

HELENA



Higher Education Global
Efficiency Analysis

The International Disparity of Defining Quality in Higher Education Institutions – Comparing the Interests of Stakeholders in China, the U.S.A. and Germany

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Agenda

- 1. Qualitative Education as an Advantage in Competition**
- 2. Defining Quality in Higher Education**
- 3. Analyzing the Stakeholder groups**
- 4. Results**
- 5. Outlook**

1. Qualitative Education as an Advantage in Competition

The need for institutions of Higher Education (HEI) to provide high quality education has risen, because...

- Globalization has increased the market pressure on HEIs due to international competition with other HEIs
- The change from a strongly physical towards a knowledge based economy led to an increased economic demand for highly educated HEI graduates
- The main drivers of innovative research are top-skilled HEI graduates

2. Defining Quality in Higher Education

What is „Quality“?

Crosby, Philip B. (1979): „Quality is conformance to requirements.“

But who sets the requirements for education at an HEI?



3. Analyzing the Stake holder groups

Employees

- ...want their HEI to act financially responsible
- ...want other HEI employees to act cooperative
- ...seek boosting their academic career through supportive working conditions and good institutional reputation



...want to work creative and self-responsible



...seek an institution that will boost their social status

3. Analyzing the Stake holder groups

Students

- ...want to acquire up-to-date knowledge to increase their employability
- ...want a degree from a reputable HEI to increase their employability
- ...seek boosting their academic career through supportive working conditions and good institutional reputation



...prefer a university in their regional proximity

3. Analyzing the Stake holder groups

Students' parents

- ...want students to become productive members of society
- ...want students to claim a degree from a renowned HEI
- ...want students to increase their employability through an academic degree



...want a safe HEI periphery for students



...want pleasant accommodation and
HEI periphery for students

3. Analyzing the Stake holder groups

Employers

- ...want knowledgeable, highly skilled graduates as employees



...want graduates to be communicative teamworkers



...want graduates to be creative, flexible leadership types



...want graduates that take the initiative and act proactively



...want graduates that are critical thinkers



...want graduates that can organize their work

3. Analyzing the Stake holder groups

National Governments

- ...want a large number of well-educated graduates
- ...want innovation in research
- ...want internationalization and equal access for the student body



...want students to serve society



...want transparency and accountability for HEI administrations

3. Analyzing the Stake holder groups

International Organizations

- ...want internationalization and equal access for students worldwide



...wants innovation and creativity in research and education

...wants to emphasize life long learning and mobility

...want students to act socially responsible

4. Results

Finding an international consensus on stakeholder interests

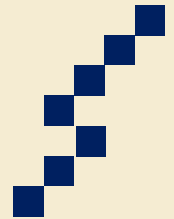
Interests/Expectations of Stakeholders	Relevant for Stakeholders from Countries	Imposed by Stakeholder
Internationalization and Gender Equality of the Student Body	USA,CH,GER	CH,GER(governments), WTO,EU(international organizations)
Representation of Ethnic Minorities in the Student Body	USA, CH	CH, USA (governments)
Financial Stability	USA,CH,GER	Academic/Non-Academic staff, Tax Payers
Academic Reputation	USA,CH,GER	Students, Academic Staff, Parents
Civil Commitment	CH,GER	CH(government), EU
Innovative Research	USA,CH,GER	CH,GER (governments), Academic staff, EU
Self-responsible Work	USA,GER	Academic/Non-Academic staff
Educational Assets	USA,GER	Parents, Students
Accomodation and Periphery	USA,GER	Parents, Students
Creative Thinking	USA,CH,GER	Employers, EU

What can be changed?

- Western universities should consider chinese students' families and their interests into their information policies
- Universities worldwide should increase their activities in Public Relations, as a good reputation influences several stakeholders
- Universities in China and Germany should incorporate more Third Mission activities into student curricula to emphasize their social commitment



Thank you for your attention!



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