

Implementation of  
Quality Management Processes  
at a Greek H.E.I.  
**Cultural, organizational and stakeholder  
issues**

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# Background

## ▶ The Technological Education Institute of Larissa, Greece

- ▶ Established in 1983. Currently 4 faculties, 20 departments, 20 UG, 9 PG study programs in Applied Sciences.

- ▶ Business & Management, Engineering, Agriculture & Food Technologies, Forestry & Wood/Furniture Technologies Health Sciences

- ▶ Own Campus: 400 acres

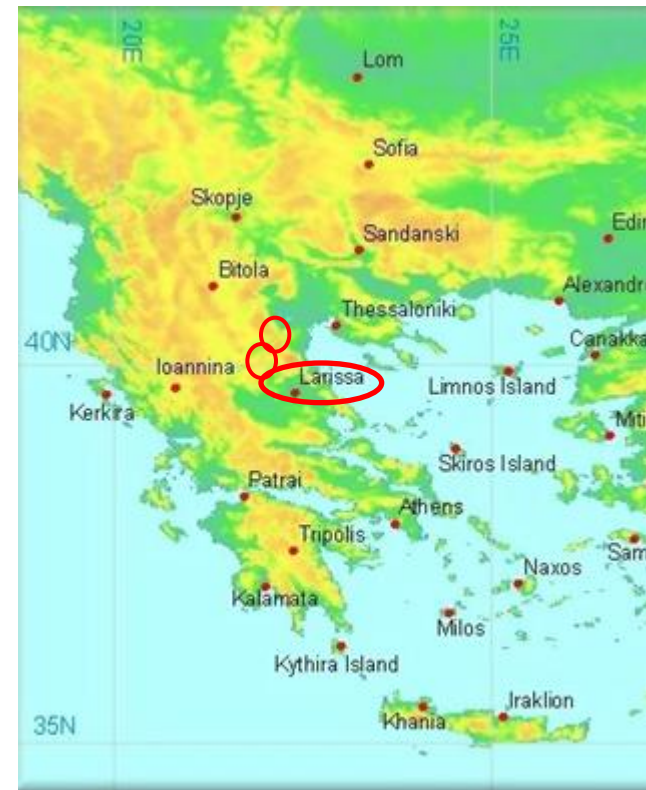
- ▶ Ac. Staff: 250 FT, 500 PT

- ▶ Students: 20,000

- ▶ Operating Budget:  
15m€ / annum

- ▶ Research turnover:  
≈ 3,2m€ (last 2 years)

- ▶ Development projects:  
≈ 5,2m€ (last 2 years)



# H.E. in Greece: The environment

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- ▶ 22 Universities and 16 T.E.I. All state owned
    - ▶ Tremendous expansion in the last decade
      - ▶ 1998: 238 departments  $\approx$  60,000 student intake
      - ▶ 2010: 488 departments (>100%)  $\approx$  85,000 student intake(40+%)
    - ▶ Expansion not guided by Excellence in Quality
      - ▶ Lack of accreditation, reviews etc., most of times a political rather than academic decision
      - ▶ Large number of students, Lower staff / student ratio,)
  - ▶ Major reform in 2007
    - ▶ Significant improvements 2005 – 2009 (i.e. QA procedures, Limiting the time to complete degree requirements, new PG program regulations, Strategic planning at institutional level, Government-Institution 4 year contract etc.)
  - ▶ New framework for H.E. - September 2011
    - ▶ First steps of implementation
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# Institutional Autonomy

## INSTITUTIONAL AUTONOMY OF GREEK HEIs

INSTITUTIONAL GOVERNANCE	STAFF	STUDENTS	FINANCE	EDUCATION	RESEARCH
<ul style="list-style-type: none"> <li>- <b>Legal Status</b></li> <li>- <b>Own infra-structure</b></li> <li>- <b>Commercialization of activities</b></li> <li>- <b>Parameters for internal decision – making including freedom to set up internal governance structure</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Selection appointment and dismissal of academic staff</b></li> <li>- <b>Academic career structure</b></li> <li>- <b>Career advancement</b></li> <li>- <b>Working conditions (e.g. salaries)</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Selection of students</b></li> <li>- <b>Number of students enrolling.</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Set and differentiate tuition fees</b></li> <li>- <b>Borrow funds on capital markets</b></li> <li>- <b>Allocate funds as the institution sees fit.</b></li> <li>- <b>Income generating activities</b></li> <li>- <b>Right to build up a portfolio of assets and to accumulate financial capital</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Supply of Programmes, including their accreditation</b></li> <li>- <b>Design curriculum</b></li> <li>- <b>Contents of courses</b></li> <li>- <b>Modes of instruction and delivery</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Design research</b></li> <li>- <b>Decide the priorities of research</b></li> </ul>

Criteria in Santiago P. et. al. OECD 2008 Tertiary Education for the Knowledge Society

# H.E. in Greece: Current challenges

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- ▶ **Current trends in H.E. not addressed, e.g.**
    - ▶ Internationalization
    - ▶ Flexibility in curricula design
    - ▶ Strategic Planning, Self-Diversity
    - ▶ Market opportunities
  - ▶ **Diversification of Institutions**
    - ▶ State imposed. Efforts to converge instead of diversification
    - ▶ Lack of developing institutional strategy
  - ▶ **Slow development results in lack of external drivers for quality in HE**
  - ▶ **Low competition, Lack of incentives for academics**
  - ▶ **Still the “best” students selected**
  - ▶ **Individual vs. Group excellence models → Few students excel**
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# Quality Reforms

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- ▶ 2006: Quality Assurance is made mandatory for all HEIs (*in agreement with the Bologna Process*)
    - ▶ The Hellenic Quality Assurance Agency for Higher Education (HQAA) is established [www.hqaa.gr](http://www.hqaa.gr)
    - ▶ HEIs establish Quality Assurance Units within each institution
      - ▶ Oversee & co-ordinate the QA process and perform assessments at an institutional level
      - ▶ Departments form Self Assessment Workgroups.
      - ▶ A self assessment study is issued every four years, followed by an external peer review
  - ▶ Aims: **Accountability** (*department, institution, government*), **Transparency**, **Quality improvements**
  - ▶ Current progress : **50% of HEI departments have established QA process**
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# Implementation at TEI/L

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▶ Aims: **Accountability** - Improvement – **Development**

▶ Actions:

## I. Communications with stakeholders

- ▶ Inform / support / build mutual trust
- ▶ Share best practices
- ▶ Facilitate the development of a quality culture

## II. Define Areas of Evaluation. Establish metrics

- ▶ Systematic / uninterrupted data collection. Data reliability
- ▶ Enable aggregation at department / faculty / institutional level
- ▶ Allow comparisons
- ▶ Compatibility with HQAA requirements.
  - ▶ *Course structure / Educational - Learning Process / Research / Services / Other*

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## III. MIS Support

# Student Surveys

# Departmental Files

# Other Surveys

# Users

# Academic Staff

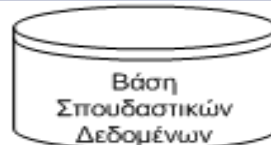


## Επεξεργασία Ερωτηματολογίων

- Αξιολόγησης Διδακτικού Έργου
- Αξιολόγησης Υπηρεσιών Σπουδαστικής Μέριμνας
- Αξιολόγησης Απασχόλησης Αποφοίτων

Δεδομένα Ερωτηματολογίων

Επεξεργασία Δεδομένων



Επεξεργασμένα στοιχεία βάσης σπουδαστικών δεδομένων

- Άλλα Inputs, π.χ.
- Βιβλιοθήκη
  - Γραφείο Διασύνδεσης
  - Υποδομές
  - Ερευνητικά εργαστήρια

Επεξεργασία Δεδομένων

Χρήστες με διάφορα επίπεδα εξουσιοδότησης:

- ΜΟ.ΔΙ.Π.
- Διοίκηση ΤΕΙ/Α
- ΟΜ.Ε.Α.
- Τμήματα

Διδάσκοντες, Μέλη Ε.Π. ....



Καταχωρήσεις από μέλη Ε.Π. Διδάσκοντες κ.λπ.



Διαδραστική πρόσβαση σε πληροφορίες

Αναφορές - Εκτυπώσεις

Ιστοσελίδα ΜΟ.ΔΙ.Π.

[modip.teilar.gr](http://modip.teilar.gr)



# Implementation at TEI/L

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## ▶ Actions:

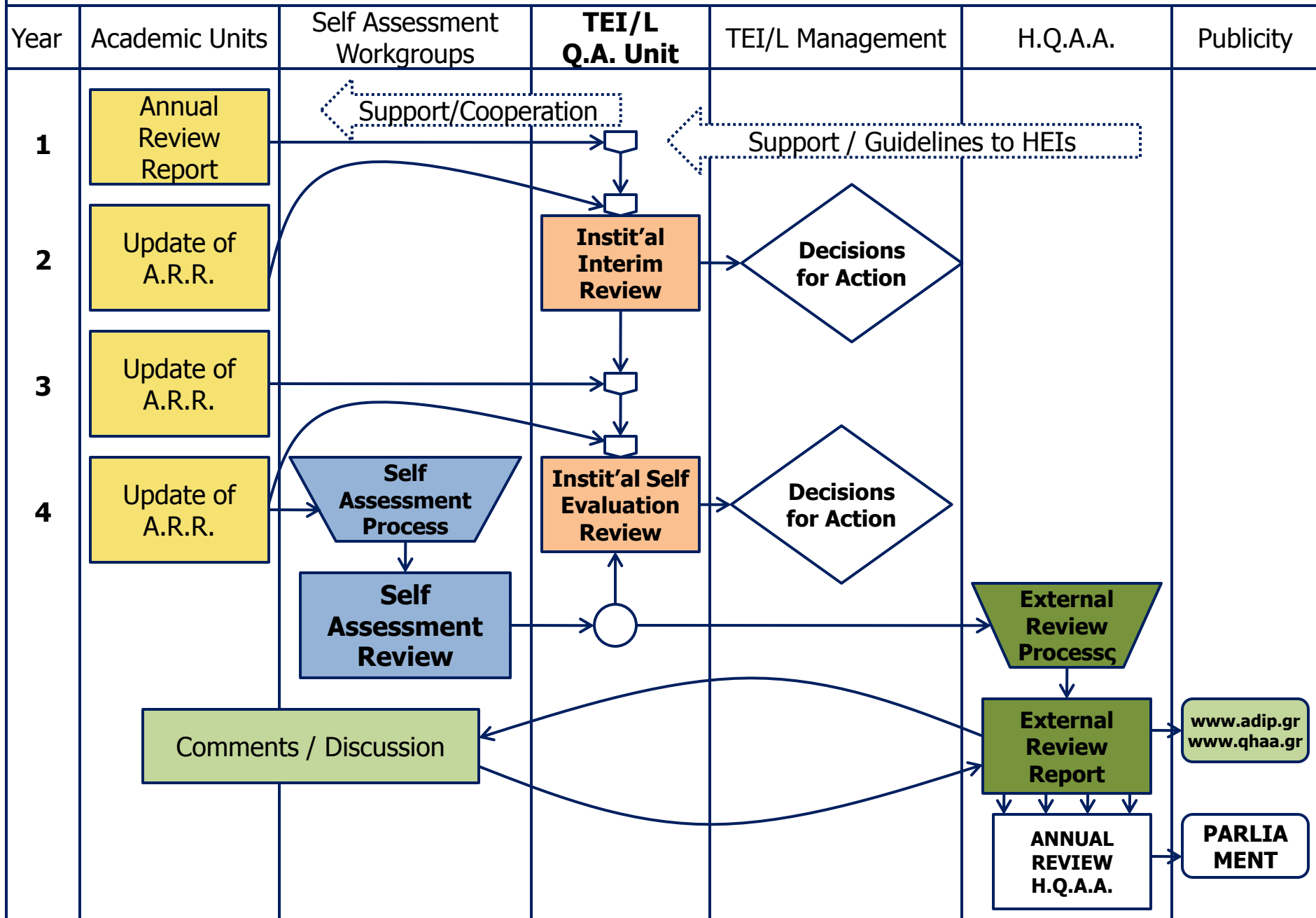
### IV. Internal & External Review Processes

- ▶ Increase participation
- ▶ Overcome fears
- ▶ Ensure transparency

### V. Design a Quality Management System (*under development*)

- ▶ From Quality Assurance to Quality Improvements
- ▶ Quality Assurance Handbook (ISO compatible ?)
- ▶ Ensure stakeholders involvement / commitment

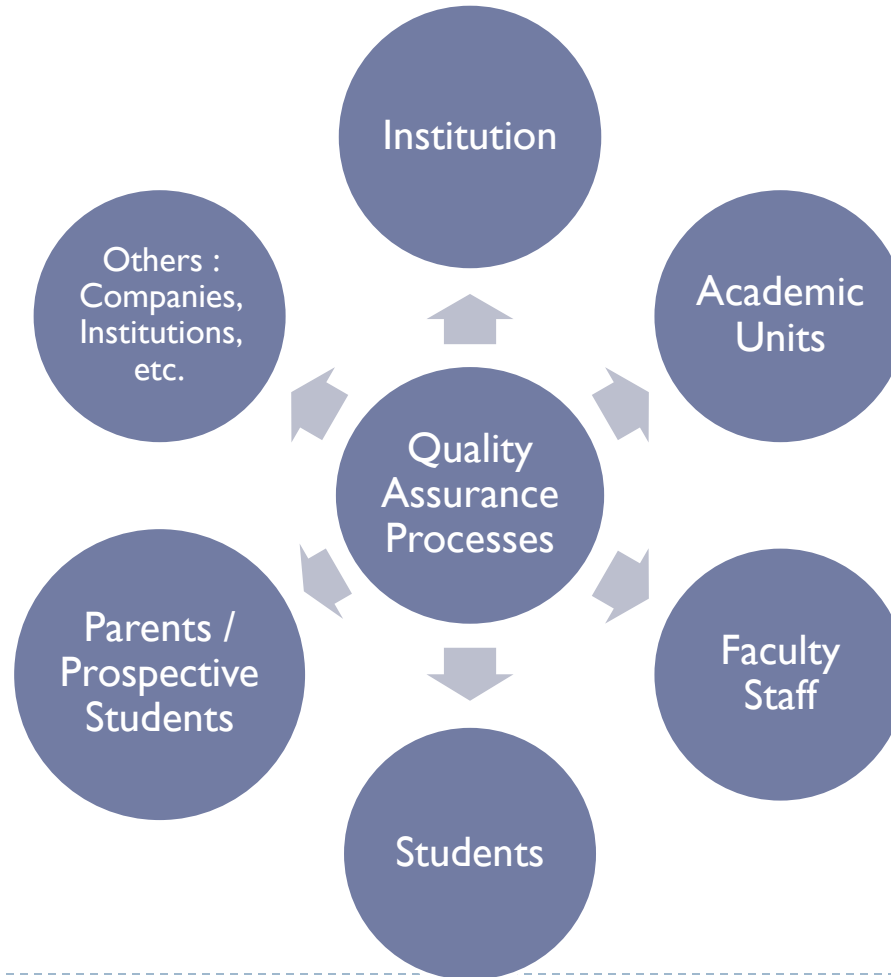
# Quality Assurance Cycle at H.E.I.s in Greece



# Stakeholder's Issues

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- ▶ Stakeholders have different expectations



# QA Stakeholders: Institution (top management)

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## Interests

- ▶ Promote Excellence
- ▶ Increase Funding Opportunities
- ▶ Become more competitive

## Actions

- ▶ Institutions must make it a strategic issue
- ▶ Introduce institution – wide policies across all academic units. Link results to allocation of funding
- ▶ Commit resources
- ▶ Extend QA to student services
- ▶ QA in research

# QA Stakeholders:

## Acad. Units (middle management)

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### Interests

- ☺ Opportunities: A “chance” to reform curricula and teaching
- ☺ Identify weaknesses and areas of improvement with much less internal conflicts
- ☹ Rejection: Problems lie with the institution not with the department
- ☹ Compliance: Necessary evil. Will do it because otherwise could lose funds.
- ☹ Demands: Reduce the bureaucratic burden

### Actions

- ▶ Support and promote best practices
- ▶ Diffusion of knowledge from departments that do it successfully
- ▶ Build information systems to support the processes
- ▶ Even those who do it just for necessity will realize some benefits

# QA Stakeholders: Acad. Staff

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## Interests

- 😊 Opportunities: A “chance” to **address / provide input / become involved** discuss issues at departmental level
- 😐 Doubts: Added value questionable
- 😐 Doubts regarding the reliability **impact** of student assessment
- 😞 Fears: Concerns for low ratings by students
- 😐 Concerns for low research output
- 😞 **Increase insecurity due to bad rankings**

## Actions

- ▶ **Increase awareness for low performance**
- ▶ Provide relative assessment reports to all staff, while protecting privacy
- ▶ Discussions of annual report at departmental meetings with presence of students
- ▶ Private meetings with Dept. Head for exceptions. Corrective actions
- ▶ Take student assessment into account in contract renewals

# QA Stakeholders: Students

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## Interests

- ☺ Opportunities: Improve learning process
  - Infrastructure
  - Lecturers
  - Teaching methods
- ☺ Enthusiasm: “Our turn” to evaluate
- ☹ Eagerness to see changes. Too many surveys, no results

## Actions

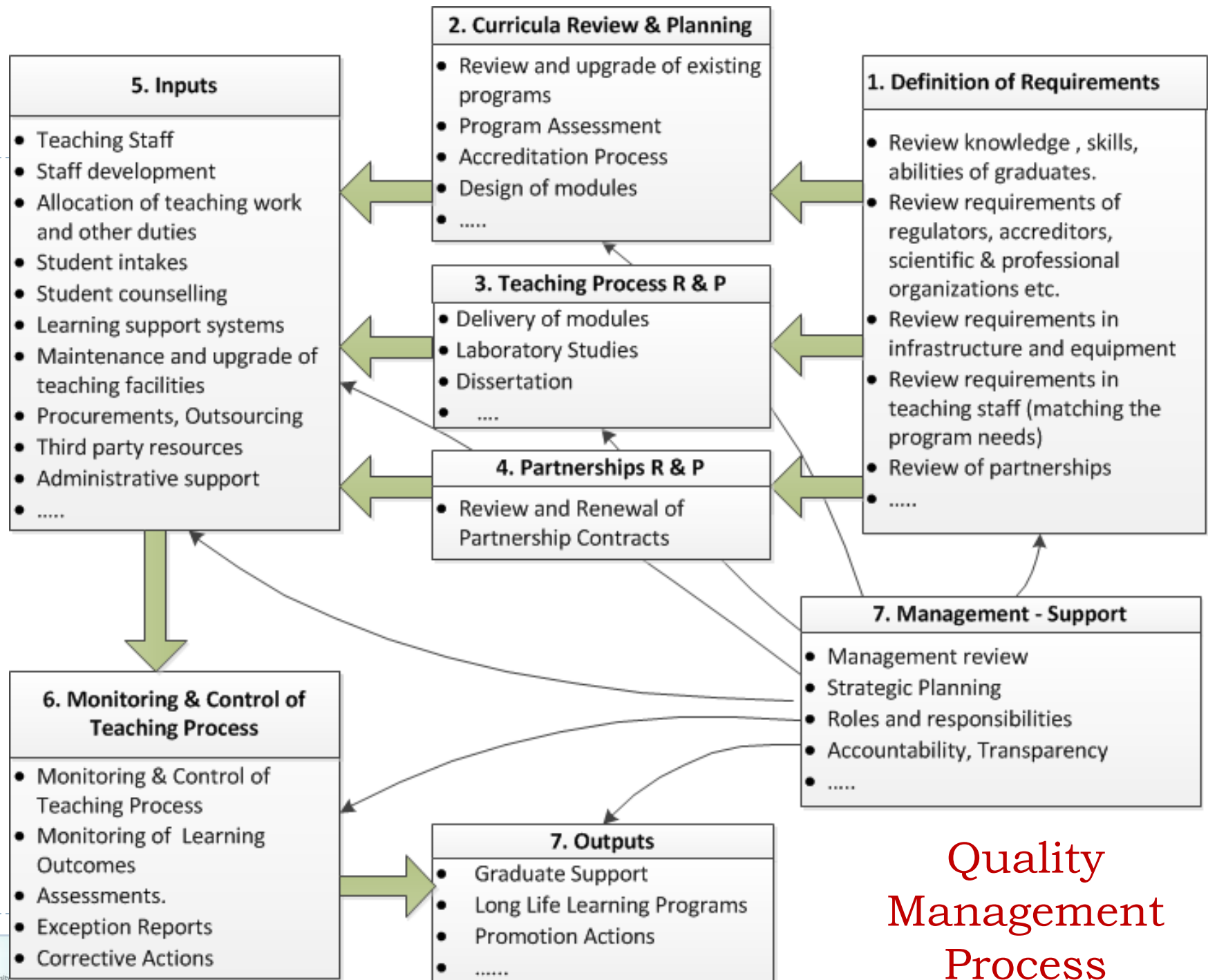
- ▶ Keep students informed
- ▶ Publicize results
- ▶ Assign responsibilities. Participation in external reviews
- ▶ Utilize student input in module reviews.

# From QA to Quality Management

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- ▶ QA is the first step
  - ▶ QA Processes are followed by almost all departments
  - ▶ First experiences of External Evaluations positive...
- ▶ The need for quality goes beyond QA.
- ▶ Academic Units need a system that operates as a guide for continuous review and improvement of the quality of their services.....
  - ▶ To be developed with their active involvement
  - ▶ Adjustable to their needs
  - ▶ Compatible with to ISO standards (*potential evolution*)





**Quality  
Management  
Process**

# Current and future issues

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- ▶ Adjust to the new economic environment
    - ▶ Downsizing of HE, Reduced public funding
    - ▶ Less students in higher education,
    - ▶ **Students & parents** seek “value for money”
    - ▶ “Fierce” competition between HEIs
  - ▶ Reforms in HE system
    - ▶ HEIs should be able to attract non-state funds.  
New opportunities for development:
      - ▶ Collaborations with other HEIs (education / research)
      - ▶ Attract foreign students (low cost of living)
      - ▶ Develop more LLL programs
  - ▶ Need to formulate a clear strategy
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# Current and future issues

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- ▶ The role of the QAU in relation to Institutional management and the Academic units (i.e. faculties)
    - ▶ Goal is to maximize effectiveness
    - ▶ Must be involved in setting policies
    - ▶ Intermediary between institutional management and academic units
  - ▶ Funding issues
    - ▶ Ensure funding / Justify cost vs. benefits
  - ▶ Managing expectations
    - ▶ Results are seen in long term
    - ▶ Changes / improvements are not visible by the students within the time of their studies
  - ▶ Avoid degeneration into a bureaucratic process
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Thank you for  
your attention

QUALITY OF  
STUDENT  
EXPERIENCE

... still a long way to go...