations**

“A limitation is an aspect of the study that the researcher cannot control but believes may negatively affect the results of the study” (Gay, Mills, & Airasian, 2012, p. 115). The first limitation was to address the collection of the data through interviews, considering the distance between Canada and Chile. The use of technology to approach the interviews could affect the attitude of those interviewed, or those who are prepared to be interviewed remotely by the use of technology. Technical issues are another way in which limitations could appear. To mitigate the possible occurrence of these limitations, an online questionnaire was included to promote the gathering of more complete information. Finally, it was not possible to address the collection of data through using technology as the distance became a major barrier to communication. I found there was a lack of engagement and support from the office personnel assigned to assist me in gaining access to potential participants.

The second significant limitation was the students’ strike. At the time I returned to Chile to undertake data collection the students ‘took the campuses’ preventing the realization of normal activities, including the communication system at the universities. As a result, my letters of invitation to participate in the study were interrupted and patchy in their distribution which meant that my response rates were low.

## **Glossary of Terms**

### ***Organization for Economic Co-operation and Development (OECD)***

The OECD (<http://www.oecd.org/>) was founded in 1960 to aid global development and has 34 Member countries around the globe as well as the European Commission. Education, including higher education (HE), has been an important work area contributing not only to member countries but also other regions in terms of shaping policies and strategies for economic growth. Chile has taken part in this international institution since 2010, but national policy has considered OECD analysis and recommendation as a key referent in health and education matters since the 1990s.

### ***United Nations Educational, Scientific and Cultural Organization (UNESCO)***

According to its objectives, UNESCO was created in 1945 in order to preserve the peace among the countries based on moral and intellectual solidarity. As a part of the United Nations, UNESCO's ongoing goals seek the creation of networks to make solidarity possible through enhanced education as a right and a choice for developing and protecting culture and heritage with universal value, boosting scientific cooperation, and protecting the freedom of expression to live in democracy.

### ***Higher Education (HE)***

In the frame of this study, it is related to the tertiary level of education – universities – without the inclusion of colleges. Technical (vocational) education is not included. The term post-secondary is also frequently used or used synonymously in the literature to describe all education post the secondary context, including colleges, vocational education, technical

institutions, universities, etc. (Denman, 2005; Scott & Dixon, 2008; Wernick, 2006). In this study the term higher education will be utilized mostly because the context of the study was universities in Chile and these are considered part of the higher education rather than general and broader post-secondary context.

### ***Neoliberalism***

Ideology based in two important principles: the freedom to choose as a human being and the idea that the market regulates itself. It is characterized by the emergence of large corporations, and subsequently, owners of many various companies that have their own representation spread all over the world; the expansion of the national boundaries by means of free trade agreements; the notion of global governance instead of the concept of nations (the European Economic Community and NATO for instance), and some believe that the states are obsolete and tend to be too bureaucratic to tackle the new dimensions of the economic reality. Consequently, under this ideology, the public tendency is favourable towards privatization of the traditional public services such as education, and the taking over control (Smyth, 2017; Thorsen, 2010; Thorsen & Lie, 2012). The convoluted doctrine of neoliberalism is discussed in greater detail in the literature review chapter.

### ***Managerialism***

Emerging from the UK in the early 1980s, managerialism spread quickly throughout the public service. It follows the rationale of the financial management market, based on the principle of efficiency “doing more with less” (Deem & Brehony, 2005, p. 225). As the main characteristic, it could be considered the transference of the control on the budget and the efficient use of resources with an emphasis on productivity. As all the processes must be

controlled, quantitative performance indicators are implemented. There is a permanent incentive towards consumerism focused on the individual, considering his/her interests and inclinations to establish mechanism of accountability. The main underpinning assumptions are that only this model can reach the principles of financial management: economy, effectiveness, and efficiency; the privatization and marketization of the public sector institutions would improve in terms of those principles, that is, applying managerialism (Randle & Brady, 1997).

### ***Stakeholder***

It refers to interest groups: people who share a common interest and are capable of affecting the decision-making process within the organization by mean of their pressure.

### ***Epistemology***

It is the theory of knowledge: “a way of understanding and explaining how we know that we know” (Crotty, 1998, p. 3).

### ***Ontology***

This philosophical concept refers to the study of the nature of being, existence, and reality, in addition to the relationships between these aspects.

## **Organization of the Thesis**

The rest of the study was organized into five chapters and each one presented the following information: Chapter 2 “Literature Review” explained and explored a set of concepts, models, and trends about quality assurance in Higher Education, particularly as it related to teaching and learning. This chapter also presented concepts about quality teaching and learning,

and an overview of the main theories used to comprehend teaching and learning and how they are facilitated. In turn, Chapter 3 “Research Design” presented the design of the research and summarized the methodology, methods, instruments, and ethical issues involved in the study. Chapter 3 also included how the sample was determined and the procedures for the research. Chapter 4 “Results” outlines the results that have emerged from the data collection and analysis process, while Chapter 5 “Discussion” presented the analysis and synthesis of how the findings relate to the literature. Chapter 6 “Conclusion” outlined a summary of the main findings, the conclusions and recommendations. The references and the pertinent appendixes are offered at the end of the document.

*Personification notes:* A relevant detail to note in this thesis is that I frequently utilize personification when discussing universities. This study has two universities as the sites of research and so when discussing the perceptions and opinions of the leaders, professors, and students as a “collective” I frequently referred to these “collectives” as universities or institutions. Thus, it can be assumed that these are not the physical buildings, rather the people and their organizational cultures represented within these institutions.

## Chapter 2 – Literature Review

This chapter aligns with the conceptual framework outlined in Chapter 1 and includes a discussion and literature foundation for the following three key concepts: quality, teaching and learning (T&L), and leadership in support of quality teaching and learning. These concepts were deemed to be crucial in understanding the responses in the participants in relation to their experiences of T&L and discussions around quality in Chilean higher education. The approach taken in presenting this review was from a macro – a systems overview of the quality agenda at the international and institutional level – to the micro context – what is quality in the classroom. This is followed by a discussion of various leadership theories and a discussion of the importance of instituting and promoting positive change in teaching and learning. Indeed, leadership is the intersection of the macro and micro context and leaders are pivotal to change occurring in any organization.

The discussion of quality in this literature review is interlaced with discussions of the underpinning premises within the neoliberal ideology, as neoliberalism has been so impactful in Chile's higher education sector, but also internationally. Thus, within the topic of quality I have included quality assurance in higher education, the massification of higher education and its influence on the diversity of student bodies, a discussion of the extensive conceptualizations, definitions and models of quality, trends in quality assurance measurement and the neoliberal obsession with metrics, the linkages of quality assurance to industry and business sectors and a critical view of whether this fits with education organizations, with a final discussion of the influence that the Bologna Accord as a quality framework has had or can have on the Chilean higher education sector.



Following the review of quality as a macro concept and influencing factor on university operations, I present the literature on teaching and learning. The quality of teaching and learning is a much-contested aspect in the literature with one school of thought indicating that you cannot identify what is quality teaching and learning. A second school of thought have undertaken considerable and large-scale research studies exploring the many forms and strategies in teaching as well as examining the impact of teaching on learning. This large body of research clearly identifies key principles of effective teaching which have been presented in this chapter to serve as not only a quality T&L framework but a guide for the analysis of participants' responses.

Leadership is the final section where I explore transformational and transformative leadership approaches as these are the theories and strategies that promote change agency. Change agency is crucial if university administrators and leaders are to support enhancements and academic development with the ultimate goal of increasing student outcomes and satisfaction with the quality of educational programs.

### **Quality Assurance and Higher Education**

The first step is to attempt to define quality, although currently it does not have an absolute or agreed definition. In 1992, Barnett wrote that any approach of quality assurance implies an idea or conceptualization of higher education (HE), although these idea or conceptions are not always conscious or overt. In effect, any consideration in reference to a system of quality assurance in HE is situated within an organizational context where there are interacting ideas, purposes, and interests shaped by a rationale as an expression of how this particular community approaches its external and internal reality and establishes certain

structural relationships as an institutional way of being. In this frame, the concept of “quality” and the strategies to manage it in terms of procedures, processes, and agents involved in assuring these are maintained at a high level, reflects those assumptions (Barnett, 1992). Hence, while many universities and associated institutions discuss ‘quality’, very few actually describe what they mean by this concept; however, what is frequently implied in terms of teaching and learning encompasses the following: that the knowledge students attain is current and relevant, that students are satisfied with the teaching in terms of its effectiveness in helping them to learn, and, in the credibility and approachability of their instructors, that their learning has been positively impacted as a result of the learning experiences designed by instructors, with assessment practices that are fair and educative (Ramsden, 2003). Even with these aspects, many conversations around quality teaching and learning also embrace resources, library materials, technology and associated services (Price & Kirkwood, 2008), teacher capacities, opportunities for real world experiences (e.g., practicums and internships), overt integration of professional skills (e.g., communication, critical and creative thinking, teamwork, information literacy etc.) into the curriculum and assessment (de la Harpe, Radloff, & Wyber, 2000), and increasingly in terms of value for money, etc. The next section describes quality and quality assurance in HE, thereby distinguishing how concepts and aims differ within certain discourses about HE, and how these concepts can create tensions within the sector.

### **The Neoliberal Influence in Higher Education: The Emergence of Quality Issues**

In this section, the concepts of quality are examined as a new concept as a result of the massification of education where students presenting in universities are no longer the elite of society and also the influence of the neoliberal ideology in terms of the marketization of higher education and its influence in promoting the quality agenda (Apple, 2016b, 2000; Smyth, 2017).

## **The Massification of Higher Education**

Until the middle of the 20<sup>th</sup> century, HE was the logical destination for elite students who were largely selected based upon gender and family income, as well as for being the best and the brightest in their school. There was no doubt about the quality of professional education offered by institutions and the success of their students, particularly if one recognized the high standards required for being selected (Chaffee & Sherr, 1992). In this context, the idea of “quality” was an inherent concept, forming part of the culture of the institutions, and kept as a pillar of their traditions, and of which they were quite proud. In this context, quality was a condition taken for granted.

The mere fact that bringing together elite students and highly intellectual professors conferred on higher education a ‘quality’ status which in effect acted as a form of validation in of itself, without having to be accountable to external authorities. This idea of quality was reinforced because neither governments nor sponsor institutions demanded accountability, a situation that “has been part of the defensive wall behind which the academia has been able to hide” (Harvey & Knight, 1996, p. 12).

After the Second World War the HE scene dramatically changed. The concept of equal opportunity within society became increasingly important and many Western governments perceived HE as the means for the development of a country’s economy. As a result of this new vision for HE and from new needs in terms of new specializations, as well as the creation and application of new technologies, governments gradually began to inject public funding into universities to open access for more people to these institutions. During the second half of the 20<sup>th</sup> century, HE became a key growth and development area in economic and social terms (Denman, 2005). On one hand, access to these institutions became a right that promoted the

expansion and dissemination of knowledge to a larger group of people, thereby enhancing social mobility; on the other hand, it was a response to new societal demands on HE institutions that were changing and dramatically increasing.

In this historical scene, according to the Organization for Economic Co-operation and Development (OECD, 2011), tertiary education has dramatically increased over the last three decades. Higher Education expansion at the global level was demonstrated wherein 68 million students enrolled in 1991 increased to 132 million enrolled in 2004, indicating an annual growth rate of 5.1% worldwide. The regions that showed more marked growth were East Asia and the Pacific (8.1%), Sub-Saharan Africa (7.2%), and South and West Asia (6.8%); Latin America and the Caribbean increased by 5.1% and 5.0% respectively, and Central and Eastern Europe maintained their average; North America and Western Europe fell below average by 1.9 percent. Similar to these growth trends, the number of students in tertiary education increased in practically all OECD countries in the last decade. In the period between 1995 and 2004:

the number of students enrolled in tertiary education more than doubled in Greece, Hungary, Iceland and Poland, and reached between 50% and 100% in the Czech Republic, Korea, Mexico, Sweden and Turkey. Austria was the only country where the absolute number of tertiary students remained constant. (OECD, 2008, p. 41)

Consequently, there was an increase in the diversification of the provision of HE and ways of delivery on the one hand, with a shift in the characteristics of the students on the other.

Massification has impacted the whole vision of HE, including the different areas of governance, finance, and curriculum, etc.; therefore, creating criteria for quality becomes

relevant in this new setting (Shin & Harman, 2009). However, it is not the only challenge to be faced by higher education. Economically speaking, the dynamic development of the markets and their expansion, when providers can find new consumers, have pushed the opening of the national boundaries. The ‘opening’ concept of the world extends beyond goods and implies the interchange of ideas, culture, and knowledge as a way to be more competitive. This way to interact and integrate cross–boundary relationships amongst governments, companies, and territorial blocs, grouped as economic strategy through new and more flexible international trades, was coined as globalization – a complex and, so far, ambiguous concept. The HE sphere was quickly pushed to follow this trend of international openness and academic staff and student mobility increased, as well as their access to new sources, materials, and information. New ways of academic work increased, featuring online collaboration among groups of faculty members who join common scientific and social projects within the framework of international agreements. Furthermore, many universities have developed multiple activities abroad, disseminating their academic models to enrol international students in a process called internationalization. The significant development of information and communication technologies has supported and enhanced these practices, which have seen a critical increase through connectedness, that is, the capacity of being connected through the World Wide Web and the alternatives developed specifically for these purposes. In other words, universities have been a key component within globalization because of their important role in the expansion of the cross-boundary knowledge required to face marketplace demands. Indeed, this meant that knowledge “delivered” by universities has been perceived as ‘goods’ and in the extent these institutions assume a role in the marketplace context they have adopted the game rules which situates HE institutions under competitive conditions. This means that they have incorporated the managerial ways of the marketplace as their own operational orientation.

## **The Neoliberal Agenda**

Within the same period, neoliberalism emerged as another element in this complex frame, being the dominant economical ideology around the last forty years. Neoliberalism expresses the shape in which national and global commerce has been restructured through large and cross-border corporations which group different companies with representation in many countries but under the head of only a few owners. This ideology drives the support of private initiatives, the application of the economic principle that the market regulates itself and does not need regulation from other social ambits nor the states and, most importantly, even the principle whereby the people have the individual freedom to choose (Olssen & Peters, 2005).

Also, within the neoliberal ideology, the state as an administrative entity is considered obsolete and bureaucratic and “a threat to the individual freedom” (Olssen & Peters, 2005, p. 6), which leads to an immediate consequence, the lessening of the drive for governing public policies, public funding including reductions of subsidies for retirement, infrastructure, and, most importantly, social service sectors, even resulting in calls for the privatization of health and education.

In other words, important and strategic areas, where provision and regulation were mainly the responsibility of governments through the states, became marketable commodities and gradually, partially, or completely privatized (Alam, Hoque, & Mishra, 2010; Denman, 2005; Teixeira, Rocha, Biscaia, & Fonseca, 2012). In contemporary societies, HE institutions have been part of this frame because of neoliberal rationale influences, and in terms of access and services, are not necessarily rights or guarantees for citizens; instead HE services are offered as merchandise or electable items for consumption.

The neoliberal ideology has greatly influenced universities around the world but particularly in Chile where the nation became a laboratory to trial neoliberalism in Pinochet era (Santos, 2006). As a part of the government responsibilities, the state universities, along with other similar welfare and public services, have been deeply impacted by neoliberalism agenda during the last three decades. Under the principles of deregulation, marketization, and privatization of all the public goods, one of the most visible impact has been the downsizing of the funding allocations, historically assumed by the State (Brown, 2011). In parallel, private initiatives have been promoted and created, supported juridically, with less control of governments. The result was the rapid expansion of corporate universities which generated a hard competitiveness and firm control. This impact has also reflected inside higher education institutions with academic units more oriented to the market privileged disciplines in relation to the distribution of internal resources, and in detriment to others, namely, artistic, humanistic or social faculties and disciplines, which have seen the reduction of funding and a menace to its continuity (Brown, 2011; Slaughter & Rhoades, 2000). In this regard, universities not only follow the trends dictated by the ‘market’ to determine the programs that are offered, but also there is an assumption whereby universities should generate their finance through external collaborations, in particular with business, as Lynch (2013) states: which eventually limits a university’s independence.

As Brown (2011) stated: the ideology of neoliberalism is disseminating inside of the universities through the “market metrics and rationality” (p. 113). Smyth (2017) indicated that the language of neoliberalism including ‘accountability’, “market share”, and ‘quality’ has spread throughout the higher education sphere (particularly the public institutions) without a critical stance, and appropriated “naturally” thanks to a systematic campaign made by

individuals, academics institutions, and groups such as “the Chicago boys” (Santos, 2006). The Chicago boys were a group of Chilean academics who rigorously applied the neoliberal ideology in Chile under the Pinochet dictatorship, and after being disciples of Milton Friedman, one of the most influential economists, an advocate of neoliberalism in North America. This group influenced Chile’s economic policies and their work ensured that neoliberal ideology was embraced within the Chilean public higher education sector (Santos, 2006).

Klein (2008) indicated that the neoliberal discourse, centered in the market rationality, encouraged and promoted “competition” within the higher education sphere, particularly in relation to the quantification and comparison across: entire institutions, different units, and people, where these compete against the others for funding, research, students, opportunities, visibility, jobs, and so on, thus pitting these against one another in an unhealthy competition. Along with that, as Smyth (2017) pointed out, a wake of fear has settled in the university environment as a control strategy, where an oppressive regime of evaluation and monitoring was put in place to identify winners and to punish losers within a bureaucratic system of management named “managerialism”, which is addressed in the next topic referred to as the concepts of higher education.

With the influence of globalization, and with the growth of countries and opening of boundaries, the advent of technological media in the production and dissemination of knowledge, and technology’s role in the for-profit market, along with the mass consumption of HE as a commodity, HE has been opened to a much broader community. In fact, these past three decades have seen not only the participation of an increasing quantity of students with new characteristics, backgrounds, needs, and demands, but also new institutional stakeholders offering the provision of education with more of profit interest than academic interests.



Indeed, the gradually increasing participation of HE in the marketplace means that many private investors are interested in this new and attractive ‘business’. Because of this, there are now many new institutions involved in “higher education” to meet societal demands, but at the same time, to meet their owners’ interests. This reality obviously means a threat to the quality of education that is offered to this growing population of students when the focus is on profit rather than educational outcomes (Gosling & D’Andreas, 2001).

### **The Impact of Neoliberalism on Chilean Society**

In this regard, when students and their families are paying for a part, or the whole, of their educational costs, they are more demanding and critical when it comes to judging the quality of the learning experience offered by an institution with which they have established a relationship as a client. They are asking for quality because they are more empowered now due to this transactional relationship with their institutions.

As a backdrop to these changes, governments in most Western nations tend reduce public funding to the HE sector, while they have increased their demands of accountability to guarantee that new institutions meet an acceptable threshold of quality. In this process of marketplace quality expectation, traditional institutions are also expected to offer guarantees in terms of their quality (Scott & Dixon, 2008). To this end, governments have created quality assurance agencies at national levels, but many countries have also established common frameworks of working to establish international quality standards that facilitate mobility and exchange amongst nations, given the increasingly global context in which the HE now operates. These factors have been crucial in the emergence of certain mechanisms that promote quality assurance and accountability in traditional HE institutions, as well as in the new ones.

## Definitions of Quality Linked to Higher Education

To talk about HE is to try to work with an ambiguous concept that demands at least some definition and delimitation. Following the OECD (2008) report, until the Second World War the concept of “higher education” had its roots in addressing the educational needs of an elite few who entered colleges and universities. However, the name HE had been changed to a broader one which was more representative of the new reality, namely, “tertiary education”. On one hand, this term differed from “post-secondary” which was wider-ranging and encompassed all programs after secondary education including those geared to adult education; on the other hand, this new meaning represented greater diversity among students in terms of race, gender, capacities, background and interests, the first generation to attend a university, and having differing goals, etc. It also incorporated the diversity in programs and institutions, and the direct connection of programs with the labour world which was necessary “to ensure that tertiary graduates are effectively equipped to participate in the new economy and society at large” (p. 261). Hence, “tertiary education” held greater nuances related to the production of manpower. The HE sector has now become an instrument for *producing* human capital or training professionals to meet the marketplace requirement and demands – expectations that align with the neoliberal ideology.

How does this reality then affect HE in view of the quality agenda? The most important thing to consider is the shift of the HE purposes and the new role that these institutions assume in society. In essence, HE is perceived to be the place to produce the human capital required to meet industry and business demands, playing a key role in the new economy to the extent that they are expected to identify faster ways to create knowledge that will meet the high competitiveness present within domestic and international marketplaces. In response, HE has

oriented its duty to the market, assuming principles of efficiency and efficacy as a corporate way of being to resolve its issues, aligning in this way to the neoliberal discourse. For this purpose, the “New Public Management” (NPM) is the public version of the corporate managerialism and drives the HE agenda with a viewpoint centred in economic criteria.

The NPM involves the elaboration of standards and measures of performance in quantitative terms which define the objectives to achieve personnel and the quality assurance by external agencies, emphasising economic values in their achievements, and, meanwhile, creating accountability relationships. Moreover, under NPM, the interference of government bodies (state) is reduced in order to decentralize and create greater autonomy. This ideology distinguishes between the state as ownership and private interests, identifying HE as a commodity to be privatized (Fitzsimons, 1999).

Consequently, HE has begun to change curricula, reshaping it to more closely reflect the demands of industry for ready human capital in a faster and more efficient way, thereby compromising the nature and scope of knowledge within professional training, as well as the way that knowledge is disseminated and shared.

With the prospect of receiving less state funding, freedom of action has been compromised to meet external criteria that does not necessarily meet the institution’s scope of action (Olssen & Peters, 2005). In the same sense, Denman (2005) states that the assumption of the neoliberalism discourse, through new public managerialism, deregulation, and the vision of the HE as a commodity, has undermined the university’s social role.

It could be said that HE is difficult to define. Moreover, given its current changes and diversity, it is not possible to label it with only one nomenclature. Facing this challenge, Barnett

(1992) proposed interesting categories to define HE according to purpose. He suggested an idea about quality and what this meant (See Table 2–1).

**Table 2-1.**  
***Linkages between Quality Concepts and Major Higher Education Concepts***

<b>Concepts of Higher Education (HE)</b>	<b>Concepts of Quality (Q)</b>
<p><b><i>HE as the production of qualified manpower</i></b></p> <p>The student is seen as a product with a utility value in the labour market.</p>	<p>Centred in the ability of the student to succeed, Q is measured by variables such as employment rates, career earning, and so on.</p>
<p><b><i>HE as training for a research career</i></b></p> <p>Framed by the members of academic community active in research</p>	<p>Q is related more to the research profiles of staff than the achievements of students. The measure is through participation in research fellowship, amount of research, and publication output. It is assumed that quality occurs in the heart of academia through “osmosis” (from faculty to small groups of students).</p>
<p><b><i>HE as the efficient management of teaching provision</i></b></p> <p>Institutions consider the growing number of students and the diversity implied in terms of gender, skills, background, experience, and moreover have the responsibility of giving all the needed resources for enhancing student performance well.</p>	<p>There are two important aspects here: firstly, how many students can institutions accommodate; secondly, “with which velocity their students are successfully propelled into the wider world” (p. 19). Therefore, indicators such as no-completion rates, proportion of students with “good degrees” and staff ratios are critical to assess the performance of the institutions.</p>
<p><b><i>HE as a matter of extending life chances</i></b></p> <p>That is the answer for the autonomous student demands for higher education. Barnett suggests that the base underpinning is the conception of education as goods.</p> <p>Following this rationale, HE is valued as the ability to facilitate the participation “in the</p>	<p>Quality is measured through “flexible” policies for admissions and practices oriented to open access. There also is an impact in the curriculum to facilitate mobility through new fields of studies within the HE and more flexible course structures such as modules,</p>

dominant institutions and enjoy the benefits of modern society” (p. 19).

credit-based, and open-textured. Education based on competences is a good example of that, often delivered through modular course structure.

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Source: Barnett, 1992, pp. 18–20.

Barnett stated that under those definitions HE was conceived as a total system where the students were inputs, which after a process become outputs. Their experiences as learners were not significant within the process and did not have value in terms of quality. These statements could be complementary and not necessarily exclusive, the main task was to highlight the relationship between concepts about HE in terms of quality, and consequently to determine the way to deduce quality issues using standards and indicators to compare certain performances. According to Barnett, this approach has been dominant and implies the assumption that quality was related to a set of external references measurable via quantitative indicators. Under this umbrella HE is viewed as functional for the most important demands of society in a particular moment: for instance, the production of human capital to meet the needs of the new economy.

On the contrary, Barnett (1992) stated that “higher education” was referred to as a “particular kind and, indeed, level of intellectual attainment” (p. 17), following the tradition of Western philosophy and history, as the process to reach the truth. In addition, he pointed out that HE meant the development of the highest abilities for students to reach autonomy and responsibility for leading their lives, developing a personal and integral world vision, character, and critical thinking to participate in and engage with social issues (Barnett, 1992). What Barnett intended here was to explicitly state that HE was part of society today instead of being an isolated, autonomous, and independent entity. In this sense, HE acts as a mirror of society epitomising ideologies or discourses from governments or interest groups whose purposes,

definitions, and intentions shape what should be a model of quality as well as the strategies and procedures to reach it.

### **Concepts of Quality: Forward to a Definition**

One of the difficulties for defining the concept of “quality” is its polysemic character. In fact, several authors have stated that “quality” acquires sense and meaning depending on who was defining it and for what purpose. As it was said, the approaches to quality for Barnett were related to the concept of HE and its purposes, so it was required to be overt regarding the purpose of education in the process of shedding light on what quality is (Barnett, 1992). In turn, Harvey and Green (1993) pointed out that the concept of quality is related to people, utilising this term with different meanings in different situations. Nowadays there are a variety of stakeholders (represented among others by students, supporting staff, parents, teaching and not-teaching staff, accreditors, governments, public and private funding agencies, investors, etc.) who participate in the context of HE and likely there will not be a common understanding of quality among them due to the differences in their particular viewpoints and interests.

Harvey and Knight (1996) agreed with Barnett in maintaining that “Quality and (HE) purposes are interrelated aspects of the new higher education”. In this position it was important to consider “what it is that is to be assessed” (p. 1). In turn Tam (2001) agreed with Harvey and Knight, and he added that the concept of quality reflected certain expectations of HE, so its criteria, measurement, and standards in terms of assurance would be different according to these diverse notions of quality. Finally, Lindsay (1992) was more direct and indicated that the meaning of quality was so clear “nor its usage consistent.” Indeed, the notion of quality in higher education has no agreed technical meaning and its use usually “involves a heavy contextual overlay of some political or educational position” (p. 2).

Despite the ambiguity of the word ‘quality’, there have been some attempts to ascertain relationships among the wide range of its meaning. In tackling the reality of quality in HE, Harvey and Green (1993) and then Harvey and Night (1996) proposed a classification for understanding the multiple ways of thinking about “quality”, classifying them under five groups: quality as exceptional, quality as consistency, quality as fitness for purpose, quality as value for money, and quality as transformation (see Table 2–2). Their classification system offered certain definitions of what quality should be, orienting its assurance process in terms of the aims and components involved. It is also an attempt to collect the most important perspectives of quality, those that originate in the traditional institutions of Western countries, as well as those that have emerged in the core of the management of services and products. Table 2 provides a summary of the classifications of quality. In the first three cases, the first column represents the names of the paradigms of quality (Q); the second one clusters models of quality which share features under the same umbrella. Finally, the third column offers the definitional main aspects or descriptions of each trend of Q by group.

Most of these concepts described in Table 2–2 have originated in the business world, with a focus on marketplace and production. The language used in academics is an expression of that (e.g., client, customers, stakeholders, efficiency/effectiveness, etc.). In fact, there has been an overlap between education and the market sphere where the latter imposed its rationale without overt opposition in academia, which has gradually assumed the process as a natural continuum. This hegemonic imposition has saturated the common sense in the educational field by language used in disciplines such as economics with a focus in the market logic. It is understandable that students are frequently considered to be a customer or client, education to

be a commodity, and the interactions and the relationships within the academia to be organizations shaped by business management models.

The main assumption of quality in most of these paradigms (see Table 2–2) was to consider quality as a physical reality, an “object” that could be measured through numerical indicators or by comparison against standards which inform institutional outcomes or performance. In other words, quality has been measured through the quantitative paradigm. It has been said that the main theoretical perspective has been a positivist one, assuming “quality” as a reality existing outside the institution, and possible to measure as if it was an object (Crotty, 1998); therefore, the approaches privileged for assessing quality in higher education tend to be characterized by the use of numbers, standards and indicators, performances, incomes, and outcomes. In this respect, one could ask questions, for example: Who decides on quality? Why use a quantitative approach to judge quality? And, For which purpose? Following the information offered by Harvey and his associates, quality is not a neutral concept and is supported by a particular discourse and intention. Table 2–2 outlines the variety of quality frameworks that abound based upon different philosophical ideologies, definitions, and models. Although these are useful at a conceptual level they lack specificity though at the classroom level where teaching and learning are enacted but they do provide a macro overview of the intent and approach that some institutions take in pursuit and measurement of quality. For example, quality can be perceived or conceptualized as exceptionality, or as consistency of process, in terms of fitness for purpose, as value for money, and as transformation. When considering teaching and learning it is almost possible to consider quality teaching and learning and encompassing all of these paradigms and definitions. This may explain the level of complexity in seeking to define quality teaching and learning.



**Table 2-2.**  
**Quality Frameworks– Paradigms, Definitions, Models and Trends**

<b>Paradigms of Quality (Q)</b>	<b>Trends/models</b>	<b>Definitions</b>
<p><b>Q AS EXCEPTIONAL</b> Perceived as something special</p>	Traditional notion of Q	It is related to the “high class”; exclusivity. It is assumed the distinctiveness and inaccessibility for some institutions. In this case, there is no measure of Q.
	Excellence: exceeding high standards	Excellence is interchangeable with Q. So Q is related to high standards. The trick here is the difficulty to attain the level, limited only in a few circumstances. The focus is on input and output. The best student with the best resources will have the best results.
	Checking standards	It is referred to fulfil the minimum standards, passing different checks in the setting of scientific quality control. So, the results are compared with a group of indicators, and if they meet the corresponding threshold they conform to the standards.
<p><b>Q AS PERFECTION OR CONSISTENCY</b> The focus is that the process meets a set of specifications</p>	Zero defect	The idea is the conformity with specification, so the product or process is “judged” by its consistency to a <b>particular</b> specification, and not standard. The zero defects allude to perfection assuming prevention more than control as the philosophy.
	Quality culture	Everybody in the organization is responsible for Q. The underpinning idea is that each team or group of staff forms a chain of internal customers and suppliers and every unit assumes the responsibility to ensure the Q. The focus here is more on process and less on results; a key aspect is the continued allocation of responsibility for assuring Q.
<p><b>Q AS FITNESS FOR PURPOSE</b> The meaning is in relation to the purposes of product or service.  “If something does the job for which it is designed, then it is a quality product or service” (Harvey &amp; Green, 1993, p. 5)</p>	Fitting-the-customer-specification	The foundation of this concept is an identification of the customer’s needs and then the outcomes to conform to such requirements. The process is constantly developing because the purposes change. General products and services are created by marketing as customers need; therefore, the clients rarely define their requirements. The application of this rationale in the sphere of education provokes two questions: 1) Who is the customer, the student or who pays for the service? and, 2) If the client is the student, is he or she in a position to establish the requirement of the service?
	“Who should define quality in education and how it should be assessed?” (p. 6)	
	Mission-based fitness for purpose	Focused on institutions and their missions, Q is related to the way in which it is defined within them and how its objectives are accomplished. Audit and assessment will play a crucial role in external checks as a guarantee of quality assurance.

Customer  
satisfaction

The focus is to inquire about student satisfaction based on quality standards that consider their needs and wants. With this rationality, the process of continuous quality improvement is related to participant feedback and consequent actions.

**Q AS VALUE FOR MONEY**

“Quality is a price you can afford”

Q in education is linked to value for money and under this model the institutions must manage their processes with efficiency and effectiveness, although they do not have the recourse needed to tackle the high Q standards. This market view of Q is linked to accountability and realities such as “performance indicators”, “customer charters” and “league tables” prevail. In this context, competitiveness assumes a great significance.

**Q AS TRANSFORMATION**

Q is “rooted in the notion of ‘qualitative change’. In the extent of any reality experiments, variations are measurable. Transformation occurs not only in the physical world, but also at the level of the cognitive transcendence. This means communities construct symbolic worlds where students (or other actors) are active subjects “not products, customers, services users or client” who is transformed qualitatively in the process (Harvey & Green, 1993, p. 7).

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Source: adapted from Harvey & Williams (2010); Harvey & Green (1993); and Harvey & Night (1996).

## **Dimensions and Processes in Quality Assurance**

The decrease in the credibility of HE by the 1980s due to its expansion has been a phenomenon which has spread across most countries and has propelled the development of quality assurance systems. Higher education institutions must demonstrate and verify good practices in the use of public funding, as well as proper performance in terms of diversification and coverage. According to Varghese and Püttmann (2011) “Diversification is the process that allows the higher education system to become more varied or diverse in its orientation and operations” (p. 8). This is possible through diversification in institutions providing opportunities to reach HE, “diversification in study programs and student bodies, and diversity of ownership and control of provision” (p. 8). In this regard, UNESCO (Division of Higher Education Unit for the World Conference on Higher Education) stated in 1998 what should be considered: a) different kinds of institutions – public, private, non-profit – with a wide variety of offers in professional and training education, as well as flexibility in entries and exits considering the lifelong learning criterion; b) diversification within an institution; and c) the ability to respond to demands for change. Another aspect is coverage, the capacity to offer answers to rapid growth in demand for higher education (UNESCO, 1998). Coverage should consider diversity in gender, culture, ethnicity, physical conditions (disabilities), age, background, etc.

Higher education is no longer an institution managed by a few ‘enlightened’ individuals but must be open to the scrutiny of many new stakeholders who demand accountability and to honour the public trust placed in their institutions. While social participation becomes significant in opinion and demand from and by the public, HE institutions should focus on and find the mechanisms for evaluating their performance in order to face this challenge of public expectations.

Another purpose for evaluating university quality is to provide sources of advice and guidance to ensure continuous improvement in university outputs such as in teaching, research, and community engagement. Indeed, following up after the evaluation plays an important role in the development of a culture of self-assessment, that is, the quality culture (Harvey & Williams, 2010, p. 8).

Lastly, using the current logic where the students and their families are considered consumers and HE is deemed a commodity, quality evaluation works as a correct protection mechanism for those students regarding the ever increasing quantity of new but not necessarily recognized providers in HE, especially private ones, along with the decreasing participation of governments maintaining sufficient funding to universities, the control and regulation of the sector, and the incremental increase of involvement of individuals and their families who finance their study programs. However, as it has been seen so far, there are several other stakeholders participating in many ways in the HE sector, including future HE students and their families; professors and educational counsellors in the secondary education context; employers; policy decision makers; and owners, administrators, and leaders of higher education, among others.

Any systems created for addressing quality assurance should be able to offer germane information, efficiently and unambiguously, enabling these stakeholders to make good decisions, because “Each of these views represents a valid expectation of HE and about its quality” (Tam, 2001, p. 48). The vision and purpose of HE may not always be transparent, and the assumption of what the notion of quality is within this context will imply diverse but consistent methods and approaches for monitoring the quality “at different levels, displaying varied emphases and priorities” (Tam, 2001, p. 49). Tam presented different ways, which are

outlined below, that quality has been addressed by HE institutions. In brief, Tam considers the main characteristics of ‘quality’ and provides some objections for them being applied in the university sector (Tam, 2001):

*Quality control* involves predefined standards against which products or services are compared to test whether they have reached the level of quality expected. The quality assessment is usually given at the end of the process and reviewed by an external agent to the institution. In HE this model fails to the extent that each individual should safeguard quality at all times.

*Quality audit* checks that institutions can count on systems and structures to ensure the provision of programs and the process of teaching and learning. This approach could be assumed as internal, as well external. By documenting evidence, quality audits simply check that an institution does what it says it is doing. As it is a periodic revision to verify if there should be an adjustment to the processes and procedures, it is viewed as shallow and inadequate in the context of HE institutions.

Another approach is the use of *indicator systems* that provide a set of indicators to evaluate the performance of universities. This approach ascertains information related to the performance of the institutions, tracking these regularly, and provides significant feedback. From a quantitative standpoint, the indicators are associated to statements expressed about resources and achievements in strategic areas at institutions. Relating to the concepts of “input” and “output” these systems have been generated to enhance accountability and benchmarking among institutions, but it is difficult to define and delimit those concepts in the segment in terms of direct linkage. For instance, the fact that it is possible to determine a student’s learning

experience as an output, with teaching and curriculum in place of an input. In those cases, is quite difficult to establish how they are directly related in the chain. The attempt to define input and output is even harder considering that HE institutions have more than one output. Finally, to reduce the entire dynamic of universities under a quantitative umbrella denies the value of the very institutions, their culture, and account.

*Quality assessment* evaluates what is being provided by institutions through a set of criteria, and it is conducted both externally and internally. According to Tam, the problem that arises is the lack of agreement in defining the kind of criteria with which to assess the institution. Similarly, the assumption of institutional parameters for quality assessment makes any comparison among diverse institutions impossible because of the lack of common criteria. Regardless of its challenges, this approach allows administrators to address diversity among the different constituents within a HE institution, and among HE institutions, because the corpus of criteria can be addressed in institutional meanings, values, and priorities from a qualitative paradigm.

Finally, Tam (2001) states *quality assurance* to be the most viable and valuable approach “based on the premise that everyone in an organization has a responsibility for maintaining and enhancing the quality of the product or service” (p. 49), as it is a comprehensive view that involved both the diagnosis of the problems and their prevention. It is about assessing, and monitoring quality; therefore, it is a continual process which has generated the idea of a “culture of quality” (p. 49).

Regardless of the approach that institutions adopt for achieving ‘quality’, they face a continually evolving reality in quest of pertinence and more appropriate models for a university

that, in turn, is moving on to face more current societal challenges, definitions, and tensions. This means that university leaders are constantly seeking ways to measure quality which is a moving target in fast-paced societies.

### **The Quality Assurance as an Industrial and Corporate Model**

Within a market-oriented environment, “delighting the customer is the rule for survival in the long run” (Sahney, Banwet, & Karunes, 2004, p. 145). This was the main principle of Total Quality Management (TQM), a system of quality assurance originating in business enterprises and taken by the HE system around the 1980s as a model to manage quality.

Total Quality Management refers to the idea that products, as well as the way in which they are made, should fit certain standards in order to satisfy stakeholders expectations (Lessem, 1991; Lessem & Baruch, 1999). TQM also considers that quality needs to be put through certain mechanism of assurance in order to increase productivity and decrease costs for being competitive within the marketplace. That implies a change in people’s attitudes as it requires the commitment of all the actors involved to be included in the process. Leader practices are vital to the extent that the whole process means a continuous quality improvement, where people have to adapt in a changing environment (Chaffee & Sherr, 1992). In facing the new demands and pressures exerted by stakeholders at the educational system, the HE area has adopted this paradigm for establishing standards in quality and accountability mechanisms.

However, this model of quality assurance has been a controversial issue within HE. Although it is centred in the life and work in organizations, the model has had detractors due to its industrial approach and origin, which has meant that TQM does not have a discourse in ‘educational quality’; it has transferred ideas, purposes, and a discourse from the sphere of

business to education, like student as a customer, for instance, whereby its rationale does not meet the culture of higher education (Harvey & Williams, 1992).

For Sahney, Banwet, and Karunes (2004) the most important elements acting as limits in applying this model is, on one hand, the lack of boundaries to define concepts such as “quality”, “higher education”, and “standards” among others; on the other side, there is a forced intent to identify and quantify certain “common” aspects among HE institutions, which, ultimately do not make the necessary distinctions among different institutions. Its adaptation to the education context from business enterprises and the assumption of concepts as “customer” and “market” considered part of the commercial environment also generates resistance. Furthermore, it is difficult to define who a customer is in the complex HE arena with internal and external processes.

Considering these limitations in the adoption of this model, Barnett (1992) suggested a different alternative. He outlined a developmental quality approach where the “internal members of the organization reviewing what they are about for themselves, with a focus on improving the quality of an institution” (Sahney, Banwet, & Karunes, 2004, p. 148). This alternative shows a possibility of conducting the quality assurance process from a qualitative viewpoint, not just a standardized one. It also sets the basis for more people participating in the decision on what quality is and what kind of quality institutions are needed according to their characteristics.

Barnett (1992) also notes that the motivation of students to get through universities is gravitating towards their lives beyond the conclusion of their studies, that is they are more career oriented than study oriented. Therefore, the transformation that occurs during the period



of training should be taken into consideration in terms of quality. It is not enough just to have the initial resources as inputs, but it is necessary to have definitions for what kind of transformations they want students to experience. This position sets a precedent regarding social responsibility within HE institutions, and to not be neutral institutions, with a role in the long-term learning and expanding of their students. Similarly, Barnett differs in terms of the goals of TQM because quality for him is not only about management, but also about care (Barnett, 1992; Sahney, Banwet, & Karunes, 2004).

### **Avenues to Orient Quality**

National and international stakeholders have demanded quality in HE; hence, initiatives for addressing systems capable of ensuring quality have been established in HE institutions. Likewise, accountability systems are demanding transparency for public, and even private funding and expenditure by means of measurable outcomes. However, there are considerable difficulties in measuring and assuring quality in higher education. As Leiber, Stensaker, and Harvey (2015) stated:

What exactly constitutes the diagnosed incompleteness of our understanding of QA in higher education as a comprehensive, development-oriented and ongoing enterprise? It seems that there are mainly three points in focus here: first, the field of measuring the effects of QA in higher education is still “under-theorised and under-researched” (Newton, 2013, p. 8). This desideratum marks a quite general cognitive need for knowing cause-effect relations and mechanisms to understand what’s going on and how one could probably intervene. To generate such knowledge is also relevant from a higher education policy perspective (see also Beerkens, 2015), since impact evaluation of QA in higher education

institutions checks the value of QA, which is one of the pillars of the EHEA [European Higher Education Area] from the commencement of the Bologna Process. More specifically, impact evaluation is also suggested by the European Standards and Guidelines for Quality Assurance in the EHEA (ENQA, 2015, Standards 1.7, 2.1, 3.4, and 3.6). Second, the spectrum of possible methodologies for impact analysis in higher education has not been exploited so far: previous impact analyses are restricted to ex-post scenarios (Stensaker et al., 2011; Suchanek et al., 2012), which are mainly based on after-procedure judgements that are made by selected informants and participants of the QA procedures. Third, the experience of various stakeholders of higher education institutions, among them students and teachers, is not adequately captured in impact studies carried out so far (Volkwein et al., 2007, p. 253; Westerheijden et al., 2007, pp. 305, 309). (p. 289)

The way in which universities are facing these challenges makes them either stronger or weaker, considering that the entire sector of HE institutions is embedded in a competitive race to attract more students and obtain more financial resources. This point is critical nowadays since, as previously stated, one of the trends in this sphere is the reduction of public funding to universities and the assumption of greater financial burden by students and their families.

Assuming from previous experience that quality is a complex reality for leaders within institutions, quality has been addressed, on whole, through policies and procedures shaped predominantly as guidelines. Chilean researchers, Hawes and Troncoso (2005), indicated that these mechanisms aim to ensure a rigorous quality system in HE institutions, where a set of principles are specified by the respective agents or providers involved in the process. Some of

these principles are, at minimum: *coherence*, as a logical construct in which all the involved components should be associated; *consistence*, as the degree of concordance among the way in which quality is understood and addressed through institutional projects which express mission, vision, values, and goals, etc.; *pertinence*, as the response to the kind of quality that an HE institution needs, according to its main characteristics, context, and aspirations (Hawes & Troncoso, 2005; QQI, 2013).

Many initiatives have gradually developed, with local and regional efforts, geared to the assessment of multi-dimensional and critical spheres of HE institutions, teaching and learning processes, student services, academic programs, management systems, research, and institutions as a holistic structure (Barnett, 1992). This idea introduces the last principle, quality as a *comprehensive system*, that is, encompassing all key provider activities or dimensions at all suitable levels that, on whole, carry out the mission of the HE institution (ENQA, 2009; QQI, 2013). Although not all institutions follow the same structure and criteria, the above dimensions that will be outlined are a selection that represents the most accepted in the sector of higher education.

### **Governance: Policies and procedures for addressing quality assurance.**

Addressing quality, institutions should trust in policies and the respective procedures that together provide guarantees for programs and courses, and which tend to create a culture of quality. That entails the implementation of institutional strategies, through public information, reinforcing the idea that each employee at the institution has a responsibility to maintain the quality within his or her activities, not left only to the people who are formally in charge – leaders. These policies and procedures provide a framework in which processes have to be conducted, outlining at least the definition in terms of areas to be assessed; the decision about

concepts, model(s) and procedures; the kind of organization as well as the profile of people who carry the majority of responsibility; the role of the students; and the ways to implement, monitor, and revise the policy (QQI, 2013; ENQA, 2009). Another important factor is that policies and procedures have to continually evolve to address internal and external changes and demands.

### **The provision of programs and awards.**

The approval, monitoring, and periodic review of the provision of programs and awards should be a permanent dimension of quality assurance. The main goals of quality here are related to the design, pertinence, and currency of programs. An important reference is the curriculum because it is the starting point for making explicit aspects such as decisions on means of delivery, student learning and the resources to reach them, the monitoring of their progress; furthermore, it involves institutional definitions such as feedback, including who should receive information, and the circulation channels for that to occur; and the periodic revision of the programs, mandating panels of experts who are qualified to evaluate programs in terms of their currency and relevance (CNA-Chile, 2013; ENQA, 2009; QQI, 2013). All the systems “should support public confidence (assuming this is deserved) in the provider (institution) and its capacity to provide programs to agreed standards” (QQI, 2013, p. 13).

### **Student experiences and support.**

#### ***Assessment.***

The assessment of students can take two avenues. First, their progress in terms of their attainment of a body of professional knowledge required for their career should be considered; secondly, valuable information on student academic behaviour should be offered to the

institution for monitoring the effectiveness of the teaching and learning supports, as well as the institutional supports, through criteria such as student retention with good standing in programs; those who fail and must repeat courses; and those who leave programs altogether or do not complete, among others. This last point is highly important in the context of quality assurance for accreditation and related to accountability particularly when institutions must respond for public funding (CNA-Chile, 2013; ENQA, 2009; QQI, 2013).

***Learning resources and support.***

This point emphasizes the importance of ensuring that all the resources needed to help students learn are available in a timely manner, along with the whole study process, and that it is delivered in a proper and adequate mode.

Learning resources and supports are important criteria, from the learner's perspective; for example, these resources and supports should include the consideration of setting flexible and distributed learning to face the diversity of students and the so called "new technologies" for supporting the learning environment; space, equipment and facilities; and diversity and richness in institutional environments. It also includes programmatic considerations such as human supports that include: staff and teachers; student services – academic as well as non-academic – that include a broad range of physical and virtual means or mechanisms e.g., from libraries to computing. As final criteria, students should have the option of representation and voice in decision making inside the university and through certain mechanisms that can address matters that concern the student body. In addition, this area should integrate a continual system for evaluating the currency and relevance of these services where students should have a main role (CNA-Chile, 2013; ENQA, 2009; QQI, 2013).

## **Faculty members.**

Considering that teachers are the most important resource for student achievement, this principle indicates that institutions have to count on competent teaching staff in terms of their body of specific knowledge and their understanding about teaching, for which they have to have skills and experience to effectively carry out the teaching process. Furthermore, they must be willing to be subject to external and internal evaluations that aim to enhance the whole processes of teaching and learning. In this manner the excellence and suitability of academics can be assured.

In quality academics, institutions must have policies and mechanisms in place for the recruitment of suitable and expert academics; a continual and varied form of performance evaluation; and provide many opportunities for developing, upgrading, and enhancing their skills and knowledge (CNA-Chile, 2013; ENQA, 2009; QQI, 2013).

## **Research.**

Understood as the body of activities that search for new knowledge that affects the disciplines, research results are expressed through publications or patents. Through a set of policies and mechanisms, institutions should ensure the systematic development of research activities, characterized by its thoroughness; its contribution to diverse areas of research activities; and their compliance with quality criteria accepted by the scientific, technological, and disciplinary communities at both national and international levels. Moreover, to accomplish quality parameters, institutions must ensure the availability of resources for the development of systematic research activities, the participation in open and competitive grants at national and international level, the publication of research results through various means oriented to

research that meet common parameters in this area. The last two criteria are the linking of research to undergraduate and graduate teaching through relevant mechanisms, such as programmatic review and redevelopment, and documenting the impact and contribution of research at national and international level (CNA-Chile, 2013).

### **Information systems.**

Information – not only data – is the most important starting point for making decisions at the administrative levels of organizations. In the context of HE institutions, this dimension refers to the institutional demand (both internal and external) for implementing a formal and official mechanism “to collect, analyze and use relevant information for the effective management of their programs of study and other activities” (ENQA, 2009, p. 18), which are key aspects for quality assurance in that information is required to inform the quality assurance processes and the decisions that are made within the quality assurance process.

The criteria to assess information system dimensions for quality purposes involve student information systems; management information systems oriented to deal with relevant and extensive quantities of personal and institutional information which implies systems to protect privacy and confidentiality; information for research purposes; and information on access (CNA-Chile, 2013; ENQA, 2009; QQI, 2013).

### **Public information.**

In brief, this is about the regular, impartial, and objective way in which institutions should publish relevant information to accomplish a public role in societies. Among others, information on programs and intended outcomes; learning, teaching and assessment procedures; current opportunities for learners; and the employers’ vision about the quality of graduates and

their employment destination, should be accurately published and readily accessible (CNA-Chile, 2013; ENQA, 2009; QQI, 2013).

### **The Bologna Process**

The Bologna Process is one of the most important coordinated initiatives at the international level for establishing an HE system that addresses the social demands in terms of: increasing graduates' employability; offering more opportunities to study; quality and accountability matters; the changes, challenges, and uncertain reality, represented by the market rationale as the main propelling drivers in society. It is important to note that the Bologna Accord does not overtly provide a clear definition of quality teaching and learning. Rather, they include the European Qualifications Framework (EQF) that encompasses guidelines related to the standardization of qualifications, including the length of degrees, and information related to units of study and timeframes, and the comparability of programs of study which ultimately would guide the exchange of students and faculty across national boundaries. The EQF also outlines the recognition of degrees and validation of non-formal and informal learning through recognition of prior learning outlines. In defining quality teaching and learning the Bologna Accord relies that universities define for themselves what is quality teaching and learning and then use their own definitions and criteria that as a self-assessment tool. For the purposes of this study though, the scholarly literature about good teaching and learning emerging from the research of Ramsden and his associates (Ramsden, 2003; Ramsden, & Martin, 1996; Ramsden, Prosser, Trigwell, & Martin, 2007), Chickering and Gamson (Chickering, 2006; Chickering & Gamson, 1999), and Prosser and Trigwell (Prosser, Ramsden, Trigwell, & Martin, 2003; Trigwell, 2010; Trigwell & Prosser, 2003) was used to illustrate the various principles and dimensions that have been associated with effective teaching that supports optimal student



outcomes. For more information about these principles of effective teaching please refer to *Quality in Teaching and Learning* (p. 79).

The Bologna Process followed the creation of the European Union (EU) in the 1990s with its first antecedent in the 1960s. The Bologna Process explored the integration of the European countries to create an economic agreement framework, evolving to an organization with cooperation in fields as different as politics, social and economic development, and the environment. As Biggs and Tang (2010) stated that during the 20<sup>th</sup> century the European HE area presented a broad range of diversity in terms of educational standards, protocols, and degree structures among others, as well as considerable academic freedom. This miscellaneous reality and the EU as a reference, triggered the construction of the European Higher Education Area (EHEA) through the Bologna Process, an ‘Accord’ that today groups 47 European countries to make possible the establishment of an HE area that responds to the “international cooperation and academic exchange that is attractive to European students and staff, as well as to students and staff from other parts of the world” (Bologna Process website: <http://www.ond.vlaanderen.be/hogeronderwijs/bologna/about/>).

The main goals of the Bologna Process were included to:

- Facilitate the mobility of students, graduates and higher education faculty members.
- Prepare students for their future careers and for life as active citizens in democratic societies, and support their personal development.
- Offer broad access to high-quality higher education, based on democratic principles and academic freedom.

Due to this context, the national qualification frameworks assume considerable importance, particularly in the case of European countries, for ensuring the recognition and validation of any study program within EU countries through compatibility across different national systems. In fact, these qualification frameworks define the outcomes for bachelor, master, and doctorate levels in all member countries in order to ensure equivalence and make possible comparisons among them. The mechanism used to accomplish this goal, similar to the idea of only one currency in the EU, was the creation of an exchange currency – ‘the credit’, based on a set of hours that a student works to reach his or her academic outcomes. This was the way to achieve agreement in addressing the rigorous demands of quality across the nations in the European Union. The process has expedited academic mobility – for faculty members and students – and has made it possible to tackle international competitiveness in the HE sector (Biggs & Tang, 2010; Bologna Process, 2010).

### **Bologna Tuning: Methodology to Implement the Bologna Accord.**

The Tuning Project is one of the initiatives conceived as a means to make the Bologna Process effective. This project was undertaken in 1989 by 47 countries in Europe. The Chilean research team of Beneitone, Esquetini, González, Marty, and Wagenaar (2007) reported that this project had a significant impact on the sphere of HE in Europe and in Latin America as a methodology for identifying the knowledge, skills, and abilities prioritized by labour market agents in order to ensure that new professionals were appropriately equipped to face the competitive and uncertain context of employment within the EU. It is the first time in which the stakeholders who represented the labour market ambit had a direct influence in the creation of HE programs and curricula, and in the trend to reduce the duration of programs, i.e., consistent

time lengths expected for bachelors, masters, and doctoral programs regardless of country, as per one of the agreements in this Bologna Process.

## **Teaching and Learning**

### **A Little Journey**

In 1854, Cardinal Newman stated in his book “The Idea of the University” that the real aim of the university is the teaching of universal knowledge, wherein the attendance of the students would be vital (Ramsden & Martin, 1996). If one assumes the veracity of this statement, he or she will be forced to accept that from this perspective, teaching as an academic activity acquires pivotal importance. However, the development of knowledge in HE has taken priority in the 20<sup>th</sup> century, and although teaching and researching are vital parts of academic life in the modern university, teaching has lost importance, weight, and attention.

The academic productivity requirements have gradually emphasized research outcomes in order to evaluate the teachers’ qualifications as an academic; therefore, faculty members have prioritized research in order to attain tenure or seek academic career progression. In turn, the evaluation systems for ranking universities have adopted the same parameters – the prioritising of research, nationally as well as internationally. Even though academics may receive a poor evaluation in their teaching, provided they are effective in research production they remain unaffected by these poor teaching evaluations.

Certainly, teaching as a component of the academic context becomes the most damaged area because it is viewed as not interesting from the point of view of the academic rewards system and, consequently, is frequently avoided and/or disregarded (Chalmers, 2011; Ramsden & Martin, 1996). Therefore, to work in teaching would mean less consideration for promotions,

grants, and salary increases; and finally, contrastingly being part of the ambit of research is valued as superior to that of teaching because it is considered the real ambit of the advancement of knowledge (Ramsden & Martin, 1996); therefore, research is more prestigious than teaching.

With these perceptions, which become very real in terms of career progression policies with indicators strongly centred in research productivity, who wants to teach considering these conditions? Who wants to invest enough time and energy to ensure the quality of teaching, knowing that it is not supported, acknowledged, or valued from the point of view of academic leadership?

Naturally, the reality that research is being prioritized over teaching has had a consequence related to the quality of teaching, because teachers are not properly prepared for teaching activities, and tend to reproduce those traditional models they encounter as learners (Scott & Scott, 2010); that is, centred in teacher-based activities, learning based on memory, didactic knowledge transmission and repetition, not having consideration for their students' experiences nor creating meaning, and strongly underpinned by quantitative outcomes and assessments. As Biggs and Tang (2011) state, this view of HE teaching and learning has been so widely accepted that it is instilled as the model *par excellence*.

Trigwell (2010) points out that there is a close relationship between teaching and learning. In fact, the teaching approach would reflect the learning approach adopted by students. Hence, when the teaching approach is focused on knowledge transmission and memorization learning, that is, traditional or didactic teaching, the students tend to adopt surface learning approaches which translates to the learning of facts, rather than delving into the material to gain a deeper understanding of the concepts and processes. In contrasting, when the teaching

approach is centred on student activities that facilitate their participation in active discussion and the conceptual challenge of problems, and the teacher provokes debate and enhances the students' ideas and construction of knowledge, the learning approach is deeper and more sophisticated.

Obviously, the student approach does not depend entirely on the teacher approach. Learners also have a way of dealing with teaching and learning experiences, as demonstrated in Marton and Saljo's (2011) study about deep and surface learning. Thus, there are students who have skills or have developed the ability to learn in-depth material, that is, with understanding gained from reaching toward the whole and not in parts, attributing their own meanings, and involving their experience. On the other hand, there are those who superficially address the learning process, focused on more anecdotal facts and partial data, and engage in predominantly rote exercises, and for whom the task of understanding is less important.

However, the teaching approach used by teachers is what can provide the conditions that are required to bridge the gap between students who learn deeply and those who do so superficially. In this sense, Biggs and Tang (2011) agree with Trigwell (2010) arguing that high level activities proposed by academics can help students to achieve the intended outcomes and even encourage an in-depth learning approach. Following this thread, according to the student experiences, these higher-level approaches directly affect the way in which they perceive the quality of teaching, the clarity of the learning goals, the workload, and the objective of the assessment, along with their performance (Prosser, Ramsden, Trigwell, & Martin, 2003).

Consequently, it could be said that there is a close relationship between good learning and good teaching. Ramsden (2003) states that in this respect good teaching is connected to

good learning through the students' experiences. What is important here is the fact that the quality of student learning is strongly influenced by the context in which they learn. As Ramsden points out, deep or surface learning will largely depend on the approach of teaching and, if it is considered that students adapt to the demands of the instructors in terms of what students perceive are their instructors' requirements, instructors share a great part of the responsibilities in student learning experiences and achievement of learning outcomes. Hence, the current trends in the literature tend to underline the urgency for enhancing teaching in higher education and, consequently, fostering better student learning experiences and performances.

So far, there is an assumption that good learning is in-depth learning, and consequently good teaching should foster this kind of learning. But, what elements are used to that assume that reality? It is known that surface learning does not have direction, long-term utility, and is disconnected from the real world (Whitehead, cited by Ramsden, 2003). These surface learning characteristics make for isolated information, accumulated without organization nor with criteria; and its distance from the experiences of the learners also makes it unfeasible for solving problems in factual or academic settings. As Ramsden (2003) points out, once it is replicated, it is forgotten and never constitutes a part of the background with which students understand and "interpret the universe" (p. 60). In contrast, he adds that in-depth learning approaches are related to superior skills, such as understanding, which encompass other skills like establishing connections among the elements of the learning task, considering the learning issues as a whole, looking for meaning, building a bridge between prior and new knowledge, extrapolating principles to other real experiences, analysing and integrating from an active engagement and developing a critical view. These are the reasons, among others, to consider deep learning

approaches as the approach *par excellence*; and good teaching is the approach that fosters deep learning to improve the quality of higher education (Ramsden, 2003).

Biggs and Tang (2011) further maintain that “effective teaching requires that we eliminate those aspects of our teaching that encourage surface approaches to learning; and that we set the stage properly so that students will more readily use deep approaches to learning.” (p. 35). Thus, according to Ramsden and Martin (1996), due to governments, students, and employers’ critical view of the quality of HE instruction, several Western countries such as the USA, the UK, and Australia have modified their policies to enhance the quality of the teaching and learning, allocating special resources related to this institutional performance aspect. Chalmers (2011), in turn, points out that the first impulse to pursue good teaching began in the USA in the 1990s, triggered by Boyer’s (1990) *Scholarship reconsidered*. After that, the initiative spread to Europe and Australia, and by the end of the 20<sup>th</sup> century, it constituted a movement in these Western nations and throughout the world.

In addition, bearing in mind a global context of liberalization of the market, that is the formulation of a highly competitive HE marketplace whereby education has become goods, HE institutions have adopted a similar rationale pushing all the agents participating – faculty, staff, students – to establish an organization as if it was a productive business, having managerialism as the model of the organization. Furthermore, since the budget does not receive enough public support, institutions are competing for students who now assume an important part – if not the whole – of the financial load through tuition expenses. This scene puts pressure on HE institutions to offer high quality programs and support for students with features such as student services and policies concerning the teaching and learning area. In terms of the students, to the

extent they are aware that they are paying for their education, they too are demanding programs and institutions that meet high quality standards (Biggs & Tang, 2011).

### **Quality in Teaching and Learning**

As a starting point of exploring and examining quality in teaching and learning (T&L), it seems essential to inquire about what is good T&L, considering the numerous assumptions and different approaches that abound in universities. In fact, while there are underpinning assumptions about what is good teaching and learning, it remains difficult to arrive at a consistent and coherent T&L 'quality' vision. The discussion of the literature offered in this section is designed to establish from the literature a set of principles that, if applied, should promote the quality and effectiveness of T&L (Martens & Prosser, 1998). These principles and suggestions, in turn, should consider the current challenging features which are facing HE institutions, which include the diversity present among institutions, among faculties or departments inside of each institution, and even cover the diversity in terms of the students' backgrounds (Biggs & Tang, 2011), that is, it should be situated relevant to the academic culture.

The germane question now is what constitutes good learning and consequently, what is the good teaching that can interlace it as to establish a set of criteria or principles through which we can reach a T&L quality referential frame. According to several authors, eliciting the meaning and the concepts of good learning and teaching is a vital starting point for creating systems for quality assurance in HE institutions (Martens & Prosser, 1998; Ramsden, 1987).



### **The learning context – The students.**

According to many researchers it is possible to verify high quality learning when the student learning process is shown to be deeper, stable, and significant, and when the students determine their own meanings and establish relationships amongst the content they are learning, that is, when they are involved in constructing their learning from their own experiences and developing critical views (Trigwell & Prosser, 1991, 2003; Trigwell & Shale, 2004). For this to happen, it is necessary to ensure the participation of students as active subjects within the learning process because the approach they assume is important to their performance and also in obtaining high quality outcomes (Martens & Prosser, 1998; Prosser, 1993; Trigwell & Prosser, 1991).

### **Principles or Criteria of Good Learning**

Ramsden (2003) stated that any learning experience implied a change. That is, a new meaning appears in the context of a relationship between a subject and a phenomenon, where the subject re conceptualizes the surrounding world, although at the beginning the new concept could be feeble and unstable.

One of the important things to take into consideration for improving the quality of learning in HE, is to know how students learn and what aspects are involved in the whole process. Currently, it is known that the learning process occurs in a social context where a filigree of intersecting meanings involving genetic heritage, biological predispositions, social interaction, cultural and economic conditions, and even spiritual inclinations, among others, play an important role in how knowledge and understanding are produced (Arends, 2015; Ramsden, 2003). In this regard, the contribution of psychology has been crucial since it offers dynamic insight into the extent that the discipline has evolved at the same time. Its view moves

beyond the classical consideration of the person as a *tabulam rasam* (blank slate) ready to be filled with information through memorization, and it conceives the idea of the “black box” due to the difficulty in accessing the human mind and explaining its processes. In fact, behaviourism or behavioural psychology, developed at the end of the 18<sup>th</sup> century, owes its name to what was conceived as possible to study in people, that is, their conduct or behaviour. Based on the scientific paradigm, this psychological approach developed the method of conditioning that explained the process of learning as behaviour modification, by repeating certain desirable behaviours and rewarding these behaviours once they meet a standard defined in advance – that is, stimulus and response. Studies such as those of Pavlov, Watson, and Skinner were classics in this respect. Over the last few decades there has been important progress regarding the study of understanding and knowledge, reachable through a complex internal world of meaning. The basic behavioural observation is no longer the criteria used to verify changes in people attributable to learning processes (Woolfolk, Winne, & Perry, 2015).

The first argument against the behavioural conditioning approach to explain learning indicates that people learn through observation of others’ performances, that is, people learn by observation, imitation, and modelling (Bandura, 1977, 1986) rather than purely through responding to stimuli. Secondly, the new learning does not have to occur simultaneously with the moment of learning, as it can be verified at a later time. Thus, a person does not need any kind of conditioning to attain new learning (Schunk, 2012); in other words, the learning process is not necessarily produced under conditioning. These studies opened a new perspective to tackling the occurrence of learning known as the social cognitive theory, developed by Albert Bandura (1977, 1986, 1993, 1997, 2001) from the 1960s onward, and with an important influence on different points of view to explain how people learn.

Some implications of the social cognitive theory for T&L are:

- *The teaching and learning concept* considers that the student's prior knowledge is basic in the production and consolidation of new knowledge; students mobilize cognitive and metacognitive strategies and organize the knowledge in the context of complete and complex tasks. The role of teaching is the creation of an appropriate setting for fostering these elements, so that learning is occurring gradually through activities focused on the students' work.
- *The role of the teacher* is to intervene frequently, provoking, engaging, and enhancing student interest to keep them involved in the process. He/she is a mediator between knowledge and student to establish a pedagogical strategy involving students in the decisions about outcomes and the ways to reach them. In turn, the student is active in the construction of his/her knowledge and motivated due to his/her awareness of the sense and the value of the task, but particularly because he/she has the control to lead the process, becoming an agent able to reach the intended goals (Schunk, 2012).

### **The construction of the learning.**

In turn, the *constructivist* approach states that learning is an active and constructive process produced by the learner. It is about dealing with information, where the learners establish a bridge between the prior knowledge and the new knowledge, making associations through skills and strategies to select the most significant, and reject the less important within a process that does not automatically occur.

From these ideas it can be argued that the learning approach assumes the principles of cognitive psychologists regarding learning as an active process of knowledge construction,

where the learner, based on the information that enters his/her cognitive system, contrasts it with what they already know, running an internal bargaining process modifying the student's cognitive structures.

According to Tardif (1993), this principle outlined by Ausubel in the 1960s is based on long-term memory which allows students to contrast the new information, address cognitive conflicts among the concepts, ideas, and even paradigms implied, make sense and find meanings, and integrate these meanings. Therefore, the organization of information is a vital activity. In fact, this approach points out that due to the students' hierarchy and organization of the information in their memory, these can gradually be built upon and be available to them as knowledge, that is, with meaning and sense. This sense-making is the main difference between information and knowledge.

The constructivist approach underlines that learning is not only about theoretical knowledge, but also cognitive and metacognitive strategies, that is, how the information is processed to become knowledge and how students manage information to control, evaluate, and deal with it to accomplish the whole task. Finally, this approach states that learning is related not only to declarative or theoretical knowledge, that is, facts, rules, laws and principles, but also includes procedural and conditional knowledge. In other words, the learning process implies both static and dynamic knowledge because students must mobilize a relevant body of knowledge, strategies, skills, and even emotions for addressing complete, complex, meaningful, and in-context learning situations in order to achieve the learning goals.

Constructivists suggest that the learner also makes a collective negotiation of meaning through engagement with their peers and an environment, which highlights the importance of a

social milieu and communities where the learning process occurs. This approach is widely accepted nowadays, and has largely influenced educational practices, which is manifested especially in the activity called “collaborative learning” (Tardif, 1993, pp. 27-56).

### **The current learning vision.**

According to the Biology and Neuroscience fields, there is currently a new and remarkable perspective which has developed over the last two decades in the understanding of how human beings learn and unlearn, an issue quite relevant today for improving learning in the context of higher education.

As previously stated, in the context of the relationship between the subject and the phenomenon, the learning is understood to be a change that occurs when the subject makes new meaning from a learning experience (Ramsden, 2003). In this process, the social cognitive approach has recognized (observation and practice), along with short-term and long-term memory (memorization), the key role of attention in terms of extent, strength, and direction (Entwistle, 2010). Learning in this sense is about comprehension, a new meaning or an accommodation of a prior one; it endures through time and this characteristic is not only about the quality of learning, but whether or not the learning occurred. Learning is always experienced by the learner, so all the conditions surrounding the subject and features of the subject acquire relevance in his or her process (Schunk, 2012).

Learning produces change in the learner’s neo-cortex, the newest part of the brain in human beings. To understand a new concept or to learn a new skill, such a recipe, and so on, the introduction of information, in the form of images, audio, video, and even experimentation etc. stimulates the creation of a neural network, that is, connections among different neurons that

then form a new group. Insofar as the stimulus is repeated, the new network becomes a stronger and steady shape due to the connections, called synapses, and the neurons involved are electrically insulated at the level of the synapses through a process called myelination, making the neural network more effective and accurate in its work. When the learning occurs, the emotions, localized in the limbic system are activated, producing chemicals that spread throughout the brain generating a sensation of well-being, which, in turn creates psychological and physical dependence (Dispenza, 2013; Entwistle, 2010). However, current neuroscience states that this chemical dependence is created, regardless of whether the sensation is connected to well-being or discomfort. In other words, as if it was a drug, the chemicals produce an addiction and the neural networks, once established, will repeat the performance to reproduce the spreading of the same chemicals to satisfying the resultant addiction (Dispenza, 2013). This would explain the fact that not everything we learn boosts the learning process, and furthermore, it could help to unlearn misunderstood concepts or bad habits, by means of creating new neural connections – neural networks – for instance, along with the lessening of the one previously created. Dispenza maintains that this open possibility is based on one of the main features of the brain; its plasticity, even in adults; and obviously in a permanent work by the subject for changing undesirable neural structures sustained and enforced over time. Accordingly, learning through cognition is now understood in terms of the physical structures and neuro-chemical interactions.

### **The Social Component of Learning**

Even though learning occurs in the brain, it cannot be explained solely through neurobiological or chemical approaches. In fact, the social context is a critical component in its production. One of the main contributors to conceive the social ambit in learning is Bandura

(cited in Schunk, 2012). From the social cognitive approach, he states that learning occurs within the environment and stresses the importance of three components for the occurrence of learning: the interaction among individuals, the environment, and the particular characteristics of the learner, which shapes a triadic reciprocity (Bandura, 1987, 2001). In other words, these factors are in constant interaction and through a principle called self-efficacy; the subject is in permanent adjustment to properly accomplish the performance with contextual demands. Considering these social or environmental conditions, aspects, such as the role of the group, timely feedback, explicit statements of the goals, assessment, and supports for improving the sense of “self-efficacy” in the students through proper instructional designs, are of critical importance in teaching for enhanced learning.

### **Principles or Criteria About Good Teaching in Higher Education**

In an attempt to understand what can enhance the quality of learning – specialist knowledge and/or general competences – we must determine what constitutes good teaching as this is a reciprocal process; that is, teachers must design the learning experience, select the content and determine the outcomes they expect from students and how they are to get there and then students engage in the learning experiences. This section explores aspects of teaching that have been identified as effective.

“High quality teaching is fundamentally about affording high quality student learning” (Martens & Prosser, 1998, p. 29). For Biggs and Tang (2011), effective teaching to enhance the quality of the learning in HE is about promoting the engagement of the student in pertinent tasks to accomplish the whole work: that is, keep students continually motivated; establish a climate that creates suitable interaction among the subjects involved; and lastly, to reflect on the practices under teaching and learning theories to face the changing conditions of the education

context (p. 34). From these concepts and visions, teaching quality assurance is about how the conditions for student learning and improvement is created (Prosser, 1993; Trigwell & Prosser, 1991).

Chickering and Gamson (1987) recognized the importance of students and faculty members as vital components in the creation of a culture of improvement in T&L so as to identify the basis for any quality assurance system. They proposed a set of seven principles, or good teaching practices systematized and supported from research on T&L in colleges and universities, in order to promote and enhance high quality learning (pp. 3-5):

1. *To encourage contact between student and faculty:* For Chickering and Gamson, this was a key principle, because contact between student and faculty stimulates the students' motivation and engagement. With the faculty member's help and support, students can overcome their difficulties and maintain their study efforts; they can even learn to work self-sufficiently.
2. *To encourage cooperation among students:* The starting point for this principle is that learning is collaborative and social. When faculty boost this condition in a learning context, they provoke discussion, contrast the meaning underpinning ideas and concepts, enhance agreements, and help the students to engage and learn deeply. In addition, social skills can also be developed through the opportunity of interaction with various agents in the learning process.
3. *To encourage active learning:* In contrast to the traditional approach, where the main agent in the teaching-learning situation is the teacher, this principle states that the student is the main person responsible for his/her learning. In effect, the faculty member allows students to actively interact with content, resources, and peers; and the member



promotes their engagement in activities and participation with their own experiences, ideas, and explanations; therefore, faculty are helping students to effectively learn.

4. *To give prompt feedback* one could evoke two ideas under this principle: to have multiple chances to refine performance and make mistakes as an opportunity to learn. In effect, this principle allows students to show their progress, to reveal their misunderstandings, to receive timely feedback with the intention of correcting their misunderstandings, to be aware, to ameliorate in the process, and it is also an opportunity for students to reflect and self-assess.
5. *To emphasize time on-task*, students have a life, family and friends, but more importantly, they have to sleep. This principle offers students enough time to complete learning tasks; “Allocating realistic amounts of time means effective learning for students and effective teaching for faculty” (Chickering & Gamson, 1987, p. 3). It is about creating a balanced use of the time for students, faculty, and even staff; but this principle enhances, as a permanent skill, students who are learning how to manage time.
6. *To communicate high expectations* two aspects are involved in this principle: the importance of good communication between teachers and students; and, as the authors point out, involving the “self-fulfilling prophecy” of having the best expectations of students, even those with poor academic background, in order for them to rise to meet positive expectations. This is a key principle nowadays, considering the diversity of the backgrounds of the students who are now accessing higher education. What is probably an important issue here is the instructors’ trust in students, too, which implies the emotional aspects involved in the learning process.
7. *To respect diverse talents and ways of learning* is about guaranteeing all the possible conditions and opportunities in the teaching and learning setting, to allow students to

learn according to their characteristics, talents, styles and their own ways, avoiding restrictions that could limit their potential to learn. This principle also involves finding out how to encourage students to experiment with other different ways that will aid them in improving their learning capacity.

Similarly, though years later and following even more research, Ramsden (2003) proposed six principles, similar to Chickering and Gamson's principles but more detailed and expanded. First, when teachers make the content interesting for students, students engage in the process and focus on the subject; even if the task is hard, they enjoy working on it. Through this principle, teachers can help their students to find meaning in the learning process, thereby making it very attractive and motivating. Ramsden also pointed out the importance of having a high regard for the students, emphasizing that it is mandatory for good learning. Teachers should exhibit benevolence, humility, generosity, and compassion towards their students. In the third principle, close to Chickering and Gamson's fourth principle, Ramsden referred to assessment and feedback – a key bridge between teachers and students – to be present as an indicator of the teachers' evaluations of students' performance and informing students of key aspects where they need to develop their understanding and refine performance – an essential feature recognized as a part of good teaching. In fact, through this principle, students are aware of their actual and current progress and they are in contact with their teachers who can and should provide useful and informative guidance to students.

Ramsden's fourth principle is founded on clear goals and intellectual challenge. The connection of these principles to prior work is interesting. In fact, any learning progression is related to goals, objectives, or outcomes. When students are assessed, they are more conscious of the stage they are in, knowing what the goals are, and even a certain starting point, and they

have more control of the learning situation. Of course, this last idea implies that teachers, as well students, assume equal responsibility in the learning process. Meanwhile, if students know what the expectations are for their performance and if those are high, they will most likely rise to meet these expectations, which is similar to Chickering and Gamson's notions of the "self-fulfilling prophecy".

Ramsden (2003) stated the fifth principle was a balance among independence, control, and engagement; as a consequence, it fosters "self-sufficiency" in the learner (p. 97). Moreover, it is about enhancing a student's capacity for inquiry, promoting their exploration of different ways and/or approaches to learn. This principle requires the active participation of students, guided through teacher-designed activities that allow them to solve problems and work in cooperation with others.

Last, the sixth principle referred to the actual teaching process and the necessity for instructors to constantly learn about ways to improve their instructional capacity. As authors have stated, being a good researcher is not automatically synonymous with being a good teacher (Prosser, 2010). To know a specific field of knowledge does not guarantee you know how to teach it or how to design constructive and interesting learning experiences for students. Knowledge of a specific discipline is not enough to practice the pedagogy of the discipline. When teachers consistently evaluate their own teaching practices, reflect on the effectiveness of these strategies, interact with students, manage students' outcomes, interact with curriculum, and create a rich academic environment that fosters their students' learning, they are engaging in good teaching. They are in the path of high-quality teaching, provoking high quality learning. Considering these principles, it can be seen that good teaching is absolutely linked to good

learning. Moreover, the processes cannot be considered separately. The learning experience is affected by the way in which the teaching is addressed.

These guiding principles outlined by Bandura's social cognitive theory, the learning environment work and good teaching principles of Ramsden, Trigwell and Prosser, and Chickering and Gamson enable scholars of teaching and learning to identify teaching approaches and behaviours that promote deeper learning in students. In this study, these principles of good teaching served as the framework to understand and interpret quality teaching and learning given that the Bologna Accord, which is the prevailing quality framework used in Chile, does not get into any specific detail regarding what teachers or learners should do in classrooms. Therefore, this section on teaching and learning served as the lodestone to compare students' and academics' perceptions and reports about learning and teaching, respectively. The next section explores the leadership that is needed to promote and reinforce good teaching within universities.

### **Leadership**

Teaching and learning in HE is a complex matter, with internal and external stakeholders localized in different perspectives and with diverse interests (Scott & Scott, 2012). A question that arises is how can leaders address the changes that the institutions need in order to create new knowledge and effectively tackle the challenges. Scott and Scott pointed out that in the framework of the educational equation constituted by teachers and students, the HE leader appears to be assuming roles related "to monitor[ing] the effectiveness of teaching and promot[ing] professional development that can enhance teaching and learning" (p. 413).

Likewise, as Marshall et al. (2011) argued, along with recognising the strategic role of the leader in the teaching and learning context, it is also necessary to explore conceptualizations and distinctions between leader and leadership and find out what kind of leadership approach is required by institutions regarding the context in which these are located and their main characteristics.

According to the Marshall et al. (2011) literature review and synthesis, to lead teaching and learning is to promote cultures of good teaching and learning, assigning value and rewards to good performance of academics thereby developing an interest in teaching and learning. Teaching and learning practices should also be increased, allowing for the expansion and development of experience for teachers. In addition, a commitment of the academic community as a whole when it comes to developing and maintaining a collaborative and collegiate culture is a third leadership strategy.

To lead is to establish a path from a vision to communicating and then co-creating this vision with the followers and motivate them toward the goal, enhancing and trusting them. To lead is to have integral and holistic vision, which allows for a change of strategy and approach to the environment. It is a combination of having the right qualities and an understanding that different approaches are needed in different situations to foster change, learning, and development in an organization (Bolman & Deal, 2008; Kouzes & Posner, 2003; Prewitt, 2003).

Leadership is pivotal to ensuring changes in the teaching and learning ambit and, due to the nature of these organizations and the features of stakeholders participating in the process, its approach should consider the adoption of styles in concordance to the context; that is, fostering participation and equity within democratic principles (McRoy & Gibbs, 2009).

Leadership is necessary for carrying out initiatives that promote change, achieve the institutional goals, and to promote institutional transformation in the process of learning (Prewitt, 2003). This change in the agenda also will have to consider what sense the leadership is involved in as far as quality assurance systems, and in the development of a culture of ‘quality’ at the organizational level. However, the HE scene is complex, and choices and decisions in the process of change as stated by McRoy and Gibbs (2009) could create “conflict in the individual values and beliefs” (p. 692). In this context, what are the features that HE institutional leaders should exhibit considering that there are many represented overlapping layers, at least in terms of teaching and learning, research, student services, outreach, and market interrelations issues? Are HE institutions akin to other kinds of institutions, like productive enterprises, for instance, or for promoting this style of change leadership in order to address the changes and challenges in their arenas?

Accomplishing the implementation of the changes depends largely on the way in which the strategies are conceptualized, planned, and delivered, and consider the internal and external uncertainty in this “fast-changing environment” a good option. Leaders need to promote informal contacts and exchange and to use persuasion and negotiation to make progress. These ideas are posited by Bolman and Deal (2008) for explaining the concept of “lateral coordination” where they suggested “People’s behavior is often remarkably untouched by commands, rules, and systems” (p. 56), and in the context of high vulnerability in HE institutions this is an important consideration due to the pressure for making changes.

In effect, the contexts in which leadership occurs make a difference and at educational institutions, mainly universities, there is a strong collegiate culture centred in scholarly disciplines and the respective departments, which have held the authority in curricular and

pedagogical decisions (McRoy & Gibbs, 2009). This condition and the autonomy that they exhibit in carrying out their labour have made them sensitive to allowing others (leaders) to take part in these issues and resistant to making any changes in the teaching and learning activities related to their fields. Therefore, it is important to find a leadership style or/and educate the leaders who recognize and value this culture, regarding how faculty work and supporting academics to engage and participate in the process (McRoy & Gibbs, 2009, p. 690), not only the academic staff but all the stakeholders involved, including the support staff who have to implement many decisions arising at the administrative level.

### **Transformative and Transformational Leadership approaches**

Based on the current university conditions described above, it would seem necessary to look more closely at the leadership approaches that could be adopted due to their relevance to the objectives of the public university. And the approaches that seem most appropriate are those of transformative leadership and transformational leadership.

Both approaches have roots in common theory and research, stemming from the idea of transformation or change, as well as the values they share, even though their scope might be different. What differentiates transformative and transformational is explored below.

The transformative leadership approach differs from transformational leadership by its foundational questions regarding justice and democracy, and its attention to the contextual conditions that limit the success of students in their training process. Meanwhile, the transformational leadership approach promotes organizational change so that the institution might work more efficiently and without problems as it works toward achieving its objectives.

Transformative leadership gives emphasis to the critique and the promise of the development possibilities for *all* the people involved in the organization, within a framework of profound change and equity of social conditions (Shields, 2010). To do this, it looks carefully at the existing structures within organizations, which are seen as a reflection of both social and cultural contexts.

Paraphrasing one of the foremost voices on this approach, Carolyn Shields (2010, p. 563), from that critical perspective, transformative leadership deconstructs and reconstructs the framework of social and cultural knowledge that could marginalize or minimize people or groups of people, and thereby generate conditions of inequality, such as in the distribution of power or privileges and in the relationship between the individual and society. For instance, one could ask about the female role in the governance of Chilean universities, and the cultural conditions that might exist that promote or hold back the participation of women in senior management positions at the university level. Or one could look at the distribution of power within the classroom as a hegemonic arrangement of the interrelationships between teacher and students, as an example.

The transformational leadership approach, although it exists in complex and diverse systems, places its emphasis on the organization itself and from there seeks to understand the organizational culture in order to establish the directions that will allow it to meet its objectives. In this process, it seeks the development of people, the redesign of the organization, and the creation of development and training processes with the ultimate goal of improving the performance of people.



The values on which these leadership approaches base their actions, although similar, have different perspectives. Transformative leadership pursues liberation, emancipation and transformation in society with a conscious view of the role that a leader can play (the leader can also exercise a hegemonic role, for example). On the other hand, in the transformational leadership approach, action is limited to organizations and it is from there that freedom, justice and equity are promoted by the figure of the inspirational leader.

The Kouzes and Posner's leadership model (2003, 2017) shares the essential components of transformational leadership approach. For these authors leadership is about a set of practices and exemplary to motivate and engage people toward accomplishing "exceptional things" in their organizations. For that, leaders, establish and maintain two-way communication in order to set the five steps these authors propose: *model the way* within leaders acknowledge their principles, values and capacities to serve to the organization; *inspire a shared vision*, that is, the aspirations for the future of the organization that has to be meaningful for everyone. The follower wants to be a part of this vision and contributes because of the feeling of working for a common good. *Challenging the process* is another step stated by Kouzes and Posner related to make people to leave the comfort zone to push the changes. This steps involves risk, fear, fail, but also opportunities, and the leader's role is vital. *Enable others to act*, which is about to foster the collaboration of the constituents, understanding that a single person does not make the changes, but the whole community. *Encourage de heart* is the last but not the least step for the authors, and means the appreciation and the caring for the people who contribute for the goals of the organization. As Kouzes and Posner state, "encouragement is a serious business, because it's how you visibly and behaviorally link rewards with performance." (2017, p.19). These

practices are significant considerations for the leaders to modelling in order to reach the collective goals.

Considering the role of public and state universities, and the current neoliberal framework in which the university conducts its work, it would seem that the transformative leadership approach would have a greater impact in guiding the transformations that are required.

In effect, this approach criticizes the inequity in existing practices and the unfulfilled promises of an improvement in the lives of people, as well as in their personal development as they interrelate with others in the educational system (Caldwell et al., 2012). Therefore, it links education and educational leadership in the context in which they unfold (Shields, 2012).

The aim of transformative leadership is for leaders with this approach to offer a more inclusive, fair, equitable and democratic understanding of education through actions and practices that open these possibilities. It seeks the success of all students in their training processes, emphasizing that it is not a question of skills or background, but of the conditions that the university offers and makes available to them (Shields & Mohan, 2008).

In other words, students come from circumstances which can promote or limit their opportunities for learning and success; however, this does not exempt the organization from its responsibility to take charge of the student. To do so, it must provide an adequate learning environment, the necessary organizational structures and experiences that guarantee the best opportunities for the student to be successful in the training process.

This must be so, for from this perspective it is understood that student failure limits present and future opportunities in life. This is why it is so important that the transformative

leader be able to look carefully at those structures that, as cultural and social constructs, favor failure (Shields, 2010). In practice, this approach aims to face and resolve conflicts that occur daily in educational institutions, such as those related to gender, class, distribution of power, background, race, and so on and so forth.

In addition, as the process unfolds, this leadership approach aspires to form citizens, that is, people who are aware of occupying a space within a community or country and who comprehend it. They develop their individual intellectual potential, but at the same time they also develop a social conscience. As they are educated in social justice, they are also capable of courageously facing social injustice and inequity, promoting democratic values and developing empathy and solidarity with others.

Moreover, in a globalized world, the way one relates to the environment makes borders relative, thereby not limiting the sense of citizenship to a city or nation, but expanding it to an interconnected world. The social conscience acquires a broader perspective, for instance, with the reach of technological devices, migratory movements, climatic phenomena, international treaties promoted by large corporations, etc. All phenomena affect social, cultural and economic organization, affect the distribution of goods and services, as well as of the natural resources of countries. This situation demands a personal stance, a social conscience, and a curious nature that will seek out what is happening in the wider world we inhabit.

As important orientations from leadership for accomplishing the challenges generated by teaching and learning quality improvement expectations, regardless of the leadership approach adopted, two goals can be recognized as the most important: the promotion of effective practices in teaching and learning design, and the development of the faculty, which will be

reviewed in the following section. Both of these aspects: design in T&L and academic development require leaders to support, promote and fund these strategies to enhancing quality in teaching and learning, thus they have been included into the leadership section.

### **The Importance of Design in the Teaching and Learning Practice in Higher Education**

A critical issue at universities today is the link among teaching and learning practices, experiences, and design. Studies like those carried out by Prosser, Ramsden, Trigwell, and Martin (2003) have emphasized that a quality teaching experience can boost the quality of student learning, by maintaining harmony between the teaching and learning approaches. They proposed university teachers that should be assisted to understand more about how students learn and how to promote students connecting their prior experiences with the new information, focussing the pedagogical activities in the students' learning.

Similarly, authors such as Redden, Simon, and Aulls (2007) point out the importance of the alignment in the design of all the activities for the classroom system, considering criteria such as cohesion among the different components involved. That means a careful planning of the teaching that takes into account all the factors embedded in the student learning process: the students' background, characteristics, and needs; aims; pedagogical methods or strategies for accomplishing the outcomes; the assessment in concordance with the prior elements; and so on. These authors considered a model proposed by Biggs (1979), in which three key categories are involved for achieving a "cohesive learning environment": the student, teachers, and classroom characteristics; the process, where interaction between teaching and learning experiences are produced; and the products or learning achievements (p. 151). In the context of the teachers' professional preparation, the authors chose social-constructivism as the more desirable

theoretical approach for enhancing teacher reflection on their practices, that is, the viewpoint which explains the process whereby human beings construct meaningful explanations about the world through the use of language, that is, a “social and conventional” (Fish, cited in Crotty, 1998, p. 52) system through which communities, individuals as well as groups, represent a common notion of reality. Finally, the three key issues studied in terms of alignment were: the importance of creating pedagogical situations that encourage student development of meaningful knowledge; the allocation of learning responsibility in terms of who is responsible for producing learning; and the connection between theories and practices for provoking reflection as one of the most important aspects in the preparation for the teaching profession.

In turn, Campbell, Schwier, and Kenny (2005) contend that the role of the instructional designer is not only technical. Under their vision “the designer is acting in relationships with others in a dialogue about how to create a social world of access, equity, inclusion, personal agency and critical action” (p. 22). Instructional design in HE is transformational for these authors; what it means is to promote changes in the “interpersonal, professional, institutional and societal levels” (p. 645). To the extent that its practice involves intentions, principles, and values is not a neutral issue and not necessarily in alignment with the involved participants. But how to university teachers gain understanding and proficiency in these more constructivist approaches to teaching? Clearly, there is a need to consider faculty or academic development.

### **Toward academic development.**

The neoliberal push for quality teaching as a consumer product has also highlighted the importance of developing quality teaching activities at the post-secondary level and has also revealed that many academics are untrained and unprepared to effectively engage their students in the classroom. Similarly, the emphasis on student outcomes has shifted the emphasis away

from teaching to that of students; and the teaching challenges are now to facilitate and support the student learning process (Van Note, Lees & Evenbeck, 2002).

From this trend several key aspects can be distinguished that allow a deeper understanding of what teaching in HE systems means. First, it is necessary to count on sustainable professional teaching development for faculty members, supported by institutions through policies, structures, and financial resources. In the same sense, it is important to consider that the learning and teaching process is a social issue; accordingly, it is important to promote discussion and reflection on the practices in the framework of the faculty community (p. 36) which could facilitate the faculty experiences and exchanges. In addition, the scholarship of teaching and learning is gradually becoming more vital for facing the ‘quality’ challenges in the HE sector. Faculty members should know their discipline but also increase their knowledge of the teaching and learning processes, and consider learning theories, students’ characteristics, and the context in which curriculum is set, as the framework for any teaching and learning activity. As previously stated, neutrality does not exist in the field of education. Stakeholders – students, faculty members, families, owners, administration staff, and so on – are involved in the process with purposes, personal interests, political and ideological positions that imply, in the least, a vision about education and its role in society. Lastly, academic development of the faculty members in teaching and learning aspects of their role should be officially recognized through institutional policies, awards, and authorities. This strategy emphasizes the effort of the academic staff and offers a sign in the value of this crucial activity in HE institutions.

## Summary

The first section presented the significant topic, namely quality assurance in the HE sphere commencing with the premise that this is a controversial issue and continues through an exploration of who makes the decisions related to quality, who are the main stakeholders that should be considered, who have a lesser/greater voice, what is the end pursuit, and what is the underpinning concept of higher education (Barnett, 1992; Harvey & Knight, 1991; Scott, 1997). The reasons to consider the implementations of quality assurance systems mainly emerged from the massification phenomenon which has occurred since the 80s, and increasing demands for accountability in a new economic setting where students are paying considerable fees, while the states are gradually abandoning their traditional role, not only with respect to funding, but also in the control of the HE space; therefore, the institutions should offer guarantees in the quality of the education that they deliver (Harvey & Knight, 1991; Lemaitre, 2005b, OECD, 2008, Scott & Dixon, 2008). The social, economic, and cultural context, and the national and international setting also play a role in placing pressure on HE institutions, and these influence the vision of quality by means of several described mechanisms as well as competitive funding conditions.

The second section examines the dramatic changes that HE has suffered during the past three decades with the ascendance of the neoliberal paradigm into HE contexts with the subsequent consequences: a shift in the relationship with societies, external demands, loss or reduction of public funding, competitiveness with other institutions, new public managerialism as the governance model, along with other changes (Denman, 2005; Harvey & Green, 1993; Olssen & Peters, 2005). This section offered a conceptualization of HE according to its purposes (Barnett, 1992) and how quality assumes diverse features regarding the purpose of HE

and HE social expectations (Harvey & Green, 1993). Lastly, this section examined the trends and the implications in the quality agenda involved in institutional decision-making along with the areas or main avenues that should be considered by HE institutions as key in seeking or measuring quality.

As an important reference, the Bologna Accord was briefly reviewed as the EU's initiative to address the social demands that HE institutions must meet in terms of seeking high quality standards and benchmarks across national borders. Similarly, the tuning process was presented as the project through which the Bologna agreement was established (Biggs & Tang, 2010). This is of particular relevance in this study as Chile has adopted the Bologna Process in order to collaborate in joint projects under the same umbrella, and also under the same conditions.

The next section related to teaching and learning and, after a brief description of a selection of historical background, the close relationship between teaching and learning processes; the quality agenda was also identified (Prosser, Ramsden, Trigwell, & Martin, 2003; Ramsden, 2003).

The increasing importance of fostering the creation of quality assurance systems at HE institutions and the manner in which reliable mechanisms or systems should be translated, due to the external pressure, stakeholders have arrived as a new variable in the HE decisions making (Martin & Prosser, 1998; Ramsden, 1987). On the other hand, assigning value to the teaching and learning sphere appears to be necessary so as know what is considered "good teaching" and "good learning" and how learning is achieved. A brief overview of some of the influences on learning, including cognition, emotion, social interaction and the neuroscience theory (Bandura,



1977, 1986; Shrunck, 2012); construction and socio-construction (Tardif, 1993); student experience and attention as reference (Entwistle, 2010; Ramsden, 2003); and the new trends related to the ultimate discovery about the brain, namely, neuroplasticity as a central consideration for the learning process (Dispenza, 2013; Entwistle, 2010) were examined. Likewise, a series of effective teaching principles from the literature were explored (Chickering & Gamson, 1987; Ramsden, 2003).

Lastly, it has been broadly recognized that enhancing teaching and learning in HE institutions challenges the entire institution, and consequently, appropriate leadership is required to enact the requisite changes (Prewitt, 2003). Hence, the importance of suitable leadership is examined in terms of seeking alignment between organizational goals and leadership approaches which related to the promotion of the teaching and learning and faculty development (Enkenberg, 2001; Van Note, Lees, & Evenback, 2002).

## **Chapter 3 – Research Design**

This study was designed to explore how faculty, leaders and students in two universities in Chile understood quality in teaching and learning and if there was consistency in each stakeholder group's perceptions; and second how these microcultures or collectives of academic units were conceptualizing quality and what barriers and supports were in place that influenced quality teaching and learning.

Considering the range of methods needed for conducting this study, the nature of the information to be collected, and the context in which they would be applied (Mertens, 2010), the methodology deemed to be most useful was mixed methods.

This chapter describes the rationale of the investigation, followed by an outline of the mixed method and its theoretical stance, namely, the pragmatism paradigm. The procedures addressed by me are exposed widely to show a landscape of the research design considering a description of the mixed methods model selected, the sample design, triangulation as the strategy used to compare the data obtained, as well as ethical considerations and issues related to validity (legitimation).

### **Rationale**

Quality is a nomination, concept, image, or a representation with specific value for each person and different groups of people or communities. It is a symbol in the place of something else that can be understood in many ways, and its meaning can represent multiple purposes and interests. In addition, teaching and learning is potentially contentious territory in HE institutions, many times in a secondary position in relation to the academic research ambit.

The Chilean HE system adds another factor to be considered, that is, the importance of the curriculum, which today is oriented to the academic training based on professional competences, following the vision and the suggestions which comes from the European Higher Education Area (EHEA) and the Bologna process. Therefore, the processes of teaching and learning are encompassed within the frame of the curriculum domain where there are different stances due to social and ideological intentions (and tensions) of a wide diversity of interest groups and cultural views (Grundy, 1987). Hence, for the purposes of this study, the existence of different stakeholders' viewpoints – who assigned meaning to quality in teaching and learning in accordance with their own visions and the place where they are positioned – were assumed.

One important goal pursued by this research was to examine if institutional visions for quality in teaching and learning encompassed hegemonic discourses, inconsistencies, agreement or disagreement, and if they were interwoven with institutional ethos, that is, organizational ways of knowing, of being, and acting (Dell'Alba & Barnacle, 2007). In other words, in the context of regulated quality systems at Chilean public universities the study was interested in finding out if “quality in teaching and learning” had epistemological stances sustained by internal or external models and/or agents. That because these potential findings could have deep impacts modelling the praxis at the core of academic communities, hence, these may influence the way in which the institutions address quality in teaching and learning.

## **Philosophical Assumptions**

This study utilized pragmatism and the prevailing research paradigm. This paradigm is briefly explained and related to the preceding paradigms of positivism, interpretivism and social constructionism.

### **The Paradigm of Pragmatism**

Pragmatism is a relatively new paradigm to emerge on the scene of methodological philosophical worldviews in comparison to positivism, which was the original methodological philosophy and later interpretivism. Crotty (1998) referred to a paradigm as a theoretical perspective, while Creswell identified it as a “worldview” where what the researcher believes is the way to find truth or to explore individual realities is their worldview. Creswell (2014) defined a worldview as:

A general philosophical orientation about the world and nature of research that a researcher brings to a study. Worldviews arise based on discipline orientations, students, advisors/mentors inclinations, and past research experiences. The types of beliefs held by individual researchers based on these factors will often lead to embracing a qualitative, quantitative, or mixed methods approach in their research. Although there is ongoing debate about what worldviews or beliefs researchers bring to inquiry. (p. 6)

Pragmatists are described by Creswell (2014) as not seeing the “world as an absolute unity”, and they have a “freedom of choice in methods”, techniques, and procedures that “best meet their needs and purposes”. “Instead of focusing on methods, researchers emphasise the research problem and use all approaches available to understand the problem” (pp. 10-11).

Hence, pragmatists are not bound by the purist orientations of positivists or interpretivists, rather they will employ whatever methods and approaches that will best answer the research questions rather than purely implementing statistical or qualitative methods.

Positivists and positivism as a worldview hold the belief that “truth” is out there to be discovered through scientific experimentation and discovery (Cohen, Manion, & Morrison, 2011). Positivists approaches to research generally entail the posing of hypotheses and subsequent quantitative experimentation to determine if their hypotheses are confirmed or refuted. Positivism was the first paradigm or worldview in methodological history as it emerged from science and scientific endeavours. It still remains a key philosophy in the sciences but has tended to lose popularity in the social sciences due to its absolutes and lack of accommodation of individual and human realities. Arising in opposition to positivism was interpretivism and social constructionism. Interpretivism “is concerned with individuals” and they seek “to understand the subjective world of human experience [and to] retain the integrity of the phenomena being investigated, efforts are made to get inside the person and to understand from within” (Cohen, Manion, & Morrison, 2011, p. 36). Social constructionist’s view expounds the process whereby human beings construct meaningful explanations about the world with language, that is, a “social and conventional” (Fish, cited in Crotty, 1998, p. 52) system through which communities, individuals, as well as groups, represent a common notion of reality, where they are shaped by this reality, weaving these into their culture. Culture is the way things are understood or done in a particular organization. This way of understanding culture implies transactions among the members, that is, communities construct complex networks of symbols and meanings or a “system of significant symbols” (Geertz, cited in Crotty, 1998, p. 53) by means of negotiation. This assumes a guide role for human behaviour in terms of control,

habits, customs, rules, acting as a framework for the societies who share the same culture. Hence, pragmatism is clearly a move away from the restrictions of purist quantitative and qualitative methodologies to one of compromise where the importance is placed, not on the methodology and methods, but on the research questions or problem and how best to inquire in pursuit of the optimal answers to the problem.

The 1980s were the context of the discussion about the appropriateness of combining qualitative and quantitative methods, namely mixed methods, to tackle the increasing complexity of research problems. This discussion resulted in the emergence of a paradigm debate where the respective philosophical assumptions underpinning the methods became important to define whether a researcher chose to combine methods. The debate, extended beyond the 1990s, and gave rise to three perspectives for addressing research activities. The purist stream denied the mixing of quantitative and qualitative methods due to the unsustainable combination of the philosophical stances; “the situationalists’ stance, who adapted their methods to the situation” (Creswell & Plano Clark, 2011, p. 26) and the pragmatists, who considered multiple paradigms and methods for tackling the research question.

Pragmatism has been considered as the philosophical foundation for mixed methods. Further than the methods, this approach considers the research questions and how to solve them by collecting a range of qualitative and quantitative information to illuminate the problem. For Pierce, from whose work pragmatism took shape, it was conceived less as a worldview and more as “a method of reflection having for its purpose to render ideas clear” (Crotty, 1998, p. 73). In effect, a human being’s basic condition is to solve problems for adapting to the environment by means of thought and reflection. This occurs in a symbolic culture where human beings participate with consciousness and sense in interaction with others, sharing

meaning, and understanding through language (Filmer, Jenks, Seale, Thoburn, & Walsh, 2004). Pragmatism in this context tends to enable the clarification of meanings and concepts, establishing relationships among these, identifying practical consequences in terms of actions that take place in social contexts, and looking for that “what works” through a variety of available research resources and strategies. As Creswell (2009) pointed out pragmatism was ideal for shedding light on research problems. Pragmatism allowed researchers to employ “multiple methods, different worldviews, and different assumptions, as well as different forms of data collection and analysis” and therefore, it underpinned mixed methods (p. 11).

### **Mixed Methods for Educational Research**

Mixed methods are designed for research questions which neither quantitative nor qualitative methods alone can properly address. It has been called the third generation in the development of research methods and combines both quantitative and qualitative perspective throughout a research project, having as a purpose: “to obtain breadth and depth of understanding and corroboration” (Johnson & Onwuegbuzie, 2004, p. 123). Furthermore, for Onwuegbuzie and Leech (2006) “Conducting mixed methods research involves collecting, analysing, and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon” (p. 474). Two aspects could be stressed in conducting mixed methods: on one hand, it allows for the shedding of light on broader aspects of a problem, exceeds findings given just from one dominant approach; while on the other hand, the results increase comprehension, consistence, and validation due to methods being mixed and emphasizes method strengths and overcomes inherent weaknesses (Johnson & Onwuegbuzie, 2004). Considering the traditional oppositional standing between

qualitative and quantitative research methods, mixed methods certainly has become more powerful and useful.

The first applications of mixed methods were recognized in 1959 when Campbell and Fiske (cited in Johnson & Onwuegbuzie, 2004) proposed the “multimethod” matrix in the area of psychology “for validation purposes” (p. 114). This approach has seen a significant development during the last decade in a broad spectrum of research fields related to social and behavioural sciences. This is confirmed through a large number of publications – articles, conferences and books – and the creation of specific journals as *Journal of Mixed Methods Research* and the *International Journal of Multiple Research Approaches* (Creswell & Plano, 2011; Lopez-Fernandez & Molina-Azorin, 2011) that have explained and developed mixed method approaches.

In 1970, Kuhn developed the notion of a paradigm as “generalizations, beliefs, and values of a community” (Creswell & Plano Clark, 2011, p. 39); while Creswell favoured the “worldview” concept to express the idea of paradigm (p. 40). Mixed methods allowed for inquiring into the philosophical assumptions within a community who share a worldview, as well as seeing how these assumptions orientate particular practices that were not always consistently articulated into institutional decisions. Hence, in the context of this study, the use of mixed methods was deemed valuable to find out if there were different or even opposite paradigms or worldviews coexisting inside of two higher education institutions in Chile, which were shaping the concept of quality and addressing the institutional decisions and practices related to the teaching and learning context. In other words, it could be possible to think of the existence of a concept(s) around ‘quality’ stated by members of these institutions as a general criterion, but simultaneously it could be possible that beyond this discourse, the stakeholders’ –



namely, leaders, faculty members, and students – worldviews about quality are modelled in institutional practices, in terms of regulations, structures, participation in particular events, resources, curriculum, etc. For instance, how it may be possible to understand a student-centred and deep-learning curricular standpoint, while classes are mostly delivered through content-transmission and teacher-centred approaches and assessed with a standardized test?

Accordingly, mixed methods are well oriented to support the examination about what generalizations, concepts, beliefs, and values have been constructed about quality teaching and learning in these Chilean academic communities, creating and sharing common meanings and to determine ways of knowing, being, and acting. In other words, the purpose of this study is to make explicit the concepts of quality and the implications for teaching and learning and leadership practices in Chilean higher education institutions.

### **Overview of Mixed Methods Procedures**

Agreeing with Creswell and Plano Clark (2011), the development of mixed methods in the 1980s focussed in methodological procedure, that is, determining the research design and the purposes for utilising a mixed method study, how to collect data, and undertake the analysis (p. 26). In this respect, the studies and discussions that took place in this decade produced different threads which have made an interesting contribution in the configuration of mixed methods: different designs with respective nominations and procedures; the organization of the research based on the selection of different steps, and the aims and purposes in the mixture of quantitative and qualitative methods; and finally, a notation system that allows for the identification of various types of mixed method designs.

The following paragraphs outline important decisions that have been made in terms of the research design and the underpinning criteria involved in this study.

According to the criteria suggested by Creswell (2009), the first decision in this study's design was to include **fixed** quantitative and qualitative methods, that is, predetermined and planned at the beginning of the research.

The design in this study took the concurrent embedded design proposed by Creswell (2009) which considers important criteria as timing, weight and mixing for components in the mixed methods approach. Creswell advised the consideration of implementation or whether the data collection will take part in one or more than one phases; in this study, it occurred simultaneously. Data collection was gathered concurrently to economize on time and resources, considering that I travelled and stayed for a limited time in Chile to gather the data directly in fieldwork. Also, it was assumed that many potential participants would be quite busy during the data collection stage so to collect both quantitative and qualitative data would be less invasive for participants.

Creswell discussed the issue of identifying the *weight* or the priority and the importance that each method will assume (Creswell & Plano Clark, 2011). As my purpose was to achieve a fuller picture of two academic communities' inter-subjective representations about quality in teaching and learning, it was important to offer them spaces for expressing their voices and to explain their stories, therefore, the qualitative approach was assumed as the primary method. In effect, a bottom-up picture of the quality in teaching and learning, that is, from students and faculty members, and including leaders, could balance an outsider and dominant view of quality settled in the administration level, which according with the literature reviewed has adopted

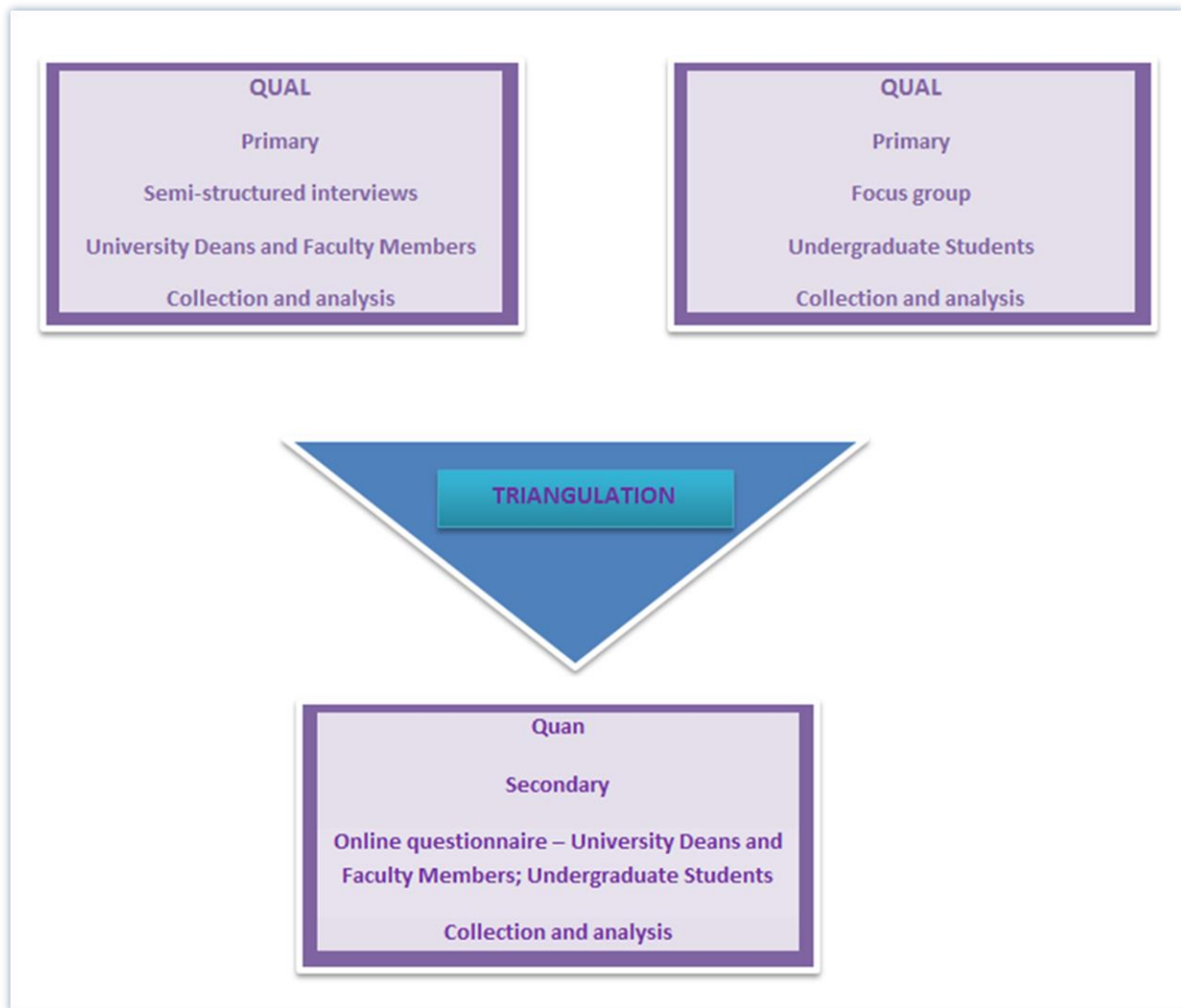
standards and procedures mostly from the quantitative perspective (Gore, Bond, & Steven, 2000; Harvey, 2004).

The qualitative approach was represented by the notation “**QUAL**” (capitalized due to its importance). In turn, the secondary method embodied or nested within the primary one was denoted by the lowercase “**quan**” (quantitative) and it was assumed as a “supporting role” and this nomenclature was in line with Creswell’s (2009) advice (p. 208).

The contrast from different sources has allowed in some extent confirming, enhancing understanding, and establishing subtle contradictions (Greene, Caracelli, & Graham, 1989; Johnson & Onwuegbuzie, 2004). All the decisions to design this model offered a broader and deeper knowledge about the research questions from the richness and diversity presented by the quantitative and qualitative approaches.

In this study, the primary method (QUAL) took the form of semi-structured interviews with two groups of participants considered in the sample, namely, leaders (vice-rectors and deans) and faculty members; the second primary method were focus groups oriented to students. The secondary method (quan) gathered data through online questionnaires administered to faculty members and students. Due to the scarcity of leaders’ time, they were not included into the questionnaire administration. The design employed in this study is represented in Figure 3.1.

*Figure 3.1. Model of Mixed Method Concurrent Embedded Design*



Adapted from Creswell (2009), and Creswell and Plano Clark (2011)

### **Target Population and Sample Design**

The target population in this study were two public Chilean universities. Public means the State of Chile is the owner of these universities and imposes the same regulation for both institutions to address the achievement of their goals and declared missions. To this end, these institutions must fit different mechanisms and public entities which look for accountability in

order to safeguard the public policies in higher education and the public investment given to this purpose.

The HE institutions where the research took place were a regional university (Sample 1) and city university (Sample 2), both selected in this study due to their public declarations for quality in teaching and learning and because of their regional significance as public institutions with a social commitment.

Before 1980, the city university was a part of the Universidad de Chile, which was split up and its campus spread through the country cutting off in the context of a deep legal change focused on the HE institutions, what occurred during the dictatorship period (1973-1990) led by the General Augusto Pinochet. At the beginning, the city university was reduced to a professional institution until 1994 when it recovered its university status, reorienting its mission toward a technological formation. Currently teaching, research, and outreach are developed among its three campuses and five faculties, and two postgraduate programs located in the Chilean capital city, Santiago.

The second institution, the regional university, was founded in 1980 as the result of the split of another important university called Universidad Técnica del Estado which today is the Universidad de Santiago, reduced only to the capital after having many campuses spread throughout the country too. This small university is situated in the southernmost region of Chile, in Punta Arenas city, and is the only public university located in this extreme Southern zone, playing an important regional role. The regional university has four faculties with 27 undergraduate programs dedicated to the development of knowledge and human resources in this extreme region as well as in wider South America in areas of teaching, research, and

extension activities, but with a strong emphasis on teaching. In addition, the University carries out its operations in the University's centres at Puerto Natales, Porvenir (Tierra del Fuego), and Puerto Williams, where the Omora Ethnobotanical Park is found and conducts research. Also, the regional university has created postsecondary technical institutes in these areas which today are part of a plan to develop continuous education making a bridge between school and community and the University.

To better understand the difference between the Universities selected for inclusion into this study, it is necessary to consider that since higher education has been considered profitable in Chile, and the for-profit private university sector has occupied an important space in terms of provision, the State has gradually abandoned its responsibility as the owner of public tertiary education. The Chilean researchers, Améstica, Feres, and Llinas-Audet (2014) stated that as a result of this abrogation of responsibility, the HE sector has become deeply segmented. This means HE in Chile represents “a powerful mechanism of inclusion and exclusion of a circle of benefits and privileges” (p. 385). In brief, of the 15% public funding allocated directly to the universities in Chile, the national policies for this sector have assigned **more** public spending to institutions with the best students and with a developed research focus, becoming institutions of the elite. Because of this, the best faculty members are attracted by these centres of studies because they offer better opportunities for meeting the expectations of their profession development. Similarly, the institutions benefit from increasing their institutional productivity. Further, the more years of accreditation universities receive, the more options are available to obtain further allocation of new funding for the institutional developments, such as projects related to improving curriculum and teacher training, among others.

Nevertheless, within the frame of high competitiveness for public funding, the criteria to make decisions about quality and funding allocation entail some problems such as the augmentation of contention among the public institutions due to the unequal way in which public money is allocated, generating exclusion and segmentation, on one side; and the competition among public and private institutions, on the other side. The Chilean researchers, Durán, Jorquera, Mendoza, Pey, and Riesco (2011) indicated this competition between institutions is exacerbated because private universities could receive almost the same quantity of fiscal funding without control or accountability to which the public ones are subjected, and of course with a stressed sense of profit.

### **Sampling Design**

The sampling scheme in this concurrent nested study considered both purposive or purposeful as well as random sampling techniques to facilitate the representation and the independence of QUAL and quan strands, respectively (Teddlie & Yu, 2007). Purposeful sampling is the selection of people for the qualitative aspects of the study “selected because they are ‘information rich’ and illuminative ... sampling, then, is aimed at the insight about the phenomenon, not empirical generalization from a sample to a population” (Patton, 2015, p. 40). McMillan (2008) described the rationale for purposive, purposeful or judgement sampling in this way: “the researcher selects particular individual or cases because they will be particularly informative about the topic” and therefore these individuals are key informants who have important perspectives and insights to shed light on the research problem (p. 110).

Contrastingly, the random sampling which Gay, Mills, and Airasian (2012) described as:

the process of selecting a sample in such a way that all individuals in the defined population have an equal and independent chance of being selected for the sample ... Random sampling is the best single way to obtaining a representative sample. (p. 101)

**Figure 3.2. Sampling Components**

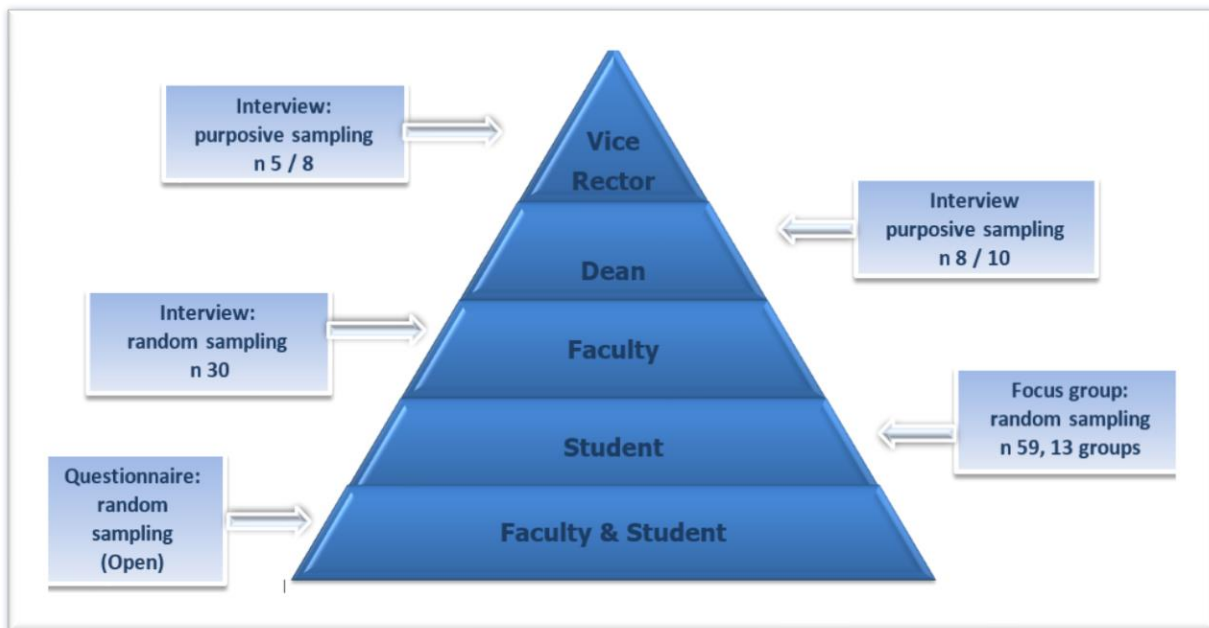


Figure 3.1 shows the sample techniques and the approximate numbers in each subgroup (n) in each case through a pyramid where it is possible to see clearly the relationship among these components and the methods applied for every single level. Figure 3.2 displays almost a stratified approach where samples were drawn at each level of the organization where at the top of the pyramid, a limited number of participants was interviewed, and was a purposive sampling; while toward the base of the pyramid, many more participants were included, demarcating the random sampling portion.

The purposive sampling involved the participation of vice-rectors (from different disciplines) who assumed leadership roles, as well as the deans who led their faculties. In this



study, it was important to invite all the seven vice-rectors and ten deans from the both samples. However, given the leaders are usually busy it may be expected to interview as many as possible, understanding that not all would take up the invitation to be included in the study, but fortunately, it was possible to interview six leaders in the regional university and seven in the city university among vice-rectors and deans, including the chief of the Rector's cabinet in one university who accepted the invitation to be included.

The random sampling technique proposed 15 faculty members in each sample who were randomly selected for individual interviews. Similarly, 30 students in sample 1 and 29 in sample 2 were interviewed clustered into focus groups.

Finally, as a part of the random sampling frame in the study, it was expected that a larger group of students as well as faculty members would participate in a web-based questionnaire. However, there was a poor level of participation due to communication difficulties which originated in the political and social situation of the public universities in Chile at the time of the fieldwork completion. In both cases, groups of students were on strike and several faculties were intermittently blockaded by them preventing normal academic activities. In addition, another explanation of this low participation in the online questionnaire, was settled in the culture of the students who reject the habit of using the institutional Email as an official protocol of communication, preferring a personal one. Unfortunately, that was the main way used to extend the invitations for research purposes.

All levels of the institution were invited to participate in the study. The invitation included an explanation of the study goals and procedures. Only voluntary participants were

included in the sampling and they did not received compensation in any way because of their participation.

The main criterion in selecting participants within the purposeful sample design was their engagement in teaching and learning activities. Further, it was expected they had fruitful, deep and comprehensive information about quality in this area through their perceptions, experiences, and aspirations from their role (Collins, Onwuegbuzie, & Jiao, 2007; Teddlie & Yu, 2007). The vision of these individuals was an excellent source for answering the research questions.

In turn, the main criteria to choose an online questionnaire was to inform the *quan* strand, along with finding answers for research questions, by offering an open and equal chance for many participants to be part of the study from an anonymous standpoint. The ideal number of participants was between 100 and 200 considering expert voices which asserts that this sample could have statistical validation to the extent it provides the base for generalization to the population (Collins, Onwuegbuzie, & Jiao, 2007; Creswell, 2009; Teddlie & Yu, 2007). Since this methodological tool was anonymously applied, there was no control regarding the number of people participating in this part of the study. Even with institutional support to establish a good connection to invite the participants to take part of the study, the level of the answers was quite poor due to the reasons given above.

The main purpose of the sampling size in this study was to obtain data saturation within the purposive/purposeful sampling which could provide refined qualitative information about the phenomenon studied. Representativeness was desired from the random sampling process

which, given its large size and quantitative focus, “lead[s to] greater breadth of information in the representation of the population under the focus of the study” (Teddlie & Yu, 2007, p. 83).

### **Difficulties in Gaining Entrée and Access to these Universities**

The original proposal was to issue an email invitation initially to the Rectors of each university to encourage the participation of their university in this study. Initial communication with two universities indicated that there was keen interest in my study and the rectors’ office indicated that there would be cooperation provided through clerical support to facilitate my invitations to faculty leaders, professors, and students in their university. Once ethics approval was obtained I initiated email and telephone communications with the personnel who the rectors had identified as my liaison person who was supposed to support me in this research.

Unfortunately, I found that my communications were being systematically ignored. Eventually, after eight months of continual calls and emails to facilitate the invitations to participate, I had to take action to travel to Chile to determine the blocking of access and lack of assistance in facilitating the data collection process. With the gracious receipt of a travel grant from the University of Calgary’s research office, I was able to return to Chile and to (re)initiate support from one university and to establish a new research site in a different metropolitan university. Being present in Chile enabled the data collection to occur in a timely manner rather than relying on a technological approach to data collection. The initial plan was to undertake the data collection via skype or telephone, however, technology in this study created an insurmountable “distance” which enabled the office support personnel to derail and disrupt my research strategy through their lack of response effectively cutting me off from the research sites and being able to gain access to the academic communities. Once I was in Chile, I was able to gain entrée to these communities, however, the timing was unfortunate as the data collection was undertaken

during a period of considerable student unrest and industrial action which resulted in significant difficulties in accessing students (as participants) and may have influenced professors who were also embroiled in the disrupted university politicized environment. Indeed, some interviews were undertaken in professors' homes and local restaurants because access to the university offices and grounds was inaccessible due to this industrial action. Hence, the sampling was unduly influenced by these two limiting factors that were out of my control – the impediment of unsupportive office personnel and student industrial action.

### **Sample: QUAL Component**

Across the entire sample there was 103 (N) participants in interviews in this study. The response rates were very low for students in this study largely due to both universities being embroiled in labor action by students. These student strikes meant that students had barricading the university and engaged in protests which resulted in disruption to student emails, difficulties in gaining access to the universities, and interruption in being able to invite student to participate in this study. The following sections identify the subsets in the total sample.

#### **Sample 1: REGIONAL UNIVERSITY**

In total there were 51 participants from the regional university. There were six leaders (N=9 – response rate: 67%), 16 faculty members (N=630 – response rate: 2.5%), 29 students (N= 3,491; response rate: 0.8%). The following presents a breakdown of the sample.

#### **Leaders.**

Of the sample of six leaders among vice-rectors and deans who participated in purposive semi structured qualitative interviews, three were female (50%), and three males (50%). In terms of the time working as a leader in the same or similar position, two of them (33%)

reported to be working between 0-4 years in the role; others two (33%) indicated to be working in this or similar leadership roles between 10-14 years. One (17%) reported to be assuming leadership roles between 15-19 years; finally, the last one two (17%) declared working in similar leadership positions during more than 25 years.

### **Faculty members.**

Of the sample of 16 faculty members who participated in semi-structured qualitative interviews 15 (94%) were females, while just one (6%) was a male. Most of them, that is, six (38%) reported ages between 50-59, five (31%) reported ages between 30-39, four (a 25%) were between the ages of 40-49 and one (a 6%) was between of the ages of 20-29. Eight, that is most (50%) of the interviewees had worked at the university more than 11 years, in a range of 12-25 years. Four, (25%) reported to be working between 2-4 years, three (19%), between 8-10 and one (6.5%) told to be working in the first year.

### **Students.**

Of a sample of 29 students who participated in a qualitative focus groups, 20 (69%) were females, while 9 (a 31%) were males. Most of them, that is, 16 (55%) reported ages between 18-20; 10 (34%) informed ages between 21-23; two (7%) declared ages between 24-26, and one (3%) was equal or more than 27 years old in a range of 27 and 28. Most of the interviewees, 12 (41%) had studied at the university between 2-3 years; 11 (38%) declared to be studying in their first year; four (a 14%) reported to be between 4-5 years, and the last two (7%) declared more than 5 years, in a range of 7-8 years.

### **Sample 2: CITY UNIVERSITY**

In total, there were 52 participants from the city university. There were seven leaders (N=9; response rate: 78%), 15 faculty members (N=736 – response rate: 2%), 30 (N=8,432; response rate: 0.4%) students. The following presents a breakdown of the sample.

### **Leaders.**

Of the sample of seven leaders among vice-rectors and deans who participated in purposive semi structured qualitative interviews, two females (29%), and five males (71%). In terms of the time working as a leader in the same or similar position, two (32%) reported to be working between 0-4 years in the role; other (17%) indicated to be working in this or another leadership role between 10-14 years, while another one (17%) informed to be assuming leadership roles between 15-19 years. Other (17%) reported to be working in similar positions between 20-25 years; and, finally, two of the them (33%) declared working in similar leadership positions during more than 25 years.

### **Faculty members.**

Of the sample of 15 faculty members who participated in the semi-structured qualitative interviews four (27%) were females, while the rest of 11 (73%) were males. Most of them, eight, (53%) reported ages between 50-59; four (27%) reported ages between 60-69, two (13%) declared ages between 30-39, and one (a 6%) was between the ages of 40-49. Most of the interviewees, that is, nine, represented the 60% had worked at the university more than 11 years, in a range of 19-34 years. The rest of the 15 (the 40%) reported working between 2-4 years.

### **Students.**

Of a sample of 30 students who participated in a qualitative focus groups, 13 (43 %) were female, while the 17 (57%) males. Most of them, 10 (33%) reported ages between 24-26, nine (30%) informed ages between 21-23; seven (23%) declared ages between 18-20, and four (a 13%) were equal or more than 27 years old in a range of 27 and 34. Most of the interviewees, 13 (43%) had studied at the university more between 4-5 years, nine (30%) declared have been studying more than 5 years, in a range of 6-7 years. Five (a 17%) reported studying during the first year, and the rest, three, (a 10%) declared to be between 2-3 years.

### **Sample: QUAN Component**

#### **Online Questionnaire**

##### **Students.**

All the students who participated in the online survey were pursuing undergraduate degrees at the metropolitan university.

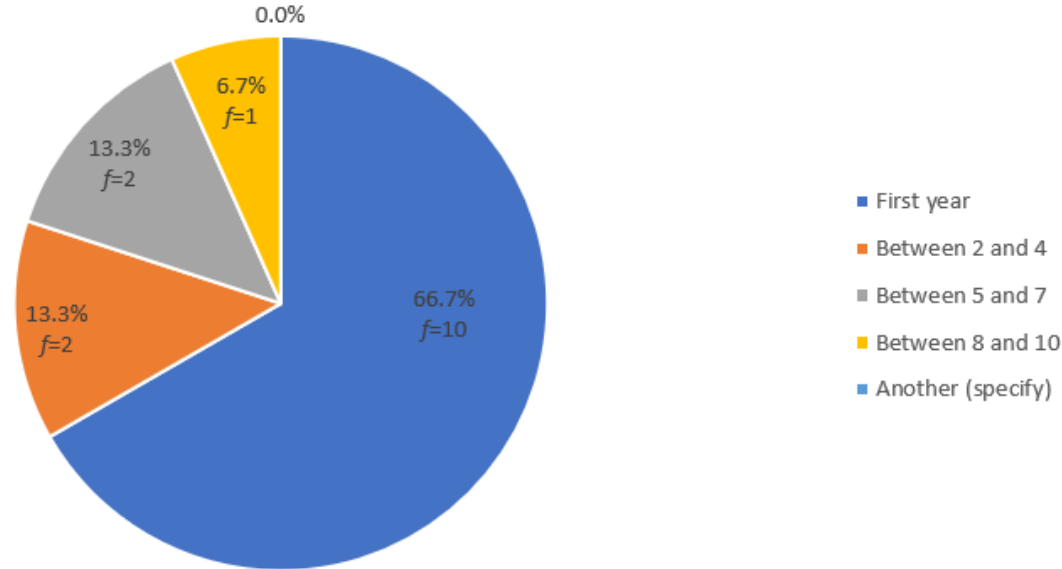
The online survey was comprised of 19 items and was answered by a total of 18 students (response rate: 0.11%). The response rate was very low in this study due to labor action undertaken by the students against these universities. This student strike action resulted in disruption to student emails, difficulties in gaining access to the universities, and interruption in being able to invite student to participate in this study.

However, in terms of groups, the number of responses varied considerably. The first group of items related to demographic data and was answered on average by 74% ( $f = 14$ ) of respondents. The second group of items was organized in a Likert scale and aimed to gather information about T&L experiences. It was answered by 63% ( $f = 12$ ) of respondents. Finally, the third group included development items in which participants were asked to expand on a

personal position regarding quality in T&L. It was answered to a lesser extent, reaching an approximate average of 47% ( $f = 9$ ) of respondents.

Figure 3.3 identifies the demographic information of the students who participated in the online survey.

**Figure 3.3. How Many Years Have You been at University?**



With respect to paid work, Table 3–1 expresses students’ responses:

**Table 3-1. Hours of Paid Weekly Work Reported by Students**

Options	%	$f$
I don't work	64%	9
2-4 hours per week	7%	1
5-10 hours per week	21%	3
11 or more hours per week	7%	1
		<b>14</b>



It is important to mention that the type of work reported by students was the personalized tutoring of other students with learning difficulties or those with a poor academic level upon entry to university. These tutorials reflected one of the strategies implemented by the university to counteract course repetition rates, and was a strategy suggested by the students themselves.

When asked if they were involved in unpaid volunteer work, students offered the following answers (see Table 3–2):

**Table 3-2.**  
***Hours of Volunteer Weekly Work Reported by Students***

<b>Options</b>	<b>%</b>	<b><i>f</i></b>
I don't work	79%	11
2-4 hours per week	7%	1
5-10 hours per week	0%	0
11 or more hours per week	7%	1
Other * (specify)	7%	1
*Professional practicum work		14

In both cases, a small proportion of students mentioned simultaneously working and studying, but as questions referred specifically to work activities carried out within the university itself, there is no specific information on work activities outside of it. Several students who participated in the group interview mentioned this type of work.

In relation to work roles filled by students within the University, the answers were as follows (see Table 3–3):

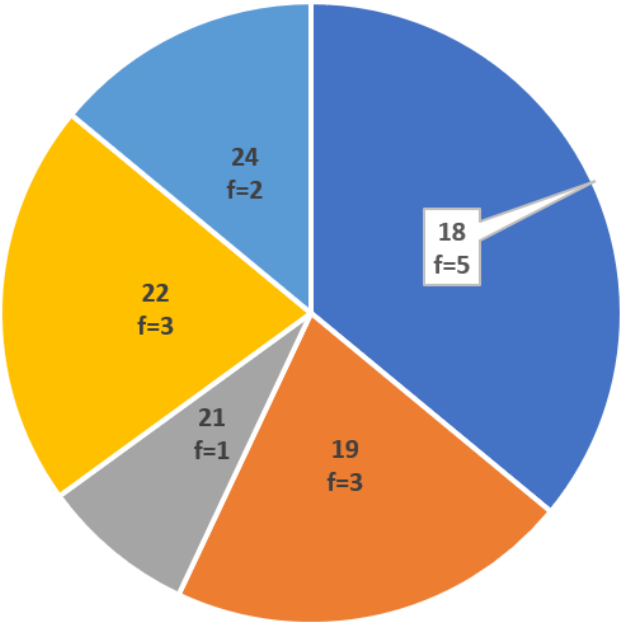
**Table 3-3.**  
***Roles Assumed by Students***

<b>Options</b>	<b>%</b>	<b>f</b>
Assistantship	33%	3
Research Assistant	44%	4
Leader in a student organization	22%	2
Other (specify)	33%	3
		<b>12</b>

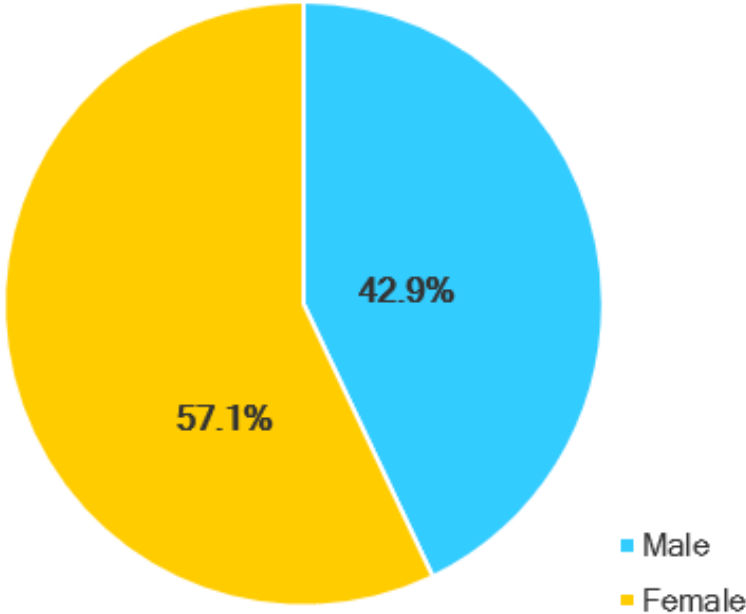
Unfortunately, those who answered “other” did not specify their role. It is interesting that of the total number of students who expressed their willingness to participate in the online survey, 63% said they had other roles on top of being a student.

In terms of ages (see Figure 3.4) and gender (see Figure 3.5) of students, the following figures show this information:

*Figure 3.4. Students' Age*



*Figure 3.5. Students' Gender*



Furthermore, 74% of students reported what degree they were studying (Table 3–4):

**Table 3-4.**  
***Degrees Students Were Studying***

<b>Degrees</b>	<b><i>f</i></b>
Public Administration	1
Civil Engineering in Electronics	2
Computer Engineering	1
Geomeasuring Engineering	1
Civil Engineering	4
Biotechnological Engineering	4
Sciences	1

In contrast to the students who participated in group interviews and were pursuing humanist and technological areas of study, online participants were mostly involved in scientific and technological fields.

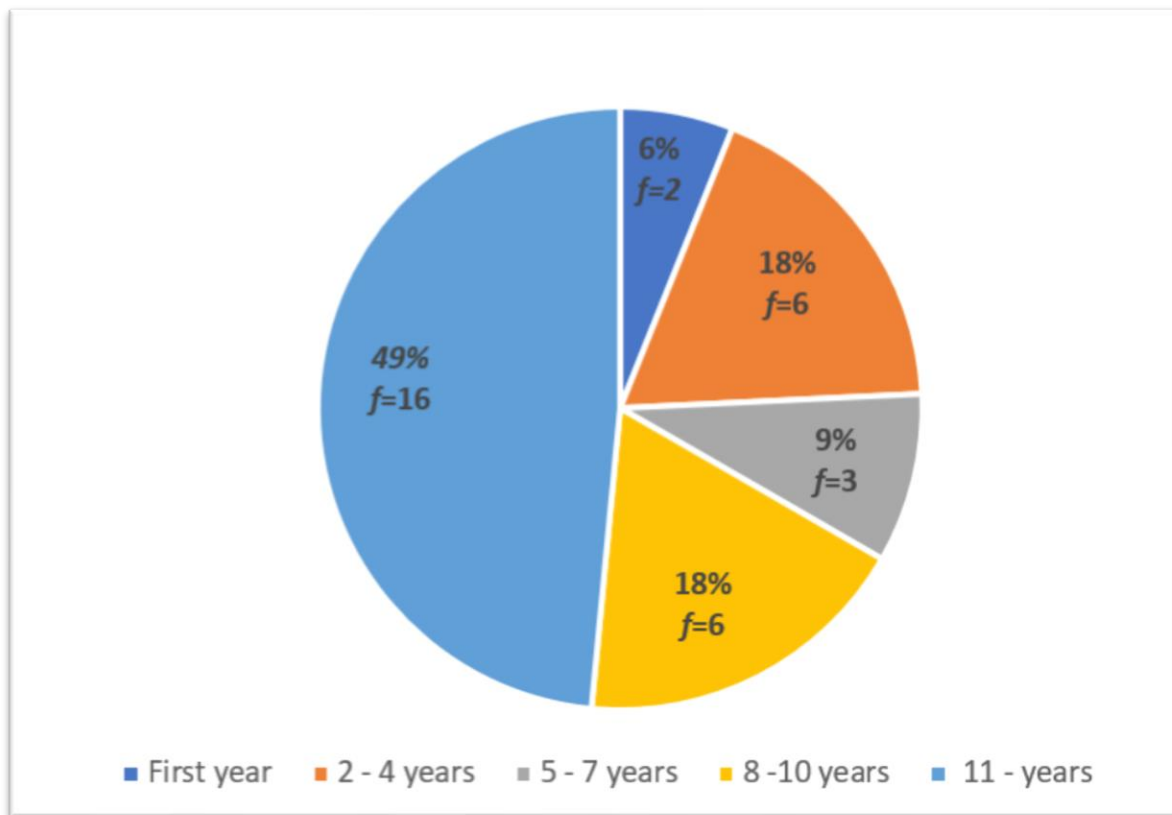
### **Faculty members.**

As for the online survey directed at academics of universities studied, there were 42 participants who agreed to participate. However, the number of responses varied, depending on the questions.

Of all academics, 32 reported to what university they belonged, 54% ( $f = 17$ ) being from the city university and 47% ( $f = 15$ ) from the regional university.

In terms of the number of years that academics had worked at their respective universities, Figure 3.6 summarizes this information:

*Figure 3.6. Number of Years Worked at the University*



With regard to the academic appointment, of the 31 professors who responded to this item, 13% ( $f = 4$ ) were tenured; 36% ( $f = 11$ ) were associate professors; 39% ( $f = 12$ ) were assistant professors; 6% ( $f = 2$ ) were faculty instructors; and finally, 6% ( $f = 2$ ) belonged to another unspecified category.

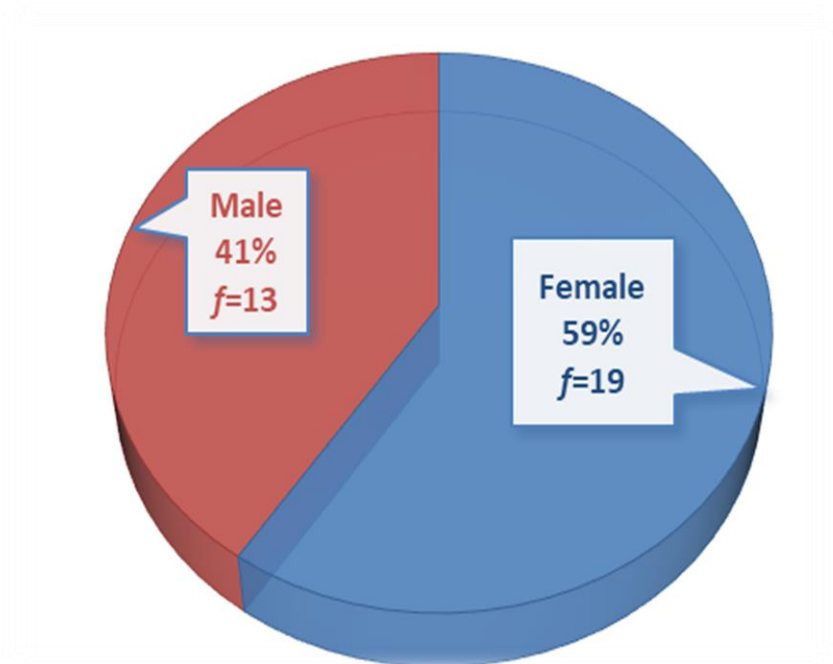
The ages (see Table 3–5) reported by 31 academics fluctuated in the following manner:

**Table 3-5.**  
**Academics' Ages**

Years of Age	%	<i>F</i>
Between 31 and 35	6%	2
Between 36 and 40	26%	8
Between 41 and 45	6%	2
Between 46 and 50	23%	7
Between 51 and 55	13%	4
Between 56 and 60	16%	5
Between 61 and 65	10%	3
		<b>31</b>

And in terms of gender, (see Figure 3.7) the proportion was distributed in the following manner: 59% of participants were female ( $f = 19$ ) and 41% male ( $f = 13$ ).

**Figure 3.7. Academics' Gender**



They were also asked about their qualifications, both academic and teaching. Academic qualification is understood as ongoing training and updating in order to deepen scientific and/or professional specialization. Teaching qualification is understood as ongoing training oriented to the specialization in T&L, pedagogy, didactics of their areas of specialty or related topics.

Thirty-three faculty members responded regarding their teaching qualification and 32 regarding their academic qualifications. Table 3–6 shows their responses.

**Table 3-6.**  
**Academic and Teaching Qualification**

<b>Degree or other</b>	<b>%</b>	<b><i>f</i></b>	<b>Degree or other</b>	<b>%</b>	<b><i>f</i></b>
Doctor	24%	8	Doctor	31%	10
Master	33%	11	Master	31%	10
Professor	28%	9	Professional	16%	5
Without teaching qualification	6%	2	Without academic qualification	3%	1
Other (specify)	9%	3	Other (specify)	19%	6
		<b>33</b>			<b>32</b>

On the other hand, 31 faculty members indicated the area of teaching in which they worked, information which is summarized in Table 3–7.

**Table 3-7.**  
**Area of Teaching**

<b>Field of Discipline</b>	<b><i>f</i></b>
Mathematics	5
Psychology	3
Computer Science	3
Education	3
Engineering	3
Anthropology	2
Basic Sciences	2
Occupational Therapy	2
Social Work	2
Architecture	1
BioChemistry	1
Kinesiology	1
Management	1
Management in Nursing	1
Social Security	1

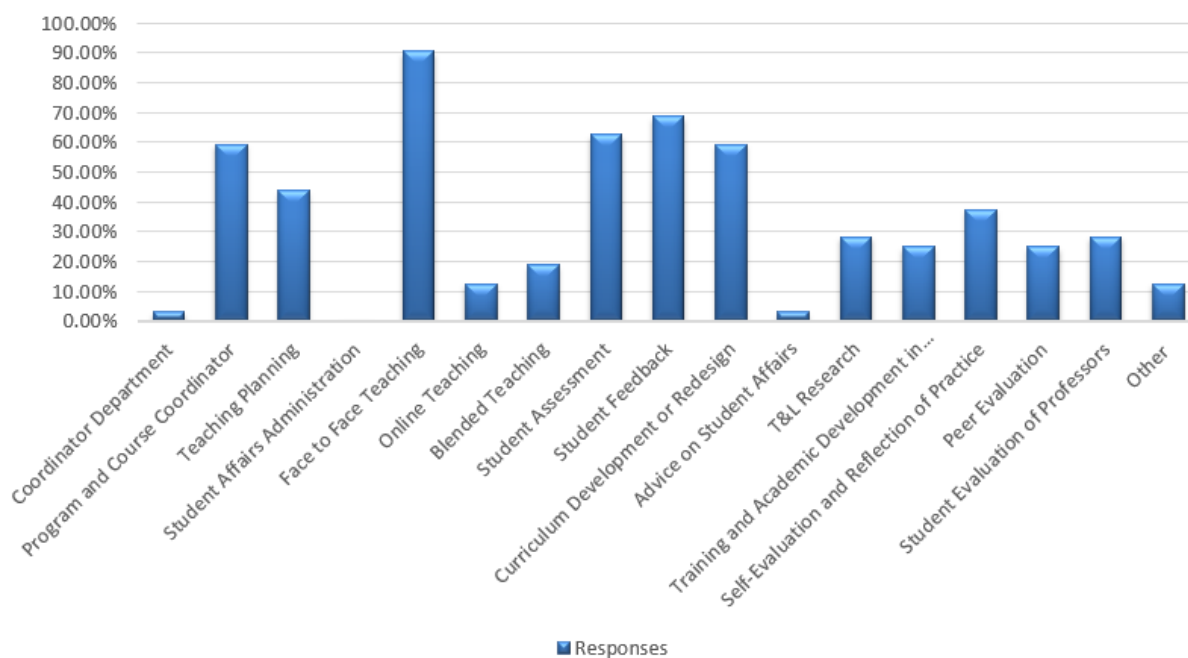
Of the disciplinary areas declared, 14 were exact sciences and 17 were humanities oriented.

The following questions were intended to gather information about the tasks and roles played by academics, assuming that their main endeavor was teaching.



The first in this series of three questions aimed to establish what tasks or functions were involved in their role as teacher and respondents were asked to select all the alternatives that applied from a given list of functions. Figure 3.8 shows the result of responses.

**Figure 3.8. Tasks Involved in Teaching**



It is important to keep some important aspects in mind when examining Figure 3.8.

- Of the 32 academics who answered the item, 30, that is, 91% of them, reported teaching classes directly. This involved additional time for preparation and coordination of classes, as well as evaluation and feedback from students, among other aspects.
- Around 20 academics performed at least four activities, two of which were related to the coordination of courses and/or programs, and curricular development and redesign. These activities were not directly related to teaching, which would account for the multiple activities that academics must undertake in parallel with teaching.

- A much smaller share of academics mentioned engaging in activities such as research in T&L, self-assessment and reflection on teaching practices, and training and academic development in areas of T&L. This is important since this type of activity would have a direct impact on the improvement of teaching performance and, therefore, the quality of T&L.

The second item collected information about the possible leadership roles assumed by professors at the institution. Table 3–8 demonstrates the information reported by academics.

**Table 3-8.**  
***Roles Previously Assumed by Academics***

<b>ROLE</b>	<b>%</b>	<b><i>f</i></b>
Dean	4.5%	2
Vice-dean	2.5%	1
Head of department	15%	7
Director	22%	10
Coordinator	30%	14
Head of degree	13%	6
None	13%	6

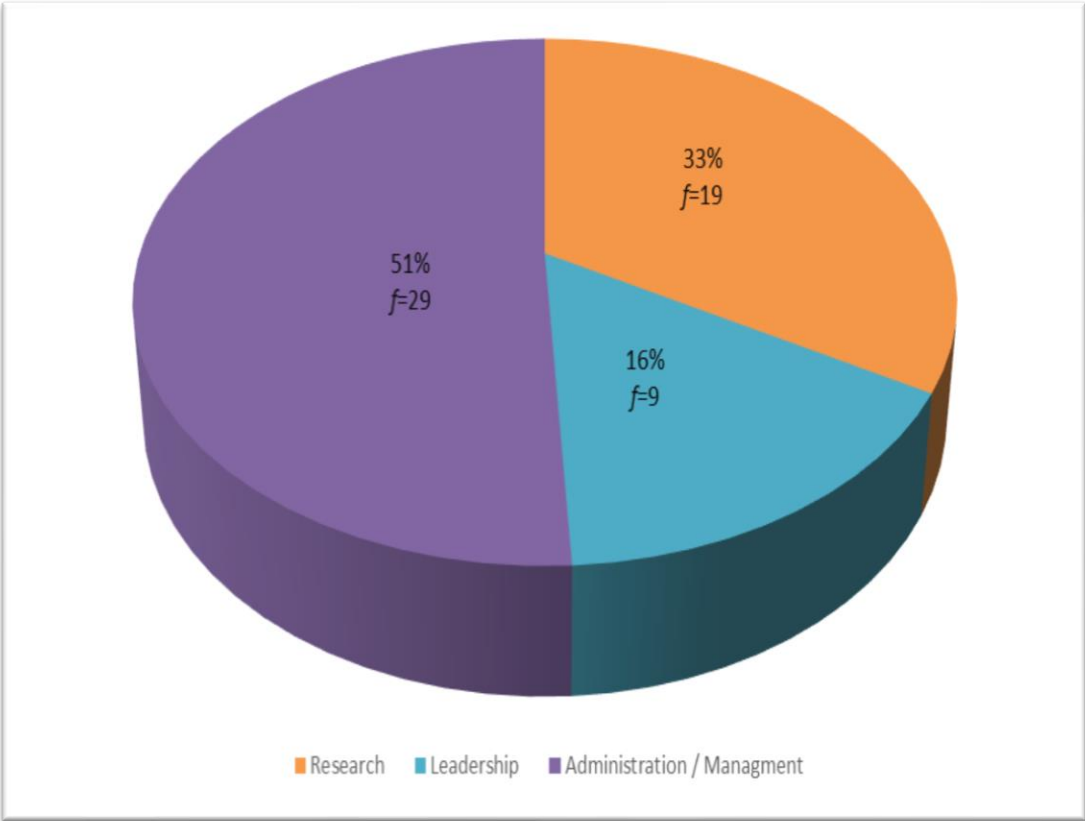
Among the 27 academics who responded, 40 roles were mentioned that were carried out at the same time (prior to this online survey) as teaching.

The number of faculty members who have assumed coordination roles in departments, teaching, projects, etc. was striking. The number of academics in directorial roles in departments, teaching, faculty and institutional projects, and others, was also high.

Once more, what was noteworthy of these responses was the large number of academics who, in addition to their teaching activities, reported carrying out other simultaneous activities requiring concentration and time.

In the following item, information was collected on what other roles professors were currently assuming (at the time of participating in this survey online). Figure 3.9 shows the responses obtained. This graph indicates that 51% indicated they engaged in Administration and leadership duties in addition to their teaching, while 33% of respondents indicated they also engaged in research aside from their teaching responsibilities, and 16% indicated they engaged in leadership responsibilities in addition to their teaching.

**Figure 3.9. Roles Assumed by Academics Along with Teaching**



## **Triangulation**

Advocated by Denzin in 1978, triangulation is a technique that allows researchers to validate data originating from different sources, for answering the same research questions in the context of an investigation. The main procedure is to “crosscheck results for consistency and to offset any bias of a single research method [enhancing] confidence in the overall conclusions drawn from a study” (Spicer, 2004, p. 297). There are different types of triangulation depending on the focus (namely, data, investigators, theories or methodology implications), but for the purposes of this study, triangulation of data, stakeholder perspectives, and methodologies was included. Data triangulation focuses on using different sources for obtaining data, located in different places with different settings, trying to find out a broader and richer comprehension of the phenomena in the frame of this study. Stakeholder triangulation is where you are able to compare and contrast different stakeholders’ perspectives in relation to the same research problem. The combination of different methods to answer the research questions is based on the premise that the weakness in each method will be counterbalanced by the strengths of the other, although it is not limited to these criteria. In effect, the overall methodological strength should be reinforced by means of significant and broad data, minimize the weaknesses of the involved methods, and extend the very concept of triangulation to “expansion, complementary, development, and initiation” (Johnson, Onwuegbuzie, & Turner, 2007, p. 127).

In the context of this research, both the methods addressed – interviews, focus group, and online questionnaires – as well as the data obtained from two different contexts (representing different social, cultural, and geographical variables) provided more comprehensive picture about the problem of university quality studied in the Chilean HE context. In this respect, triangulation contributed to the legitimation of the findings in this study,

confirming information obtained from qualitative and quantitative strand, helping to understand deeper the realities studied.

### **Data Collection Instruments**

Many authors agree that broadly understood *survey/questionnaires* is one of the most frequently used methods or strategies in social research for gathering information within a population. Questionnaires are within descriptive methods, that is, those oriented to gain information from individuals, groups, and organizations, basically for describing and interpreting information about the research problem. According to Bloch (2004), a basic feature of the social survey is to collect the same information in an entire unit of analysis, which is the sample. In turn, Trochim (2006) states that a survey has the capacity to measure any broad area involving asking questions of respondent. Additionally, Creswell (2012) adds that surveys require a sample from a population and predominantly take the form of *questionnaires* and/or *interviews* agreeing with Bloch (2004) when he states that survey can take the shape of a short paper-and-pencil feedback form to an intensive one-on-one in-depth interview.

Among others, survey methodology allows researchers to collect information about:

- Opinions, behaviours, characteristics of a particular group or population from an entire population (as in a country, for instance in the case of a census) within which researchers, policy makers (Bloch, 2004) or different market agents orient their work.
- The opinions or behaviour of a certain group over time – in terms of changes – to the extent a survey could be repeated on several occasions.

- Differences among various sub-groups on key variables, such as permanence, attrition, certification, etc., for instance in groups of teachers, teaching in urban, suburban, or rural settings in terms of educational outcomes (Slavin, 2007).
- Possible correlations among variables, i.e., success in the first university year – parents' level of education – kinds of prior education (public or private schools).

An important issue to be considered is that depending on the nature and the display of the questions/items intended by the researcher, surveys are suitable for quantitative and qualitative approaches. For purposes of this study, based on mixed method design, the survey as a strategy to collect data will assume the forms of a web-based questionnaire, and interviews and focus groups methods.

### **Questionnaire**

The questionnaire is basically a self-administered instrument which is completed and returned to the researcher by respondents, providing broad quantitative information by mean of structured, semi-structured but mostly closed-ended questions, and numerical data.

With respect to the advantages and disadvantages of questionnaires, is that they offer an easy way to analyze results and administration that does not require the presence of the investigator, however, it takes time to be properly develop and refine (Cohen, Manion, & Morrison, 2011; Creswell, 2012). Furthermore, a questionnaire represents a good method for reducing bias to the extent that these data will be interpreted through descriptive statistics and is uniformly presented to the respondents. At the same time, it is limited because respondents cannot explain their answers due to the structured nature of its questions. This will be counterbalanced by mean of the personal interviews, whereby deeper and broader data will be

obtained (Cohen et al., 2011). Through questionnaires it is possible to get a large quantity of data in a short period of time and respondents can check and think about their answers, looking for more accurate information, and because it is anonymous – and this condition encourages honesty – it tends to be more reliable. There are some risks due to potential for lower rates of response particularly for web-based formats, along with some issues related to Internet access, quality in connection, security, etc. (Cohen et al., 2011; Creswell, 2012).

For the purposes of this study, the questionnaire was web-based and accessed through a URL (Uniform Resource Locator – web address), which allowed self-completion with a standardized format. The URL was sent to the students and faculty members in each university considered in the sample. According to criteria in terms of large sampling size, the web-based questionnaire was more structured and closed, with numerical questions (Cohen et al., 2011). These data gathered were kept in a database and converted into numerical data for Excel or SPSS tools for processing and to aid analysis.

### **One-on-One Interviews**

The interview represents the most natural interchange of “views” among people, to the extent that is the way of interaction that human communities have for producing contextual knowledge of mutual interest. As a feature, interviews can capture inter-subjectivity since the knowledge is a construction within a community and socially situated (Cohen et al., 2011). As a method for collecting data, face-to-face interviews enable participants to recount stories, giving them voices for relating experiences and reflecting on them from their point of view, interpretation, and meaning. The interview, allows researchers to inquire about the individual experiences recounted through language, understanding that the interest is about others’ stories which involves the researcher actively listening (Seidman, 2013). Among the main features of

interviews is the capacity to capture values and attitudes from individuals and to offer spaces for marginalized experiences and opinions that participants' voice. Interviews make it possible to inquire in-depth and to understand complex realities, grasping individuals' or groups' interpretation or representations of their mutual experiences (Byrne, 2004; Seidman, 2013). As body language is also part of the account during an interview, this could meaningfully contribute to the process of interpretation of data collection, and is considered as source of information as well.

The interview presents advantages as well as disadvantages. A significant advantage is that it allows for the gathering of deep information from participants along with providing the opportunity to ask them for explanations and further detail to complete the sense of their answers; but on the other hand, subjectivity and bias of the interviewer could interfere with the quality and accuracy of the interview. Some directions to address this issue are related to keeping to a structure or plan to conduct the interview with the questions outlined in the instruments (Seidman, 2013), thereby avoiding any change or improvisation that could make important differences in the meaning of questions or answers.

As Byrne (2004) suggests "interviewees' views, interpretations of events, understandings, experiences and opinions" can be found especially with open-ended questions (p. 182). Seidman (2013) states that the interviewer has to counterbalance enough openness for participants to recount their experiences but to also maintain some control and focus to reach the goals of the interview which endorses Byrne's directions in the use of open-ended questions.

This study considered interviews in order to inquire about how an academic community, composed basically of students and faculty members, directly experienced the practice of



teaching and learning and how they addressed its quality. For academics, the interview took the structure of one-on-one, having as a criterion for this option to offer them a methodological approach whereby participants could feel free and confident to give their opinions and contributions. In effect, according to literature, faculty members in general are more willing to contribute when interviews, are conducted discretely, so they do not feel intimidated, threatened, or questioned due to their opinions. This can also contribute in terms of confidentiality to the extent that it was expected to garner more genuine and frank information from respondents. In respect to this study, academics were willing to contribute with their opinions and appreciate the opportunity to take place in the study. Although they exhibited some suspicion about confidentiality, specially when they were informed about recording, they felt comfortable and provided rich information related to their experiences.

Both variation of interviews, one-on-one and focus groups, constituted an opportunity for knowing an “intersubjective view” by means of eliciting certain mechanisms used to configure this “reality”, that is, discourses and involved meanings, institutional references – internal or external – the inclusion of certain phrases or words acting as a brake or impulse, and how “common sense” nurtures interviews. To know possible gaps between what participants said and did was also an interesting issue for me.

To minimize bias, a semi-structured interview schedule was followed with the interviewer mainly acting as a “listener” other than in the initial building of rapport. In this respect, Seidman (2013) suggested that even the meaning of the account within an interview was mainly provided from the participant’s representations and reflections, to recognize that genuine meaning emerged from the interaction between participants and interviewer which could minimize this distortion (p. 26). One essential issue to keep in mind in qualitative social

research was the prominence of language as a means to know, represent, and understand the social world, that constituted the same way in which people constructed meaning and interacted in the social world.

### **Focus Group Interviews**

The focus group interview is a technique to collect data and is a variation of the one-on-one interview. In effect, it is an interview between the interviewer and a group of participants. Literature suggested different numbers as ideal to form focus groups, but as it was said before, this study considered six participants as the upper limit for focus groups to accomplish its main purpose, that was, to obtain a great amount of information in instances where each participant had a high possibility of contributing with personal views but in a dynamic interaction among the interviewer and participants (Creswell, 2012).

The most common procedure once the sample was selected was that the researcher asked the group questions drawing upon a previously developed semi-structured instrument and recording or/and taking notes on the conversation. An important issue in this respect was that any interview placed the researcher in a relative situation of power (Seidman, 2013), which could affect the dynamic of the activity. Therefore, the main criterion to select this qualitative method for students was that they often feel confident when they are grouped, because they support each other. Within instances like that, participants tended to co-construct ideas and concepts, and enhanced common experiences by mean of sharing and complementing each other.

At the same time, this advantage of the focus group could become a disadvantage when the consensus stagnates, and the researcher must find a mechanism for clarifying the collective

answers from those individuals. The composition of the group could become challenging too, especially if there are dominant individuals whose views do not necessarily represent the consensus of the group (Creswell, 2012). The choice on the number of participants is relevant in this respect, where the larger the group the less likely it is for all to have an equal voice.

Finally, focus groups was a good method when depending on the more or less dominant position of the participants. The researcher could capture different perspectives about the topic studied reflecting the organizational dynamics in terms of interaction, openness, censure, norms, hegemonic discourses, etc., (Byrne, 2004).

### **Procedures to Analyze the Data**

Creswell and Plano Clark (2011) identified the following stages: preparation of data, exploration, analysis, representation, interpretation, and validation of results, and propose for each one a set of procedures that follow the rationale of quantitative and qualitative approaches.

In brief, considering that this study had a concurrent embedded design, both data sets were analyzed separately following the above steps, were fully transcribed, and coded, which involved generating categories, themes, and patterns. The primary (QUAL) data, originated in two methods of data collection (interviews and focus groups), and were analyzed through triangulation taking into account the research questions and the saturation of the themes within these data. After this, the results were interpreted. The next step was the analysis of the secondary data (quan – online questionnaires) and the corresponding interpretation of these results. The final step occurred when a meta-analysis was undertaken from the consolidation of qualitative and quantitative inferences (Onwuegbuzie & Johnson, 2006). To facilitate the

processing and analysis, qualitative as well as quantitative data were coded by mean of software Excel.

Given the similarities and differences in each of the universities it was important to analyse each university's data set first to identify if there were any nuances or significant differences in the codes and themes. Following this the two university data sets were then compared to identify where the similarities emerged and where there were differences. These similarities and differences were then noted and written up. It is important to note that the similarities were greater than the differences and that is why much of the data was combined in the results chapter. The similarities encompassed the following: both universities were state and public institutions and were governed by the same quality assurance expectations; their Chilean academic accreditation rankings were similar; their funding criteria were the same; they were both teaching-focused institutions; the mechanisms for accountability were the same; the percentage of contract faculty members was similar in both institutions (68% were contract academics in the Southern institution and 72% in the capital university); and the social, economic, cultural (the characteristics of the families – first generation university students) backgrounds of the students were similar.

Differences in the two universities under study included: geographical location – one in the capital of Chile and in a central site in the country and the other was in a rural and isolated situation in the South of Chile; the geographical location also impacted travel to the capital to access academic development and to engage in research activities; access to, and the level of, current technology was also different with the university in the capital had much greater access to technology, more up-to-date technology and access to optic fibre which increased connectivity speeds whereas the university in the rural setting did not have these technological

advantages; and the weather conditions in the Southern university was much harsher than in the capital. An additional difference was that the university in the capital was competing with many public and private universities in the city, whereas the university in the rural city was not competing with as many institutions. However, as most students move to the capital to undertake their studies the overall student enrolments are lower in the rural areas which does create a similar environment of competition for student dollars – so this is both a similarity and difference depending on what aspect of competition is considered. Where these differences influenced the participants' responses, these were highlighted in different sections as key differences that needed to be noted and where responses were similar or related to dimensions that were similar across the two institutions these were combined. I did not want to report the findings in two different case studies, particularly in the areas of similarity, as these would have read as highly repetitious. Hence, I chose to combine the findings where these were highly similar or the same and to note the differences where these were evident and important.

### **Analysis and Development of Themes and Subthemes**

As Bloomberg and Volpe (2012) stated, a qualitative approach looks for themes or patterns which come from the language used by participants (p. 137). In this attempt, therefore, the goal was to shed light on the themes and sub-themes revealed by participant accounts.

What followed the data collection was a multi-step process to organize the information, so it would inform the meaning of the central questions of the study. Thus, once the material obtained from the interviews was transcribed and read over and over again, which was an interesting process of analysis and searching, peppered with moments of intuition, patterns from the findings began to emerge to organize this extraordinary amount of information contained in

around a thousand pages of raw data. This reading multiple times and searching for codes and themes was described by Creswell (2014) and Guba and Lincoln (2005) as iterative thematic coding.

As a first approach, responses were systematized under their respective questions and separated by university sample group. In this step, the responses were grouped by stakeholders in such a way that all the information could be viewed, using an Excel spreadsheet for that. This allowed the visualization of the first clusters and the patterns that began to emerge given the frequency of repeated responses.

Once this phase was completed, information from both universities was again organized from the clusters, considering as a central element the frequency and the saturation of themes that could be observed. In this procedure was useful to use a table in Word that allowed the generation of as many columns and rows as were necessary to the extent the themes and codes were appearing along with the participants’ voices. Indeed, a series of codes could be established, which would in a subsequent phase be articulated around the themes that logically emerged. Likewise, the necessary precautions were taken to be able to distinguish at all times the information coming from each of the universities.

The result of this procedure was synthesized in the table presented below.

**Table 3-9.**  
**Synthesis of Themes and Codes According to the Frequency of Responses**

**FREQUENCY / RANKING**

THEMES	Code Title	Student		Academic		Leader		Overall Ranking
		<i>f</i>	<i>r</i>	<i>f</i>	<i>r</i>	<i>f</i>	<i>r</i>	

<b>Perceptions of students by others and about themselves</b>	Student's Attitudes	3	16	54	7	6	12	12
	Students' competencies	1	17	4	17	6	12	15
	Expectation	100	4	15	14	2	14	11
<b>Perceptions of academics by others and about themselves</b>	Personal development	11	13	23	12	8	10	12
	Training	15	11	16	13	1	15	13
	Evaluation	165	3	84	4	1	15	7
	Practices	3	16	89	3	5	13	11
	Expectation	33	7	77	5	25	6	6
<b>Perception of university leadership by others and about themselves</b>	Vice-Provost; Dean	21	10	16	13	5	13	12
	Expectations Expressed by University Leadership	25	9	24	11	18	8	9
	Leaders, Authorities and Power	43	6	9	16	13	9	10
<b>How quality is perceived in relation to teaching and learning</b>	Importance of Teaching and Learning	177	2	166	1	87	1	1
	How is the Quality of Teaching and Learning Understood?	179	1	98	2	73	2	2
	Approach, Methodologies and Evaluation	75	5	27	9	18	8	7
<b>THEMES</b>	<b>Code Title</b>	<b>Student</b>		<b>Academic</b>		<b>Leader</b>		<b>Overall Ranking</b>
		<i>f</i>	<i>r</i>	<i>f</i>	<i>r</i>	<i>f</i>	<i>r</i>	
<b>The institution – The macro context of quality teaching and learning</b>	Policies of Quality Assurance and Mechanisms for Accountability	11	13	36	8	27	5	8
	Structures and resources	12	12	25	10	7	6	9
<b>Barriers to quality teaching and learning</b>	The triangle of faculty members, students and curriculum	29	8	69	6	30	4	6
	Institutional management	8	15	15	14	22	7	12
	External and regional conditions	10	14	12	15	36	3	11

For purposes of defining the organization of the topics, the criterion used was not frequency ranking, rather the presentation is from the micro to macro and simplest to the most complex. For this reason, the student perspective was the first level, and the institution and the barriers that involved all the stakeholders were presented last.

Then the quantitative information obtained from the online questionnaire was analyzed. It did not add information that suggested more codes or themes. With both qualitative and quantitative sources of information, themes and codes were determined to give shape to the results presented in Chapter 4: Results, which were the following:

1. How students are perceived by themselves and others – perceptions and expectations of “quality” and learning and teaching;
2. How academics are perceived by themselves and others – perceptions of university teaching, professionalism, personal development, and accountability;
3. How leaders are perceived by themselves and others – expectations of leadership, teaching and learning, and authority and power;
4. How quality is perceived in relation to teaching and learning;
5. The institution (as described by stakeholders) – the macro context of quality teaching and learning; and
6. Barriers to quality teaching and learning.

Nuclei of analysis were also added that allowed to compare information of the stakeholders’ viewpoint, similarities and differences between both universities, as well as the information coming from qualitative and quantitative perspective.

7. Critical analysis and synthesis – comparison between stakeholder perspectives;



8. Critical analysis and synthesis – comparison between the regional and metropolitan universities; and
9. Critical analysis and synthesis – added quantitative data to deepen the qualitative themes.

The chapter concludes with an overall synthesis that accentuates the main results of this study.

### **Legitimation as Validation for Mixed Methods Research**

The topic of quality teaching and learning is still in development and has aroused profuse debates over the last decade. It is, therefore, important to consider what is valid or credible research in exploring this issue. Validity is “the degree to which a test measures what is intended to measure” and is usually associated with quantitative forms of data (Gay, Mills, & Airasian, 2012, p. 603). The analogous construct for qualitative studies is trustworthiness which Gay, Mills, and Airasian (2012) indicated was: “a feature essential to the validity of qualitative research, established by addressing the credibility, transferability, dependability, and confirmability of study findings (p. 603).

In the context of mixed methods Onwuegbuzie and Johnson (2006) proposed the term *legitimation* to replace validity in quantitative data and trustworthiness in qualitative data analyzes, which from their perspective:

is not a about singular truth, and it certainly is not limited to quantitative measurements; rather, by validity we mean that a research study, its parts, the conclusions drawn, and the applications can be of high or low quality or something in between. (p. 48)

Drawing upon the work of Teddlie and Tashakkori (2003, cited in Onwuegbuzie & Johnson, 2006) they discussed the importance of inference quality – a concept involving design quality and interpretive rigour: “Design quality refers to the standards used for the evaluation of the methodological rigor of the mixed research study, whereas interpretive rigor pertains to the standards for evaluating the validity of conclusions” (p. 55). Onwuegbuzie and Johnson proposed legitimation as a continuous process related to each phase in a mixed method project where the focus should be the use of adequate strategies to address them (Creswell & Plano Clark, 2011; Onwuegbuzie & Johnson, 2006). From this viewpoint, Onwuegbuzie and Johnson (2006) proposed several types of legitimation for mixed methods, articulated according to the research design. This current study considered three types of legitimation for addressing representation and integration issues to accomplish quality research, namely, sample integration legitimation, inside-outside legitimation, and weakness minimization legitimation.

### **Sample Integration Legitimation**

This study assigned more weighting to the qualitative approach, and consequently the themes from these data took more importance. The quantitative data were considered as a compliment in order to confirm or identify differences obtained by the qualitative set. In consequence, the aim to consider this legitimation was to find a balance between size and weight to make adequate meta-inferences.

Some strategies can be put into place for avoiding problems of legitimation in this respect, namely, the amount of data collected by both different approach, its significance, “the chance of reaching data saturation”, and its capacity to shed light on the phenomenon studied (Onwuegbuzie & Collins, 2007, p. 305). In this study, the quantitative and qualitative samples were the same, so this form of legitimation was well aligned for the meta inferences to be made.

## **Inside-Outside Legitimation**

Inside-outside legitimation considers the participation of two viewpoints in the research process: an insider referred to as emic and an outsider named etic. The etic viewpoint assumed an external role and was represented by the researcher. Conversely, a participant in each institution assumed the emic role, the insider, “assessing researcher’s interpretations”, such as qualitative or quantitative inferences or meta-inferences (Onwuegbuzie & Johnson, 2006, p. 58). In order to accomplish this type of legitimation in this study, I asked a faculty member from each university to provide an emic perspective. Thus, a participant of each university had the opportunity of reviewing one interview – a different interview transcript to their own and from the opposing institution – to search for themes and sub-themes from the transcript. The next step was to triangulate their findings with those found by me and the results were very similar. Indeed, these academics included all the same codes that I found but my coding was more detailed and in-depth in comparison to theirs.

This process of including an academic from the regional university and one from the metropolitan university into the analysis was to ensure that inter-rater reliability was undertaken to reduce the potential of researcher bias. Gay, Mills, and Airasian (2012) described the value of this process as: “**Interjudge** (i.e., inter-rater) **reliability** refers to the consistency of two or more independent scorers, raters, or observers.... Subjective scoring is a major source of errors of measurement, so it is important to determine the reliability of the individuals who score open-ended tests. ... Subjective scoring reduces the interpretations the researcher or tester can make from the scores” (p. 168). Likewise, Creswell defined inter-rater reliability as “two or more individuals observe and individual’s behavior and record scores, and then the scores of the

observers are compared to determine whether they are similar” (p. 622). Patton (2015) further explained:

To be reliable, coding should be replicable. Replication is checked by duplication; if coding decisions are explicit and communicated to another researcher, that researcher should be able to make the same coding decisions as the first researcher. The result is reliable.... Interrater reliability is appropriate with semi-structured interviews, wherein all participants are asked the same questions, in the same order, and data is coded all at once at the end of the data collection period. But it doesn't hold for an unstructured interactive interviews.  
(p. 667)

In this study, the interviews were semi-structured and conducted similar to the process that Patton described, therefore it was deemed useful to include an inter-rater reliability check compare the codes identified by these participant-academics to my codes (and these were found to be very similar) to increase the authenticity of my codes, themes, and overall inferences drawn from the raw data. Thus, by engaging in an inter-rater reliability process I attempted to reduce researcher bias and to ensure that a contextually accurate, relevant, and objective perspective was added to the coding of qualitative data.

### **Weakness Minimization Legitimation**

The combination of two or more methods allows for an increase in this type of legitimation because the design of the study can consider that the weakness of one method or approach could be compensated by the strengths of the other. A strategy to fulfil this type of legitimation involves exploiting this potential at the design level by combining, assigning, and

interpreting the results (Onwuegbuzie & Johnson, 2006). A consideration to take into account in this respect is the extent to which the mixing of methods properly drives the complete study. In this study the design considered two methods to favour the legitimation of the results. Due to social movements led by students in the same period of collecting data, it was difficult to contact and invite students and academics to take the online questionnaire. Because of that the participation was lower than expected. However, the quantitative strand assumed less weight in the methodological design. On the other hand, the qualitative strand was strong, and this favoured the recollection of abundant and rich information, that allowed for the identification of key themes and subthemes, as well as the saturation of themes.

### **Ethical Issues**

Given a context of mixed methods, ethical issues were considered with qualitative and quantitative approaches. For quantitative matters the study obtained proper permissions, attends to the integrity of participants; and considers the institutional norms where the study took place. In turn, for qualitative matters, there was attending consideration to the researcher's attitude in terms of sensitivity to different social groups, respect to different cultures, and good practices in terms of control or power, taking care particularly in the protection of the participants' identity (Creswell, 2012).

In practical terms, several actions were taken in order to protect participants from harm within the research process, as well as questions of disclosure, and consent, whereby every instrument encompassed a written informed consent form with the purpose that participants can express their agreement with participating in the study. At the same time, it offered participants the opportunity to feel free to withdraw from the process of data collection at any time, or not to

complete certain items. The ethics process offered participants confidentiality, anonymity (or limited anonymity in the focus groups), and non-traceability, taking every possible measure to guarantee that these assurances are in place before, during, and after the process.

The construction of the questions considered more delicate aspects that could affect the sensibility of the respondents or make them feel threatened (Cohen et al., 2011; Creswell, 2009). Several aspects were taken in account, but agreeing with Smith (2005), the researcher should be aware that he/she is hosted in a community with dynamics, rules, and interactions where it is necessary to exhibit respect for people's participation on their own terms and keep an attitude of observer and listener (p. 97). Although I stated these principles as those reflecting the spirit of the researcher who works within indigenous communities, everyone is relevant in any social research project.

### **Summary**

Chapter 3 offered an outline of the rationale on which to base this inquiry about the quality in teaching and learning from the concepts, practices, and experiences of key members in two universities in Chile.

Similarly, this chapter presented mixed methods as a reliable approach to explore in a broader and deeper perspective the reality of the quality in teaching and learning, offering to the community – students, faculty members and leaders– diverse alternatives to express their circumstances through an ensemble of methods that strengthen the possibilities to mobilize and produce institutional knowledge in this respect.

Along with the description of the methodology selected, the chapter outlined the philosophical assumptions underpinning mixed methods, pragmatism, a stream that represented

a synthesis between two important worldviews, post-positivism and social constructionism, which in turn have privileged the quantitative and qualitative approaches, on one side, and have assumed two epistemological positions historically in conflict, on the other side, objectivism and constructionism, respectively. Hence, pragmatism was presented to represent the mixed methodological orientation for this study.

As important components of the research design several data collection tools were presented, including online questionnaires, focus groups, and interviews, all of them aspects of surveys oriented to gathering information from different agents, in a comfortable way for each participant group. Similarly, the design was complemented by triangulation, a procedure to legitimize the outcomes and a way for analyze and interpret the quantitative and the qualitative data was offered, but highlighted the qualitative approach to be consistent with research proposal in general terms. In terms of legitimating the study outcomes, some procedures were presented to confer it validity in the sense in which this word is understood in the frame of the research. As a final point, ethical considerations were considered to ensure the reader understands the precautions taken to protect participants.

## **Chapter 4 – Results**

This study aimed to explore how students, faculty members, and university leaders perceived quality teaching and learning and what the supports and barriers were to achieving quality teaching and promoting students' learning outcomes.

In order to build a theoretical framework, this study drew upon theories of learning, on approaches to leadership, and quality initially taken from the business world of enterprise and production to be both adapted and translated into the world of the university. However, the study did not propose a concept or meaning of quality a priori. Its goal was precisely that possible constructed meanings not come from assumptions or given truths, but that they emerge from the participants of the research itself and from the dynamics of their own organizations and contexts.

The following pages present a framework that explains the main components of this chapter, namely, a description of the role of stakeholders and their participation in the study, the presentation of qualitative and quantitative information, and the emergence of themes and their respective subthemes.

### **Description of the Role of Stakeholders**

The stakeholders considered in this work were the students, academics, and leaders of two universities who were considered the academic community within this work.

First of all, the inclusion of students was mainly due to the fact that they were the first affected in decisions taken by the institutions of higher education in terms of the quality of formation, verifying the effects of these decisions in their T&L experiences. In addition, since



education has become another consumer good in Chilean society, and they (and their families) contributed resources to university budgets through tuition and fees, student voices needed to be heard.

The second important issue with respect to the role of the student was that, given the quality assurance processes, concomitant processes at the state universities have been generated; for example, processes of curriculum innovation. In this context, there has been a dynamic of participation in academic instances where students have participated and contributed brilliantly to the construction of the curricula of their degrees. Their participation in this study gave them the opportunity to share their experiences of T&L, offer their opinion regarding their training and express their expectations about becoming professionals with certain characteristics. In this way, they could contribute to the construction of meanings regarding quality.

For their part, academics constituted a very important interest group in this study for their role in the training of professionals. Their direct contact with students and their decisive intervention in the construction of experiences of quality in T&L was highly valued in this work as a contribution to the construction of meaning. At the same time, their intermediary position and at times bargaining role between the needs of the students and the demands of the faculties, provided rich information which brought to light the tensions currently experienced in public institutions of higher education. Along with this they also recounted their own experiences and the limitations that must face daily and, at the same time, expressed a sense of ongoing commitment to their students and their expectations.

Finally, the leaders, that is, deans and vice-rectors, traditionally called “authorities” and not accustomed to recognizing themselves as “leaders”, provided a broader vision from both

their individual areas of action and from the position of the university in regional and/or national contexts. Coming from their experiences, roles and duties, they shared their expectations for making the university a significant benchmark on the national scene, with high quality professional training and excellent development opportunities for their academics, but in a context of permanent tension because of the vicissitudes of state and public universities in Chile.

### **Presentation of Qualitative and Quantitative Information**

The methodological approach with which this research was mixed, but relatively weighted more towards the qualitative approach.

All participants took part in a semi-structured interview that, in the case of students, took the form of a focus group. In addition, both academics and students completed an online questionnaire. The questions in both the interviews and survey were prepared considering the theoretical framework and the central questions of this research. For example, these questions sought to find alignment and coherence between policies, structures, and institutional strategies, and the decisions the studied universities had taken to undertake substantial improvements to the quality of Teaching and Learning (T&L). In addition, for the purposes of determining themes and subthemes, and finding correlation and congruence between responses, it was considered important to ask questions that could be answered by all the stakeholders in such a way that information from different perspectives could be triangulated. There were also questions directed to each of the participants so that they could share experiences with this study from their respective roles.

As commonalities between the emerging qualitative and quantitative information were found, these were combined to provide a fuller picture of the findings.

To describe the qualitative data, frequency (*f*) was used as an indicator of thematic dominance and saturation. However, less frequent information was not discarded. In the case of quantitative information, the percentage was incorporated (%) to represent the results of the Likert scale that was used. The frequencies of responses were also considered in order to represent the subtle expressions between “completely agree” and “agree”, and “disagree” and “completely disagree”.

To complement the previous responses, the emphasis that participants made in relation to topics of relevance to them was also considered and represented through quotes made by the stakeholders that could illustrate specific situations, emphasize aspects of greatest interest or place further attention on certain issues that they felt was invisible to the rest of the community.

At the same time, quotes also highlighted aspects as outliers that came from odd comments in relation to the topics at hand.

As described in Chapter 3, there were 6 major themes to emerge from this study and three subsequent critical analysis sections and these included:

Theme 1: How students were perceived by themselves and others – perceptions and expectations of “quality” and learning and teaching

Theme 2: How academics are perceived by themselves and others – perceptions of university teaching, professionalism, personal development, and accountability

Theme 3: How leaders are perceived by themselves and others – expectations of leadership, teaching and learning, and authority and power

Theme 4: How quality is perceived in relation to teaching and learning

Theme 5: Institution – the macro context of quality teaching and learning

Theme 6: Barriers to quality teaching and learning

Critical analysis and synthesis – comparison between stakeholder perspectives

Critical analysis and synthesis – comparison between the regional and metropolitan universities

Critical analysis and synthesis – added quantitative data to deepen the qualitative themes

*Please note, that even though not APA style, for clarity in this chapter, the quotes from participants are presented in italics so as to be easily recognized within the other explanatory plain text.*

### **Theme 1: How Students were Perceived by Themselves and Others – Perceptions and Expectations of “Quality” and Learning and Teaching**

As a theme, student perception referred to the way students saw themselves and the expectations they believed others had of them, as well as the way they were viewed by others such as members of faculty and leaders, the larger community in which they belonged, their families and employers. It incorporated their perceptions of quality as they saw it and their experiences and expectations for their education and their aspirations. These topics were reported through the next subthemes: student attitudes, student competencies and the cognitive domain, expectations and aspirations, academic and curricular support, facilities, intentions, and opportunities.

#### **Student Attitudes**

According to both academics and leaders, student attitude was characterized by high demotivation, a lack of interest in learning, laziness, and low autonomy and self-responsibility. Academics were concerned that students did not want to put in the necessary effort or

commitment to their learning process, and that faculty assumed students needed to instantly have their problems solved for them.

Many of these students were classified as vulnerable, given their difficult social and economic backgrounds. As one professor pointed out:

*Our students are vulnerable, with scarce resources, with difficulties communicating and issues in terms of specific knowledge. It is hard for them to ask questions and they are timid, due to many factors, including the environment in which they live. The university, through its professors and programs, must provide them with information so that they know there are services that can support them, so they can express their concerns and feel more confident.*

Professors pointed to the low self-esteem and flagging self-confidence as negatively contributing to students' ability to successfully complete their studies. These components must be considered in the big picture. Professors further stated that these factors were reinforced by student belief that they will have difficulty finding suitable employment after graduation and good income opportunities because of their modest socio-economic backgrounds. As one faculty member expressed:

*Students do not have confidence that they will do well when they graduate. They think that their salaries will be low and that they will have difficulties to insert themselves in the working environment, basically due to their socioeconomic and cultural background. They are very socially deprived students.*

As an aggravating factor, both academics and leaders pointed out that these student attitudes could be partially explained by their already lengthy process of schooling prior to higher education. This consisted of at least 12 prior years of public education, characterized by a curriculum oriented to the regurgitation of content with traditional assessments that consistently focused on memorization rather than comprehension, and with an emphasis on grading. Likewise, the dominating role of the classroom professor in this system left little space for creative expression and the development of critical thinking, autonomy, or a capacity for reflection by the students.

Except for the students' awareness related to their lack of confidence in terms of success during the study process, as well as in the labour force after obtaining a degree, it appeared students were not truly conscious of these attitudes. They certainly did not talk about them. The students' tendency was to criticize and blame faculty members or the administration when the university processes did not go according to their expectations. In fact, members of faculty pointed out that the institution is too generous with students who repeatedly failed their courses and gave them too many opportunities to obtain a passing grade. Further, academics reasoned that students were ultimately a source of money for the university, and that fact alone was enough to keep students in the system.

Faculty members reported that educational institutions made every possible effort to avoid a rise in certain indicators that could negatively affect the quality of their institutional assessments and ongoing accreditation, such the failing and retaking of courses and desertion. Ongoing accreditation means indirect government funding of infrastructure projects, research grants, and faculty education, which ultimately constituted another important income source for

institutions. This explained why students had so any opportunities to stay within the system and why institutions did not fully report the rate of failing grades.

Faculty affirmed that the failure of the institution to remove unsatisfactory students was a problem as academics had identified students who did not fulfill the requirements of a profession because of a lack of personal ability, an ethical issue, or even an insufficient level of knowledge and competency in his or her chosen field. This could eventually be an actual risk to society, such as in the case of health practitioners. In this sense, faculty members expressed their disagreement with university administrators who pressured them to pass unqualified students. Faculty members who confronted their administrators were not always heard, and their arguments were not considered. This was a worry, as they witnessed how students, who should not have obtained a degree, were allowed to finish their courses of study and yet were not competent in many cases:

*There are students who fail many times a course, and they have been given up to five or six opportunities to pass it. This year we were tougher on this and I had to deal with the authority so that they respected our decision. The reason - within the confidentiality of this interview – is that they do not want to lose students because they mean direct financial resources. But the community wants and demands that we educate a qualified professional, well trained, ... who knows what he/she is doing and gives a proper margin of safety, because in our area (Nursing) a person can die if the professional is not competent.*

As another component of ‘attitudes’, faculty also reported that many students were more oriented to results rather than learning processes. This was expressed in the fact that students

were more worried about finishing their careers, and promptly finding jobs in order to get an income and access to material goods after a life full of deprivation. Academics regretted the growing tendency of students being more interested in finishing as soon as possible and making money, rather than in becoming skilled professionals. This was considerably different compared to prior generations of student who were more focused on social and political concerns, and who were committed to finding solutions to problems in the larger community. Fortunately, say faculty, these kinds of money- and career-oriented students were still relatively few in public universities, adding that most of them were still committed to changing social realities, motivated by their own experiences and by the stated mission of public universities.

### **Student Competencies and the Cognitive Domain**

Many students had serious learning difficulties upon entering the university, a fact reported by both academics and leaders. In effect, they stated there were deficits in the students' expected knowledge and skills when it came to the cognitive domain demands in logical-mathematical thinking, as well as oral and written communication areas. They noted the lack of good habits and study skills; a lack of basic development in cognitive abilities such as abstraction, comprehension, and analysis; and a shortage of personal resources with which to face a university career with both maturity and autonomy. These issues made progress difficult for students at the beginning of their studies, and in many cases, represented a high rate of failure within the first three years of university. As a professor pointed out:

*The problems arise in the entrance profile of our students and it is our challenge to improve. The difficulty we encounter with first time students entering the university is a passive nature. (The student) ... does not understand what is happening. They have limited language abilities: their capacity for*



*comprehension and abstraction is limited and their oral expression is very poor, so they have difficulty understanding ideas.*

According to both leaders and faculty members, as part of institutional policy different programs had been created in order to support students diagnosed with insufficient cognitive abilities or knowledge performance. But, since attendance in these programs was voluntary, a large number of students did not take advantage of these opportunities to strengthen their academic progress. In fact, in one faculty it was reported that just 35% of these students had taken advantage of these resources.

Along with the difficulties mentioned above, faculty and administrators reported another complication when supporting these students. Given the wide range of differences in student levels of knowledge and skill at the time of their admission to university, designing programs that could adequately and efficiently support them was a complex issue, made even more difficult by the limited availability and allocation of resources.

### **Expectations**

The expectations of students were diverse, as reported by themselves and other stakeholders, ranging from self-development, personal growth, and positive interactions with other students, to becoming skilled professionals that had something to offer their areas of expertise and their larger communities.

### **Aspirations.**

Students expressed their aspirations for their life once their studies were over and they rejoined the larger society as professionals.

According to the data, two tendencies existed. On one hand, there were students committed to improving societal issues in their own community within the city, or to the city as whole, through their professional praxis and political beliefs. On the other hand, there were those focused on personal and professional development, where individual issues were more important.

In the first case, the responses reflected a willingness to help the development of others in improving basic living conditions, such as in the areas of health or construction. For example, a community service might be proposed, promoting the participation and commitment of the local population itself for the benefit of their own neighborhoods. Some also aspired to have their contribution as new professionals go beyond the promotion of the rights of communities, and actually aimed to influence public policy, thus assuming a more ideological discourse. To this respect, a student expressed:

*In the first place, it has to do with my idea of society ... There are two types of people: those who are aware of (social) problems and criticize and that's it, and the other type of person who is aware of the issues and creates change. That is my aim, to become the kind of person who takes what is there and creates change. If I achieve that, I think it means I will have learned.*

Answers also showed that students perceived that their professors had expectations of them to be professionals with a commitment to achieving social change, for example, through the realization of social development projects that, in the case of the southernmost university, could assume a character of regional development:

*As a student, especially from a public university, you must have a sense beyond studying. You must try to transform knowledge into something tangible, something that is useful, that serves society. That should be the role of student: to transcend (and transform) knowledge. For example, (work to) make the energy system renewable, or to innovate to stop depending on other countries in the future. We must make changes to stop being a Third World country that only extracts raw material and does not create. I think that must be. (student comment)*

In the second case, the responses showed an interest in developing students as well-rounded and critical thinking professionals, with skills that allowed them to perform adequately in all aspects of life. From the professional point of view, they aspired to practice their career with high skill, responsibility, and adherence to the corresponding ethical standards. They also aspired to develop the ability to continue learning throughout life, assuming an attitude of humility and openness, and taking responsibility for self-training and continuous updating, since knowledge is changing and can be approached from different perspectives.

As an aspiration of a more guild-like nature, responses pointed to the need to form multidisciplinary groups that shared an equal responsibility beyond traditionally status-driven professions. This would more accurately reflect the suitability and professional relevance of different members, and would avoid, for example, only a physician in a multidisciplinary health team having status and power. On the contrary, according to the respondents' answers, they felt it would be more rational and fair that each expert contributed from his/her professional field and gained more influence according to the needs of the context. It was strongly felt that this criterion should be present throughout professional training. As a student expressed:

*I want to be a skilled professional. If it is necessary to work on the health team, I would like to contribute according to what should fall on me, and not have another come and speak for me. It is not right that a professional from another health area knows more than me in my own field. That is why I must know my own profession very well and be an equal on the health team where there are professionals from different fields.*

In either of the two orientations in which these responses were organized, that is, focused toward social development or toward individual development, students recognized the university ethos of a public institution as a fact that favoured and promoted the formation of professionals with these characteristics.

#### **Academic or curricular support.**

Students expressed the need for more academic support in order to succeed in their learning. To this end, they felt that this assistance should be incorporated into the curriculum and intentionally organized to deliver said support efficiently.

Among other things, they proposed: the addition of professional practices, which they previously always considered insufficient; the development of real-life projects related to their professional fields; opportunities for student exchange between Chilean public universities; and the inclusion of English language credits throughout training, considering the enormous amount of informational and bibliographic resources in English.

Students also reported a need to be able to count on having well-qualified and highly skilled faculty members who were committed to students, and to both the teaching and learning

processes. Similarly, students wanted professors with actual professional experience in their field of study and who had the knowledge and ability to teach that subject well.

In this regard, one of their criticisms was that a large number of professors worked on a fee-for-service contract basis and were hired for just a few hours of teaching activities for a full six-month course as students from the city university told. One student stated:

*I believe that nowadays many professors do not feel any commitment to good teaching when it comes to their students. For instance, in this university we ... have many professors who are paid on a fee per service basis, and I think that leads to professors not creating a relationship of commitment with their students." Another pointed out that "they (academics) lack commitment to the student body. They arrive, they deliver their classes and they leave. They are not interested if we pass or fail. That must change if we want a better quality of teaching.*

In other words, they were paid to show up to class, but were not paid to prepare those classes nor to assess and/or assist their students. In the students' opinion, this constituted a reason why many professors showed a lack of commitment and interest in the students' learning processes.

Table 4–1 displays the large numbers of faculty members working under this contractual structure.

**Table 4-1.**  
**Faculty Members by Type of Contract**

Type of Contract	CITY UNIVERSITY	REGIONAL UNIVERSITY
Indefinite (continuing) contract	160	69
On contract (renewable each year)	38	133
Fee-for-service contract	538	428
<b>Total</b>	<b>736</b>	<b>630</b>

Note. Information correct as of 2015

In the case of the city university, 73% of the professors had a fee-for-service contract in 2015, and in the regional university it was almost 68% for the same year. These numbers show that T&L processes were being driven mainly by professors who were paid just enough hours to conduct face-to-face classes.

According to administration staff, these figures have practically not changed in a year, and those related to professors with a fee-for-service contract may undergo minor changes to meet eventual needs for new courses, but this did not vary significantly from one semester to the next.

Returning to the reality of the fee-for-service contract professors, some students mentioned that there were also a few full-time faculty members who shared their opinions about this issue, since it was they who ended up carrying more T&L responsibilities when faced with the needs of the students, as well as departmental requirements for planning of coursework and assessments. In effect, full-time faculty could not count on these fee-for-service academics to coordinate departmental activities or to act in alignment with their colleagues in terms of the

T&L objectives, given that as contract workers were not dedicated nor paid to do many of the related T&L duties.

As for what might make them more successful, a considerable number of students stated they would like to receive more curricular support in the process of learning to learn. They felt this matter should incorporate aspects such as study habits and learning strategies for the students to be more efficient and independent in their learning process.

Contrastingly, the expectations of academics referred to maintaining a good relationship with students and supporting their learning process with all available resources. They also expressed they would like to be a part of their students' development, thereby creating skilled and well-rounded professionals who were involved in their communities, and society as a whole.

### **Facilities.**

In relation to facilities, some students expressed that the physical conditions in which they studied were not the most adequate to enhance their learning and training process, pointing out the need for the institution to make substantial improvements. This included, for example, infrastructure – in terms of classrooms and labs, equipment, materials, and well-equipped libraries with specialized collections, to name a few.

It is striking, for example, that one of the most expensive degrees in terms of fees for students, did not have the minimum implements and resources for proper training of this profession, as it was expressed by a student attending to the regional university:

*We are studying the most expensive degree at the university and, yet, we do not have enough classrooms and we have to ask another degree to use their space. We need rooms that meet special requirements for our professional training, but we do not have that either. We have difficulties with the environmental temperature control or the size of the rooms when we are with patients. Sometimes the rain even gets in, so we have to improvise and carry out our activities in the professors' staff room.*

Another important aspect was that students perceived that resources, including those of primary need for their training, had an unequal distribution among faculty departments in effect creating first and second-class students within the same institution. Additionally, within one faculty, some degrees received dissimilar resources solely based on the number of students they attracted, which seemed unfair from the students' viewpoint because they felt segregated. They indicated this situation should be different since they were paying so much money without seeing the full expected benefits.

According to some students, they felt that their professors also had expectations in relation to facilities and would like to be able to count on better infrastructure, equipment and materials to carry out their academic teaching duties as well as possible.

### **Intentions.**

Expectations were expressed in terms of intentions as well, in the sense that students were more aware that they played an integral part in the learning process and had to assume responsibility for being effective. This stated intention had a maturity component, since some students shared that they only became aware of this after their third year of studies.



Student answers could be viewed in three ways. In the first place, there was a clear intention on the part of the students to take on their own learning process, committing to actively participate in it for the duration of their studies. In second place, they expressed a growing interest in performing well during their years of study, precisely because doing so meant they were stepping into a future professional role, incorporating values accordingly and behaving ethically and in line with their chosen profession. Some students perceived their professors to have this same expectation of them. That is to say, they hoped and expected students would seriously involve themselves in their own learning, so they could gradually assume their professional role. Finally, some responses demonstrated a clear intention to improve permanently as people, deepening their learning and advancing toward a field of research. The following statements were an expression of these intentions:

*“My hope is to continue improving as a person, simply put, and to become more open towards learning”.*

*“I want to do well in the workplace, being able to control and do our work well, knowing what decisions to take and why we are making those decisions. As professionals, we not only aspire to be good workers someday, but also to have higher ranking positions.”*

*“I think it would be good to finish my degree with good recommendations, with a good perspective, with a clear goal and move forward without stopping. I think they (professors) should teach us to be leaders, instead of teaching us to be bosses and from this perspective, to improve the (social) system.”*

## **Opportunities.**

Most students had expectations in terms of opportunities, like being successful during their period of study, as well as completing their degree so that they could obtain an acceptable job. In order to have success at school, students expected access to up-to-date and pertinent general and specialized knowledge for tackling the current competitive reality of the labour market. This meant they required T&L experiences through didactics and methodology strategies according to the different disciplines they were studying with access to diverse levels of specialization. They also expected to develop both the ability and knowledge to perform according to the requirements of their chosen field of labour.

Similarly, when they talked about the opportunity of getting an excellent job, they were assuming they would have optimal educational development that would aid them in getting a job that would offer them a decent standard of living and allow them to make contributions as citizens with good civic values in the communities wherein they lived.

Finally, they expected to access a broad range of opportunities for specialization in their respective professional fields. Students in the regional university expressed concern that the isolation due to distance and geographical conditions meant they would receive lower offers and have limited access to areas of specialized studies once they finalized their degrees as in:

*What we do when we finish studying is minimal and there are many other areas in which we can develop. We would like to have a good opportunity for specialization, because we leave (the university) with only basic knowledge. That way we could have more tools, more alternatives.*

## **Theme 2: How Academics are Perceived by Themselves and Others – Perceptions of University Teaching, Professionalism, Personal Development, and Accountability**

This theme focused primarily on academics' perceptions of themselves as teachers and professionals, and their responsibilities and the accountability processes under which they operated. This theme encompassed the following sub-themes: personal development, training, evaluation, teaching practices, expectations, commitment to students, time issues, support for teaching, and employment contracts for faculty.

It is interesting to note that one of the codes or subthemes most mentioned was evaluation. This was probably due to the fact that as a resource, the act of evaluation the faculties' performance has not reached its objective. This generates frustration in both students and academics alike. The former cannot see their opinions being seriously considered; the latter felt they were evaluated in a system that did not provide significant, timely, or trustworthy information. Nevertheless, for all of them, the current evaluation system was a compulsory process even though nobody truly saw a tangible benefit from it nor saw the sense in it.

### **Personal Development**

This subtheme emerged upon closer inspection of the information provided by the stakeholders. This reflected the positive conviction on the part of academics surrounding their personal development throughout the teaching process. They expressed feeling that they had grown as people by virtue of helping develop the capacities of their students, and furthermore, felt it was an integral part of their profession as educators.

For them, this was a process that enriched both parties, students and academics alike, in a context of interaction and mutual development where each one learnt from the other in an

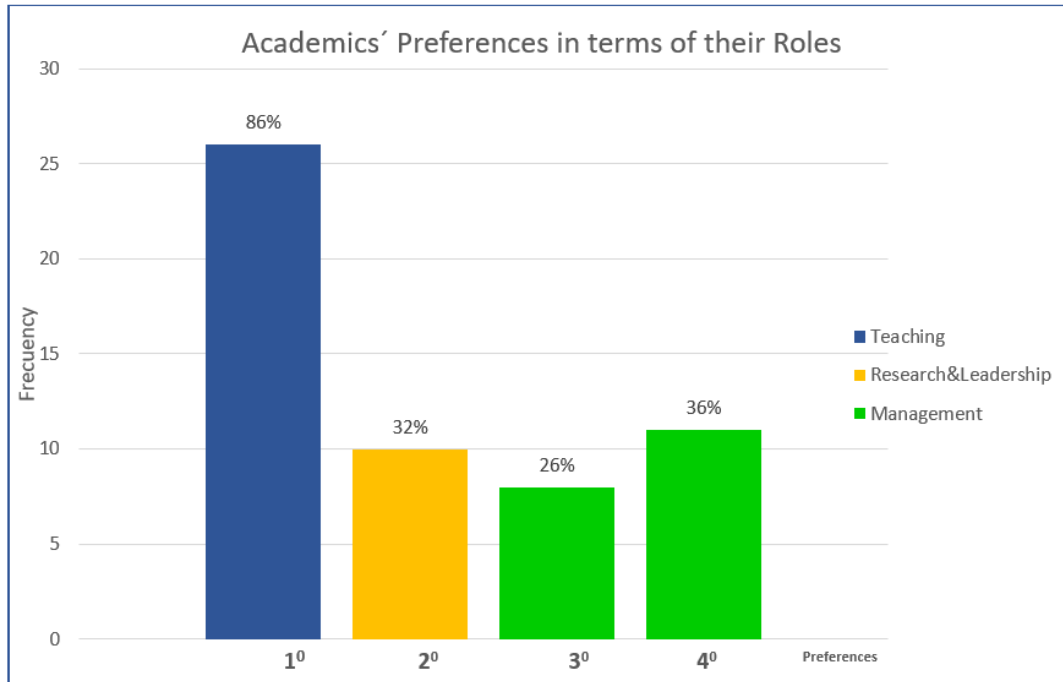
intimate way. Flexibility and adaptability were part of the effort in building this relationship with students, since faculty members and students needed to know one another and to negotiate the terms for a mutual understanding which formed the basis to achieving educational goals.

Academics also expressed that they felt a sense of personal gratification for student achievement, and they added that this was the “selfish” component of their role as educators.

In general, academics expressed an inclination for teaching, a closeness with students and a commitment toward their success. As a confirmation of those answers, it could be added the following information. Professors were asked to classify the roles they usually performed in order of preference. These roles included Teaching, Research, Leadership and Management.

For this they had to assign the numbers 1 to 4 to each role, 1 being their most preferred role and 4 the role their least preferred role. The total of 31 faculties answered this question whose principal results are presented in the Figure 4.1.

Figure 4.1. Academics' Preferences in terms of their Roles



According to the information, ‘teaching’ was selected as the clear favorite role (86%,  $f=26$ ) performed by academics. ‘Research’ and ‘leadership’ obtained the second place with 32% of the preferences ( $f=10$  each one). In turn, ‘management’ was the third preference with 26% ( $f=8$ ), and also was preferred by academics as a last option for performing (36%,  $f=11$ ).

Teaching had the largest and clearest preference, which was a positive sign, assuming that the majority of the faculties had indicated they performed teaching activities.

### Training

Academics reported they were facing a substantial change in the way T&L processes were conducted, but they were concerned because they did not have enough competency and knowledge to do it properly. The main concerns expressed were a lack of training and

methodology in this new evaluation process, which included much less tangible objectives, such as student performance and reviews that would include competency, skill application, contextual demands, abstract thinking and problem solving, emotional response, and so on. This reflected a change in curriculum that moved teaching from content and testing to competency-based education with practical applications that demanded the development of the student as a whole person.

In an effort to address the aforementioned concerns, the following needs were expressed by faculty members:

- Quality pedagogical training for professors with an ongoing impetus to improve skills.  
*“You can see quite poorly prepared teachers, with little command of their disciplinary knowledge and the use of the language. So how are they going to conduct a good class?”*
- Skills training that would enable them to train others appropriately with the aid of suitable resources.
- In the case of the regional university in which training was scarce due to territorial isolation, regular quality training opportunities were recommended to be made available.
- Sufficient training to fit the needs arising from the current curriculum. The lack of opportunities in training for academics, especially in methodology and evaluation in terms of skills and competency-based education, meant that curricular changes were made in name only. *“One of our biggest deficits is the evaluation of student learning and teaching methodologies. Experts have come, and we have had some opportunities to learn, but it is not enough.*

## Evaluation

Since ongoing evaluation of academic staff is one of the conditions to fulfill the accreditation process, universities have created a process of online evaluation which is completed by students every time they choose their courses at the beginning of each semester. This is further explored below.

Another form of evaluation mentioned was peer evaluation, whereby academics in the same field and of similar educational background and skills evaluate one another. There were differing opinions as to the viability and usefulness of this method. Some academics believed it was well-suited and necessary to be held to account to specific standards in their field. Others believed that their teaching was unique, and as such, could not be suitably evaluated, even by a peer. They were proponents of a self-evaluation methodology. However, I perceived that this might also point to an academic fear or sense of insecurity around evaluation itself. A professor added: *“Who could evaluate me? There is no other professor who teaches exactly like me, who knows exactly what I know, who has my same abilities in order to fairly evaluate me.”*

Beyond having a model where they could evaluate one another, academics expressed the need to have an appropriate method which was meaningful, timely, that considered the distinct aspects of teaching, and which would allow them to effectively improve their pedagogical practices; for example, an evaluation of instructional design or the organization of T&L, planning, and on-site assessment that addressed their in-class performance. They also pointed out that evaluations should be conducted by those who knew not only about education, but also the specific discipline being evaluated, that is, chemistry, mathematics, psychology, etc. If these conditions were met, most members of faculty would value an academic evaluation.

The performance of academics was not seriously evaluated, which was critical when they had a full-time and permanent position. Because of this issue, both faculty members and students reported a lack of suitability and preparedness in some academics. Academics expressed they wanted to be evaluated by those who knew about teaching and learning, so they could effectively learn through meaningful feedback from a reliable source. Nevertheless, there were some cases in which academics avoided performance reviews and did not appreciate being evaluated and criticized.

Academics were formally assessed once a semester by students only. This automatic and compulsory process took part when students chose their courses for the next academic period. If they did not assess their professors, they were not permitted to take the next courses.

Regarding that student evaluation process, academics mostly pointed out that they received results too late – usually by the middle of the following semester – and so these results did not offer timely enough information to consider it as effective feedback to improve class delivery. Many times, feedback also lacked objectivity, given that students often evaluated professors according to the relationship established with them or related to their success or lack of success in the course. Furthermore, the feedback was expressed in values from 1 to 3, in which 1 was poor, 2 – satisfactory, and 3 – outstanding. Without further details or criteria for these ratings nor a description to truly understand these values, evaluations were neither significant nor useful for making decisions and changes in terms of T&L improvement, as one professor stated:

*In relation to the evaluation with which students assess our performance, the moment in which it takes place is inopportune, since it coincides with, for*



*example, a student learning of their failure of the very course they are evaluating. Also, the information obtained by this evaluation is not used and does not affect the academics' qualification or ability to continue teaching.*

A group of students reported they wanted to seriously participate in evaluations, but their opinions were not truly considered, and they did not perceive a significant improvement in academic delivery after their participation, which further exacerbated their reluctance to participate in these evaluations of teaching.

Moreover, they stated there were several professors who were evaluated as 'poor' for several periods in a row, but no improvements were ever made in their classes. The students reported that despite poor evaluations, these faculty members continued working at the university either because firing them implied high financial obligations for the institution or because they could count on close influential ties within the institution to help them to keep their positions. Students added that these cases were noticeable in such a small university. Additionally, the fact that evaluations were seen as a necessary evil for ongoing accreditation, I did not necessarily observe that universities actually used evaluation to make decisions about faculty or their quality.

Students proposed some specific ideas for the evaluation of the quality of teaching and professors' performance. For instance, they suggested using randomized interviews within a group of students representing a course or holding conversations between students and faculty members based on a guideline to accomplish a serious evaluation. This would bring real ideas for improving T&L experiences for everyone involved.

## **Teaching Practices**

Academics reported having conceptual information regarding T&L, such as student-centered learning and teaching practices that considered individuality and diversity within the student population. Additionally, they expressed a constant concern in promoting student learning through innovative and diverse methodologies with varied opportunities for evaluation. They also commented that they were aware of a general concern regarding quality in learning when it came to university performance.

Academics expressed that they had had the opportunity to broaden their perspective by means of formal or informal exchanges with other faculty members and practices such as personal reflection regarding their experiences. A few, for example, used resources such as blogs that allowed them to document their process and to reflect on their performance in order to optimize it. They also mentioned that the individuality of learning styles, diverse backgrounds and personalities of students, required a variety of evaluation options to ensure that students achieved the required learning.

A small number of academics expressed an interest in spending less time teaching larger classes and instead directing their efforts to working with small groups of students in seminars and thereby to be able to dedicate themselves mostly to research.

Something interesting that emerged at this point, was that many professors spoke in a language that embraced the paradigm shift in teaching and learning towards student-centered learning. This shift focussed on the development of their skills and the mobilization of knowledge (cognitive, procedural, and emotional) to solve contextual problems related to their profession. However, the professors continued addressing classes in the traditional way, where

they played the key role in terms of content transmission and evaluated this learning through standardized tests, etc. This professor shared:

*I have looked for more strategies associated with using evaluations in context, I use rubrics so that the student knows what the context is and understands the parameters by which he or she is going to be 'measured'. But it's hard for me to leave theoretical tests behind ... I'm in this crisis today.*

Notice that the word *measure* here, was an interesting expression of this dichotomy.

Given what was observed, it was clear that many academics were going through a transition period – a gradual process of change – with its beginnings in theoretical knowledge which was slowly becoming more conscious in regard to what this paradigm shift would imply in practical terms. This was reflected in the fluctuating application of the aforementioned concepts and the many inconsistencies between discourse and action.

In this regard, there were many that clearly stated they would not make changes, either because they disagreed with the nature and orientation of the changes or, because they were nearing retirement and felt no need to make the effort.

## **Expectations**

The expectations of academics were expressed in regard to different areas, such as personal and professional achievement, and a sense of pride in their role in student development. While the specifics differed from one faculty member to another in each university, and was often dependent on the resources available to them and university management, they all shared common characteristics when it came to the conditions in which they developed their classes.

### **Commitment to development of well-rounded students.**

A substantial portion of academics expressed a commitment to an integral approach to learning and a willingness to take part in the development of their students as well-rounded individuals. This means training professionals who are capable, with strong core values, such as being in service to other people, working as citizens committed to their communities and to the needs of the country as a whole. This was especially clear in the academics of the regional university, given its particular needs due to geographical, economic, social, and cultural isolation.

The need to have all possible resources in order to train these students was also widely desired and expected. This referred to human, as well as material and financial resources, and translated into the constant improvement of facilities and spaces dedicated to the development of the academic, social, and cultural life of students. Training opportunities, such as early practicums and exchanges within and outside the country would necessarily be included and would allow access to varied sources of knowledge.

The precarious condition of many of the students entering these universities, in terms of attitudes and abilities, was a source of concern and deepening commitment on the part of academics. This was reflected in their efforts to provide the best possible learning opportunities, covering both in-class and field experience.

### ***Time.***

The time that was programmed by the university to develop classes was reported as insufficient. This was evidenced by the continual need to complete work at home or hold extra office hours – both unpaid – with the consequent sacrifice of faculty members' personal family

relationships. It also meant that there was no time to optimize, improve, or adapt classes according to the specific needs of the students. In effect ...

*“For authorities, the boundaries of teaching and learning are situated in the classroom, and it is presumed professors know how to prepare the class and know their content. They also assume that with an additional half hour, academics can prepare their classes, mark exams, solve administrative matters, support the students, etc.”*

*“Under these conditions, there is no chance for innovation, for feedback, for an exchange of experiences when it comes to teaching practices, because there is no time. We professors end up doing the work outside normal hours. Then you just become overloaded, stressed, and you just don't dedicate yourself to improving the processes of teaching and learning.”*

Expectations about reducing teaching hours and having more time dedicated to research or the development of other areas of academic focus were also widely expressed by the faculty body.

### ***Support in ongoing academic formation and upgrading of the faculty.***

Given that professors perceived a lack of training around such topics as methodologies and evaluation in competency-based learning, there was a widespread expectation for systematic training opportunities that would enhance their ongoing academic formation. For optimum success, training would necessarily include exchanges with other institutions both within the country and at an international level whereby faculty could verify their pedagogical and didactic practices.

Academics expressed a need for this ongoing training to be compulsory and standardized so that individuals could receive the same training, thereby strengthening the curriculum and aligning the different faculty teaching bodies towards the same objective.

Faculty was not alone in expressing this need. Students and leaders expressed the same concern in terms of wanting and expecting quality from the academic body with up-to-date and relevant knowledge, so they could provide the best possible training to students. Further training would also hopefully lead to quality education for students across different universities country-wide so that the caliber of a degree from one university to the next would be comparable.

***Employment contract conditions for academics.***

A large portion of academics are hired by the hour for in-class teaching, which was a common practice in public universities given the monetary restrictions within these institutions.

This situation generated difficulties in regard to coordination within departments that did not have all their faculty members present when planning their academic activities. There was no continuity in the programs or in the dynamics of the faculty departments due to the high turnover of fee-for-service contracted academics from one semester to another.

The expectations from the departments or teaching teams in this regard were related to the need to have a stable, permanent academic body that could participate in all activities linked to the departments. This would allow teaching teams to articulate and align the curriculum between members of the academic body. This has its advantages, but it also implies greater responsibilities from current fee-for-service contracted staff. In other words, these academics – if paid as full-time faculty – would need to be more committed to student development, to their

own training and improvement, and to participating in the activities offered by the university to improve teaching processes as part of their contract.

These contract faculty members would like to be permanent members of university staff so there would be no need to look for work at the end of every semester. They felt that then they would be able to better contribute to the formation of students, participate actively in their own continued training, and in the development of their departments.

Students also expressed themselves on this point, arguing that these fee-for-service contracted academics conducted classes without a commitment to the student learning process. They often could not be found when needed as they did not have open office hours for students, and sometimes they did not even show up to teach class. According to students, faculty members should be part of the full-time academic body of the university, so they can be counted on for support in a more permanent way.

### **Theme 3: How Leaders are Perceived by Themselves and Others – Expectations of Leadership, Teaching and Learning, and Authority and Power**

Theme 3 encompassed leaders' perceptions of their roles and responsibilities at different levels in the organization. This section includes a discussion of their perceptions and commentaries related to leadership, teaching and learning, and authority and power.

#### **Vice-Rector**

The vision of the leaders was to order, manage, and mobilize resources towards the development of policies that the university had established. The quality of T&L has become an

important area of concern to the extent that the processes of accreditation have emphasized it as a fundamental factor in the evaluation of public institutions.

Leadership does not necessarily align itself with T&L processes, since their focus has a broader perspective, pointing to large areas of management and their respective institutional processes or procedures. However, quality falls under that umbrella as a criterion to be fulfilled for the purposes of accreditation.

Vice-rectors reported that students were the central concern in the mission of these institutions. However, major issues that surrounded the quality of faculty, proper infrastructure and resources, and varied educational opportunities had to be addressed as soon as possible to effectively bring this mission to life rather than merely giving it lip service.

In this regard, the southern-most university recognized serious management problems that had to be attended to through planning with clear, transparent information management mechanisms and led by teams of suitable people. This planning was already underway.

Similarly, the regional factor made the situation more complex. The remoteness of the centers of research and production of knowledge, and the difficulty in accessing both in order to attract qualified academics and the best students with a good income score was a big issue because of the cost of living and travel time. In this context:

*One wonders how to live in the most isolated area of Chile if nobody recognizes this. One could say that money is not important, but it does make a difference in the education of people. Our incomes are not enough, it's hard to get faculty members, it's hard to move here, we all move by plane because by land it's almost*



*impossible. There are no differentiating criteria in the distribution of State resources and it is hard for us to get our students ahead, since they come mostly from poorer social, cultural and economic sectors. The best of them in the region will go to the best universities in the center of the country.*

In effect, they added that the resources were mainly located near the capital of the country, Santiago, as Chile was highly-centralized.

### **Deans**

Deans who also taught felt a closeness to both the academic and student bodies and focussed their efforts on the difficulties and needs of these populations. They knew the different faculty departments well, and the progress and scarcity of resources in each. They made decisions regarding the generation and allocation of resources, encouraged interaction and cross-discipline projects between different faculty departments, and promoted exchanges with private or public institutions which contributed to faculty development or supported community-oriented projects.

Their closer association gave them a keen sense of the reality of the classroom and allowed them to better understand needs when it came to the training of professors. This led to systematically developing and strengthening new areas of training where all the academics could participate.

Deans also were more committed to students than the more distant university leadership. They understood the issues that students brought with them – like a poor secondary school preparation, socio-economic backgrounds with limited opportunity, and a lack of family support – and they offered them all the tools and means that the university had developed. If they were

lacking, the deans were the ones to spearhead the creation of support programs to help students accomplish their educational goals, as this dean from the city university related:

*My School generated a project to support students in mathematics with remarkable results. At the beginning, a diagnosis was considered that allowed the evaluation of weakest areas and with it the formulation of a workshop with the support of a specialist in mathematics didactics. Let consider that our students come with a socio-cultural deficit, poor reading-comprehension levels that, as a set of variables, complicates their success in the training process.*

The lack of resources for improving the quality of T&L was a concern across all universities. Deans did not have ready access to the larger university resources and faculty departments had to generate their own funds. Deans said that this created a differentiation between richer departments and poorer ones, based on field of study. This inequality of resources was reflected in infrastructure and the opportunities available to both academics and students.

The overwhelming opinion expressed by deans was that these conditions took place because of the way the university was organized. As public universities, these institutions were highly regulated and bureaucratic, and prevented the timely implementation of changes or development of new projects.

### **Expectations Expressed by Leaders**

In terms of expectations, those in positions of leadership expressed their intention to form good citizens and excellent professionals committed to their communities. However, they also expressed a need to have necessary resources to effectively ensure that university policy

and mission were fulfilled with proper verification through adequate and transparent accountability procedures.

On the other hand, they also spoke of the need to improve retention rates, the number of students successfully passing courses, and the timely completion of degrees. In the case of vice-rectors, all of these fell under public policies that encompassed a system of national quality assurance and accreditation that only took into account hard indexes and data. Students criticized them, pointing out that, *“the interest of the leaders in our learning is motivated only by meeting the demands of national quality assurance and accreditation system, which translated into funding”*.

Deans, on the other hand, while they shared these expectations, they also went beyond the numbers and considered the T&L processes that were being implemented to create higher quality educational outcomes.

Leaders pointed to the need for a high-quality academic body that is well-versed in specialized knowledge, as well as in the ability to transmit that knowledge to students through effective T&L processes.

From the answers obtained in interviews, most faculty members agreed with these expectations and the consequent recognition for the university that would come from training highly qualified and skilled professionals. However, along with that, faculty members also saw inconsistencies in leadership behavior given what these leaders said, as opposed to what they did. Faculty members pointed to the lack of authenticity in the way the leaders related to students, the gaps between institutional policies and strategies, and the reality with which many students struggled daily, given poor university infrastructure, for example:

*Considering his discourse regarding the promotion of the quality in T&L, no concrete actions are seen in that sense. For instance, there is no support to improve the physical conditions in which we carry out our work, nor interest in hiring qualified academics with updated knowledge and with experience in T&L, among other aspects.*

On the other hand, what students expected from their leaders in regard to their training process was rather modest. Students felt that the university leadership saw them solely as an entry of fresh money into the institution through tuition and fees and viewed them more as numbers given the requirements for accreditation, rather than as students with an evolving process of learning and applied knowledge. A large number of students stated that there was not very much closeness between them and the leadership, adding “*we see ourselves as numbers for generating money*”.

Despite the leadership discourse regarding the importance of students, the students themselves expressed that they did not feel supported in their educational process, they could not count on the minimum conditions in terms of equipment and infrastructure, and that the difference in the provision of resources from one faculty department to another was scandalous, replicating the social Chilean model that promoted a significant gap between the richest and poorest students within the disciplines.

However, there was a recognition of the fact that not all leaders had this narrow view of students, given that there were some that took a real interest in student progress and development. Students recognized particular deans, as being committed to supporting them.

This perception was confirmed by the efforts of these leaders in mobilizing resources and creating better conditions for students.

### **Leaders, Authorities, and Power**

Given most of the answers gathered from students, faculty members, and university leaders, it was possible to infer that in the academic culture of the Chilean universities studied, the figure of the “leader” had not been completely internalized by the stakeholders. Therefore, “leadership” at the highest level of the university was not yet an accepted and commonly shared concept according to its proper definition. Neither students nor academics perceived true “leadership” in action, and those holding university positions of leadership perceived themselves more as “administrative authorities” than “leaders.”

In effect, leadership as a concept was not clearly recognized or assumed by the different stakeholders. Instead, the research findings pointed to the practice of a traditional approach based on the concept of “authority” for defining the role, which usually carried a top-bottom management dynamic within the institution.

Indeed, when I asked anything about the “leaders”, many of the stakeholders hesitated and it was necessary to explain the role to which the questions referred. The interviewees frequently asked if the questions were about “authorities”. “*Who are you talking about?*” or “*Do you mean authorities?*” were common queries. Moreover, most of the leaders felt “*weird*” or uncomfortable in that moment in being considered leaders in the context of the research. A regional university leader explained that for them “*leadership was associated more to a work unit formed by a team of people than to an individual, thus ensuring stability and continuity in the work of the university.*”

Even within informal conversations, people naturally referred to the heads of the universities as the “authorities”. When I associated the term “leader” with “change”, the connection between both terms made more sense for the interviewees, and they named deans and vice-rectors. This became very evident when they were asked about the leaders and they tended to use *“the authorities ...”* in the answers as in the case of an academic from the city university who was asked about leaders and replied, *“I think that when an ‘authority’ makes an educational option....”*

To shed some light on this leadership conceptualization, one needs to view it in the historical framework of public universities in Chile since the military coup led by General Augusto Pinochet in 1973. His seventeen-year rule was the most ruthless dictatorship in the democratically rich history of the country, and one of the first acts taken against the public institutions of higher education was the imposition of a military head. This probably engrained and cemented the concept of top-bottom authority into the spirit of the university.

As characteristic of those Pinochet days, in the university environment there was a strong inclination toward control. This was evidenced by the selective distribution of power used as a strategy to form alliances with those who were influential or favoured by the ruling dictatorship, the banning of any democratic organization – including student, faculty or worker associations – and all political or social events or meetings were prohibited. This resulted in a complete absence of spaces for discussion and participation. Diverse forms of coercion were implemented to ensure control, such as the threat of job loss, student expulsion, or even police arrests, and political kidnapping and “disappearances”. This inevitably led to a deeply seated culture of distrust, and a constant state of fear and menace.

The overarching atmosphere of repression experienced in all areas of Chilean society was replicated in all academic spheres. For instance, there was a radical curricular intervention to censor and select content that would match the ideological interests of the military dictatorship, which by extension, affected the resources available to support teaching and learning processes and dismantlement of the libraries. This affected universities across the nation. In fact, regional universities, which functioned as satellite campuses of the most renowned universities prior to dictatorship and had excellent educational reputations, were completely cut off from their main campuses. Their university structures were dismantled and recreated as independent institutions that could be more easily controlled. This completely affected the quality of education and resources, as well as their vision of service to the country as a whole.

It is still possible to see the legacy of that dictatorship leadership style, especially in institutions where there are still a few people in positions of power who were part of this old Pinochet regime. Faculty members are generally old enough to have direct experience living under that dictatorship and were particularly affected. The student body, being too young to have lived through such terror, belong to a new generation that fears authority far less and dares to confront it in a more open way. Some facts that I uncovered during the period of data collection reflect this history.

In relation to the academics, many of them, mainly in the metropolitan university, asked repeatedly and with great concern during the interview if the information gathered would be confidential, even though that fact had been made clear in the consent forms they signed before the interview and directly by the interviewer who reinforced confidentiality and anonymity before the interview. I also had the opportunity to overhear professors speak about their leaders

in informal hallway conversations. They expressed their distrust and disagreement with the way in which the administration conducted itself, a lack of ease with the little support received for their projects, as well as the way in which decisions involving students did not take faculty views into account.

In hallways one could hear how the different university interest groups struggled for power and blamed one another for the poor financial situation in the metropolitan institution. Given the sacrifice so many professors have made in their academic careers, complaints arose regarding the budget cuts affecting academic projects, as well as the delay in creating needed infrastructure, resources, and technological innovation in an institution that supposedly offered training in highly developed technology areas. This alternative and unofficial discourse became an important motif, given the impact and reach it has had within the academic community for years.

At the regional university, this critical and unofficial academic discourse could also be heard. Criticism in this institution was focused on the way in which university leadership was elected or chosen, often through favours linked to institutional positions. As one academic expressed, *“The university administration is a white elephant because of the payment for votes, and that weakens the institution.”* In effect, this was confirmed by others who anonymously pointed to the existence of posts that existed in name only, but which still utilized space and the token secretary and boss. These bad practices resulted in a constant loss of resources that could have been invested in other areas. Another topic of complaint made by interviewees referred to the high demands of their positions, coupled with the inadequate physical conditions and salaries for carrying out their jobs.



In these aforementioned cases, this discourse was not necessarily apparent during the interviews themselves, which could point to a “dual discourse”. This, in itself, was a reflection of the leadership style of the administration in these universities, one which did not accept a diversity of opinion among academics, did not offer space for open communication, and did not accept critical opinions that arose regarding daily activities. Certainly, this study did not have the scope to incorporate this data as part of the body of research. However, it did point to an important symptom that must be considered when looking at existing and future leadership styles.

As for the students, the primary sentiment was distrust. This manifested itself in interviews as well as beyond them. What was interesting was that this distrust cut across their experience, directed toward their leaders, whom they no longer believed, given all the broken promises; toward the institution that does not meet their demands or expectations even though as students they were paying a lot of money each month in tuition; toward the educational system that did not offer quality and continued and replicated the social segregation that was so deeply rooted in the country’s pre-university educational system; toward government authorities, whom they accused of working along party lines and private interests that had made profit from the educational system; and toward a long list of suspects, including me as the researcher, who was suspected of being a possible state security undercover agent. This made contacting students for this research study very difficult.

Many of the sentiments shared by students did not arise from specific questions within the research study, nor in its quantitative and qualitative focus. They have been considered in the analysis under a new ad hoc category, not only given the frequency with which these opinions came up, but also the intensity with which they were expressed. This category will be

addressed further in the study when referring to barriers and difficulties faced by faculty members, and leaders and administration.

Interestingly, these student responses reflected a national sentiment that has been rising in the past few years as institutions fail in all areas of society. The Chilean scholar, Guzmán (2012) reported there was a growing distrust and resentment among the citizenry who have been witnessing the hopes they had for their lives vanish because of the broken promises of politicians. The most recent cases of grave corruption that has shaken the country has deeply affected the mood of the population at large, and universities have not emerged unscathed. They have been enmeshed in this process of national social disintegration with several cases of corruption. Those most negatively affected in these cases have been the students.

As Barnett (1999) pointed out, the modern university is located in the heart of society, which makes it very difficult for it to be isolated or function independently from society, given that it is in some ways the epitome of the society that hosts it. The changes in leadership and the characteristics of these leaders necessarily reflects to some extent the societal issues of the day. This can be perceived when stakeholders spoke about their visions and aspirations, both in formal and informal communication settings, given that there was not always an adequate forum for expressing concerns. The following table summarizes both negative and positive characteristics regarding how leaders of the researched institutions were perceived:

**Table 4-2.**  
***How Leaders were Perceived by Students, Faculty Members and Administrators***

Negatives	Positives
<ul style="list-style-type: none"> <li>- Personality of subjects that blocked teamwork</li> <li>- Unclear and inadequate communication</li> <li>- Unclear rules regarding leadership performance that favoured abuses or cronyism</li> <li>- Lack of cohesion and collaboration, and competitiveness within teams</li> <li>- Insufficient knowledge by leaders about the expectations, goals, aspirations, academic interests, etc., of faculty members</li> <li>- Distrust of university authorities and how they made decisions</li> <li>- Distrust in the way leaders were elected</li> <li>- Ineffective implementation of changes because established procedures were not followed</li> <li>- Results driven expectations with little attention to quality</li> <li>- Unequal value given to different disciplines, often based on their perceived value in the larger society (e.g., pedagogy is valued less than Medicine)</li> <li>- Lack of pertinent and timely response to student demands</li> <li>- Adequate time was not given to input and discussion so that solutions to academic difficulties could be arrived at more cooperatively</li> <li>- Lack of genuine interest and concern for faculty members and students               <ul style="list-style-type: none"> <li>▪ <i>“I don’t know their expectations, and if we don’t know theirs, how can they know ours.”</i></li> <li>▪ <i>“If they truly cared about us, we wouldn’t be taking over the university by force, we wouldn’t be in protest. That’s the clear answer.”</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Shared leadership between people and teams or work units with institutional formality. For example:               <ul style="list-style-type: none"> <li>a) creation of a quality assurance unit where processes and institutional teaching procedures were generated,</li> <li>b) structures such as a faculty improvement unit or curricular committees that together meet the required changes</li> </ul> </li> </ul> <p>As desired aspects of this leadership expressed by members of the university administration and leadership there were answers such as:</p> <ul style="list-style-type: none"> <li>- The need to improve practices and communication systems to participate in the promotion of T&amp;L together</li> <li>- The need to establish a common and non-competitive vision between departments</li> <li>- The need to favour and promote teamwork</li> </ul>

## **Theme 4: How Quality is Perceived in Relation to Teaching and Learning**

The theme of quality in teaching and learning was addressed through a series of questions that began to approach notions of quality with each one of the stakeholders. At first, questions related to the importance of training processes, so that they could then express the conditions that affected the quality of said processes. Not surprisingly, considering the central research question, this theme is the longest and most in-depth one and involves: the importance of teaching and learning, the student, the process of teaching and learning, the faculty members, education as an end goal in education and life, how quality teaching and learning is understood, relevance and curricular congruence in relation to the social mission of the institution, relationships between academics and students, training of faculty members, institutional management and curricular management, leadership, quality of learning as it pertains to theory, what type of quality are we talking about, approaches, and methodologies and evaluation.

### **Importance of Teaching and Learning**

According to the answers, it is possible to identify four well-defined areas related to the importance of both teaching and learning:

- The student
- The process of teaching and learning
- The faculty member
- Education as an end-goal

The following are the most important aspects expressed by the participants:

## **The student.**

In terms of the importance of teaching in relation to the student, answers referred the social role of teaching in the formation of the student, indicating that the teaching offered – or should offer – the student the opportunity *“of developing as a well-rounded and integral human being, with core values and a commitment to the communities in which they practice their profession”* as was stated by a faculty member from the metropolitan university.

This education should transform students into citizens with a sense of social responsibility, and this begins in the classroom, according to a faculty member from the regional university who expressed:

*if I am teaching about curriculum I do not do it neutrally, but intentionally. For example, I do it with a focus on the civic duty of the citizenry and with a commitment to the citizenry (in other words, the students). I consider their experiences and knowledge in a public space made up of the classroom, where power is distributed in different ways.*

In other words, the classroom was viewed as a model for the larger society in which how power issues were addressed and organized mattered. Viewed from the development of the whole person, the answers related to the importance of teaching and its relationship to student abilities for abstract thinking, the development of awareness and conscience, adaptability to different situations, the acquisition of life organizational and planning skills, and an ongoing growth in both the personal and the professional spheres.

It is interesting to note that the topic of social commitment was present in most of the answers with some concepts quite fashionable nowadays such as “civic social responsibility”. In

this regard, as stated in Chapter 2, the public universities of Chile operate within the framework of the Bologna Agreement declared in 1999, whose methodological strategy is the Tuning Project. This Project suggests general competences, among them civic social responsibility, and attests to the significant influence that European initiatives have today on the Chilean university culture, although it would not be fair to attribute this idea only to them. In effect, public universities historically have the formation of professionals who are aware of the social reality of their country and region as part of their institutional mission. This responsibility has been engrained in these institutions as a mandate of the Chilean State since its origin. In fact, the public university in Chile emerged to solve the problem generated by the lack of professionals that faced the development needs of the country. This also explains the curricular structure present in careers with a predetermined path (i.e. a specific field such as Biology or Engineering) which offer a rather rigid curriculum, and an entry and exit path to a certain profession after the training cycle.

When it comes to the importance of learning, responses, mostly from students and academics ( $f=26$ ), speak to the relationship between learning and the sustained and well-rounded professional, social and personal development of the student. In this way, a student can join the larger society in a respectful, empathetic and highly competent way, as was observed by a leader from the metropolitan university: *“This is an integrated and comprehensive process that involves the development of a person over a lifetime, one who becomes qualified in a profession, but also becomes a part of society and contributes and collaborates within it.”*

On the other hand, answers ( $f=19$ ) from students and academics, and to a lesser degree from deans, alluded to something even more intangible than the learning itself. It was the

possibility of gleaning values and knowledge beyond the career curriculum content from their time at university that they could transfer to their future personal and professional lives.

Another group of responses shared by most stakeholders ( $f=17$ ) referred to the acquisition of knowledge, skills and abilities, and viewed learning as an opportunity to work hands on and experiment, test and confirm, and be able to transfer the value of that experience to other problem-solving situations. Likewise, these answers indicate that students see the importance of learning in the possibility it offers them to find their own meaning through a personal process of deepening, analyzing and considering their own experience, including the value of failing and learning from mistakes.

In turn, answers ( $f=14$ ) given mostly by academics and leaders see in learning the opportunity for students to face permanent personal and professional challenges that allow them to understand the rationale of their disciplines: *“comprehending their phenomena, the relationship among them, and knowing how and why they occur.”*

Furthermore, it teaches them as professionals how to give reasonable explanations for their professional decisions, and ensures that they are well qualified, detailed and competent in their actions, which speaks clearly to the quality of their training as professionals and the characteristics they should strive for.

Answers given less frequently about the importance of learning refer to the following ideas:

- (1) Learning is important because the student has the possibility of learning how to learn, a concept which has only been truly embraced since the 1990s and that acquires relevance in

the context of permanent education or lifelong learning. On the one hand, it is assumed here that knowledge has an expiration date given the speed of scientific and technological advances, and on the other, that access to knowledge today has increased dramatically through information and communication technologies (e.g., the internet).

- (2) Learning is important because it is about the development of cognitive abilities, reasoning and reflection. At the same time, it helps students face and solve problems of the profession itself, and also in regard to life issues with a critical and creative approach that allows them to innovate and adapt.
- (3) Learning is important because it is part of our relationship with others. At this point, the answers position the importance of knowledge at two extremes. In one, “knowledge is power” and it becomes a way to outrank others in power relationships (e.g., a professor/student power relationship) with sometimes negative consequences. In the other, learning and knowledge are about sharing experiences, being in communion with others, valuing their wisdom and learning from them. This vision that would be very close to the pedagogical stance of the Brazilian educator Paulo Freire (1997), when he argues that students and faculty members build knowledge with others by establishing ties of cooperation, allowing everyone involved to learn from one another.

### **The process.**

As a central aspect, the first thing that stands out from the answers is that the teaching and learning processes are articulated within the framework of a curricular structure that organizes the professional training of the students. The end of this training is expressed through a graduation profile – a discipline specific competency-based set of outcomes which establishes



the conditions that each student must meet to graduate, which is also stipulated through ad hoc regulations.

Given the importance of this profile and its goals, the responses of a large number of academics and leaders ( $f=15$ ) and a couple of students, expressed the idea of the curriculum as a sustained and gradual process with “*programs that tribute to a graduation profile with an intentionality*”. These programs, that consider knowledge, experience and information, aim to develop skills that pursue both the professional and personal development of the student.

At the same time, these skills and competencies lead to a graduation profile with a specific intention, that is, to determine in some way what to teach and how to teach it. As it was said above, this assumes that the curriculum is not neutral. For example, this occurred during the dictatorship of Pinochet when all curricula in all universities were manipulated and changed to suit its own ends. Interestingly, these ideas were supported by academics and leaders who had the opportunity to participate, directly or indirectly, in the construction of said graduation profiles together with other stakeholders.

At a deeper level the intention of the curriculum is to highlight the importance of teaching as a process that seeks to make students aware of the major social, economic and value-based issues of the country which ultimately should be addressed from professional practice as a personal imperative. Along with this, several academics and students ( $f=8$ ) expressed the need for mechanisms in the teaching process to eradicate the obsession with the trappings of success (e.g., the high-paying job, the house, the circle of influence) as the goal of professional practice, as well as competitiveness when it leaves out. This criticism points to the

commercial values that have emerged in recent decades in Chile associated with “*unrestrained consumerism imprinted by the capitalist system*”.

According to some students ( $f=5$ ), teaching as a process implies an increasingly complex academic approach, as it is both a simple and challenging process that must be suitable for a diverse target audience, not only in terms of language but also in terms of training experiences. In this regard, the fostering of students is also highlighted as a relevant aspect in an educational paradigm which embraces the learning experience as one in which the professor “*descends from the pulpit*” and accompanies the students, setting proper and helpful frameworks for learning as opposed to top down teaching.

Another important aspect of teaching as a process refers to the physical conditions necessary for learning to happen. Infrastructure, equipment, comfort and other basic resources are crucial to the entire process of student training, and the lack of proper conditions is an issue that was mentioned again and again, given the insufficient allocation of resources that would enable a suitable teaching environment. This was especially obvious at the metropolitan university.

At the level of knowledge, students were expected to begin their university careers with the minimum required learning that would allow them to successfully navigate and complete a degree. The graduation profiles of their previous educational level should be evaluated for effectiveness in this regard. Regarding the significance of learning as a process, two trends can be identified. The first refers to a more traditional conception of learning and the second to a shifting paradigm.

In the first one, learning is ultimately a “*process of modifying a behavior from the initial state of the student to the desired final state*”. Behaviours are observable, and effects can be measured to track the development of the student. In this context, training in a profession is equivalent to installing a disciplinary knowledge. This traditional vision clearly focuses on content transmission and repetition (Scott & Scott, 2010).

The second tendency points to learning as a process of evolution and change with permanent questioning of pedagogical practices to effectively account for learning and conceptual integration. In this view, knowledge is generated collectively and serves as an organizing framework for the viewpoints of all participating students, or as one academic put it, “*an organizer of the intellectual structure of students*”. In this scenario, students are nurtured as persons within the framework of a community or a society. This second vision places the students in a personal and social context, as part of a collective construction of knowledge and, therefore, in constant interaction with others, “*to empower themselves by going deeper, assigning their own meanings to what they find, and transferring these from their own experience to new situations, while considering the context as well as other people.*” In addition, this vision recognizes the mental or cognitive aspect of each person present in the learning process.

The two tendencies identified represent to some extent two theoretical positions regarding learning, behaviorism and cognitivism, which also account for very different paradigms operating simultaneously in the classrooms from the perspective of both students and professors. If each academic teaches through either the first or second learning approach, the question must be asked: how much effort students must exert to adapt to the demands of each

approach during their training process, and how much does each student internally struggle with their own predisposition toward one tendency or another.

In this regard, it is interesting to remember that students tend to adapt and act according to the models, styles and demands that their professors put on them in order to fulfill their expectations (Chickering & Gamson, 1987; Ramsden, 2003). Therefore, students will ultimately try to satisfy their professors by following the requirements, regardless of the paradigm.

### **The faculty members.**

From the point of view of teaching, three aspects were clear:

- (1) Professors not only have the responsibility to train professionals technically speaking, but also to model a commitment to social responsibility in the larger society, which implies forming well-rounded people.
- (2) Professors must commit to the permanent challenge of training and upgrading skills in disciplinary and teaching areas that are consistent with the ideal of training people. At the same time, it is expected that they can convert this professional and/or academic experience into rich training opportunities for their students.
- (3) Academics must always “*consider the diversity among their students, offering them different opportunities*” in their teaching approach in both methodological and evaluation arenas.

### **Education as an end goal in both schooling and life.**

Many participants refer to the quality of T&L processes as the goal of education, in which evolution and meaning of human life become relevant.

According to many participant responses, teaching serves an end goal of personal evolution. In effect, it opens the possibility for human beings to evolve and transcend, and for societies to develop and become the epitome of knowledge. This vision considers the transmission of knowledge, experience and information as a bridge between one generation and another. The collection of information would make societal advancement possible by saving time and resources in the systematic and intentional “*training of people to solve the problems of their disciplines and professions in real life contexts*”.

The vision of learning as an end goal is understood as an innate and permanent condition that allows the integral development of a person throughout his or her life. At the same time, the capacity for learning makes it possible for humanity to be distinguished from the rest of living beings by its consciousness which allows it to adapt to nature. Likewise, it is understood as a “*continuous discovery of the inner and outer world, marveling at what it finds*”.

When all the interviewees were asked about what was more important, teaching or learning, the results were the following:

**Table 4-3.**  
***Importance of Teaching and Learning***

Stakeholder	More important				Equally important	
	Teaching		Learning		T&L	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Students	12	20	19	32	24	41
Faculty members	4	13	12	40	23	77
Leaders	6	46	7	54	8	62

What was interesting about these answers was that, in some cases, the participants changed their opinion towards the end of their response, having declared in principle that, either teaching or learning was more important. However, upon further reflection, they ended up declaring that both processes were equally important. This was more evident in the case of leaders because there was a smaller number of respondents.

### **How is the Quality in Teaching and Learning Understood?**

One of the most interesting aspects when raising this question was the time that participants required to assimilate the question and offer an answer. In practically all cases, including that of leaders, there was some indication of thought and readjusting of perspectives given that there was no immediate or fluid response. Commonly there were both physical and intellectual “adjustments” observed. Physically, almost all the participants modified their physical position, settled into their seats, rearranged their clothes or took some object from their desk or work table in what could be interpreted as an effort to gain more time to answer. Intellectually, many participants extended the time by commenting on the interesting nature of the question and the need to pose it more often within academics, or by asking clarifying questions regarding the meaning and scope of the query before answering, or asking to themselves as one professor who was wondering aloud in “*When is there quality in teaching? ... Let me see... When something is of quality ...*”, searching for the conditions that are needed to achieve “quality”.

It is also interesting to note that the different and numerous responses of the participants reflected to a large extent what the literature offers regarding quality in teaching and learning. However, the knowledge expressed through these individual answers was partial and incomplete, although it did offer wide coverage and greater depth when viewed through the

answers of all respondents. It was as if each has a small bit of information that, when added together, gave a wider view of the topic at hand.

The answers have been grouped into seven areas set out below that covered the great diversity of topics addressed by the participants:

- Relevance and curricular congruence in relation to the social mission of the institution
- Relationship between academics and students
- Training of faculty members
- Institutional management/curricular management
- Leadership
- Quality of learning as it refers to theory
- What type of quality are we talking about?

### **Relevance and curricular congruence in relation to the social mission of the institution.**

The responses of leaders and the academic body reflected a belief that quality in teaching implies adjusting training programs to the needs of the country and using all possible means to facilitate the learning process so that students, once professionals, are effective in their social context. At the same time, quality brings with it the need to upgrade and innovate training programs both in knowledge and in appropriate didactic methods in a way that is relevant to the needs of the country and the individual regions.

Quality in teaching is also related to forming individuals who, along with a commitment to serve the needs of the larger society, can develop personally with real opportunities for social mobility. This is not only an economic shift, but also an opportunity to have more cultural capital and deepen the concepts they have of life from a broader perspective.

Another aspect of quality is the inclusion of critical thinking and questioning skills in the formation of young people. This is crucial to address the internal and intellectual concerns and challenges presented by the complex reality of the day.

From the point of view of the students, the quality of teaching requires a broader view that is open to other professions, given that today's social problems tend to be solved from a multidisciplinary perspective. In addition, training should be not only a disciplinary knowledge, but should provide students with opportunities to learn a set of attitudes, principles and values regarding relationships with others, based on respect and service to the larger society.

All these aspects were reiterated ( $f=11$ ) when the participants were asked about the nature of quality in regard to learning. The answers tended to be associated with the education of a professional whose learning experiences allow him to develop in a well-rounded way with a broad and critical vision of life, and who is committed to serve the community and larger society that surrounds him. This person commits to and takes responsibility for his own ongoing learning from his first years of training onward.

In terms of the quality of learning and curricular relevance, there is a very clear vision concerning the experiences that would allow the student to develop a set of skills and competencies that would form part of their graduation profile ( $f=31$ ). Competence is understood as the ability to draw on personal resources (skills, knowledge and values/emotions) for profession-specific contextual problem solving, such as performance. These competencies incorporate not only theoretical or procedural aspects of the profession, but also provide students with skills that allow them to adapt to changing situations that are part of the complexity of the modern world. It is the ability to learn throughout life and solve complex



problems with flexibility and creativity, while being able to give reasons for their professional decisions. This vision is very close to the ideas of Delors (1994; Nan-Zhao, 2005). That is, learning to know, learning to do, learning to live together and learning to be what has been collected in the Bologna agreements and developed through the Tuning Project for Latin America.

Teaching should be oriented early on towards the profession through field work, contact with patients or clients, appropriate practicums and activities that allow contact with issues that might arise in the professional practice as a student pointed out:

*We need learning in the field, in public or private contexts, in our future places of work. We should have a work practicum early in which we can cement our knowledge, really. We only get to know the professional field in the fourth or fifth year, almost just before finishing our training, and that is too late.*

In relation to the quality of learning, the student's experiences should early on be imbued with the logic of the profession ( $f=13$ ), which is directly linked to the quality of teaching. At the same time, the development of a professional identity is valued, but within a multi-disciplinary approach with other professions that share common areas in their field of action.

Teaching must also incorporate research in the professional and disciplinary field from the first years of study as part of the university-level curriculum. This must happen within the framework of the stated social mission and public role of the university and should be oriented to the resolution of problems and needs of the society. In terms of academic development, research is an important aspect of quality and should contribute to learning experiences,

enriching the interaction between professors and students, as well as the circulation and upgrading of knowledge.

When asked about the quality of learning within the curriculum, the answers insisted on the need for congruence in terms of training. This could be verified through certain institutional mechanisms such as a strategic plan, an institutional educational project, and the graduation profile to make sure that curricular expectations are being fulfilled.

Ultimately, quality actually refers to the personal transformation of people who began their studies without knowledge or skills into worthy professionals who have met expectations and who perform well in filling the needs of society according to the goals of their training.

### **Relationship between academics and students.**

In terms of teaching, the interrelation between academics and students was also considered as a component of quality. It was emphasized that the student should be fostered by professors based on their individual interests, differences and personal conditions.

At the same time, teaching should be brought to life so that the student is captivated by the subject and feels like a protagonist in their own learning process. This would allow them to take ownership of the knowledge, and encourage their active participation, autonomy and commitment to the training process.

A third aspect in this interrelationship between academics and students that arose from the answers was to provide opportunities to work in teams collaboratively, as these instances allow them to prepare for professional life.

### **Training of faculty members.**

As part of the quality of teaching, faculty or pedagogical training is very important. Many participants, including leaders, academics and students, agreed that quality education demanded proper faculty members. This referred to academics with good pedagogical training, professional preparation, teaching experience, suitability in both disciplinary and didactic aspects, and a personal sense of responsibility and commitment to the training and development of others: *“In effect, we should have a quality faculty that is committed to student learning, and able to demonstrate solid disciplinary knowledge with both experience and knowhow in teaching and learning.”*

Evaluation, whether by peers, students, or leaders, is an important tool to assess the expertise of faculty members. In this regard, quality in teaching requires the need for ongoing evaluation of the teaching faculty so that they may have real impact on pedagogical practice or teaching.

This evaluation does not refer to the process by which an academic could access higher status or positions in their academic careers, but it is aimed at ensuring that faculty know how to teach and are effective in facilitating knowledge and learning among their students. In this sense, evaluation of faculty members is central to pedagogical activity.

This evaluation could very well involve external agents that could provide neutrality to the process and ensure that the act of teaching adjusts to the stated needs and commitments of teaching and learning. However, many faculty members wondered what parameters would be used for evaluation and if these would be in accordance with the actual expectations placed upon them in a given context.

Furthermore, the students considered that their participation in the process of professor evaluation should be taken more seriously, arguing that (as mentioned in the section referring to the students) even when a professor was systematically and repeatedly evaluated poorly by the students, these opinions were not taken into consideration and the faculty member continued to teach without any type of adjustment: *“There must be an informational system regarding evaluations that offers academics the opportunity to improve aspects of teaching effectively, and that has a real impact in student learning outcomes.”*

On the other hand, faculty members expressed that they felt under threat as it is unclear how results – particularly those that evaluate them as not meeting expectations – would be used. This is even more worrisome for those academics who are not university full time salaried staff, but work under fee for service contracts.

Answers from both academics and students regarding quality in learning revealed the importance of the teaching role and certain essential characteristics that should be embodied, such as the ability to adapt to both internal and external changing situations, flexibility, suitability and ongoing upgrading both in the disciplinary and pedagogical areas.

### **Institutional management/curricular management.**

Students had little to say about this specific area, but leaders and faculty responded often.

The first aspect of quality that was repeatedly expressed related to the consistency that must exist between what is promised as a training program and what actually occurs in the real-world setting as a result of the teaching-learning process as it is supported by academic and institutional management. Indeed, ... *“the curriculum has deficiencies with regard to its*

*objectives, and is incongruent with what is stated in the graduation profile, as well as what is included in the teaching and learning processes”*

It should be noted that the responses were oriented more towards the need to have a set of norms, rules, and protocols ordered within a legal framework in the context of academic goals. This would consider administrative and institutional management aspects more than the processes of teaching-learning from the point of view of pedagogical practice.

This implies the need for mechanisms that would allow control of the processes that serve the T&L in such a way as to bring about the desired characteristics.

According to the answers a curriculum management policy is needed that fulfills the achievement expectations of an education plan or program geared toward a suitable graduation profile based on skills and competencies. But, ...“(curriculum) *also requires that intermediate points be defined and clearly expressed in terms of the learning outcomes which would allow an assessment of the suitability of students at that time.*”

This would include assessment mechanisms, goals and parameters that would allow the student to graduate and find employment, ensuring that professional performance based on the training process adheres to previously defined and agreed upon standards of excellence in a legal framework. For example, this would mean making sure that students learned according to a reference standard that is backed by the institution, such as the graduation profile, which guarantees practicing professionals will not put the health or well-being of their clients at risk. In simple terms, it is an institutional form of accountability.

To a lesser extent, there were answers that spoke to curriculum management from the point of view of student progress. Quality here would be defined through:

- (1) clearly outlined curricular trajectories;
- (2) management of retention, repetition rates, and timely certification which would promote good practices in teaching-learning processes;
- (3) effectiveness in learning outcomes in both process-oriented parameters as well as quantifiable results;
- (4) standardization of criteria for learning outcomes that address the national reality, while at the same time adjusting to regional needs, institution-specific issues; and
- (5) consideration of the initial performance of students as an efficient descriptor of progress, using progress as a benchmark as opposed to blanket outcomes.

The quality of teaching from the point of view of curricular management also requires a framework of assurance of appropriate resources, such as infrastructure, equipment, accommodation, comfort, etc. Respondents pointed to the importance of buildings, facilities and services, access roads and physical environments. This is relevant for the two universities studied.

In the case of the metropolitan university, its five campuses are scattered with most of them in areas of high traffic congestion and air pollution, and noisy environments. In many cases students must move from one campus to another because their courses and academic activities are also scattered throughout the different campuses. As an example of lacking facilities, one extreme case was mentioned in which *“container-built classrooms went without either heating or air conditioning, making it highly uncomfortable for students in both winter and summer”*.

At the regional university, although most of the facilities and buildings are located on a single campus, the environment and climate of the region require appropriate infrastructure and equipment that is not always available. For example, students need rooms or meeting places that are both under cover and heated, but these spaces are scarce and do not meet student needs. At the same time, students complain that there are notorious differences in the distribution of physical space and equipment between faculties, and believe it is an example of unfair treatment.

Also mentioned was the need for good libraries or agreements with other institutions that would allow access to other libraries, data banks, laboratories and workshops, and classrooms suitable for the needs of specific disciplines, and with appropriate environmental controls such as lighting, air conditioning and ventilation, heating, etc. In other words, with the necessary equipment so that all students have access and opportunity to learn effectively. For example, one school does not have enough classrooms to accommodate its students, and those that do exist are shared with another faculty department and are lacking the necessary equipment for the development of key activities that form part of student education and training. Paradoxically, this is one of the most expensive careers that the University offers, with the cost largely borne by the students themselves. In another case, a school is located on a campus that is isolated from the rest of the student body, and given its age, has highly inadequate facilities for its normal activities: *“our students stay into the night to finish their work, and that means a lot of plugged in laptops, plotters, kettles, cell phones charging, etc. This constitutes a risk for them, but we have no alternatives for now.”*

Technology is also mentioned as an aspect of quality in teaching. It should ideally include large bandwidth access to the Internet with computer rooms that meet international

standards, intelligent screens and the computer software necessary for the teaching of specific disciplines. This would include, for example, technological tools such as software for mapping, architecture, auditing, modeling, laboratory support, etc.

Finally, another aspect of quality that covers curriculum management from the point of view of both teaching-learning processes and administration is the continuity of curricular innovation, which is considered a pillar in quality assurance.

### **Leadership.**

Leadership is mentioned fewer times in reference to quality, and then only among leaders and academics. From the point of view of teaching, it theoretically refers to the capacity of leaders to foster the formation and management of interdisciplinary teams, bringing together faculty members from different schools and disciplines with a shared and collaborative vision. Ideally, this would lead to the creation of an integrated and interdisciplinary approach to professional practice.

It is interesting to note that leadership as a quality was also mentioned within the framework of the roles of those participating in the teaching and learning processes, specifically as it refers to a relationship of power where one controls and the other obeys. This is clearly linked to an obsolete vision of top-down teaching and learning that still co-exists with the current vision of pedagogy, in which professors accompany students on their learning journey.

The management of human resources also appear as themes of leadership. The need to form teams with relevant knowledge of the established parameters and quality protocols was mentioned, so that they could coherently guide actions within training processes towards the achievement of institutional objectives.



The systematization and circulation of information and knowledge through appropriate channels is vital for these purposes, considering the need, for example, to have efficient and transparent concomitant processes for the dissemination of information and support. Regarding this matter, a leader in the regional university pointed out: *“We aspire to create a culture of openness and ongoing information in order to create adequate communication channels that favor change.”*

These should guide both the teaching staff and the managerial or administrative staff, and timely and efficient communication should be fostered to create congruence between teams. Management at the level of the Faculty (or whatever the organizational department may be), which has limited freedom in terms of both resources and decision-making, would be very important in order to achieve these goals.

### **Quality of learning as it refers to theory.**

The reference to theories of learning was also reflected in responses to questions regarding the quality of learning, which does not happen with teaching.

Respondents expressed the following when it came to quality in learning theories:

- (1) The importance of meaningful learning.
- (2) The participation of the student as an agent that learns and builds on information or previous knowledge to give rise to new, more conscious and permanent learning.
- (3) Learning that leads to timely and relevant performance in a professional practice.
- (4) Student ability to select resources and find relevant information for problem solving in learning situations that require broader and more complex thinking. In other words, the ability to select, transfer, and integrate extensive knowledge to face the complexity of

life and reflect on the learning process so that one might obtain the resources to undertake new and/or more complex learning, that is, meta-learning. These concepts are confirmed by French-speaking authors such as Le Boterf (2007), Tardif (2004) and Perrenoud (2000), who have developed a vision of competency training both at the school and professional level.

In addition, students as well as faculty members were asked about the same issue in the online questionnaire, focusing the answers in their institutions.

Students had the opportunity to give their opinion freely and they oriented their responses towards the next ideas:

- qualification of faculty members and students' personal commitment;
- a critical view regarding what was happening in the university; and
- the need to consider the student as an important factor in the definition of the concept of quality.

In the first group of responses (44% [ $f = 4$ ]), quality was associated with the training and suitability of the academic faculty and the encouragement of students through their pedagogical practices. At the same time, quality also referred to students and their commitment and personal responsibility for their own training.

For its part, 44% ( $f = 4$ ) of responses pointed out that quality was a critical issue for the universities. To begin with, there was a lack of commitment to quality and its first manifestation was the lack of definition on the matter at the institutional level. For this reason, students indicated feeling subjected to mediocrity and stagnation. In addition, respondents expressed disappointment at not finding a real opportunity for development at university. Student answers

expressed anger because they felt their training did not meet even minimum standards of quality, and yet forced them to go into debt for years in order to graduate.

These responses were perfectly aligned with those given through the interviews. Students could recognize the key role of the academics and the lack of institutional decision in order to define quality as a dynamic component in Teaching and Learning. It is interesting that although they did not specify what was quality, they felt the things were not going well, probably due to students had some not so conscious ideas about what quality was.

Finally, one answer expressed a very contrary view to the other responses, pointing out that quality at the institution was defined by its tradition, by its concern for students and the freedom that they had to express themselves freely, and suggest ways to improve both infrastructure and Teaching and Learning.

What is interesting about these responses is how they expressed a wide range of views with few nuances that cover both extremes. Most likely the personal experiences of students during their time at the institution is what lies at the base of these perceptions.

Twenty faculty members, in turn, responded to this question. Fifty five percent of them ( $f = 11$ ) indicated that quality meant complying with standards and indicators. As was pointed out by a participant at the regional university: *“We need to improve retention, approval and titling rates of graduation to respond to public policy demands and the national quality assurance and accreditation systems, but using hard data and indexes.”*

Such reference points, all external in character, were mainly associated with the Chilean Ministry of Education and its Department of Higher Education, which dictates quality assurance policies. Of these responses, only one went beyond the mere adaptation to external standards,

and included the comprehensive and equitable training of academics, as well as the need for a concept of quality independent of any type of financing. In effect:

*the concept of quality has to evolve as other parameters or reference points are added. Beyond a government policy or a question of funding, I wonder what we should understand by quality of education, and more specifically, how should we define it in terms of the T&L processes in our university?*

On the other hand, 25% ( $f = 5$ ) pointed out that quality for the institution was the training of well-rounded and suitable professionals committed to the larger society and their communities, and this was based on meaningful T&L experiences.

Finally, 20% ( $f = 4$ ) academics expressed that they did not know, or that the institution did not have a clear concept of quality.

Then the students responded about what “quality in T&L” meant to them. Of nine responses, 44% ( $f = 4$ ) pointed out that quality referred to student capabilities and opportunities to learn, even when there were significant differences among the student population in terms of learning styles and rhythms, and background.

Thirty three percent ( $f = 3$ ) indicated that quality was focused in the relationship between professor and student and the commitments each should assume when it came to T&L processes.

Another 22% ( $f = 2$ ) expressed that quality came down to a commitment from each person in the institution, and that it involved policies, organizational structures, infrastructure, etc. And that together they aimed to function in the best possible way.

With regard to what quality meant for professors, of 22 replies, 41% ( $f = 9$ ) of the responses associated quality in T&L to counting on the best possible conditions to train cultured professionals of excellence with a clear social commitment. Within these conditions, academics mentioned, for example, meaningful learning, integration and permanence of knowledge, critical thinking, and constant feedback, among other features.

On the other hand, 36% ( $f = 8$ ) of the responses expressed that quality was associated to the characteristics of T&L, the relationship between students and professors, and the learning environment insofar as these conditions favored the learning outcomes of students.

One lower percentage of academics (14% [ $f = 3$ ]) placed the quality in T&L on the characteristics of the professor, their personal conditions in regard to teaching (i.e., personality and leadership), and their level of preparation in terms of university teaching. In this regard it is striking that responses vary as to the role of the professor. Two responses place academics in the traditional paradigm, in other words, as transmitters of knowledge; and one response places academics in a more modern approach in which professors do not seek the repetition of content, but more meaningful learning.

Only one response (5% [ $f = 1$ ]) associated the quality in T&L to the matter of institutional management, involving aspects such as administrative management, leadership, professor training and student characteristics.

Finally, another response (5% [ $f = 1$ ]) emphatically pointed out that quality was a utopia in the institution, without expressing what personal meaning this term had in terms of Teaching and Learning.

## **What type of quality are we talking about?**

It is very interesting to note that on the question of quality in teaching and learning there were answers that began by questioning the concept of quality itself. Consequently, three positions came to light:

### ***A critical vision.***

Current criterion in regard to quality do not adequately cover all areas that should be evaluated, and *process* should be given equal or greater emphasis than quantifiable results.

*This university is evaluated only by its results and that puts it in a very bad position. I believe that the way quality is being measured is bad because they should not measure results only, since the most important thing is the process.*

Quality should not be restricted to quantifiable parameters, but should be evaluated in terms of excellence, understood as equity and fairness in areas (e.g., the evaluation of students of diverse backgrounds and distribution of resources among faculties), the development of people, and the fostering of values of service to the larger society so that the needs of the community are addressed through the work of students and professionals.

One of the problems that exists with the current approach to quality is that it is understood and developed within a free market society, where everything must produce or generate money. This leads to a focus on results: *“The current (quality) criteria do not adequately cover all the areas that should be evaluated. Moreover, only results are considered, leaving out the processes that are so important at the university....”*

Inevitably the university must aim for quantifiable numbers and leave aside complex considerations based on ideas, critical thinking, and social responsibility, as well as increasingly close down artistically oriented degrees that are not highly valued in a monetized society.

***The need to have a university-specific definition of quality.***

Respondents felt that the definition of quality should be adjusted depending on the context, to the demands of the moment and the changing situation. It should also reflect the standards of the institution, and should include a qualitative vision, as well as the quantifiable evaluation of results.

Therefore, quality is the establishment of standards or internal references (that is, of the institution itself) used to evaluate the training process considering such factors as student to faculty ratio, the presence of professors of excellence, compliance with curricular cornerstones in accordance with institutional and training statements, etc.

***The value our community places in the concept of T&L quality.***

*“Quality is a concept associated with business management, therefore, we should talk about what we mean by good teaching and good learning.”*

Finally, quality is related to a sense of satisfaction with achievement in a process where expected results are obtained.

As the first clues to understand quality in T&L, participants suggested when it comes to learning, quality can be defined in areas of both personal and institutional development.

- The personal must consider diversity in its multiple expressions.

- The institutional must include a sense of social service and foster values of committed civic action within its students.

### **Approach, Methodologies and Evaluation**

At this point, stakeholders expressed how the quality of teaching and learning could be enhanced through methodological strategies and the evaluation of student learning. This is precisely the area in which academics expressed that they felt the weakest. The following map is a synthesis of these ideas:



Figure 4.2. Mapping Cornerstones for Enhancing Quality in Teaching and Learning

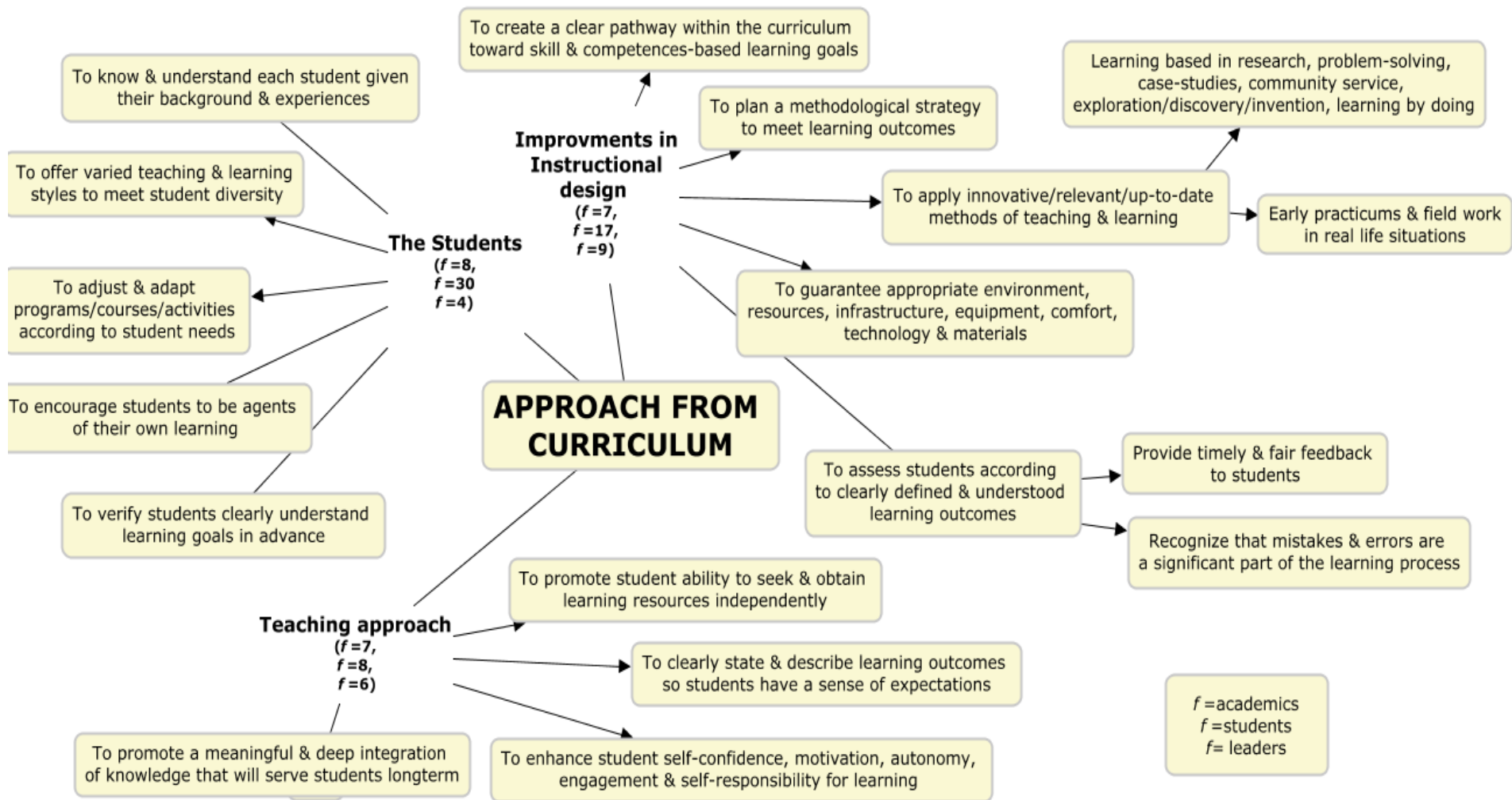


Figure 4.1 depicts how the curriculum functions as the axis point of the training and development of students, and how the organization of said curriculum centers around a graduation profile that is based on the achievement of a set of skills and competencies as the end goal of the formative progression of a degree. Answers pointed to three areas that would effect learning enhancement.

The first refers to students as targets of learning. Faculty members, students and leaders agreed that learning is improved when students are active participants in their own process, and that they learn in many ways, including cognitively, procedurally and emotionally ... *“We must offer different learning alternatives to students, because that is where actual learning can be confirmed, and that is why service-based learning has been shown to be so successful as a T&L approach.”*

Depending on individual differences upon entry to university, a variety of learning and teaching methods should be provided, along with adjustments and corrections to their training process. An example of this could be individual evaluation based on timely progress considering individual starting points. Participants also pointed to the importance of students clearing understanding learning expectations from the beginning.

A second area shows the importance of organization to improve instructional design. The answers considered a broad range of topics, from those that constitute a larger training framework, such as the curriculum and academic cycles that lead a student toward the graduation profile, as well as pedagogies and methods that could foster more effective learning. Furthermore, respondents pointed to the need for institutional management at different leadership levels (such as administration, faculties, departments). This refers to a global

management of what is needed to support effective learning, including necessary human and material resources and equipment, timely coordination of projects and classes, student support services, coordination with the larger community, etc. In this area, faculty members, students and leaders agreed that the organization of teaching and learning processes is relevant as it provides both intention and guidance to training. They mentioned the following factors as the most important to consider:

- Clearly defined set of goals and learning outcomes for each training phase, with a clear view to the skills and competencies to be developed. Ultimately, these outcomes are leading toward a successful graduation profile, and are progressively achieved through a series of training cycles. In this regard, it would be important to track how purpose-driven training is leading to specific skill sets and competencies.
- Methodological strategies which favor the achievement of learning expectations. These strategies should be characterized by innovation, relevance, and the ongoing updating/upgrading of teaching-learning methods by faculty members. The methodological strategies should also include practicums and field work at an earlier stage to reflect authentic experiences of professional practice. It is imperative that the institution itself ensure quality at this practical level of training given its impact on the learning of students as they work toward becoming professionals.
- Student assessment as a facilitator for learning stood out as an important factor in the organization of the T&L processes. Respondents pointed to the need to assess students according clearly defined learning outcomes, *“making sure that students understood goals and expectations at the beginning of a training cycle”*. Timely and fair feedback was also mentioned as important, as well as a recognition that mistakes and errors are a

significant part of the learning process. The process itself should be valued above results and might require a change in the focus of the evaluation.

Participants expressed that assessment should take varied and individual learning approaches into account and consider the individual starting point of each student as a point of reference for their progress. Along this same line, assessments should be authentic, based on real life problem solving situations when suitable, *“involving the students in genuine experiences, for example, simulations or hospital practicums, and having them face scenarios with various levels of complexity to verify their progress.”*

This would mean a change to the traditional approach to content-driven assessment to competency-driven assessment.

Finally, the third area depicted above refers to improvements in learning itself. The answers included certain conditions that needed to be met to effectively promote learning. These would encompass certain qualities of learning, including:

- meaningful and deep integration of knowledge that will serve students long-term;
- an ability on the part of the student to seek and obtain learning resources independently to nurture their own process;
- a clear understanding on the part of students in regard to both learning outcomes and student expectations in reference to the curriculum by way of clearly stated rubrics;
- a potential to shape self-confident, motivated, interested, responsible and engaged students who are agents of their own learning.

## **Theme 5: Institution – The Macro Context of Quality Teaching and Learning**

This theme explores issues of quality teaching and learning as it pertained to the macro context of the university, namely, policies, regulations, governance and authority, and accountability. Regarding university policies aimed at ensuring the quality of T&L, this section focusses mainly on the responses of leadership. Participants were asked directly about the existing policies in their respective organizations. However, we also considered the responses of academics, who referred institutional policies both directly and indirectly, and to some statements from students when they spoke directly to this focus. The principal areas reported by the participants involved the following sub-themes: policies for quality assurance and mechanisms for accountability, structures and resources, institutional management structure, financing of public universities and the law of free higher education, and mechanisms for information and accountability.

### **Policies of Quality Assurance and Mechanisms for Accountability**

The participants pointed out that in both universities had policies aimed at promoting and ensuring the quality of the T&L processes that were openly stated institutional policies, even though some were still in development. It should be noted that there is a law on quality assurance in the Higher Education Department of the Government of Chile (Library of National Congress of Chile, 2016) that covers all universities in the country. According to this law, each institution, public or private, must account for how it processes and circulates information, for how it is licensed, and how it is accredited. The accreditation process is necessary to receive government funding, and each institution of higher education must have an institutional development plan that clearly defines strategic areas, objectives and standards. These would

cover quality assurance in the areas of institutional management, undergraduate and postgraduate teaching, research, outreach, and the mechanisms it will use to achieve its goals.

From a more general perspective, the leaders ( $f=4$ ) pointed out the importance of having an institutional development plan that allowed the university to be aligned in all areas of its work. They pointed to the fact that the plan itself was instrumental in determining the methods and mechanisms that would allow the university to fulfill its commitments regarding quality assurance in all areas: *“One of the components considered by this plan is an educational project at the institutional level that lays the foundation for generating the tools and mechanisms that would help meet undergraduate teaching objectives at the university”*.

That was particularly important because of its direct link with the T&L processes.

They also highlighted the need to have the appropriate means for an ongoing evaluation of the training programs, especially when programs stray from pre-established quality parameters. For this, they suggested the use of a permanent monitoring system with a clear set of indicators that would assure program quality.

Through these same instruments, the participants ( $f=10$ ) pointed out that many degrees in both institutions had been accredited. This process was carried out with the participation of external peer evaluators from other universities and representatives of accrediting agencies validated by the government department responsible for the quality assurance of Chilean higher education, and in accordance with national standards.

Note that the accreditation is measured in years on a scale of 2 to 7, with 7 being the maximum of creditable years, and each digit covering and describing a series of conditions that must be met. Once the accreditation period is over, the universities must once again work towards re-accreditation by correcting the aspects that were negatively evaluated in the previous

period. If public universities fail to have at least four years of accreditation, they would no longer meet the conditions for public funding and therefore, students would lose their free access to education. This is a recent educational policy (2016) of the Government of President Michelle Bachelet, which in principle would assure free access to education for students with more modest socio-economic conditions in accredited HE institutions and would gradually be extended to all students in higher education, making it free across the board in both private and public settings. Because of lack of government funds at this time, this policy is necessarily more focused on the student’s socio-economic background, but the intent of the law is to eventually cover all higher education for all students.

The following table shows a comparison of institutional accreditation and degrees at both universities studied:

**Table 4-4.**  
***Years of Institutional Accreditation and Number of Accredited Degrees***

<b>Indicator</b>	<b>Southern-most university</b>	<b>Metropolitan University</b>
Institutional Accreditation (Years)	<b>4 of 7 years</b>	<b>4 of 7 years</b>
Accredited Areas	UG teaching	UG teaching
	Institutional management	Institutional management
	Research	
	Outreach	Outreach
# of Accredited Degrees	21 of 27	19 of 29
% of Accredited Degrees	78%	65%
Avg of Years in Accreditation of Degrees	4.3 years	4.5 years

Sources: [http://www.umag.cl/acreditacioninstitucional/?page\\_id=57](http://www.umag.cl/acreditacioninstitucional/?page_id=57); <http://admission.utem.cl>

Note: Data accurate as of 2017

In this table one can see that, despite the efforts made in both institutions, the years accredited at the institutional level corresponded to the minimum required so that the most vulnerable students could study for free. Leaders ( $f=4$ ) of the regional university were clearly happy to have an accredited Research area, as this translated into the necessary financial support and the future possibility of becoming an important research centre at the national level.

Under the umbrella of the same broader institutional plan, but from a more focused perspective, the participants ( $f=3$ ) mentioned the development of an educational plan based on a student-centred model. The university would have to establish certain principles and mechanisms – a set of strategies, norms and regulations – that would ensure its viability and compliance regarding the quality of T&L processes.

This educational model was based on curricular innovation and adaptation geared toward a degree-specific graduation profile that focused on professional skills and competencies. The profile itself is being considered as a requirement for institutional accreditation. Furthermore, in the case of the metropolitan university this model would include service-based learning. This refers to the development of social projects in various city neighborhoods, coordinated by the municipality and the professors in charge, in which the students learn by addressing community needs, such as the evaluation of the state of sidewalks, poor insulation in social housing, sustainable irrigation systems in sectors with water scarcity, etc.

The curricular innovation of all the degrees in both universities was oriented to the development of competencies. Both graduation profiles and the process of curricular innovation have been gradually put in place since 2008 at the regional university and since 2011 at the city university and are at different levels of progress.



Leaders of both universities ( $f=8$ ) also reported that the curricular innovation itself generated new needs regarding the approach of T&L processes, for which two support units were created both for the pedagogical improvement of the professors, as well as to support the students in their learning process.

Academics were able to access courses, seminars and/or diplomas that allowed them to understand and become familiar with T&L processes, including areas such as the evaluation of learning aimed at the development of competencies with a regional, national and international character.

In the case of the students, different avenues of support were created so that they could cover the gaps left after poor secondary education. They could reinforce areas of basic science, communication and logical-mathematical thinking in readiness for the demands of their degrees. At the regional university, this support was offered during the first three years of study; in the city university, during the first two, and both universities offered group and individual courses and tutorials. Students also received psychosocial accompaniment if needed through the existing health centres as part of the institutional policy of student service.

According to the participants ( $f=9$ ), one of the great objectives of both universities was to have an academic body of excellence. For this they had created professor evaluation procedures, as well as incentive mechanisms and strategies for the development of research in areas of teaching: *“we need proper faculty training at the core of teaching improvements, as there is a large number of academics without the necessary training to carry out this task”*.

In addition, strategies for outreach had been created to stimulate the participation of the academic body in projects with a social character that were aimed at serving the community, such as the service-based learning projects mentioned above in the metropolitan university.

To a lesser extent, participants (n=4) mentioned the need for more robust policies for association with other educational, government, and social institutions. This could include, for example, alliances with the State and other universities to allocate greater financing that favoured research which would in turn further knowledge generation and the development of joint publications.

The participants had the opportunity to evaluate the effectiveness of institutional policies aimed at promoting the quality of T&L processes. The answers were grouped into positive and negative perceptions, which are shown in the Table 4–6:

**Table 4-5.**  
***Effectiveness of Policies According to Leaders***

Positive Perceptions	Negative Perceptions
<ul style="list-style-type: none"> <li>▪ Gradual improvement expressed in the existence of control mechanisms and ongoing evaluation in accordance with the Institutional Plan, making advancement toward the accreditation of degrees.</li> <li>▪ Decrease in rates of repetition of courses by students due to the academic support received and the decrease in the professor-student ratio</li> <li>▪ The evaluation of the first curriculums to be innovated showed increased effectiveness in student progress, positively affecting one or a group of more complex competencies.</li> <li>▪ Model of T&amp;L focused on the student, with rich and varied methodologies and a set of support resources, such as a technology platform, and assistantships and tutorials for students who have difficulties.</li> <li>▪ Positive assessment by students who expressed perceived advantages when they start looking for employment.</li> <li>▪ Interest from students of previous generations to be included in the new curricula.</li> <li>▪ Development of professor training programs through courses and diplomas with an emphasis on methodologies and evaluation relevant to competency-based training.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lack of necessary resources to implement the university’s educational model effectively; slowness and errors caused by the lack of precise guidance and absence of experts in the curricular area.</li> <li>▪ The social projects carried out in service-based learning or publications from professor research do not solve the community problems they were meant to address due to a lack of resources.</li> <li>▪ There is insufficient information regarding the evaluation of the programs that have gone through curricular innovation, so it is difficult to truly understand the degree of effectiveness.</li> <li>▪ Students, although they have access to support for the development of minimum skills, do not commit to improving their learning and do not participate in academic support programs.</li> <li>▪ Effectiveness is valued in quantitative terms. There is still no qualitative approach.</li> <li>▪ Not all professors have instituted the changes so that the advances are not the same across the board.</li> <li>▪ Resistance to change by professors who are very close to the age of retirement. For example, the average age at the metropolitan university is 58.</li> </ul>

When the leaders were asked about whether these new policies meant to improve the quality of T&L were associated with some type of incentive or reward, the participants gave more than a simple yes or no answer, a fact that points to the complexity of the situation. They shared the following:

- There was no congruence between work and pay. There was neither an increased financial gratification for the amount of work completed nor a reduction of direct teaching hours that would give adequate time for planning and preparation of T&L activities and the evaluation of student learning, as well as other associated activities.
- There was also a lack of congruence in pay between different academics. The participants mentioned the fact that academics who dedicate themselves to research receive gratification and bonuses in money per publication. In addition, their teaching time is reduced so they may engage in research activities.
- In this regard, they added that the external pressure to favour research and publication as indicators for accreditation at the institutional level affects how leaders give priority to investigation over teaching. Academics, in effect, referred to teaching as *“the poor sister of research”*.
- They also mentioned that there was a lack of importance given to the act of teaching vs. the achievements of an academic career, such as research and publication. The rise of an academic career was based on annual commitments to publish, and the actual teaching of classes had an insignificant effect on evaluation for this purpose.
- There were also more critical responses in this regard, given the importance of teaching as a cornerstone of the education of professionals. Participants stated that, just as there were academics who received incentives or rewards for researching and

publishing, so the same should be applied to academics dedicated to teaching:

*“Teaching is not rewarded, even though it is one of the foundational pieces in the education of professionals. Faculty are left in the background without recognizing their importance.”*

- This incentive for teaching did not necessarily need to be in money. Participants raised the idea of receiving scholarships to better prepare themselves in pedagogy or didactic science, for example, or to have options to go on exchange with peers at a national or international level in order to have new experiences.
- Finally, it was also mentioned that the recognition of teaching work, both symbolic and monetary, had been recently discussed and would ultimately be considered as part of the quality of T&L processes.
- Leaders ( $f=8$ ) also spoke to the need for a series of measures to permanently improve the institutional policies that seek to promote the quality of T&L. Following are the answers, covering different institutional areas from general to specific:
- Of note were the responses ( $f=7$ ) referring to a need to be able to count on the clear political will on the part of university authorities to take charge of the development of institutional policies that promote the quality of T&L. This political will could be expressed in the following ways: 1) the existence of guidelines aimed at the academic community as a whole so that the processes of changes that need to occur to meet the quality requirements for T&L are understood; 2) an institutional declaration to explain the system of quality assurance for T&L and its further development, stipulating the creation of structures across the institution with defined standards and functions, and supplied with the necessary personnel and economic

and material resources; 3) continued progress towards the accreditation of degrees and improvement in the process of institutional accreditation with a focus on the creation of a more modern university; and 4) the development and/or improvement of the use of virtual and online mechanisms as support tools for students in their T&L experience.

- A second area mentioned by participants ( $f=4$ ) was academics. Their responses indicated the following needs: (1) a commitment from the academic staff to the achievement of strategic indicators of quality, as well as to addressing poorly evaluated areas together and to actively participating in discussion and improvement; (2) to change work dynamics by promoting collaboration and forming multidisciplinary teams, and by opening the classroom, allow greater access to the academic community. Paraphrasing Shulman (2004), this opening would offer the opportunity to transform the “solitude” of the classroom of each academic into a community experience in which one can share teaching knowledge and improve teaching practices by virtue of the experiences of other professors; and (3) to educate academics in their teaching role as a key aspect of improving the processes of T&L.
- The next area noted by leaders (4) for the improvement of the quality of T&L policies were the students. In this regard, they mentioned the need for the following: (1) to promote and disseminate programs in support of students, including effective communication strategies specifically aimed at those students who, due to lack of confidence, did not feel safe in establishing a connection with professors or authorities; (2) to enhance the reach and quality of care to the student needs so they receive comprehensive support.

- With respect to the curriculum there were responses oriented toward the following:  
(1) the creation of mechanisms for evaluation of the new curricula with the participation of faculty, students, and ad hoc leaders; (2) the alignment of professional training guidelines of public universities nationwide, while still considering diversity (regional or focus-wise in the case of the technological university), and including, for example, a defined framework suitable to the national reality in terms of transferable credits and skills and competencies that represent a national identity.

### **Structures and Resources**

In each institution structures were available, and resources were allocated in diverse ways so that established policies can be carried out according to the unique characteristics of each university, their students and the environment in which they are located.

To account for the complexity in terms of structure and financing in higher education institutions in charge of university level professional education in Chile (59 universities in 2004) is beyond the scope of this study. As a sample of the diversity of institutional structures that currently co-exist, the following are the most commonly used labels: *state universities* (also called public) and *private universities* in existence before the military dictatorship of 1973; *derivative universities* (created from the dismantling of the two state universities included in the previous category) two of which are the subject of this research study; *new private universities* established since 1981 and during the military regime; and *universities of the Council of Rectors*, comprising 27 universities classified within the first two groups.

The Chilean scholar, Parada (2006) indicated that there were other classification criteria such as how long an institution has been in existence, property ownership (state or private sector), legal frameworks (private or public), and complexity in terms of products offered such as teaching, management, research and/or outreach (Parada, 2006). These criteria also affected the financing of these institutions.

These criteria have not been raised by mutual agreement and do not create clear boundaries between them, which is quite complicated when defining how State funding is distributed and how the universities that receive said funding report to the Ministry of Education in terms of accountability. This has resulted in a permanent discomfort at state universities, who may ultimately receive less financing than private institutions, and yet have greater restrictions and conditions on their expense and financial operations with complex accountability mechanisms to which private universities are not held even if they receive a state contribution.

### **Institutional management structure.**

This diversity of higher education structures has generated various forms of management and governance at universities, although structures have some similarities. Given this complex scenario, following is a snapshot of the organizational structure and the distribution of resources in the type of institutions most closely corresponding with the regional university and the city university. As state universities, they come under the “derivative” category due to their inception in the dismantling of the Universidad Técnica del Estado and Universidad de Chile, respectively.

The main characteristic of these institutions is their high level of complexity, with mainly collegiate administrations with relative internal and external influence. With diffuse



hierarchies, small units, and some space for faculty participation. In the case of students and administrators, this participation is practically nil. This was illustrated by a student who pointed out that ... *“One thing we expect is for the authorities to listen to us and consider our demands, and for us to be able to participate with the right to speak and vote on institutional decisions.”* Its management is highly bureaucratic and slow, and the current trend is toward professionalization in what the Chilean researchers, Zapata and Tejada (2016) referred to as the “new managerialism in education” and briefly reviewed in Chapter 2. Its governance is oriented towards the logic of the free market, emphasizing values of efficiency and productivity, competitiveness and cost management in public organizations.

These institutions are governed by a Board of Directors with decision making powers in the economic-financial and development spheres. In addition to a collegiate entity, usually referred to as an Academic Council comprised of deans, institute directors and representatives of the academic body. The rector is usually elected by the academic body from a list that at least includes the vice-rector. At the same time, the vice-rectors are chosen by the rector, and the deans and institute directors by their peers in each faculty or institute.

### **Financing of public universities.**

#### **1. Baseline contribution**

Higher education institutions receive a baseline contribution from the State mainly in three ways: Direct Fiscal Contribution (*Aporte Fiscal Directo* – AFD), Indirect Fiscal Contribution (AFI), and competitive funding for research or institutional development.

- Direct Fiscal Contribution (AFD): 95% of this contribution is delivered according to a historic tradition, regardless of context or performance criteria. Only the remaining 5%

is distributed with criteria such as the relationship between full-time teaching days and the number of postgraduate students, publications and projects.

- Indirect Fiscal Contribution (AFI): granted to institutions that enroll students with the 27,500 highest scores on the admission test for universities. In 2010, 77% of this contribution was directed to the Council of Rectors universities. The rest was distributed among private and professional institutes.
  - Funding for Research and Development and Innovation (R&D&I) activities for investigation, largely delivered through the National Committee for Research and Technology. Around 60% of this fund has been usually received by three traditional universities in the country, but can in principle be postulated by any research institution out through a set of instruments of a competitive nature.
2. Funding based on outcomes, that is, through performance agreements and projects. This avenue was oriented to state universities and there were just a few projects left by 2015.
  3. Donations, of which 49% go to private universities and 51% to the Council of Rectors universities. However, of the second group, only two of these 27 universities received 40% of the contribution.
  4. The remaining funds come from students and their families, scholarships and loans.

It is interesting to note that the State of Chile provided only 19% of the total financing of higher education in 2014. Approximately 47% corresponded to tuition and fees, in other words, funds provided by students and their families; and the remaining 33% corresponded to self-generated resources based on donations, consultancies, continuing education programs, and research contracts.

The table below, taken from the report on Chile of Zapata and Tejada, (2016), summarizes sources of financing for the universities.

**Figure 4.3. Structure of Revenue State Universities**

Revenue Source	%
Tuition and fees	47
Competitive grants and baseline contributions	19
Income from courses and outreach programs	3
Services	17
Donations	2
Other income	10
Non-operating income	02

Fuente: Chilean researchers – Zapata & Tejada (2016, p. 55)

**Law of free higher education.**

This new public policy, discussed earlier in this chapter, was implemented in 2016 and is still in the process of adaptation and improvement. The Law of Free Higher Education has been the result of lengthy debate not only at the senatorial and congressional levels, but at all levels of society. Detractors have fervently opposed free higher education for all the students as a way of maintaining the status quo. This within the highly stratified and segregated class context of inequality in Chilean education, which perpetuates a social model where the gap between rich and poor is such that Chile has been compared by the OECD (2015) with the

poorest countries of Africa and places near the bottom of the list in Latin America (OECD, 2015; UNDP, 2017).

### **Mechanisms for information and accountability.**

Chilean researchers Zapata and Fleet (2012) indicated that these mechanisms respond to the need for accountability given the public faith placed in the education offered by universities. They also serve to limit abuses and corruption in a highly complex context.

Accountability is important as fiscal resources originate taxpayer money, as well as from students and their families who have to pay high fees for their studies. Expectations must be met on both ends.

The Chilean scholar Rolando (2017) reported that in the context of quality assurance in higher education, the Government of Chile, through the Ministry of Education, has created laws and regulations in this regard. Institutions have had to therefore establish information systems for institutional management and public information systems to create transparency in their academic, administrative and accounting management.

One participant at the regional university pointed out “We have created quality assurance mechanisms that are backed by institutional policies and, along with that, established information systems about our results in order to respond to the current accountability demands.” Although institutional accreditation has forced universities to have these systems in place, according to the participant responses at the city university, the reality was not so clear. Despite awareness for the need for full implementation, respondents pointed to the fact that there remained a lack of clarity and definition on how to assure quality and provide accountability using these systems. They reported not only a serious lack of systematization of

information, but also serious failures regarding the documentation of varied procedures and lack of administrative protocols both at the faculty and central university administration levels. Many areas were nicknamed “black boxes” given the difficulty in finding data and turning it into meaningful information after analysis, as it was illustrated by the testimony of a leader from this institution: *“We have a serious problem of internal disorder, because years have gone by without a systematizing the information of the Faculty. Now we need it, so we are rushing to recover it.”* Also mentioned was the lack of proper documentation of the curricular innovation process, putting its continuity over time at risk. Students, for example, did not have access to information such as the educational model of the university or the process of curricular innovation.

The problems expressed referred both to a lack of information needed to carry out proper institutional management, as well as to a lack of documentation of processes and definitions relating to the ongoing process of curricular innovation which included T&L. Therefore, it was becoming urgent to create or adapt regulations that would lend institutional support to all aspects of the process to implement a consistent system of quality assurance.

In addition, this would establish the sought-after structures, their clear definitions, the human and material resources required, and promote the coordinated work between academic units with appropriate protocols. Furthermore, as a leader highlighted: *“the necessary mechanisms would be created to control, monitor, assess and make changes or adjustments if necessary”*.

According to the leaders of this University, although academic and administrative staffs were working to correct deficiencies of information on a priority basis, there had been fairly

irregular progress in this regard. But, on the other hand, the need for the University to obtain accreditation had highlighted these problems and their reach, prompting a plan to correct issues before the next institutional accreditation process (2020).

For its part, the regional university reported significant progress in this regard from the work done by their analysis unit and its exhaustive monitoring of the institutional strategic plan. In effect, an online system was created to analyze ongoing surveys and information received from the academic faculties:

*This is a very useful tool with which we have worked for many years, and it has allowed us all to generate a lot of information about the university, for example, following students from admission onward. We have shared this program with other universities that have either already benefited from it or are evaluating the relevance of applying it to their own situation.*

### **Theme 6: Barriers to Quality Teaching and Learning**

Participants reported barriers that obstructed their performance in terms of teaching and students' learning. The questions about these issues were primarily made to the leaders and faculty members, but as students reported facing many barriers to properly achieving their goals, they were also considered in this section.

Barriers or obstacles were not so different from other issues discussed throughout the chapter and had been mentioned many times. Answers were grouped in major topics that arose such as faculty members, students and curriculum management; institutional management; and external conditions. The sub-themes included: changes to the curriculum and the triangle of faculty, students, and the curriculum, students and obstacles, curriculum management,

institutional management and leadership, the management of material and human resources, and external and regional conditions.

### **The Triangle of Faculty Members, Students, and Curriculum**

#### **Faculty members and obstacles.**

The scholars reported as the most significant obstacles both the lack of adequate training and sufficient opportunities to train within the specific framework of T&L in a competency-based curriculum, reiterating the fact that in practice the process of curricular innovation was only nominal: *“We lack adequate upgrading and development in regard to teaching, and we have professors who are not sufficiently qualified in their teaching areas.”*

Others said they did not have enough time to devote themselves adequately to teaching, a problem compounded an inadequate distribution of schedules. This made it difficult to reconcile aspects of management and teaching, along with the lack of critical reflection regarding their practices. Finally, a group of academics expressed as difficult the lack of formal opportunities for interdisciplinary meetings where faculty members might share opinions, experiences, and learn from one another.

Some leaders were of the same opinion. They recognized the efficiency of their professors' work, and their efforts to make their classes interesting by virtue of their use of good methodologies, but noted that academics worked in isolation without sharing their experiences. Indeed, as one leader of the regional university pointed out:

*I have been trying for a year to gather all the academics for an extended faculty meeting, and it has not been possible for lack of time. This promotes*

*individualistic work and prevents the reflection that would improve teaching practices as a community.*

In the same vein, they added that for this same reason it was difficult to coordinate and deliver support to the faculties and departments, and that these work dynamics ultimately hindered their work as leaders.

For their part, the students ( $n=6$ ) also expressed that their learning process was hampered when they faced academics who focused the class on reading their slides, without providing opportunities for participation and interaction with students. These experiences on a daily basis became boring and discouraged the attendance to classes, given they only had to download the slide presentation from a website to have all the information of the class, as a student confirmed: *“I am against presentation-based classes, because the professor simply reads the slides and speaks during the entire class. It’s just monologue and monotony.”*

Students even reported that some faculty members did not even renew their presentation from one semester to another, repeating the same material over and over again in different courses.

Another group of students said that many professors taught their class and left immediately without demonstrating any greater commitment to them. They also reported that sometimes professors did not even show up to class and no one took care or bothered to make sure make-up classes were held. Some students added that many older faculty members were tired of teaching classes and used archaic methods of T&L. They were rigid and intransigent, and no longer interested in the students’ learning process. Finally, according to the students,



there was another “*group of professors who felt too important to be reduced to the level of the students that they never were approachable*”.

The students expressed that they felt harmed, and that these issues limited the success of their learning process as these situations were repeated over and over throughout the academic year. I also perceived these critical views and complaints regarding academics across the board in all student focal groups in both universities. They were acutely aware that they had been paying for an education that in reality did not correlate in value or quality of service to what they were charged. They felt abandoned by the leaders and recurrently they expressed phrases as “*there is much interest in capturing more students, but this responds to a more market criterion than real interest in training*”.

There were two groups (one in each university) that, although also critical, showed greater independence and resilience. They stated that, even given this situation, they did not perceive it as a barrier to their learning achievement. In both cases, the students were in the last year of their degree or in a required practicum, that is, in the final phase of their studies. This observer interpreted this as a phase of maturity that allowed the students to have a greater sense of self-responsibility and autonomy in their own learning process, although, more elements of judgement should be considered in these cases, such as, family support and background, both, students and their families for finding out correlation with the students’ learning process success.

### **Students and obstacles.**

According to the responses received regarding barriers in personal or professional performance, academics noted that students had also been an obstacle to their teaching activity. Indeed, professors stated that encountering students who carried deep gaps in their learning in

language and communication areas, basic science and mathematics, had created a permanent obstacle to progress within the time limits set for courses each semester.

Faculty members expressed that they could not move forward with a significant number of students in the early years because their lack of necessary foundation to learn the content of the programs, and that they had neither the capacity nor the time to adapt to the diversity of levels of knowledge that their students represented. On the other hand, they felt pressured by the authorities at the time of evaluating their weaker students, having to consider how indicators such as repetition and dropout rates would affect the university given commitments made regarding institutional performance. Remember, these rates eventually influence a university's quality assurance assessment process, which is directly linked to state funding.

Professors added that students did not have a suitable attitude, were highly dependent, did not like being challenged and needed instant gratification. They demonstrated little commitment to their own learning, and this made the classroom situation more complex.

As to the barriers expressed by the students themselves, they felt a lack of confidence that carried through to graduation, which they attributed to their social and economic background. They believed it would be hard for them to get into the workforce, keep a proper job, and receive good and fair remuneration as they themselves said: *“Many of us think of low salaries and difficulties to be inserted in the work environment, basically because of our socio-economic status and culture ... students are in deprivation”*.

A number of Chilean scholars including Améstica and his associates (2014), Assaél and his research colleagues (2011), and Muñoz and Blanco (2013), indicated that societal segregation of education in Chile has also been transferred to higher education. In this way, they

reported that the majority of the students of lower financial, social, and cultural resources who manage to enter these institutions, arrive with cultural and educational gaps. This created greater management and resource challenges for the universities. These students gained entry because admission criteria had become lax and less restricted in order to attract more students, and students represented a significant liquid income source for higher education institutions. Hence, the vicious cycle and the perpetuation of the social order echoes in higher education when it came to the quality of the training programs offered, or the conditions in which they were offered was maintained. This has not been regulated properly because the existing legislation in the country also favours this social order perpetuation (Améstica et al., 2014; Assaél et al., 2011; Muñoz & Blanco, 2013).

Now, when some students expressed a lack of self-confidence and a belief that they would not be successful either as students or as professionals, what they mirrored was actually the deprivation in which they had lived their whole lives. This is interesting in light of the expectations that they expressed and recorded in the first part of this chapter. Indeed, one of the expectations expressed by students was aspirational in nature, arising from the traditional role the state and public university in Chile has played during its history: to open the possibility of upward social mobility. Irrespective of the initial social status of a student, a university degree would allow him to break the vicious circle of a socially precarious condition and improve his chances for social and economic development. Students who arrived in precarious conditions to study and managed to survive the first three years of the degree begin to live an empowerment process. This is reflected in the following response from a student of the metropolitan university:

*Many of us come from very modest families, we study in the poorest university in Chile and that has many negative aspects, but also positive ones. We study in precariousness and that makes us creative when it comes to problem-solving in our profession. They [employers] will hire us because of that. With a minimum of resources, we are able to solve many problems.*

With regard to this last piece, one could open a whole new line of research to take a deeper look at this topic. The question that could be asked concerns the historical effectiveness of social mobility in Chile through the participation of its universities (both state and private), and what has happened in the last two decades in terms of the duplication of a model characterized by the dramatic widening of the gap between rich and poor in the country. That is, however, beyond the scope of this study. The repeated reference to this topic by the participants does, nevertheless, point to the possibility for further research.

There were two additional aspects that students ( $f=4$ ) pointed out as obstacles and that can be understood from the perspective of their work options. On the one hand, the curriculum's lack of early practicums linked to specific professions. On the other hand, the lack of relevant learning experiences, out of context and out of step with the real-life scenarios out in the field, and the lack of up-to-date knowledge.

The obstacles were seen in terms of deficits in experience, leading to a lack of competitiveness at the time of graduation, as well as a disadvantage when it came to confront the world of work with relevant knowledge.

Finally, leaders ( $f=3$ ) also expressed the need to face certain barriers associated indirectly with students. These related to the fact that they often had to make decisions under

pressure regarding whether students with poor performance should be allowed to remain enrolled in order to avoid the loss of income coming from the tuition and fees that they paid the university. This financial dependence that the university had on the students represented a management obstacle, because it could eventually reflect poorly on faculty, their judgement and the criteria used to evaluate students not only on their knowledge, but on their ability to competently exercise a particular profession. This type of situation was also reported by academics as being out of alignment with the new demands of the curriculum in terms of the different skills, knowledge and competencies related to student performance.

### **Curriculum management.**

Leaders, academics and students all reported facing difficulties due to the lack of experience in managing a new curriculum, the result of the process of curricular innovation.

Many of these problems were associated with insufficient knowledge of curricular management and also a lack of understanding of the implications and the far-reaching effects of transitioning from a traditional curriculum to a competency-based one. That is, the transition of a curriculum based on content with a strong tendency to memorization and regurgitation towards another oriented to the development of a graduation profile that is based on the development of skills and competencies. Among the hurdles associated with the curriculum was the lack of specially allocated resources to undertake such a process of institutional change that considers both material and human aspects, as well as the new needs created by this new focus on T&L, as one academic stated: *“There is a lack of infrastructure, facilities and equipment (classrooms, workshops, and laboratories) befitting a competency-based curriculum.”*

Those who were in charge of leading these changes, mostly deans and intermediate authorities within the faculties themselves, as well as academics, had to learn along the way and resolve multiple difficulties as they were presenting themselves. Needed resources were not always available to solve issues in a timely manner, nor were the solutions optimal, and many difficulties remained unresolved.

The obstacles that were expressed by the participants are briefly summarized in the following points:

- Leaders ( $f=6$ ) reported administrative and management issues at the Faculty and departmental level by the simultaneous presence of degrees with an innovated curriculum, degrees in the process of change over to an innovated curriculum, and degrees with a curriculum of old regime. According to their answers, this generated high complexity and multiple variables that often had to be met without needed resources. Therefore, solutions were not always timely.
- They also reported that not all academics were aligned with the changes proposed by the institution, generating more work for their management by the permanent resistance they encountered.
- Not all leaders at the Faculty level were aligned with these institutional provisions either, and some of them had resisted changes in their faculties, delaying the process at the institutional level, which in turn, had caused confusion and duplication of processes in different management areas.
- In turn, many academics ( $f=7$ ) noted that within the innovated curriculum there were still obsolete programs that had not undergone changes because the professors in charge were reluctant to change the focus of T&L.

- Other barriers mentioned by academics were the lack of clarity and congruence of training with the mission of the degree itself and its faculty, a lack of curricular alignment and gaps in the training of professors themselves, and a weak set of criteria between professors and authorities in relation to the progress in student training. This worsened each year as the student to course ratio increased with the university establishing higher quotas as a way to raise income from student tuition and fees.
- Finally, students ( $f=5$ ) also mentioned obstacles such as subjects that were not relevant to the new degree orientation and inconsistencies between the objectives of the training and the stated goals in the graduation profile. These incongruencies led to deficits in the experience or formative aspects that were completely absent in training. Such is the example shared by a student of a degree that, even after two years of curricular innovation, realized that a critical computer program used in professional practice was not addressed in any year of the program or even mentioned:

*When we went to a meeting with the degree director and mentioned this problem, he told us to look it up on You Tube, and that all the information we needed was there. And we hear this same answer from several professors, but it turns out that we are paying for a service that is not being given to us.*

## **Institutional Management**

### **Leadership.**

As for the barriers that have leadership and management, both academics and leaders of both universities reported facing situations at the organizational level that would strengthen a vicious circle in how work was conducted.

These barriers include the following in relation to the leaders (or authorities):

- A vertical chain of command, characteristic of the prevailing leadership model, that made teamwork difficult. This affected cohesion in the work teams, which tended to compete with one another rather than collaborate.
- Negative leadership styles due to the challenging personality traits of the subjects in charge, with many difficulties given the tendency to one-way communication.
- Lack of knowledge regarding the interests and objectives of academics, and therefore little support and fostering of their academic development.
- Difficulties with time management that prevented larger encounters for faculty members and favoured individualistic work;
- Lack of opportunities for critical reflection and academic training to improve teaching practices as a community.
- Situations of permanent distrust and fear that promoted a latent rumour mill by unofficial means of communication, the so-called “rumour in the hall” that I personally experienced.
  - In relation to academics, barriers include the following:



- Leaders expressed that many academics had the perception that they were more valuable than others (i.e., students, authorities) and, therefore, acted without regard for consequences or how students or the institution might be affected. This made it very difficult to suggest changes and enhancements.
- Faculty members resisted curricular changes and methodological innovation. They were also reluctant to work in collaboration with their peers or to be assessed by them, as well as resistant to being educated in university pedagogy in order to adapt to the needs of the curriculum in terms of T&L.
- Many professors tended to work in isolation, without synergy, without a multidisciplinary view, and with very little communication between degrees.

In relation to the context of the institution as a public organization of the State, the barriers were the following:

- It had to respond to a style of government management that generated a lot of bureaucracy.
- In this same context, the accreditation processes took too long, which took away from other academic activities that necessarily had to be met. In this regard, I heard in informal conversations that usually the same people were always required to take on institutional activities, excessively overloading them in their tasks.
- People were unmovable from their leadership positions, making it difficult to manage and make decisions when planning the academic work or collaborative teams. This became critical when a person in charge did not respond to the quality standards that his office should uphold or when he resisted higher authority because of differences of opinion.

- There were no strategies or policies to incentivize the achievements of the support staff. In fact, there were not even any wellness services to serve this group of people.
- The status quo was set by the historical management of these institutions since their inception and was characterized by:
  - Low professionalization of management support staff;
  - Lack of adequate training for a significant number of academics who, being tenured, did not have the degree of training required by their positions (i.e., degrees at the Master or Doctoral level). This was explained by the fact that both universities came from the technical-professional field of their universities of origin.

### **The management of material and human resources.**

The lack of adequate material and human resources for the normal development of good T&L processes was widely reported. Environmental problems were also mentioned due to the location of some Faculties, too close to public activity and the daily chaos of the city.

The challenges most mentioned regarding human resources were the following:

- In the metropolitan university there was a lack of human resources, with the teaching staff reduced to a minimum and so overloaded with class hours that they were unable to dedicate time to other projects. At the same time, most of the academics were hired on a fee per service basis, which made it difficult for them to commit to student progress and learning outcomes.
- At the regional university, on the other hand, there was a shift of academics from a teaching focus to research and Master's and PhD training. This reportedly undermined

the undergraduate program because there was no replenishment of the necessary academic body. It not only overburdened academics who remained in teaching, but also forced the hiring young inexperienced professionals who occupied low paying teaching positions and were being willing to receive wages as low as CL \$5000 per hour (CAD \$10), harming student learning. Indeed:

*In our unit we have many academics who have just finished their doctorate and have half the work day set aside for research. The problem is that those half-days were taken from the undergraduate program and never given back. And that is happening in many places. We are filling the positions with professors who have just graduated, who have no experience, and who are willing to work for little money.”*

In both cases, challenges were reported due to the constant turnover of undergraduate teaching staff and the inability to involve these young professionals in a more meaningful way in departmental coordination and curricular alignment that could favour the activities of T&L.

***The obstacles related to material resources.***

- Insufficient infrastructure and unsatisfactory facilities and equipment of rooms, workshops and laboratories within the framework of the competency-based curriculum.
- Obsolete and saturated electrical installations functioning without the necessary safety measures and with poor quality and sub-standard technology.
- Deficient access to internet technology, WIFI, etc. This became critical at the regional university as they did not have fiber optics for high-speed connectivity. A recent project

plan by the Ministry of Telecommunications of Chile that will drive modern connectivity for the region won't be functional until 2020.

- Environmental problems such as noise, lack of adequate spaces for students (courtyards, washrooms, dining areas, etc.), proximity to public spaces which interfere with the performance of regular academic activities, as expressed by students at the metropolitan university:

*“Our classrooms do not meet the minimum conditions. In winter it is cold, especially when windows are broken. In summer we can't take the heat, and many fall asleep. The traffic noise is always there, and classes are often interrupted with the horns of cars, the shouting and cursing of people in the streets, etc. We don't have curtains and the light is so strong that we can't see the chalkboard. There isn't enough maintenance, but, in addition, students don't even care, and break stones off walls when there are protests to throw them at the police”.*

*“Last year a professor mentioned that, in the case of [the course] structure, we needed to corroborate what we were learning in laboratories. But that means more modern infrastructure and technology. We can't rely only on what we are taught on the chalkboard. The does not have it [technology] and that is one of their weaknesses .... It really is more like a vocational school, because it has no research as such. There are very few investigations, so it does not add much to society. Hands-on workshop time, which is very important in our degree, is not very well developed. for example, I can simulate structures that, in the context of the class are going to hold, but not in real life. We lack proof from research,*

*we lack laboratories and the technological infrastructure that will allow us to demonstrate what we are doing”.*

As has happened in other cases, many of the stakeholder responses pointed out that there was an inequitable distribution of resources between faculties. This also played out between different programs within the same Faculty, and students expressed that they had to compete for resources. For example, in the Faculty of Health in the southern-most university, students in one program expressed that they “*were restricted in the use of equipment and the classroom phantoms, because they had been financed with the budget of another program*”.

### **External and Regional Conditions**

One of the aspects reported on this point was the constant pressure under which State institutions exist. This is associated with the shortage of human and material resources, and the need to generate them themselves, a fact which distorted the sense of unity in the university.

- The standardization of all processes designed for these universities did not consider differences in their criteria. For example, the unique issues pertaining to regional universities or more technologically based ones, like the universities considered in this study. This distinguishing criterion would allow flexible mechanisms such as, for example, resource allocation, the evaluation of the students and their conditions of entry, the referential monetary value of degrees, special monetary allowances for those settling in more remote zones of the country, etc.
- According to the replies, one of the external conditions affecting institutional development was having to respond to a slow and bureaucratic State management model that exerts strong control over the administration of the budget of these institutions, but

which at the same time abandons its duties in practice by not providing the necessary resources for their proper functioning.

- On the other hand, the characteristics of the students entering these universities forced them to create special remedial and upgrading programs which involved an investment of time, human resources and materials. Some leaders ( $f=4$ ) pointed out that it took many students at least an extra year or two to develop the necessary skills and knowledge to complete the first year of university with relative success. This extended the formation process of students at a time in which there was much external pressure to shorten the duration of degrees. For example, in the case of engineering, it took between 5 and 6 years to train a professional. This became extended by one or two years (6 to 7) with students who required upgrading courses in order to make it through the first years of study. Meanwhile, the trend was for the engineering degree to be shortened to 4 years, putting great pressure on the respective authorities.
- Leaders ( $f=3$ ) also noted the lack of agreements at the national level to define certain kinds of standards, for example, the duration of a master's degree or a professional degree at different institutions of higher education. This lack of standard created a lack of transparency in accreditation processes especially. Many universities claimed to have Master's programs, for example. In practice, they were delivered either online or in person, with a significant variation in the number of instructional hours, and with terms of six months, ten months, and up to two years, a fact which evaluation committees did not take into account. Indeed, central to these answers was the fact that State resources were distributed using criteria which did not make a proper distinction regarding the quality of programs offered by different institutions.

Students, academics, and leaders all commented that the national social student movement, which resulted in strikes and the taking over of campus installations and universities, represented an obstacle and an impediment to the advancement of teaching and learning processes: *“Conflicts with students end in strikes and takeovers of faculties or campuses, which prevent the normal process of academic activities.”*

- These actions could go on for months unresolved, while at the same time deteriorating the relationship between students and academics and leaders, and even between students themselves due to differences and inflexible views raised by different groups. The biggest problems that were generated were:
  - The shortening of class semesters, making it impossible to achieve learning outcomes.
  - The interruption of all academic and administrative activities that were located in locales compromised by takeovers and lockdowns.
  - The risk to planned academic activities linked with institutions external to the University, for example, professional practicums, field work, and service base-learning projects, among others. Students in their final years were most affected as degrees could not be completed in the programmed time and this had a detrimental effect on their personal time and resources.

### **Critical Analysis and Synthesis – Comparison Between Stakeholder Perspectives**

This section examines and explores the alignment and differences in various stakeholders’ perspectives in relation to the themes. Please note in the following sections there

are sections presented in grey which represents a compilation of consensus or difference, that is, the points of agreement or dispute across all stakeholder groups.

### **Main Similarities in Stakeholder Perspectives**

Students, as well as academics and leaders demonstrated concern for the quality in T&L. Although this concern stemmed from different expectations and served different purposes, it was a concern largely shared by participants.

- The students stated that, especially once in their third or fourth year of study, they began to take a deeper interest in their performance and the quality of their learning. This was triggered after first contact with their actual profession during professional practicums, and at the same time, because they could see the time of their graduation and the beginning of their professional career approaching. They expressed being aware that jobs were not so easy to get given the competition in the field and their lack of experience. This represented one of the first barriers when it came to get suitable work. In this sense, have had quality T&L experiences meant they had a certain advantage from greater sense of confidence in their knowledge and personal resources, and given the skills and competencies they had developed during their training period.
- From the perspective of academics, it seemed that they were concerned about facilitating quality T&L experiences, and they referred to taking or having taken courses or diplomas aimed at improving their teaching practices. At the same time, they expressed being very committed to the success of their students, taking into account their socio-economic background and any academic difficulties they had upon entering university. They also mentioned they were aware that as a public university, they assumed a social role in the formation of their students so that they, in turn, would be committed to the



needs of the local communities where they ended up in professional practice. In that sense, the concept of quality was an attribute that needed to encompass all dimensions in the formation of the state and public university students.

- Leaders expressed that quality was an issue that occupied much of their work and their expectations, but they were not focused on specific T&L processes, given that they had to focus on the larger issues related to university policies and standards.

### **Main Differences in Stakeholder Perspectives**

Focusing on current students from the different perspectives that arose during this study, made it possible to distinguish characteristics that vary from students of previous generations.

The first aspect that participants pointed out was that present-day students have grown up in a society with a culture of instant gratification that is marked by consumeristic values.

These same conditions, underpinned by a socio-economic model imposed during dictatorship, drove the opportunity for entry to higher education institutions for a vast number of students who were characterized by the following:

- being the first generation of their families to enter university, and therefore, possessing few personal, social and cultural resources;
- having large gaps in knowledge and in the development of intellectual abilities, given that most completed their secondary education in a public education that was in full blown crisis;
- being acutely aware of their academic and social limitations, and therefore, very likely to believe that their conditions of entry to university would negatively determine their future career opportunities;
- demanding their rights, while taking little responsibility for their own actions in the context of pervasive technology and a culture of celebrity, popularity, and success; and

- confronting and expressing themselves without fear to authority figures, a generation of young people who did not have the military dictatorship as a permanent point of reference.

In general, the students did not have the ability to look at themselves from a more critical perspective, with the exception of fairly unique cases that saw themselves more as outliers. They did have a critical opinion of both faculty members and leaders, as they represented authority. In some cases, this critical opinion was linked to a poor opinion of government institutions and the Chilean State itself. According to their perspective, there was a disconnection between the student expectations about the societal role of public universities as institutions for the public good that should educate the people, and the reality that public universities were in large part driven by the income drawn from student enrollment and fees. In other words, they ended up feeling they were clients rather than beneficiaries of public education, and as such, felt they had the right to complain about the service they were receiving if it did not meet expectations, and that the institution should fulfill its part of the contract.

Academics and leaders, in turn, had their own expectations regarding students. They were highly critical of both student ability and attitude and blamed these issues for any difficulties related to the process of teaching and learning. However, faculty members continued to express their commitment to ensuring the goal of learning and to contributing to the development of well-rounded professionals.

Furthermore, through this study, academics showed ongoing concerns regarding the quality in T&L, not only because of the conditions of entry of many students, but because of various situations that limited their ability to provide quality learning experiences. Among the aspects that hindered their teaching, they mentioned the following:

- lack of time to devote to the task of teaching, which is much more than just class time with students;
- too much time dedicated to other activities which were added to their normal teaching activities, such as, leadership positions in degree programs and departments, and which were avoided by most professors;
- insufficient training in university teaching to meet the changes in the educational and curricular model being implemented at their institution;
- working in an isolated fashion without timely and meaningful feedback regarding performance; absence of self-reflection regarding practices and/or coordination and collaboration with peers to share experiences and to face together the challenges of teaching; and
- following from above, academics reported that they were changing their pedagogies, or their didactics based on what they noticed in real experience, in a very intuitive way. As one professor pointed out: *“academics are adapting to reality and adapting to what they find [with respect to the students], and faced with this reality they are relaxing, applying the brakes, because students don't really care what the professor does”*.

Given the information provided by the study it is important to also mention that the majority of teaching academics worked on a fee-for-service contract basis, that is, they were paid only for their class time, not for further contact with students or with other professors in the department for which they were supposedly working. Many of them were professors of secondary education or were professionals dedicated to teaching classes in their discipline, so they did not have university level training for teaching.

Both students and leaders also had expectations regarding members of faculty, and a critical opinion of them given poor student competencies and attitudes. This was a self-perpetuating issue, explained by the difficulties around good teaching and learning processes.

Leaders added the problem of faculty members who did not necessarily exhibit adherence to institutional policies made to fulfill needs for quality assurance, such as curricular innovation or competency-based learning, creating resistance and slowing down the processes.

Ultimately, leaders were often overwhelmed. Their tasks were divided between teaching classes, managing the faculties or the vice-rectors, negotiating with academics to achieve collaboration or motivate their adherence to proposed changes, negotiating with students in a context of an ongoing student movement with strikes and take-overs of faculties or the entire campus, and also generating resources through competitive faculty-specific projects and grants. On the other hand, they assumed tasks of institutional representation, research, and travel to comply with protocols of their appointment.

Together with developing much administrative work, they had to promote diverse initiatives to account for the demands imposed by quality assurance processes, given that the degree of accreditation of the institution carried with it financial benefits and the possibility of free schooling status for students. Their position was permanently marked by the tension of having to respond to students and academics, and at the same time to their responsibilities at the level of the University.

One significant aspect that resulted from the information collected was that leaders did not perceive themselves as such. They had this perception of themselves as an authority acting by default, by tradition and custom, even though they faced new challenges. For this same reason, their tasks and duties were mostly administrative, and if they used their innate leadership abilities in a moment of need, they attributed them to their experience or knowledge of the institution, of academics and students, without recognizing themselves as leaders or taking

ownership of the role. They did not even express the possibility of being trained as leaders and focus their efforts on a context-appropriate leadership model.

The rest of the academic community also did not recognize this type of leadership. For academics and students, leaders meant the “authorities”. Although the authority figure was represented by a person, it was also a semantic construction of an institutional organization involving power structures, top-down communication, hierarchies, loyalties, resistance to change, etc.

The information permitted the separation of these interest groups formed by leaders, academics and students, and established a linking of responsibilities, given each of their perspectives and roles in the articulation of actions aimed to ensure quality in T&L. For now, the following can be said:

- The existence of very different realities was confirmed depending on the territories occupied by each of the stakeholders. Although there were very good intentions for collaboration, there little real coordination between them. They existed in isolation with more expectations than certainties and with perceptions that were not commonly expressed given the implicit models of leadership.
- These interest groups, although they tended to describe features of the quality in T&L based on their experiences and perspectives, could not determine clearly what quality meant for them nor what it meant it in the context of their academic community. They could only make approximations that when looked upon as a whole, mapped a possible outline.

## **Critical Analysis and Synthesis – Comparison between the Regional and Metropolitan Universities**

This section examines and explores the similarities and differences that were evident in the metropolitan and regional settings. Again, the greyed sections are a compilation of key consensus or difference.

### **Main Similarities between Regional and Metropolitan Universities**

Both the regional university and the city university share several commonalities as they are public State universities.

Participants offered these positive aspects regarding both universities:

- They have an awareness of and a clear commitment to their societal role, which is reflected in the training of students through the curriculum of each degree in how it is connected with the local area and social values that foster good citizens. For example, through strategies such as learning through projects and field work, service-learning projects oriented to the development of the community, or practices which involve service to the civil society, among others.
- They have an awareness of and a clear commitment to their societal role, which is reflected in the training of students through the curriculum of each degree in how it is connected with the local area and social values that foster good citizens. For example, through strategies such as learning through projects and field work, service-learning projects oriented to the development of the community, or practices which involve service to the civil society, among others.

- They have expressly declared a commitment to quality in student formation that goes beyond compliance with standardized results, seeking a comprehensive training of students. This has been reflected in their respective policies, strategies, structures, and resource allocation. Examples of this are their student-centered training models, curricular innovation with the aim to improve the learning of students in terms of relevance and up-to-date knowledge, etc.
- They have had a special concern for the condition of entry of students. For this they have deployed a series of strategies such as remedial and upgrading programs and further pedagogical training for members of faculty that aim to help students master the demands of academic life and overcoming initial limitations to become well-rounded and competent professionals.
- They make an ongoing effort to improve and impact their environment, expressed in their respective development plans. Aspiring to become pillars of development, each institution has moved forward within the framework of its own possibilities. In the case of the southern university, its aim is to become a nationally and internationally renowned research center that helps develop the region. For its part, the metropolitan university seeks to consolidate a model of training and development based on the latest technological vision.
- These universities have a critical mass of students, academics and leaders that help permanently advance the country. In their respective roles they are leaders in social development, social movements, humanist and scientific research, and academic productivity.

Participants also offered up negative characteristics that both universities share:

- Both universities are facing management challenges generated in part by having to follow the bureaucratic and outdated State management model.
- They face strong competition from private universities with big capital that also receive funding from the State without having to submit to the rules of management imposed on State institutions. Being so tied to the State model makes them slower and increases costs because of the limited freedom and autonomy that they have in their financial management.
- They must deviate from their academic focus given the need to generate their own resources.
- According to the grading for quality assurance both universities are in the 4 to 7 range. This creates a lot of pressure in relation to State funding, as it is distributed proportionally to this score. At the same time, universities must make enormous efforts to attract students with high academic performance for the direct State grants they represent. As mentioned earlier, these students are also looking universities of excellence.
- The majority of students entering these universities have a reluctant attitude to study, are the result of an impoverished academic background, and experience limitations in their linguistic and logical-mathematical thinking. At the same time, they do not receive adequate stimulation nor sufficient support from their families as the first generation to attend university. In this way, universities must offer remedial and upgrading programs to students so that they may comply with required quality assurance standards.
- Both universities demonstrated poor leadership, with many difficulties in guiding and implementing changes. At the same time, the leaders of both institutions -- people in



directorial and management positions at different organizational levels -- do not fully step into their roles as leaders. This happens in the context of a leadership model with a vertical chain of command plagued by poor communication and an atmosphere of mutual mistrust that tends to rumour and whispered conversations in the hallway.

- Finally, both universities suffered from a lack of alignment with the objectives of the institutional development plan on the part of both academics and authorities. This created much resistance to the changes that were needed to stick to institutional commitments and become modern universities that are in tune with the needs of the country.

### **Main Differences between Regional and Metropolitan Universities**

According to countless responses from participants, centralization as a permanent geopolitical feature in Chile is an ongoing obstacle to the development of the regional university and is one of the most striking and critical differences between the two universities that make up this study.

Indeed, centralization in Chile is a problem that has not been resolved properly, and which has generated historical situations marked by the following:

- Regional territories have not been able to develop, experiencing a significant lag in relation to central Chile in key areas such as health (insufficient specialists, for example), education, industrial development, etc.
- Inequity in the distribution of wealth, although natural resources are produced in the regions, the benefits mostly reach central Chile.

- Remote areas have no incentives for their development. For example, the case of Magallanes not having fiber optic networks for proper connectivity, which affects both technology and the timely circulation of knowledge.
- Higher cost of living despite lower incomes than central Chile.
- Isolation and connection and communication challenges. For example, any coordinating meeting or academic work between institutions of higher education, seminars or training courses, etc. implied time and extraordinary resource needs (air travel, accommodation, etc.) for an academic or leader of the regional university.
- Lack of opportunities for the mobility of either students or academics outside the region and the country when seeking alternatives for continuing education and/or specialization.

The regional university is one of 22 regional universities existing today in Chile that cover 98% of the national territory, concentrating 60% of the population. Together they serve around 220 thousand students and 20 thousand professors and researchers who contribute 45% of the scientific knowledge in Chilean universities. Along with this, they have driven development in their regions through the creation of working clusters that bring together communities, universities and areas of key productive regional development (AUR, 2017).

Despite the national importance of these institutions, one of the most troubling and important differences is the allocation of fiscal resources. These tend to benefit the country's largest universities as they perform nationally and internationally in undergraduate and graduate teaching, management, research, and outreach. Most of these institutions are located in the central area of the country.

There is permanent competition for these scarce resources, usually concentrated in centrally located universities not only for reasons previously mentioned, but also for their historical significance. Most regional universities were created in the 1980s as a result of the dismantling of the campuses of the two major state universities of Chile, the Universidad de Chile and the Universidad Técnica del Estado.

Moreover, students with higher academic performance and the necessary resources or scholarships tend to study at the most prestigious universities that have more to offer and a proven track record through many generations training professionals. These universities are located in Santiago and its environs and offer future professionals renowned training that will allow them to enter the workforce with an advantage in a highly competitive context.

It is worth mentioning that students of high academic achievement who live regionally usually migrate to the capital to study at these universities when they have the financial conditions to do so.

The fact that the institutions of higher education receive a direct contribution from the State for enrolling students with the highest admission scores creates fierce competition when it comes to attracting such students. The state contribution received by the regional university in this regard is only 0.052% of the total contribution to all institutions, as generally “*there are no high scores in the region, and if there are they usually come from students with better (socioeconomic) situations who go to study in Santiago where the best universities are located*” a leader said.

Moreover, academics are also reluctant to work in remote areas. Even though there is an incentive bonus to move there, the high cost of living in those areas makes it an unattractive

option. In this way, academics choose central universities as they offer better conditions, including:

- Career development and academic progression
- Ongoing training and specialization
- Access to research centers and sources of knowledge
- Better opportunities for contact with and development of international research projects
- Advanced technological support, etc.

On the other hand, the criteria for decisions made centrally with respect to what is academically offered, tuition and fees, and the relevance of degrees do not consider the specific characteristics or needs of the regions. The free market is the major point of reference for decisions, as illustrated by the following leader's response:

*The number of degrees that we offer (31) due to the demands of our area is equivalent to that offered by universities in Santiago. The problem is that these degrees, which in theory should be financed by student fees, are not viable because the income [from students] is very limited and they cannot be financed. In addition, we have, for example, engineering degrees with five first-year students, so we cannot work according to the indicators established in the capital.*

Furthermore, regions have little decision-making power, since major decisions are taken by the central Government and leave little space for discernment by regional governments. This

includes the distribution of resources and even decisions regarding a possible future process of decentralization.

Finally, ongoing management challenges arising from present limitations in remote zones were mentioned. For example, the scarcity of public services. In the case of health degrees such as nursing or kinesiology, there is a challenge when it comes to offering the practicum opportunities so necessary to student education as the region has only one public hospital.

For its part, the city university is located in the metropolitan region and enjoys all the privileges that come with being centrally located. Therefore, it doesn't have to deal with the difficulties and limitations of the regional university. However, their challenges are not minor, given that Santiago is a city of 7.5 million inhabitants, with high densification and environmental pollution.

At the same time, of the 60 universities across the country, 31 are in Santiago and 6 are in neighboring cities less than 150 kilometers from the capital, making daily commuting relatively easy.

Although the fact of being in Santiago facilitates access to countless benefits for the development of academic and curricular activities, at the same time, the presence of so many and such diverse institutions of higher education created a permanent state of competition between them. This is confirmed by the following facts mentioned by the participants:

- There is constant competition for the best performing students given the important income source they represent. This means universities must invest vast amounts of resources into marketing and advertising campaigns.
- There is constant competition for indirect state resources that allow research, academic development, teaching support projects and curricular innovation to progress. These resources are distributed in accordance with the result of each institution's quality assurance processes.
- There is constant competition for fieldwork opportunities for professional practicums which, even though there are many, cannot meet the demand from the high number of universities that require them to complete student training.
- The city university has five campuses located in different parts of Santiago. This makes centralized management more expensive and complicated. It has the same effect on daily academic life as students and faculty move from one place to another in a congested urban landscape with an inadequate transit system.

As one leader pointed out:

*Competition is deeply entrenched with an obsessive fixation on indicators ... and everyone wants to stand out, so universities may have their own development plan to differentiate themselves from the others, but society charges for that because it has invested resources and has expectations ... and we have poor indicators, so they evaluate us poorly in everything.*

On the other hand, if the issue of centralization as an external factor was a leitmotiv in the southern university, the recurring theme mentioned at the metropolitan university was an

internal factor closely associated with the lack of trust and credibility regarding its management.

The main issues mentioned were collected both in formal interviews and hallway conversations:

- The university was slow to cope with proposed changes for improving the quality of T&L at the institutional level, and there was much resistance from academics and even deans.
- There were consequences if a financial downturn at the institution that led to a dramatic policy of cutbacks. That has negatively affected interpersonal relationships between different levels of the university and has also sacrificed the quality of student training. Examples include the dismantling of the teaching body at the university and the lack of investment in various areas such as infrastructure.
- There is a distrust of the authorities both in terms of integrity and capability. This relates to academic decisions as well as the administration of university money.
- There was a perception among participants that their state university was one of the worst and that it would be very difficult for the University to overcome the crisis it experienced. The hopelessness, fatigue and constant complaining, especially on the part of academics, was striking. As for students, one is left with the distinct impression that they feel abandoned by the authorities and the State, and their speech is tinged with rage.

### **Critical Analysis and Synthesis – Added Quantitative Data to Deepen the Qualitative Themes**

Although much of the quantitative data was woven throughout the aforementioned themes, there were additional quantitative data and results worthy of consideration, as it further

developed and deepened the emerging patterns related to T&L experiences. The results confirmed the information offered by the qualitative approach. The results involve: student perceptions of teaching and learning, student perceptions of quality of teaching and learning as it pertained to university policy, teaching tasks, responsibilities and supports.

To this end, the students were given questions containing a series of assertions to which they responded on a Likert scale with four options: Completely Agree (CA), Agree (A), Disagree (D), and Completely Disagree (CD).

### **Student Perceptions of Teaching and Learning**

Through the answers, it was possible to determine certain trends:

- The first question that was related to subjective experiences of T&L was answered by 12 students.

In the first trend, directly linked to the focus on T&L, 44% of answers pointed to positive student experiences, while 19% negatively assessed their experiences of T&L. According to the responses, [CA f=21; A f=64] [D f=26; CD f=11], it was clear that students valued teaching strategies that promoted student learning and their progress, and that they recognized the importance of being commitment to their own learning.

A second trend had a recurring theme involving professors and their relationship to students. Negatively valued assertions reached 15%, while only 9% were positive ([CA f=5; A f= 4]; [D f=22; CD f=7]). Answers mostly reflected a perceived lack of commitment on the part of the professor for student learning, little empathy for their learning challenges, remoteness and low expectations for the student's progress.



Finally, 13% of the responses had a similar value in terms of agreement and disagreement ([CA f=4; A f=8]; [D f=9; CD f=3]). They were not linked in terms of subject matter, but in the domain of teaching practices. In fact, these statements referred to T&L experiences that involved high pressure and tight timetables in their learning process on the one hand, and the desire for more authentic content that would relate to real life on the other.

### **Student Perceptions of Quality of T&L as it Pertained to University Policy**

- Students were then asked to rate a series of 16 claims in relation to the quality in T&L as part of the institutional culture. Twelve students participated in this question and the answers generated two clear trends.

The first tendency (70%) leaned toward a rather negative assessment of assertions related to the quality in T&L as part of the institutional culture. According to the responses, [CA f=11; A f=42] [D f=44; CD f=36], it was clear that students did not feel heard or supported by their professors or the university authorities in relation to the following:

- the proposal of initiatives to improve the quality in T&L,
- participation in activities to improve programs of study or curriculum, and
- creation of groups to promote peer to peer learning or personal development.

Students also disagreed with the assertion that there was a clear policy in regard to promoting quality at the institutional level. For example, from their responses one can infer that they did not perceive that there were enough initiatives related to:

- professor training,
- programs involving the development of critical thinking and problem solving as an essential part of training, and
- an institutional culture in which leaders felt responsibility for the student learning.

On the other hand, 30% of statements were more positively valued ([CA  $f=8$ ; A  $f=33$ ]; [D  $f=9$ ; CD  $f=7$ ]). Highly valued was the possibility for free expression and being able to count on professors who offered challenging learning environments and placed students at the centre of their pedagogical concerns, while considering student feedback when adjusting programs.

Other positively valued assertions concerned the good reputation that the university held for other stakeholders, namely, families and employers who had a positive opinion regarding the professional training of students.

Ultimately, when students were asked for suggestions to improve the quality of T&L, three directions could be determined.

In the first, 33% of the responses ( $f = 3$ ) were particularly drastic and decisive, pointing out that substantive improvement of T&L processes was associated with teaching performance. Therefore, they suggested a rigorous evaluation of the teaching body with strong disciplinary measures if professors did not conform to optimal performance standards.

A second line, with an identical portion of answers [33% ( $f = 3$ )] suggested undertaking actions to improve the management in relation to students. Two of these responses are striking. The first referred to the need to, literally, “*avoid the overcrowding of students in faculties*”,

which is contrary to current university policies. Indeed, today the institutions of higher education are increasing entry rates into degree programs with higher demand because of the need to secure resources from tuition and fees. The second suggestion was to avoid enrolling students with deficits and gaps in their previous training, arguing that in this way the university could devote more time and resources to the creation and development of further knowledge. A third answer was very interesting because it suggested that students should have better communication channels with different sectors of the university. This could clearly be circumscribed to a leadership model that favours a more horizontal flow of communication.

In another perspective, 22% of the answers ( $f = 2$ ) suggested that improvement of quality in T&L would occur with a more suitable organization of learning environments and planning of outcome-driven learning activities on appropriate timetables.

One response [11% ( $f = 1$ )] did not know what suggestion to make.

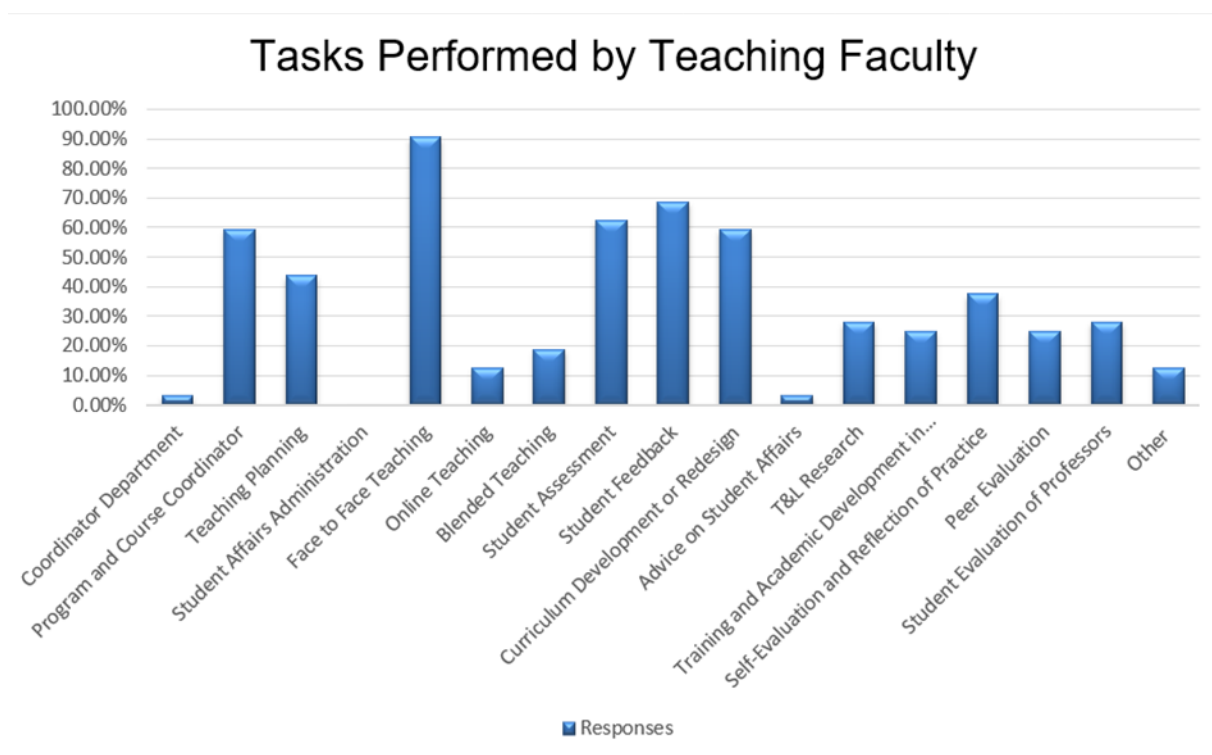
### **Teaching Tasks, Responsibilities, and Supports**

The following questions were intended to gather information about the academics' tasks and roles, assuming that their main endeavor was teaching.

- The first in this series of three questions aimed to establish what tasks or functions were involved in their role as professor and respondents were asked to select all the alternatives that applied from a given list of functions.

Figure 4.3 shows the result of responses of the participating professors from the questionnaire which was also supported by responses in the interviews.

**Figure 4.4. Tasks Involved in Teaching (Professors)**



It is important to keep some important aspects in mind when looking at this figure.

- Of the 32 academics who answered the question, 30, that is, 91% of them, reported teaching classes directly. This involved additional time for preparation and coordination of classes, as well as evaluation and feedback from students, among other aspects.
- Around 20 academics performed at least four activities, two of which were related to the coordination of courses and/or programs, and curricular development and redesign. These activities were not directly related to teaching, which would account for the multiple activities that academics must assume in parallel with teaching.
- A much smaller share of academics mentioned engaging in activities such as research in T&L, self-assessment and reflection on teaching practices, and training and

academic development in areas of T&L. This is important since this type of activity would have a direct impact on the improvement of teaching performance and, therefore, the quality in T&L.

- The second question collected information about the possible leadership roles assumed by professors at the institution. The following table demonstrates the information reported by academics.

**Table 4-6.**  
***Roles Previously Assumed by Academics***

<b>Role</b>	<b>%</b>	<b>f</b>
Dean	5%	2
Vice-Dean	3%	1
Head of Department	15%	7
Director	22%	10
Coordinator	30%	14
Head of Degree	13%	6
None	13%	6

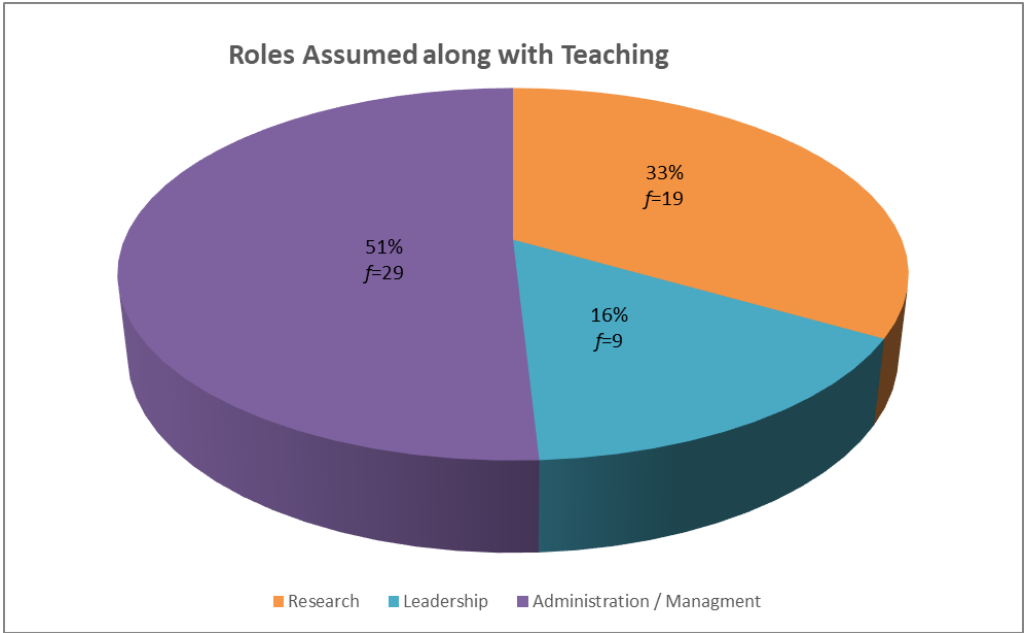
Among the 27 academics who responded, 40 roles other than teaching and performed over the course of their career and at the same time as teaching were mentioned.

The number of faculty members who have assumed coordination roles in departments, teaching, projects, etc. is striking. The number of academics in directorial roles in departments, teaching, faculty and institutional projects, and others, is also high.

Once more, what is noteworthy of these responses is the large number of academics who, in addition to their teaching activities, reported carrying out other simultaneous activities requiring concentration and time.

In the following question, information was collected on what other roles professors were currently assuming (at the time of participating in this online questionnaire). The following figure shows the responses obtained.

**Figure 4.5. Roles Assumed by Academics Along with Teaching**



If one observes what has been happening with academics, it is not surprising to find these results in the online questionnaire. In effect, those professors who have annual or permanent contracts at the university must take part in research projects as part of their development and academic qualification, regardless of whether it is an area they wish to work in. At the same time, given the complexity of the processes of management and administration of the university and the multiplicity of roles that must be taken on to meet these tasks, a significant number of academics also carried out work in this area. Leadership roles, however, seem to be less attractive and scarcer and in this segment less people were willing to participate.

Perhaps deeper questioning and research is needed in this area because it is unclear whether the lack of leaders is due to lack of training in leadership, to management styles that

imposed a more traditional management view or to a belief that a leader must be endowed with special and innate capabilities and, therefore, is intended for a few illuminated people who can take on the role. Given the challenges currently facing universities at all levels, the participation of people who can lead the necessary changes and involve others and encourage them to take greater responsibility and active roles is required.

Academics were given assertions with responses on a Likert scale. Considering responses to each assertion, it was possible to identify certain trends, which were grouped in the following manner:

- The first question referred to the way in which faculty members addressed the process of T&L and 32 academics responded.

What is remarkable about the responses is that 96% of the participants agreed with the proposed statement [CA  $f=274$ ; A  $f=167$ ] [D  $f=25$ ; CD  $f=14$ ] through which one could verify that the majority of academics agreed with the following aspects when planning their teaching activities:

- Time management with academic work load that is appropriate for successful student learning outcomes.
- Inclusion of a wide variety of learning experiences to motivate students, with special attention to needs and differences in terms of diversity of learning styles and rhythms.
- Methodological approach to promote the personal commitment of students and collaborative work
- Ongoing support for students with learning difficulties, adjusting strategies for teaching and learning accordingly.

- Fostering of a good learning environment, two-way communication, specifying agreements and expectations in relation to the learning outcomes.
- Relevance and authenticity in the topics of study.
- Permanent responsibility for the role of teaching in student learning.

On the other hand, 4% [CA,  $f=3$ ; A,  $f=1$ ] [D,  $f=11$ ; CD,  $f=17$ ] of answers negatively valued the assertion that students alone were responsible for their learning. At the same time, this response is very consistent with previous responses and complements the idea that learning is a shared responsibility between faculty members and students.

The next question presented a series of assertions relating to the quality in T&L as part of the institutional culture and was answered by 29 academics. When answers were analyzed, the same situation as in the previous question was verified, that is, that with the exception of a single assertion, there was agreement with the proposed statements. Indeed, participants expressed complete agreement or agreement with almost all assertions. Taking these answers into account, 77% [CA,  $f=160$ ; A,  $f=201$ ] academics agreed that the following aspects were part of the culture of quality at the institutional level:

- In relation to students, they were encouraged to take charge of their own learning process in the framework of attractive and intellectually challenging learning environments. At the same time, they had physical spaces to develop academic initiatives through discussion and study groups, social clubs and other activities.
- With regard to academics, they were willing to get involved in T&L opportunities focused on their academic development. Along with this, there were opportunities to



participate where it was possible to ask questions, express ideas and even doubts regarding T&L without feeling exposed or threatened. In addition, there were spaces to promote the quality in T&L and they regularly participated in curricular review or change processes, and assessment or improvement of programs at the institutional level.

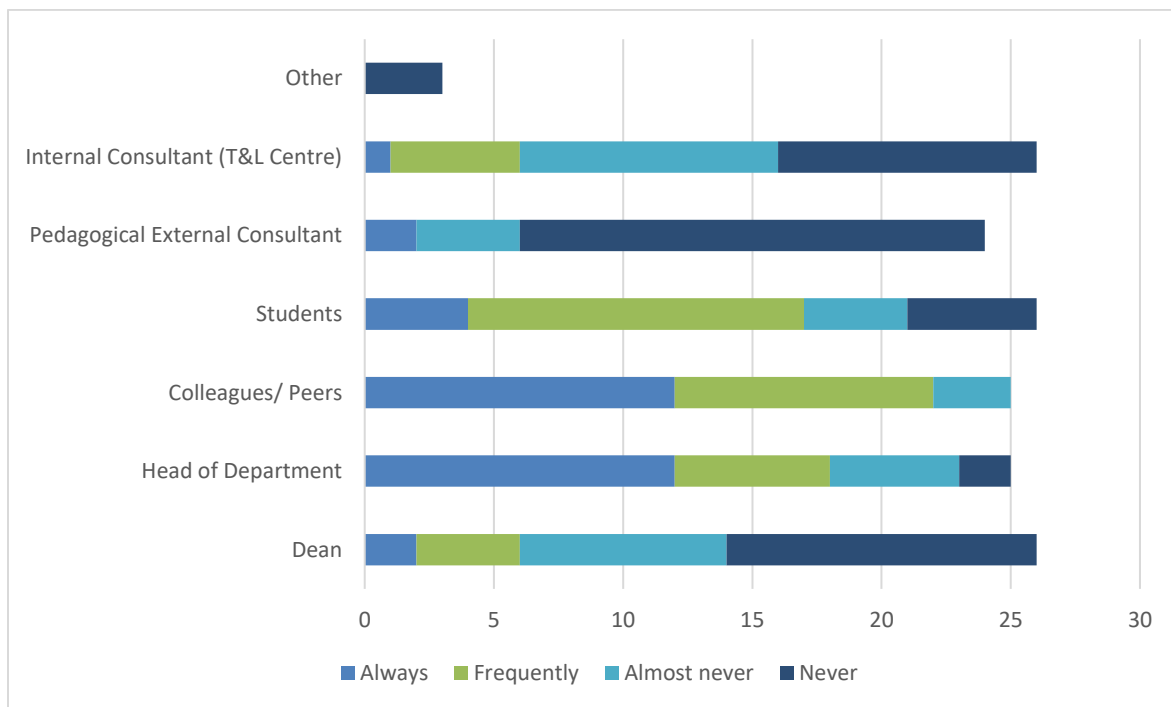
- In terms of the institution, there was a culture of quality that promoted the improvement of T&L processes, critical thinking and problem solving, with leaders who took responsibility for the learning of students. At the same time, there was support from academic departments and administrative staff with appropriate and timely information.
- As external aspects related to the culture of institutional quality, there were industry expectations regarding how programs should be relevant to the real world. The reputation of the University had its origin in the high quality of its T&L and this allowed students to get good jobs post-graduation. In addition to the world of work, parents and the community also showed satisfaction for the quality culture present in the institution and the work of faculty members.

On the other hand, 19% [D  $f=68$ ; CD  $f=20$ ] of responses disagreed or completely disagreed with these same statements. What drew most attention was that disagreement focused mostly on those assertions referring to the existence of a culture of quality at the institutional level.

Finally, there was an assertion that had the same assessment of 4% ([CA  $f=6$ ; A  $f=8$ ] [D  $f=13$ ; CD  $f=1$ ]) agreement and disagreement, which referred to students having participation opportunities to suggest ways to further quality in T&L processes.

Academics also had the opportunity to share who they approached with questions or to receive support in relation to the T&L processes. The following chart shows the responses from the participants.

**Figure 4.6. Who Do You Ask in Case of Questions or Support Regarding Teaching and Learning Processes?**



From Figure 4.6 one can see that the majority of academics ( $f = 12$ ) always consulted their heads of department or colleagues. What is striking is that they also asked, although to a lesser extent, their students ( $f = 13$ ). Finally, those who were least consulted were the deans (Almost Never  $f = 8$ ; Never  $f = 12$ ), and external educational consultants (Almost Never  $f = 4$ ; Never  $f = 18$ ) and internal educational consultants (Almost Never  $f = 10$ ; Never  $f = 10$ ).

Finally, the question about the perception academics held in regard to the existence of an award or recognition associated with good teaching and the quality in T&L processes was answered by 28 professors.

The first trend shown by the results, that spoke directly to their opinion on whether good teaching was recognized by the university, 34% of the responses were negative, stressing that there was no recognition in this regard. While 12% positively agreed with the assertions. According to the answers [CA  $f=7$ ; A  $f=23$ ] [D  $f=35$ ; CD  $f=51$ ], one could verify that academics felt teaching wasn't recognized or rewarded either at the University or Faculty level, and furthermore, that it was considered inferior to research as an academic activity.

A second trend was the positive assertions in reference to the academic career oriented toward teaching. Twenty three percent of responses [CA  $f=25$ ; A  $f=34$ ] agreed that leaders were interested in developing a teaching-oriented academic career, and that their priority objective was teaching excellence at the university level rather than research. On the other hand, a smaller share of respondents (9% [D  $f=17$ ; CD  $f=6$ ]) disagreed with these assertions.

The last trend referred to the individual commitment of academics to improve teaching, valuing student feedback for academic promotion purposes and using it to improve their teaching. In this regard, 19% [CA  $f=25$ ; A  $f=22$ ] of the responses were in agreement. This can be understood as a willingness to improve the quality in T&L through performance reviews and external evaluation; a scant 3% [D  $f=3$ ; CD  $f=4$ ] negatively rated these assertions.

- Academics were asked how they were supported by their leaders to promote good T&L.

Of 22 responses obtained, 55% ( $f = 12$ ) said they felt supported in the following ways:

- existence of a structural, institutional and regulatory framework that oriented their academic work;
- policies designed to offer training and exchange experiences with other similar institutions;
- infrastructure adapted to the needs of teaching; and
- access to specialized consultants in the areas of curriculum, methodology and evaluation aimed at strengthening the practices of T&L, among others.

On the other hand, 9% ( $f = 2$ ) mentioned having received support through instances related to institutional management aimed at establishing partnerships with external institutions, coordination with the community, and the promotion of research.

Another 9% ( $f = 2$ ) agreed they felt supported through the establishment of good interpersonal relationships, the assessment of their work, and personal merit.

Only one answer (5% [ $f = 1$ ]) suggested that ideally there should be more teaching support. This response expressed the best conditions for this, such as, a small number of students, infrastructure (appropriate classrooms, laboratories and equipment) and ongoing training to promote good teaching practices, but establishing the conditions needed for their effectiveness.

Finally, 23% of responses, ( $f = 5$ ) mentioned not feeling supported at all in their teaching by their leaders. Of these responses, three pointed out that there was no support, another that support was only administrative in character and not pedagogical. This last

response added that the reason for the zero support faculty members received was linked to how poorly valued they were.

- Finally, academics were asked about the academic development focused on T&L that would best benefit their teaching skills.

Of the 20 responses, 55% ( $f = 11$ ) agreed that professor training was fundamental, and that it should focus on methodologies aimed at the development of skills and competencies and the evaluation of students learning outcomes. In addition, an evaluation of their teaching work with meaningful, relevant and timely feedback was also a means by which they could improve their performance.

On the other hand, 25% ( $f = 5$ ) pointed out that collegiate work was very important, through research and the circulation of knowledge, opportunities for conversation between faculty members to share experiences, generation of discussion groups, and the formalization of student opinion as another factor to be considered in the improvement of teaching practices.

Ten percent ( $f = 2$ ) noted the importance of training in areas of psychology and sociology focused on youth, because they did not know how to deal with the changes experienced by today's youth. That would allow them to determine effective strategies for T&L and thereby improve their teaching practice.

One response (5% [ $f = 1$ ]) expressed having no idea on what could improve teaching practices.

Finally, in another response (5% [ $f = 1$ ]) participants expressed that teaching performance could not be significantly improved through development. In this response, we

could infer a belief that the good professor is not formed, but born, and therefore, improving teaching through training in areas of T&L would not contribute to improved performance.

### **Summary**

After the analysis of the qualitative and quantitative results provided by the different perspectives from the participants in this study, it was possible to “draw a map” which would largely explain the conditions in which teaching took place at two public universities, and how, depending on the agents and the ownership they took of their roles, the established inter-relationships and the institutional context, “quality in T&L” might end up being reduced to an intention that was expressed in the paperwork filled out to comply with the country's quality assurance process.

At the same time, the results of this study created the possibility of finding the keys to empowerment in the stakeholders themselves in their respective roles to enhance and innovate models of leadership and institutional management. In fact, these possible solutions appeared to be suggested with a certain timidity and irregularity through the same participants as they shared their experiences, gave examples and spoke about their expectations. The “truth”, as Shields (2017) says, is not only built from theory or the mind of an individual, but from the collective that lives in the challenges and the social, cultural, and economic dynamics in which the public state university is seated and is affected by.

One of the first findings, then, is that 'quality' would not be an abstraction or generalization applicable to any reality formed by institutions of higher education, but that it would exist in the framework of a given context. In fact, the possible ways in which an academic community might define the quality in T&L would not only be based on theory, or

models and standards adapted from international experiences, but it would be placed, constructed, and given meaning by the academic communities from their contexts and circumstances.

Quality would be thus bounded by certain minimum conditions:

- The necessary references in terms of the conditions surrounding the processes of T&L that would allow national and international benchmarking, asking questions such as, *“With whom do we want to compare ourselves?”*, *“What programs are of similar quality, so we can have exchanges between institutions that would imply an improvement?”*, *“What can we offer others who might want to train with us?”*
- Guarantees in terms of the training offered, ensuring that professionals who graduate are suitably trained and comply with the minimum standards in their professional framework when they find themselves in complex performance situations.
- The internal and external validation and legitimization that exists with a social conglomerate that benefits from the work of the academic community and, which at the same time, benefits through the recognition that it receives. This translates today into systems of quality assurance and accountability mechanisms.

But quality as a concept also safeguards the needs, aspirations and expectations of the players in the context of training, where it assumes its own characteristics:

- The model of the person they aspire to be as professionals and their relationship to the social context.

- The inclusion of complexity as the inevitability that professionals will meet unique challenges of their field.
- The social values that a public state university should imprint on their students, which refer to a certain vision of the region and the country.

The second finding that strongly emerged in this study is that, even though there is a permanent reference to the literature in relation to T&L, there is also practical and experiential knowledge, distributed and not systematized that manages to become visible when considering the set of perspectives and their individual characteristics. There is a deep knowledge – rich, varied, informed and dynamic – but it is not in possession of any particular stakeholder. It is latent and soon to be exposed and available to the entire academic community so that it may be recognized and integrated.

And a third finding was orphaned leadership, without actors who want to be responsible for it. There was no appropriation nor acknowledgement of leadership, not as a lack nor a possibility to drive, incorporate, mobilize and make changes. But there were signs that pointed to the need for leadership to drive the necessary transformations to ensure the training of students through rich experiences of T&L, and together with this, take care of the inequalities posed by students not only in society but also on the inside of the studied universities.

This triad made up of quality, T&L and leadership will be addressed in the next chapter, along with theoretical references from pedagogical literature. In addition, an attempt will be made to more clearly delineate this framework suggested by the collective participants of this study, and in such a way as to reflect the adoption of quality in T&L and the processes of leadership that would effectively strengthen its revision.



## Chapter 5 – Discussion

The central purpose of this study was to explore how professors, students, and leaders in two universities in Chile understood the concept of quality teaching and what barriers and supports were in place that influenced teaching and learning.

In order to address the study, the information was collected from a sample at each institution that included students, teachers and leaders. All of them took part in semi-structured interviews which produced qualitative data. Academics and leaders were interviewed individually, and students participated in focus groups. In order to obtain complementary quantitative data, academics and students were also invited to participate in an online questionnaire. Below, is a summary of the main findings.

The main results of this study, based on qualitative and quantitative data, provided key information to answer the study's guiding question. That is, how quality within the teaching and learning sphere can be enhanced in two public Chilean universities through the exploration of the concepts of quality, teaching and learning experiences, expectations, and leadership.

While the study was able to collect vast and rich information, which was organized thematically and presented in the previous chapter, three findings emerged from the results and were considered key to account for the purpose of this study:

- Quality in T&L as part of Institutional Policies and Strategies
- Teaching and Learning: A Situation of Expectations Over Verified Quality
- Leadership as a Strategy to Encourage and Foster Quality

## **Quality in Teaching and Learning as part of Institutional Policies and Strategies**

Participants proposed institutional strategies through which it would be possible to offer guarantees regarding the quality in teaching and learning processes, while at the same time they demonstrated awareness and respect for being state and public universities. This confirmed what several authors affirmed as to the need to consider the voice of different stakeholders and contextualize concepts of quality (Harvey & Green, 1993; Olssen & Peter, 2005). What was significant was that, as Barnett (1992) stated, any concept or approach to the notion of quality also contained a certain notion of the meaning of higher education. This was widely demonstrated by the participants throughout the data collection process.

From these more or less conscious notions, each of the students, academics, and leaders, from their narratives, were able to set up a fairly complete picture that is synthesized here.

A first aspect that was remarkable was that the participants declared that the quality of Teaching and Learning should be expressed as a congruence between the degrees offered and the stated mission of the institution, as well as training that is pertinent and relevant to the needs of the real world. For that reason, it was of great importance that the stated mission of the universities also reflect in the guidance they give to their training programs. In this way, the mission became a part of the way of “being” and “acting” of the professionals they trained, representing a state and public vocation at the service of the country, communities and people.

To verify the above, training programs would need to be continuously evaluated within a criterion of consistency with regard to the institutional mission and with a criterion of relevance in relation to the environment. This was reiterated by Chilean authors such as Lemaitre (2005a), and Hawes and Troncoso (2005) as a way in which universities could appropriate a concept of

quality without losing its uniqueness, aspirations, and contextual requirements. Innovation in approaches to T&L was also included in this vision of quality as a strategy of assimilation of the changes or adjustments required in training programs. This would impact the updating and upgrading of teaching and management approaches appropriate for the reorganization of systems around training. For example, this could include the creation of centres for innovation and/or research in Teaching and Learning. As Barnett (1992) pointed out, facing the complexity of higher education has required the development of comprehensive systems to address quality.

In a similar vein, there was also agreement that the quality in T&L should be contained expressly in institutional policies with regulations that could guarantee their viability. As one leader said:

*We have not written these decisions down. We need an explicit institutional declaration regarding a quality assurance system that must incorporate the experiences of T&L and the creation of structures with standards and functions, along with qualified personnel and the allocation of necessary resources.*

In addition, it would require management strategies that would communicate information effectively both to the university and external communities. This would promote the circulation of vital information to facilitate decision-making and participation of all interest groups in its continuous improvement. In this respect, ENQA (2009), CNA-Chile (2013) and QQI (2013) among other organizations of quality assurance, emphasized that such systems allowed for relevant information to inform the creation and management of training programs, among other things. As Alexander (2000) pointed out, obtaining a systematic body of

information through a review of training programs and the efficacy of T&L could also provide institutions with an alternative approach to addressing accountability more qualitatively.

These mechanisms should be driven by intrinsic criteria of permanent progress through self-assessment and self-regulation, and not originate from external demands such as institutional accreditation, which has, as one of its purposes, the distribution of resources between institutions of higher education.

Another area that should be ensured, from the institutional standpoint, was the characteristics of the teaching staff. In this regard, the relationship between students and teachers was considered an important component of the quality in T&L. In this arena, teachers should take students' diversity into account, thus students should be stimulated to achieve learning outcomes. At the same time, the professors had the opportunity to create adequate learning environments, ensuring genuine, real-life experiences, as a way to engage students and encourage their participation, collaboration and personal commitment in their process of learning, ideas that confirm the positions outlined by Biggs and Tang (2011); Chickering (1991); Prosser (2010); Ramsden (1987); Shulman (2005); and Tang and Hussein (2011) among others. These positions identified that the relationship between teachers and students was crucial as a component in the creation of a culture of improvement of the quality in Teaching and Learning.

For the culture of improvement to be effective, there was agreement that academics should have appropriate training in university teaching, teaching experience, and good practice supported by theoretical evidence on how to teach in their field of discipline, that is, pedagogy of the discipline. As Shulman pointed out (2004), there was a need to reconnect teaching with

the discipline, which is not only about mastery, but also about the process and a particular way of understanding reality.

At the same time, professors needed to meet certain conditions so as to adapt to changing internal and external circumstances in the contexts of training, flexibility, and continual awareness of the need to upgrade in their discipline and in teaching itself. It was striking that within these conditions, the role of leader was barely mentioned as one that should be assumed by teaching professors.

Participants also expressed that the evaluation of teachers by students, peers, authorities, and external agents which provided more objectivity, was a powerful tool to verify the impact of teaching and student learning effectiveness. Both the process and results of the evaluation should be considered as a central pedagogical activity, systematized and regulated with clear procedures, and as a means to optimize outcomes rather than punish poor performance. The objective of this activity should include effective improvements in student learning, and providing the teaching professor timely and meaningful information regarding their performance for the improvement of teaching practices.

According to Chalmers (2011), and Ramsden and Martin (1996), the effectiveness of T&L and the initiatives to safeguard quality must be circumscribed in institutional policies and the decisions of the university administration to highlight the importance of the discipline of teaching as being on par with research. It is not about establishing guidelines or strategies for quality in T&L that are transitory in nature, nor improvisations that are forgotten when the authorities (leadership teams) change. On the contrary, the field of teaching entails a vision conceived from the academic community itself and articulated through a series of mechanisms

which provide all the resources available for its development. From there, it is also possible to establish quality assurance systems which assist in the realization of that vision.

If one observes the responses of the study's stakeholders in this regard, something really significant happened. There were no consistent references with respect to teaching as a foundational discipline of their University, however, an abundance of strategies concerning the improvement of the quality in T&L were mentioned, dependent on curricular innovation processes not in relation to innovation in teaching. Therefore, the standard of teaching remained the same because the teacher was not included in the innovation process. The omission identified here was the invisibility of teaching as a discipline itself, and of the prestige and importance that it should be given simply because the professionals of the country are developed through this discipline, and thus it fulfills the university's mandate. More significant still was that there was an academic in charge of the process of quality assurance in one of the studied universities, and she pointed out that good teaching should not receive any kind of reward because it does not compare to the research effort. So, it was not surprising that quality teaching and learning was not a priority.

On the other hand, academics and leaders expressed their agreement that the consistency between what was offered to students in training programs and what was really happening in terms of T&L practices was not only the responsibility of academics, but was the responsibility at the institutional management level because academics had little control over the system. It was interesting to note that the approach suggested by the participants focused somewhat on the establishment of a regulatory framework of rules, standards, and action protocols from an institutional management and administration point of view, rather than from an academic culture or from pedagogical practices. In this respect, the question arose regarding the need to

impose a system of canons outside the academic or pedagogical realm to regulate the practices of T&L to a certain extent. This raised the dilemma that if rules were imposed regarding systemising quality teaching and learning would academic freedom be lost, and would professors still have the capacity to make autonomous decisions even within a regulatory framework? Currently, there was little understanding of what went on in classrooms or little focus on how to improve T&L which caused confusion and frustration for students and professors alike.

Arguing against systemising “quality T&L” in a framework, authors such as Bolman and Deal (2008), and McRoy and Gibbs (2009) agreed on an approach of negotiation and persuasion with faculty members, and less with the imposition of rules, considering that the collegiate bodies of academic culture were very sensitive and reactive to top-down approaches. On the other hand, in terms of pedagogy, Freire (1997) proposed dialogue as desirable for the growth and development of people, with respect and consideration for one another, in a context of democratic practices that also should be represented within the institution. This position opens up the possibility to question who the decision-makers were, for example, with respect to training programs and the standards that must be met within an environment conducive to success. Regardless of whether the regulatory actions were academic or administrative, the need for a management approach was highlighted, one that could match the fulfilment of standards in training to the expectations expressed at the planning stage.

According to Hawes and Troncoso (2005), Chile’s curriculum management could become a quality assurance strategy with an eye toward the fulfilment of what the institution promises to students and the community. Under this conception curriculum is understood as the way in which competency-based learning is organized to accomplish the graduation profile

considering cornerstones for achievement, and it could also feed systems of accountability. This approach involves a complex view of training, the mobilization of human and material resources, and approaches to leadership to assure the quality in T&L. This has stated by Vught and Westerheijden (1994), and Martens and Prosser (1998) who outlined the need to account for consistent systems oriented to the improvement of quality in T&L which can them meet the requirements in terms of accountability.

Together with the above and with the definitions and descriptions of comprehensive and flexible standards, it was proposed that, from the point of view of student progress, it was possible to establish verifiable milestones with quantitative and qualitative values. For example, by examining the graduation profiles, training paths could be established that would use intermediate milestones to assess the effectiveness of T&L practices given learning achievements.

Ultimately, the need to have quality assurance systems has also raised legitimate questions about what specific concept of “quality” and “quality in T&L” would take into account the particular reality of the universities that were studied. This discussion emphasized tensions at the center of the studied universities because they were forced to incorporate “quality” models that were more typical of production systems, hegemonic, and as dictated by the market, and were less relevant to the ethos of the universities. These questions also referred to the existence of ontological and epistemological references in the concepts of “quality” and in the quality assurance systems that were generated from these other sectors, and which were applied without any kind of discussion about the differences in the higher education sector to that of the other markets. Thus, relevance of imposing “quality assurance” models from sectors outside of higher education was questioned as useful to academia.



Solutions should be found, first, in the discussion and exposition of concepts and, secondly, in the inclusion of the diversity of contextual issues. In this regard, authors such as Harvey (2009), Barnett (1992), Olssen and Peters (2005), and Denman (2005) were quite categorical in relation to the assumption of concepts of quality and quality assurance and the expectations regarding the current role of the university. In effect, there were no neutral concepts and their adoption would largely determine the way in which the quality of T&L was managed, also the potential for compromising academic values, and influencing decisions and actions.

Within the positions that have emerged as a possible approach to this concept, the need was mentioned for systems of quality to consider not only results, but also processes and, consequently, a point of reference as well as qualitative values. To illustrate this, it was proposed that a qualitative value was the concept of “excellence”, which could encompass values of equity and justice and that from the point of view of T&L, for example, could be oriented towards the evaluation of the progression of student learning considering their conditions at entry and/or their background. Along with this, the distribution of resources between faculties and training programs would also look at quality criteria from this perspective to ensure that the values of social justice were also considered.

### **Teaching and Learning: A Situation of Expectations Over Verified Quality**

Quality in teaching and learning viewed through the stakeholders’ eyes should be a response to a vision of teaching, in other words, to the intended purposes of the process.

In the context of questioning the purpose of teaching, the idea to train professionals with certain personal characteristics, pursuant to the needs of society and of the mission of a public

and state university, gained importance. Along with this, the demands of the working world and the real-life contexts for professionals placed conditions on the training processes with respect to a set of knowledge and skills for expected performance or professional practices that needed to be addressed. In this respect, Biggs (1999) pointed out that in the development of a professional, it was not enough for him/her to learn a certain body of knowledge and some skills that were not necessarily linked with one another, rather these skills needed to be linked to the discipline knowledge. This sentiment was widely expressed by the students when they described their learning experiences. Additionally, the quality in T&L was also interlinked with the demands of external systems (accreditation bodies demands and expectations for a profession) focused not only on improving, but also on standardizing and comparing programs in the national context of these universities. Hence, quality T&L was complex in that it needed to acknowledge and address external accrediting bodies' expectations for their professions in terms of requisite knowledge and skills that programs must incorporate.

The findings demonstrated at least three distinctions that could be translated as reference points for quality in T&L. First, the students – their characteristics and the efficacy of their learning; and second – the inter-relationships in which learning was encouraged, mostly through the teaching approach of the professors (Martens & Prosser, 1998; Ramsden, 1987; Tardiff, 1993). And, third – the context in which learning occurred, and that beyond the interaction of student–professor, involved the physical spaces provided by the institution, namely, infrastructure and equipment, among other things.

Considering the first point, the student was considered in terms of their background, needs, and diversity, and the paths of learning they had to travel to become a professional in accordance with certain professional characteristics and expectations. Thus, in line with authors

such as Biggs (1999), and Biggs and Tang (2010, 2011), Ramsden (2003), and Tardiff (1993, 2004), Le Boterf (2007), and Perrenoud (2000), the participants signaled as milestones of quality learning, the development of critical thinking and reflection, the ability to solve problems in context, skills to face the challenges of their disciplines and professions, and permanent consideration of the social context as a field of action, negotiations and agreements. Along with the aforementioned skills, stakeholders also emphasized that students should have lifelong social, communication, and metacognitive skills. For example, learning to learn or the skills to find and select information in the context of the exponential development of knowledge (with the advent of ICT and the internet), and the need for ongoing updating of knowledge and skills. This was very much in accordance with the demands of employers and work contexts. This linked with Biggs and Tang's (2010, 2011), and Ramsden's (2003) research where they highlighted the demands of industry for graduates who were able to think, communicate, and interact within a technology-rich environment.

Ramsden identified that one way to achieve this was putting students at the center of the educational experiences, with many opportunities to build significant and deep learning and knowledge, which brings us to a second aspect highlighted by participants as a point of reference to promote the quality in T&L, the context.

According to the results of the study, the context of training was where the characteristics of the teaching had a direct effect on the quality of learning. In this line, the teaching approach of academics was picked out as a key aspect in the promotion of learning, exposing two models that were regularly used in these academic communities. One was centered on the work of the professor and the other on student activity which again linked to Ramsden's and his associates' research on the influence that teaching has on the quality of

students' learning and outcomes (Ramsden, 2003; Prosser, Ramsden, Trigwell, & Martin, 2003).

For this same reason, students reported that they had to frequently accommodate changes between one approach and another depending on who was teaching a class. They had to adapt more than once in one day. However, they pointed out that professors mainly used a teaching-centred approach, with the transmission of content through the use of slide presentations and evaluations focused on the repetition of information, as the only teaching resource. This type of adaptation was documented in Chickering and Gamson's (1987) and Ramsden's (2003) research and other authors, who stated that students tended to meet teacher expectations and adapt to their teaching styles (Trigwell, 2010; Trigwell & Prosser, 1991).

Beyond the narrated experiences, stakeholders pointed out that quality in the student-centered approach meant the following:

- Ongoing promotion and fostering of students through challenging activities and advance communication of expected learning outcomes.
- Validation of previous knowledge in the process of learning.
- Multiple and diverse opportunities for the construction of new, meaningful, and stable knowledge.
- Relevant and timely evaluation of learning outcomes with meaningful feedback.
- The role of the teacher as guide and companion in a more horizontal process.

At the same time, this approach highlighted the experience of the student, putting it in a social context in permanent interaction with others. This is consistent with the ideas of Trigwell

(2010) and Ramsden (2003) who outlined that in social contexts, students had the opportunity to recognize their experiences and validate their previous knowledge to create new, significant, and therefore, deeper and more stable knowledge.

As a third aspect revealed by this study as a reference point of quality in T&L, and closely related to the previous points, the academic and non-academic resources and supports for T&L processes were mentioned as factors which also impacted student learning. According to the findings, these kinds of decisions expressed the commitment of the institution to safeguard the quality in T&L and promote good learning environments, and it needed to be incorporated in all required levels of management, for example, departments, schools, faculties or vice-rectories.

Some of the aspects considered by the participants were, for example, infrastructure, proper equipment for classrooms and spaces for student encounters, and libraries with sufficient bibliographic units in different formats and a proper internet connection network. In addition, both students and academics systematically expressed the lack of academics who were well trained in teaching. Quality assurance agencies such as CNA-Chile, (2013); ENQA (2009) and QQI (2013) also referred to these factors and noted their importance for the purpose of ensuring quality in T&L, but they also suggested the need for systematic follow-up mechanisms for ongoing evaluation and pertinent dissemination of information. This again connects with what was stated with respect to management at the beginning of this discussion, which illustrated the overlapping layers of responsibilities and organizational entities within the university structure, the activities and the functions that must come together to promote and foster quality in T&L.

Now, in general one can see that what was expressed in terms of ways to guide the quality in T&L, which emerged more from the expectations of the students, academics and leaders than evidence they encountered. There were those voices, although they were in the minority, which declared to have lost hope in terms of receiving support for their academic or professional training, and they felt disappointed and even regretted being part of the institution. I was able to observe, both in the field work and in the analysis of the information provided by interviews, a continual irritation about the conditions and limitations in which professors worked and the students studied. In effect, many of the distinctions that were made in this chapter so far, related to the lack, shortcomings, and weaknesses in terms of the quality that was evident in the studied universities. The next section explores a curious finding related to leaders' perception of themselves as leaders and this linked to their capacities to lead change in quality T&L.

### **Leadership as a Strategy to Encourage and Foster Quality**

The most important finding when it came to the leaders was that they did not recognize themselves to be “leaders”. They had traditionally been “authorities”, and by default, continued acting as such, acting within vertical leadership models with one-way communication dynamics – top-down communication and authority. At the same time, they carried out institutional management because of their “authority”, trying to deal with the changes that were required to respond to the demands of the external environment, such as external accreditation, government financing, and accountability, among others. Given this model of “leadership”, the following aspects were clear:

Deans and vice-rectors, that is, leaders, were aligned with promoting changes intended to improve the quality in T&L through policies aimed at:

- 1) The establishment of an academic body of excellence with training in teaching in order to strengthen effectiveness in T&L processes; and
- 2) offering support programs to students entering university without the knowledge or skills required for their first year of study.

But at the same time, they expressed that they lived in a continual state of tension because of conflicting interests, and a lack of space and time with both their leadership and management/administration tasks due to the demands and requirements of their faculties or vice-rectories. In this respect, Law and Glover (2000) pointed out that there is no clarity regarding the boundaries of leadership and management tasks and these functions merged and overlapped. McRoy and Gibbs (2009), and Skinner (2010), for their part, add that the criteria of resource constraints limit the decisions of leaders in a way that forces them to find balance to account for the requirements of the institution. Along with this, external demands put even more pressure on the performance of their role and the tensions they experienced between the demands of management responsibilities and their desire to be “leaders” with a vision for enhancing the quality of teaching and learning.

As a result, it was not uncommon to find among academics and students a perception that what had been offered to them was not working. On the one hand, academics noted that the leaders had lost credibility because the university policies and strategies they defined and executed did not reflect their good intentions and left enormous gaps between what was said and what happened in reality with students and university teachers. On the other hand, the students expressed that they felt abandoned, mainly because there was no regulation with regard

to whether they had the best alternatives to learn and it seemed that no one cared that much about this fact. They also spoke to lack of fairness in the distribution of resources within the university, with some disciplines being more highly valued than others, and therefore, receiving greater privileges. They had the feeling that students were considered only in terms of their value as sources of greater income for the university, a fact which at the same time motivated them to demand better conditions of learning because they paid for it.

The problems exposed by the respondents regarding the lack of leadership capacity were countless. The next image shows the main difficulties encountered by stakeholders to be faced by leadership and it is expressed through a vicious circle depicted in Figure 5.1.



*Figure 5.1. How Can Leaders Address Quality?*



Respondents highlighted a need to differentiate and reassign tasks so that leaders could focus on monitoring quality in training, and that these decisions needed to be made at the overall institutional management level. In other words, they visualized an image of a “leader” who would concentrate on the teacher training needs of academics and their value and recognition, the T&L actions that would ensure effective learning for students, and the commitment of the entire academic community to create and maintain a culture of quality, rather than an “authority” or manager who focused solely on management details. This idea was similar to the ones of Marshall et al. (2011), who highlighted that those duties are a central component in the actions of a leader as opposed to the administrator’s responsibilities or duties.

However, there was an area of common agreement among academics, leaders, and students: the relevance of T&L organization and the need for specially dedicated management to overcome problems and move towards the improvement of its quality.

Participants did not arrive at a concept of the meaning of leadership, and certainly were not able to propose a model of leadership. They only suggested features and functions attributable to leadership figures to respond to their needs for support and direction. It was curious that respondents not only did not recognize the strategic importance of a leadership figure nor an ad hoc model to carry out actions for the promotion of quality in T&L, they also did not have specific thoughts as to whom might assume that role, for concepts regarding leadership remained very abstract as opposed to the more tangible and managerial “authority” figures they were used to. In this respect, Marshall et al. (2011) argued that academic communities should not only emphasize the importance of the role, but also clearly differentiate the concepts of leadership and leader, and address possible models that would meet their needs.

For Shields (2014), on the other hand, the definition of models of leadership was essential, especially if changes were sought both in communities and in people, in a context of restoring justice and assuming the development of students and the effectiveness of their learning as an ethical commitment. This makes a lot of sense in the narrative of the students as they referred to a sense of being continual abandonment and to their fatigue from waiting on broken promises. This frustration was finally violently expressed in student strikes and university takeovers.

This is not to say that that studied universities had no leadership models or leaders, but the “authorities” approach thus far has been by default, tradition, and custom. Although in ancient Greece leadership arose as a way of leading the citizenry, both as a strategy and a concept, and this has been forcefully appropriated by modern enterprise and become a fashionable term, a fact which creates a negative reaction in academic communities and slows its adoption. However, it is urgent that the academic community at least ask itself whether the existing approach of “authority” is consistent with the purpose of ensuring quality when focused on T&L, rather than that of leadership with a vision for quality teaching and learning. For authors such as McRoy and Gibbs (2009), and Scott and Scott (2012) it was essential to adopt a leadership focus through which the changes required by higher education institutions may be made as they face complex and challenging present-day contexts. Prewitt (2002) added that approaches to leadership in learning organizations were fundamental for determining the success and or the failure in their mission.

What was presented below was a systematization of the proposals suggested by the participants to overcome the difficulties and barriers they faced on a daily basis, and which

prevented them from properly performing their work to advance the processes already put in place to ensure quality the fields of Teaching and Learning.

### **Towards a Delineation of the Leader and a Model of Leadership**

Findings from this study revealed that the university communities studied were able to identify the following characteristics of leadership:

## Characteristics of a Leader

- Persuasion
- Honesty and integrity
- Empathy
- Democratic values, a sense of justice and ethics
- Relevant skills and competencies
- Negotiation skills

## *Leadership Competencies*

### *Enable*

- A social creation and/or rebuilding of a shared vision regarding good teaching and effective learning as a possibility for transformation of people and their environments, taking into account the university context and an understanding of its culture. Community does not follow the leader, but the leader adapts to the community.

### *Favour*

- The implementation of training programs that integrate the reality of students and provide rich teaching and didactic experiences in order to enhance their capabilities.

### *Promote*

- Teamwork, strengthening trust and interpersonal relationships, collaboration for problem resolution through synergy and joint efforts.

### *Value*

- The development of people, enhancing capabilities, creating expectations and proposing challenges.
- Each person and facilitate their participation, fostering commitment and motivation.
- Academic culture, its experience, knowledge and context, taking into account the ethos of the university and the complexity that characterizes it.

Both the characteristics and the competencies identified transform a leader into someone trustworthy and reliable, worthy of being followed (Kouzes & Posner, 2017), legitimizing him or her within the university community, which is characterized by its ethos and a tradition built over decades.

#### **Leadership Model Oriented Towards:**

- Outlining a shared vision of quality in T&L to which the university aspires in the context of its mission, with representation from all stakeholders, harnessing commonalities between public and State institutions, and valuing and respecting their differences.
- Recognizing teaching as one of the core components of university work, providing incentives in terms of bonuses, development and training opportunities (Master and PhD), and encouraging scholarship of teaching to support the role of academics and effectively impact the quality of the teaching and learning of students.
- Determine the principal actions in order to conceive and establish a plan of action to move towards the realization of the vision with a defined time horizon and with intermediate evaluations within the process.
- Align the efforts of the academic community as effective strategy to cope with the changes, enhancing dialogue and reflection, and a multidisciplinary perspective, and in that way engaging more academics and leaders in the process of change.
- Generate an open and transparent culture, establishing clear, relevant, and flexible communication mechanisms throughout the organization and between its different levels and departments in order to **restore trust and restore collaborative relationships** among stakeholders.
- Encourage the creation of efficient IT systems for the documentation, processing and analysis, and circulation of information to promote quality in T&L in order to make it meaningful and relevant for decision-making, based on recognized good practices already in use.

- Decentralize power, distributing decision-making between the various units, providing resources, and utilizing more flexible criteria in order to promote progress and not stagnation.

### **Leadership Model to Guide Teaching Faculty Towards:**

- Addressing the problems generated by the shortcomings of students entering university, systematizing successful practices and supporting them with appropriate sources of information through disciplinary and pedagogical expertise.
- Fostering a greater commitment on behalf of academics for students, valuing their teaching role through real opportunities for development.
- Promoting encounters and dialogue for the sharing of teaching experiences, looking to improve teaching practices.
- Renewing the faculty by adding new teachers to balance the workload and diversify teaching work through research and publication.
- Planning and organizing systematic teacher training to address the principal demands in the pursuit of quality.

### **Leadership Model in Partnership with Institutional Management:**

- The model is based on a willingness of the University to define institutional guidelines, accompanied by resources and structures to ensure the implementation of a strategy of change towards quality in the fields of T&L. In this context, the focus turns to the following:
  - Promoting cultural change through institutional re-engineering, defining clear objectives and procedures, professionalizing management support teams through contracts, training, and the standardizing and defining of positions.
  - Automating processes and systematizing information.

- Establishing links for collaboration, resources and available people to support assurance processes and the safeguarding of quality in T&L from the institutional management level.
- Creating periodic monitoring by the deanship / institution, along with external agents if necessary, in accordance with objectives and implementation timelines for required changes.
- Ensuring the availability of appropriate infrastructure, material and human resources, cutting edge technology and connectivity to support training.

Starting from the systematization of the suggestions given by participants, it was possible to recognize many aspects regarding the idea of a leader or a leadership focus according to a vast compilation and systematization done by authors such as Kouzes and Posner (2017), Bolman and Deal (2008), Prewitt (2002), Doyle and Smith (1999), among others. However, even though leadership as a concept was unclear to participants as a distinct concept there were three signal aspects they perceived in relation to leadership which are discussed in the following paragraphs.

The first aspect was that they felt leadership was a natural characteristic and could not be developed through training. On the other hand, it was not even considered that training could be aligned with a set of qualities and competencies that also arose from the needs and characteristics of the academic community (Prewitt, 2002). Prewitt indicated thought that, in effect, a leader could be trained and could effectively contribute to the safeguarding of quality and to the creation an ongoing culture of improvement bringing all stakeholders together in this common project focused on promoting quality.



Second, there was an existing relationship between authority and leadership. In this respect, it was clear that these academic communities did not differentiate these roles and did not perceive the consequences of these different roles when opting for one or the other within the organization. This conceptualization of leadership vs authority figure influenced how they interacted with their faculty and staff and students and this created problems with establishing a positive vision for quality teaching and learning. This conceptualization of authority restricted their thinking of how to communicate, how to motivate faculty, and their openness and opportunities to create innovation and change.

The result is that, until now, these universities have opted for a style based on authority, which was founded on power, control, and obedience – fear.

This power and control authority style of leadership explained the lack of autonomy in the decision-making processes and actions of faculty members and the way in which information circulated, Doyle and Smith (1999) proposed that the authority of the leader was based on less formal practices which legitimized him/her given his/her personal qualities and competencies: “This flows from their personal qualities and actions. They may be trusted, respected for their expertise, or followed because of their ability to persuade” (p. 19) and this contrasts with a fear-based approach of power and control and obedience which was the approach adopted in the Chilean universities studied.

Finally, when building the models of leadership these must reflect the role of institutions, their purpose, needs, and academic culture, and inevitably its gaze extends beyond the boundaries of the institution itself.

Leadership is also a call for social responsibility, because it is located in a civilian context and because its commitment as a public and state university compels it to establish partnerships with the social, cultural, economic, and geographical environments. A university's role, then, is to contribute effectively to the development of society and people (Barnett, 1999; Goddard & Kempton, 2011) in exchange for government funding and the associated accountability to the community who funds it.

These aspects make up inevitable reference points of a model of leadership oriented to the development of a culture of quality in T&L.

“Leadership is about submission to duty not elevation to power.”

Tootoosis (2015)

### **Conclusion**

The findings of this study suggested that the studied universities were working from various arenas to ensure that their students had access to training of excellence given the difficulties that they faced in ensuring the quality of teaching and learning processes.

To address this issue, a model of management is proposed which contemplates a paradigm shift in teaching, the strategic role that leadership plays and a review of approaches to teaching to promote quality in student learning experiences.

This model considers contextual conditions, in other words, the academic cultures of the two universities, the environment in which are located, the interrelationships of the key actors and the best practices to facilitate the operation of each of the involved entities through the

suggestion of roles and functions. The management model of the quality in T&L is detailed in the following chapter.

## Chapter 6 – Conclusion

This study aimed to explore the three different but important stakeholder groups perspectives related to understanding and promoting quality teaching and learning and to ascertain what barriers were in place that negatively influenced quality teaching and successful learning.

In order to focus on this purpose, the study considered a mixed methodological approach whose design was specifically the concurrent embedded design suggested by Creswell (2009). The information was simultaneously collected through semi-structured interviews aimed at leaders, academics, and students and that, in the case of the latter, were developed through focus groups. For the purposes of quantitative data, teachers and students were invited to participate in an online questionnaire.

Given the characteristics of the study, which was intended to give the most complete image possible about the intersubjective representations of the participants regarding the quality in T&L, the qualitative approach was assumed as a primary method, While the quantitative method was considered in terms of support and confirmation. Also, this methodological option humbly sought to do justice to the quality in T&L, which tends to be addressed from quantitative approaches expressed through standards imposed from outside of the studied realities.

Once the information was collected, analyzed and triangulated, the key findings of the study clearly emerged. There was a need for institutional will at both universities to assume the quality in T&L as a central task, considering such central aspects as the safeguarding of the

academic body, the substantive improvement of good teaching practices to encourage robust learning experiences, and the overall development of an effective leadership approach.

### **Key Findings**

The key findings that emerged from this study were directly related with the possibility of creating a culture for continuous improvement to the quality in T&L. These findings were grouped into three areas shaped by the quality in T&L: the definition and significance of quality in T&L from the point of view of institutional strategies; the effective experiences and expectations in relation to teaching and learning; and leadership as a strategy to safeguard a culture of quality created through those institutional strategies.

In terms of quality, considering the voice of different interest groups was central for their direct relationship to the processes of teaching and learning, their experiences and their perspectives. From this, they contributed to re-thinking the quality in T&L by contextualizing it within the significance of the public and state university in the framework of Chilean society. It should be noted that the expectations of each of the stakeholders were decisive in the emergence of this finding.

From this perspective, the institution should incorporate a focus on quality in its official discourse and take it on as a commitment to the academic community and to the civil society in which it is inserted by virtue of its historical vocation of service and its responsibility to form citizens committed to their environment. The participants identified four key aspects of quality in T&L that should be included in institutional policies and strategies:

- a) Quality in T&L should be part of an explicit institutional discourse, and at the same time should count on resources and structures, along with the establishment of systems of management and information that would make it viable.
- b) The mission of the University – as a state and public institution – should be reflected in its professional training programs, characterizing a particular way of being and doing that would leave its mark in the professional practice of its graduates.
- c) The academic faculty should be an institutional priority, ensuring a proper teacher to student ratio; proper preparation in both disciplinary and teaching areas; academic development; and a recognition of good practices in teaching through ad hoc mechanisms;
- d) Finally, a concept of quality unique to the institution is required, one whose meaning includes the ethos and aspirations of its academic culture. This implied a mixture as well of external reference points and standards for purposes of comparability, accountability and national accreditation systems.

The second relevant finding was the declaration of quality in relation to the processes of teaching and learning which started by questioning the purpose of the training in the context of a public and state university. In this respect, the University should ensure the empowerment of students to respond to the complexity of present day life, to their personal development, and their insertion into society.

How to safeguard the quality in T&L was the concern of the triad formed by students, the context of learning within teaching approaches, and institutional support along with the disposition of resources that would guarantee the fulfillment of T&L experiences in the best possible conditions.

In relation to the students and their characteristics, one could not ignore that they had unfavourable conditions of entry that had to be considered in order to enhance their capacities, improve their self-esteem and foster their development through good learning experiences. In this line the student-centred teaching approaches were indicated as the best alternative to account for quality learning, and therefore, appealed directly to the need for a qualified teaching staff that was committed to student progress and motivated to work. Finally, institutional systems should provide the best conditions in terms of infrastructure, resources and supports to offer good opportunities for training. Incidentally, each of these aspects was neglected and, indeed, the results of the study found across the board criticism at both universities with respect to these issues which were vital to the safeguarding of good T&L practices.

With respect to leadership as a third finding, what stood out most was the lack an image of 'leader' and 'leadership approaches' as a factor for the promotion of quality in T&L, and at the same time, that the current management models seemed unaware of the needs that existed in this regard. Along with this, a status quo was maintained that was characterized by an authority installed by an officially legitimized power, establishing relationships of obedience, fear, and distrust that nobody questioned. Inconsistencies and gaps were apparent, as well as management geared mostly towards the administration of resources, that always seemed scarce. However, even without a concept of leader or a leadership approach, and without even recognizing this strategic role in quality management, a delineation of what might constitute its ideation of the characteristics of a leader was possible from discussions in the interviews with different interest groups.

## Answers to the Research Questions

### Primary Research Question

*Considering the perspectives of students, professors, and leaders in two universities in Chile:*

*How can the quality of the teaching and learning be enhanced in two public Chilean universities and what barriers need to be addressed to enhance quality?*

It was found in this study that quality teaching and learning was not well understood by academics but they were interested in enhancing the quality of their teaching, however, they had little time, no resources, and no academic development to support them in their pursuit of enhanced teaching and assessment processes. Thus, emerging from this study is a model of academic development designed to promote and foster optimal teaching and assessment practices. In addition to this finding and the proposed model, university administrators need to reconceptualize their role to one of leadership, particularly focused on transformational leadership that can facilitate positive change within their institutions. This transformational approach should target enhancing and making more effective the teaching and learning ambit through academic development provisions; mission statements that promote effective learning and teaching; policies and procedure documentation that support and articulate effective teaching and learning; and committee structures that provide time and space for university communities to discuss and implement positive teaching and learning changes. Additionally, university administrators/leaders must reconceptualize the roles, responsibilities, and contractual obligations of teaching academics and sessional instructors to identify: the importance of good teaching, how good teaching should be developed and encouraged, and



what learning conditions are necessary for students to be successful. These roles, responsibilities, and conditions should become a university priority. Finally, university “authorities” need to reconsider their own roles from one of top-down authority and control to “leadership” where administrators take ownership of the responsibility to be change agents in their institutions to ensure that change occurs from top-down AND bottom-up to facilitate a community of practice focused on optimal student outcomes.

### **Secondary Research Questions**

- a) *How do the academic communities understand the concepts of ‘quality teaching and learning’ and ‘quality assurance’?*
- b) *What concepts of ‘quality teaching and learning’ and ‘quality assurance’ should an institution consider in relation to the context?*

Faculty members reported that quality indicated an alignment between the mission of the university, the coherence and alignment of the content of programs with the mission, and the need to develop graduates who could be successful in their profession but also be good citizens in Chilean society. Quality assurance processes should include consistent evaluation of programs to ensure that graduates become good citizens and acquire the professional knowledge and skills required by the professional bodies. The curriculum content should be also reviewed to check relevancy to the knowledge base and demands of professional bodies and society as whole. The academic community including, professors, students and leaders, indicated that there needs to be a greater focus on teaching and learning innovations and expanding the teaching approaches. Unfortunately, many academics did not know or understand how to implement effective teaching as they were proliferating traditional lecture-based forms of teaching and assessment as that was all they knew how to teach. Hence, there is a need for

academics to be exposed to more innovative forms of teaching through academic development programs. Suggestions included the creation of centres of innovation for T&L as well as the scholarship of teaching and learning. Leaders indicated that quality assurance processes needed to include the development of policy and procedure documents related to quality teaching and optimal learning to ensure that all in the university community have clear guidelines and structures to support the enhancement of teaching and learning.

*How are institutions evaluating the quality of the teaching and learning, and what are the underlying assumptions in these processes? Who participates in the measures of quality teaching and learning?*

The predominant measure of quality teaching was the use of student feedback surveys which were conducted at the end of each semester. However, these surveys were reported as less useful than they could have been. Professors indicated that the problems with the feedback they received in the questionnaires was too late in that semester to address issues with a particular cohort (lagging data), the data was too brief and largely meaningless in terms of specificity to be able to use it effectively to make changes, and professors felt that it was largely a mechanism of punishment for academics especially if there was not a good teacher-student relationship. Students indicated that the feedback process was not useful to them because they had seen no change as a result of their feedback and bad teaching remained an issue regardless. Students indicated that the student feedback mechanism was simply to meet the demands of accreditation but was not genuinely paid attention to nor was change occurring as a result of student complaints or feedback. Thus, the underlying assumptions in this process was one of going through the motions of completing a quality assurance process required for accreditation but was largely pointless and meaningless to both faculty members and students. There was a

peer feedback process in place where academics could provide feedback to each other but this process was not accepted nor utilized. There was a lack of acceptance of colleagues evaluating themselves or each other. They indicated they did not feel that others were qualified to evaluate their knowledge in their field nor their teaching approaches.

*Are there alternative ways to improve the current teaching and learning situation? Do these options imply changes to prior institutional decisions, such as policies, procedures, and/or stakeholders? Who should participate in the decision making?*

This question most closely aligned with the overarching question, thus the answer to the primary question is outlined above.

*Who should lead the changes and what kind of leadership is appropriate to facilitate and promote these changes?*

The university administrators should be ones who are assuming a leadership role but there was a lack of understanding of leadership and a lack of acceptance by administrators of “leadership” as their role. Therefore, there appeared to be a lack of leadership of the mission of the university, change agency to institute positive change in T&L, and an understanding that academic development is the responsibility of the university. In other words, the universities studied appeared to only have managers who were concerned with paperwork rather than leaders who were assuming the responsibility for leading change. Thus, a key finding in this study was the need for Chilean administration to reconceptualize their role to one of transformational and authentic leadership where those in control assume the responsibility to be leaders of change and to understand how to work with their university communities to motivate and mobilize them to engage with the enhancement of T&L.

*How important are quality assurance and accountability of teaching and learning to stakeholders?*

As evident by the public protests across Chile throughout 2011–2018 it is clear that Chilean society as a whole, including students, families, employers, faculty members, and professionals, are demanding the examination and creation of positive change to T&L. Thus, this study's findings should be useful to university communities and other stakeholders in guiding the next steps in reviewing the neoliberal agenda with an intent to enhance T&L environments in Chilean higher education. A key factor in the public protests and endorsed by the findings in this study is that accountability is interlinked with the transactional relationship that abounds in Chile's higher education sector where the payment of considerable fees demands high quality education. Hence, there is a need for accountability within the sector so that society can see how government is distributing the funds from fees and from taxpayer monies, and how it is being spent.

### **The Effective Teaching and Learning Model**

*One of the main beliefs in quality assurance is that this activity – indirectly – will stimulate change in the work practices associated with teaching and learning in higher education. However, few studies have provided empirical evidence of the existence of such a link. Instead, quality assurance has created an unfortunate divide between formal rules and routines, and the daily practices in academia associated with teaching and learning. This article reports a study of 'quality work' – concrete practices in academic microcultures with a reputation for being strong in their teaching and learning as well as in their*

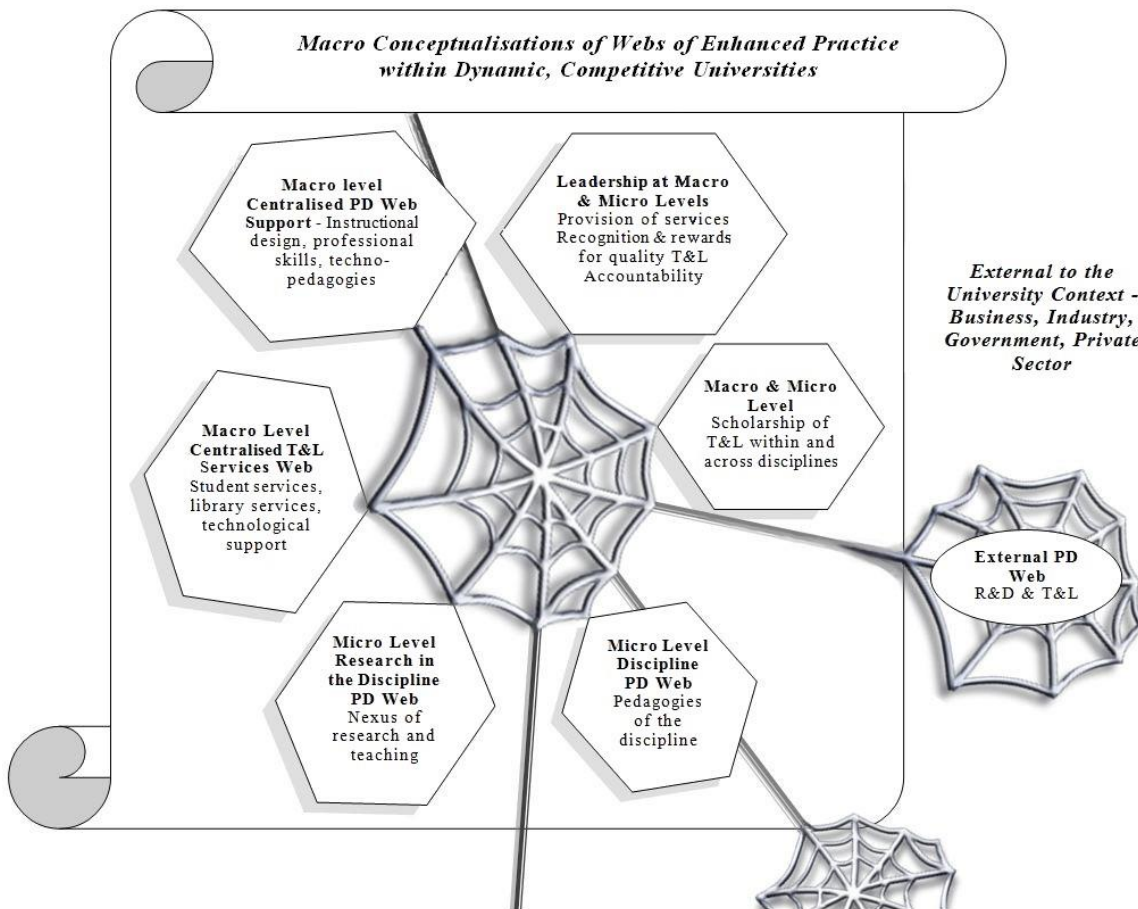
*research function. We argue that the relationship between quality assurance and enacted quality practice needs to be understood in the light of how formal organizational structures, as well as cultural characteristics and academic aims, are balanced within working groups in universities.*

(Mårtensson, Roxå, & Stensaker, 2014, p. 534)

I developed the *Effective Teaching and Learning Model* as a result of the findings from this study. This model is in three parts: first, I have used Scott and Scott's (2012) *Macro Conceptualizations of Webs of Enhanced Practice Model* to illustrate the coordinated approach that university leaders need to adopt and implement to be able to ensure there is coherence across the strategies, infrastructure, policies and procedures, and departments at the macro level of the university; second, I continued with Scott and Scott's (2012) *Webs of Enhanced Practice Model* as the basis of the academic development approach to support more effective teaching and learning in Chilean universities; third, the latter part of the *Effective Teaching and Learning Model* is specific to the Chilean context where authentic projects are encouraged and funded and which can serve as the basis for authentic assessment and learning experiences within courses and programs. This *Authentic Project-Based Learning* model is designed to ensure both authentic assessment which would drive curriculum and teaching innovation but also, and most importantly, align the T&L processes with society and community initiatives that provide for the development of citizenship competencies as well as professional competencies so that these are overtly incorporated into the university program curriculum and assessed in these community-based projects.

The *Effective Teaching and Learning Model* is a three stage model that takes into consideration the institutional macro level of what dimensions need to align in terms of leadership, departments, university systems, and cross faculty approaches in order for T&L to be enhanced, as well as how academic development can be nurtured and supported using technology as a key medium. Technology is crucial given the distant locations in Chile. Finally at the micro level – the classroom – how the curriculum teaching and assessment can be innovated and more authentic through project based assessments and learning tasks is included.

**Figure 6.1. Scott and Scott's (2012) Macro Conceptualizations of Webs of Enhanced practice within Dynamic, Competitive Universities**



*NB. Permission to use granted by the authors*

Scott and Scott described this model as how at the system or macro level leaders of universities can ensure alignment between the policies, missions, committee structures, and departments in support of enhanced T&L practice. They identified the same issues that were highlighted in this study that related to the incoherence of approach in leadership and systems within the university. In this macro model they identified that leaders need to align their policies, procedures, but also importantly, the reward and recognition systems to provide an incentive to academics to engage with pedagogical development with the view to enhancing instructional and assessment practices. There also needs to be improvements in the accountability systems to ensure buy-in by faculty by instituting more informative and fairer student feedback mechanisms and reward faculty for engagement with these by making changes to their teaching and curriculum based upon the feedback from students. The next aspect of the macro model is to ensure that academic development is available and the technological systems that provide the medium are cutting edge and robust to be able to ensure that these networks will be stable and capable of managing the traffic involved. Centralized services such as student services, library services, and technology support services must also be informed by, and supportive of, T&L trends and developments. In addition to academic development programs and networks, the scholarship of T&L (SoTL) should also be supported, recognized, and rewarded to create a nexus between scholarship (research) and teaching activities. The SoTL also provides a mechanism for innovation to be recorded and disseminated to others which causes the spread of good practice. SoTL should be recognized alongside research in the disciplines as equal forms of research. Academic development should also encompass like-discipline professors working together to identify and integrate specific strategies that work in their discipline. This ensures relevance and competence in disciplines as well as collegial “microcultures” in support of enhanced practice (Mårtensson, Roxå, & Stensaker, 2014).

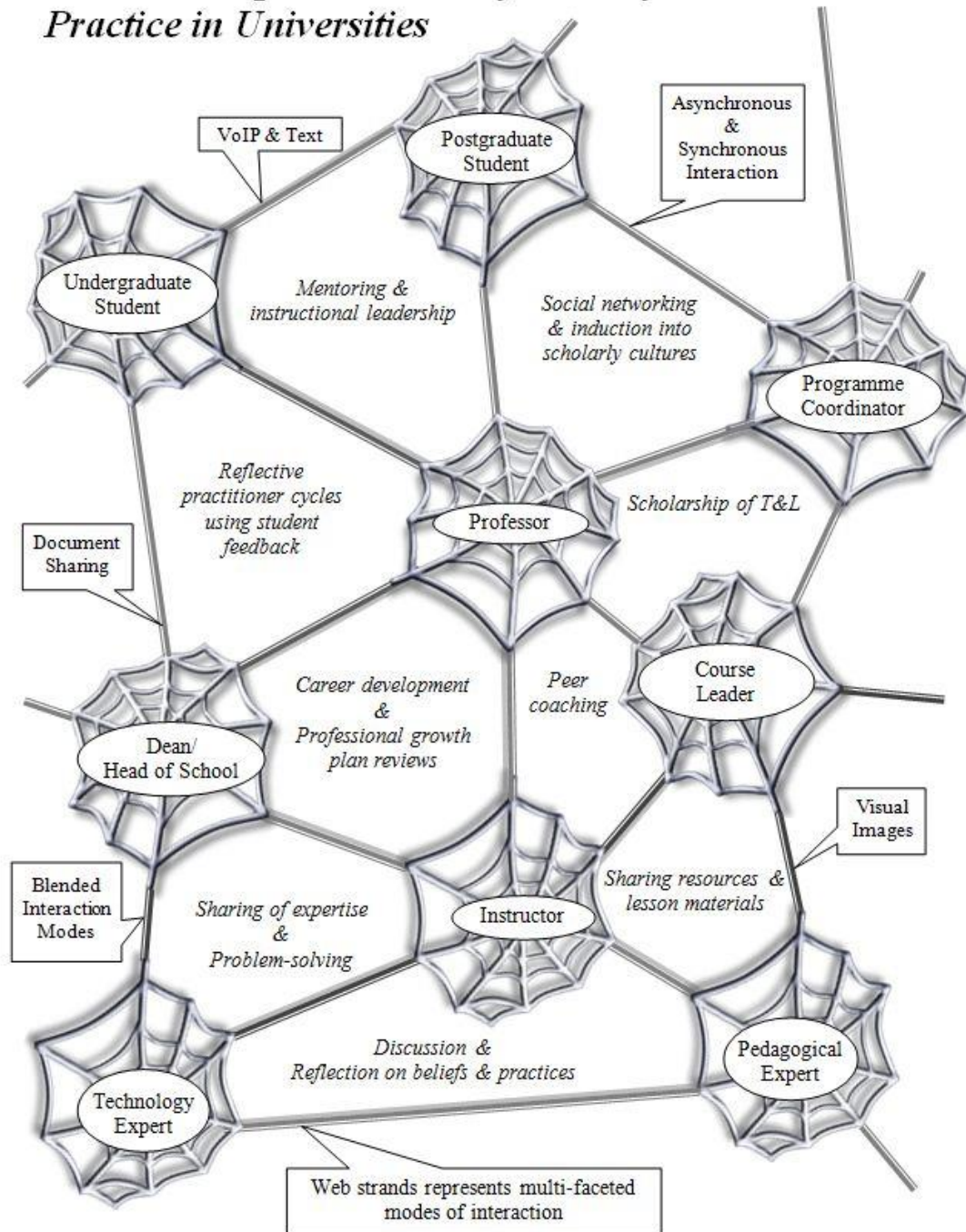
The second facet of my three-part model is the *Micro Conceptualizations of Webs of Enhanced Practice in Universities* – the academic development facet (see Figure 6.2).

Scott and Scott's *Webs of Enhanced Practice* (WoEP) in Figure 6.2 shows how technology can be utilized to create a “web” of communication where professors can network with a range of individuals to engage in dialogue, reflection, mentoring, social networking, research activities (SoTL), peer coaching, co-preparation of lessons and the sharing of resources, and sharing of expertise and engaging in problem solving. They identified that this network of academic development can and should include professors, students (both graduate and undergraduate), pedagogical experts, technological experts, program coordinators (leaders of curriculum), course leaders, and department heads or faculty deans. This enables the members of the “web” (WoEP) to share their expertise in teaching and assessment, to learn from each other's expertise, to ask question and problem solve in just-in-time learning approaches, to reflect on and challenge instructional and assessment practices, to coach each other (peer coaching), and to develop and engage in teaching-innovation related projects. Scott and Scott indicated that these WoEP are best facilitated via synchronous and asynchronous interaction which is ICT founded because many in the university community are time-poor, funding-restricted, and/or are located in isolated locales which makes travel to urban centres for academic development impossible or non-viable. This means though that universities who wish to adopt the WoEP would need to invest money, infrastructure, training, and expertise into technology in support of enhanced teaching practice, but this would mean that there would be many advantages to this technology investment as these WoEP could also spill over into research groups and output, training of graduate student-teachers, and course development, as well as teaching innovation.



Figure 6.2. Scott and Scott's (2012) Micro Conceptualizations of Webs of Enhanced Practice in Universities

### Micro Conceptualisations of Webs of Enhanced Practice in Universities



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The third facet of the *Effective Teaching and Learning Model* burrows down into the micro level of what happens at the classroom level. This involves adopting authentic projects as a key (but not only) assessment and instructional strategy. This model (see Figure 6.3) has Authentic Project-Based Learning (APBL) in the centre. Authentic projects are defined as those that have a real-world outcome, that is, they are designed to connect the curriculum outcomes, the genuine learning experiences, and the demonstration of knowledge and skills (competencies) acquired and demonstrated in useful tasks that benefit community groups. APBL would mean that professors must redefine the outcomes of the course, engage in curriculum development, reconceptualize how the students will learn and demonstrate their learning in practice in the field.

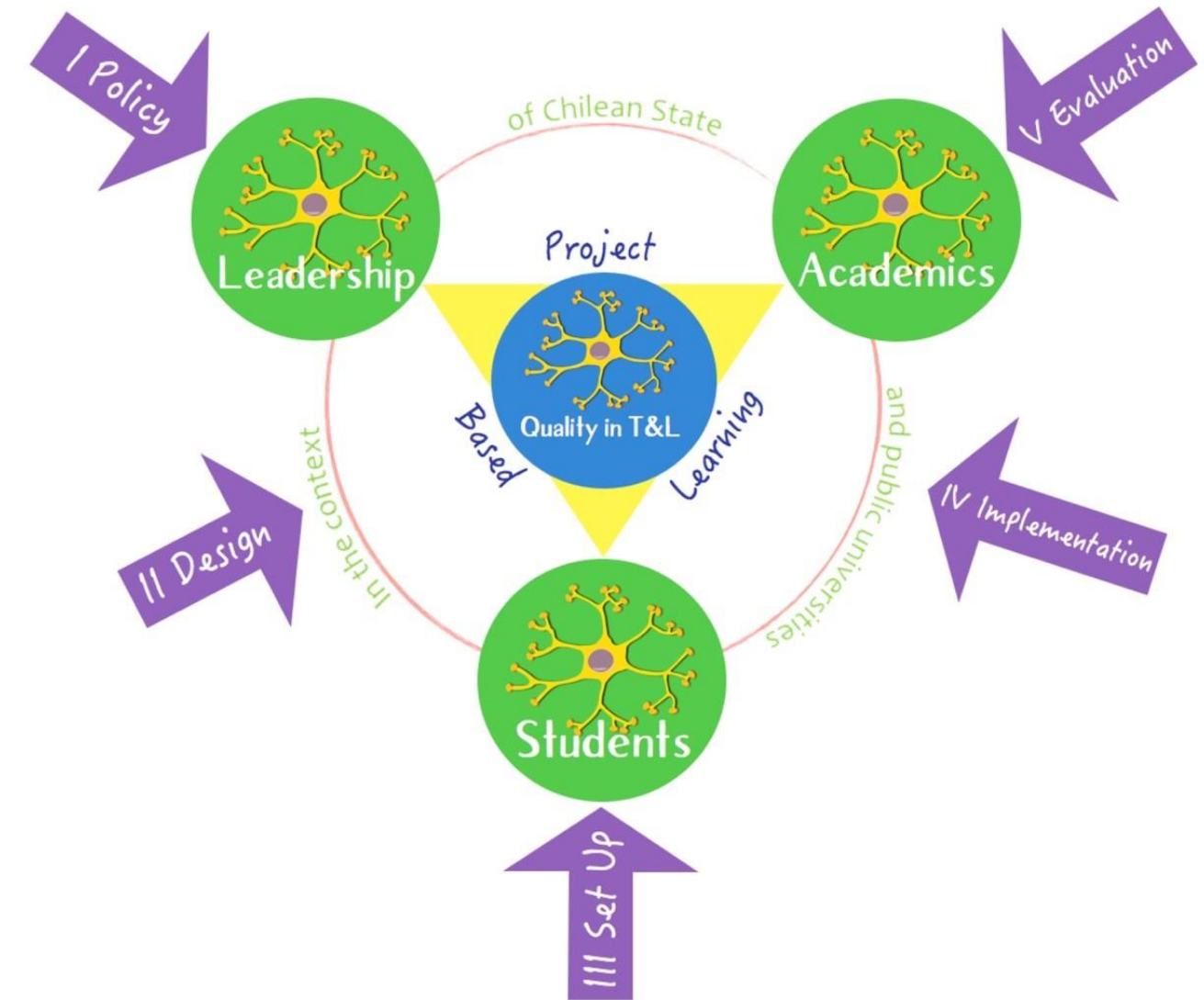
A central argument for placing authentic projects at the centre of curriculum redevelopment is, on one hand, the need for professors to make a significant change in their approach to education by focusing their content, learning activities, and assessments on authentic tasks. On the other hand, students must make a shift that will place them and their community at the center of learning, and this will allow them to move towards autonomy, collaboration, and the assumption of progressive responsibility and commitment to learning. Additionally, many universities in Chile have adopted the Bologna Tuning strategy which has at its core competency-based learning, however, many institutions and professors have encountered difficulties in incorporating competency-based learning into their programs and courses. APBL offers opportunities to professors and curriculum developers to re-design or design from new their coursework so that authentic projects can enable students to demonstrate what they know and can do as well as to engage in ‘in-context’ learning experiences to hone their competencies. Authentic project-based learning has its basis in the ideas of John Dewey

that students “learn by doing” and in the constructivist and constructionist approaches that lay the foundation for learning in the interaction of people within social contexts (Doolittle, 1997; Grant, 2002; Tardiff, 2006).

In these authentic projects, students would investigate, carry out activities, talk and negotiate, and build new and significant knowledge on the basis of what they currently have, articulated from their experiences, diversity, background and rich environments in opportunities and social interactions. This is fundamental to suggest that the traditional approach in which the professor delivers content through lectures using Power Point slides in the traditional classroom setting as a central resource for teaching does not in any way guarantee learning, but tends to reinforce learning strategies such as memorization and the adoption of passive and surface learning approaches (Trigwell, 1991, 2010; Prosser & Trigwell, 1999b).

Through authentic project-based learning, students will have more freedom to choose not only themes, but also how to address them, allowing them to incorporate their daily experience, such as technology, which they can take on as an extension of their lives. In this way the education programs are more closely aligned with everyday life and realities.

Figure 6.3. Authentic Project-based Learning Model



To illustrate the complexity and the interrelationship between the multiple levels that support authentic project-based learning in context I have included neuron synapsis as a visual cue. These synapses pay homage to the neurodevelopment learning theories that seek to articulate the complexity of cognition and reflection but also illustrate the interconnectedness of thinking and learning and acquisition and retrieval of knowledge (see Dispenza, 2013).

Using an analogy of synapses, neurodevelopment, and thinking to the learning model identifies the importance of the three key community stakeholders: academics who are designing the learning experiences; the students who are the recipients and participants of the learning; and the leaders who are supporting and prioritising effective learning and teaching.

The model also requires organization according to stages or phases that include the aspects considered essential for the purposes of managing effective T&L. These phases are dynamic, and they overlap in a constant effort towards innovation in T&L processes.

### **Brief Description of the Phases**

#### **Phase 1: Policy.**

This phase involves policies at the institutional level, in departments and units. This aspect of this micro model directly links back to the macro conceptualization of the Webs of Enhanced Practice at the institutional and systems level (Figure 6.1).

#### **Phase 2: Design.**

At this stage the working groups – curriculum developers, faculty members, professional representatives – are formed, and charged with proposing relevant designs so that decisions arising from the previous phase are made possible. This phase involves specialists from all areas of the university and representatives of the various stakeholders that also provide their vision

and ensure that this vision can be enacted to make changes to programs and courses. Timelines and resources are also key aspects of this phase as authentic projects would need to be timely, coordinated, relevant to the curriculum coursework and the community, well-designed and structured to ensure that students gain the most learning from these projects.

### **Phase 3: Set up.**

When authentic project designs have been approved by leaders and/or department heads, as well as the conditions for their implementation established then faculty members must remain vigilant to addresses issues in implementation as these arise. Professors will need to call upon the support of their WoEP networks to ensure they can establish useful projects, have the expertise to implement these, and have support from their networks to solve problems that may arise during the project. Additionally, it would be important to consider ensuring effective communication is established to ensure clarity in the goals and expectations and so students are not frustrated with miscommunication.

### **Phase 4: Implementation.**

This phase involves the implementation of the authentic project with the participation of the entire community. The Implementation phase must contain guidelines to adjust, adapt, and facilitate processes, solving challenges in a timely fashion. It requires ongoing coordination between the different teams involved.

### **Phase 5: Evaluation.**

The guidelines for evaluation would be contained and defined in this phase. Evaluation and monitoring of the process should be an ongoing process to make adjustments when needed. This planning involves the criteria to be considered in the evaluation (qualitative and

quantitative) the necessary mechanisms and instruments. Also, it defines who will be evaluated, what is to be evaluated, how it will be evaluated, and when it will be evaluated. Finally, it considers systems for the circulation of information from the evaluation in different directions in order to triangulate data and glean significant knowledge for all the work teams that will make decisions accordingly.

Overall this three-faced model is anticipated to offer a real alternative for change to address the findings of this study, with effective and relevant solutions, that will not only safeguard the quality of student learning, but also recover the hope and commitment to education that once existed in Chilean State and public universities.

### **Contribution to Theory**

This section highlights where and how this study's findings present alignment and dissonance with established theory, policy, and research.

### **Teaching and Learning Theories**

The findings in this study endorsed current theory in terms of the need for faculty members to engage in academic development related specifically to teaching and assessment strategies, as well as needing to gain a deeper understanding of the theoretical principles underpinning curriculum planning, instructional design, and teaching and assessment practices – that is the entire domain of teaching (Coleman & Flood, 2013; Flint & Johnson, 2011; Herrington, Reeves, & Oliver, 2005; Joyce, Weil, & Calhoun, 2015; Moore & Kearsly, 2012). Although faculty members in this study were dedicated to their students and desired to be good teachers, their orientation was largely focused on the practical solutions to real teaching and assessment problems and the evaluation of their programs of study. However, the majority of

the professors in this study lacked deeper theoretical understandings of the “art” and “science” of teaching (Arends, 2015) at the university level and the needs of the adult learners in their classes (Knowles, Holton III, & Swanson, 2012; Merriam & Bierema, 2014; Mezirow & Taylor, 2009). While professors had good intentions regarding their students and their teaching activities they also lacked the theoretical insight regarding what is good learning (Chickering & Gamson, 1987, 1991, 1999; Chickering, Gamson, & Barsi, 1989), what do adult learners need in the learning environment to learn (Galbraith, 2004; Long, 2004; Wlodkowski, 2004) and what technologies can support learning and engagement (Chickering & Ehrmann, 1996; Chickering, Payne, & Poitras, 2001), how does deep and surface learning occur (Prosser & Trigwell, 1999a & b), and what teaching behaviours influence these learning approaches (Prosser & Trigwell, 1999a). Thus, it is important for the scholarship of teaching and learning (SoTL) to be encouraged as a legitimate – that is, formally acknowledged, recognised, and rewarded by leaders and administrators – form of research for all university teachers and professors in Chile (Ramsden, 2003; Ramsden & Martin, 1996). If SoTL was formally promoted by the university authorities (leaders) then it would most likely positively influence the quality of teaching and learning across the Chilean higher education system (Ramsden, 1998; Shulman, 2004).

These findings and recommendations related to teaching and learning endorse the significant body of research regarding the importance and influence that university pedagogical research can have on the quality of teaching and more importantly the quality of student learning and their outcomes (Christensen Hughes & Mighty, 2010; Prosser, 2010; Trigwell & Shale, 2004; Trigwell & Prosser, 1991). Even so it is important to note that while teaching and



learning theory is endorsed as important in this study, there remains an implementation gap within the Chilean higher education sector in aligning with established theory in action.

### **Alignment with the Bologna Accord**

The Bologna Accord from its inception has always maintained the importance of ensuring the quality of the learning and teaching physical environment and resources along with its emphasis on the importance of good teaching, in order to maximize student achievement. This study, however, has revealed that while Bologna is valued as an ideology and policy at the macro context – that is, at the Chilean ministerial and policy level – there remains a lack of government and university leadership commitment and priority to establishing, maintaining, indeed ensuring, the quality of the teaching environment. Thus, there is a misalignment between the goals of Bologna in the Chilean context and the actual implementation of the Bologna Process. Unfortunately, this finding endorses stakeholders’ perceptions of the failures of the Bologna Process (O’Driscoll et al., 2012). Therefore, Chile’s intent to align with the Bologna Accord in order to compete on the international higher education stage and to align with the neoliberal agenda in terms of promoting “quality” and “accountability” has fallen short (Apple, 2016a; Orr & Orr, 2016; Tarc, 2012). That is, the Higher Education Ministry in Chile (Ministerio de Educación de Chile) needs to seriously fund and implement the expectations of the Bologna Accord if they wish to ensure quality of education for higher education students (Kehm, 2010).

### **Leadership vs Administration and Authority**

A surprising finding that had significant implications for leadership theory was that Chilean university communities, including administrators, the professoriate, **and** students, did

not perceive “leadership” as a relevant conceptualisation for leaders in universities. Indeed, leaders in Chilean universities perceived themselves to be “administrators” and “authorities” and found the concept of “leadership” to be foreign to them in their sector. Rather, all university stakeholders perceived ‘leadership’ as an external-to-the-university role, more closely aligned with the industry and commerce sectors. This presented an ideological dissonance between how the senior administrative roles were conceptualised and enacted in comparison to contemporary leadership theory. In this study, I explored Kouzes and Posner’s (2003, 2017) transformational leadership theory and transformative leadership as foundational theories because these encompassed dimensions of organisational culture and change processes both of which related to the quality agenda, as well as the scholarly collective’s cultural orientations surrounding understanding the quality agenda. Therefore, the disconnect between leadership theory and the prevailing and pervasive ideology of “administration”, “management”, and “authority” rather than leadership of people to bring about positive change was evident and surprising. Hence, Kouzes and Posner’s transformational leadership theory offers real value to the Chilean higher education system as an ideology and different way of perceiving the role of leaders, and their interactions with academics and students which could provide a more effective and less authoritarian philosophical orientation. Given the negative legacies of the Pinochet era it would be valuable for university leaders to explore and adopt more humanistic and theoretically sound approaches into their leadership modus operandi and self-conceptualisations.

### **Offering a Critique of the Neoliberal Agenda in Chilean Higher Education**

- The neoliberal agenda in Chile is a legacy and constant reminder of the dark Pinochet dictatorship era which should be reconsidered at the national level.

In effect, as Barder (2013) stated the agenda addressed by Reagan and Thatcher “represents the normalization of a set of economic theories that were initially experimented within Chile during the middle to late 1970s” (p. 104). Under this Chilean laboratory all the conditions for a radical change in the economy were given and the process was guaranteed by a bloody dictatorship wherein violence repressed the social movement, and dismantled all political organizations of the left wing and any forms of popular organizations such as village communities and workers (Harvey, 2005). In an economic recession context and with the citizenry brutally oppressed, the dictator Pinochet was totally free to promote the transformation of the economy and higher education system, which enabled the proponents of the neoliberal ideology free reign to experiment and implement with no resistance (Harvey, 2005; Santos, 2006; Barder, 2013, Brown, 2015; Smyth, 2017). Milton Friedman, the father of neoliberal ideology, directly advised Pinochet to take advantage of the conditions in Chile at that time, and this was referred to as “the doctrine of the shock” by Klein (2008), where Pinochet utilized the “the Chicago Boys” to implement the neoliberal experiment in Chile. This group of the right wing economists and academics at the Pontifical Universidad Católica de Chile. This group were known by their attachment to Friedman and their connections in the overthrow of Salvador Allende, the previously democratically elected President.

The Chicago Boy were charged with the dismantling of all the public services and goods and the reversal of the nationalization of the natural resources – as was the case of the copper which the rights were sold to international interests and to a select few Chilean families. They established the deregulation and privatization of state industries and opened these up to corporate participation in all the ambit of the national economy. This included the unprecedented exploitation of the natural resources, which guaranteed profit for these companies (Thorsen, 2010; Thorsen & Lie, 2012). The State was literally expelled from any

means of control of the economy and was an instrument to back the new economic order through a new Constitution, which was supported by the juridical conditions created to protect corporate capitalism and to disintegrate democracy and the social good (Barder, 2013; Brown, 2015).

Given this negative legacy of the Pinochet era, the re-established democratic government of Chile needs to re-examine the viability – pros and cons – of the neoliberal experiment that was so forcefully and unquestioningly established during Pinochet dictatorship. This examination must critique the advantages and disadvantages of the neoliberal ideology, particularly as it relates to the funding of higher education to determine if this ideology is still relevant and if there needs to be a return to the higher ideals of higher education as a social good that does not pertain to institutions as corporate entities – that is, we should not view students as consumer products and teachers as minions in a corporate venture. Rather, the education relationship between students and professors should be an educational relationship rather than a transactional one which would enable the re-establishment of a more appropriate and less tense relationship within the teaching and learning sphere. Additionally, if the government was committed to appropriately funding public and state universities as part of a “nation building” ethos, this would enable more young people to lead better lives and allow the university to return to that of a public service to society.

As a result of the neoliberal experiment in Chile, the university has become another market actor to survive, reproducing the same structures of injustice presented by Chilean (and international) society as a whole in the distribution of their 'goods'. This contributes to the strengthening of a strongly segmented education sector in Chile, where there are universities for the rich and universities for the poor following the competition values of the corporate sector. In the logic of the market, the university offer programs based upon those that will be of

value to the market rather than a wide offering that will enrich all of society. For example, corporate and industry careers focused on engineering and commerce abound whereas the Arts and music are removed because there is less “value” or money to be made from careers in these Humanities-based programs (Apple, 2000; Assaél et al., 2011; Lamaitre, 2005; Slaughter & Rhoades, 2000; Zapata & Fleet 2012). Interestingly, Shields (2010) proposed a strategy that facilitates the examination of the structures of organizations from a critical perspective, deconstructing and reconstructing institutional frameworks of action. Shields’ strategy would serve as a useful starting point for university leaders to commence the collective critical discourse with the view to challenging the neoliberal ideology that no longer serves Chilean society.

If the university wants the public mission to return to its sense of being as it was during the republican period, it is necessary for the academic communities to reflect deeply on their language and their practices. For this to happen, leaders must engage with ideologies such as justice, equity and inclusivity, and to establish missions that incorporate citizenship as key institutional value for both students and faculty members and staff. Regardless of the approach, the university must seek authentic and transformational leadership approaches to carry out the changes the universities require, reflecting on the leadership approach that best suits its new culture and practices (Goddard & Vallance, 2011; Kouzes & Posner, 2017; McRoy & Gibbs, 2009; Shields, 2008,).

- The public universities need to consider the ideology underpinning the neoliberal agenda in relation to the institution’s values. That is, public universities as a collective of leaders, faculty, and students must consider the important role that these Public and State institutions have in creating and nurturing citizenship and societal success rather

than maintaining the neoliberal identity as corporations and money-making facilities in competition with others in a cutthroat sector. In other words, these state institutions should return to the pre-Pinochet conceptualization of the need for public university to serve a public good and to provide society with graduates who are highly skilled and knowledgeable but also who have an awareness of good citizenship where they give back to their communities – this would ensure alignment with the first point that the university is serving social justice and the common good.

One of the first aspects that should be a turning point in the consideration of the principles that sustain neoliberalism is the use of a language that was proliferated through fear and intimidation. Indeed, through the tireless repetition of ghost ideas (false and esoteric ideas) such as “terrorism”, “the communist threat”, or the notion of “individual effort”, the logic of value and market metrics was imposed on the Chilean social conscience until society was socialized to these ghost ideas as the new norm (Olssen & Peters, 2005; Brown, 2015; Brown & Posner, 2001; Smyth, 2017). Given that universities have traditionally held a role in the promotion of critical thinking and protest of empty ideologies, it is incumbent on Chilean public universities to challenge these ghost ideas and the socialized terminology and language that has become embedded in Chile’s society as another destructive legacy of the Pinochet era. Thus, universities should be the first to fight back and question these questionable ideological discourse and to delve into the unintended (or maybe there were intended) consequences of the neoliberal ideology as it pertained to higher education. My critique endorses many other scholars who question the viability and value of the neoliberal agenda (Apple, 2016a & b; Brown, 2015; Smyth, 2017).

Additionally, the loss of sense of the public mission of the state universities following the abandonment of universities by the State is another aspect that should be included in the

collective reflection of the academic communities (Lemaitre, 2005b; Santos, 2006). One of the findings offered by this study was the need to reconfigure the public mission of the universities, not only as a statement, but also within the content of the university's educational programs and in the development of professionals who have a commitment to serve the country. This would mean that university communities must regularly meet and critically discuss the mission of the university and how this mission should relate and integrate into educational programs. Following these discussions, academics need to ensure that programs are reviewed and redeveloped to ensure alignment with the new mission of the university so that graduates emerge with a clear sense of their responsibility to themselves, their profession, and their community.

- The neoliberal agenda represents some positives but many negatives – for example, Chilean society including and most importantly students, parents, and employers want to be sure that graduates have experienced quality in their education programs so that they are well-equipped for the contemporary workforce and can promote Chile on the international scene (Burns, 2002; Hernandez-March, Martin & Leguey 2009). Even though the notions of “quality” and “accountability for quality” along with “quality assurance” are all terms and conceptualizations embedded within the neoliberal agenda the desire and demand for quality of education has become a societal issue which was heightened due to the fees students must pay. It will be interesting to see when fees reduce if this demand for quality programs lessens or if, now it has emerged as an issue, will remain as a key desire of society. Even with this quandary, it would behoove university leaders to engage with the issue of effective teaching and learning so that students are able to get the most out of their educational experience regardless of

whether it is called “quality” or no. In order to engage with effective teaching many academics need to be encouraged and rewarded for considering and implementing effective teaching to support students. Thus, it would be useful for the government regulators and institutional bodies in currently in charge of quality assurance to explore and define not so much ‘quality’ but ‘effective teaching and learning’ in order to support academics in their pursuit of enhanced T&L practices (Biggs & Tang, 2010, 2011; Martens & Prosser, 1998; Mårtensson, Roxå, & Stensaker, 2014).

- Academics are working under extreme conditions, including a lack of academic development opportunities to be able to know and develop skills and expertise in effective teaching and assessment (Deem & Brehony, 2005; Lynch, 2013; Randle & Brady, 1997). They lack access to technology that can support better teaching; they have little time within their contracts to engage in academic development or development of instructional and assessment strategies; nor is there a organizational culture of academic collaboration in support of faculty-wide and specific academic development related to discipline-relevant pedagogies that can promote enhanced instruction practice in the disciplines (Mirci & Hensley, 2010; Note Chism, Lees, & Evenbeck, 2002; Prosser, 2010; Ramsden, 2003; Scott & Dixon, 2009; Shulman, 2004) Therefore, universities must reconsider academic contracts, rewards and recognition structures, and time and funding allocations for academic development to target and promote the enhancement of T&L (Ramsden & Martin, 1996, Scott & Scott, 2010, 2012).
- Institutions, as part of their new mission and overt valuing of effective teaching processes in a new post neoliberal higher education sector, must consider including



measures of teaching effectiveness at the classroom level within their tenure and promotion criteria to encourage and actively reinforce the motivation and goal of increasing engagement with initiatives that encourage innovation and change in T&L and the faculty members desire to implement and integrate optimal instructional and assessment approaches in their own classrooms (Coleman & Flood, 2013; Scott & Scott, 2010; Trigwell, 2010; Van Note, Lees, & Evenbeck, 2002; Wlodkowski, 2004)

- Institutional administrators need to adopt a transformational leadership approach to engage their university collectives in defining what effective and optimal teaching and learning is, using academic literature as a reference point, and then continue to weave this effective T&L focus throughout the mission, policies, and procedures of the university and academic committee structures in support of positive change in T&L (Gentle & Clifton, 2017; Kouzes & Posner, 2003, 2017; Shields & Mohan, 2008; Stephenson, 2011).
- The neoliberal agenda as it has played out in Chile, has placed academics in a contract worker role, thereby, creating a divide and conquer culture in the academy. This negative and individualistic culture needs to change in relation to academic development processes in pursuit of enhancement of T&L. This point aligns with the model that has been proposed from the findings of this research (Trigwell, 2010; Trigwell & Shale, 2004).

### **Avenues for Further Research**

The importance of quality systems focused on the improvement of the processes of T&L not only impacts the possibilities for financing of higher education in Chile, and in particular,

public and state universities, but also replenishes the will to fulfill the promise of professional training.

During the last three decades, the University has opened its doors to an enormous number of students whose parents never dreamed of such a possibility. At the same time, it arose as a promise for personal and social development, representing aspirations for upward social mobility and training the professionals that the country required in key areas of development.

But at the same time the University opened its classrooms, the State slowly cut more and more resources, leaving the lion's share of the responsibility for the financing of their studies in the hands of students and their families. And if only said in passing, this education is currently the most expensive among the OECD countries.

The characteristics of these new students, fewer resources from the State, the proliferation of private universities without adequate regulation, and the supply and demand market dynamics ruling the financing of education through tuition and fees put into question the quality of education in the country. Along with this, it defrauded the trust of students and their families with respect to the promises to change social conditions through education.

### **Conclusion**

This study had as its purpose to consider how quality within the teaching and learning sphere can be enhanced in two public Chilean universities through the exploration of the concepts of quality, teaching and learning experiences, expectations, and leadership.

To address this objective, leaders, academics, and students of two Chilean public and state universities were invited to participate in the context of a mixed methodological approach with semi-structured interviews, considered fundamental as a source of information, and an online questionnaire intended complement the qualitative sources.

The findings that emerged as the most important demonstrated, on the one hand, a lack of clear definitions in relation to the meaning of quality in teaching and learning at the heart of academic communities. This influenced the invisibility of these processes as a fundamental part in the integral quality of universities and left students orphaned. These same students forcefully expressed over the course of the study the need for institutions to take responsibility.

Finally, a key finding was that there was no leadership proposal that could undertake the tasks of monitoring these processes, or for training, or for the academic development of professors as key elements for success. The universities have replicated a model of leadership based on the authority in power, unwilling to face the challenges of a dynamic society.

The model presented in this chapter for the management of quality in the processes of teaching and learning aims to explain the findings and propose solutions that affect the entire institution.

The decision to speak to the institution in its entirety is no coincidence, as this model aims to highlight the need for universities to undertake the training of students as a whole organization. At the same time, the model intends to reassess teaching and the role of university academics in the training of integral and well-rounded professionals who are committed to people and civil society, in light of the University's social responsibility as a state and public institution.

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# Appendices

## Appendix A – Interview Invitation Script: Leaders

Dear Vice-Provost / Dean [Name to be added]

[University Name]

I am a doctoral candidate at the University of Calgary and I am writing this letter to invite you as a key leader of a university to participate in a one-to-one interview with me to discuss quality teaching and learning. My research is exploring how a scholarly community understands concepts of “quality”, particularly in relation to teaching and learning and how the university community addresses these processes in higher education. In particular I am keen to understand the role of leaders in managing the quality assurance process in universities in Chile and how they are engaging their faculty members, students, and the wider community in these processes.

In these interviews I will be discussing institutional policies and practices that support and improve the quality of the teaching and learning sphere; as well as how you, as a leader, promote and facilitate change and promote high quality teaching and learning performances within a Chilean public university.

The interview will take place at a time that is convenient for you, via online, skype, or by telephone. The interview is anticipated to take approximately 60 minutes to complete although this may depend on how much you have to say.

I invite you to review the attached consent form prior to participating in the study, as I am required by the research ethics policies of my university to confirm your consent to participate prior to your participation in the interview.

Participation in this study is completely voluntary and you should feel no pressure whatsoever to accept this invitation, however I feel your insights would be very valuable in sharing your leadership perspective on quality teaching and learning. In the spirit of quality as a culture, the findings could inform faculty and institutional authorities about how to enhance teaching and learning, including all stakeholders’ perspectives and voices.

Thank you for considering my invitation to participate in this important research. Please let me know by [date] if you would like to participate and please provide your contact information to Leonor Rodríguez at [contact information] by [deadline].

I will contact you to establish a time for the interview. If you have any further questions, please do not hesitate to contact me if you have any questions.

Kind regards,

Leonor Rodríguez, Doctoral Candidate, University of Calgary

## Appendix A1 – Interview Schedule: Leaders

### Purpose of the study:

Many higher education institutions have adopted quality assurance systems to improve the quality of the teaching and learning processes with good outcomes. However, frequently how these quality assurance systems translations into action do not always consider all stakeholders' vision or their conceptualizations of the meaning of quality teaching and learning within the academic community, and how that is reflected in the teaching and learning institutional policies and practices.

This study aims to explore the way in which the concept of quality in teaching and learning processes is understood by leaders, faculty members, and students in Chilean public universities. It also seeks to examine how consistently quality assurance processes are being addressed through policies, strategies, and practices. Similarly, because the implementation and translation of quality assurance processes is a challenging project within a higher education institution and requires the academic community's involvement, this study explores the role of leaders in supporting the alignment between policy and action in relation to quality assurance processes, particularly in the sphere of teaching and learning.

### Demographics

1. Your gender is:
  - i. Female
  - ii. Male
  
2. What is your role in this institution?

3. How many years have you been a leader in the university context?

- i. 0-4 years
- ii. 5-9 years
- iii. 10-14 years
- iv. 15-19 years
- v. 20-24 years
- vi. 25+ years

1. What is the highest level of qualifications you have in your specialization/discipline? (*fill in as many as applicable*)

Doctoral

Masters

Bachelor

Additional Qualifications  \_\_\_\_\_ (*please specify*)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other: \_\_\_\_\_ (*please specify*)

2. What is the highest level of qualifications you have in teaching/education? (*fill in as many as applicable*)

Doctoral

Masters

Bachelor

Additional Qualifications  \_\_\_\_\_ (*please specify*)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Other: \_\_\_\_\_ (*please specify*)

## Leaders' questions

1. What is the importance of teaching?
  - a. What is the importance of learning?
  - b. Which is more important, teaching or learning? Why?
2. How would you define “quality” in teaching?
  - a. How would you define “quality” learning?
3. How important is improving the quality of teaching and learning for the institution, considering internal and external variables (*e.g., student success, quality assurance process, accountability*)? Please explain.
4. What policies are in place in your institution to support T&L?
  - a. How effective are these policies in establishing quality T&L?
  - b. Are these policies in alignment with rewards and recognition processes for good teaching?
  - c. How can the policies be improved?
  - d. How do you judge/evaluate the effectiveness of your T&L policy framework?
5. What strategies or system-wide approaches are in place in your institution/school/faculty to promote quality T&L?
  - a. How effective are these strategies? Please explain.
  - b. How can they be improved? Please explain.
  - c. How do you judge/evaluate their effectiveness? Please explain.
6. What are some of the barriers that are interfering with you being an effective leader in promoting quality teaching and learning?
  - a. What are some possible ways to overcome these barriers?
7. What factors or supports are available to you as a leader to assist you in promoting quality teaching and learning?
8. What expectations do you, as a leader, have in relation to your responsibilities to promote effective teaching and quality learning? Please explain.
  - a. What expectations do teachers have in relation to their teaching responsibilities/activities? Please explain
9. What expectations do parents and community have regarding the quality of teaching and learning in this institution? Please explain.
  - a. How influential are community views/perceptions about teaching and learning?

## Appendix A2 – Interview Consent Form: Deans

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**Name of Researcher, Faculty, Department, Telephone & Email:**

Leonor Rodríguez, Doctoral Candidate, Graduate Division of Educational Research, Werklund School of Education, University of Calgary.

Phone: 403 918 0918

Email: [lerodrig@ucalgary.ca](mailto:lerodrig@ucalgary.ca)

**Supervisor:**

Dr. Shelleyann Scott, Professor, Werklund School of Education

**Title of Project:**

Exploring Issues of Quality Teaching and Learning within Public Chilean Higher Education

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This consent form, a copy of which has been given to you, is only part of the process of informed consent. If you want more details about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

*The University of Calgary Conjoint Faculties Research Ethics Board has approved this research study.*

**Purpose of the Study:**

The aim of this study is to explore, from a range of stakeholders' perspectives, the way in which the quality of teaching and learning can be assessed and enhanced within two public Chilean Universities. It also aims to examine the underpinning concepts, processes, and inherent impacts of quality teaching and learning inside of the organisation that are within the frame of a quality assurance process.

It is important to understand the particular context; participants' perspectives; and the challenges in establishing and maintaining the quality in teaching and learning policies and

practices. This research project aims to shed light on the university community's vision of quality in teaching and learning, and in particular, how you perceive your leadership role as influencing policies and practices aimed at enhancing teaching and learning quality. This research project will be conducted over two months exploring leaders', faculty members', and students' perceptions of teaching and learning quality in the University of \_\_\_\_\_.

You are considering an invitation to participate in an interview focusing on quality in teaching and learning, from a leadership perspective. The following outlines the information related to informed consent.

### **What Will I Be Asked to Do?**

As a voluntary participant in the research, you will have the opportunity to participate in an interview that focuses on quality teaching and learning at the Universidad Tecnológica Metropolitana / Universidad de Magallanes. The interview may be recorded (with your approval) and the audio recordings stored as digital files. Some comments that you make may be recorded in written point form. All written and digital recordings will be used as study data.

Your inclusion in the interviews may take a total of one to two hours beyond your regular work.

You may refuse to participate altogether in the study or to withdraw from the study at any time without penalty or loss. If you initially agree to participate in the research study but subsequently withdraw, then any data gathered to that point will be removed from the entire data set.

### **What Type of Personal Information Will Be Collected?**

Should you agree to participate in the study, select demographic information will be collected, such as your educational role, contract type, years of teaching experience, years of experience in a leadership role, and qualifications may be noted by the researchers. However, all study data will be reported in an anonymous format and no personally identifying information will be included in study reports.

There will be no remuneration or compensation for participating in this study.

### **What Happens to the Information I Provide?**

Participation is completely voluntary and confidential. You are free to discontinue participation at any time during the study. No one except me will be allowed to see or hear any of the written or digital recordings of your participation. Study findings will be summarized for any scholarly presentation or publication of results, including a final summary report that will be submitted to the Universidad Tecnológica Metropolitana / Universidad de Magallanes where it can be used to inform the development of the University's Teaching and Learning Quality Plan.

Individual's comments may be quoted in presentations, publications, and the final report only if there is minimal risk of identifying the individuals involved. Study data will be kept in a locked office only accessible by me. Data will be destroyed after two years.

---

### **Signatures (written consent)**

Your signature on this form indicates that you: 1) understand to your satisfaction the information provided to you about your participation in this research project, and 2) agree to participate as a research subject.

In no way does this waive your legal rights nor release the investigators, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from this research project at any time. You should feel free to ask for clarification or new information throughout your participation.

Participant's Name: (please print) \_\_\_\_\_

Participant's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Researcher's Name: (please print) Leonor Rodríguez

Researcher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Questions/Concerns**



If you have any further questions or want clarification regarding this research and/or your participation, please contact:

Leonor Rodríguez,  
Doctoral Candidate,  
Graduate Division of Educational  
Research  
Werklund School of Education  
University of Calgary  
Phone: 403 918 0918  
Email: [lerodrig@ucalgary.ca](mailto:lerodrig@ucalgary.ca)

OR

Dr. Shelleyann Scott  
Supervisor  
Associate Professor, Leadership, Policy &  
Governance  
Werklund School of Education  
University of Calgary  
2500 University Drive NW  
Calgary AB T2N 1N4  
Telephone: 403-220-5694  
Fax: 403-282-3005  
Email: [SScott@ucalgary.ca](mailto:SScott@ucalgary.ca)

If you have any concerns about the way you've been treated as a participant, please contact the Research Ethics Analyst, Research Services Office, University of Calgary at (403) 210-9863; email: [cfreb@ucalgary.ca](mailto:cfreb@ucalgary.ca). A copy of this consent form has been given to you to keep for your records and reference. The investigator has kept a copy of the consent form.

## Appendix A3 – Interview Consent Form: Vice Rector/Rector

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**Name of Researcher, Faculty, Department, Telephone & Email:**

Leonor Rodríguez, Doctoral Candidate, Graduate Division of Educational Research, Werklund School of Education, University of Calgary.

Phone: 403 918 0918

Email: [lerodrig@ucalgary.ca](mailto:lerodrig@ucalgary.ca)

**Supervisor:**

Dr. Shelleyann Scott, Professor, Werklund School of Education

**Title of Project:**

Exploring Issues of Quality Teaching and Learning within Public Chilean Higher Education

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This consent form, a copy of which has been given to you, is only part of the process of informed consent. If you want more details about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

*The University of Calgary Conjoint Faculties Research Ethics Board has approved this research study.*

**Purpose of the Study:**

The aim of this study is to explore, from a range of stakeholders' perspectives, the way in which the quality of teaching and learning can be assessed and enhanced within two public Chilean Universities. It also aims to examine the underpinning concepts, processes, and inherent impacts of quality teaching and learning inside of the organisation that are within the frame of a quality assurance process.

It is important to understand the particular context; participants' perspectives; and the challenges in establishing and maintaining the quality in teaching and learning policies and

practices. This research project aims to shed light on the university community's vision of quality in teaching and learning, and in particular, how you perceive your leadership role as influencing policies and practices aimed at enhancing teaching and learning quality. This research project will be conducted over two months exploring leaders', faculty members', and students' perceptions of teaching and learning quality in the University of \_\_\_\_\_.

You are considering an invitation to participate in an interview focusing on quality in teaching and learning, from a leadership perspective. The following outlines the information related to informed consent.

### **What Will I Be Asked to Do?**

As a voluntary participant in the research, you will have the opportunity to participate in an interview that focuses on quality teaching and learning at the Universidad Tecnológica Metropolitana / Universidad de Magallanes. The interview may be recorded (with your approval) and the audio recordings stored as digital files. Some comments that you make may be recorded in written point form. All written and digital recordings will be used as study data.

Your inclusion in the interviews may take a total of one to two hours beyond your regular work.

You may refuse to participate altogether in the study or to withdraw from the study at any time without penalty or loss. If you initially agree to participate in the research study but subsequently withdraw, then any data gathered to that point will be removed from the entire data set.

### **What Type of Personal Information Will Be Collected?**

Should you agree to participate in the study, select demographic information will be collected, such as your educational role, contract type, years of teaching experience, years of experience in a leadership role, and qualifications may be noted by me. However, all study data will be reported in an anonymous format and no personally identifying information will be included in study reports.

There will be no remuneration or compensation for participating in this study.

### **What Happens to the Information I Provide?**

Participation is completely voluntary and confidential. You are free to discontinue participation at any time during the study. No one except me will be allowed to see or hear any of the written or digital recordings of your participation. Study findings will be summarized for any scholarly presentation or publication of results, including a final summary report that will be submitted to the Universidad Tecnológica Metropolitana / Universidad de Magallanes. where it can be used to inform the development of the University's Teaching and Learning Quality Plan.

Individual's comments may be quoted in presentations, publications, and the final report only if there is minimal risk of identifying the individuals involved. Study data will be kept in a locked office only accessible by me. Data will be destroyed after two years.

---

### **Signatures (written consent)**

Your signature on this form indicates that you: 1) understand to your satisfaction the information provided to you about your participation in this research project, and 2) agree to participate as a research subject.

In no way does this waive your legal rights nor release the investigators, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from this research project at any time. You should feel free to ask for clarification or new information throughout your participation.

Participant's Name: (please print) \_\_\_\_\_

Participant's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Researcher's Name: (please print) Leonor Rodríguez

Researcher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Questions/Concerns**

If you have any further questions or want clarification regarding this research and/or your participation, please contact:

Leonor Rodríguez,  
Doctoral Candidate,  
Graduate Division of Educational  
Research  
Werklund School of Education  
University of Calgary  
Phone: 403 918 0918  
Email: [lerodrig@ucalgary.ca](mailto:lerodrig@ucalgary.ca)

OR

Dr. Shelleyann Scott  
Supervisor  
Associate Professor, Leadership, Policy &  
Governance  
Werklund School of Education  
University of Calgary  
2500 University Drive NW  
Calgary AB T2N 1N4  
Telephone: 403-220-5694  
Fax: 403-282-3005  
Email: [SScott@ucalgary.ca](mailto:SScott@ucalgary.ca)

If you have any concerns about the way you've been treated as a participant, please contact the Research Ethics Analyst, Research Services Office, University of Calgary at (403) 210-9863; email: [cfreb@ucalgary.ca](mailto:cfreb@ucalgary.ca). A copy of this consent form has been given to you to keep for your records and reference. The investigator has kept a copy of the consent form.

## Appendix B – Interview Invitation Script: Faculty Members

Dear Professor

[University Name]

I am a doctoral candidate at the University of Calgary and I am writing this letter to invite you as a key leader of a university to participate in a one-to-one interview with me to discuss quality teaching and learning. My research is exploring how a scholarly community understands concepts of “quality”, particularly in relation to teaching and learning and how the university community addresses these processes in higher education. In particular, I am keen to understand the role of faculty members in understanding and implementing the quality assurance process in universities in Chile and how they are engaging in quality teaching and assessment.

In these interviews I will be discussing with you your conceptualizations of quality teaching and learning and your thoughts about the policies and practices that are encompassed in the quality assurance processes for teaching and learning in your university.

The interview will take place at a time that is convenient for you, via online, skype, or by telephone. The interview is anticipated to take approximately 60 minutes to complete although this may depend on how much you have to say.

I invite you to review the attached consent form prior to participating in the study as I am required by the research ethics policies of my university to confirm your consent to participate prior to your participation in the research.

Participation in this study is completely voluntary and you should feel no pressure whatsoever to accept this invitation, however, I feel your insights would be very valuable in sharing your academic perspective on quality teaching and learning. In the spirit of quality as a culture, the findings could inform faculty and institutional authorities about how to enhance teaching and learning including, all stakeholders’ perspectives and voices.

Thank you for considering my invitation to participate in this important research. Please let me know by [date] if you would like to participate and please provide your contact information to Leonor Rodríguez at [contact information] by [deadline].

I will contact you to establish a time for the interview. If you have any further questions, please do not hesitate to contact me if you have any questions.

Kind regards,  
Leonor Rodríguez  
Doctoral Candidate, University of Calgary

## Appendix B1 – Interview Schedule: Faculty Members

### Purpose of the study:

Many higher education institutions have adopted quality assurance systems to improve the quality of the teaching and learning processes with good outcomes. However, frequently how these quality assurance systems translations into action do not always consider all stakeholders' vision or their conceptualizations of the meaning of quality teaching and learning within the academic community, and how that is reflected in the teaching and learning institutional policies and practices.

This study aims to explore the way in which the concept of quality in teaching and learning processes is understood by faculty members, students, and leaders in Chilean public universities. It also seeks to examine how consistently quality assurance processes are being addressed through policies, strategies, and practices. Similarly, because the implementation and translation of quality assurance processes is a challenging project within a higher education institution and requires the academic community's involvement, this study explores the role of faculty members in implementing effective teaching and assessment and their understanding of the quality assurance policies and action, particularly as they relate to teaching and learning.

### Demographics

1. How many years have you been working at the University?
  - i. In your first year
  - ii. Between 2 and 4 years
  - iii. Between 5 and 7 years
  - iv. Between 8 and 10 years
  - v. More than 11 years  How many years? \_\_\_\_\_
  
2. Your current academic designation is:
  - i. Professor
  - ii. Associate professor
  - iii. Assistant professor
  - iv. Senior lecturer
  - v. Lecturer
  - vi. Tutor
  - vii. Sessional faculty
  - viii. Other: \_\_\_\_\_ (*please specify*)

3. Your **highest** academic qualification is:
- i. Doctoral degree
  - ii. Masters
  - iii. Bachelor degree
  - iv. Other: \_\_\_\_\_ (*please specify*)
4. Your **teaching** qualifications is:
- i. No teaching qualifications
  - ii. Doctoral degree
  - iii. Master
  - iv. Bachelor degree
  - v. Graduate diploma
  - vi. Graduate certificate
  - vii. Other: \_\_\_\_\_ (*please specify*)
5. Your discipline/subject area you teach is \_\_\_\_\_
6. What aspects of teaching does your **role** entail? (*please check all that apply*)
- i. Department coordination
  - ii. Program / courses coordination
  - iii. Planning of teaching
  - iv. Administration of student appeals
  - v. Teaching (face-to-face)
  - vi. Teaching (online)
  - vii. Teaching (blended both online/face-to-face)
  - viii. Student assessment
  - ix. Student feedback
  - x. Curriculum (re)development
  - xi. Guiding student matters
  - xii. Researching in teaching and learning
  - xiii. Training/academic development in teaching and learning
  - xiv. Auto-evaluation and reflections on practices
  - xv. Student evaluation
  - xvi. Peer evaluation
  - xvii. Other \_\_\_\_\_ (*please specify*)
7. Along with teaching, I am assuming other roles such as: (*please select as many as appropriate*):
- i. Research
  - ii. Leadership
  - iii. Administration/managing
  - iv. Other: \_\_\_\_\_ (*please specify*)



8. In terms of your preferences, rate the role that you prefer the most with 1 to 4 with 1 being your most preferred role:
- i. Teaching
  - ii. Researching
  - iii. Leadership
  - iv. Administration
  - v. Other:  \_\_\_\_\_ (*please specify*)
9. Your gender is:
- i. Female
  - ii. Male
10. Your age is: \_\_\_\_\_ years old

## Teaching and Learning

1. What is the importance of teaching?
  - a. What is the importance of learning?
  - b. Which is more important, teaching or learning? Please explain why?
2. What is quality in teaching?
  - a. What is quality learning?
3. How can a teacher impact student learning process?
4. Who is responsible for the students having good learning experiences? Please explain why?
5. Briefly, describe the kind of activities you use for promoting student learning. Please explain why?
6. Briefly, describe the kind of assessment approaches you use. Please explain why you use these formats?

## Institutional Approaches to Promoting a Culture of Quality Teaching

7. What are the main barriers or constraints you perceive as interfering with you being an effective teacher?
8. How does your School/Faculty/Department support you in your teaching activities?
9. Is your teaching effectiveness systematically evaluated by your school/university? Please explain/
  - a. If not, what would be an optimal way to evaluate teaching?

- b. If yes, is it appropriate and what would you suggest improving the current process in order to make it more valuable to you?
  - c. If yes, can you use the information from the evaluation to further guide improvements/enhancements to your teaching?
10. What expectations do you, as a teacher, have in relation to your responsibilities to promote effective teaching and quality learning? Please explain your answer? (*Resources, time, preparation, training or professional development, etc.*)
- a. What expectations do students have in relation to your teaching responsibilities/activities? Please explain
  - b. What expectations do leaders have in relation to students' learning experiences? Please explain
  - c. What expectations do the community/parents have in relation to students' learning experiences? Please explain
11. Do you perceive your teaching activities are valued in the academic community? Please explain further.
12. What are the incentives and/or rewards for engaging in T&L-related activities?
- a. How can these rewards/recognition processes be improved? (*e.g., personal, school, divisional, university levels or other*)

## Professional Development

13. Consider the teaching and learning preparation experiences you have had **prior to assuming your current teaching position** at this university. Each pair of descriptors represents two ends of a continuum. Check the box at the point in each continuum which most accurately characterizes your dominant learning experiences.

Mostly	1					6	Mostly
Informal (seminars, mentoring, workshops)							Formal (Qualifications based)
Casual							Intentional
Self-initiated							Employer- initiated
Voluntary							Mandated
Reactive (to solve problems)							Proactive (to circumvent potential problems)
Local (within a faculty/school)							Centralized (university T&L centers)

External facilitators/consultants							University facilitators/providers (Designed and facilitated by faculty/university staff)
General professional learning							Learning linked explicitly to T&L

14. Consider your development experiences during your current teaching position at this university. Each pair of descriptors represents two ends of the continuum. Check the box at the point in each continuum which most accurately characterizes your dominant learning experiences.

Mostly	1					6	Mostly
Informal (seminars, mentoring, workshops)							Formal (Qualifications based)
Casual							Intentional
Self-initiated							Employer-initiated
Voluntary							Mandated
Reactive (to solve problems)							Proactive (to circumvent potential problems)
Local (within a faculty)							Centralized (university T&L centers)
External facilitators/consultants							University facilitators/providers (Designed and facilitated by faculty/university staff)
General professional learning							Learning linked explicitly to teaching & learning

15. Please rate the effectiveness of the types of teaching & learning preparation **and development** experiences in which you have engaged **both prior and during** your current teaching position. Please complete both sides of the effectiveness scales.

Effectiveness					<i>Please rate the <b>effectiveness</b> of each type of teaching &amp; learning preparation/development programs</i>		Effectiveness				
Highly Effective	Effective	Neutral	Ineffective	High Ineffective	Types of Leadership Preparation/development		Highly Effective	Mostly effective	Neutral	Ineffective	High Ineffective
					Informal (seminars, mentoring, workshops)	Formal (Qualifications based)					
					Casual	Intentional					
					Self-initiated	Employer-initiated					
					Voluntary	Mandated					
					Reactive (to solve problems)	Proactive (to circumvent potential problems)					
					Local	Centralized					
					External to the university providers (outside consultants)	University provider (Designed and facilitated from within the university)					
					General professional learning	Learning linked explicitly to teaching & learning					

## Appendix B2 – Interview Consent Form: Faculty Members

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**Name of Researcher, Faculty, Department, Telephone & Email:**

Leonor Rodríguez, Doctoral Candidate, Graduate Division of Educational Research, Werklund School of Education, University of Calgary.

Phone: 403 918 0918

Email: [lerodrig@ucalgary.ca](mailto:lerodrig@ucalgary.ca)

**Supervisor:**

Dr. Shelleyann Scott, Professor, Werklund School of Education

**Title of Project:**

Exploring Issues of Quality Teaching and Learning within Public Chilean Higher Education

---

This consent form, a copy of which has been given to you, is only part of the process of informed consent. If you want more details about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

*The University of Calgary Conjoint Faculties Research Ethics Board has approved this research study.*

**Purpose of the Study:**

The aim of this study is to explore, from a range of stakeholders' perspectives, the way in which the quality of teaching and learning can be assessed and enhanced within two public Chilean Universities. It also aims to examine the underpinning concepts, processes, and inherent impacts of quality teaching and learning inside of the organisation that are within the frame of a quality assurance process.

It is important to understand the particular context; participants' perspectives; and the challenges in establishing and maintaining the quality in teaching and learning policies and

practices. This research project aims to shed light on the university community's vision of quality in teaching and learning, and in particular, how you perceive your leadership role as influencing policies and practices aimed at enhancing teaching and learning quality. This research project will be conducted over two months exploring leaders', faculty members', and students' perceptions of teaching and learning quality in the University of \_\_\_\_\_.

You are considering an invitation to participate in an interview focusing on quality in teaching and learning, from a faculty member's perspective. The following outlines the information related to informed consent.

### **What Will I Be Asked to Do?**

As a voluntary participant in the research, you will have the opportunity to participate in an interview that focuses on quality teaching and learning at the Universidad Tecnológica Metropolitana / Universidad de Magallanes. The interview may be recorded (with your approval) and the audio recordings stored as digital files. Some comments that you make may be recorded in written point form. All written and digital recordings will be used as study data.

Your inclusion in the interviews may take a total of one to two hours beyond your regular work.

You may refuse to participate altogether in the study or to withdraw from the study at any time without penalty or loss. If you initially agree to participate in the research study but subsequently withdraw, then any data gathered to that point will be removed from the entire data set.

### **What Type of Personal Information Will Be Collected?**

Should you agree to participate in the study, select demographic information will be collected, such as your educational role, contract type, years of teaching experience, and qualifications may be noted by me. However, all study data will be reported in an anonymous format and no personally identifying information will be included in study reports.

There will be no remuneration or compensation for participating in this study.

### **What Happens to the Information I Provide?**

Participation is completely voluntary and confidential. You are free to discontinue participation at any time during the study. No one except me will be allowed to see or hear any of the written or digital recordings of your participation. Study findings will be summarized for any scholarly presentation or publication of results, including a final summary report that will be submitted to the Universidad Tecnológica Metropolitana / Universidad de Magallanes where it can be used to inform the development of the University's Teaching and Learning Quality Plan.

Individual's comments may be quoted in presentations, publications, and the final report only if there is minimal risk of identifying the individuals involved. Study data will be kept in a locked office only accessible by me. Data will be destroyed after two years.

---

### **Signatures (written consent)**

Your signature on this form indicates that you: 1) understand to your satisfaction the information provided to you about your participation in this research project, and 2) agree to participate as a research subject.

In no way does this waive your legal rights nor release the investigators, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from this research project at any time. You should feel free to ask for clarification or new information throughout your participation.

Participant's Name: (please print) \_\_\_\_\_

Participant's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Researcher's Name: (please print) Leonor Rodríguez

Researcher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Questions/Concerns**

If you have any further questions or want clarification regarding this research and/or your participation, please contact:

Leonor Rodríguez,  
Doctoral Candidate,  
Graduate Division of Educational  
Research  
Werklund School of Education  
University of Calgary  
Phone: 403 918 0918  
Email: [lerodrig@ucalgary.ca](mailto:lerodrig@ucalgary.ca)

Dr. Shelleyann Scott  
Supervisor  
Professor, Leadership, Policy & Governance  
Werklund School of Education  
University of Calgary  
OR  
2500 University Drive NW  
Calgary AB T2N 1N4  
Telephone: 403-220-5694  
Fax: 403-282-3005  
Email: [SScott@ucalgary.ca](mailto:SScott@ucalgary.ca)

If you have any concerns about the way you've been treated as a participant, please contact the Research Ethics Analyst, Research Services Office, University of Calgary at (403) 210-9863; email: [cfreb@ucalgary.ca](mailto:cfreb@ucalgary.ca). A copy of this consent form has been given to you to keep for your records and reference. The investigator has kept a copy of the consent form.



## Appendix C – Interview Invitation Script: Students

Dear Student

[University Name]

I am a doctoral candidate at the University of Calgary and I am writing this letter to invite you, as a student, to participate in a one-to-one or focus group interview with me to discuss your perceptions of quality of your learning experiences and the teaching in your courses. My research is exploring how a university community understands conceptualizes “quality”, particularly in relation to teaching and learning and how they address these processes in higher education. In particular, I am keen to understand how students perceive good teaching and learning and make sense of the quality assurance process in universities in Chile and how these are impacting them in their studies.

In these interviews I will be discussing your conceptualizations of quality learning and teaching and your thoughts about the policies and practices that are encompassed in the quality assurance processes and how these might affect students.

The interview(s) will take place at a time that is convenient for you, via online or by telephone conference call (for focus groups). The interview is anticipated to take approximately 60 minutes to complete although this may depend on how much you (or the group) have to say.

I invite you to review the attached consent form prior to participating in the study as I am required by the research ethics policies of my university to confirm your consent to participate prior to your participation in the research.

Participation in this study is completely voluntary and you should feel no pressure whatsoever to accept this invitation, however, I feel your insights would be very valuable in sharing your student perspective on quality teaching and learning. In the spirit of quality as a culture, the findings could inform faculty and institutional authorities about how to enhance teaching and learning, including all stakeholders’ perspectives and voices.

Thank you for considering my invitation to participate in this important research. Please let me know by [date] if you would like to participate. If you would like to participate in this study, please provide your contact information to Leonor Rodríguez at [contact information] by [deadline].

I will contact you to establish a time for the interview. If you have any further questions, please do not hesitate to contact me if you have any questions. Kind regards,

Leonor Rodríguez  
Doctoral Candidate, University of Calgary

## Appendix C1 – Interview Schedule: Student

### Purpose of the study:

Many higher education institutions have adopted quality assurance systems to improve the quality of the teaching and learning processes with good outcomes. However, frequently how these quality assurance systems translations into action do not always consider all stakeholders' vision or their conceptualizations of the meaning of quality teaching and learning within the academic community, and how that is reflected in the teaching and learning institutional policies and practices.

This study aims to explore the way in which the concept of quality in teaching and learning processes is understood by students, faculty members, and leaders in Chilean public universities. It also seeks to examine how consistently quality assurance processes are being addressed through practices, strategies, and policies. Similarly, because the implementation and translation of quality assurance processes is a challenging project within a higher education institution and requires the academic community's involvement, this study explores the role of students and their expectations in ensuring effective learning and teaching.

### Demographics

1. How many years have you been studying at the University?  
I am ...
  - i. In my first year
  - ii. Between 2 and 3 years
  - iii. Between 4 and 5 years
  - iv. More than 6 years  How many years? \_\_\_\_\_
  
2. My current academic state is:
  - v. Undergraduate student
  - vi. Graduate student
  - vii. Other: \_\_\_\_\_ (*please specify*)
  
3. My career or discipline/subject of education is \_\_\_\_\_
  
4. How many hours of paid work do you undertake in a week?
  - viii. I do not work
  - ix. 2-4 hours per week

- x. 5-10 hours per week
- xi. 11 or more hour per week
- xii. Other: \_\_\_\_\_ (*please specify*)

5. How many hours of voluntary unpaid work do you undertake in a week?

- xiii. I do not work
- xiv. 2-4 hours per week
- xv. 5-10 hours per week
- xvi. 11 or more hour per week
- xvii. Other: \_\_\_\_\_ (*please specify*)

6. Along with studying, you are assuming other roles such as: (*please select as many as appropriate*):

- xviii. Assistantship
- xix. Research assistant
- xx. Students' leadership
- xxi. Other: \_\_\_\_\_ (*please specify*)

7. My gender is:

- xxii. Female
- xxiii. Male

8. My age is: \_\_\_\_\_ years old

### **Approaches of quality in teaching and learning at the higher education**

1. What are the best learning activities that keep you interested and engaged?
  - a. Are these the ones that best help you to learn? If there are different ones, please explain these.
2. What are the most fruitful assessment activities that make you to success, promoting deep learning?
3. Which study strategies do you consider the most effective in helping you to learn?
4. What are the features of a good learning?
5. What is the importance of teaching?
  - a. What is the importance of learning?

- b. Which is more important, teaching or learning? Why?
- 6. What is quality in teaching
  - a. What is quality learning?
- 7. Whose responsibility is to ensure that learning occurs? Why?
- 8. How important is quality learning to you? Why?
- 9. How important is quality learning to your family? Why?
- 10. Do you currently evaluate the teachers' effectiveness in some way?
  - a. If not, what it should be an efficient and useful way to do it?
  - b. If yes, how could you improve the current evaluation of quality teaching?
- 11. What expectations do you, as a student, have in relation to your responsibilities to promote effective teaching and quality learning? Please explain your answer?
  - a. What expectations does the community/parents have in relation to their learning experiences? Please explain
  - b. What expectations do teachers have in relation to their teaching responsibilities/activities? Please explain
  - c. What expectations do leaders have in relation to students' learning experiences? Please explain.

## Appendix C2 – Interview Consent Form: Student

---

**Name of Researcher, Faculty, Department, Telephone & Email:**

Leonor Rodríguez, Doctoral Candidate, Graduate Division of Educational Research, Werklund School of Education, University of Calgary.

Phone: 403 918 0918

Email: [lerodrig@ucalgary.ca](mailto:lerodrig@ucalgary.ca)

**Supervisor:**

Dr. Shelleyann Scott, Professor, Werklund School of Education

**Title of Project:**

Exploring Issues of Quality Teaching and Learning within Public Chilean Higher Education

---

This consent form, a copy of which has been given to you, is only part of the process of informed consent. If you want more details about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

*The University of Calgary Conjoint Faculties Research Ethics Board has approved this research study.*

**Purpose of the Study:**

The aim of this study is to explore, from a range of stakeholders' perspectives, the way in which the quality of teaching and learning can be assessed and enhanced within two public Chilean Universities. It also aims to examine the underpinning concepts, processes, and inherent impacts of quality teaching and learning inside of the organisation that are within the frame of a quality assurance process.

It is important to understand the particular context; participants' perspectives; and the challenges in establishing and maintaining the quality in teaching and learning policies and practices. This research project aims to shed light on the university community's vision of quality in teaching and learning, and in particular, how you perceive teaching and learning quality in your university. This research project will be conducted over two months exploring students', faculty members', leaders' perceptions of teaching and learning quality in the University of \_\_\_\_\_.

You are considering an invitation to participate in a focus group or one-to-one interview focusing on quality in teaching and learning, from a student's perspective. The following outlines the information related to informed consent.

### **What Will I Be Asked to Do?**

As a voluntary participant in the research, you will have the opportunity to participate in an interview that focuses on quality teaching and learning at the Universidad Tecnológica Metropolitana / Universidad de Magallanes

The interview may be recorded (with your approval) and the audio recordings stored as digital files. Some comments that you make may be recorded in written point form. All written and digital recordings will be used as study data. Your inclusion in the interviews may take a total of one to two hours beyond your university activities.

You may refuse to participate altogether in the study or to withdraw from the study at any time without penalty or loss. If you initially agree to participate in the research study but subsequently withdraw, then any data gathered to that point from focus group interviews will be retained in the entire data set due to the difficulties in isolating individual's comments.

### **What Type of Personal Information Will Be Collected?**

Should you agree to participate in the study, select demographic information will be collected, such as your educational program, year level, etc. may be noted by me. However, all study data will be reported in an anonymous format and no personally identifying information will be included in study reports. There will be no remuneration or compensation for participating in this study.

### **What Happens to the Information I Provide?**

Participation is completely voluntary and confidential. You are free to discontinue participation at any time during the study. No one except me will be allowed to see or hear any of the written or digital recordings of your participation. Study findings will be summarized for any scholarly presentation or publication of results, including a final summary report that will be submitted to the Universidad Tecnológica Metropolitana / Universidad de Magallanes where it can be used to inform the development of the University's Teaching and Learning Quality Plan.

Individual's comments may be quoted in presentations, publications, and the final report only if there is minimal risk of identifying the individuals involved. Study data will be kept in a locked office only accessible by me. Data will be destroyed after two years.

---

### **Signatures (written consent)**

Your signature on this form indicates that you: 1) understand to your satisfaction the information provided to you about your participation in this research project, and 2) agree to participate as a research subject.

In no way does this waive your legal rights nor release the investigators, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from this research project at any time. You should feel free to ask for clarification or new information throughout your participation.

Participant's Name: (please print) \_\_\_\_\_

Participant's Signature \_\_\_\_\_ Date: \_\_\_\_\_

Researcher's Name: (please print) Leonor Rodríguez

Researcher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### **Questions/Concerns**

If you have any further questions or want clarification regarding this research and/or your participation, please contact:

Leonor Rodríguez,	Dr. Shelleyann Scott
Doctoral Candidate,	Supervisor
Graduate Division of Educational	OR Professor, Leadership, Policy & Governance
Research	Werklund School of Education
Werklund School of Education	University of Calgary
University of Calgary	2500 University Drive NW
Phone: 403 918 0918	Calgary AB T2N 1N4
Email: <a href="mailto:lerodrig@ucalgary.ca">lerodrig@ucalgary.ca</a>	Telephone: 403-220-5694
	Fax: 403-282-3005
	Email: <a href="mailto:SScott@ucalgary.ca">SScott@ucalgary.ca</a>

If you have any concerns about the way you've been treated as a participant, please contact the Research Ethics Analyst, Research Services Office, University of Calgary at (403) 210-9863; email: [cfreb@ucalgary.ca](mailto:cfreb@ucalgary.ca). A copy of this consent form has been given to you to keep for your records and reference. The investigator has kept a copy of the consent form.

## Appendix D – Questionnaire Invitation Script: Faculty Members

Dear Professors,

[University Name]

I am writing this letter to invite you as an academic member of this university to participate in a questionnaire that explores your thoughts and understandings of quality as it relates to teaching and learning and how quality is addressed in your university.

I am a Chilean doctoral candidate at the University of Calgary, Canada and my research is seeking to shed light on how a scholarly community understands and addresses teaching and learning “quality”.

The questionnaire is one part of the data collection processes in this study (which also includes interviews and focus groups with various stakeholders including faculty, leaders, and students).

This online questionnaire is estimated to require around 30-45 minutes to complete and is an ideal opportunity for all faculty members to have their say about the teaching, learning, and assessment approaches, conditions, and expectations within your university.

I would love to include you in the data collection processes and I encourage you to participate in this online questionnaire. Participation is completely voluntary and there is no pressure whatsoever to accept this invitation. Confidentiality and anonymity is assured as there will be no way to identify any individual who participates in this study.

Link: *place link here*

The survey will be ‘live’ only during the months of \_\_\_\_\_. You can proceed to the survey at any time by clicking on the above link or copy and pasting the link into your web browser.

Kind regards,

Leonor Rodríguez

Doctoral candidate, University of Calgary



## Appendix D1 – Online Questionnaire Schedule: Faculty Members

### Purpose of the study:

Many higher education institutions have adopted quality assurance systems to improve the quality of the teaching and learning processes with good outcomes. However, frequently how these quality assurance systems translate into action do not always consider all stakeholders' vision or their conceptualizations of the meaning of quality teaching and learning within the academic community, and how that is reflected in the teaching and learning institutional policies and practices.

This study aims to explore the way in which the concept of quality in teaching and learning processes is understood by faculty members, students, and leaders in Chilean public universities. It also seeks to examine how consistently quality assurance processes are being addressed through policies, strategies, and practices. Similarly, because the implementation and translation of quality assurance processes is a challenging project within a higher education institution and requires the academic community's involvement, this study explores the role of faculty members in implementing effective teaching and assessment and their understanding of the quality assurance policies and action, particularly as they relate to teaching and learning.

### Informed Consent Statement

You are invited to participate in this questionnaire which requires about 30-45 minutes to complete; however, **participation is totally voluntary. All responses will remain confidential and anonymity** is assured. Once you commence this questionnaire you can withdraw at any time, however, due to the aggregation of data withdrawing your individual responses will not be possible. I will only be reporting aggregated data and individual comments will be quoted in presentations and publications only if there is no risk of identifying the individuals and universities involved. These data will be used to inform the scholarly community about the perceptions, practices and experiences of quality in teaching and learning processes in Chile, as well as, providing a summary of major findings to the institutional leaders in the universities involved in this study to assist them in their quality assurance processes.

Leonor Rodríguez (lerodrig@ucalgary.ca) is the only individual who will have access to the confidential data now and in the future. The questionnaire data will be stored on Survey Monkey, a highly secure site that is password protected, until the survey closes (Survey Monkey a U.S.A. based firm. There is a small chance that the data may be reviewed by the U.S.A. government under 'The Patriot Act') although this is highly unlikely. The data will remain on Survey Monkey until all analysis possible via Survey Monkey's facilities has been completed. At that time the data will be transferred to Leonor Rodríguez's computer. The computer is password protected and is located in a secure office. Raw data will be kept for a maximum of two years beyond the final completion of the study and then will be destroyed. This study has

been approved by the University of Calgary's Conjoint Faculties Research Ethics Board (CFREB).

If you do not agree and select "I do not agree" you will immediately be exited to the final "Thank you page". Please note that once you 'click' submit upon completion of the questionnaire it will not be possible to extract your individual responses from the data set. By selecting "I agree" you will be indicating agreement to participate and will advance into the questionnaire questions:

- I agree
- I do not agree  (You will be exited from the survey)

### Demographics

1. How many years have you been working at the University?

I am ...

- i. In my first year
- ii. Between 2 and 4 years
- iii. Between 5 and 7 years
- iv. Between 8 and 10 years
- v. More than 11 years
- vi. How many years? \_\_\_\_\_

2. My current academic designation is:

- i. Professor
- ii. Associate professor
- iii. Assistant professor
- iv. Senior lecturer
- v. Lecturer
- vi. Tutor
- vii. Sessional faculty
- viii. Other:  \_\_\_\_\_ (please specify)

3. My academic qualification is:

- i. Doctoral degree
- ii. Masters
- iii. Bachelor degree
- iv. Other:  \_\_\_\_\_ (please specify)

4. My teaching qualifications is:
- i. Doctoral degree
  - ii. Master
  - iii. Bachelor degree
  - iv. Other:  \_\_\_\_\_ (*please specify*)
  - v. No teaching qualifications

5. My discipline/subject of teaching is \_\_\_\_\_

6. What aspects of teaching does your **role** entail? (please check all that apply)

- i. Department coordination
- ii. Program / courses coordination
- iii. Planning of teaching
- iv. Administration of student appeals
- v. Teaching (face-to-face)
- vi. Teaching (online)
- vii. Teaching (blended - both online/ face-to-face)
- viii. Student assessment
- ix. Student feedback
- x. Curriculum (re)development
- xi. Guiding student matters
- xii. Researching in teaching and learning
- xiii. Training/academic development in teaching and learning
- xiv. Auto-evaluation and reflections on practices
- xv. Student evaluation
- xvi. Peer evaluation
- xvii. Other

\_\_\_\_\_ (*please specify*)

7. Along with teaching, I am assuming other roles such as: (*please select as many as appropriate*):

- i. Research
- ii. Leadership
- iii. Administration/management
- iv. Other:  \_\_\_\_\_ (*please specify*)

8. In terms of your preferences, rate the role that you prefer the most with 1 to 4 with 1 being your most preferred role:

- i. Teaching
- ii. Researching
- iii. Leadership
- iv. Administration
- v. Other:  \_\_\_\_\_ (please specify)

9. I have held the following previous leadership roles (please select as many as appropriate):

- i. Vice Dean
- ii. Associate Dean
- iii. Head of Department
- iv. Director
- v. Coordinator
- vi. Other:  \_\_\_\_\_ (please specify)

10. What aspects of leadership did your **role** entail? (please check all that apply)

- i. Leading people
- ii. Leading strategic planning
- iii. Creating policy and/or procedure
- iv. Budgets/financial management
- v. Conflict resolution situations
- vi. Labor relations (union) issues
- vii. Guiding curriculum development
- viii. Guiding student matters
- ix. Leading research initiatives
- x. Forging relationships and linkages with the community
- xi. Creating positive staff cultures

11. My gender is:

- i. Female
- ii. Male

12. My age is: \_\_\_\_\_ years old

## Teaching and Learning Practices and Approaches

- I. Please rate the below statements referred to teaching, according to your knowledge, experience and practices.

When I prepare/undertake my teaching activities, I...	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
1. Avoid excessive workloads, busywork, and unnecessary time pressures					
2. Include a variety of learning experiences to keep students interested					
3. Try to enthuse my students about the topic which I am passionate about					
4. Avoid being critical of students who have difficulty in understanding the content area					
5. Always include strategies that encourage active engagement (e.g., group discussions, collaboration, active learning, etc.)					
6. Consider the students' needs and select or adjust the teaching and learning strategies accordingly					
7. Help students to become aware of their current conceptions in the discipline					
8. Highlight the relevance of the subject to real life situations so that students see the content as authentic					
9. Try to ensure that I explain hard topics clearly to students					
10. Try to help students when they have problems with their studies					
11. Consider that only the students are responsible of their learning. That is, if they fail, it is their fault.					
12. Consider that as a teacher, I am highly responsible for the students' learning					
13. Discuss with students my high expectations and how I want them to learn					
14. Happy to meet and talk with my students					
15. I ensure there are opportunities for students to work and learn collaboratively in class					
16. I encourage students to effectively manage their time					

II. The next part is related to students' assessment and feedback. Please rate the below statements, according to your knowledge, experience and practices.

<b>When I assess students (including marking/grading and providing feedback) I consider it to be...</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
1. A way of measuring a student's learning for a reward or punishment					
2. A way to report on students' achievements					
3. A way to diagnose students' misunderstandings in order to adjust my teaching to be more effective					
4. A means to assess if students have met the outcomes of the curricula					
5. Simply a milestone at the end of any course					
6. Related to learning, not teaching					
7. Important that students gain deeper understandings of the content by learning from their mistakes					
8. As a good way to trick students					
9. For reproducing facts or demonstrating their memorization of facts, procedures, and formulae					
10. Important to use varied assessment methods so that students can demonstrate their learning in different ways					
11. Integrated within the teaching and learning processes and is continuous (e.g., a range of assessment through semester with many opportunities for feedback)					
12. A timely opportunity to inform the students' progress through genuinely useful comments					
13. Important to allow students to negotiate with me about assessment options, alternatives, and deadlines, etc.					
14. An opportunity for me to advise students about ways to improve their approaches to studying/learning habits					

<b>Please indicate on the scale how frequently you teach in the following teaching modes/types of teaching:</b>	<b>Always</b>	<b>Often</b>	<b>Seldom</b>	<b>Never</b>
Lectures				
Tutorials/Seminars				
Online (e.g., synchronous (live chat) and/or asynchronous (resource materials, forums, etc.))				
Blended (e.g., part online/part face-to-face teaching)				
Workshops				
Laboratories				
Assistantships				
Fieldwork				
Supervising practicum/internships				
Other(s): _____ (please specify)				

## Institutional Approaches to Promoting a Culture of Quality Teaching

<b>Please rate your agreement with the following statements related to the culture of quality teaching and learning in your institution:</b>		<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1.	I am committed to enhancing students' engagement in their learning processes				
2.	It is possible to express my ideas, questions, and even doubts or misunderstanding about T&L in this university without feeling exposed or threatened				
3.	It is possible for me to suggest ways to promote 'high quality' T&L (e.g., assessment, effective ways of learning, etc.)				
4.	Students should be allowed to participate in curriculum/assessment/program improvements				
5.	Students are allowed to suggest ways to promote 'high quality' T&L (e.g., assessment, effective ways of learning, etc.)				
6.	Students can develop academic initiatives to promote discussion and study groups, social clubs, etc.				
7.	I regularly participate in curriculum/assessment/program enhancements				
8.	I establish an engaging and intellectually challenging learning environment where all students can engage				
9.	There are industry expectations that my courses must be relevant to the real world				
10.	There is a good institutional culture that encourages discussion and collaboration with others about enhancing T&L				
11.	There is a good institutional culture that encourages critical thinking and problem solving around issues with T&L				
12.	I can obtain effective and timely answers from the administrative personnel (regarding T&L programs or problems, etc.)				
13.	I consider that institutional authorities (Deans, Pro-vice Chancellor) are responsible for student learning				
14.	I am expected to regularly engage in T&L – focused academic development				
15.	My university's reputation is for high quality T&L				
16.	The quality of T&L will ensure my students will get a good job				
17.	The parents/community are satisfied with the quality of T&L in the courses I teach				

## Supports for Teaching and Learning

<b>How often do you consult the following people when you encounter problems or need support with improving teaching and/or assessment?</b>	<b>Always</b>	<b>Often</b>	<b>Seldom</b>	<b>Never</b>
Dean				
Head of department				
Colleagues/Peers				
Students				
External pedagogical consultants (outside of the university)				
Internal pedagogical consultants (faculty in the teaching and learning center)				
Other(s): _____ (please specify)				

## Rewards/Recognition for Quality Teaching and Learning

<b>Please indicate your level of agreement with the following statements:</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1. Good teaching is recognized/rewarded across the university				
2. Good teaching is recognized within my faculty/school/department				
3. Teaching is valued as much as research				
4. I am encouraged by the authorities to attend teaching-related academic development (e.g., teaching conferences, programs, workshops etc.)				
5. My primary goal is being a good university teacher				
6. I am only interested in being a good university researcher				
7. I use my student feedback data to improve my teaching				
8. My student evaluation ratings about my teaching is important for promotion				



## Open Response Section

Please share your valuable insights!

1. Considering your institution's culture, ethos, practices, policies, please explain what you think 'quality' means in your university?

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2. Please explain what quality in teaching and learning means to you?

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3. Who should take care of quality in teaching and learning within your institution? Please explain why this person or people should be responsible?

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4. In what ways do leaders (authorities) support you to provide good teaching and learning?

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5. What academic development (T&L focused) would you like to help you be a better teacher?

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6. Do you have any other comments about quality in teaching and learning?

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***Thank You!***

I understand how demanding your role is, so I want to sincerely thank you for taking the time to complete this questionnaire and to reiterate how valuable your insights will be for my study and also for informing to your institutional leaders about quality in teaching and learning.

***Invitation to Participate in Interviews***

I would like to invite you to participate in the next stage of this study which includes one-to-one interviews. If you are interested in participating in an interview, please provide me with your contact email or phone number or contact me by email (lerodrig@ucalgary.ca) and I will arrange a time suited to both you and me to chat further about your ideas about teaching and learning.

**Name:** \_\_\_\_\_ (*this can be just your first name if you prefer*)

**Phone number:** \_\_\_\_\_ (*this is not mandatory*)

**Email address:** \_\_\_\_\_ (*this is will be necessary for me to contact you to arrange a time*)

**Ethics questions**

If you have any further questions or want clarification regarding this research and/or your participation, please contact:

Leonor Rodríguez V., PhD Candidate Email: lerodrig@ucalgary.ca	OR	Dr. Shelleyann Scott, Professor Email: <a href="mailto:sscott@ucalgary.ca">sscott@ucalgary.ca</a>
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If you have any concerns about the way you've been treated as a participant, please contact the Research Ethics Analyst, Research Services Office, University of Calgary at (403) 210-9863; email: cfreb@ucalgary.ca.

## Appendix E – Questionnaire Invitation Script: Students

Dear Students,

[University Name]

I am writing this letter to invite you as a student in this university to participate in a questionnaire that explores your thoughts and understandings of quality as it relates to teaching and learning and how quality is addressed in your university.

I am a Chilean doctoral candidate at the University of Calgary, Canada and my research is seeking to shed light on how a scholarly community, particularly students, understand and addresses teaching and learning “quality” and how these impact students.

The questionnaire is one part of the data collection processes in this study (which also includes interviews and focus groups with various stakeholders including students, faculty, and leaders).

This online questionnaire is estimated to require around 30-45 minutes to complete and is an ideal opportunity for all students to have their say about the teaching, learning, and assessment approaches, conditions, and expectations within your university.

I would love to include you in the data collection processes and I encourage you to participate in this online questionnaire. Participation is completely voluntary and there is no pressure whatsoever to accept this invitation. Confidentiality and anonymity is assured as there will be no way to identify any individual who participates in this study.

Link: *place link here*

The survey will be ‘live’ only during the months of \_\_\_\_\_. You can proceed to the survey at any time by clicking on the above link or copy and pasting the link into your web browser.

Kind regards,

Leonor Rodríguez

Doctoral candidate, University of Calgary

## Appendix E1 – Online Questionnaire Schedule: Student

### Purpose of the study:

Many higher education institutions have adopted quality assurance systems to improve the quality of the teaching and learning processes with good outcomes. However, frequently how these quality assurance systems translate into action do not always consider all stakeholders' vision or their conceptualizations of the meaning of quality teaching and learning within the academic community, and how that is reflected in the teaching and learning institutional policies and practices.

This study aims to explore the way in which the concept of quality in teaching and learning processes is understood by students, faculty members, and leaders in Chilean public universities. It also seeks to examine how consistently quality assurance processes are being addressed through policies, strategies, and practices. Similarly, because the implementation and translation of quality assurance processes is a challenging project within a higher education institution and requires the academic community's involvement, this study explores the role of students in the implementation of effective teaching and assessment and their understanding of the quality teaching and learning.

### Informed Consent Statement

You are invited to participate in this questionnaire which requires about 30-45 minutes to complete; however, **participation is totally voluntary. All responses will remain confidential and anonymity** is assured. Once you commence this questionnaire you can withdraw at any time, however, due to the aggregation of data withdrawing your individual responses will not be possible. I will only be reporting aggregated data and individual comments will be quoted in presentations and publications only if there is no risk of identifying the individuals and universities involved. These data will be used to inform the scholarly community about the perceptions, practices and experiences of quality in teaching and learning processes in Chile, as well as, providing a summary of major findings to the institutional leaders in the universities involved in this study to assist them in their quality assurance processes.

Leonor Rodríguez (lerodrig@ucalgary.ca) is the only individual who will have access to the confidential data now and in the future. The questionnaire data will be stored on Survey Monkey, a highly secure site that is password protected, until the survey closes (Survey Monkey a U.S.A. based firm. There is a small chance that the data may be reviewed by the U.S.A. government under ‘The Patriot Act’) although this is highly unlikely. The data will remain on Survey Monkey until all analysis possible via Survey Monkey’s facilities has been completed. At that time the data will be transferred to Leonor Rodríguez’s computer. The computer is password protected and is located in a secure office. Raw data will be kept for a maximum of two years beyond the final completion of the study and then will be destroyed. This study has been approved by the University of Calgary’s Conjoint Faculties Research Ethics Board (CFREB).

If you do not agree and select “I do not agree” you will immediately be exited to the final “Thank you page”. Please note that once you ‘click’ submit upon completion of the questionnaire it will not be possible to extract your individual responses from the data set. By selecting “I agree” you will be indicating agreement to participate and will advance into the questionnaire questions:

I agree

I do not agree  (You will be exited from the survey)

## Demographics

1. How many years have you been studying at the University? I am ...
  - i. In my first year
  - ii. Between 2 and 3 years
  - iii. Between 4 and 5 years
  - iv. More than 6 years  How many years? \_\_\_\_\_
  
2. Your current academic status is:
  - i. Undergraduate student
  - ii. Graduate student
  - iii. Other: \_\_\_\_\_ (*please specify*)
  
3. Your career or discipline/subject of education is \_\_\_\_\_
  
4. Along with studying, I am assuming other roles such as: (*please select as many as appropriate*):
  - i. Assistantship
  - ii. Research assistant
  - iii. Students' leadership
  - iv. Other: \_\_\_\_\_ (*please specify*)
  
5. How many hours of paid work do you undertake in a week?
  - i. I do not work
  - ii. 2-4 hours per week
  - iii. 5-10 hours per week
  - iv. 11 or more hour per week
  - v. Other: \_\_\_\_\_ (*please specify*)
  
6. How many hours of voluntary unpaid work do you undertake in a week?
  - i. I do not work
  - ii. 2-4 hours per week
  - iii. 5-10 hours per week
  - iv. 11 or more hour per week
  - v. Other: \_\_\_\_\_ (*please specify*)
  
7. My gender is:
  - i. Female
  - ii. Male
  
8. My age is: \_\_\_\_\_ years old

## Teaching and Learning Practices and Approaches

- I. According to your own experiences, please, indicate your level of agreement with the following statements.

<b>In general, my learning &amp; teaching experiences at the university are characterized by:</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
1. Time constraints/pressures					
2. (e.g., excessive workloads, busywork and unnecessary time pressures)					
3. A variety of learning experiences that keep me interested					
4. Teachers who are enthusiastic about their subject area					
5. Teachers who are not critical of students who have difficulty in understanding the content area					
6. Teaching & learning strategies always encourage me to be actively engagement (e.g., group discussions, collaboration, active learning, etc.)					
7. Teaching & learning strategies are selected or adjusted, in consideration of the students' needs.					
8. Teachers helping me to become aware of my current conceptions.					
9. Teachers generally highlighting the relevance of the subject to real life situations so that I can see the content as authentic					
10. Teachers using clear explanations of hard topics, so I can understand					
11. Teachers who care about me, as a student, and will help me with problems with my studies					
12. My view that, as a student, I am the only one responsible for my learning process. That is, if I fail, it is my fault.					
13. Teachers who feel highly responsible for the students' learning.					
14. Discussions with teachers about their high expectations for my learning					
15. My teachers are very approachable and happy to meet with me					
16. Having many opportunities to learn collaboratively with others in class					
17. My teachers encouraging me to effectively manage my time					

II. The next part is related to students' assessment and feedback. Please rate the below statements, according to your experience and the practices you find.

<b>When I am assessed (including receiving feedback), I consider it to be:</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Don't know</b>
1. A way of measuring what I have learned to reward or punish me					
2. A way to report on my achievement(s)					
3. A way to diagnose students' misunderstandings in order for the teacher to adjust the teaching to be more effective					
4. A means to assess if I have met the outcomes of the curricula					
5. A normal process which is a milestone at the end of any course					
6. Not related to teaching, only about learning					
7. A mechanism to learn from my mistakes					
8. A way for the teacher to trick me					
9. Only about measuring my memorization of facts, procedures, and formulae					
10. An opportunity to demonstrate my learning outcomes through varied assessment methods					
11. Integrated within the teaching and learning processes and is continuous (e.g., a range of assessment through semester with many opportunities for feedback)					
12. A timely opportunity for me to receive genuinely useful comments from the teacher about my progress					
13. Important to be allowed to negotiate with teachers, about assessment options, alternatives, and deadlines, etc.					
14. An opportunity for me to improve my ways of studying/learning habits					



III. Please, indicate **all** the different teaching and learning modes/approaches that are present in your courses.

Please indicate on the scale how frequently you learn in the following modes/types of teaching and learning:	Always	Often	Seldom	Never
1. Lectures				
2. Tutorials/Seminars				
3. Online (e.g., synchronous (live chat) and/or asynchronous (resource materials, forums, etc.))				
4. Blended (e.g., part online/part face-to-face teaching)				
5. Workshops				
6. Laboratories				
7. Assistantships				
8. Fieldwork				
9. Practicum/internships				
10. Other(s):				
11. _____ (please specify)				

## Institutional Approaches to Promoting a Culture of Good Teaching and Learning

Please rate your agreement with the following statements related to the culture of quality teaching and learning in your institution:	Strongly agree	Agree	Disagree	Strongly disagree
1. My teachers are committed to enhancing my engagement in my learning processes				
2. It is possible to express my ideas, questions, and even doubts or misunderstanding about T&L in this university without feeling exposed or threatened				
3. It is possible for me to suggest ways to promote 'high quality' T&L (e.g., assessment, effective ways of learning, etc.)				
4. I should be allowed to participate in curriculum/assessment/program improvements				
5. Teachers are allowed to suggest ways to promote 'high quality' T&L (e.g., assessment, effective ways of learning, etc.)				
6. I am encouraged to develop academic initiatives to promote discussion and study groups, social clubs, etc.				
7. Teachers regularly participate in curriculum/assessment/program enhancements				
8. My teachers establish engaging and intellectually challenging learning environments where all students can engage				
9. There are industry expectations that my courses must be relevant to the real world				
10. The institutional culture encourages the enhancement of T&L				
11. Teacher use students' feedback to make positive changes to their courses/teaching				
12. I can obtain effective and timely answers from the administrative personnel (regarding T&L programs or problems, etc.)				
13. The institutional authorities' feel a sense of responsibility (Deans, Pro-vice Chancellor) for students' learning				
14. My university's reputation is for high quality T&L				
15. My university's reputation is will enable me to get a good job				
16. My parents are satisfied with the quality of T&L in my degree program				

## Open Response Section

Please share your valuable insights!

1. Considering your institution's culture, ethos, practices, policies, please explain what you think 'quality' means in your university?

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---

2. Please explain what quality in learning and teaching means to you?

---

---

3. Who should take care of quality in teaching and learning within your institution? Please explain why this person or people should be responsible?

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---

4. Please provide any suggestions for improving quality in teaching and learning? Who would be responsible?

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5. Any other comments?

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## ***Thank You!***

I understand how little time you have as a student, so I want to sincerely thank you for taking the time to complete this questionnaire and to reiterate how valuable your insights will be for my study and also for informing to your teachers and institutional leaders about quality in teaching and learning.

## ***Invitation to Participate in Interviews***

I would like to invite you to participate in the next stage of this study which includes one-to-one interviews. If you are interested in participating in an interview, please provide me with your contact email or phone number or contact me by email (lerodrig@ucalgary.ca) and I will arrange a time suited to both you and me to chat further about your ideas about teaching and learning.

**Name:** \_\_\_\_\_ (*this can be just your first name if you prefer – it will be removed from your questionnaire data and will remain totally confidential and anonymous*)

**Phone number:** \_\_\_\_\_ (*this is not mandatory but helpful*)

**Email address:** \_\_\_\_\_ (*this is will be necessary for me to contact you to arrange a time*)

## **Ethics questions**

If you have any further questions or want clarification regarding this research and/or your participation, please contact:

Leonor Rodríguez V., PhD Candidate Email: lerodrig@ucalgary.ca	OR	Dr. Shelleyann Scott, Professor Email: <a href="mailto:sscott@ucalgary.ca">sscott@ucalgary.ca</a>
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If you have any concerns about the way you've been treated as a participant, please contact the Research Ethics Analyst, Research Services Office, University of Calgary at (403) 210-9863; email: cfreb@ucalgary.ca.

## Appendix F: Image Copyright

sáb., sept. 15, 2018 23:00, Leonor Rodríguez Videla

Hola Kena,

Te escribo por lo siguiente, soy ex-alumna de Campus Oriente y estoy terminando mi Tesis de Doctorado de la Universidad de Calgary, Canadá, dedicado a la calidad de la enseñanza y aprendizaje en universidades públicas chilenas. Como podrás imaginarte, es difícil que nuestra historia reciente de dictadura, desmantelamiento de la educación pública y la represión al movimiento estudiantil no tome parte de este estudio.

Quise documentar estos acontecimientos en mi tesis con unas pocas imágenes de los 80' que fue mi época de estudiante en la universidad, y una de ellas es la toma del Instituto de Filosofía con carabineros adentro de la PUC, pero necesitaría contar con tu permiso para ello.

La Tesis es mi requisito de graduación y no tiene ningún rédito asociado a la publicación de la foto. Este fin de semana estoy terminando las últimas correcciones para entregarla, pues ya obtuve mi grado de Dra. y mi plazo fatal es este lunes.

La forma en que puedes autorizar el uso de la imagen es muy simple, solo respondiendo a este correo y al pie de la imagen yo debiese poner tu nombre como autora.

Personalmente, me interesa que estos hechos queden consignados, pues en esta cultura norteamericana cuesta mucho comprender nuestra historia.

Te agradecería el poder contar con tu permiso, y espero saber de ti lo antes posible,

Un abrazo,

Leonor Rodríguez Videla

**From:** Kena Lorenzini

**Sent:** Saturday, September 15, 2018 8:05:38 PM

**To:** Leonor Rodríguez Videla

**Subject:** Re: Permiso para usar una imagen

Encantada...cuentas con mi autorización

Kena

## Appendix G: Image Copyright

15 sept. 2018 7:57:50 p. m. GMT-3, Leonor Rodriguez Videla escribió:

Estimado Juan Carlos,

Soy una ex-estudiante de Campus Oriente de la PUC y estoy terminando mi Doctorado en la University of Calgary, Calgary, Canadá.

Para efectos de incorporar mi posición personal como investigadora en mi tesis quise agregar una fotografía que entiendo es de tu autoría.

La tesis es el requisito para poder graduarme y no busca réditos de ningún tipo. Tu información como autor de las imágenes aparecen como en el primer caso, aunque no tengo certeza de las fechas.

Estando en un país tan diferente del nuestro a mí me pareció relevante que se mostrara una pequeña porción de nuestra historia y creo que tu trabajo refleja muy bien aquello.

Realmente apreciaría contar con tus respectivos permisos lo cual se puede hacer efectivo a través de tu respuesta a este correo electrónico.

Te agradezco tu tiempo y tu disponibilidad,

Leonor Rodríguez Videla

JUAN CARLOS CACERES

Sat 9/15, 5:34 PM

Disculpa Leonor, recién veo tu mensaje, la página Imágenes de la Resistencia está fallando estoy tratando de solucionar eso. Los mensajes mediante la página llegan a este mismo correo y no me ha llegado nada antes.

Con respecto a la foto puedes usarla para este fin que mencionas.

Saludos y si necesitas otra cosa avísame.

Atte.

JUAN CARLOS CACERES