Collegiality as organisational culture – change and development and the Scholarship of Teaching and Learning

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The importance of culture
“Hence, in this organisation [university] authority concerning the quality of teaching and learning would not follow the hierarchical but rather the informal structure, and through mechanisms such as socialisation and training.”

(Stensaker, 2006:47)

Culture directs our attention and offers meaning

We are aiming for:
A cultural shift concerning Teaching & Learning

Scholarship of Teaching and Learning

Teaching
- private
- no peer review
- no documentation

Teaching
- collegial
- peer reviewed
- documented

How many individuals do you talk to about your teaching / your studying?

Culture is constructed during day-to-day interaction
**Significant networks**
(Roxå & Mårtensson, 2009a+b)

**Understanding strong academic microcultures**
(Roxå & Mårtensson, 2011/2013; Mårtensson, 2014; Roxå, 2014)

**The organisation — a focus on the meso level**
(Mårtensson 2014; Roxå 2014)

<table>
<thead>
<tr>
<th>Individuals</th>
<th>Groups</th>
<th>Managers</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level of trust</td>
<td>High significance</td>
<td>Strong ties</td>
</tr>
<tr>
<td>Low level of trust</td>
<td>Low significance</td>
<td>Weak ties</td>
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**Experience of a shared responsibility**
Do things together
Negotiate what to do
Are impacted by what the others do

**No experience of a shared responsibility**
Do things in parallel
No negotiation
No interference from the others

(Wenger, 1998; Clark, 1998; Cohen & Levinthal, 1990; Harvey & Stensaker, 2008)

(Figure 1.)

(Wenger, 1998; Clark, 1998; Cohen & Levinthal, 1990; Harvey & Stensaker, 2008)
Four types of microcultures

**Experience of a shared responsibility**
- Do things together
- Negotiate what to do
- Are impacted by what the others do

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<tr>
<td>Sense of belonging</td>
<td>Sense of coexistence</td>
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**The Commons**
- Share a concern for a practice. Things are being negotiated in relation to the shared concern. An undertow of consensus. We're in this together.

**The Market**
- Share a concern for a practice. Ideas compete. Things are negotiated with an undertow of conflict. Relationships are formalised through contracts. I look after myself.

**The Club**
- Members are together without sharing a concern. Descriptions from practice are not challenged. Friendship and consensus is highest priority. We'll always support each other.

**The Square**
- Members share a space with strangers with no collective concern. Things are negotiated only when necessary. Members enter into relationships and leave them continuously. Who are these people?

These either have or have not an internal developmental agenda.

**Community of practice**
(Roxå & Mårtensson, 2015, IJAD)

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**How to develop the organisation**
(Roxå, Mårtensson & Alveteg, 2011)

**Micro-level**
- Strong ties
- Weak ties

**Meso-level**
- Faculty
- Institution
- Society
- Global networks

**Macro-level**

Weak ties – arenas, artefacts, brokers – SoTL

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**SoTL – Not necessarily educational research**
(Ashwin & Trigwell, 2004)

<table>
<thead>
<tr>
<th>Level</th>
<th>Purpose of investigation</th>
<th>Evidence gathering methods and conclusions will be</th>
<th>Investigation results in</th>
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<tbody>
<tr>
<td>1</td>
<td>To inform oneself</td>
<td>Verified by self</td>
<td>Personal knowledge</td>
</tr>
<tr>
<td>2</td>
<td>To inform a group within a shared context</td>
<td>Verified by those within the same context</td>
<td>Local knowledge</td>
</tr>
<tr>
<td>3</td>
<td>To inform a wider audience</td>
<td>Verified by those outside of that context</td>
<td>Public knowledge</td>
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</tbody>
</table>
Lee Schulman (1998)

Characteristics of an activity to be defined as scholarship of teaching and learning
- It should be made public in some manner
- It should be subjected to peer review and evaluation
- It should be accessible for exchange and use by others (cited, built upon and shared)

Observations of student learning with support of literature and an academic ethos

Thank you