

Kathleen M. Quinlan (EiRP 2014)

Reader in Higher Education
Director of Centre for the Study of Higher Education,
University of Kent, UK

About Kathleen M. Quinlan:

Dr Quinlan is Director of the Centre for the Study of Higher Education and Director of Research at the University of Kent. She was previously the Head of Educational Development at Oxford Learning Institute, University of Oxford, and was responsible for the Institute's Postgraduate Diploma in Learning and Teaching in Higher Education. She has also held academic and leadership positions in educational development at the Australian National University and Cornell University's College of Veterinary Medicine. She also has five years of government consulting experience in the United States, contributing to curriculum development, action planning for national and state projects, and planning and evaluation of large-scale biomedical research. She holds a Ph.D. in education from Stanford University and a B.A. in psychology from the University of Maine. Enhancing teaching in higher education has been an enduring theme in my research and teaching. Enhancing teaching in higher education has been an enduring theme in her research and teaching.

Education:

B.A. in Psychology from University of Maine and Ph.D. in Education from Stanford University

Research:

Learning and teaching in higher education, with a particular focus on integrating students' intellectual and personal development. She seeks to understand how higher education can best support the development of students' sense of personal and social responsibility, including the role of emotion in higher education.

In addition to her academic work, she is a published poet. Her poetry often explores social issues and has been published in several social science journals. She is currently exploring poetic inquiry as an approach to representing emotion in education.

Past research has included projects on threshold concepts in engineering education, educational development in higher education, the use of teaching portfolios and peer review of teaching, problem based learning in medical/veterinary education, and consultancy projects related to various aspects of public health and large scale biomedical research.

Teaching:

Director of the Doctoral Programme in Higher Education in CSHE. She convenes the CSHE Seminar Series and the following modules:

- UN831: Contextualising Higher Education Teaching and Learning
- UN832: Understanding Student Learning Experiences

She supervises doctoral and master's students and is a personal tutor on the Postgraduate Certificate in Higher Education.

Select Publications:

Quinlan, K.M. (in submission). Developing student character through disciplinary curricula: an analysis of UK QAA Subject Benchmark Statements. *Studies in Higher Education*.

Quinlan, K.M. (2014). Leadership of teaching for student learning in higher education: what is needed? *Higher Education Research and Development*, 33, 1, 28-41.

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Pleschová, G., Simon, E., Quinlan, K.M., Murphy, J. Roxa, T., Szabó, M. (2013). *The Professionalisation of Academics as Teachers in Higher Education*. European Science Foundation Position Paper. Available at:

http://www.esf.org/fileadmin/Public_documents/Publications/professionalisation_academics.pdf

Quinlan, K.M. & Berndtson, E. (2013). The Emerging European Higher Education Area: Implications for Instructional Development. In E. Simon and G. Pleschová (Eds) *Teacher Development in Higher Education: Existing programs, program impact and future trends*. Routledge: London. pp. 129-150.

Quinlan, K.M. (2012) Exploring engineering thresholds at level 4: what happens in the Oxford tutorial? In M. Harrison, I. Moore, H. Igarashi, S. Somani, (Eds), *Enhancing Engineering Higher Education: Outputs of the National HE STEM Programme* (pp 89-94), London: Royal Academy of Engineering. Available at www.raeng.org.uk/eehe.

Quinlan, K. M. (2011). *Developing the Whole Student: Leading Higher Education Initiatives that Integrate Mind and Heart*. London: Leadership Foundation for Higher Education.

Trevitt, C. Stocks, C, & Quinlan, K.M. (2011). 'Advancing Assessment Practice in Continuing Professional Learning (CPL): Toward a Richer Understanding of Teaching Portfolios for Learning and Assessment.

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Slonim, A., Wheeler, F., Quinlan, K.M., Smith, S.S. (2010). [Designing competencies for chronic disease practice](#). *Preventing Chronic Disease: Public Health Research, Practice and Policy*, 9 (2). 1-9.

Quinlan, K.M., Kane, M. & Trochim, W.M.K. (2008). Evaluation of large research initiatives: Outcomes, challenges and methodological considerations. In C.L.S. Coryn & M. Scriven (Eds.) *Reforming the Evaluation of Research*. *New Directions for Evaluation*, 118, 71-72.

Petrucci, C.J. & Quinlan, K.M. (2007). Bridging the research-practice gap: Concept mapping as a mixed methods strategy in practice-based research and evaluation. *Journal of Social Services Research*, 34(2), 25-42.

Rawson, R.E., Quinlan, K.M., Cooper, B.J., Fewtrell, C., & Matlow, J.R. (2005). Writing skills development in the health professions. *Teaching and Learning in Medicine*, 17 (3), 233-239