Transformational governance of academic teaching (and learning) cultures at universities - Empirical evidence from two types of higher education institutions

Epistemic and Learning Cultures at the University of the 21st Century
KIT 05/12/2013 - 06/12/2013

Uwe Wilkesmann

<table>
<thead>
<tr>
<th>Providing and obtaining knowledge</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>knowledge transfer</th>
<th>factor 1</th>
<th>factor 2</th>
<th>alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>I show colleagues special procedures so that they can learn them.</td>
<td>0.868</td>
<td>0.073</td>
<td>providing knowledge 0.880</td>
</tr>
<tr>
<td>I support colleagues to gain work experience.</td>
<td>0.834</td>
<td>0.111</td>
<td></td>
</tr>
<tr>
<td>Colleagues learn a lot by watching me on the job.</td>
<td>0.817</td>
<td>0.130</td>
<td></td>
</tr>
<tr>
<td>I learn a lot by observing colleagues doing their job.</td>
<td>0.089</td>
<td>0.797</td>
<td></td>
</tr>
<tr>
<td>I turn to colleagues for advice regarding special procedures so that I learn them.</td>
<td>0.100</td>
<td>0.779</td>
<td>obtaining knowledge 0.775</td>
</tr>
<tr>
<td>Colleagues support my efforts to gain work experience.</td>
<td>0.127</td>
<td>0.739</td>
<td></td>
</tr>
<tr>
<td>I learn a lot by asking colleagues.</td>
<td>0.007</td>
<td>0.714</td>
<td></td>
</tr>
</tbody>
</table>
Agenda

1. Universities as Organizations
2. Transactional Governance
3. Transformational Governance
4. Empirical Evidence
5. Transformational Organizing and Teaching Cultures

Research Question

Main research question:
• What type of governance supports academic teaching cultures at universities: transactional or transformational governance?

Additional research question:
• Are there differences with regard to the attitude towards transactional governance between different members?
Governance / Teaching Culture

- Governance = management of organization to build up work environments that structure behavior of members (meta-level management)

- Point of view: organization

- Teaching Culture = here operationalized as perceptions of significance attributed to academic teaching

German universities between clubs and companies

decision making process

Company

bottom up

Club

top down
German universities between clubs and companies

- University => company;
- (Knowledge intensive) company => community
- Collaborative Community = action based on value-rational action (Max Weber)

Transactional Governance

- “There is a price on everything. Commitments are short-term. Self-interests are stressed” (Bass and Avolio 1993: 116).

- NPM and New Steering Instruments

- Managerial governance (selective incentives + monitoring capacity) (Frost, Osterloh & Weibel 2010)

- What is the organizational function of transactional governance?
Transactional Governance

New Steering Instruments:

1. **Merit Pay**: All professors, which were appointed after January 2005, are paid within the framework of this new pay for performance (all others in a old seniority wage system)

2. **Performance Related Budget**: For example: third-party funding, number of PhDs, number of student enrollments or average time to complete studies

3. **Management by Objectives**: If at least one topic of the agreement on objectives regards teaching there will be an effect on teaching

4. **Teaching Awards**: teaching awards do not qualify as selective incentives because they fail to discriminate between those who contribute to the organization’s (principal) interest and those who do not

Survey Design

**Sample 1 research universities:**

- conducted between Mai - July 2009
- basic population = all German research university professors
- The sample covers 8,000 professors that were selected from the e-mailing list of the “German Association of University Professor (DHV)”
- professors paid within the framework of the new pay-per-performance salary scale („W-Besoldung“): n = 5,853 (base year 2008; Destatis 2009: 48).
- disproportionate stratified sampling differentiating between two strata according to the salary-categories (merit pay; n = 3244 professors in the DHV’s distribution list / age-related seniority scheme; n = 4756 drafted randomly)
- 1119 professors have completed the survey
- response rate =14%
Survey Design

Sample 2: universities of applied sciences
- conducted between March - April 2011
- supported by an e-mail list of the „German Association of Universities of Applied Sciences Professors“ (hlb), which covers all deans
- 942 completed questionnaires
- 6% of basic population

Sample 3: rectorate (research universities and universities of applied sciences)
- conducted between March - April 2011
- 107 completed questionnaires
- matched with Destatis' data (Federal Office of Statistics; n = 203)

Comparison Rectorate - Deans - Professors

NSI are principally good. NSI may support research. NSI may support teaching. NSI may support administration.
Comparison Rectorate - Deans - Professors

Two types of Higher Education Institutions in Germany

<table>
<thead>
<tr>
<th>research universities</th>
<th>universities of applied science</th>
</tr>
</thead>
<tbody>
<tr>
<td>’habilitation’ (professorship examination) or assistant professor</td>
<td>five-year job experience (including three years in private industry)</td>
</tr>
<tr>
<td>teaching load = 9 hours per week</td>
<td>teaching load = 18 hours per week</td>
</tr>
<tr>
<td>chairs with research associates</td>
<td>no chairs, no research associates</td>
</tr>
<tr>
<td>organizational goals: research &amp; teaching</td>
<td>organizational goal: teaching</td>
</tr>
<tr>
<td>loose coupling</td>
<td>no target conflict = closer to „complete organization“ (Brunsson &amp; Sahlin-Anderson 2000)</td>
</tr>
</tbody>
</table>
Organizational goal: to become a managerial university

- 2.59 research universities (n=46)
- 3.52 universities of applied sciences (n=52)

Transformational Governance

- “There is a rich set of norms which cover a wide range of behaviors…” (Bass & Avolio, 1993, p. 118)

- Increase of social recognition and prestige

- Vision, common goals
How to manage ... universities?

Governance
(Frost, Osterloh & Weibel 2010)

transactional
Principal-Agent-Theory

transformational

restructuring of
constraints

utility & preferences

‣ roles of principals and agents can be restructured
(Greenwood & Empson 2003; Greenwood et al. 2007; Cook et al. 1993; Szulanski et al. 2002; Wilkesmann et al. 2009)
Governance

transformational

role of principals and agents can be restructured
(Greenwood & Empson 2003; Greenwood et al. 2007; Cook et al. 1993; Szulanski et al. 2002; Wilkesmann et al. 2009)

utility & preferences

design of
organizational culture
social norm
socialization in professions
(Reihlen & Nikolova 2010; Friedson 2001; Mintzberg 1992; Zucker 1977; Wilkesmann & Schmid 2011)

constraints

How to manage universities?

Governance
(Frost, Osterloh & Weibel 2010)

transactional
Principal-Agent-
Theory

transformational

restructuring of
constraints
utility & preferences

universities?
H1: Transactional governance will have more influence on perceptions of the significance of academic teaching at universities of applied sciences than at research universities.

H2: The new managerial instruments, as elements of transactional governance, have a positive influence on perceptions of significance attributed to academic teaching.
Survey Governance

governance of academic teaching at universities

transactional

transformational

H1: Transactional governance will have more influence on perceptions of the significance of academic teaching at universities of applied sciences than at research universities.

H2: The new managerial instruments, as elements of transactional governance, have a positive influence on perceptions of significance attributed to academic teaching.

H3: The greater the self-determination (in alignment with SDT), the greater are the perceptions of significance attributed to academic teaching.

H4: The more student-focused the teaching approach, the greater is the perception of significance attributed to academic teaching.
Transformational Governance: Self-Determination Theory (Ryan & Deci 2000: 72)

Teaching Approach

Teaching Approach(es)

ITTF
Teacher-focused / Information transfer
Transmission of facts and skills
Students do not need to be active
Prior knowledge of students is not important

CCSF
Student-focused / Conceptual Change
Helping students change their worldviews or conceptions of the phenomena studying
Student-focused strategy for the students have to re-construct their knowledge

zhb. Center for Higher Education
tu technische universität dortmund
### Results

- H1 and H2 must be rejected
- H3 and H4 are supported
Discussion

- Not transactional but transformational governance structures influence teaching behavior of professors
- But: Transactional governance supports organizational building
- What are new forms of transformational governance for teaching?

Transformational governance teaching

„supportive teaching culture“ (Deem & Lucas, 2007):
- Opportunities to increase the social recognition of teaching:
  1. A sabbatical for developing new teaching methods could increase the leeway of action for developing new schools of thought and the time required to do so.
  2. Mentoring programs could emphasize the outstanding relevance of teaching. An experienced colleague can support a ‘freshman’.
  3. Collegial team coaching for teaching, if it is voluntary, could lend support and assistance for the development of good teaching practice.
F-Form: Initiative-Freeing Organizational Form

1. **Stop telling and start listening.** Then, remove all symbols and practices that prevent your people from feeling intrinsically equal.

2. **Start openly and actively sharing your vision of the company so people will 'own' it.** But don’t do this before Step 1 because people who are not treated as equals will leave you alone with your vision.

3. **Stop trying to motivate people.** That’s right. Instead, build an environment that allows people to grow and self-direct – and let them motivate themselves. If they understand the vision from Step 2, they’ll take care of the rest if you let them.

4. **Stay alert.** To keep your company free, become the culture keeper. In this role, as liberating leader Bob Davids says, ‘One drop of urine in the soup is too much – and you can’t get it out.’ The price of liberty is eternal vigilance” (Carney and Getz 2009: xii).

“If you put fences around people, you get sheep”

3M CEO William L. McKnight
(quoted by Carney and Getz, 2009: ix)
Thanks a lot!

www.zhb.tu-dortmund.de/wilkesmann/en

references


