This paper offers an interesting reflection on the link between the quality of higher education academicians, their training and the academic processes associated to student learning. The author presents unresolved dualities and trends that somehow lead us to think on the need to acknowledge and become more aware of the importance of learning over and above teaching. The study emphasizes the importance of developing stable levels of awareness to improve the management of the academicians’ own academic resources. Apparently, students are somehow better prepared than teachers think to assess teacher quality in the classroom. Perhaps the key lies in achieving consistency between what we are seeking for ourselves in terms of higher education teaching quality and the quality of learning achieved by our students.