UiO : Faculty of Educational Sciences
University of Oslo

Quality Management –
Reflections on Future Research Agendas

Antigoni Papadimitriou

May 14 2013

PhD Workshop Belgrade

Content

- Quality Management (QM)
- QM Models
- QM and Higher Education
- QM and future research
- Food for thoughts

Quality Management (QM)

- Quality in higher education, how to evaluate it, how to enhance it, and—increasingly so—how to manage it, has been placed high on the contemporary agenda in higher education.

- The literature from the late 1980s onward suggests a growing interest in QM in the higher education sector and related issues on organizational change and stability.

Quality Management

- Quality management usually defined as organized activities dedicated to improving and assuring educational quality

  (Massy, 2003)

- QM deals with the policies, systems, and processes designed and implemented to ensure the maintenance and improvement of quality
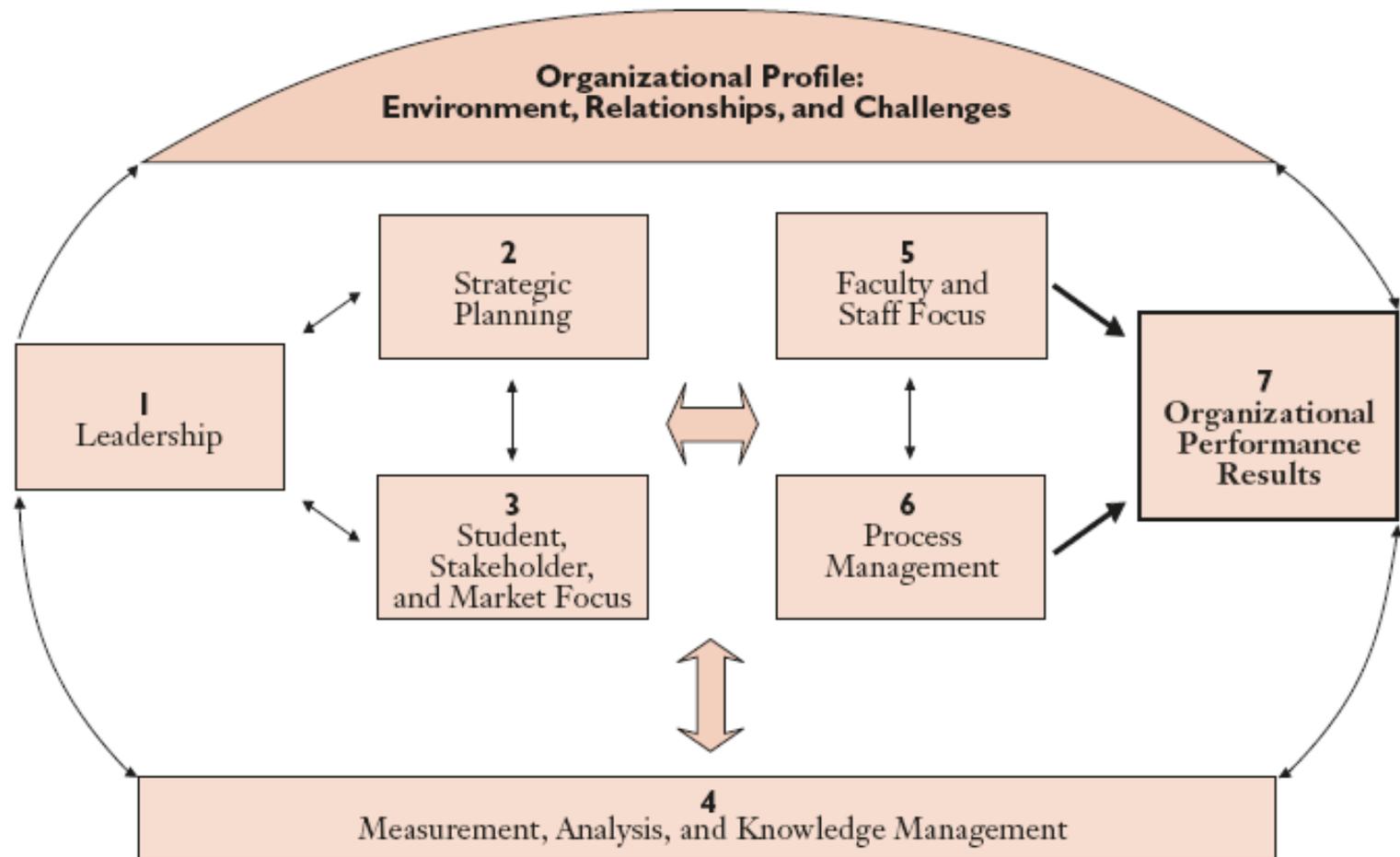
QM for Performance Improvement

- Universities as learning organizations
- QM as bottom-up rather top-down approach
- QM as a system in order to ensure the quality and future development of all university's activities including teaching, learning, and research
- QM activities need to be integrated with other institutional decision-making and planning processes
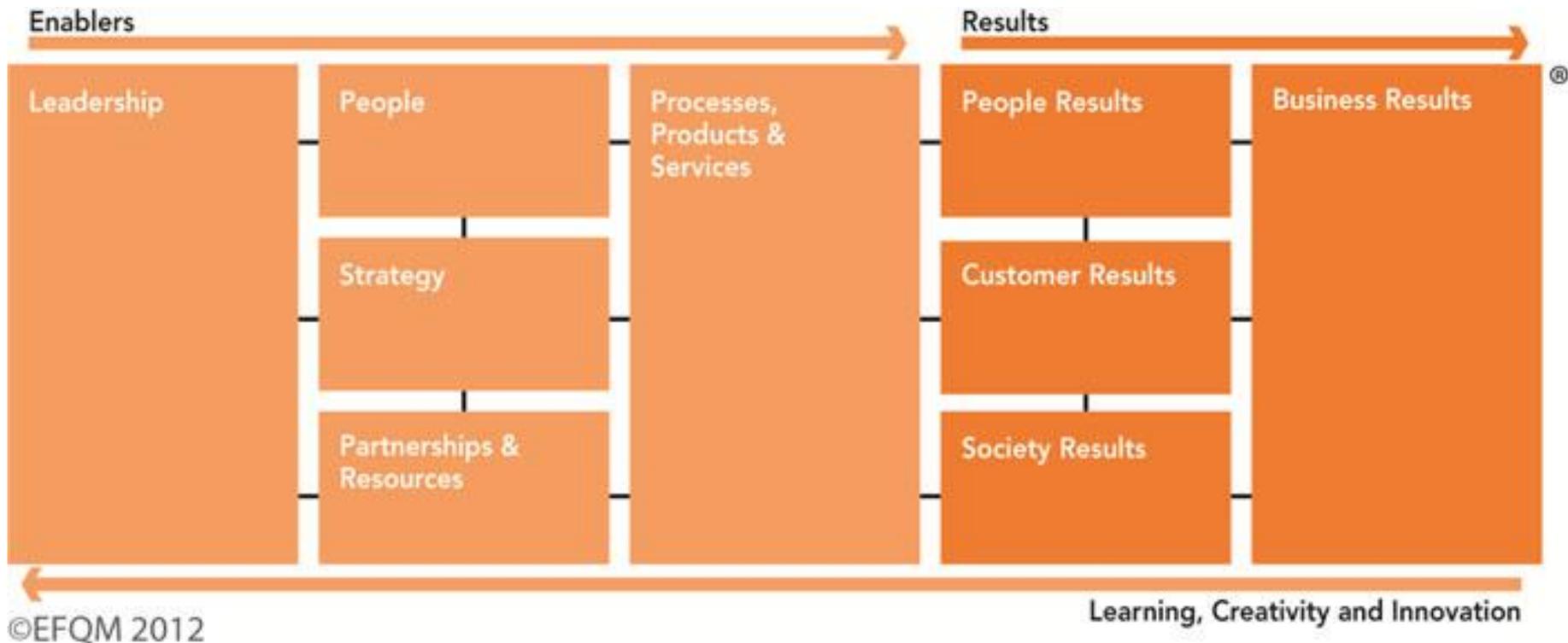- Quality is a journey and once one starts, the quality work never ends

QM Tools

Tools	Definition
TQM	A comprehensive management approach which requires contribution from all participants in the organization to work towards long-term benefits for those involved and society as a whole
MBNQA	Based on a framework of performance excellence which can be used by organizations to improve performance. 7 categories: Leadership, Strategic Planning, Customer focus, Measurement Analysis and Knowledge Management, Workforce focus, Operations focus, Results
EFQM	Non-prescriptive framework that establishes 9 criteria (divided between enables and results): Suitable for any organization to use to assess progress towards excellence
EUA-IEP	Focused on improving universities' capabilities for strategic planning and internal quality monitoring
Balance Scorecard	Performance/strategic management system which utilizes 4 measurement perspectives (usually) : financial, customer, internal process, and learning and growth
SERVQUAL	Instrument design to measure consumer perceptions and expectations regarding quality of services in 5 dimensions: reliability, tangibles, responsiveness, assurance and empathy, & to identify where gaps exist
ISO 9000	International standards for generic quality assurance systems. Its core module provides quality systems for design, development, production, installation and services.

Baldrige Education Criteria for Performance Excellence Framework: A Systems Perspective

Organizational Profile:
Environment, Relationships, and Challenges

2
Strategic
Planning

5
Faculty and
Staff Focus

1
Leadership

7
Organizational
Performance
Results

3
Student,
Stakeholder,
and Market Focus

6
Process
Management

4
Measurement, Analysis, and Knowledge Management

EFQM
European Foundation for Quality Management

Enablers

Results

Leadership

People

Strategy

Partnerships & Resources

Processes, Products & Services

People Results

Customer Results

Society Results

Business Results

©EFQM 2012

Learning, Creativity and Innovation

QM Tools and Important Issues Facing Higher Education (HE)

Tool	Focus	Important issues for HE
Baldrige Award	Customer Satisfaction	Customer Satisfaction and Retention (i.e., Students, Employees, Parents, Alumni, Taxpayers)
Deming Prize	Statistical Methods	Institutional Research and Assessment (i.e., Enrolment Patterns, Student Progress, Faculty Performance, Drop-out Rates, Recruitment Activities)
ISO 9000	Documentation	Accreditation and Evaluation (i.e., Curriculum Analysis, Programs, Requirements, Facilities Analysis)

Izadi, Kasshef, and Stadt (1996)

Possible Categorizations of QM Approaches

Type 1 'Academic'	**Subject focus- knowledge & curricula** **Professorial authority** **Quality values vary across institutions**
Type 2 'Managerial'	**Institutional focus – policies and procedures** **Managerial authority** **Quality values invariant across institutions**
Type 3 'Pedagogic'	**People focus- skills & competencies** **Staff developers/educationalist influence Quality values invariant across institutions**
Type 4 'Employment focus'	**Output focus- graduate standards/learning outcomes** **Employment/professional authority** **Quality values both variant & invariant across institutions**

Source: Brennan & Shah, 2000:14, in Pratasavitskaya & Stensaker, 2010: 40

Organization (University) as an Open System
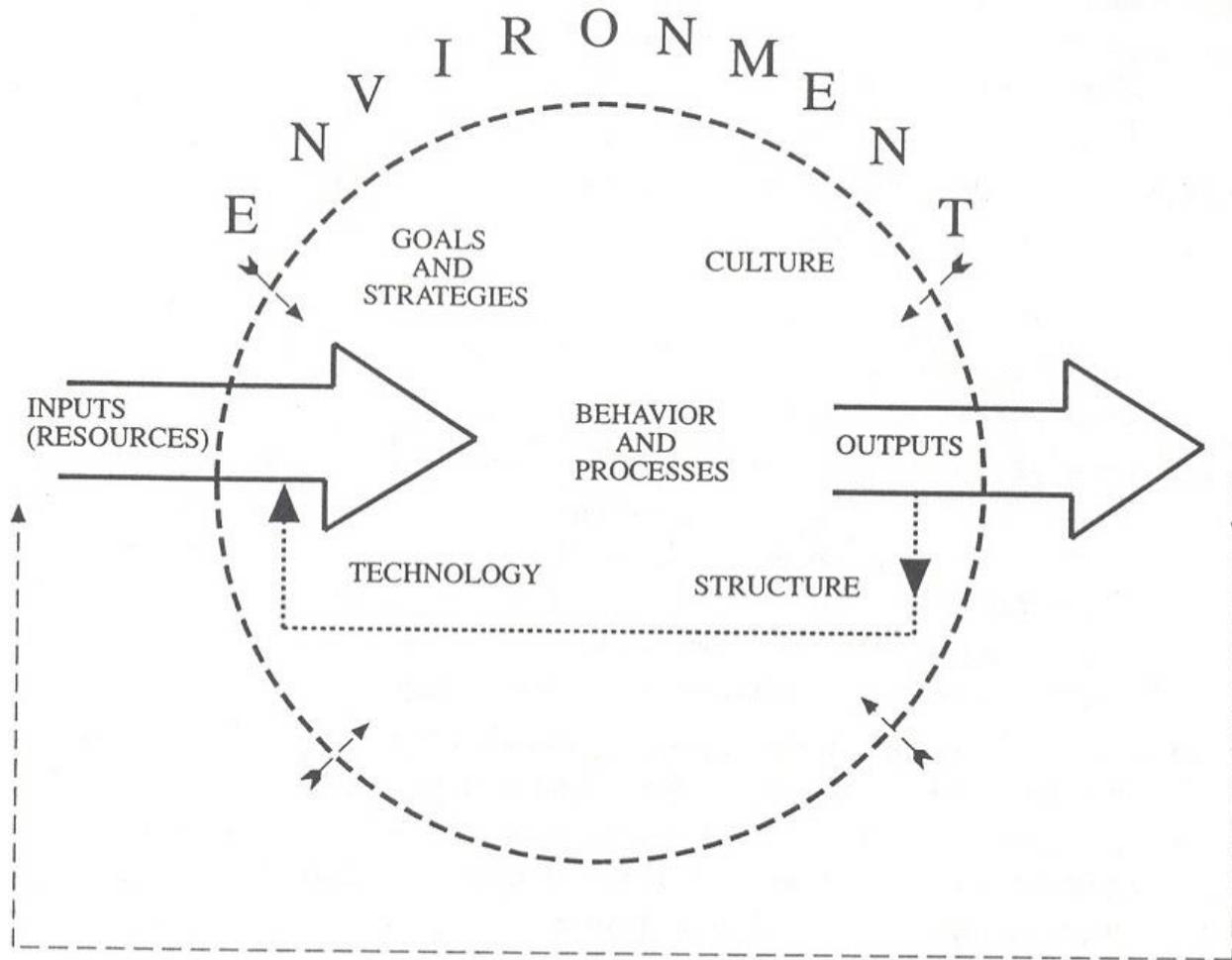
Harrison (1994)

External Environmental Changes

- Mass HE, new technologies, QA policies, accreditation, internationalization, employability, lifelong learning, new forms of teaching and learning

- New type of students, new type of courses, on line courses etc. **THUS**

- QM research needs to follow these changes

- QM research as knowledge creation for leaders, students, stakeholders, community (tax payers), policy makers, parents

Few University's Characteristics

- Professional bureaucracy (Mintzeberg 1979)

- While universities have boards and presidents with formal control, they also have faculty and student governing bodies as well as administrators with varying levels of responsibility and power. These aspects reflect the **diffusion of power** in higher education arena (Birnbaum, 1988)

- "Loose coupling" (means that groups preserve their own identity and separateness so that they may or may not be responsive to several actions i.e. organizational change such as adoption of quality management practices) (Weick, 1975)

- "Organized anarchy" (Cohen and March, 1974)

Quality Management Research as «Knowledge for Actions»

- QM practices in a continually changing environment leads to the expectation that knowledge (about QM practices within HEIs) needs to be periodically updated

HE needs QM research does concern its integration with practice within universities

QM Research: Theories and Methods

- The idea of theory, or the ability to explain and understand the findings of research within a conceptual framework which makes 'sense' of the data, is the mark of a mature discipline whose aim is the systematic study of particular phenomena (May, 1997:28)

- Borrow theories from several disciplines

- Methods:
    - Quantitative
    - Qualitative
    - Mixed Methods

QM Research and Level of Analysis

- Macro: university leadership, university administration, organizational development and management of universities

- Meso: departments/faculties, deans, programs

- Micro: individuals opinion, faculty member, course quality, teaching and learning and students

QM Research

- 'Scholarship has to prove its worth not on its own terms, but by its service to the nation and to the world' (Boyer, 1996:17)

- Research about QM as policies, systems, processes, practices

- Conduct research that inspires HE managers

- QM is about change. Change requires concerted efforts from all of us (HE researchers)

QM for Whom and Why?

- How what and why questions need answers

- QM research assessed the outputs, mostly reported to have greater applicability in measuring administrative or service functions whithin the universities rather than the quality of research or teaching and learning

- Fundamental 'product' of HE: learning of students

- QM research focuses on the students learning experience

Congratulations, College Graduate. Now Tell Us: What Did You Learn?

(Jeffrey Selingo, May 2013)

- We need more authoritative and accurate ways of measuring the value that a college adds to a student's life than some arbitrary rankings system created by a magazine that doesn't even publish anymore

Jeffrey Selingo is editor at large at The Chronicle of Higher Education and author of College (Un)Bound: The Future of Higher Education and What It Means for Students.

http://tinyurl.com/d2gc3tk

QM and Future Research Agendas within HE

Question:

•What evaluation efforts are being done in this area and have they proved effective?

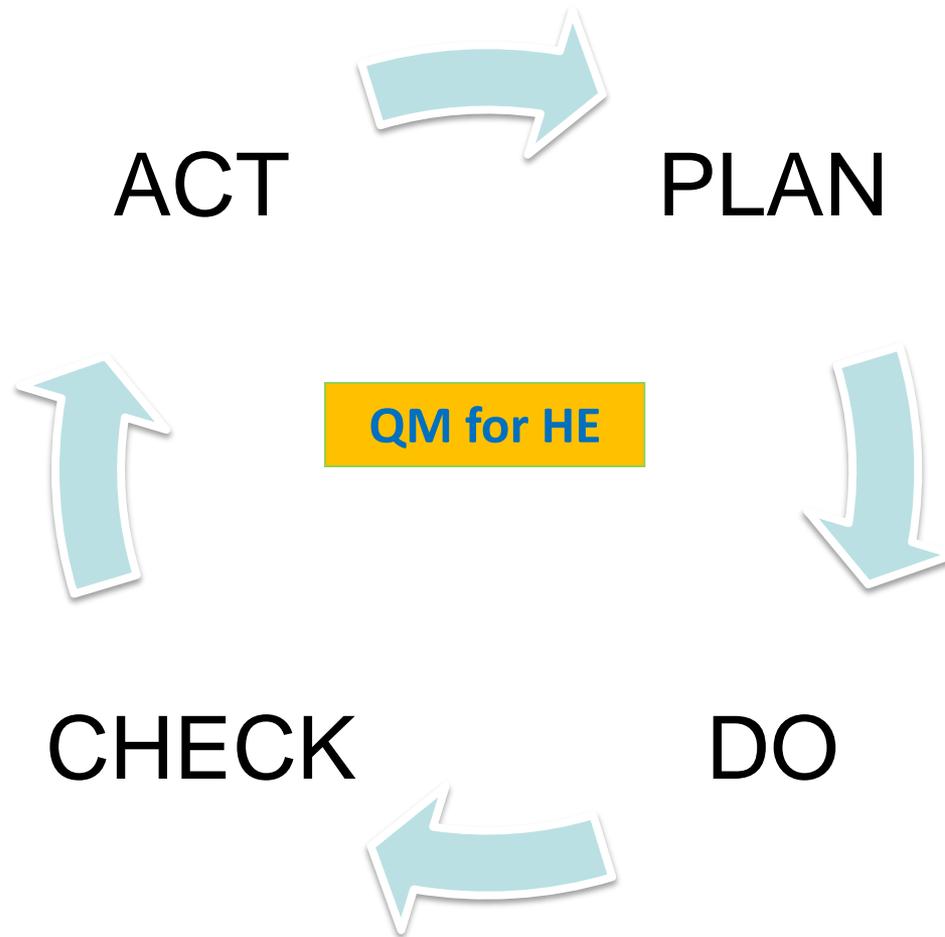"What is the impact and effect of this activity?"

"We need studies that can describe quality and quality improvement in a more convincing way"
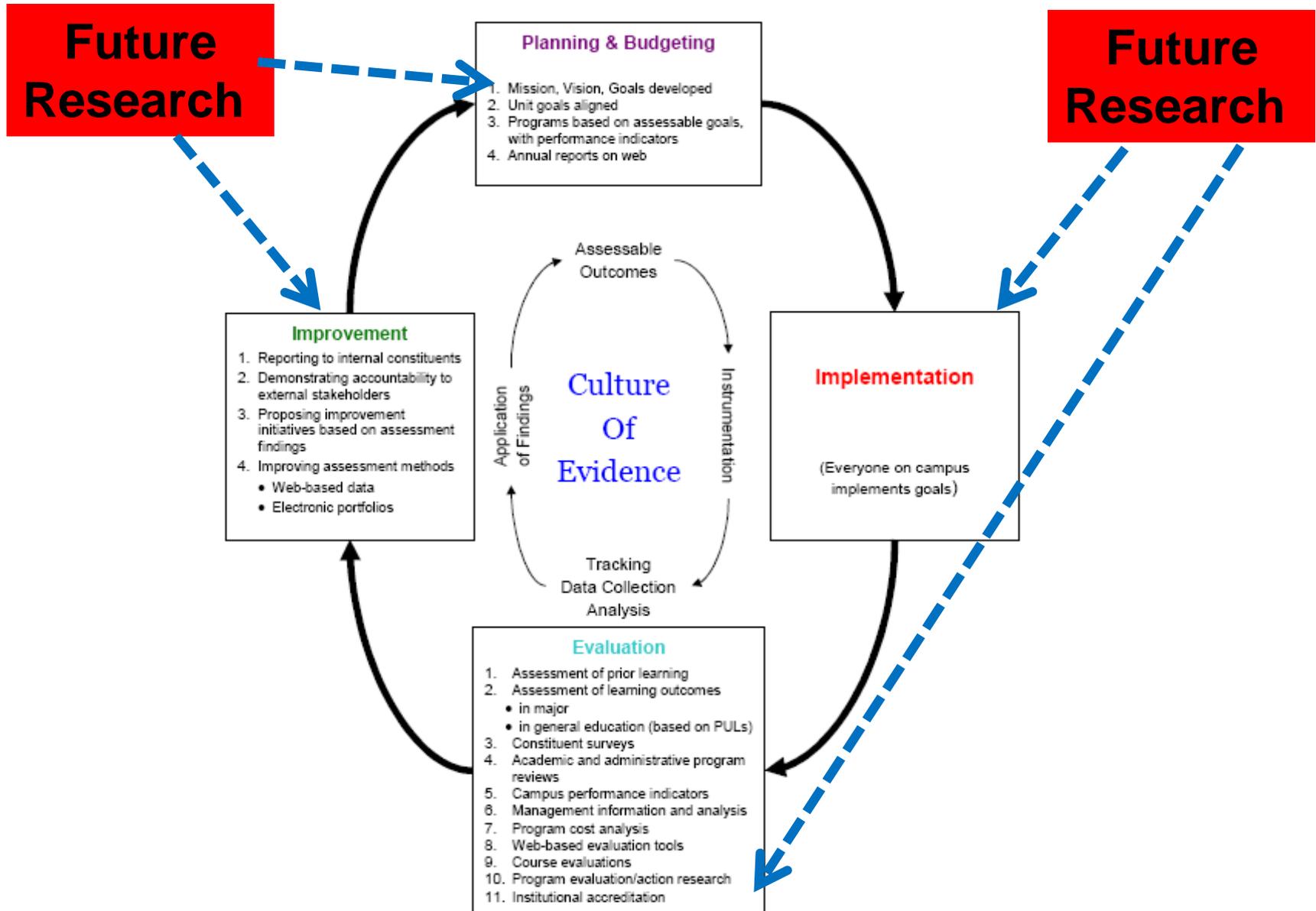
(Stensaker, 2008:4)

Western Balkans HE and QM Research

- Each country developed own national higher education system

- Development of new higher education laws, establishment of new governance and funding systems, new quality assurance systems
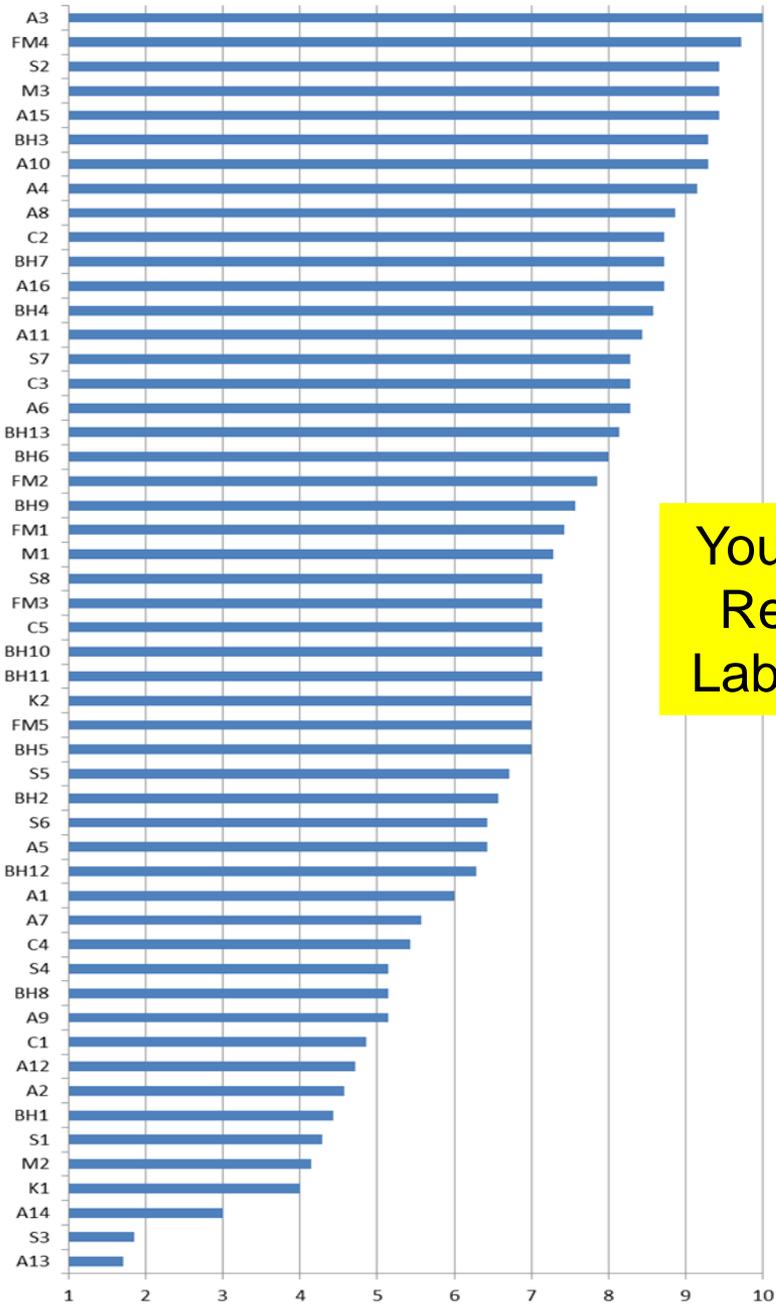
QM Research Bridging the Loop in the P-D-C-A cycle for Process Improvement at WB Universities & beyond

ACT

PLAN

QM for HE

CHECK

DO

Planning, Evaluation, and Improvement at IUPUI

Future Research

Future Research

Planning & Budgeting
1. Mission, Vision, Goals developed
2. Unit goals aligned
3. Programs based on assessable goals, with performance indicators
4. Annual reports on web

Improvement
1. Reporting to internal constituents
2. Demonstrating accountability to external stakeholders
3. Proposing improvement initiatives based on assessment findings
4. Improving assessment methods
   - Web-based data
   - Electronic portfolios

Assessable Outcomes

Application of Findings

Culture Of Evidence

Instrumentation

Implementation

(Everyone on campus implements goals)

Tracking
Data Collection
Analysis

Evaluation
1. Assessment of prior learning
2. Assessment of learning outcomes
   - in major
   - in general education (based on PULs)
3. Constituent surveys
4. Academic and administrative program reviews
5. Campus performance indicators
6. Management information and analysis
7. Program cost analysis
8. Web-based evaluation tools
9. Course evaluations
10. Program evaluation/action research
11. Institutional accreditation

23

Strategic Planning

Stakholder Focus Management Practices

Your Future Research Laboratory?
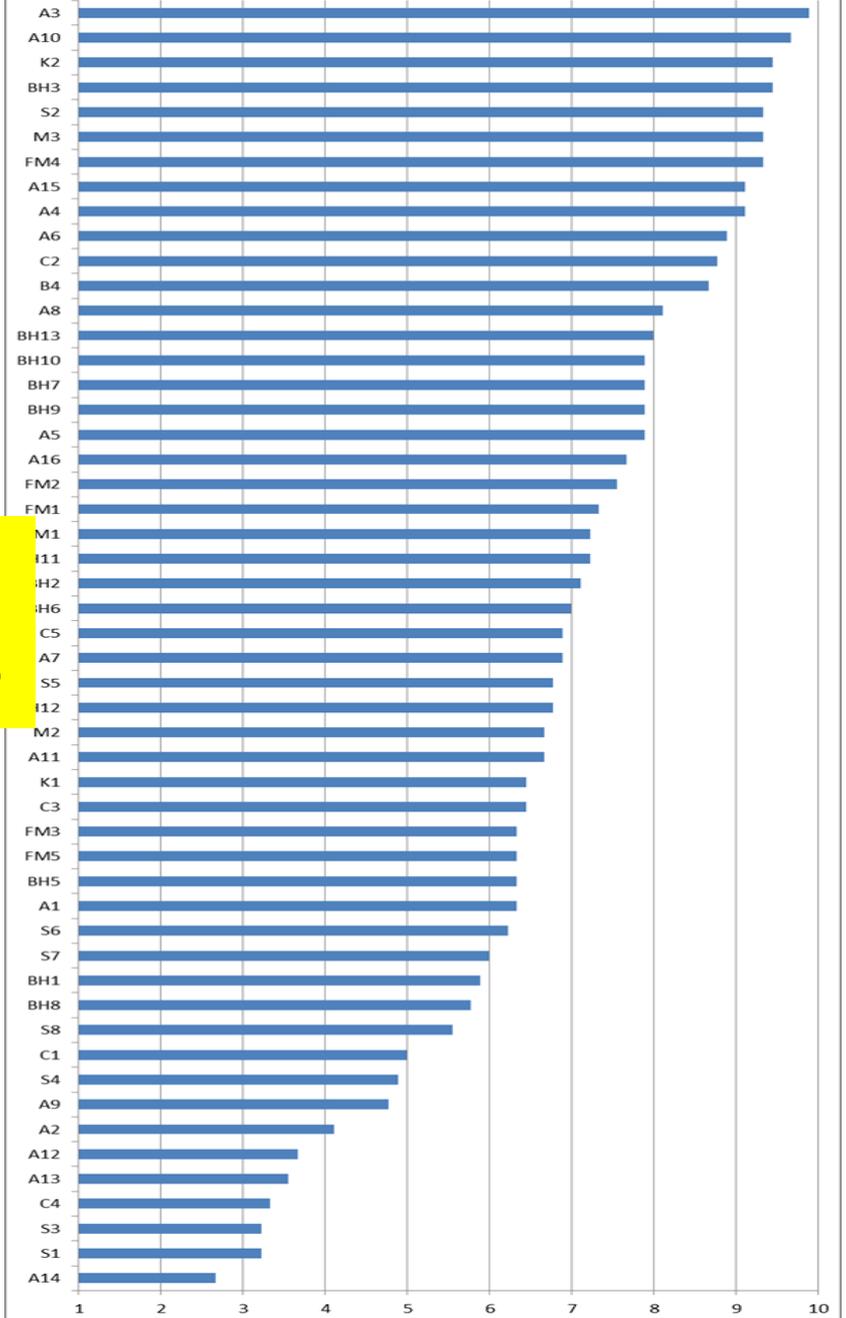
Last but not Least

- "PhD research in order to be accomplished, requires coincidence with the candidate's interests and passion for this field"

THANK YOU

QUESTIONS?