

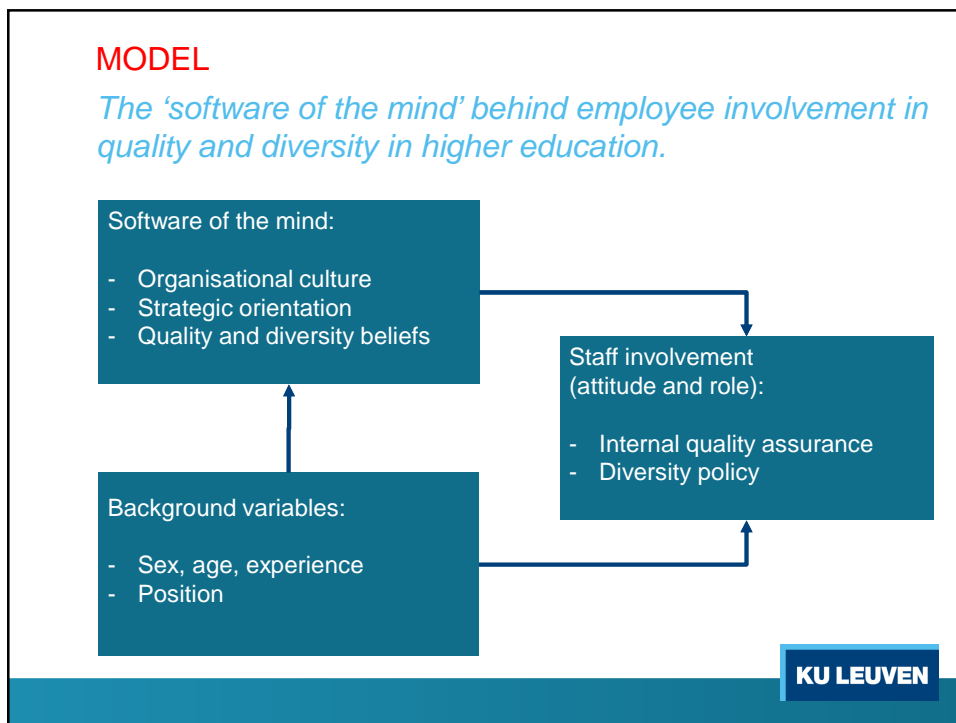
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Staff involvement in quality assurance and diversity

European Quality Assurance Forum
EQAF-EUA
Riga 2017, november 23-25

dr. Dries Berings
Faculty of Economy and Business
Work & Organisation Studies

Three issues:

Staff involvement

Quality culture

Relation between QA and Diversity Policies

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SAMPLE

974 employees in Higher Education

Educational staff : 67%

Supporting staff: 25%

Management: 8%

Flanders: 60% (3 HEI; 14 departments)

Netherlands: 40% (2 HEI; 15 departments)

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INSTRUMENT

Culture MirrorsPLUS

Expanded version of 'Culture Mirrors', an instrument developed in collaboration with the Flanders Bologna Expert Team (Berings et al., 2011). This instrument can stimulate reflection and debate on quality culture.

Elements of Quality Culture:

- * Awareness and shared concern about quality.
- * Involvement of internal and external stakeholders
- * A balanced organisational culture

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The image shows a screenshot of a presentation slide. At the top, there is a navigation bar with icons for back, forward, search, and a page indicator showing '1 / 72'. Below the navigation bar is a blue header with the text 'EUA CASE STUDIES 2011'. The main content area has a blue background with white text. The title is 'Building bridges: Making sense of quality assurance in European, national and institutional contexts'. Below the title, it says 'A selection of papers from the 5th European Quality Assurance Forum'. At the bottom, it indicates the dates '18-20 November 2010' and the location 'Hosted by University Claude Bernard Lyon 1, France'.

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BUILDING BRIDGES: MAKING SENSE OF QUALITY ASSURANCE IN EUROPEAN, NATIONAL AND INSTITUTIONAL CONTEXTS

II. Institutional reality in developing quality cultures

Quality culture in higher education: from theory to practice

By Dries Beetsma¹, Jef Beetsma², Verke Huijsma³ and Piet Verheeschen⁴

Introduction

In order to stimulate academic research and reflection on the role of quality culture within Higher Education Institutions, further insight is needed into the concept itself and into its possible appearance. In this paper an elaboration of the concept of quality culture is presented. First, the working definition of quality culture as has been formulated by the Flemish Bologna Expert Team is explained. Then, the dialectical model for quality culture put forward by Beetsma (2006) is presented. On the basis of this model an instrument was developed to explore quality culture in higher education settings. It was applied in a study in 14 university colleges (Hogeschoolen) and universities in Flanders (Beetsma, 2006). The opportunities and pitfalls of the application of this instrument as a tool for reflection on quality culture are illustrated in two case studies. The first case is situated in a faculty of a university. The second case is based on a department of a university college.

Quality culture defined

A broad consensus exists in higher education about the importance of quality culture, among advocates of Total Quality Management (TQM) as well as among those who are rather sceptical about such a managerial approach to quality. The advocates of TQM emphasise that organisational culture has to be in line with the quality assurance processes and systems, so that they can reciprocally sustain each other. Sceptics argue, on the contrary, that quality culture makes top-down developed quality management largely superfluous. In other words they regard quality culture as a substitute for laid quality procedures and systems. Since the TQM approach is not really embraced by most academics, linking the concept of quality culture in higher education automatically to the TQM paradigm is not obvious. The Flemish Bologna Expert Team has therefore chosen to formulate a working definition of quality culture that is not inextricably connected to the TQM paradigm. This definition turns as follows: quality culture is an organisational culture which contributes to the development of effective and efficient care for quality and can be presented graphically as follows.

Figure 1. System and cultural approach to quality

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BUILDING BRIDGES: MAKING SENSE OF QUALITY ASSURANCE IN EUROPEAN, NATIONAL AND INSTITUTIONAL CONTEXTS

By using the concept 'care for quality' and not 'quality management' or 'quality assurance' the Bologna experts, contrary to other scholars (Oakland, 1991; Viljoen & van Willem, 2008), avoided an overemphasis of quality culture either to the TQM paradigm, or to external Quality Assurance. Their definition leaves a sufficient degree of freedom for different approaches to quality in higher education (Harms et al., 2001; Yousef et al., 1998). Moreover, it can stimulate a fruitful debate about the relation between the system and cultural approach and the dialectic nature of quality culture in itself (Harvey & Storzner, 2008). Such a dialectical approach is also the core principle of the conceptual framework put forward by Beetsma (2006, 2009) which is inspired by the work of Robert Quain and his colleagues on competing values (Cameron, 1986; Cameron & Quinn, 1999; Quinn, 1988).

Conceptual framework

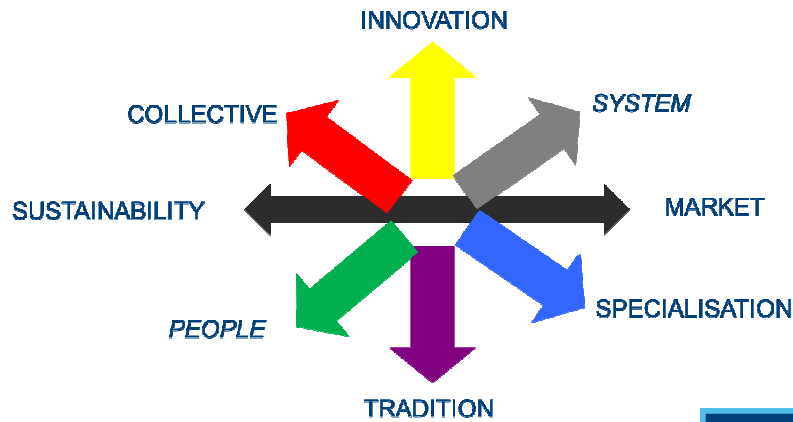
Thus, although a broad consensus exists about the importance of quality culture, there remains a lot of debate about the meaning and content of the concept, and the way it is related to educational and organisational outcomes. In order to clarify the role of quality culture Beetsma (2006) presented a conceptual framework for quality culture that encompasses divergent visions on the 'care for quality' in higher education. The two-dimensional 'Competing Values Model' of Quinn (1988) was adapted by Beetsma (2001, 2006, 2009) so that it better reflects the cultural tension between 'management' and 'professionism', well known in higher education (Kolbaker, 2008). The difference between this latter model and the original model of Quinn lies in the number of bipolarities, namely three instead of two. Compared to the original Quinn model, the bipolarity 'collective versus individual orientation' is new. However the collectivism-individualism dimension is a classic dimension in culture models (Hofstede, 1991), as well as in models concerning orientation and work values (Schwartz, 1992). The literature on professionalism in education also emphasises the tension between individual and collective orientation (e.g. Charnov, 1995; Charnov & Kubiak, 1992; Hargreaves, 1994). Moreover Beetsma (2001) concluded from earlier research that the 'collective orientation' dimension had the most predictive validity for student satisfaction as well as for employee satisfaction. These are sufficient reasons for paying attention to 'collective orientation' as a component of quality culture. But collective orientation is not the only field of attention in the model, which is composed of three bipolarities that can be interpreted as pairs of competing values as defined by Quinn (1988). Competing values are values that are both considered as valuable but are to a certain level incompatible or tricky to accomplish together.

Figure 2. Dialectical approach to quality culture

The resulting framework for reflection on quality culture is based on three pairs of competing values or bipolarities. Each bipolarity consists of a value associated with the TQM paradigm on the one hand and a value associated with the traditional academic world on the other hand. As a consequence each pair of opposite values can be considered as competing values. The challenge for higher education institutions and especially for their quality management systems is to find creative solutions for the three paradoxes in this model (Beetsma, 2006).

New elements in Culture MirrorsPLUS

1. Complementary to the six internal cultural orientations, two external strategic orientation are added:



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<http://www.internationaliseringvanhetcurriculum.be/nl/kwaliteitscultuur-een-andere-kijk-op-kwaliteitszorg/>

Other new element in
Culture MirrorsPLUS

2. Questions about 'involvement in QA' are now complemented with questions a about 'involvement in Diversity'.
3. Respondents are confronted with 15 statements about quality and diversity in education.
4. Questions about 'participation of stakeholders' are added.

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RESULTS

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Involvement in QA and Diversity



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Culture mirrorsPLUS:

Involvement in QA and DIV: attitude and role

ATTITUDE TOWARDS QUALITY ASSURANCE

How can you best describe your attitude towards quality assurance in your organisation?

- enthusiastic
- neutral
- sceptic
- disapproving

How can you best describe your role concerning quality assurance in your organisation?

- pioneer
- collaborator
- follower
- adversary

ATTITUDE TO DIVERSITY POLICY

How can you best describe your attitude towards the policy about diversity in your organisation?

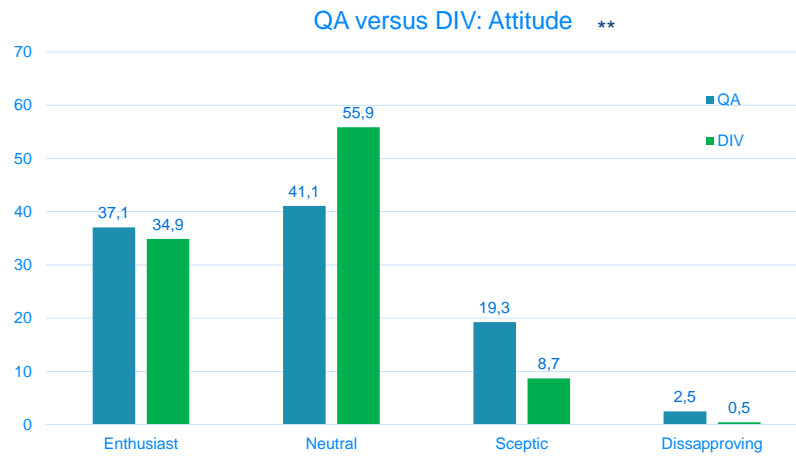
- enthusiastic
- neutral
- sceptic
- disapproving

How can you best describe your role concerning the policy of diversity in your organisation??

- pioneer
- collaborator
- follower
- adversary

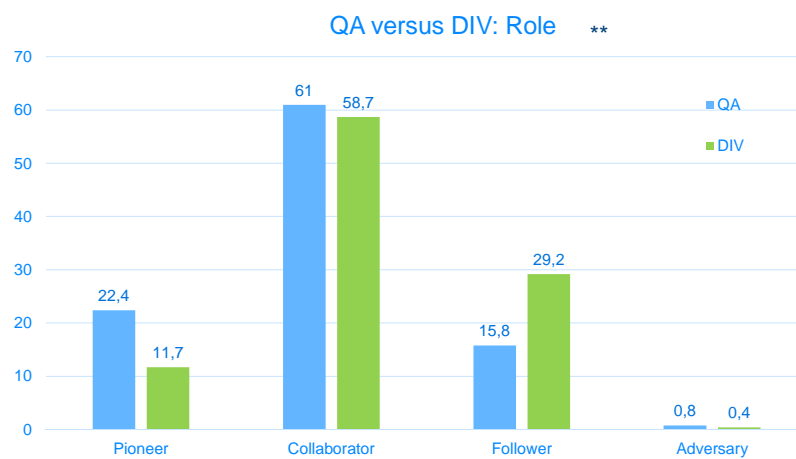
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Involvement in QA and Diversity



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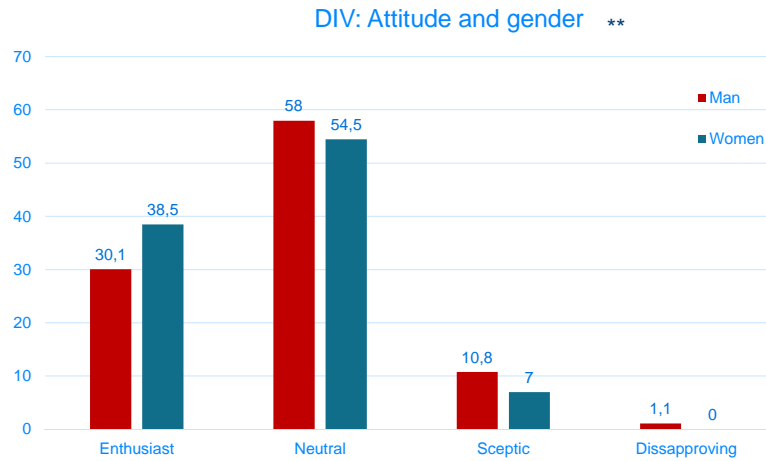
Involvement in QA and Diversity



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** 1% significant; * 5% significant

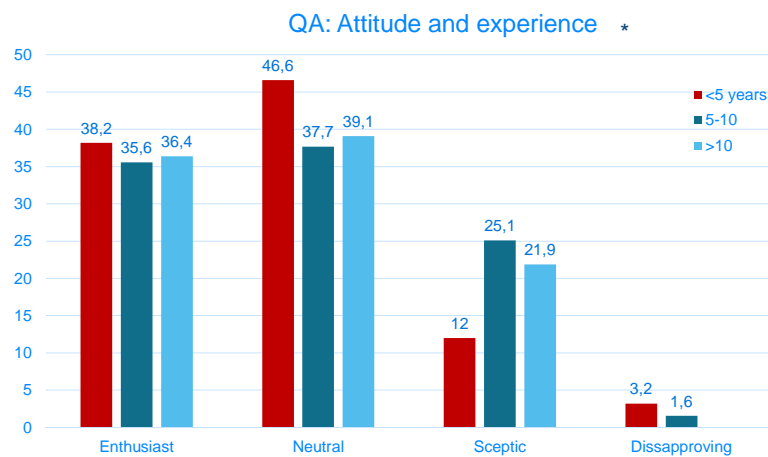
Gender: Involvement in DIV



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** 1% significant; * 5% significant

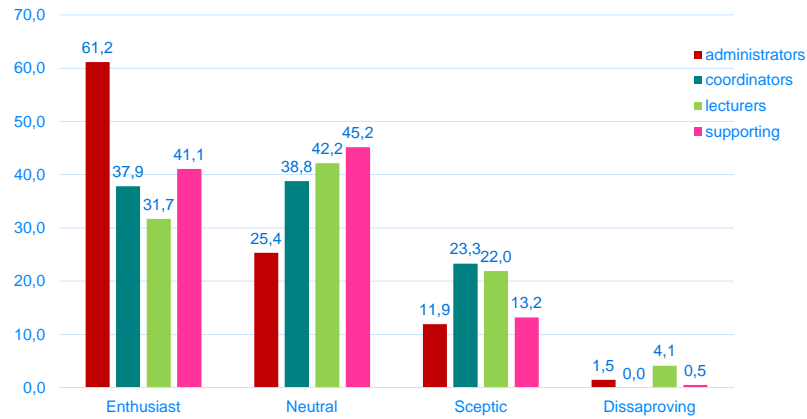
Experience: Involvement in QA



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Position: Involvement in QA

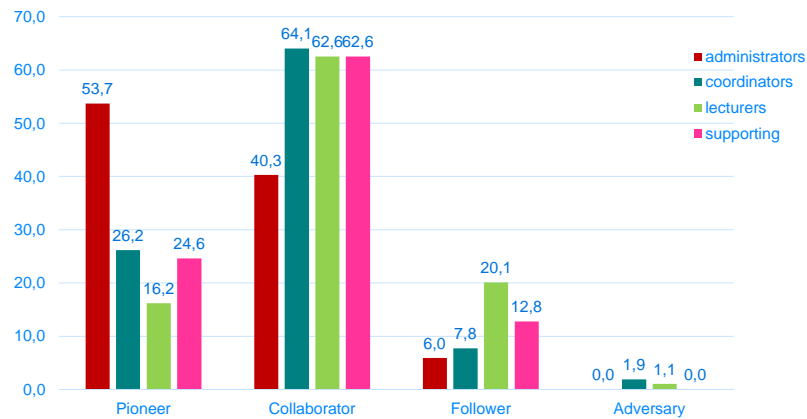
QA: Attitude and position **



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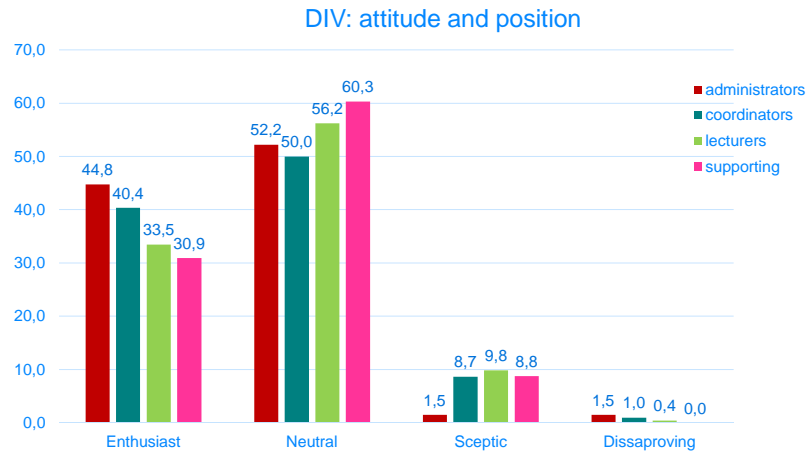
Position: Involvement in QA

QA: Role and position **



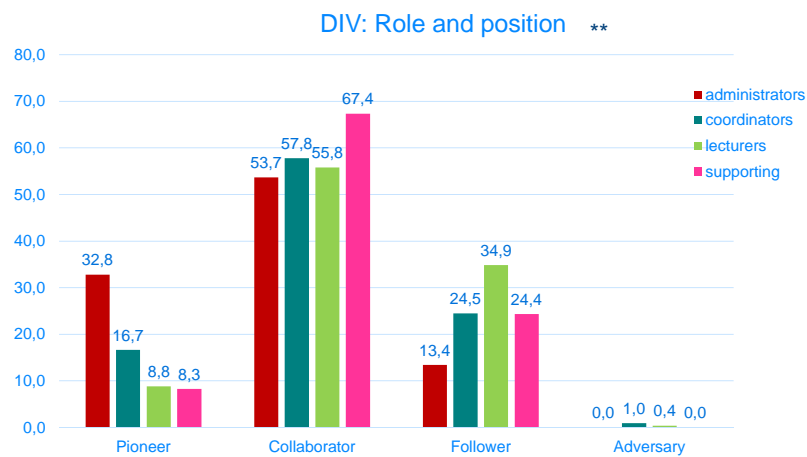
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Position: Involvement in DIV



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Position: Involvement in DIV



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Organisational culture preference

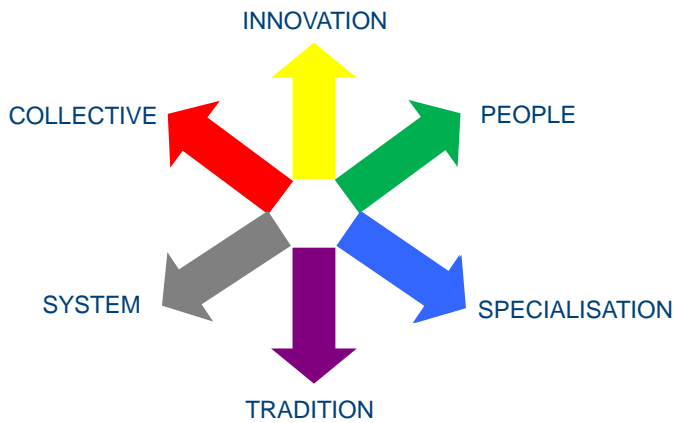
Qualityculture



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Organisational culture preference

Culture mirrors



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INNOVATION

Organisation A is known as a trendsetter in using modern methods and techniques. It rapidly responds to new trends in society. Changes in supply, internal organisation and regulations follow each other quickly. If one believes something can be improved, immediate action is taken.

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PEOPLE

In organisation B the managers have great confidence in their employees. They believe that most people are motivated by themselves and are capable to decide the best way to do their job. Consequently, everyone can carry out his duties according to own insights and principles and own style.

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SYSTEM

In organisation C all activities are perfectly in line with each other. There is system, logic and order in everything. Objectives, plans, appointments and tasks are put on paper. Careless work and sloppiness are banned. Management insists that everything is done according to the agreements made.

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COLLECTIVE

Organisation D is characterised by real team spirit. The employees have a strong belief that everybody contributes to a common goal and ideal. Time and effort are allocated to develop a common future-oriented mission. Employees are prepared to adapt their work to achieve that.

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TRADITION

Organisation E is known for its solid and also traditional approach. This organisation only brings about change when it is absolutely necessary and only if it is almost certain that the new approach is better than the old one.

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SPECIALISATION

Organisation F employs specialists who are recruited mainly because of their particular professional skills. Those professionals focus almost exclusively on expanding and developing their expertise. The support departments and secretariats take care of the organisational issues.

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Culture mirrors

Below we describe eight organisations. Read each description carefully and then answer the two questions:

1. Would you like to work in this organisation?
2. To what extent does your organisation resemble this organisation?

ORGANISATION A Organisation A is known as a trendsetter in using modern methods and techniques. It rapidly responds to new trends in society. Changes in supply, internal organisation and rules follow each other quickly. If one believes one can improve matters, immediate action is taken.

Would you like to work in organisation A?

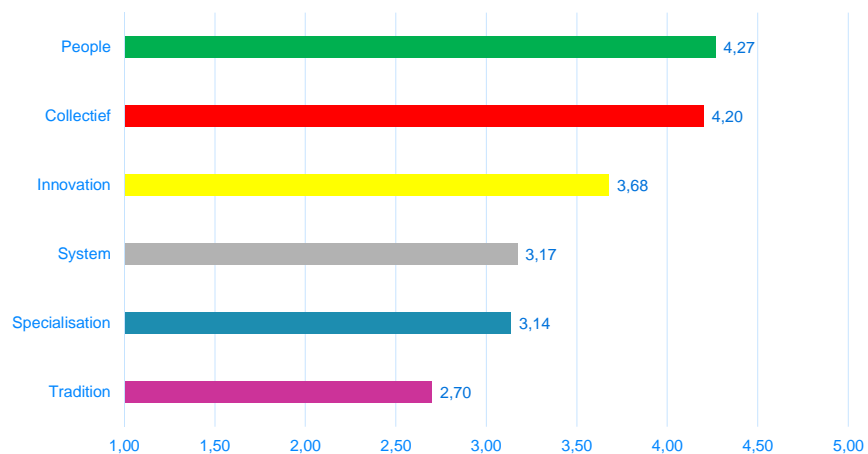
- absolutely not
- rather not
- partly
- with pleasure
- with most pleasure

To what extent does your organisation resemble organisation A?

- not at all
- to a small extent
- partly
- to a large extent
- entirely

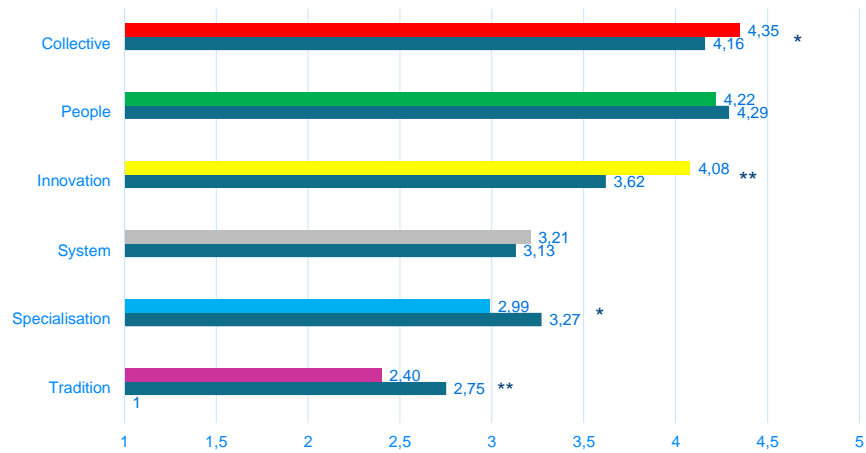
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Organisational culture preference



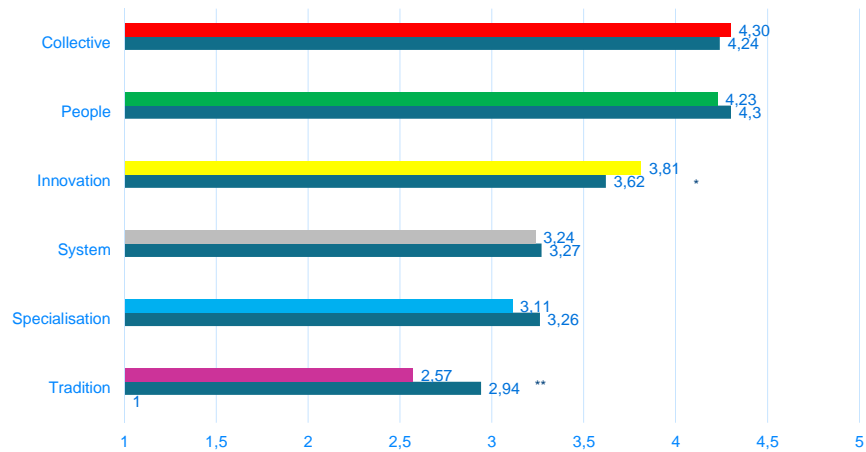
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Administrators / lecturers:



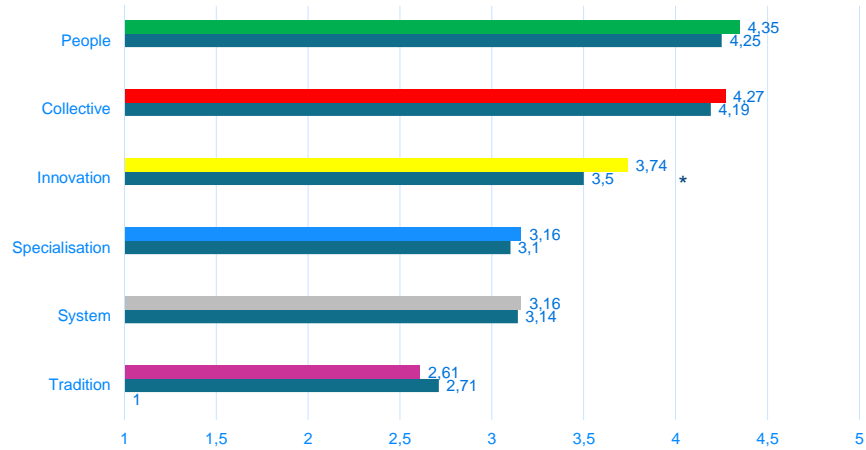
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QA enthusiasts / sceptics:



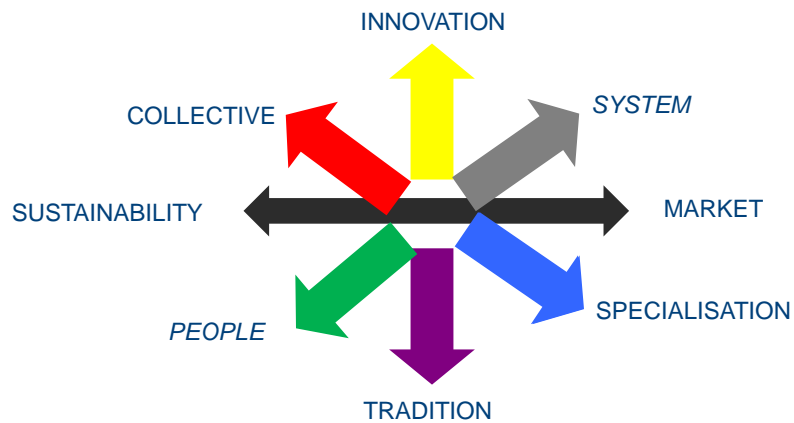
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DIV enthusiasts / sceptics:



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Strategic orientation *Culture mirrors PLUS*



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Organisation G has a strong reputation, a national as well as international profile. It has the ambition to become market leader. People who work for this organization strive to enhance the competitive advantage of the organisation by focusing on the customer and the market. They pursue excellence in everything they do to contribute to achieve the strategic goals of the organisation.

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Organisation H wants to contribute to the creation of a fair and social society in which people can get opportunities to the maximum. People who work for this organization realize that the organisation carries a great social responsibility. They believe it is obvious to commit themselves beyond their core assignments, their specialisation and short-term personal goals.

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Culture mirrorsPLUS

ORGANISATION G Organisation G has a strong reputation and international profile. It has the ambition to become market leader. People who work for this organisation strive to enhance the competitive advantage of the organisation by focusing on the customer and the market. They pursue excellence in everything they do to contribute to achieve the strategic goals of the organisation.

Would you like to work in organisation G?

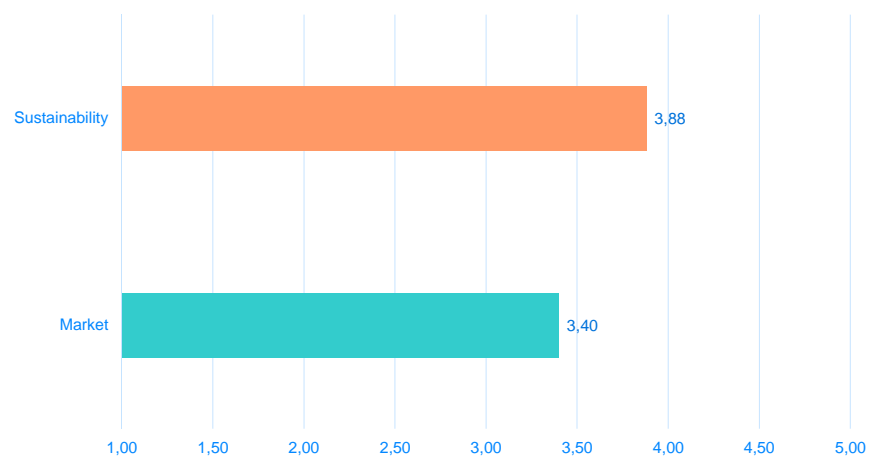
- absolutely not
- rather not
- partly
- with pleasure
- with most pleasure

To what extent does your organisation resemble organisation G?

- not at all
- to a small extent
- partly
- to a large extent
- entirely

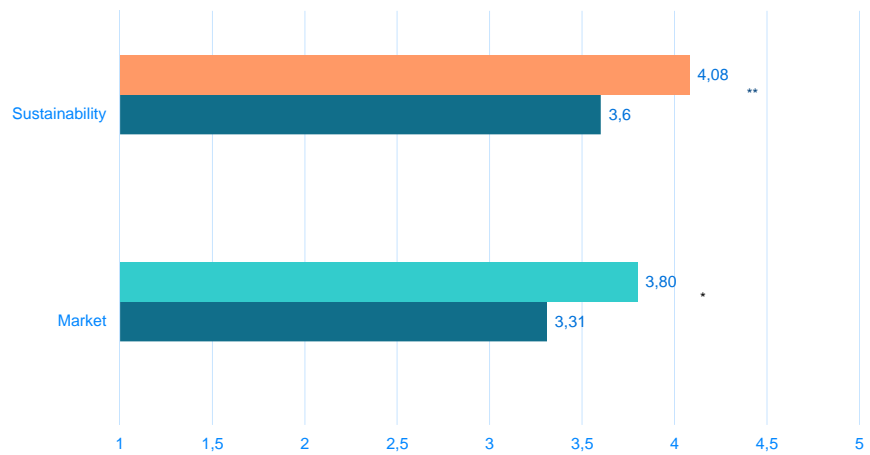
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Strategic orientation



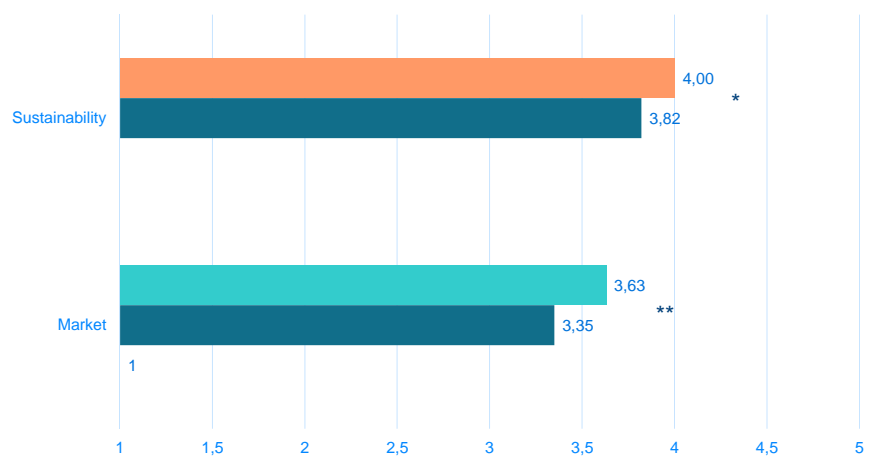
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Administrators / lecturers:



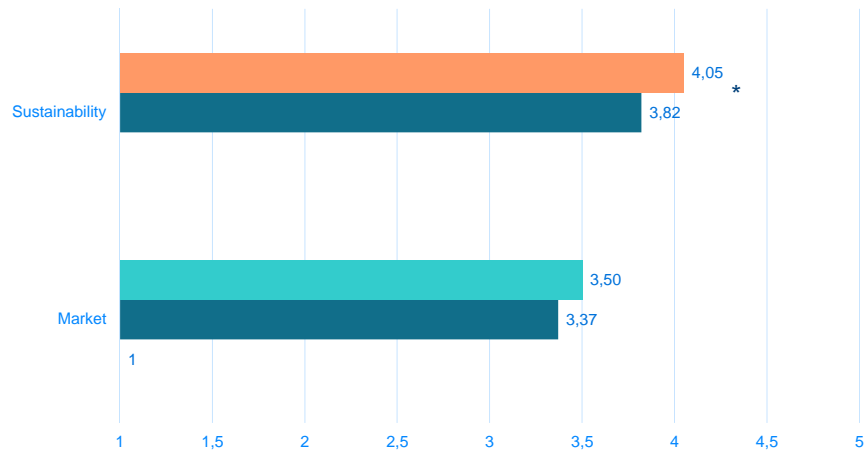
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QA enthusiasts / sceptics:



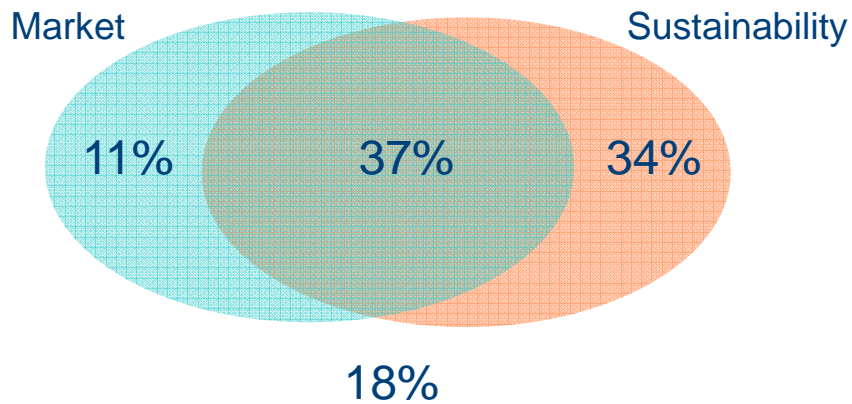
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DIV enthusiasts / sceptics:



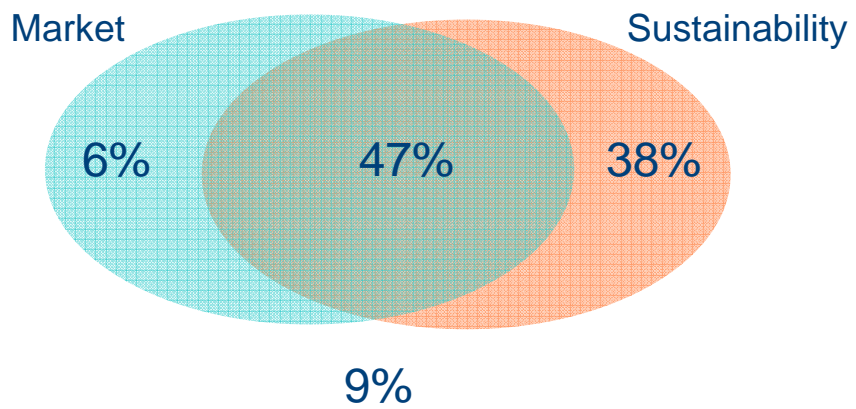
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Strategic orientation: Staff



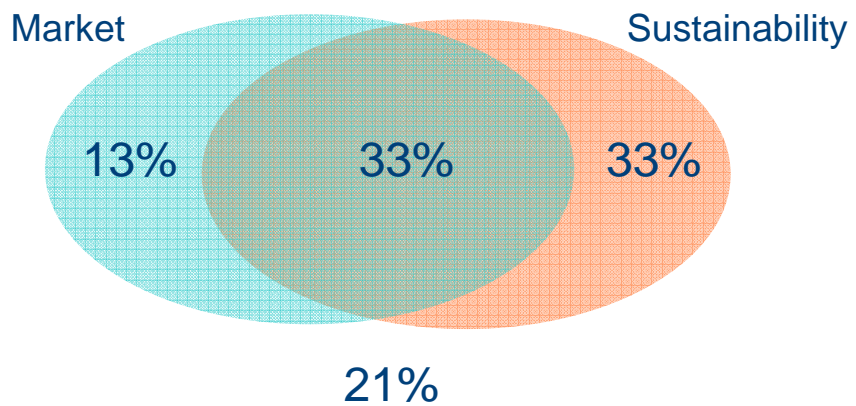
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Strategic orientation: Administrators



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Strategic orientation: Lecturers



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Concern about Quality and Diversity

The software of the mind of the staff



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Culture mirrorsPLUS:

15 items about quality and diversity:

Education is aligned with real practices and case studies from the field.

How important is this feature to you?

- not at all important
- a little bit important
- rather important
- very important
- of the utmost importance

To what extent does this feature apply to the organisation?

- not at all
- to a small extent
- partly
- to a large extent
- entirely

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15 statements about quality and diversity

FACTOR 1°: concern about quality (Q)

- 5 Education is aligned with real practices and case studies from the field. (Q)
- 4 One makes an effort to systematically guarantee the quality of the programme and increases it where possible. (Q)
- 6 Education reflects current scientific research and is attuned to new scientific trends. (Q)
- 8 Students have the opportunity to develop their talents to the maximum and by doing so build the best possible career for themselves. (Qd)
- 11 The quality of education meets international standards. (Q)
- 7 Challenges in today's society are addressed in education. (Qd)
- 1 One makes an effort to give talented students opportunities to excel. (Q)
- 2 Students have the opportunity to align their study programme with their needs and ambitions. (Q)
- 10 The critical mind is formed and the ability to take a stand is developed. (Qd)

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*Principal component analysis with varimax rotation: Q/D higher loading; q/d secondary loading >.30

15 statements about quality and diversity

FACTOR 2: concern about diversity and inclusion (D)

- 13 Employees are encouraged to develop a multicultural mindset and acquire general competences with respect to diversity. (D)
- 12 Students are encouraged to develop a multicultural mindset, acquire general competences with respect to diversity and develop strong social skills. (D)
- 14 Efforts are made to help students with another philosophical, social or cultural background feel at home in the organization. (D)
- 9 Students are being prepared to function in a very diverse society. (Dq)
- 15 People with disabilities can access and use the premises, rooms and facilities. (D)
- 3 One makes an effort to maximize the opportunities for students who start the programme under unfavourable circumstances. (D)

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15 statements about quality and diversity

SORTED by importance (%4+5; "very important" or "of the utmost importance")

HIGH CONSENSUS: > 66%

- 5 Education is aligned with real practices and case studies from the field. (Q) (85%)
- 4 One makes an effort to systematically guarantee the quality of the programme and increases it where possible. (Q) (82%)
- 10 The critical mind is formed and the ability to take a stand is developed. (Qd) (79%)
- 8 Students have the opportunity to develop their talents to the maximum and by doing so build the best possible career for themselves. (Qd) (77%)
- 15 People with disabilities can access and use the premises, rooms and facilities. (D) (76%)
- 9 Students are being prepared to function in a very diverse society. (Dq) (76%)
- 7 Challenges in today's society are addressed in education. (Qd) (72%)
- 11 The quality of education meets international standards. (Q) (72%)
- 12 Students are encouraged to develop a multicultural mindset, acquire general competences with respect to diversity (D) (70%)

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15 statements about quality and diversity

SORTED by importance (%4+5; "very important" or "of the utmost importance")

MODERATE CONSENSUS: <= 66%

- 13 Employees are encouraged to develop a multicultural mindset and acquire general competences with respect to diversity. (D) (66%)
- 6 Education reflects current scientific research and is attuned to new scientific trends. (Q) (63%)
- 1 One makes an effort to give talented students opportunities to excel. (Q) (59%)
- 14 Efforts are made to help students with another philosophical, social or cultural background feel at home in the organization. (D) (59%)
- 3 One makes an effort to maximize the opportunities for students who start the programme under unfavourable circumstances. (D) (58%)
- 2 Students have the opportunity to align their study programme with their needs and ambitions. (Q) (51%)

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15 statements about quality and diversity

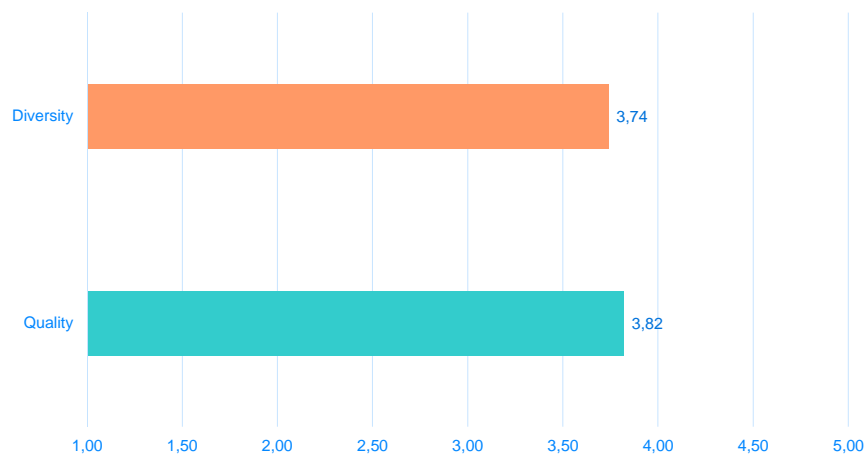
HIGHEST GAP BETWEEN IMPORTANCE (.. %) AND PERCEPTION

- 1 One makes an effort to give talented students opportunities to excel. (Q) (59%; gap: 0,77)
- 13 Employees are encouraged to develop a multicultural mindset and acquire general competences with respect to diversity. (D) (66%; gap: 0,71)
- 10 The critical mind is formed and the ability to take a stand is developed. (Qd) (79%; gap: 0,69)
- 4 One makes an effort to systematically guarantee the quality of the programme and increases it where possible. (Q) (82%; gap: 0,56)
- 9 Students are being prepared to function in a very diverse society. (Dq) (76%; gap: 0,53)
- 8 Students have the opportunity to develop their talents to the maximum and by doing so build the best possible career for themselves. (Qd) (77%; gap: 0,53)
- 12 Students are encouraged to develop a multicultural mindset, acquire general competences with respect to diversity. (D) (70%; gap: 0,53)

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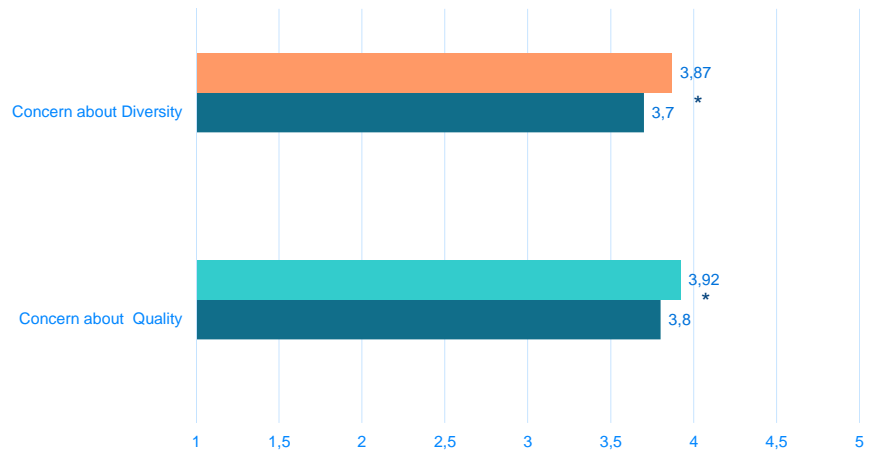
Gap= Importance score (1-5)– Perception score (1-5)

Concern about Quality versus Diversity



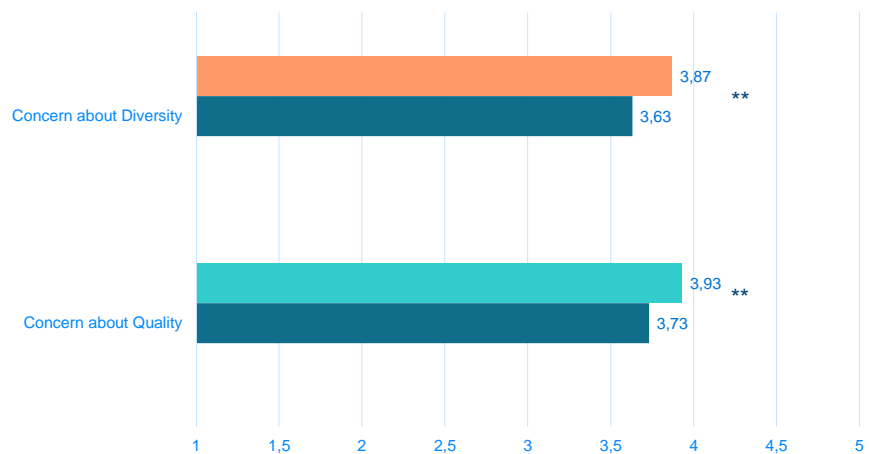
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Administrators / lecturers:



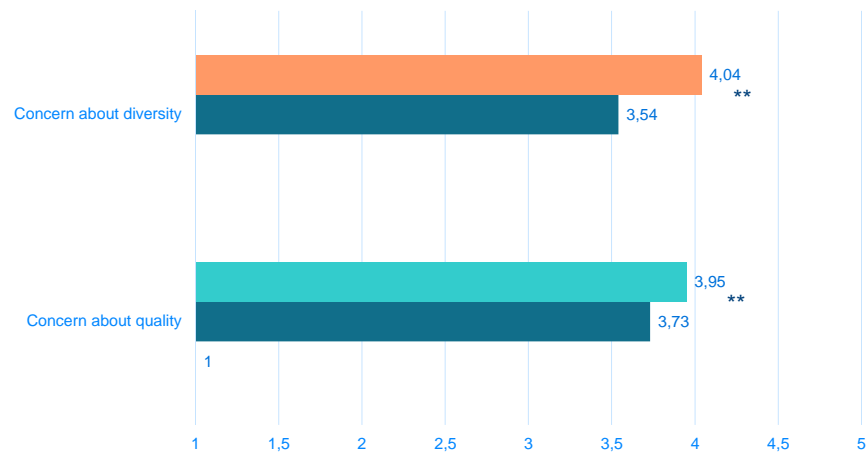
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QA enthusiasts / sceptics:



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DIV enthusiasts / sceptics:



Cultural preference and concern about Quality en Diversity

Correlations

		Quality	Diversity
INNOVATION	Pearson Correlation	,273 ^{**}	,119
	Sig. (2-tailed)	,000	,001
	N	838	838
PEOPLE	Pearson Correlation	,115 [*]	,097
	Sig. (2-tailed)	,001	,005
	N	838	838
SYSTEM	Pearson Correlation	,052	,053
	Sig. (2-tailed)	,130	,125
	N	838	838
COLLECTIVE	Pearson Correlation	,246 ^{**}	,220 ^{**}
	Sig. (2-tailed)	,000	,000
	N	838	838
TRADITION	Pearson Correlation	-,171 ^{**}	-,097
	Sig. (2-tailed)	,000	,005
	N	838	838
SPECIALISATION	Pearson Correlation	,085	-,021
	Sig. (2-tailed)	,014	,536
	N	838	838

CONCLUSIONS

STAFF INVOLVEMENT:

- 1/3 of the staff is enthusiastic about internal quality assurance (QA) as well as diversity policies (DIV)
- Scepticism is higher for QA than for DIV
- For DIV more than half of the staff seems to be 'indifferent'
- The number of pioneers is higher for QA than for DIV.
- Age and experience have only a marginal effects on aspects of involvement.
- Indifference for QA is higher for young people
- Women are more enthusiastic and less sceptic about DIV
- Involvement in QA and DIV is related to each other.
- 1/3 of the pioneers in QA is also a pioneer in DIV

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ORGANISATIONAL CULTURE

- The most valued cultural orientations are People and Collective, respectively with self-determination and collaboration as core values.
- The top three for lecturers as well as for administrators is People, Collective and Innovation.
- An innovative and traditional organisational culture is respectively more and less attractive for administrators compared to lecturers.
- A lower preference for innovation and higher preference for tradition is typical for employees calling themselves sceptic.

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STRATEGIC ORIENTATION

- A sustainability strategy is valued higher than a market oriented strategy.
- Administrators value both external orientations quite equal and both higher compared to lecturers.
- 1/3 prefer a sustainability strategy and 1/3 goes for a combination of a market and a sustainability strategy.
- Administrators have a more pronounced vision on strategy.

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QUALITY AND DIVERSITY BELIEFS

- A majority of staff members agree with most of the statements about QA en DIV. Their 'software of the mind' seems to be in line with the principles and assumptions of both policy domains.
- Consensus is higher for standardisation than for differentiation.
- A readiness to change exist as well for striving for excellence as for become well to participate in a diverse society.
- Consensus around quality and diversity is highest in innovation and collective oriented organisational cultures.

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DISCUSSION

- Is it necessary to do more effort to enhance staff involvement in QA en DIV?
- What kind measures or initiatives can be taken to enhance the involvement of (sceptic) lecturers?
- Are quality assurance and diversity policy just two sides of one coin? Is there some incompatibility between both policy domains? Is standardisation and differentiation compatible?
- Does it make sense to integrate both policy domains in one vision, one strategy and one supporting staff?
- Do we need a organisational culture shift? What are the internal organisational cultural orientations that fit the best the concept of 'quality culture'?

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CONTACT

If you have more questions about the study presented here or if you have interest in our research and instruments on quality culture, you can contact me:

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Literature:

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ADENDA



		Wens_A	Wens_B	Wens_C	Wens_D	Wens_E	Wens_F	Wens_G	Wens_H
Wens_A	Pearson Correlation	1	,201 **	,135 **	,221 **	-,302 **	,132 **	,339 **	,222 **
	Sig. (2-tailed)		,000	,000	,000	,000	,000	,000	,000
	N	974	973	972	972	971	970	969	968
Wens_B	Pearson Correlation	,201 **	1	-,057	,170 **	,026	,107 **	,048	,206 **
	Sig. (2-tailed)	,000		,075	,000	,421	,001	,134	,000
	N	973	973	972	972	971	970	969	968
Wens_C	Pearson Correlation	,135 **	-,057	1	,179 **	,217 **	,144 **	,251 **	,102 **
	Sig. (2-tailed)	,000	,075		,000	,000	,000	,000	,002
	N	972	972	972	972	971	970	969	968
Wens_D	Pearson Correlation	,221 **	,170 **	,179 **	1	,004	,026	,228 **	,343 **
	Sig. (2-tailed)	,000	,000	,000		,910	,421	,000	,000
	N	972	972	972	972	971	970	969	968
Wens_E	Pearson Correlation	-,302 **	,026	,217 **	,004	1	,160 **	-,029	-,002
	Sig. (2-tailed)	,000	,421	,000	,910		,000	,369	,945
	N	971	971	971	971	971	970	969	968
Wens_F	Pearson Correlation	,132 **	,107 **	,144 **	,026	,160 **	1	,175 **	,031
	Sig. (2-tailed)	,000	,001	,000	,421	,000		,000	,330
	N	970	970	970	970	970	970	969	968
Wens_G	Pearson Correlation	,339 **	,048	,251 **	,228 **	-,029	,175 **	1	,158 **
	Sig. (2-tailed)	,000	,134	,000	,000	,369	,000		,000
	N	969	969	969	969	969	969	969	968
Wens_H	Pearson Correlation	,222 **	,206 **	,102 **	,343 **	-,002	,031	,158 **	1
	Sig. (2-tailed)	,000	,000	,002	,000	,945	,330	,000	
	N	968	968	968	968	968	968	968	968

Study 1 (Berings, 2001)

44 HEI departments

Table 2. Culture images and TQM-criteria: Pearson-correlations.

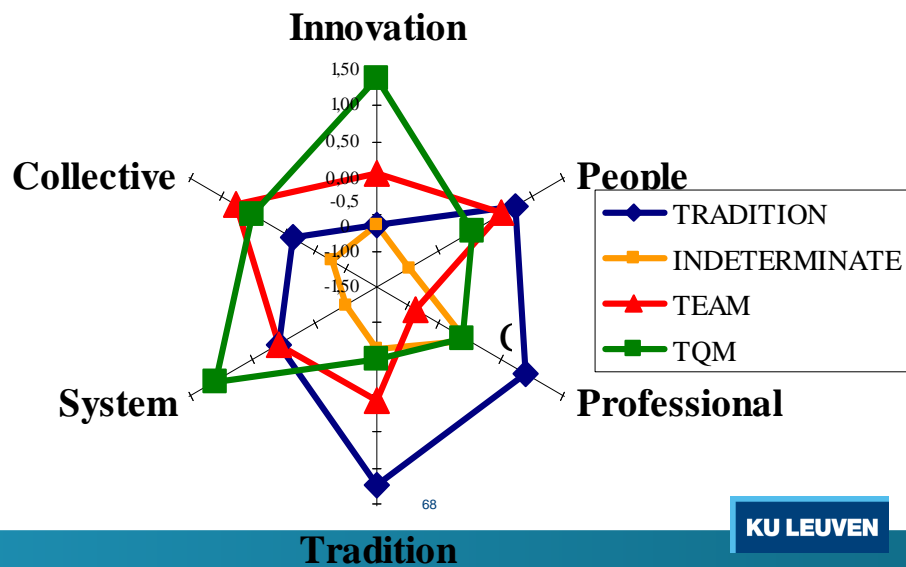
	TQM implementation		Student satisfaction		Employee satisfaction	
Collective	.39	*	.60	***	.73	***
People	.23		.46	**	.69	**
Innovation	.22		.46	**	.51	**
System	.13		.49	**	.51	**
Tradition	-.15		.11		.17	
Professional	-.25		-.20		-.11	
R ²	.22		.44		.73	

Note: * p < .05; ** p < .01; *** p < .001

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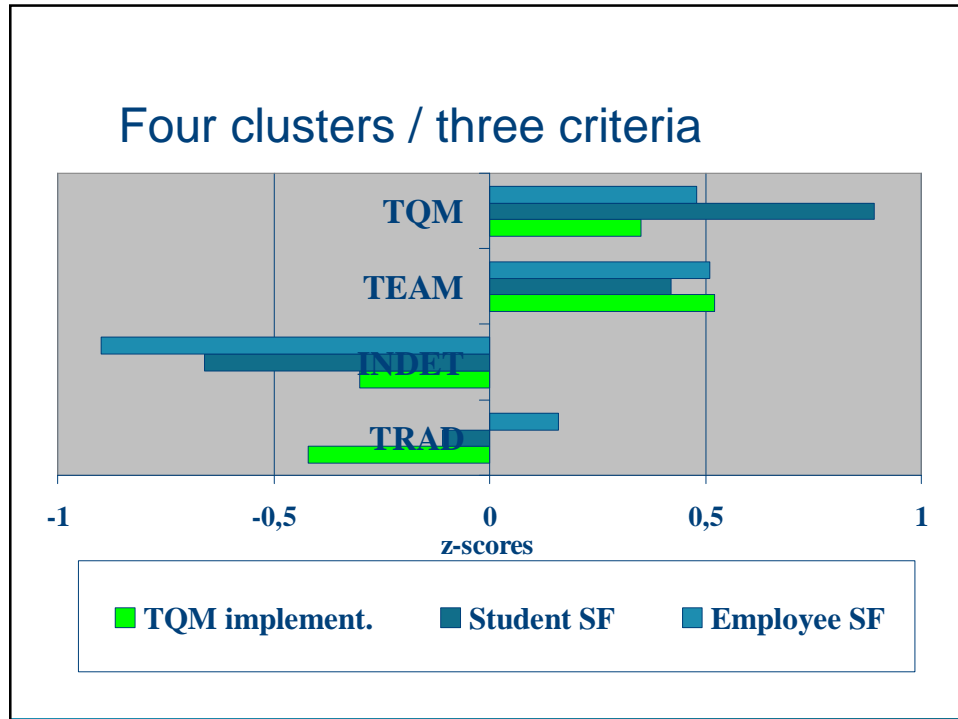
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four clusters



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Study 2 (2009)

28 units of universities and colleges ('hogescholen')

Study 3 (2010)

64 units of universities and colleges
('hogescholen')

