THE INSTITUTIONAL SYSTEM OF QUALITY MANAGEMENT

Poster presented to the
29th ANNUAL EAIR FORUM
26 to 29 August 2007
Innsbruck, Austria

Name of Author(s)
TODOS Petru, First Vice-Rector, Technical University of Moldova.
DANDARA Otilia, head of the Department of Quality Management, State University of Moldova.
CHICIUC Andrei, head of the Department of Quality Management, Technical University of Moldova.
MURARU Elena, vice-rector, State University of Moldova.
TICUL Stela, Department of Quality Management, Technical University of Moldova.

Contact Details
TODOS Petru
Technical University of Moldova
168 Stefan cel Mare av.
Chisinau, MD-2004
Republic of Moldova
E-mail: todos@adm.utm.md

Key words
Assessment /Evaluation, Feedback -students to staff, Quality, Staff appraisal
Abstract

THE INSTITUTIONAL SYSTEM OF QUALITY MANAGEMENT

In the conditions of university’s role increasing as an institution that assures the conditions of socio-economical and cultural development of the European civilization, the problem of educational quality becomes very important for the European Community. The quality of life lies in the quality of human potential and it is appreciated as the result of the quality of university centres’ activity. The quality of studies can be defined from the perspective of functional connexion between the demand and proposal of education implying two actors of the process: the recipient and the educational institution. Thus, the dimension of quality assurance of higher education can be a starting point in the dialogue between universities.
THE INSTITUTIONAL SYSTEM OF QUALITY MANAGEMENT

The establishment and implementation of an institutional system of quality management is based on several arguments:

- The need to emphasize the prime role of the educational quality.
- The need to create mechanisms proper to the realization of a qualitative study.
- The need to create conditions of assessment of educational quality and continuous improvement of the professional training process.

At the institutional level it is proposed to design, implement and maintain a quality management system. These stages depend, in a greater way, on:

- The relative managerial conception on the control of an organization (to determine the degree of reliance afforded to subordinates, the autonomy in decision making, etc.).
- The history, culture and experience of the institution.
- The qualification level of institution’s / organization’s members.
- The need for change and innovation.
- The dimension of the organization.
- The competition environment.
- The conditions of institution’s activity within the national educational system and the possibilities of collaboration and opening in regional, continental context, etc.

The ISQM should be based on certain principles which will influence both the structure and the methodology of designing, implementing and maintaining.

The structure of ISQM will focus, in the first place, on the strengthening of the existing decisional system within the institution by integrating into it the elements at macro level (institutional level) and the micro system (the level of departments and subdivisions) of the conceptual markers of the quality management. The extension of the managerial structure will be not only quantitative, but also qualitative. We will insist on the term like “the extension of the decisional partnership” by involving in the unities of the ISQM structure of two plenipotentiary partners: the student and the employer (the beneficiary from educational services). This extension implies a reallocation of decisional functions and responsibilities outside the educational institution. Thus, it is necessary the normative correlation of implication of some structures in the institutional decisional process and the real implication of these structures in the enhancing of educational quality. The difficulty in the realization of this desideratum consists in the lack of some traditions of collaboration of our institution with the employers, graduates and other beneficiaries.

We don’t have the mechanisms necessary for such kind of collaboration and it becomes more evident the lack of an attitude, motivation for this collaboration.

From methodological aspect, the ISQM needs a conceptualization which results from the analyses of the European academic community experience and the institutional initiatives and traditions in this sense, on the bases of which there will be elaborated a strategy of system designing, implementing and maintaining. The strategy will be oriented towards the managerial consequences of the educational quality, emphasizing the logistic, functional and operational-active aspect. For each of these managerial consequences there can be foreshadowed a new major direction of action: the management of resources’ quality; the management of process’ quality; the management of product’s quality. These directions have a relative autonomy because all of them are component parts of a complex process, and “the quality” of management of quality consists in the capacity of the managerial system to amplify the interference sphere. The multitude of the didactic process aspects, as well as the difficulty of monitoring, determined by the involvement of the subjective factor, needs a judicious elaboration of some procedures.

The strategy of ISQM implementation and maintenance supposes implementation procedures, monitoring procedures, evaluation procedures.

Due to the fact that evaluation is the mechanism of providing a feedback by establishing a connexion between the objectives and the result, this process has a separate role in the problem of quality assurance. A good functioning condition of the institutional system of quality management is the careful monitoring and continuous evaluation. Both in the European practices and in the traditions of our institution we identify the process of internal auto evaluation / evaluation (concepts and processes that not always overlap, but are influenced by macro and micro structures in the institutional framework) and external evaluation.
The difficulty of ISQM evaluation is determined by the complexity of the educational process issue and by the multiple aspects and relations between them in the process of professional training. The multitude of criteria and indicators generates the diversity of evaluation procedures.

The ISQM designing, implementation and maintaining by continuous improvement is a big process / phenomena and implies some risks which are determined by:

- The reserved attitude of some decisional factors towards the reforms within higher education; the predominance of managerial stereotypes;
- The lack of institutional capacity in information processing, diffusion and usage, in audit providing and in ISQM monitoring;
- The inadequate character of policies and strategies of the managerial structures at the educational system level with the real needs of the institutions.
References