This Meeting So Far …

TrainIQA: Capacity Development in QM

QA in the EHEA

The DIES Program

Recent Trends and Challenges in HE in Asia and Europe

IQA/EQA Case Models & Case Studies

Panel: QA in Germany: State & Other Stakeholders' Expectations

German Parliament Tour

Role of HEI Leadership in QA

QA Working Groups

Regional QA in South East Asia

What is QA?

… What else can be said? … Nothing at all? … Or just talk about the future …

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The Future of Quality Assurance: Higher Education Institutions On Their Way Towards Organisational Identities?

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ASEAN-QA High Level Visit

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About

- **Mission and Role of HE in Society – Education as a Human Right and Public Good**
- **HEI Governance Level – QA as a Key to Governance of Specific Expert Organisations: Universities on their Way Towards Organisational Identities**
- **HEI QA System Core Functions – Generic QA Must-Haves and QA Add-Ons**
- **QA, What For? – Major Intended and Non-intended Effects of QA**
- **HE(I) QA Effects, Positive and Negative – Typical Merits and Failures of HE(I) QA**
- **Conclusions – Principles and Policies for QA in HEIs (Supporting Organisational Development/Self-Governance/ Organisational Identities)**

Education as a Human Right and Public Good

Education is a universal human right:

"Everyone has the right to education. […] Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit."

And: ***"Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms."***

(United Nations 2008, Art. 26, paragraph 1)

Education as a Human Right and Public Good

- Era of permanent technological innovation; requires **permanent knowledge development**, **lifelong learning**, **knowledge sharing** on **global scale**
- **HEIs** (and other education institutions) **more important than ever** as high achievers in **globalized knowledge societies** and **economies**: **fundamental to permanent flow** of **people, knowledge, information, technology, products and financial capital** (cf. Marginson 2006); decisive for **competitiveness** of national states as producers of innovative research and technology

"One of the essential pillars of the knowledge society is education."
(Afgan & Carvalho 2010, p. 41)

Education for All (e.g., **critical thinking, intellectual and moral development**; **knowledge-based employability**); profiled innovative **research**; economic, social and ecological **sustainability**; **evidence-based** organizational development and political **decision-making**
(cf. Anderson 2008; Hamlin 2016; Innerarity 2012; Lingenfelter 2012; Välimaa & Hoffman 2008; van Weert 2006)

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Value of QA: Four Pivotal Roles

- **Sustaining and enhancing the quality of HE**
  (accountability/ responsibility/ competition/ autonomy functions)
- **Maintaining the academic values of HE** (most controversial!?! – really?)
  (autonomy function)
- **Buffering against the politicizing of HE**
  (autonomy function)
- **Serving public interest and need**
  (competition & autonomy function)

Cf. (Eaton 2003)

Education as a Human Right and Public Good

Education – Relations between (wo)man and the world, to other people, to himself

Quality – academic values – public interest

Value of QA: Four Pivotal Goals – Life education and vocational training

- **Personality development** (self-competence; social competence)
  (cf. Leiber 2016c)
- **Scientific or artistic qualification** (expert c.; methodological c.)
- **Qualification to take up a qualified employment** (professional c.; expert c.)
- **Qualification for societal engagement** (social c.; self-c.)

(cf. Akkreditierungsrat 2013; also cf. Dörpinghaus et al 2013; Meyer 2011)

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- **Four core dimensions of any academic organisation** (Birnbaum 1988)
  - **Collegial features**
  - **Bureaucratic features**
  - **Political features**
  - **Anarchical tendencies**

Mixtures of features may differ between instituitions

National traditions and regulations, institutional histories affect blending of dimensions

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- **Characteristics of HEIs as 'specific organisations'** (Cohen et al. 1972; 1976; Musselin 2007) **and expert organisation with multiple missions**

  - **Goals are problematic**, i.e., **"inconsistent and ill-defined preferences" appear frequently** (Cohen et al. 1972, p. 1)
    - Multiplicity of goals & organisational complexity of HEIs; inherent dynamics of organisational goals; competence deficits in academic self-organisation
    - Ergo: **difficult for HEI decision-makers to act on organisational goals in concert**

  - **Functional loose coupling** of both **learning and teaching** activities and **research** activities
    - Low level of coordination and cooperation in L&T and research activities (in particular intra-university) – subject-specific, department-specific, different individual autonomy profiles

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- Both **L&T** and **research** are **unclear technologies**
  - **L&T and research are complex processes which are difficult to grasp**, partly because of **intrinsic** reasons (it is complex), partly because of **construction** (academics maintain opacity and academic work is still not sufficently studied)
    In particular, **causal relationships** between tasks and results **are ambigious (distributed multiple causation, and partially opaque learning processes and teaching processes)**

- **Fluid participation**, i.e., shifting involvement in decision making

"Ms. Jennings, have you seen my 'Oganization is the Key to Success' poster?"

Hypothesis: ***None of these four drawbacks (which also have their positive sides) can be completely solved!***

Hypothesis: ***Gradual improvement on these is required in many places and seems impossible without QA.***

QA as a Key to Governance of Specific Expert Organisations: Universities on their Way Towards Organisational Identities

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- **Improvements for specific expert organisations**
  - Seems **necessary to improve goal-setting and decision-making**
    - E.g., by developing competences in **organisational development & QA**
  - Seems **necessary to make coupling 'less loose'**
    - Because of (case-dependent) **requirements** for **L&T as joint task**; **inter- and transdisciplinary** study programs and curricula; ECTS-based **mobility**; **research-related L&T**; etc. → some **governance-based coordination and cooperation** required, based on **evidence-based QA**
  - Seems **desirable to avoid constructed part of unclear technologies**
    - E.g., by intensified **didactic and pedagogical research** based on **evidence-based QA** of L&T processes
  - Seems **necessary to make participation 'less fluid'**
    - Because of **requirements** of **more systematic and integrative self-governance/ autonomy** → more **(bounded) rationality of decision-making** required based on **evidence-based QA**

QA as a Key to Governance of Specific Expert Organisations: Universities on their Way Towards Organisational Identities

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- **Governance** model of the 'specific organisation' HEI
  - **HEIs** can become/are **strategic decision-makers & organisational actors** incl. **quality development** on the basis of an **organisational identity** (QA serves responsible self-governance)
  - **Organisational identity** (an institution's self-understanding): **implementing** interwoven features/ abilities of **accountability** (**responsibility**), **competition** and **autonomy** – characterised by reasons why institution exists, what its (general) goals are (***mission***); how it strives for its goals, what its values are as a basis of decision-making and action-taking (***values***); where the institution hopes these purposes will lead and what it wants to be or become in the future (***vision***) (Leiber 2016a; Kosmützky & Krücken 2015)

QA as a Key to Governance of Specific Expert Organisations: Universities on their Way Towards Organisational Identities

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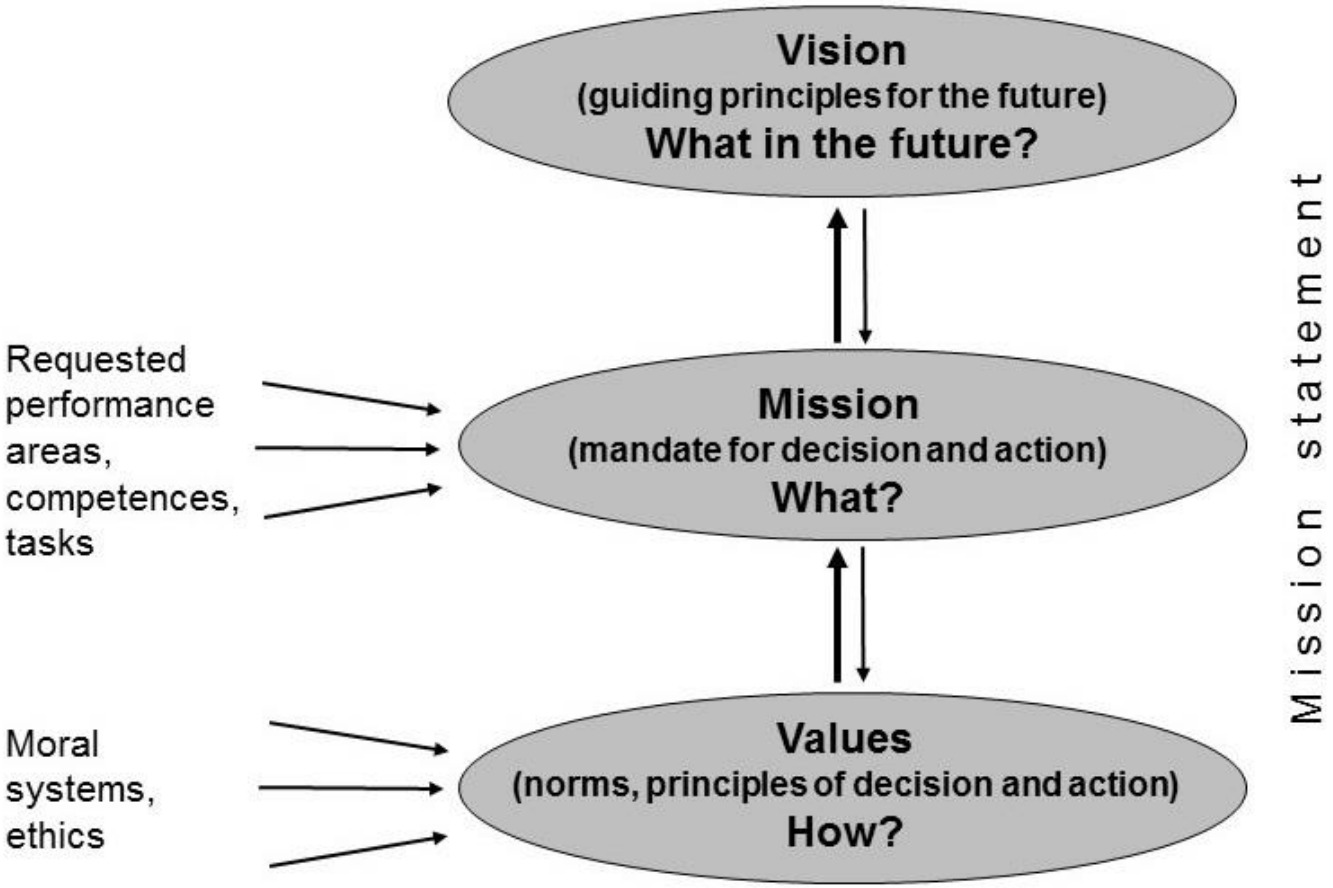


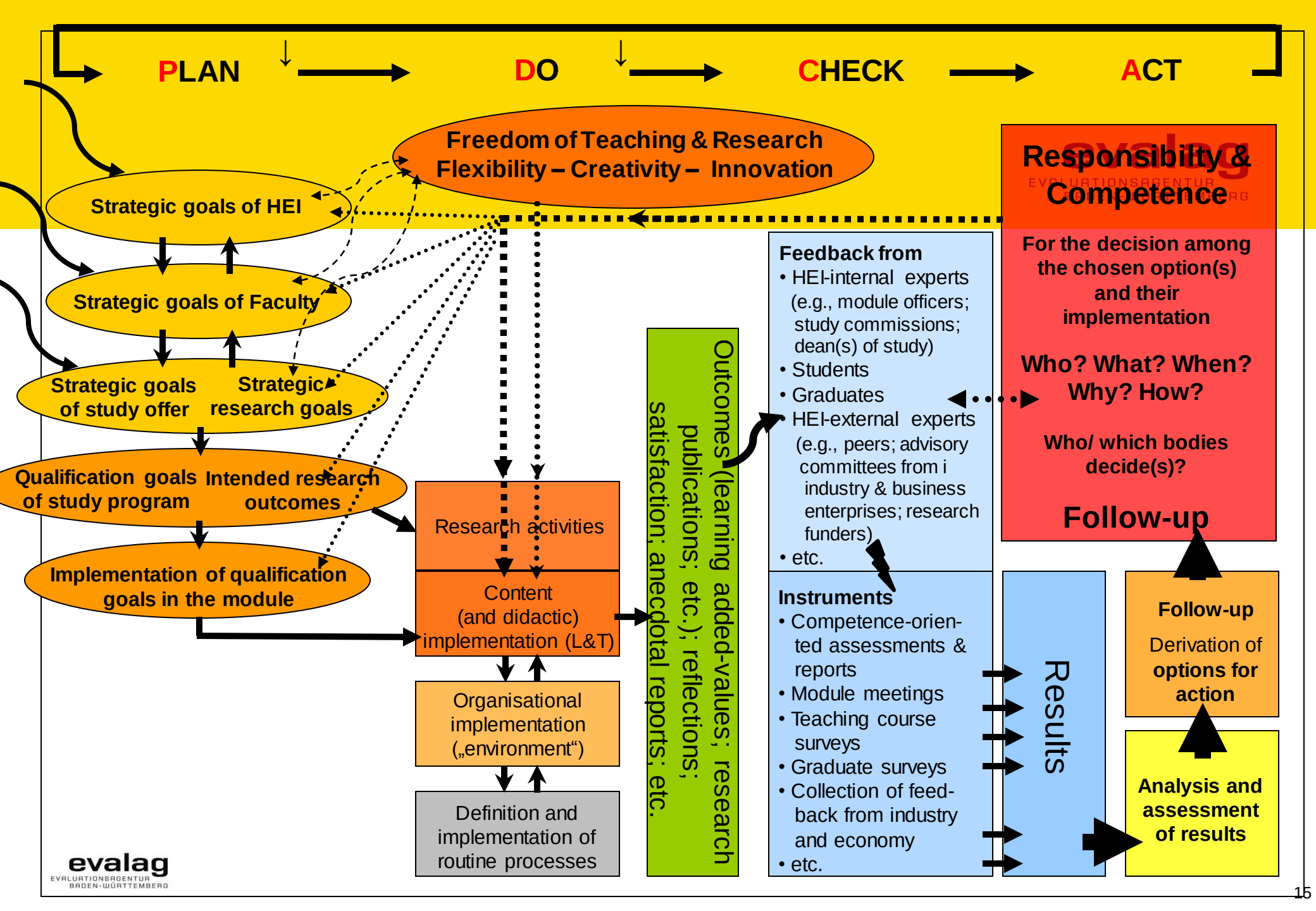
Core elements of **strategic organisational decision-makers and actors** (**institutional autonomy**; **competition**):

Value-based **plan**(s) (mission statement);
Action (**do**);
Goal achievement (**check**; **accountability**);
Improvements (**act**)

(cf. Leiber 2016a)

Generic QA Must-Haves (self-governing competences) …

- IQA ("from program to institution") consisting of individuals, bodies, structures, processes, institutions, etc. which **IMPLEMENT PDCA-CYCLES**
  (generic, indispensable) (Deming cycles, upward-spirals with respect to quality development)
- **IQA & EQA in balance**, **HEI-specific** (build on existing competences and structures!)
- **Strategic governance (vmv)**, **HEI-specific** (develop existing profile)
- **QA criteria and standards** (more generic)
- **QA in L&T** ("from teaching to learning"); **Research; Promotion of Young Scientists; Third Mission; Administration; etc.** (more generic)
- **Systematic evaluation procedures** (more generic)
- **QA impact evaluation** (more generic)
- **Focus on leadership competences** (more generic)


PLAN
DO
CHECK
ACT
Freedom of Teaching & Research
Flexibility – Creativity – Innovation
Responsibility & Competence
Strategic goals of HEI
Strategic goals of Faculty
Strategic goals of study offer
Strategic research goals
Qualification goals of study program
Intended research outcomes
Implementation of qualification goals in the module
Research activities
Content (and didactic) implementation (L&T)
Organisational implementation („environment“)
Definition and implementation of routine processes
Outcomes (learning added-values; research publications; etc.); reflections; satisfaction; anecdotal reports; etc.
Feedback from
• HEI-internal experts (e.g., module officers; study commissions; dean(s) of study)
• Students
• Graduates
• HEI-external experts (e.g., peers; advisory committees from i industry & business enterprises; research funders)
• etc.
Instruments
• Competence-orien-ted assessments & reports
• Module meetings
• Teaching course surveys
• Graduate surveys
• Collection of feed-back from industry and economy
• etc.
Results
For the decision among the chosen option(s) and their implementation
Who? What? When? Why? How?
Who/ which bodies decide(s)?
Follow-up
Follow-up
Derivation of options for action
Analysis and assessment of results
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Generic QA Must-Haves …

QA criteria and standards (exemplary choice)

- **Evaluation standards**
  (e.g., German Society of Evaluation/DeGEval; American Society of Evaluation; …)
- **European Standards and Guidelines for QA in HE** (ESG)
- **ASEAN Guiding Principles for QA** and …
- **Accreditation rules and standards**
  (e.g., Akkreditierungsrat; American Association for Accreditation in HE; …)
- **National Qualifications Frameworks**
- **Performance indicators and core datasets** for research; L&T (?); …
- HE Laws
- Evaluation regulations of individual universities
- etc. pp.

Generic QA Must-Haves …

Systematic evaluation procedures – methodological elements

- **Clearly defined subjects, goals and criteria of evaluation**
  (e.g., programs; qualification goals; research aims; etc.)
- **Implementation by experts** (e.g., teachers; researchers; evaluators)
- **Precisely defined and transparent assessment criteria**
  (definition of relevant qualities)
- **Systematic and comprehensive acquisition of empirical data**
  (e.g., data monitoring; surveys; interviews; etc.)
- **Systematic analysis and assessment of data**
  (e.g., peer review; focus group discussions; SWOT analyses; hypotheses about goal (non-)achievement; impact analyses; etc.)
- **Participation of stakeholders** (e.g., students; academic staff; leadership; HE policy; HE researchers; employers; parents; etc.)

Generic QA Must-Haves …

Systematic evaluation procedures – procedural elements

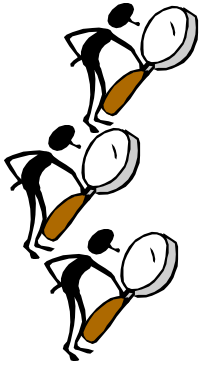
Task clarification, admission & contract

Creation of self-evaluation report against standards

(First) On-site visit

(Second) On-site visit Random sample of subject items

Random samples of subject items



Evaluation report incl. recommendations & decision (possibly with conditions)

ca. 18 to 24 months
repeat every 5-7 years

Generic QA Must-Haves …

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QA Impact Evaluation

- **Before-after comparison** design (and *ex-post* analysis)
  Analyse **if** and **when** and **how** an effect has been achieved
- ***Causal mechanism hypotheses*** (cf., e.g., Leiber et al. 2015; Little 2015; Stensaker & Leiber 2015)
  Analyse how effects are achieved
- **Assessments of intervention effects** by participants, key informants, experts
  (e.g., via **standardised surveys** and **structured interviews** with **different target groups** such as academic staff, students, QA staff, leadership etc.)
  Analyse goals, processes, structures, preferences, actions and institutional & program change
- **Counterfactual self-estimation of participants** (Mueller et al. 2013)
  Analyse change of personal variables (intentional states) related to preferences, decisions and actions (relevant to institutional & programme change)
- **Document analyses/observations**
  Analyse goals, processes, structures, actions and institutional & program change

Generic QA Must-Haves …

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QA Impact Evaluation

5 main impact areas

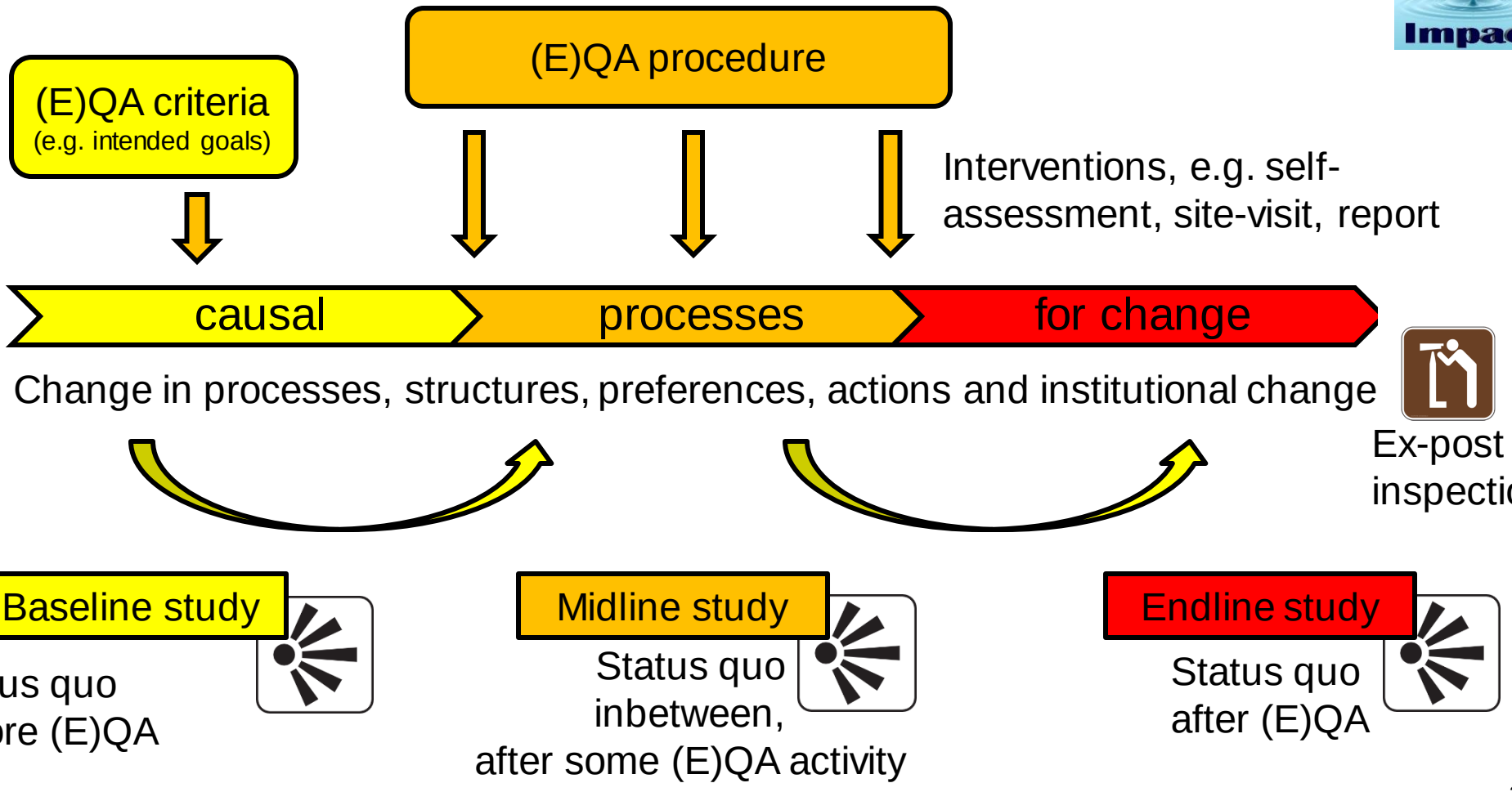
- **Learning and teaching**
- Research
- Third Mission
- Internationalisation of HE
- Inter- and transdisciplinarity of HE
- **Institutional management**
- Nationales HE and QA system
- **Satisfaction with QA processes**

Stakeholders

- **Students**
- **Academic staff in learning and teaching**
- Peers
- Employers
- QA agencies
- **Study programme managers**
- **HEI managers**
- Governments
- Society
- International community

Generic QA Must-Haves …

QA Impact Evaluation (IMPALA Research Design)



Generic QA Must-Haves …

(The Top 5) Leadership Competences As Seen By Trained HEI Leaders

Develop visions and strategies for the organization

Get staff attached to the objectives of the organization

Get people to cooperate

Get results

Secure organizational survival

Cf. (Aasen & Stensaker 2007, p. 377)

Accordingly, the empirical ideal of HEI leadership is **not about "managerialism"**, **"control people"**, **"do administration"** but there is a ***"strong emphasis on the academic dimension and the distributed practice inherent in university governance"*** (Aasen & Stensaker 2007, p. 378).

Generic QA Must-Haves …

(The Top 8) Acquired Leadership Competences By HEI Leader Training

Well-developed personal network

Cf. (Aasen & Stensaker 2007, p. 375)

More professionalism in how a leader fulfills tasks

Increased knowledge of how a leader functions

Better understanding of how my HEI works

Improved confidence in myself as a leader

Improved knowledge of strategic thinking and development

Improved knowledge about formal responsibilities and duties as a leader

Better know-how in how to solve conflicts and social problems

Generic QA Must-Haves …

The Top 8, or 28, or … Leadership Competences

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More (?): **Top 8 Leadership Competencies** : Ronald E. Riggio Ph.D.,
https://www.psychologytoday.com/blog/cutting-edge-leadership/201404/the-top-10-leadership-competencies

More (?): **28 Leadership Core Competencies in Five Groups**
United States Department of Agriculture Farm Service Agency, Washington, DC, USA,
http://www.fsa.usda.gov/Internet/FSA_File/leadership_core_competencies.pdf

… and QA Add-Ons

- (Overlapping) **Dimensions of QA modelling in HEIs**
  - **Which methods, procedures, instruments?**
    Which monitoring systems, reporting systems, performance indicators are used?
    What is the relation of used qualitative and quantitative indicators?
    How are results interpreted?
    How are reference standards built?
  - **Which scope?**
    Which performance areas, key processes, support processes are included?
  - **Which functionality/ intensity?**
    What is the degree of interweaving and interaction of QA measures with university processes?
    How are informal and formal instruments and processes used?
    In what way are follow-up measures implemented?

… and QA Add-Ons

- (Overlapping) **Dimensions of QA modelling in HEIs**
  - **Which institutional anchoring?**
    On which organisational levels, through which bodies, by which individuals is QA implemented?
    Who is responsible for QA?
    How heterogeneous is QA?
  - **Which embedding in strategy building & governance mode?**
    What is the degree of embeddedness of QA measures/ instruments in the university's strategy formation?
    How are QA goals coupled to the strategic development of the HEI?
    How are the results/ effects of QA used in university (governance)?

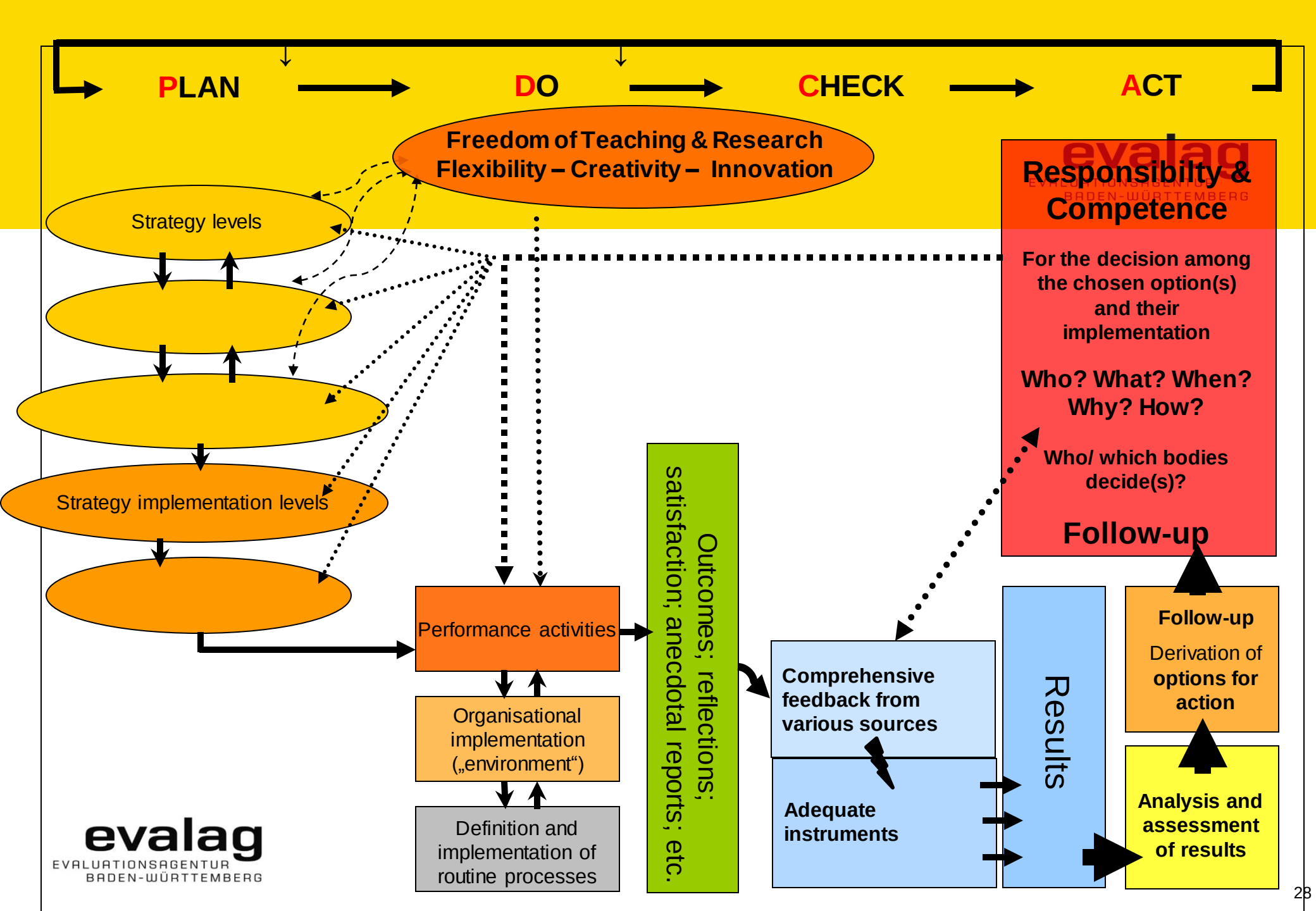
Generic QA Must-Haves and QA Add-Ons

- In summary, **no "one-size-fits-all"**

  also cf. **EUA's European Quality Culture survey** (Loukkola & Zhang 2010, p. 28)

  9% of respondents applied **ready-made** QA model (such as ISO, EFQM, QAF)
  27% had **tailor-made** QA system
  64% had **HEI-specific** QA system (following national QA frameworks and guidelines)

There is no blueprint for a functioning QA system, but many different examples of how HEIs have implemented the requirements of systematic QA. Every HEI, based on its tried and tested elements of QA, must find suitable solutions to fill existing gaps. Particularly for smaller HEIs, which have only small personnel capacities in QA, it is a challenge to carry out an inventory of their QA and to promote the development of a tailor-made or HEI-specific QA system. (evalag)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Strategy implementation levels
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Generic QA Must-Haves (self-governing competences) …

Basic functions of QA assessments

- **Knowledge function**
  (social science information about structures, effects, efficiency etc.)
- **Controlling function**
  (checking compliance with normatively prescribed setpoints)
- **Dialogue function**
  (stimulation of self-communication and communication processes)
- **Legitimatory function**
  (basis for decisions and accountability, *ex-ante* or *ex-post*)

see (Hornbostel 2010, 294-295)

Principles and Policies for QA in HEIs
(Supporting Organisational Development/ Self-Governance/Organisational Identities)

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- HEIs should develop **Q-culture IQA** (institutional focus) which is **essential for reflected self-governance** based on **organisational identity**
  (ethical and epistemological requirement)

  e.g., EUA's Q-Culture project:
  (cf. "to cultivate": care for; maintain; foster; nurse; grow; refine; …)

  "shared values, beliefs, expectations and committments toward quality" – values, mission, vision – and

  "a structural/managerial element with defined processes that enhance quality and aim at coordinating efforts" (EUA 2006, p. 10)

example: QM system heiQUALITY at the University of Heidelberg
(http://www.uni-heidelberg.de/universitaet/qualitaetsentwicklung/heiquality/center.html)

Principles and Policies for QA in HEIs
(Supporting Organisational Development/ Self-Governance/Organisational Identities)

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- **IQA and** (flexible) **EQA** should be **balanced** (methodological requirement)
- **Q-culture IQA** should include focus on **improvements in performance** (not just absolute performance) (ethical & epistemological requirement)
- QA should **identify relevant performance indicators**, quantitative & qualitative; **core data sets** (methodological requirement)
- QA should **build on reliable data and analytics**, where appropriate (performance data management; L&T analytics; research analytics; etc.) (HEC 2016; Liebowitz 2017; Slade & Prinsloo 2013) (methodological & epistemological requirement)
- **L&T QA** should improve on (didactic) **qualification of teachers; curriculum development; motivation & engagement of students; learning outcomes; attractiveness of L&T environments** (ethical and epistemological requirement)

Principles and Policies for QA in HEIs
(Supporting Organisational Development/ Self-Governance/Organisational Identities)

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- QA must build on proper **evaluation processes** (including impact evaluation) and should be research oriented (methodological and epistemological requirement)

- QA should be **risk-based** (e.g., **balance external needs, demands with internal vmv & resources**; **financial reserve formation**; **focus on academic fraud and corruption**; **reactivity towards innovations** in L&T, research, Third Mission; etc.) (ethical & epistemological requirement)

- QA should **support benchmarking** exercises (epistemological & methodological requirement)

- QA should **improve stakeholder participation** & **support vision of co-creative community of stakeholders** (ethical & epistemological & methodological requirement)

Principles and Policies for QA in HEIs (Supporting Organisational Development/ Self-Governance/Organisational Identities)

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- QA should **take into account internationalisation & global competition** (ethical, methodological, epistemological requirement)
- QA should **comprise all HEI achievement areas** (in particular L&T, research, Third Mission) (ethical, methodological, epistemological requirement)
- QA should **not burden academics with unjustified reporting & administrative tasks** (ethical requirement)
- HEI system QA should "accord parity of **esteem** across the system for **diverse institutional profiles** in order to facilitate **public comparability**, **democratic decision-making** and **institutional benchmarking**" (Hazelkorn 2012, p. 355) (ethical and epistemological requirement)

The University would have to be the [public] place, where nothing is beyond question.
(Derrida 2001, p. 14)

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We are what we do repeatedly. Excellence is, therefore, not an act, but a habit.
(Aristotle)

Everyone thinks of changing the world, but no one thinks of changing himself.
(Leo Tolstoi)

The End

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