

LEADERSHIP AND ORGANISATION OF TEACHING AT EUROPEAN UNIVERSITIES

Final conference

Brussels, 28-29 September 2022



- **Foster** higher education institutions' capacity to develop and implement structured and systematic approaches to enhance learning and teaching.
- **Explore** how learning and teaching can be best supported by national and European policies.
- **Provide** a set of **recommendations** for supporting learning and teaching development through inter-institutional cooperation, at regional, national and European levels.

- Erasmus+ KA3 project
- Specific “Bologna” call
- September 2020 – November 2022
- Led by EUA
- 5 project partners
- 3 associate partners



Ministry of
Education
and Culture



1. **A Leadership Development Programme (LDP), targeting higher education institutions across the EHEA**
 - Bringing together HEIs to foster their capacity to develop and implement structured and systematic approaches to enhance learning and teaching: exchange experience, learn from peers.
2. **A Policy Dialogue (PD), to be conducted both at national and European levels**
 - Addressing how different stakeholder groups (HEIs, national authorities, etc.) contribute to policy making in learning and teaching, and explore together how to develop effective policies: a study on national developments, policy dialogue workshops

54 HEIs from 29 countries involved through the LDP

5 policy dialogue workshops (2 Eur, IE, AT, FI)

A study on national developments in L&T

What have we learnt so far?

“Leadership” as both the **agency** to develop strong strategic oversight, coordination and implementation for learning and teaching, and the **institutional collective capacity** to address organisational development towards enhancement.

=> Teaching should not only be perceived as an individual activity; but also as a **collective process and responsibility**, which requires collaboration and support

What have we learnt so far?

- **Complex and multi-layered concept** – uneasy takeup at HEIs
 - ✓ Leaders are not only people in leadership positions, but also active « change agents »
 - ✓ Leading on different levels = different kinds of leadership challenges, and therefore need for different kinds of support
- Useful to apprehend LiT through **themes/issues** and identify **factors** that contribute to leadership in areas of activity or policies relating to L&T
 - ✓ Decision-making processes, management approaches, human and HR factors, communication channels and approaches, expertise in L&T, strategic plans and implementation
 - ✓ Understand own institution and challenge this understanding: identify “power players, hidden champions, secret adversaries, professional opponents and reliable supporters”

What have we learnt so far?

- How to create a **broad vision** and a framework that **invites the others** in and involves them in implementing it?
 - ✓ Leadership is not about formulating a goal, but about getting people to pursue it jointly
 - ✓ Formulating common goals = need to look into what education tries to achieve => agreeing on the direction of change => promote a joint vision
 - ✓ Diversity and autonomy required when leading a change: the academic freedom should remain.
- Effective **communication** architecture, not only dissemination
 - ✓ Adequate fora, meeting opportunities and tailor-made communication structures and processes
 - ✓ Adequate language for enabling participation from different groups: not overwhelming, easily acceptable and taken up at various levels

What have we learnt so far?

- In order to transform learning and teaching, leadership in teaching requires to **value cooperation** across higher education institutions, instead of competition. Broader conversations at national and European levels would also be beneficial.
- Strong consensus on **areas commonly found challenging** among HEIs:
 - ✓ Addressing students' needs (SCL), (more) flexible learning, adapting after the pandemic
 - ✓ Better recognition and support needed for teaching
 - ✓ Collaboration and exchange
 - ✓ The importance of digital and relating to the future of (post-pandemic) learning

- Building on lessons learnt from LOTUS project
- Specific, transversal focus on:
 - ✓ Leadership in teaching
 - ✓ Who would do what for enhancing L&T
- **Policy labs:**
 - ✓ Topic-based, issue-based
 - ✓ Key messages on how to support the enhancement of L&T at institutional, national and European level
 - ✓ Discussions in 2 rounds: Day 1 designing messages + Day 2 testing them
- Final panel tomorrow: seeking input and feedback from policy makers and stakeholders

Policy lab #1

Adapting the education offer

How should education offers be adapted nowadays, in a way that they address both societies' needs and students' needs, while enabling their personal and professional development?

What would that mean in terms of learning and teaching policies and practices?

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Ruben Janssens
European Students' Union



Nora Jansone-Ratinika
Rīga Stradiņš University

Policy lab #2

Teachers' world

What's at stake regarding academic careers, teachers' professional development and the place of teaching in academics' professional identity?

What are the challenges faced by teaching career and how to overcome those?

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Thérèse Zhang
European University
Association



Philippe Lalle
Bologna Follow-Up Group
(BFUG) Working Group on
Learning and Teaching

How to drive inter-institutional collaboration for learning and teaching, including from national and transnational perspectives?

What does such collaboration mean for joint education provision as well as for teaching, and what aspects should be considered?

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Michal Karpisek
E³UDRES² university
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Sharon Flynn
Irish University
Association

Policy lab #4

Digitalisation in learning and teaching

What does digitalisation mean in terms of access, widening participation?

How to lead digital transformation and overcome the common challenges?

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Michael Gaebel
European University
Association



Oliver Vettori
Vienna University of
Economics and Business