



# University excellence as inclusion in teaching and learning

*Final Symposium of the HE4u2 project*  
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## Outline

- Defining excellence in HE
- Criteria for Excellence in HE
- Quality assurance USA, Finland
- European standards and guidance
- Suggestions of different indicators
- Benefits of new quality assessment
- How can we facilitate inclusion in HE?
- Who is responsible?





## Rankings as a catalyst for University Excellence

QS WORLD UNIVERSITY RANKINGS Who Rules?



1		Massachusetts Institute of Technology (MIT)	<a href="#">More</a>	United States	<input type="checkbox"/>	
2		Stanford University	<a href="#">More</a>	United States	<input type="checkbox"/>	
3		Harvard University	<a href="#">More</a>	United States	<input type="checkbox"/>	
4		California Institute of Technology (Caltech)	<a href="#">More</a>	United States	<input type="checkbox"/>	
5		University of Oxford	<a href="#">More</a>	United Kingdom	<input type="checkbox"/>	
6		University of Cambridge	<a href="#">More</a>	United Kingdom	<input type="checkbox"/>	
7		ETH Zurich - Swiss Federal Institute of Technology	<a href="#">More</a>	Switzerland	<input type="checkbox"/>	



## Defining Excellence in Higher Education

*European Association for Quality Assurance in Higher Education (ENQA)*



- Links quality with the exceptional
- Must take into account:
  - social and cultural environments
  - political and economic contexts
- Who is defining it and motivation behind definition
- Objective vs subjective indicators
- Excellence as a relative term vs. excellence as a goal/standard
- Exclusive vs. inclusive
- Competition vs. equity





## Criteria for Excellence in Higher Education



*European Association for Quality Assurance in Higher Education*

- Robust and progressive strategic governance and management
  - plans for improvement
- High standards of academic achievement.
- A strong track record in student destinations (after graduation employment)
- An exceptional student experience (strong teaching, access to resources, student support)
- Positive stakeholder (future employer) satisfaction
- High levels of student satisfaction



## Criteria for Excellence in Higher Education



*European Association for Quality Assurance in Higher Education*

- Commitment to research and academic development
- Support for social, economic and cultural development
- Recognition of the social benefit of education (supports social mobility, commitment to inclusion)
- Commitment to internationalisation (promote global perspectives)
- Promotion of equity and academic freedom (safeguard equality of opportunity)





## Quality Assurance: USA

*Carnegie Classification of Institutions of Higher Education*



### *US Department of Education Scorecard Data*

- Graduation and retention Rate
- Cost, financial Aid, debt
- Earnings after school
- SAT/ACT scores of enrolled students
- Student body

### *US News and World Report*

- Outcomes
- Faculty resources
- Expert opinion
- Financial Resources
- Student Excellence
- Alumni Giving



## Quality Assurance: Finland

*Finnish Higher Education Evaluation Council (FINHEEC)*



*Centres of excellence in university education*

Peer review looking at:

- Mission of the unit
- Programme and course design
- Delivery of education
- Outputs
- Continual development.





## Quality Assurance: Finland

*Finnish Higher Education Evaluation Council (FINHEEC)*

### *Audit criteria*

- The quality policy of the higher education institution
- Quality system's link with strategic management
- Development of the quality system
- Samples of degree education: degree programmes (HEIs select two of these and the audit team the third)
- The quality system as a whole
- Quality management of the higher education institution's basic duties, including essential services supporting these
  - a) Degree education;
  - b) Research, development and innovation activities, as well as artistic activities;
  - c) The societal impact and regional development work;
  - d) optional audit target



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## European Standards and Guidelines (ESG) for Quality Assurance in Higher Education



### *Internal Quality Assurance*

- Policy for quality assurance
- Design and approval of programs
- Student-centred learning, teaching and assessment
- Student admission, progression, recognition and certification
- Teaching staff
- Learning resources and student support
- Information management
- Public information
- Ongoing monitoring and periodic review of programmes
- Cyclical external quality assurance





## Suggestion of Different Indicators



More emphasis on:

- Inclusion
- Diversity
- Social Mobility

Assessments must ask:

- Who are the professors?
- ❖ How are their experiences the same/different?
- Who are the students?
- ❖ How are their experiences the same/different?
- What is the institutional climate?
- ❖ Which programs (educational, social, and research) support and promote ethnic, gender, social, and linguistic diversity?
- ❖ Is the education accessible to everyone regardless of ethnicity, gender, language, social class, or disability?
- ❖ How is the institution working to improve diversity of students and teachers, social mobility and inclusion?
- ❖ How is the institution committed to the cultivation of diversity?



## Benefits of new quality assessment



More emphasis on:

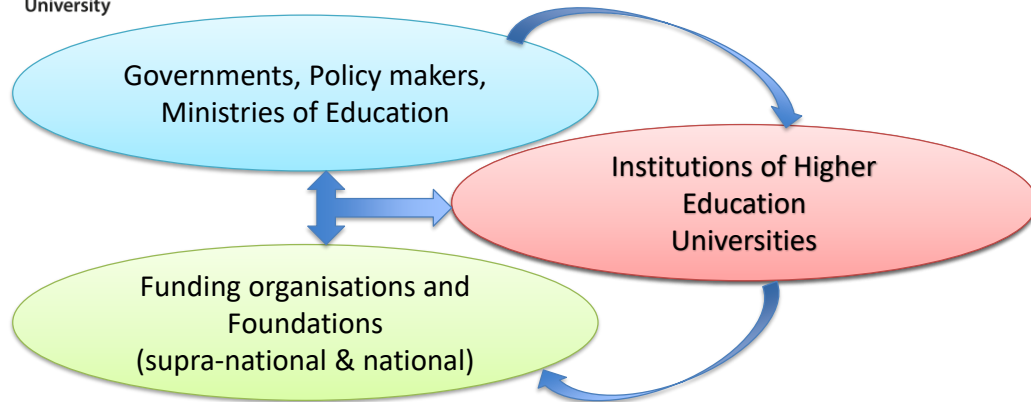
- Inclusion
- Diversity
- Social Mobility

- Students
  - Democratic citizens
  - Higher levels of satisfaction
  - Greater sense of community
- Faculty
  - More student-centered approach
  - More inclusive curriculum
  - Actively engaged in research on minority issues
  - Inclusive climate
- Workforce
  - Cross Cultural competence for global economy
  - Promotion of creativity and innovation
- Society
  - Desegregation
  - Increased social mobility
  - Empathy





## How can we facilitate inclusion?



## How to facilitate inclusion? Universities



- Universities must *intentionally* support faculty and instructional academic staff in their roles as:
  - Teachers and teacher-scholars to promote teaching excellence that enhances student learning
  - Rethink the “Publish or Perish Syndrome”





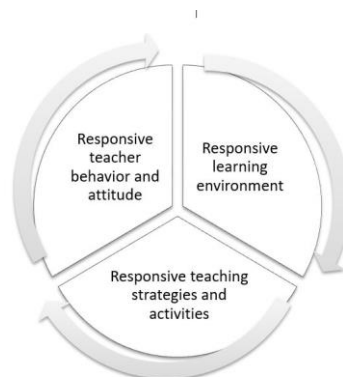
## How can this be done? Educational policies required to support changes



- High impact practice (HIPS)
- Scholarship of teaching and learning (SOTL)
- Culturally responsive teaching (CRT)
- Open educational resources (OER)



## Culturally responsive teaching in HE- Evidence from research



Acquah, E. O., & Szelei, N. (In Press).  
The potential of Modelling Culturally  
Responsive Teaching: Preservice  
teachers' learning experiences, *Teaching  
in Higher Education*.







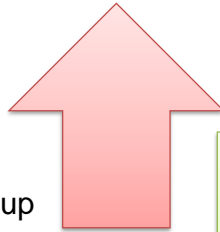
## Who is responsible?



- It is about all of us

- University
- Faculty
- Department
- Staff

Bottom up



Top down

- Policy makers
- Education agencies
- Funding organizations



## Thank you

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