

PANEL 3

I.

The panel was chaired by Dr. Hans-Uwe Erichsen, Professor, former chairman of German Rectors' Conference and of German Accreditation Council. Panelists were Mr. Bruno Curvale, Project-Manager – Comité national d'évaluation des établissements publics à caractère scientifique, culturel et professionnel (CNE) and member of the board of European Association for Quality Assurance in Higher Education (ENQA); Eugene Rice, Former Director – Forum on Faculty Roles and Rewards and the New Pathways project, American Association for Higher Education and Senior Scholar – PhD Program in Leadership and Change, Antioch University, USA; Mark Wilson, Professor – University of California, Berkeley, who received his PhD from the University of Chicago in the area of measurement, evaluation and statistical analysis.

II.

Quality assurance finally aiming at the enhancement of quality of teaching, research and services of higher institutions has to take account of the continuous development of contents, organisation and context of teaching, research and services, by steadily reviewing the methods, procedures and aims of Quality assurance.

An important issue is the strain between the collegial culture and the managerial on campuses across the nations. The tension may be resolved to a certain extent by a collaboration culture. There was agreement that accreditation and assessment are rooted in the collegial culture, although most professors see them as being imposed from the managerial side. There was also consensus about the significance of peer review in the accreditation process. All quality assurance efforts should rely on the review of professional peers. Questions were raised about the relationship between faculty research and student learning. It was clear that the match between faculty priorities and essential institutional missions is critical.

“Quality Assurance” and “quality enhancement” must be founded upon firm ideas about what qualities we value, and our ability to measure those qualities. In a collegial culture, these qualities must be generalized by interchange among professors and students and agreement and be based on close observations of students' performance. These observations need to be summarized and displayed in ways that (a) help professors (and students) to understand how much they have learned, (b) help professors understand how well they are teaching, and plan next steps and improvement in their curriculum and instruction.