

"Bologna Process - Awareness, Interest, Desire, Action"  
Ogarev Mordovia State University, Saransk , 19 - 20 April 2012

## **Excellence in Education:** *My Experiences with Quality in Higher Education*

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### Agenda

- **1992-2000 Aarhus School of Business** - New MSc Program in Quality Management: *Treating students as associates and co-creators*
- The Cause and Effect Diagram (CED)
- Total Quality Management (TQM)
- Total Involvement in Quality (TIQ)
- TIQ and Quality Assurance in Education
- Conclusions

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### My Situation at the ASB 1992

- New MSc. Program in TQM
- Huge demand in industry for TQM expertise
- "Men" resources (Human Res.) very small
- How to increase "Men" resources?

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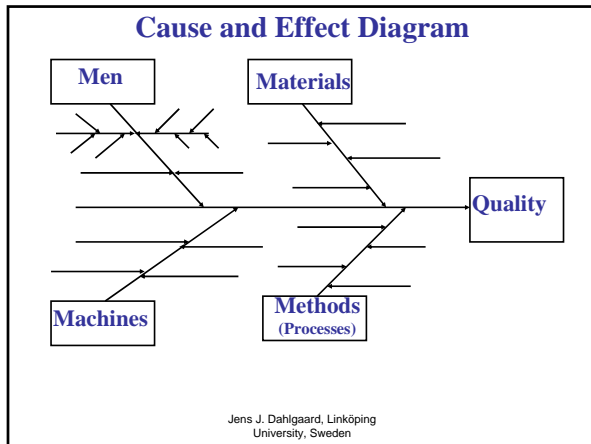
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- ### Treating Students as “Men” (=associates) not customers?
- **Welcome speech – consequences:**
  - Surprise, pride, motivation, skepticism,...
  - Planning of lectures, literature, students' participation,
  - Class room activities and project work
  - Job situation – MD: *“What did you do with them?”*
  - **Thesis work:**
  - European Award for Best MSc TQM thesis (1994, 1996, 1997, 1998, 1999):
  - **EFQM General Secretary (1997):** *“They must have a secret teaching and learning methodology at the ASB”*
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- ### Conclusion 1
- **Treating students as associates (=“Men” and co-creators) will contribute to:**
  - Empowerment, motivation and development of the students, and
  - Continuous improvement of at least 3 out of “the 4M”, and hence to:
  - **Excellence in Education!**
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## Conclusion 2

- **Excellence Models and (national/ international) Quality Management Systems** may be a necessary condition for *Quality Assurance* in Higher Education, but never a sufficient condition!
- **Results depends on:**
- **1. Teachers' attitudes, motivation and will** for quality improvements, and
- **2. The implemented Quality Management System**, which is a result of upper management and professors' understanding of Quality and TQM.
- Results may be like **"the emperor's new clothes"**

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## The emperor's new clothes



**"Look, the emperor has no clothes on!"**

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## Some TQM definitions

- **Oakland (1989):** Total Quality Management is quality in all functions (in all work).
- **Dahlgaard (1998, 2004):** TQM is
- **A management philosophy** aiming at increasing customer and stakeholder satisfaction and reducing waste through continuous improvements, in which **all employees actively participate** by using appropriate quality tools and methods (2004).
- **A corporate culture** characterised by increased customer satisfaction through continuous improvements, in which **all employees actively participate** (1998).

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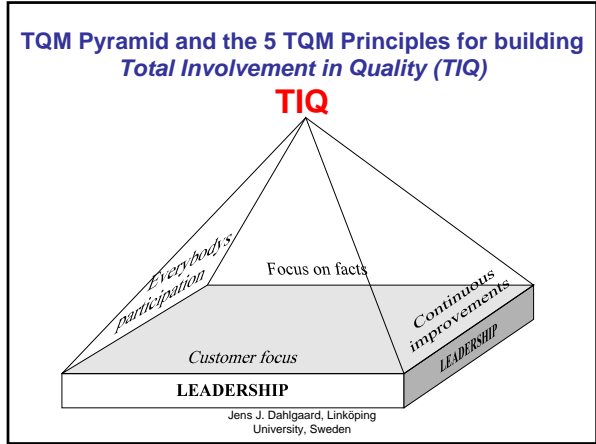
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**Samsung Chairman's Message on the Importance of Quality (June 7, 1993)**



**New Management = TQM!!**

**Quality First**

- Samsung will consider defects as a crime.
- Change our priority from volume to quality.

**Change to Survive**

- Change everything except wife and children.
- Change starts from me & with small things.

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**TQM in Higher Education?**

- **The aim of TQM in HE is to build:**
- An educational culture characterised by
- increased customer/ stakeholder satisfaction
- through continuous improvements and waste reduction,
- in which all employees and students actively participate.

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**Muda in a higher educational context?**

- **5 types of waste (examples):**
- Support Processes: Library, Administration (faculty, registrar, department, division, ...)
- Uncoordinated teaching, coaching and testing, with the consequence that students do not pass exams.
- Graduate students, who do not have the ability to get a job and do not have life-long learning capabilities.
- Scheduling courses for which the students have not yet got the appropriate qualifications to pass.
- Design of courses and supportive activities, which do not meet the needs of the customers inside and outside the institution

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**Organisational Structure in HE**

- A central issue for higher education is the organisational structures and incentives that enable or prevent the processes of research and teaching to become more integrated to the benefit of the stakeholders.
- Most higher educational institutions are **organised in a hierarchical way** inspired by Taylor, which means that **higher educational institutions have many different layers of management.**

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## Organisational Structure in HE

- These layers of management are starting with the Ministry of Education and Research, followed by vice-chancellorship, faculties with deans, directors of study boards, departments with principals, research teams with team leaders.
- Around these layers of management different, often uncoordinated, supportive functions are found, which make it difficult to assure an overall focus on value.
- At the same time this organisational structure does not facilitate teamwork, and it often produces centralised information systems only supporting specific layers of management and not facilitating general information on the overall situation of higher educational institutions.

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There are problems with the communication...



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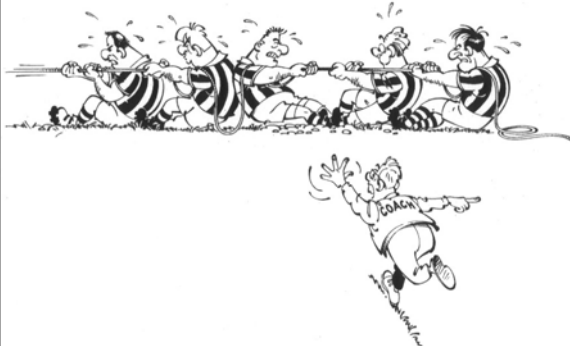
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... and coordination



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### TIQ and Quality Assurance in Education?

- Building a **TIQ Culture** is a necessary condition and first step in quality assurance of educational institutions.
- If the school's and teachers' **attitudes, motivation and will** for quality improvements are high then Excellence Models and quality management systems may be a good medicine for improving quality in education!
- But **keep it simple** and **involve people** in the implementation!
- **People:** Staff and students.

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### How may we Improve Education?

- **W. E. Deming (1993, p. 6), *The New Economics – for Industry, Government, Education:***
- *“Improvement of education, and the management of education, require application of the same principles that must be used for improvement of any process, manufacturing or service.*
- *Innovation and improvement of education will require leaders.”*
- **Leadership is the foundation or pre-requisite for any transformation/ improvement plan to be accepted and hence for improvement of education.**

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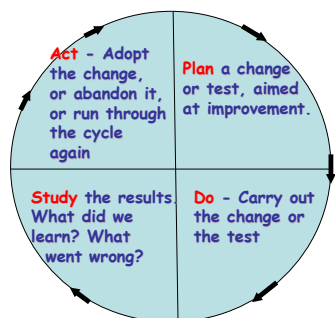
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### Deming's PDSA Cycle for Learning and Improvement



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### The PDSA Cycle - to be applied at all levels

- **School Level:** Aim is to establish and achieve an overall vision covering all stakeholder groups
- **Department Level:** Aim is to establish and achieve a department vision through a yearly strategic plan for what goals to be achieved
- **Class Level:** Aim is to establish and achieve a class vision covering the primary customer groups at the class level (students, companies, teachers)
- **Teacher Level:** Aim is to establish and achieve a subject vision covering the students at the subject level
- **Student Level:** Ideally each student should have its own PDSA Cycle to be administered by the student himself in cooperation with his/ her teachers

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### The overall PDSA Cycle for Learning and Improvement



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### Quality Improvements: Planning, Implementation and Follow Up

- The **PDSA Cycle** approach may be effective and efficient and hence maybe sufficient
- The **strength** of this approach is that it is simple, understandable and hence easily acceptable
- A **more comprehensive approach** is to use an international accepted model/ framework for self-assessment and for building Organizational Excellence such as the European Excellence Model.
- **Wordings may have to be changed** if the focus is on improving education and learning in order to be understood and accepted in a university setting?

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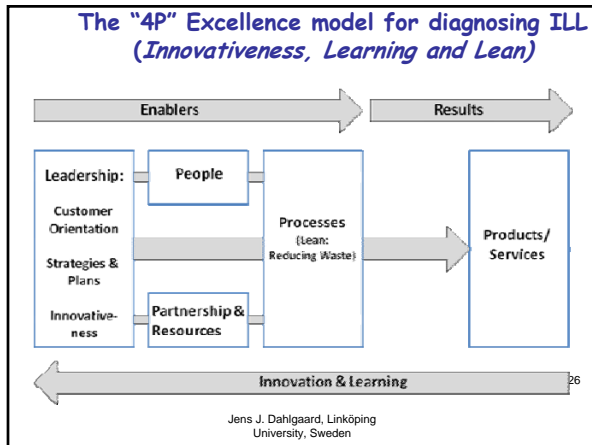
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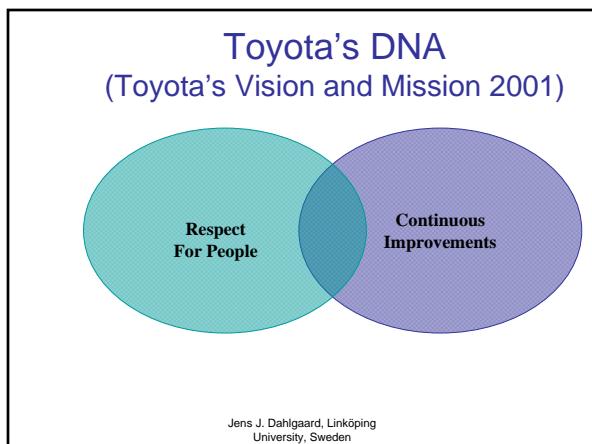
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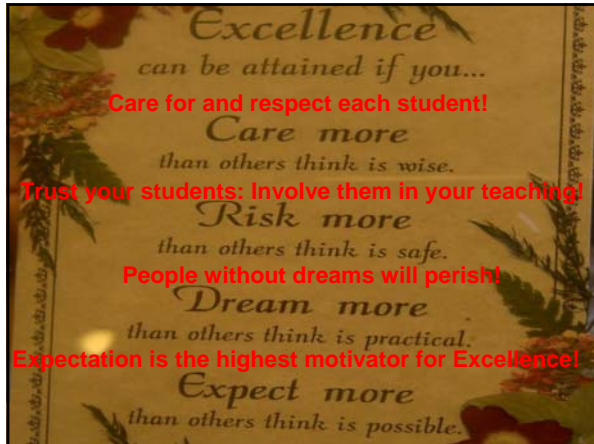
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