

Impact of Quality Assessment on Organizational Transformation of Universities

Reimagining University's Organizational Culture

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Purpose of Research

- To study transformation of case study universities focusing on the theoretical framework of constructing university as an organization;
- Examine similarities and differences of „archetypes,“ particularly, Identity;
- Describe and compare internal quality assessment at universities and determine its impact on organizational development.

Research Questions

- What is the impact of internal quality assessment on organizational transformation of a university?

Subquestions:

- What role does internal quality assessment play in organizational development?
- How does internal quality assurance contribute to construction of Identity in selected HEIs?

Hypothesis

Internal quality assurance has a significant impact on the development of conceptual framework and key aspects of a university as an organization. There is a positive correlation between the well-established organizational culture and successful quality assessment system at a university.

Literature Review/Theoretical Framework

State, HE Market Triangle (Clark, 1983) role of Market

Paradigms:

State Control \longrightarrow State Supervising

Integration Differentiation Fragmentation

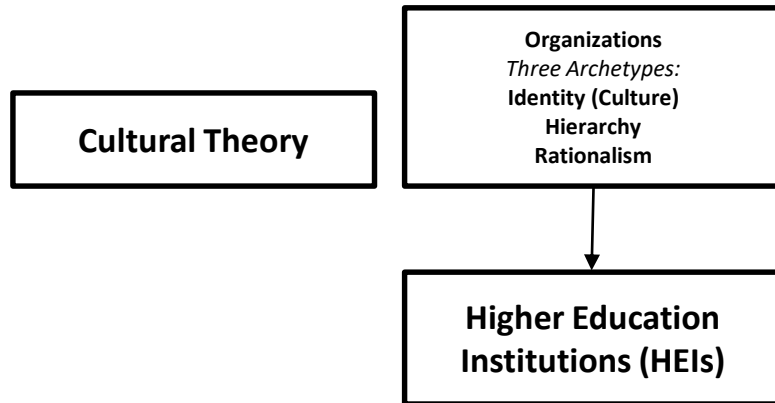
Emergence of New Public Management (NPM)

Perspectives:

Positivism Social Constructionism Postmodernism
Rationalism Functionalism Symbolism

State regulation, stakeholder guidance, academic self-governance, managerial self-governance and competition for resources (Ferlie et al, 2009)

NPM Characteristics



Shift from „government to governance“
Increased autonomy based on national accountability system
Regular Evaluation
Appointed managers, „accountable manager“
Decentralized decision-making
Increased competition for resources, performance-based pay
Hierarchy

(Ferlie et al, 2009; Maasen, 1996)

Literature Review/Theoretical Framework

State Control



State Supervision

Effects of NPM on HEIs

Accountability

Increased Autonomy

Regular Formal Evaluation

Establishing and Strengthening of Internal QA

Decentralized Decision-making

Shift from Strong Academia vs. Weak Administration to Stronger Administration

Increased Competition among Academics, more Managerial Roles for Academics

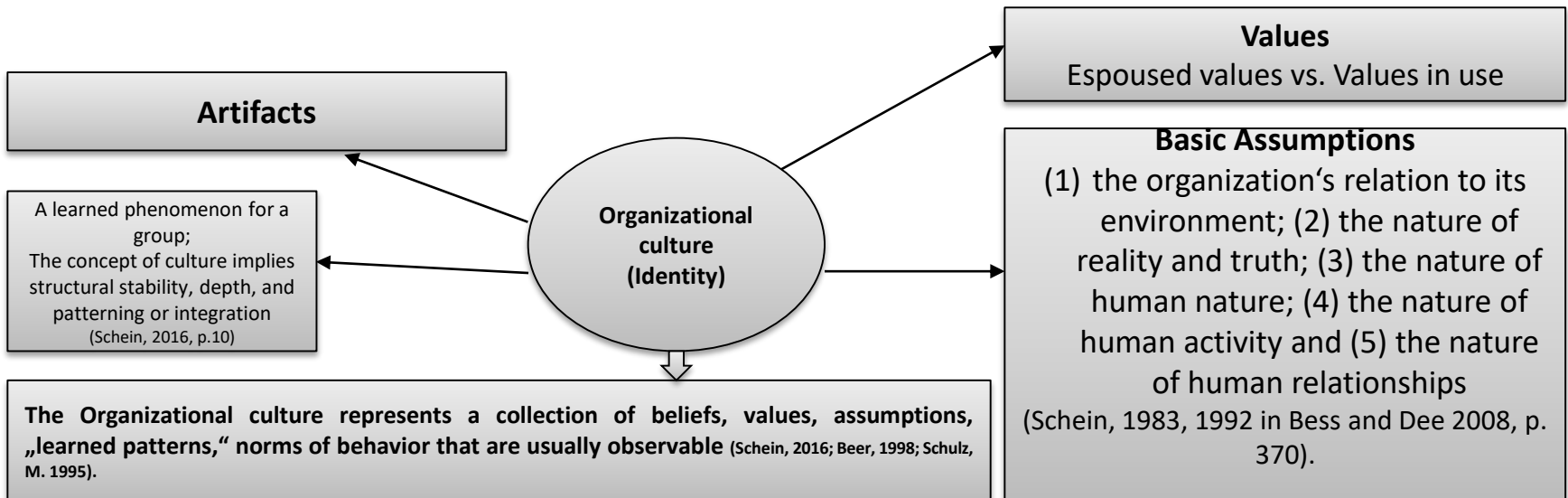
Redistribution of Authority, Division of Actors as Participants in Decision-making and Decision-making Authorities

Hierarchy

Theoretical Framework

Functionalist Perspective

Schein's Organizational Culture Framework

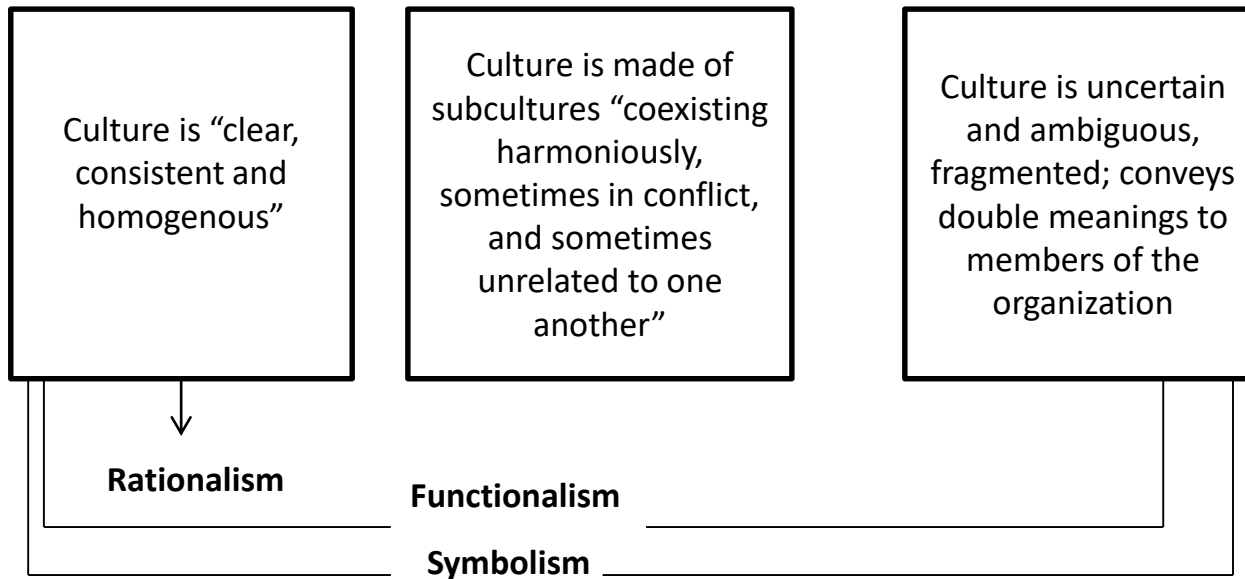


Theoretical Framework

Integration

Differentiation

Ambiguity or fragmentation



Archetype Template

	Internal Actors		
Actor Constellation →	Top Management	Mid-Level Management	Academics
Policy /Decision- Making Processes ↓			
Policy on Identity Formation			
Strategic Decision-making			
Internal Assessment Policy and Decisions			
Programme-related Policy and Decisions			

The level of authority is defined as **High, Medium and Low**. High authority indicates that actors have legitimacy and power to make decisions, Medium authority indicates that actors are participants in a decision-making process; Low authority indicates that actors' participation in decision-making processes is limited.

Based on the Actor-Center Institutional Framework adopted from Weyer, 2017

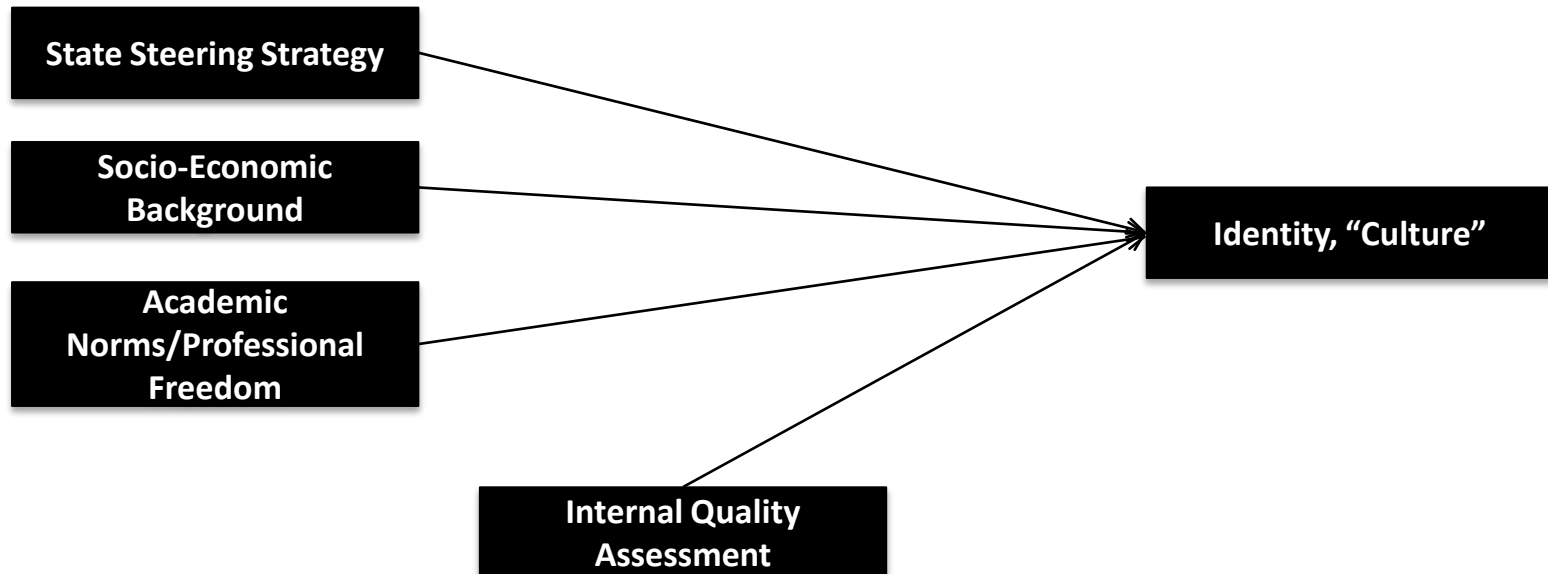
Methodology

- Two case study universities were selected according to type, location, size and profile;
- Purposive sampling was employed. Interviews were conducted with top and mid-level managers of the institutions;
- Secondary data (Strategic Documents and Regulations) was collected and analyzed;
- The research instrument focused on four major categories: (a) Formation of Identity of HEIs, (b) Impact of State Supervising Strategy at HEIs, (c) Impact of Internal Quality Assessment on Identity, and (d) Application of Cultural Theory at HEIs.

Research Model

Environment

Organization



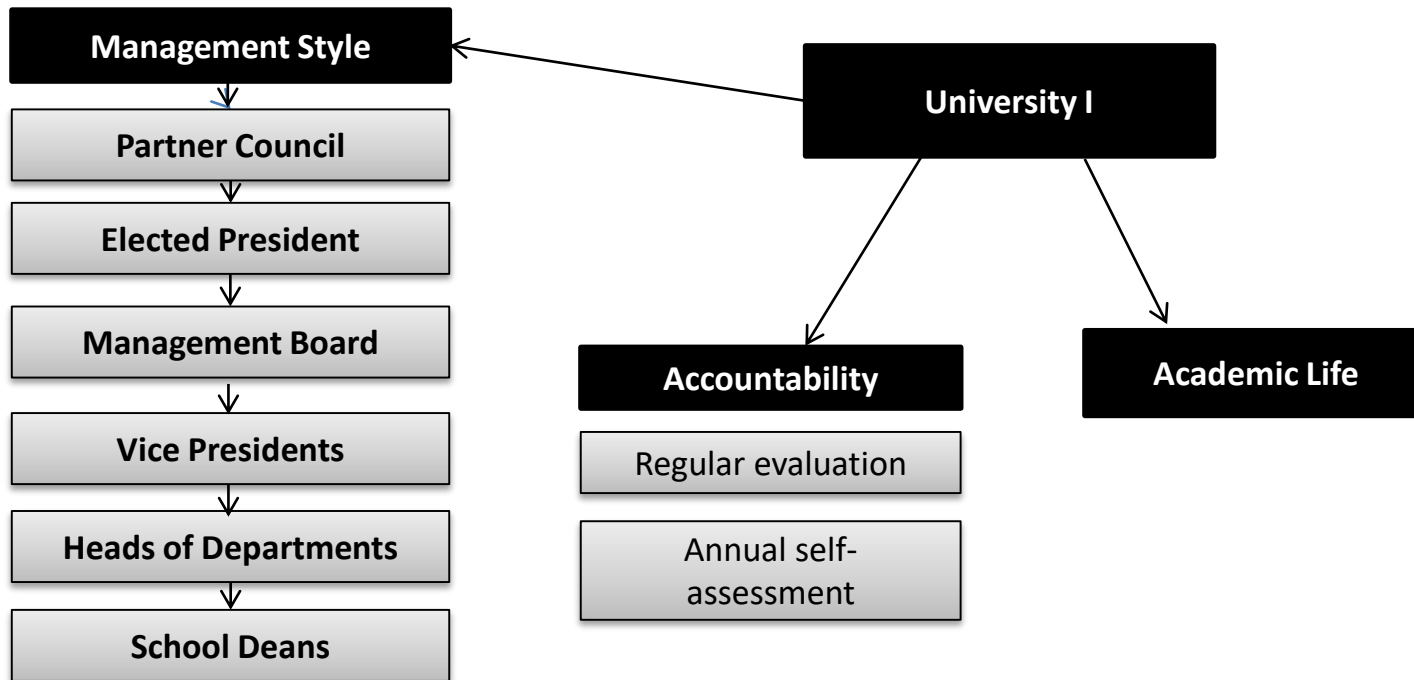
Georgian HE System

The Law on Higher Education of Georgia, Article 9 defines following types of Tertiary Education Institutions:

- University
- Teaching University
- College
- Universities are authorized to award all three academic degrees (Bachelor, Master and PhD), while teaching universities offer only first and second cycles of Higher Education (HE) with no particular emphasis on research. Colleges implement the first cycle higher education programmes.
- Legal forms of HEIs: Legal Entity of Public Law, Legal Entity of Private Law and Non-Commercial Non-Entrepreneurial Legal Entity (NNLE).
- 30 nationally accredited Universities

Case Study University I

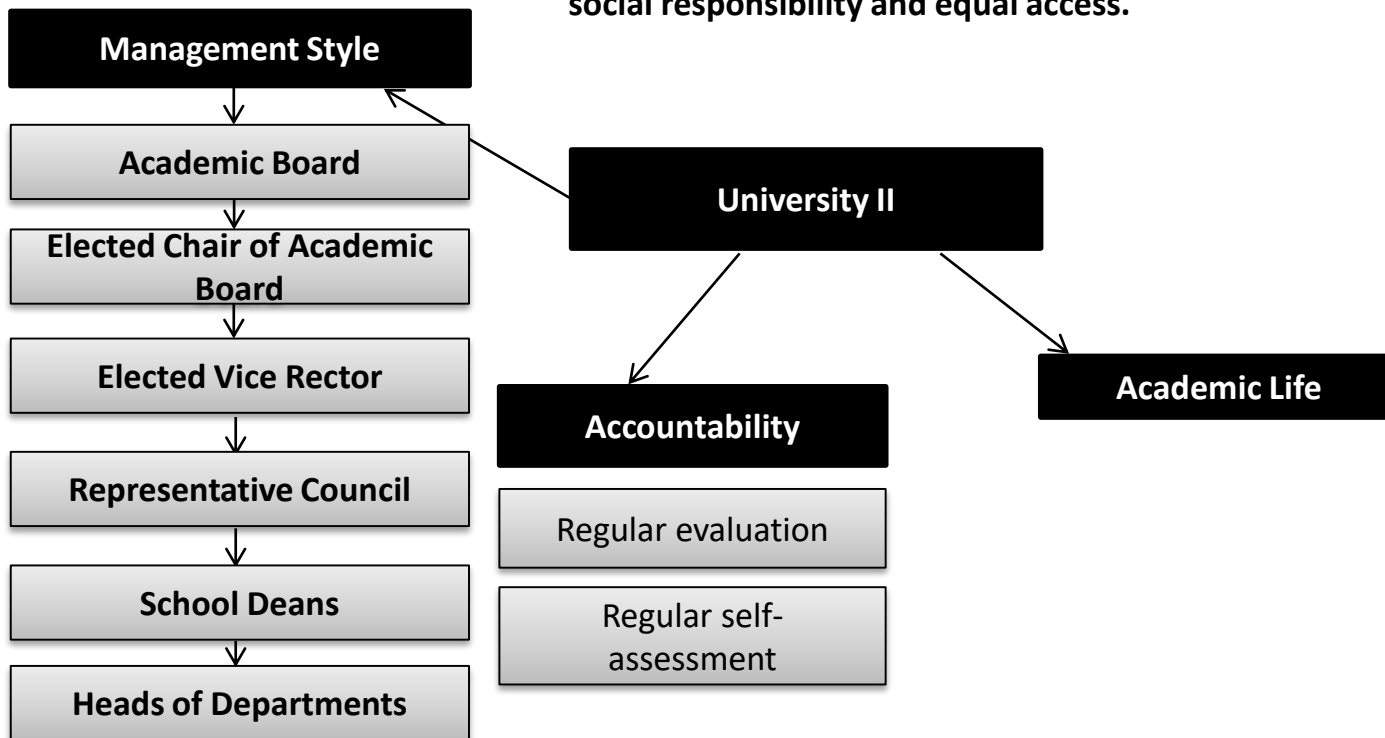
To support research-based teaching and learning, Prepare highly qualified staff inspired by democratic values that would meet requirements of national and international labour markets



Case Study University II

Civic/engaged university

To support human development through promotion of education, research and innovation. The mission of the university also expresses commitment to social responsibility and equal access.



Key Findings

Management Style

University I shows signs of an institution operating in a more stable environment with its hierarchical structure and centrally coordinated activities. University II opts for more horizontal coordination and team-based structure, thus, exposing features typical for institutions operating in an unstable environment.

Formation of Identity

Both Universities have well-defined Identities. The Mission Statement and Strategies outlining values and basic assumptions of the organizational culture. The case study institutions have established their artifacts (semiotic signs) to enhance recognition in the community.

Key Findings

Accountability

- The case study universities show equal interest in the external and internal evaluation.
- Internal Evaluation is seen as a factor contributing to the Identity of universities. In both case study universities, internal evaluation played a significant role in defining organizational design and Identity at the start, however, in later operation of the universities, internal evaluation proves to have less dramatic effects on organizational design and Identity of selected organizations.
- External Evaluation is connected with an external image of the institutions.

Key Findings

Role of Academics

- The two case study institutions show different approaches to the role of academics. At University I, the role of academics is mainly limited to the participation in decision-making processes on programme-related issues. At University II, there is a wide participation of academics in decision-making of not only academic-related issues, but other university activities.

Dominant Culture

- University II shows the dominant egalitarian culture, with signs of existence of other subcultures in the organization (e.g. individualist), while the culture of University I is predominantly hierarchical.

Key Findings

University I

	Internal Actors		
Actor Constellation → Policy /Decision- Making Processes ↓	Top Management	Mid-Level Management	Academics
Policy on Identity Formation	high	medium	low
Strategic Decision-making	high	medium	low
Internal Assessment Policy and Decisions	high	high	medium
Programme-related Policy and Decisions	low	medium	high

Key Findings

University II

	Internal Actors		
Actor Constellation → Policy /Decision- Making Processes ↓	Top Management	Mid-Level Management	Academics
Policy on Identity Formation	high	high	high
Strategic Decision-making	high	high	high
Internal Assessment Policy and Decisions	high	medium	high
Programme-related Policy and Decisions	high	medium	high

Thank you for your attention!



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