



World Quality Forum
of the International Academy for Quality

Budapest, Hungary
Hotel Kempinski
October 26 & 27,
2015

*"Quality for Future
of the World"*



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HIGHER EDUCATION QUALITY

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World Quality Forum

Budapest, October 2015



SOME STARTING IMPRESSIVE GOOD NEWS!



(1290-)

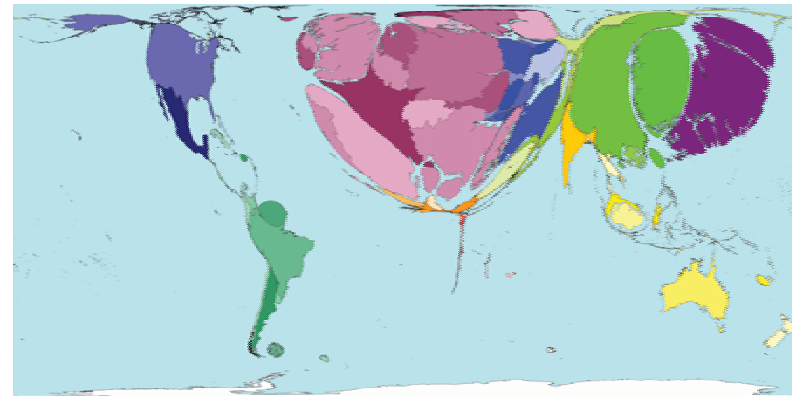
“Out of about eighty-five institutions in the western world that were already established by 1520 and still exist in recognizable forms, with similar functions and unbroken histories, seventy are universities.”

Kerr (1982)

- Since “Basic Quality” Correlates with Organizational Survival:
 - Quality in HE and HEI is far from being new
 - Quality in HEI has contributed to impressive survival performance
 - There seems to be here room for resilience benchmarking...

SOME STARTING IMPRESSIVE GOOD NEWS!

- In the present Global Knowledge Society
 - Quality in HE and HEI is even more critical then ever
 - We now have well structured approaches for doing so
 - Some nations and regions are taking it very seriously

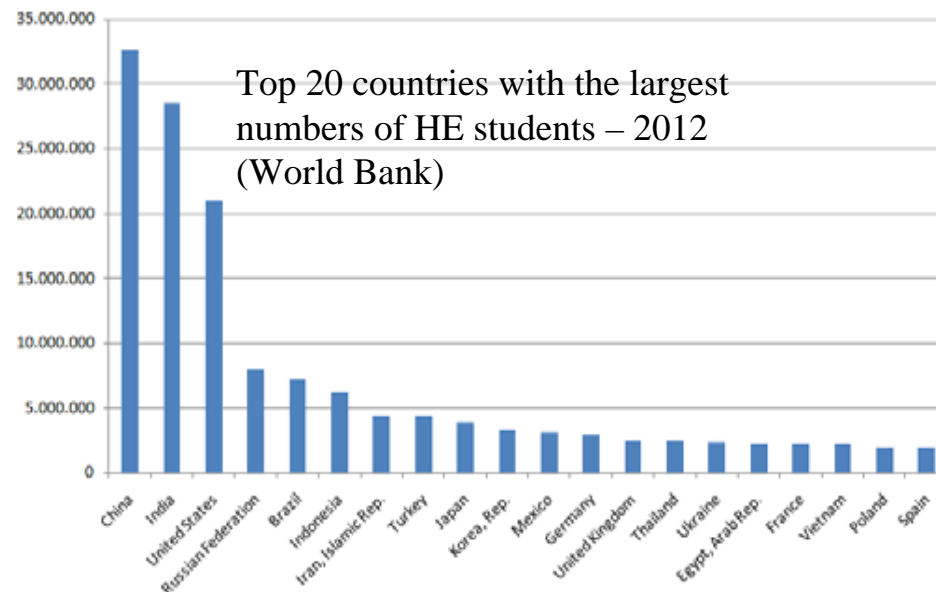
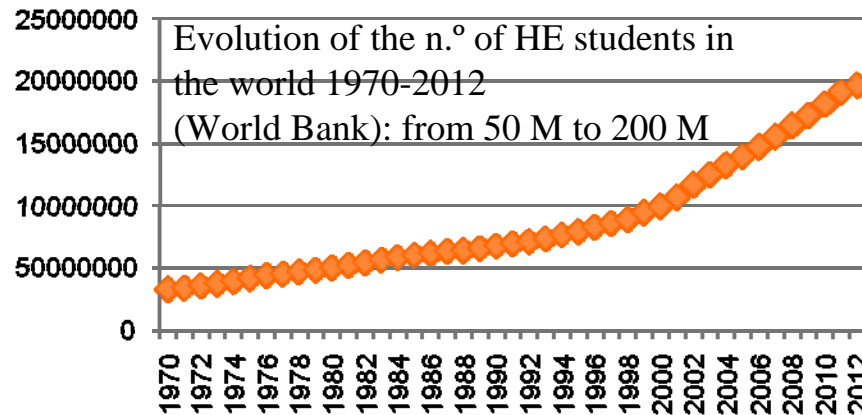


Scientific Papers and Scientific Papers Growth World ([Worldmapper](#))

Quality in HE is Critical Quality for Future of the World !

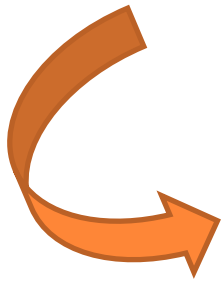


THE CONCEPT OF QUALITY IN HE NEEDS TO BE ADAPTIVE



THE CONCEPT OF QUALITY IN HE

- Quantity & Quality must happen **together**...
- HEIs need to be **attractive** and **competitive** for capturing students, academic staff, research and innovation
- Quality efforts at both **HEIs** and **regional, national** and **international** levels



- **How to define quality in HE?**
- **How to measure quality in HE and at HEIs?**
- **How to implement and manage quality in HE and HEI?**



THE CONCEPT OF QUALITY IN HE


- Maybe I do not know how to write a QM in HE definition, but I surely know when I see it happening in front of my eyes
- Everyone tends to accept, even without a formal definition, that Harvard, MIT, Cambridge or Oxford are top quality universities
- “They are able to cross brilliant students with bright faculty members, under a common organizational environment where creativity and academic freedom are strongly stimulated”.



THE CONCEPT OF QUALITY IN HE

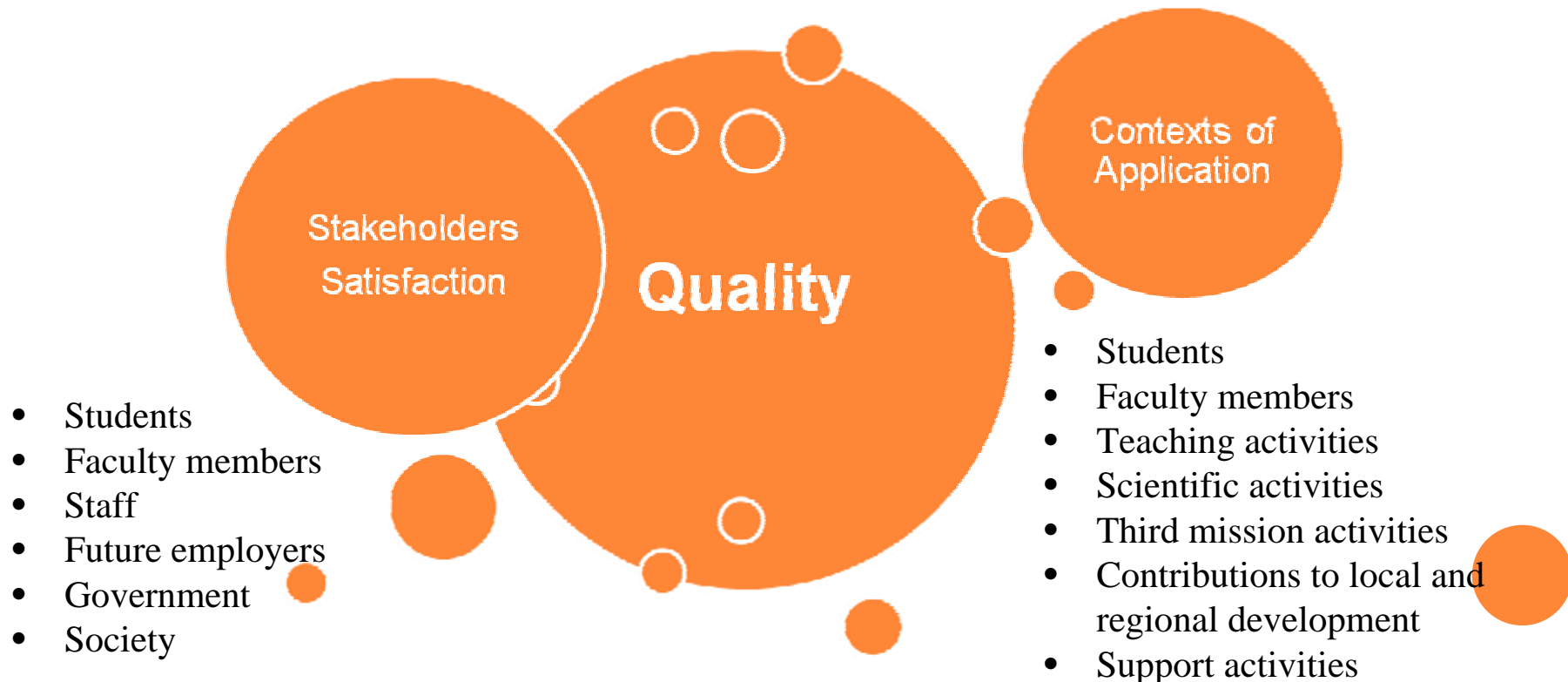
- Keep It Simple !
- Never forget the real goals to be achieved
- Small relevance assigned to formal procedures, accreditation processes or similar activities
- Avoid reducing “true quality” through the excessive adoption of “formal quality”

More than relying in bureaucratic processes HEIs need to define the goals they want to achieve and the proper way for doing so under their own contexts.



THE CONCEPT OF QUALITY IN HE

- Satisfaction and Quality of Different Stakeholders
- Wide Variety of Missions and Scopes of HE Activities





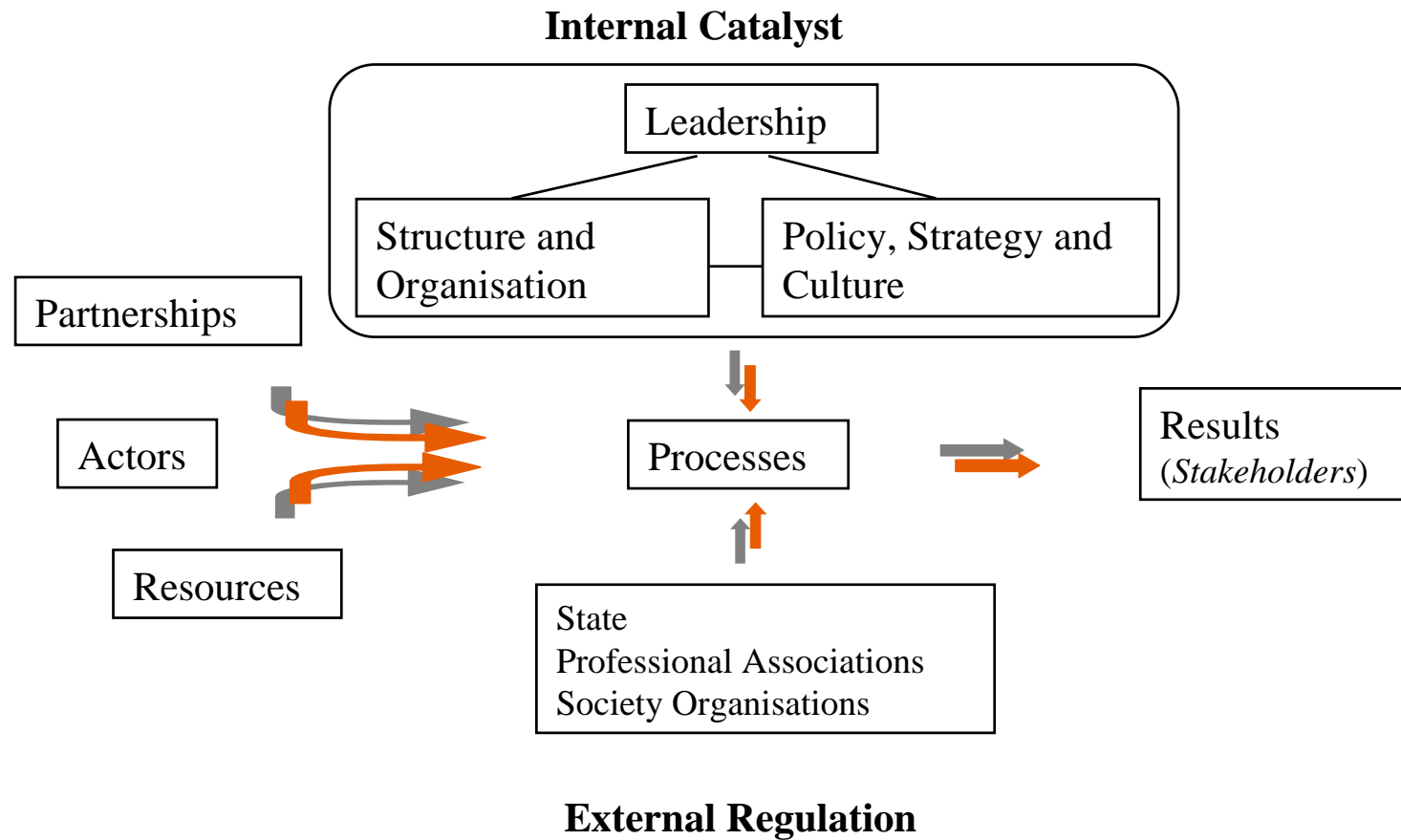
THE CONCEPT OF QUALITY IN HE

- Quality of inputs, processes, outputs and outcomes
- Quality at different levels of resolution:
 - international, national, regional or local HE systems
 - HEIs, specific schools, departments, research units, projects or people
- Quality perspectives according to specific scopes of application (e.g. Entrepreneurial Universities)





THE CONCEPT OF QUALITY IN HE: INTEGRATED VIEWS



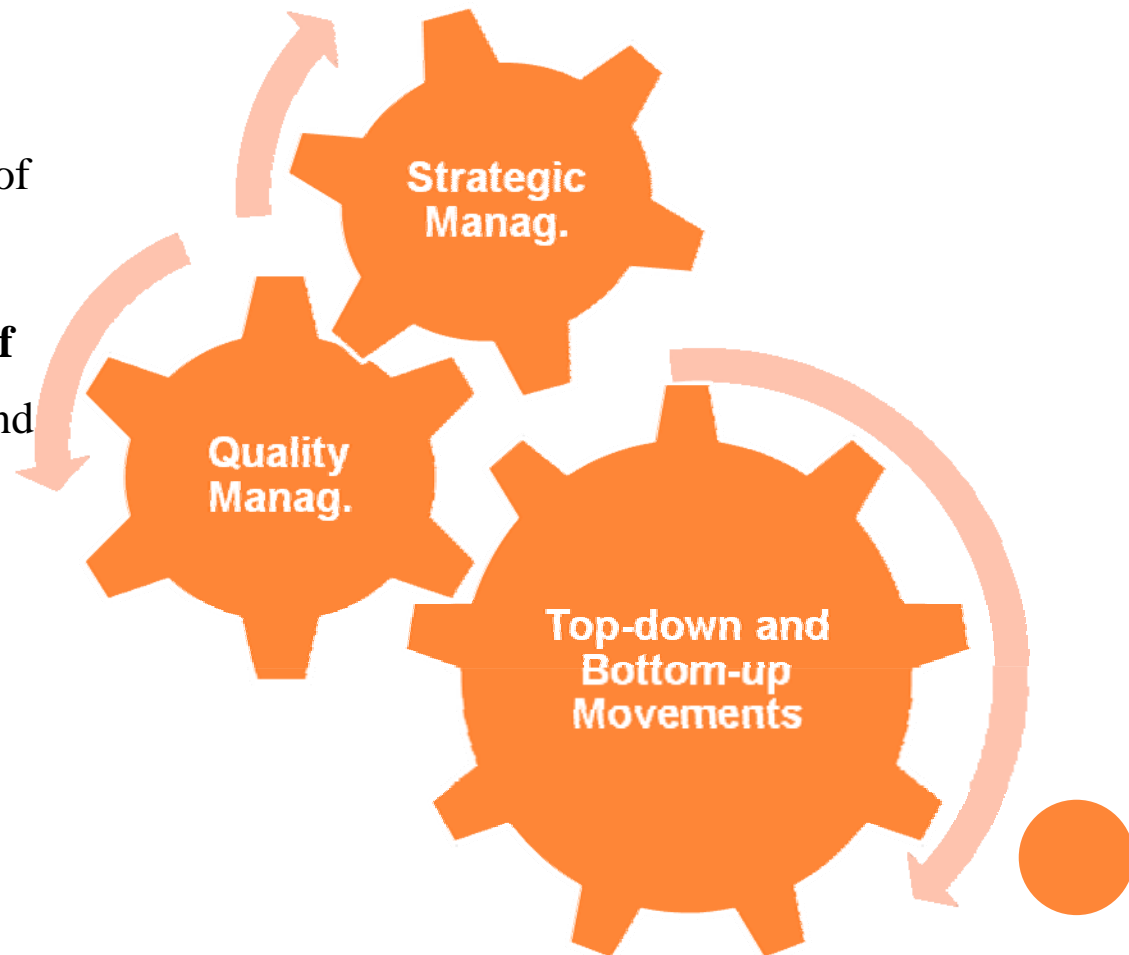
Assessment, Innovation and Improvement



THE CONCEPT OF QUALITY IN HE

○ Quality at the HEI level

- deciding on **institutional goals** from a strategic point of view
- finding the exact **meaning of quality** according to them and specific contexts
- **combining top down and bottom up** approaches
- adopt **several perspectives and integrated views**



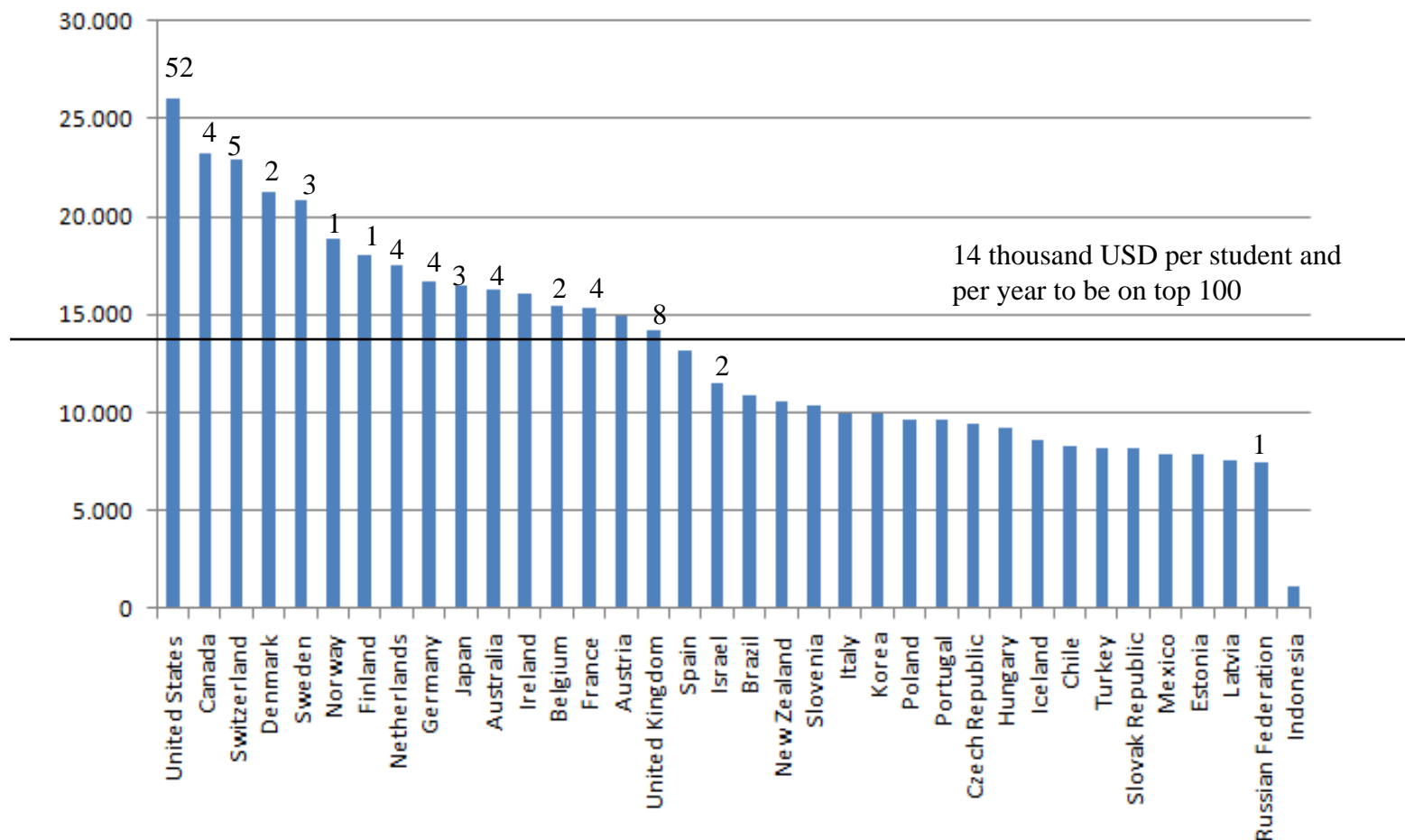
HE QM CHALLENGES

- Emergence of the ‘Evaluative State’ and Accreditation
 - Attention paid to international rankings of HEI
 - Bologna Declaration
 - ENQA and the European Standards and Guidelines (ESG)
 - U-Map and U-Multirank transparency tools
 - OECD AHELO (Assessment of Higher Education Learning Outcomes)
- 



CONCLUDING REMARKS

- It is pretty much all about eggs, autonomy and incentives...





CONCLUDING REMARKS

- It is pretty much all about eggs, autonomy and incentives (h factor)

Awards, Rewards, Recognitions, Payoffs and Appraisals are Critical. They should be Well Defined, According to Right Goals, and in a Transversal Consistent Way to promote Quality within the HEI, otherwise results will be limited.

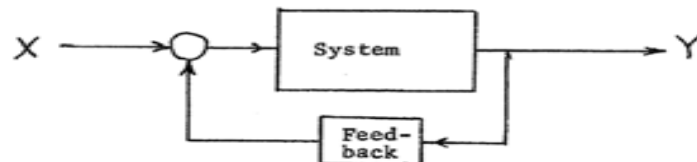
Broad, Well Balanced Multi-scale Coverage

- Faculty Members and Researchers
- Third Mission Professionals
- Students
- Other University Staff
- R&D&I Units and Departments
- University Schools
- University
- Companies
- Regions
- Country Level



Some Possible Mechanisms

- Grants
- Credits and Working Loads
- Performance Appraisal and Promotions
- Awards, Rewards and Recognitions
- Financial Rewards and Incentives
- Public and Press Recognitions
- Fiscal Incentives
- National Recognition Events
- Good Practices and Benchmarking
- Involvement of Key People



CONCLUDING REMARKS

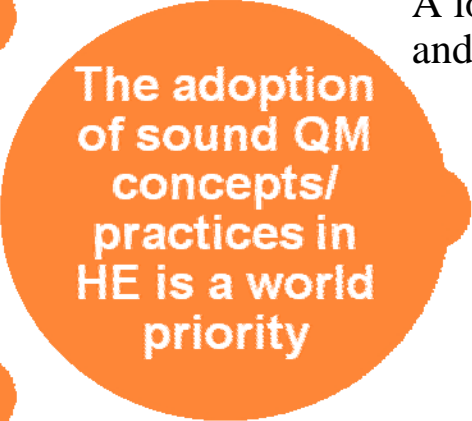
HE and HEIs face major challenges



QM principles and tools have always been applied in HE and HEIs



Societies' future depends on levels of HE quality achieved



The adoption of sound QM concepts/practices in HE is a world priority

A lot of Challenges Ahead for IAQ and all of us can be found here!

