



Building Internal Quality Culture in Higher Education Institutions HEI

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“Towards a Comprehensive System for Quality Assurance of
Higher Education in Lebanon”
Unesco Palace , 29 & 30 April 2011

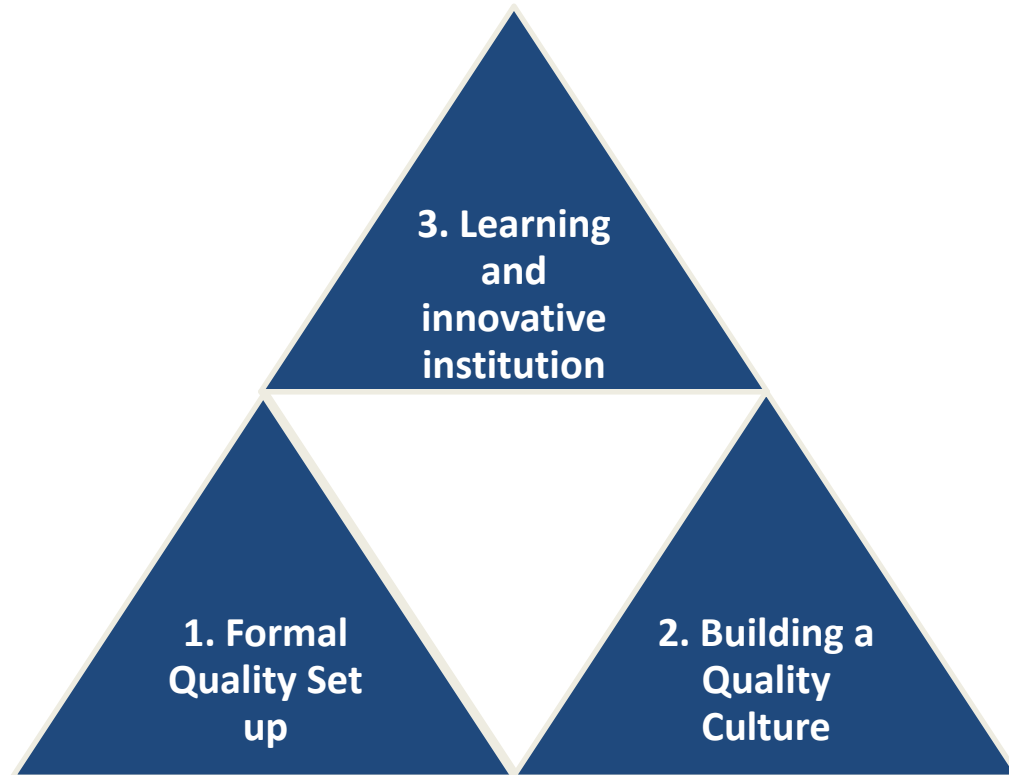
Quality Assurance vs. Quality Culture



“Quality culture refers to an organizational culture that intends to **enhance quality permanently** and is characterized by two distinct elements (EUA 2006: 10):

- a cultural/psychological element of shared values, beliefs, expectations and commitment towards quality
- a structural/managerial element with defined processes that enhance quality and aim at coordinating individual efforts

Mature internal quality culture: 3 stages-process



Stage 1: Introducing a formal quality setup

What should an institution do?	Why?
Focus more on its governance and organizational structure and on policies and procedures	To consolidate the institutional identity
Seek for an external evaluation	<p>To have an independent review of its practices ;</p> <p>To assure its compliances to international standards (ESG);</p> <p>To open the doors for a dialogue inside the institution between all stakeholders</p> <p>To push the institution for more transparent practices.</p>



Stage 1: Introducing a formal quality setup

What should an institution do?	Why?
Use indicators and data gathering	To measure different aspects of performance (programs, teaching, quality, etc.)
Have a rational decision making process based on a better use of the information collected	To be qualified as a learning institution integrating data gathering in its decision making process.
Reach a productive balance between centralisation and decentralisation	Have a strong administrative support that develops synergy with academic units





Stage 2: Building a quality culture

- Promote a culture of **accountability**, a **rational decision making** process, and an **ongoing dialogue**
- **Rethink also budgeting and investment strategies**
- Give priority to **Investment in people**

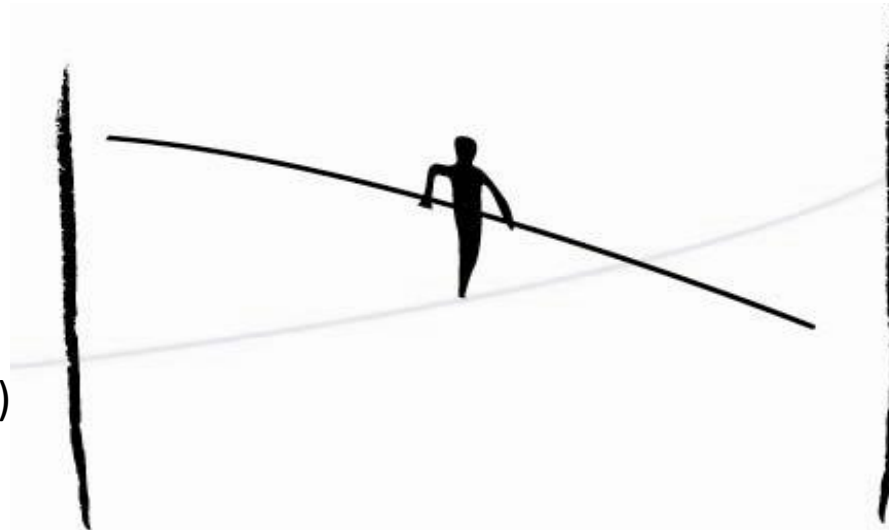
Investment in people

- Providing people with continuous education to improve and to benefit from the continuous improvement process;
- Creating incentives for learning and continuous education to people, scholarship for Ph. D. Studies, providing adequate funding for research, etc.
- Empowering people: The model of teacher-researcher is not enough: Experience shows that sharing managerial responsibilities is rewarding for faculty members;
- Managing people attitudes with training that will positively impact student life on campus;
- Investing in Public Relations to consolidate the interaction with stakeholders: alumni, professionals, competitors, etc.

Stage 3: Creating an innovative institution

Creativity

Give solutions to different challenges facing the institution in its specific context (historical, social, etc.)



Standardization

Assure conformity and standardization

⚠ Disconnect to environment & stakeholder expectations

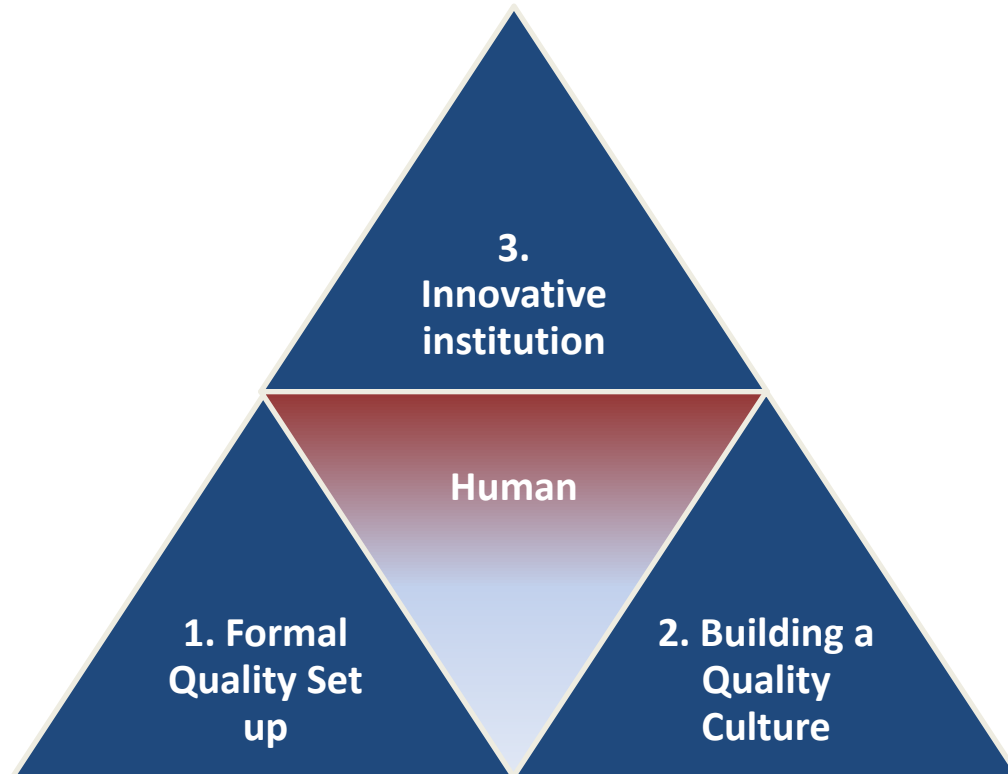
*When an institution finds a good balance between standardisation and creativity:
it guarantees the realization of its mission*

Stage 3: Creating an innovative institution

Innovation can be seen at different levels in HEI:

- Governance structure
- Programs development
- Student life and activities
- Research
- Quality standards and processes

Human tailored Institution



Thank you!

