

Lebanon National Conference
“Towards a Comprehensive System for
Quality Assurance of Higher Education
in Lebanon”

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Internal quality management at the **Université Libre de Bruxelles**

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ULB

UNIVERSITÉ LIBRE DE BRUXELLES, UNIVERSITÉ D'EUROPE

Outline

- Legal context
 - Belgian French-speaking Community
- Internal quality assurance
 - ULB recent experience
 - Why worry about quality
 - Notion of quality
 - Integrating quality into management processes
 - Quality chart
- Concluding remarks

Legal context

- In Belgium, HEI's are ruled by the Regions (communities)
 - ULB is part of the French-speaking community of Belgium
- Legal information
 - Decree 14/11/02 : settlement of the 'national' agency (AEQES)
 - Decree 22/2/08 : several modifications
 - ... in order to be certified (ENQA)
 - Agency status
 - Transparency
 - ...

Introduction to the AEQES

■ Agency missions

- Regular assessment of the degrees in order to highlight good practice, failures and issues to be addressed
- Define and manage the assessment procedures
- Foster the cooperation between all the HEI's operators in order to improve the education quality
- Inform the government, the operators and the stakeholders on the quality of the HEI's
- Make proposals to the government in order to improve the education quality

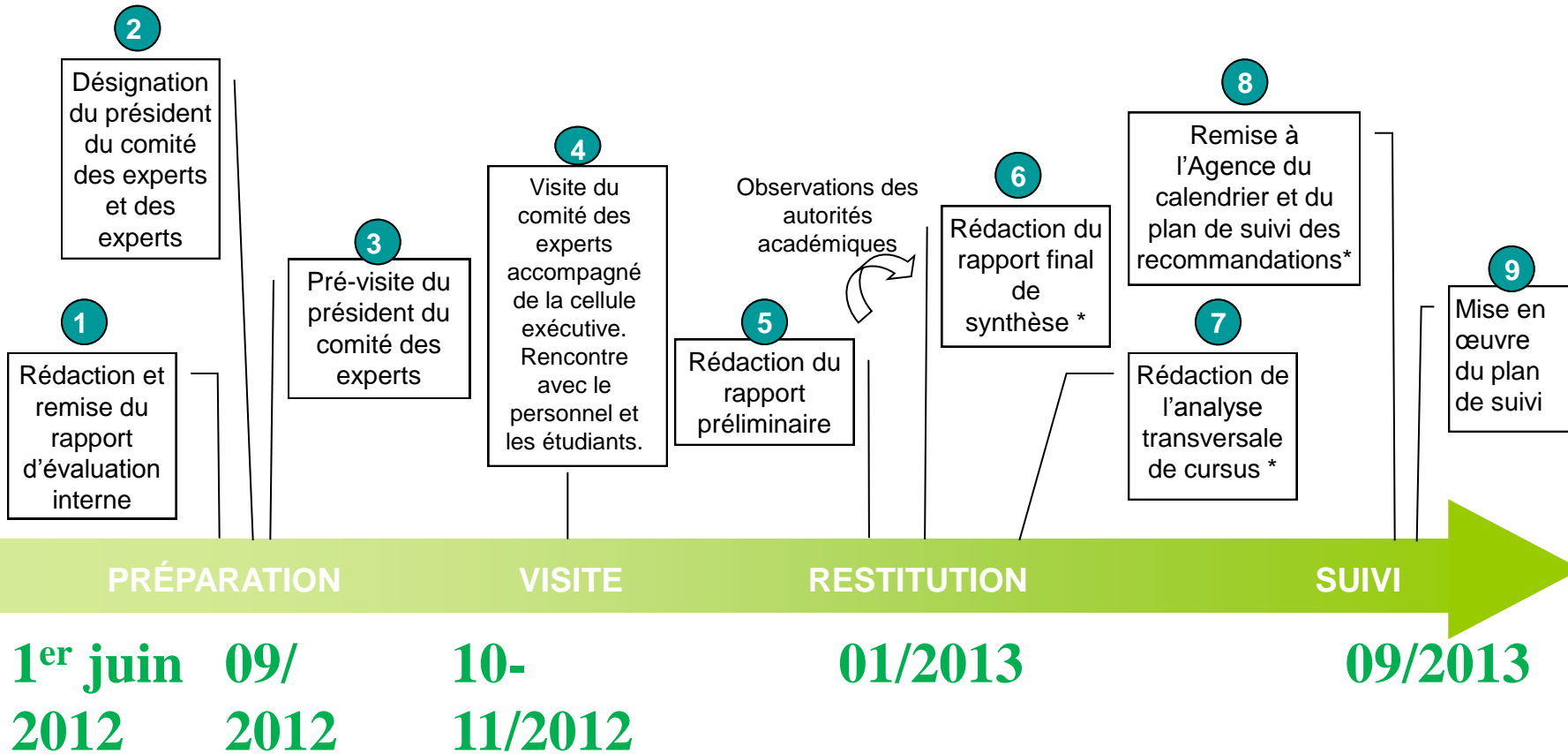
Introduction to the AEQES

■ Composition

– Managing board (24 members)

- President : a representative of the colleges
- Vice-President : a representative of the universities
- General-Director of the higher education
- 3 university representatives
- 3 college representatives
- 2 art school representatives
- 2 social promotion school representatives
- 1 university personnel representative
- 1 college personnel representative
- 3 student representatives
- 3 syndicate representatives
- 3 professional, social or cultural representatives

AEQES – Procedures



Vocabulaire AEQES

Coordonnateur = pour un cursus
 Coordinateur = pour l'institution

Legal context

- **Art. 14.** Internal evaluation objectives
 - Clarify the internal context
 - Describe the quality management system
 - Elaborate a critical self-assessment
 - SWOT + what can be improved
- **Art. 17.** External evaluation
 - Assessment of the internal evaluation report
 - On-site visit
 - Final report with recommendations
- No accreditation – no mandatory remarks
- Education only – no research
- Assessment by degree

Why worry about quality?

- “Did not we do quality before ?”
- Understand the motivation
 - Competition - ranking
 - Stakeholder satisfaction
 - Maintaining standards
 - Accountability
 - Improving personnel motivation
 - Credibility - recognition
 - Visibility
- Or,
 - Meeting a legal requirement
 - Fostering a hidden agenda
 - Other?

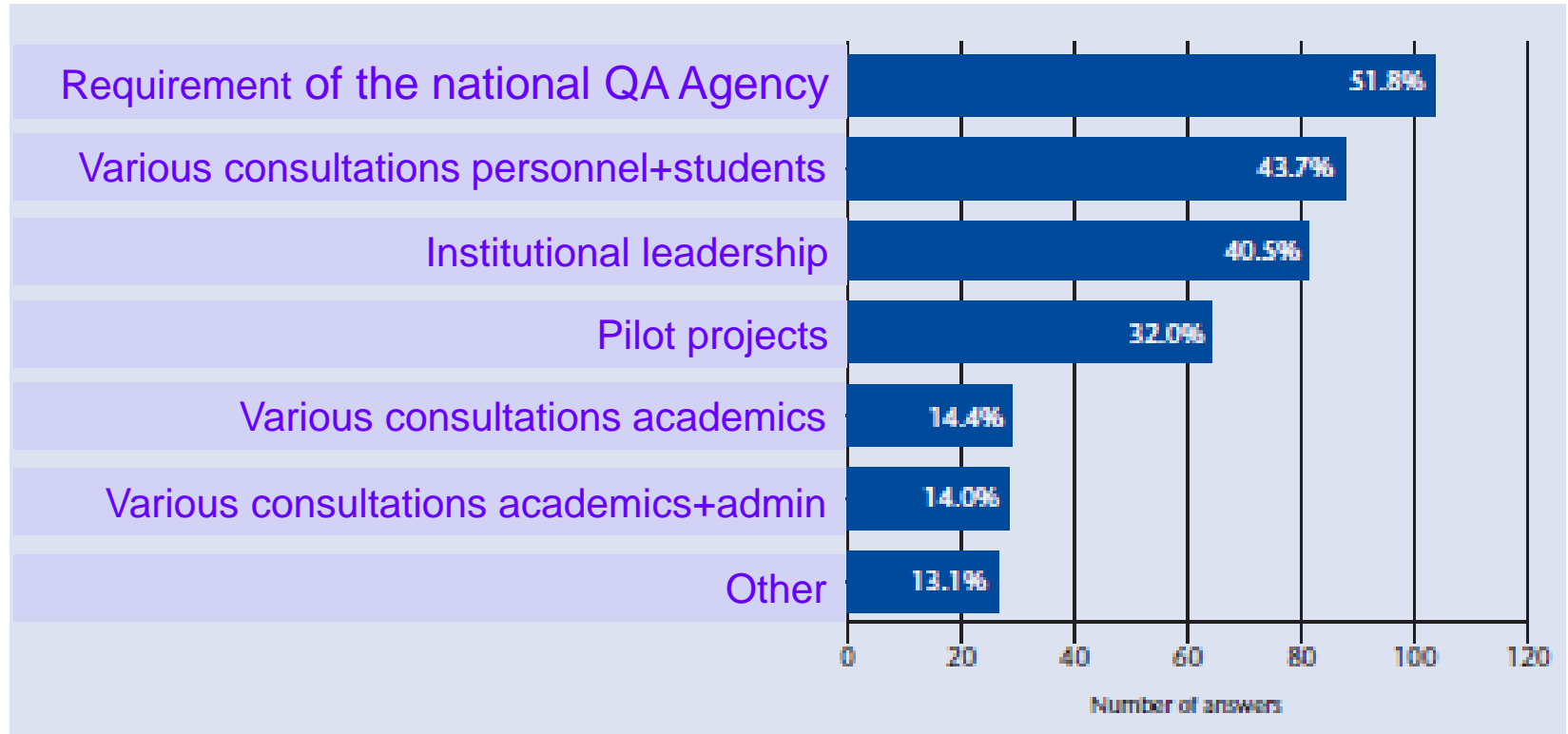
Why worry about quality?

shadok sayings



When you don't know where to go,
you'd better go fast!

How is it introduced?



EUA, 2010

Notion of quality

- Exceptional
 - Meeting a required standard/ranking
- Consistency
 - Getting it right the first time
- Fitness for purpose
 - Stakeholders 'satisfaction'
- Value for money
 - Efficiency
- Transformative
 - Qualitative change

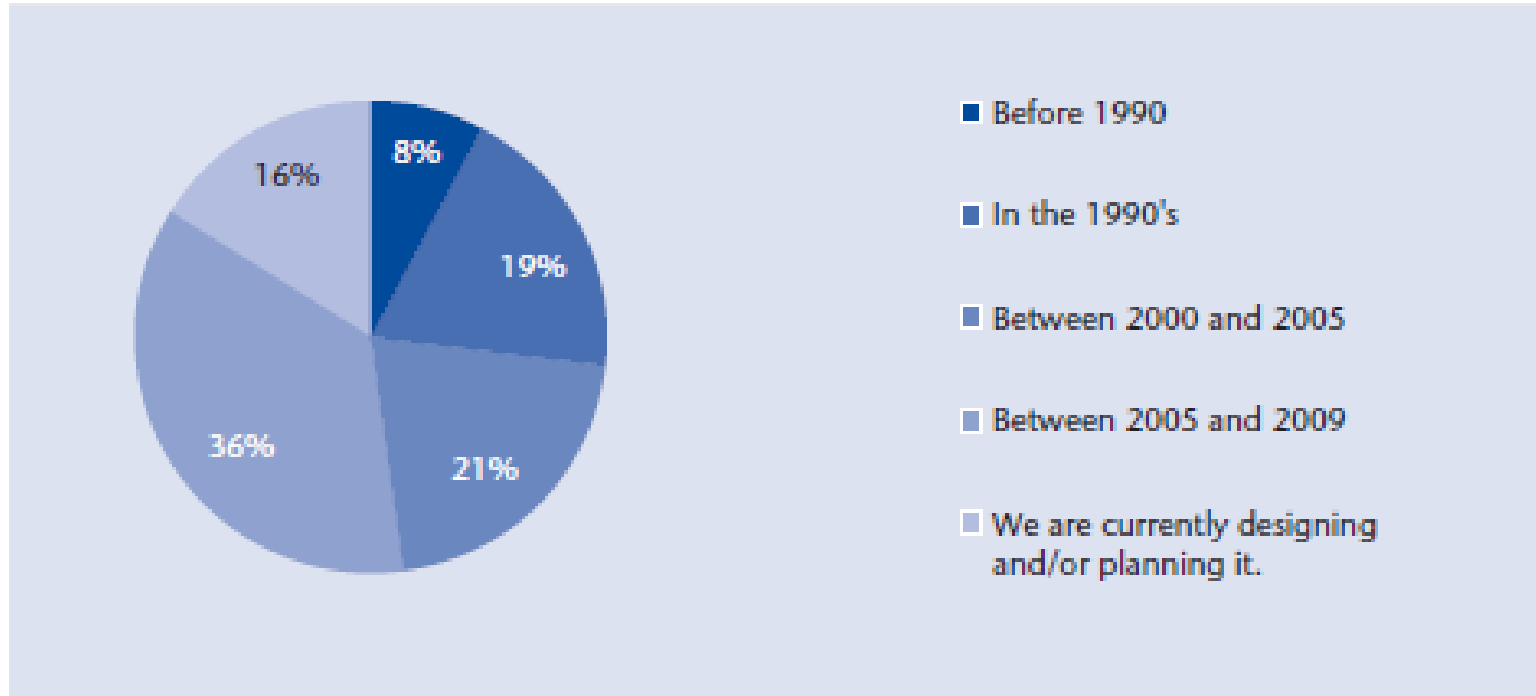
Topics to address

Which activities do your institutional quality assurance processes cover? Please choose all applicable options.	
Teaching and learning	98.2%
Research	79.3%
Service to society	47.7%
Student support services	75.7%
Governance and administration of the institution	65.8%
Other	6.7%

EUA, 2010

- Very often the stakeholders' 'satisfaction' does not depend on the quality of education or research

What is the current EU situation?



EUA, 2010

Quality cycle



– Retrofitting delays are high !

Managing the quality at ULB

- Education
 - Mandatory by law
 - Internal assessment at the Faculty level
 - Under the supervision of the Rector's advisor and the institutional quality board
- Research
 - Voluntary internal procedure
 - Under the auspices of the Vice-Rector for research and the research administration dept.
- Institutional
 - Voluntary internal procedure
 - Proposed by the Rector's advisor and the institutional quality board

Tools for education quality

- Surveys
 - Students, alumni
- Role of the students representatives
- Recruitment
 - External advisors
- Learning outcomes – learning assessment
- Many others ...

HEI Governance

- Diversity of governance
 - Growing autonomy
 - Expansion of university missions
 - a.o. quality requirements
- Governance and quality are intertwined
 - Is QA a control of the quality and of the management
 - OR is QA a management tool ?

HEI's management

- Recent tools
 - Strategic plans
 - Define vision, mission and values
 - SWOT
 - Define objectives, projects
 - Analyze projections and prospectives
 - Information systems
 - Dashboards
 - Indicators related to the objectives
 - Alumni associations
- From qualitative to quantitative management

ULB recent experience

- 2008 : Institutional strategic plan
- 2008 : Internal quality management
 - Rector's advisor, institutional quality board, administrative support
- 2009 : Human resource allocation key
- 2009 : Faculty strategic plans
- 2009 : Internal quality assessment for research
- 2010 : Quality Chart

ULB institutional strategic plan

- Institutionally based
 - Short document
 - Respect diversity and specificities
 - Address the difficult but crucial issue of emerging fields
- Adopted by the board (April 2008) after a large consultation
- Identify 10 major objectives
 - Covering research, education and services to community
- Organize transversal issues
 - a.o. QA

Human resource allocation key

- Major issue in most universities
- Mostly depending
 - on the status (private or public)
 - on the financial law
- Previous situation
 - 3 negotiations per year between the Faculties (Prof, Assistant and Personnel)
- Current situation :
 - 6 indicators based on the financing law and the strategic objectives
 - Each Faculty is now (quasi) autonomous to decide of its internal allocation

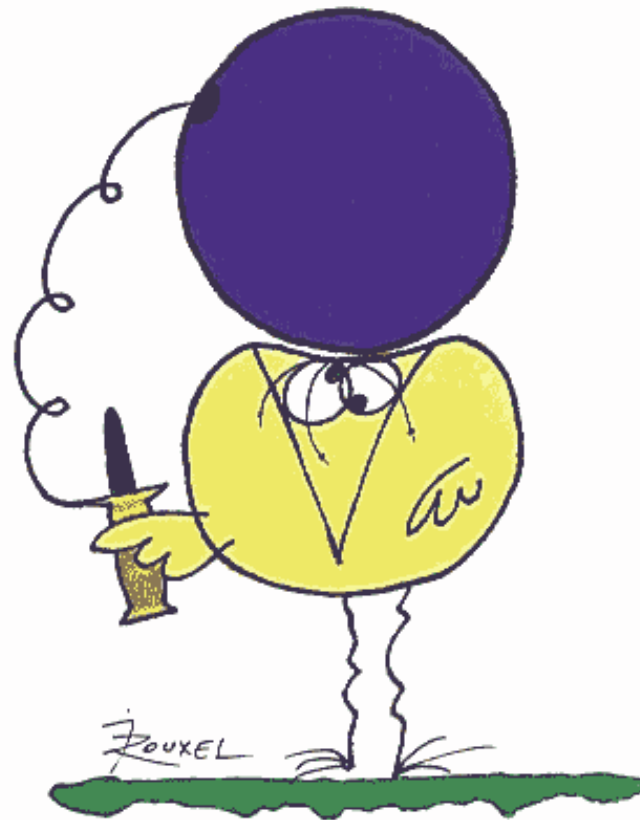
Objectives and indicators

- Keep the number of objectives and indicators manageable
 - Financing law mostly based on the number of students (disciplinary weighted)
 - Weighted number of students
 - « increase the scientific productivity »
 - Number of international papers, of PhD thesis
 - « increase the participation to research projects »
 - Budget of contracts
 - « make the success of each student possible »
 - Number of less socially favoured students
 - « make our MA international »
 - Number of international students
- Management point of view
- Complemented by internal quality objectives

Faculty strategic plans

- Assume that the human resources are fixed for 5 years
 - Report on the previous plan
 - SWOT analysis
 - Define the faculty objectives w.r.t institutional ones
 - Make development prospectives
 - Elaborate a recruitment planning (Prof, Ass and Personnel)
- Organize QA

Shadok sayings .



By trying again and again, you will end up succeeding.
Result: the more you fail, the better your chances of success are.

Quality Chart

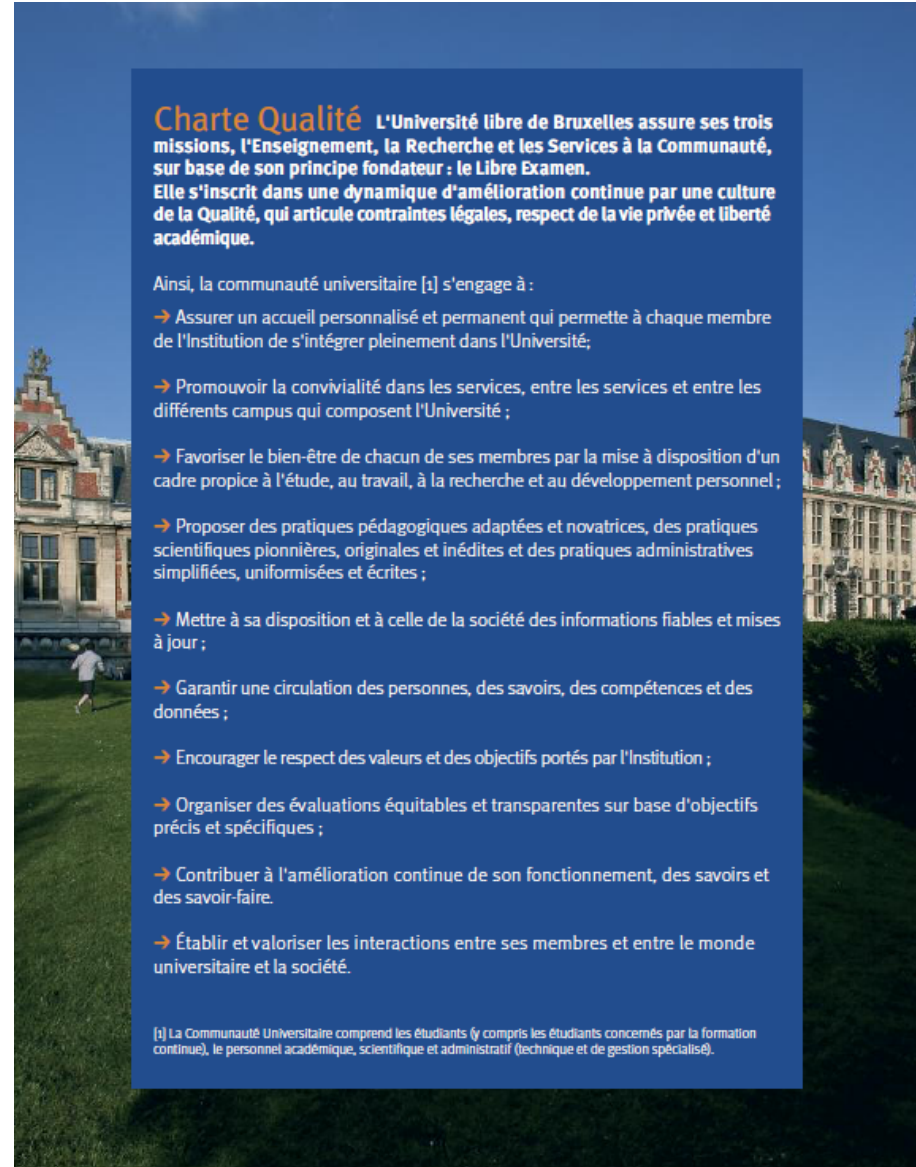
- To develop a quality culture
 - Engage all the community
 - In accordance to the strategic objectives

Charte Qualité L'Université libre de Bruxelles assure ses trois missions, l'Enseignement, la Recherche et les Services à la Communauté, sur base de son principe fondateur : le Libre Examen. Elle s'inscrit dans une dynamique d'amélioration continue par une culture de la Qualité, qui articule contraintes légales, respect de la vie privée et liberté académique.

Ainsi, la communauté universitaire [1] s'engage à :

- Assurer un accueil personnalisé et permanent qui permette à chaque membre de l'Institution de s'intégrer pleinement dans l'Université;
- Promouvoir la convivialité dans les services, entre les services et entre les différents campus qui composent l'Université ;
- Favoriser le bien-être de chacun de ses membres par la mise à disposition d'un cadre propice à l'étude, au travail, à la recherche et au développement personnel ;
- Proposer des pratiques pédagogiques adaptées et novatrices, des pratiques scientifiques pionnières, originales et inédites et des pratiques administratives simplifiées, uniformisées et écrites ;
- Mettre à sa disposition et à celle de la société des informations fiables et mises à jour ;
- Garantir une circulation des personnes, des savoirs, des compétences et des données ;
- Encourager le respect des valeurs et des objectifs portés par l'Institution ;
- Organiser des évaluations équitables et transparentes sur base d'objectifs précis et spécifiques ;
- Contribuer à l'amélioration continue de son fonctionnement, des savoirs et des savoir-faire.
- Établir et valoriser les interactions entre ses membres et entre le monde universitaire et la société.

[1] La Communauté Universitaire comprend les étudiants (y compris les étudiants concernés par la formation continue), le personnel académique, scientifique et administratif (technique et de gestion spécialisé).



Quality Chart

- The Université Libre de Bruxelles pursues three main assignments: education, research, and public-service tasks. These functions are accomplished on the basis of the University's guiding philosophical principle: secular free thought. The University abides by an ethos of quality enhancement taking into account existing legal frameworks, respect of privacy, and academic freedom.
- Accordingly, the university community is committed to the following principles and tasks:
 - Facilitating the full integration of all members within the university community by means of readily available strategies and structures tailored to individual needs.
 - Creating a convivial interchange among university services and campuses.
 - Fostering the welfare of all university members by developing an environment conducive to study, work, and the pursuit of personal development.

Quality Chart

- Implementing novel and effective educational strategies, pioneering practices in scientific research, as well as simplified, standardized, and explicitly delineated administrative procedures.
- Ensuring that reliable and updated information is made available to the university community itself and to society at large.
- Guaranteeing the free circulation of persons, knowledge, and data.
- Fostering respect for the values and goals endorsed by the University.
- Setting up fair and transparent evaluation procedures on the basis of explicitly circumscribed goals.
- Perfecting its working protocols; expanding its field of knowledge and skills.
- Enriching the interactions among members of the university community, academe at large, and society.

Link with the strategic management

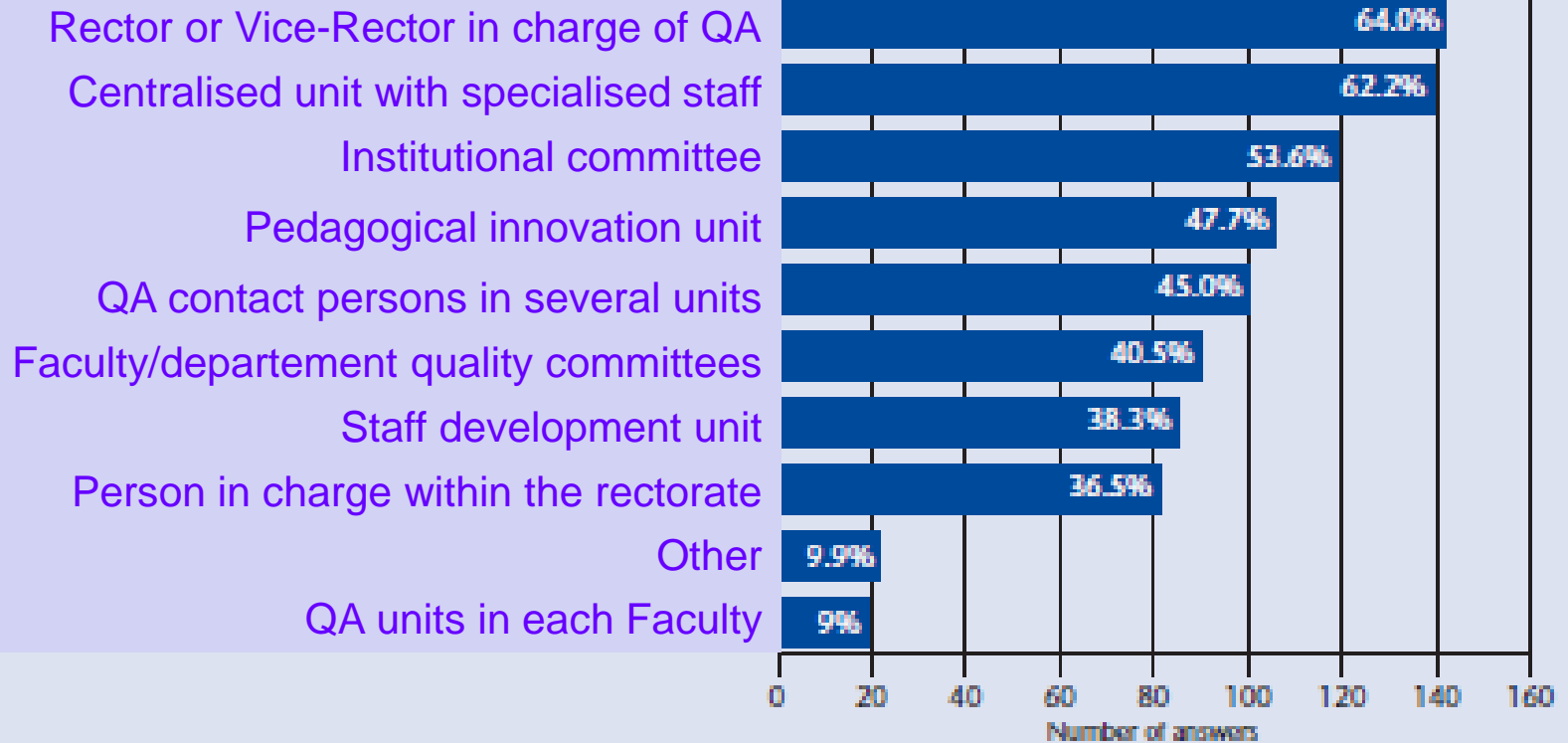
Do you have an internal evaluation process that provides feedback to the strategic planning in place? Please choose all applicable options.	
The institutional leadership evaluates annually the progress made in terms of achieving the goals set by the institution.	65.3%
The faculties (and/or relevant units) conduct regular self-evaluations to analyse their contribution to the achievement of institutional strategic goals.	55.9%
The institution conducts regular surveys among the members of the institutional community (staff and students) to analyse their perception of the institutional strategy and its implementation at grass-roots level.	27.9%
The institution has defined a set of key performance indicators and follows its progress based on them.	55.0%
The institutional strategy and the achievement of the goals set in it are revisited when the document is revised (every 3, 5 or N years).	52.7%
Other	11.3%

EUA, 2010

Summary

- Elaborate a strategic plan
 - Define objectives and indicators
 - Make management transparent (allocation key)
- Can be regarded as part of the quality management
 - But are not QA
 - Management and quality are intertwined

How to manage quality



EUA, 2010

- Involvement of leaders in QA is crucial
- but independance of committees too !

Concluding comments

- Quality culture
 - Try to involve all the stakeholders :
authorities, personnels, students, alumni, etc.
 - Presvert diversity
- Quality as a part of the HEI's management
- QA as an independant procedure
- Keep the follow-up in mind
- Accountability - transparency



leads you
to the top 😊



References

- S. Mishra, 'Quality Assurance in Higher Education: An Introduction', National Assessment and Accreditation Council, Bangalore, India (2006)
- 'Standards and Guidelines for Quality Assurance in the European Higher Education Area', ENQA, Helsinki (2005)
- 'Examining Quality Culture: Part 1 – Quality Assurance Processes in Higher Education Institutions', EUA, Brussels (2010)
- F. Hénard, A. Mitterle, 'University governance and quality assurance: what is at stake?', EUA, WG3 (2010)