



PART II

To Identify areas that can be benchmarked for the higher Education Sector

University/Industry Comparison

Quality systems in Industry

- ISO-9000 + ISO 14000 Certification
- Quality of Product
- Timely delivery
- Deliver Quotas/Contract reviews
- TQM for Company wide Improvement
- EFQM-model/MBNQA Framework is a TQM framework
- Benchmarking

Where as in Higher Education

- Self Assessment for internal performance measures, accreditation of courses
- Industry are our customers? Students are our product?
- Degree programmes are 4 year duration
- Concept of quality on the Quality of Education delivered



Production Analogy for Higher Education

- Secondary schools
- Admitted graduates
- Student
- Courses
- Graduate
- Employers
- No of Graduates employed
- Starting Salary

- Suppliers
- Raw material
- Product-in-process
- Process stages
- Finished product
- Customers
- Sales
- Unsold product
- Price

Why Benchmarking in Higher Education?

Mission of UOM
is to Deliver Quality Education in the Tertiary Sector

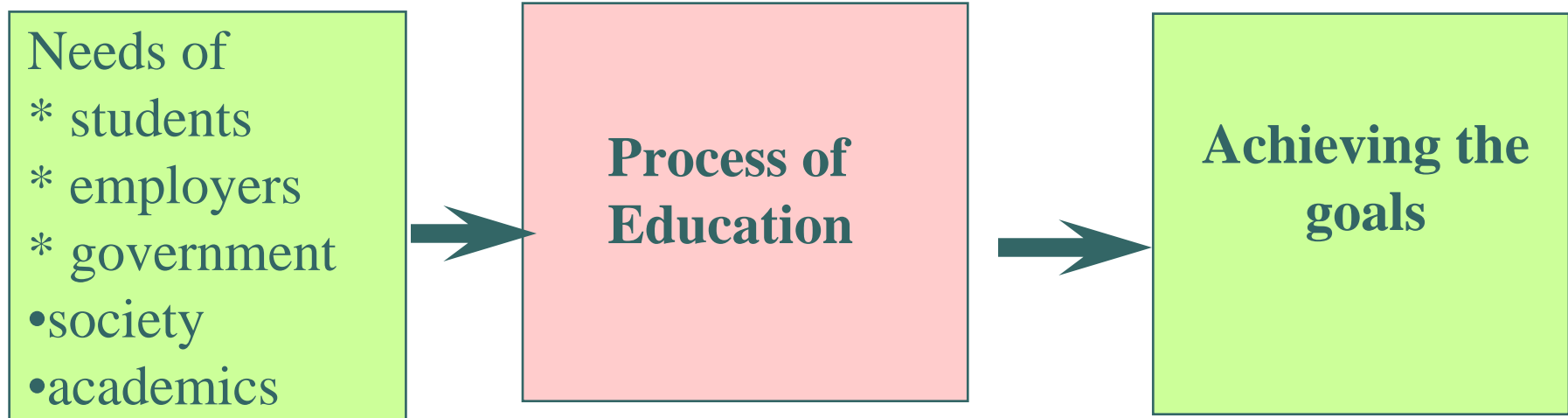
- Enabling students employability
- Enhance reputation nationally and internationally
- Transparency of systems

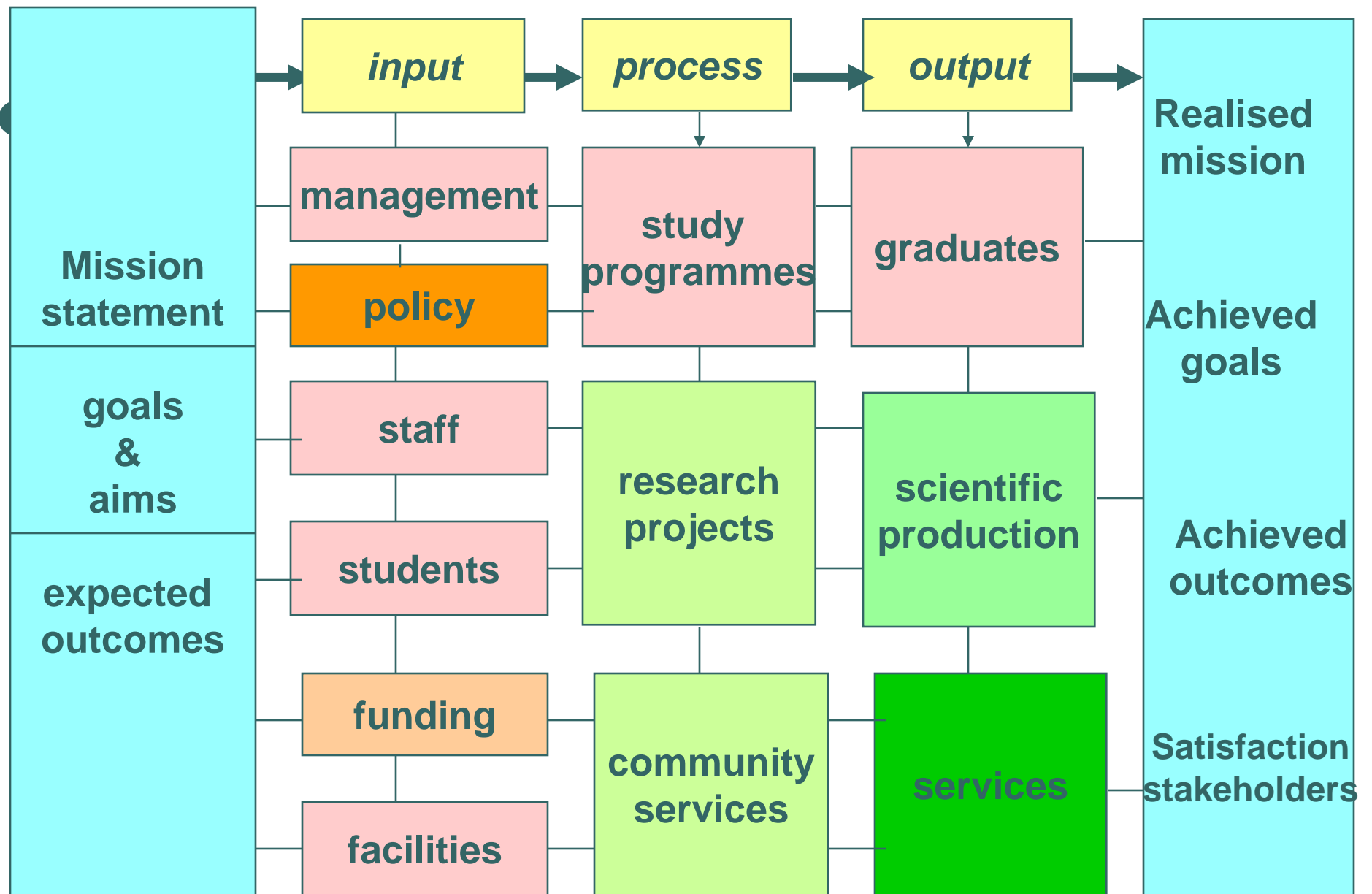
What Can Performance Indicators Do for HE?

- Align goals
- Provide Incentives
- Increased Efficiency



Boundaries of Higher Education





QUALITY PROCESS MODEL HIGHER EDUCATION

Processes (Students) for HE

Key work process

- Academic programs
- Research facilities in Library
- Bookstore facilities, Food services, Gym etc
- Administrative
- Financial

Source : MBNQA Education Criteria for Process Outcomes

Products for HE

- Graduates
- Diplomas
- Certificates
- Consultancy Services
- Research Projects

Source: MBNOA Education Criteria for Results

Customers For HE

- Employers
- Stakeholders
- Students

Source : MBNOA Education Criteria for Student, Stakeholder and Market Focus

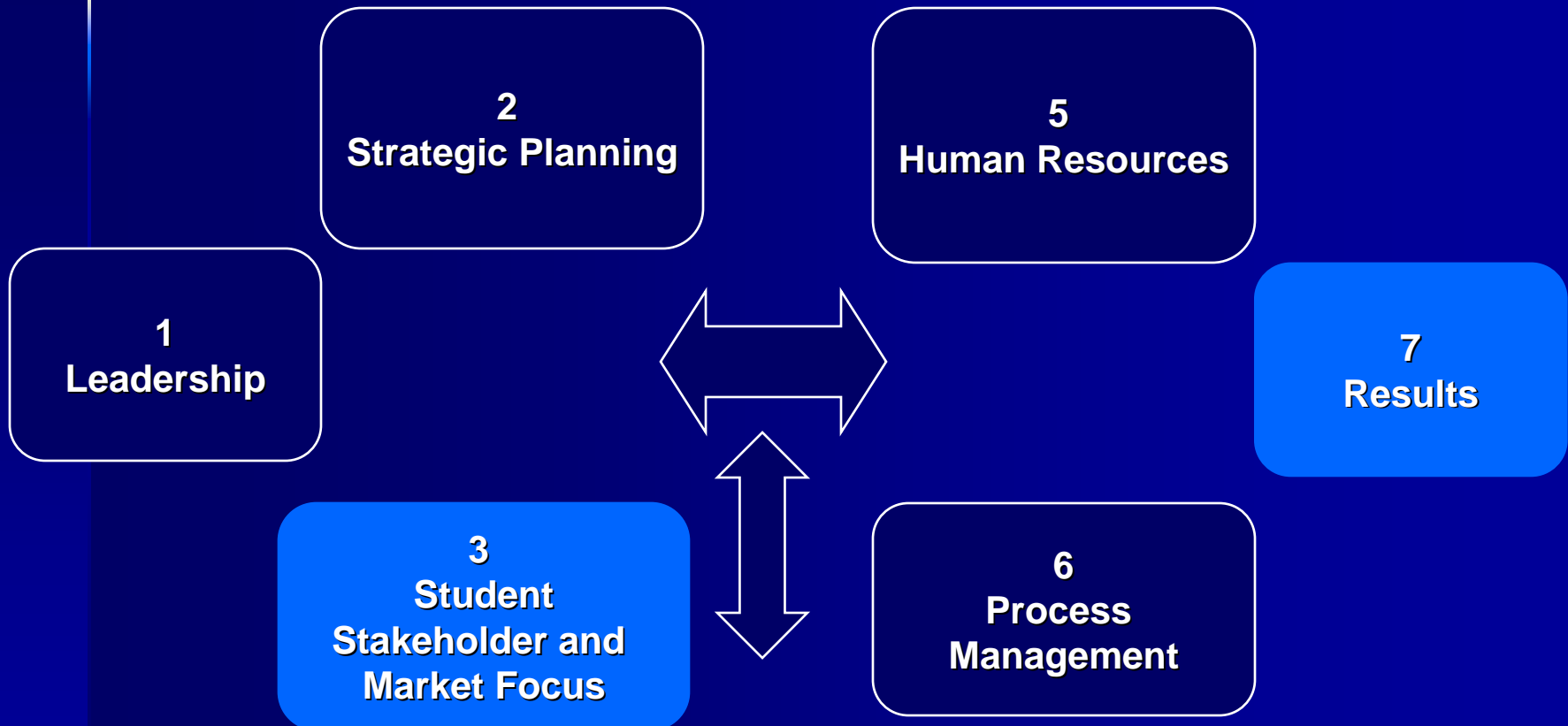
Stakeholders for HE

- *government*
- *academic world*
- *Secondary Education Institutions*
- *employers*
- *society at large*

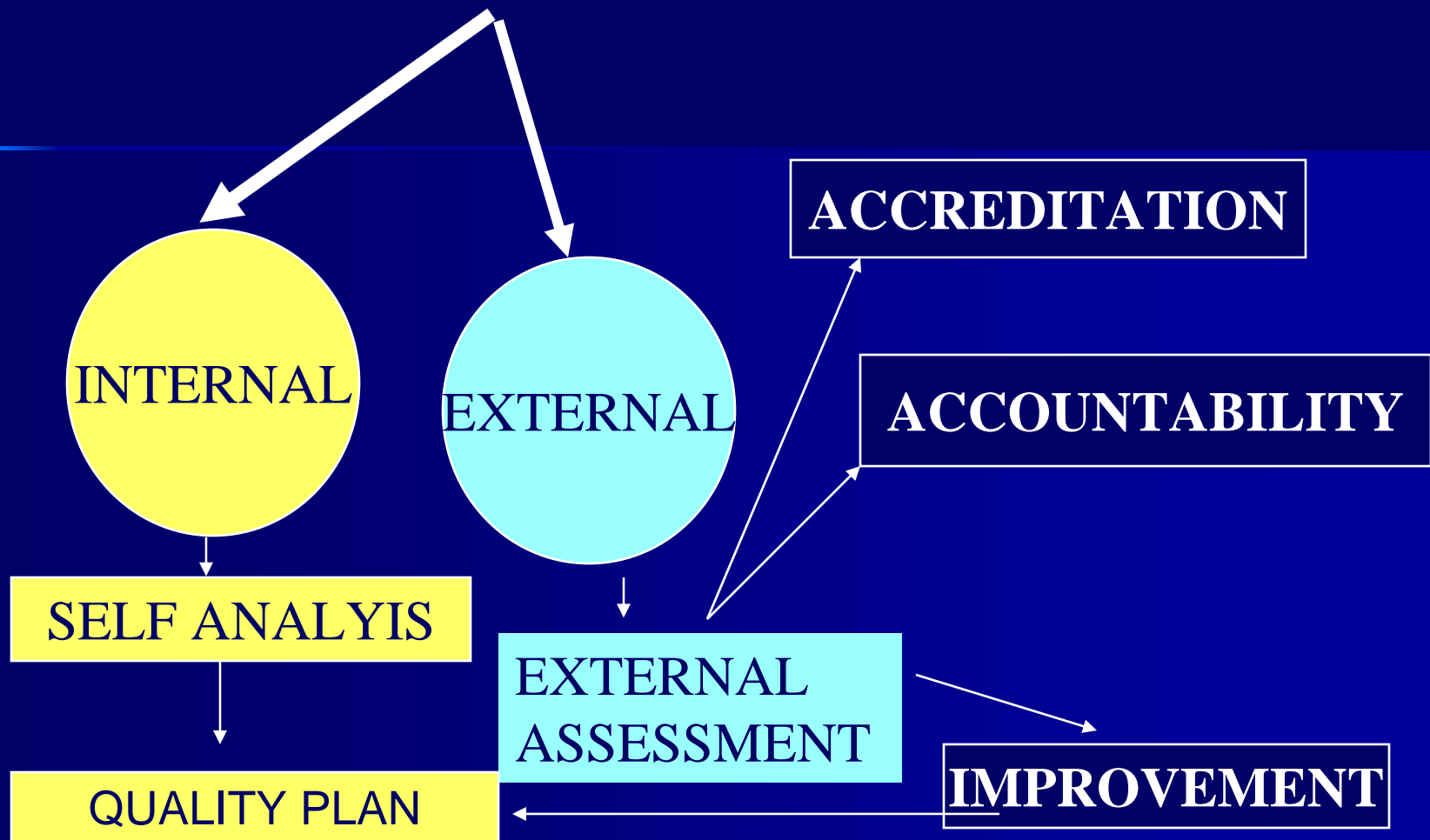
Source: MBNOA Education Criteria for Student Stakeholder and Market Focus

Baldrige Education Criteria for Performance Excellence Framework: A Systems Perspective

Organizational Profile: Environment, Relationship, and Challenges



What happens in Higher Education?



FINDINGS

Areas To Improve in HE

- To achieve high standards in Teaching
- High standards in Research
- Improve standards in Purchasing
- Improve in Finance process
- Improve in Administration process

Standards for HE

Constantly Review

- Standards for Teaching
- Standards for Research
 - In line with mission and Goals of UOM

Standards in Teaching

Performance Standards

- Programme content
- Programme level
- Teaching assessment methods
- Resources Professional Qualifications
- Self Assessment
- Views of academics, externals, students, staff, stakeholders and employers

Obstacles

Gaps

- Academic Teaching Load
- Minimum no of hours of lecture 6 max 9 above (12-14)
- Staff to student Ratio
- Increasing intake for students
- Lack of Infrastructure
- Lack of Planning
- Increase number of programmes and diversification to meet needs of industry and society

Standards in Research

Performance Standards

- What research?/ relevance to industry/ modern technology
- Need to keep up to date in subject
- Publication in refereed journals internationally
- Research to identify courses.

Main Obstacles

■ Staff

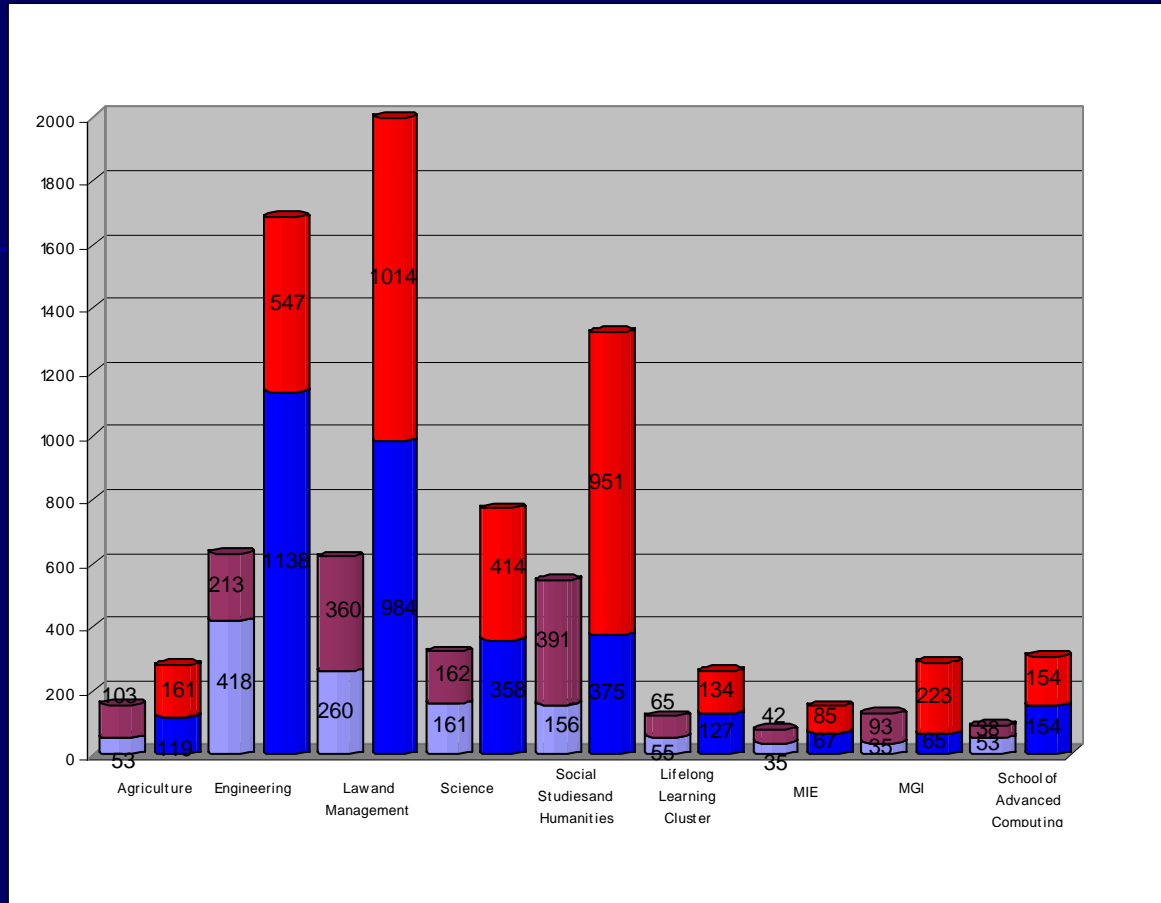
- Costs? (information, research, people, Infrastructure)
- Need to support and train staff Need

Important Features for achieving High Standards in HE

- Academic freedom maintain quality and standards
 - Benchmarking Programme course content
 - Benchmarking standards of teaching & learning methods
- Transparency (feedback to students, parents, stakeholders) by external performance and evaluation

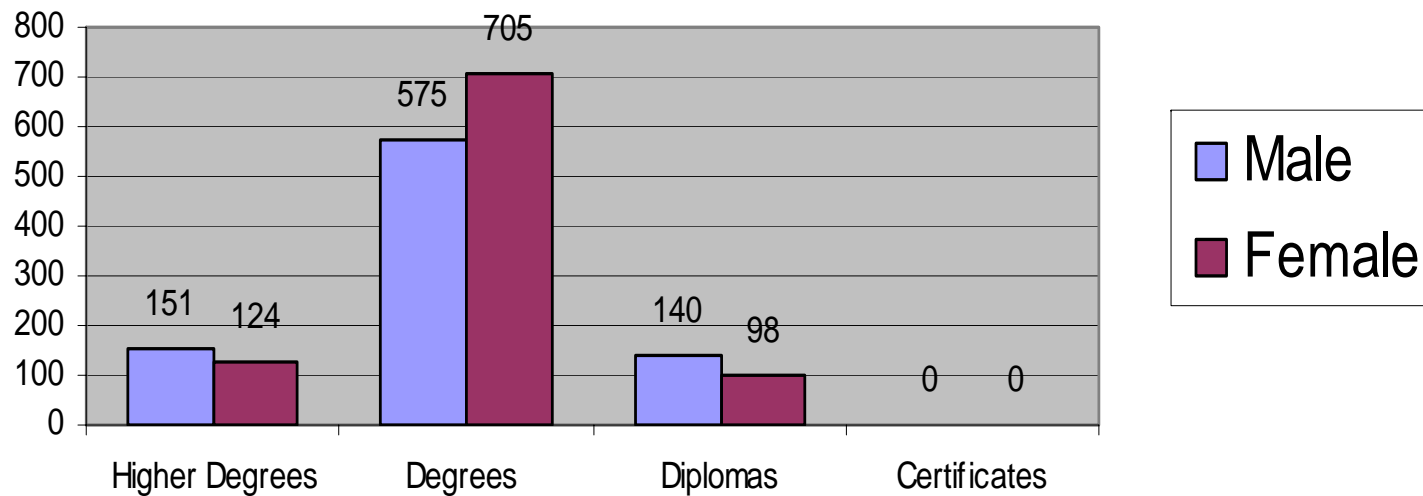
Some Figures from UOM Annual Report

- Admission/Enrolment by gender
- Admission/Enrolment by programme level
- Output programme level
- Output by faculty

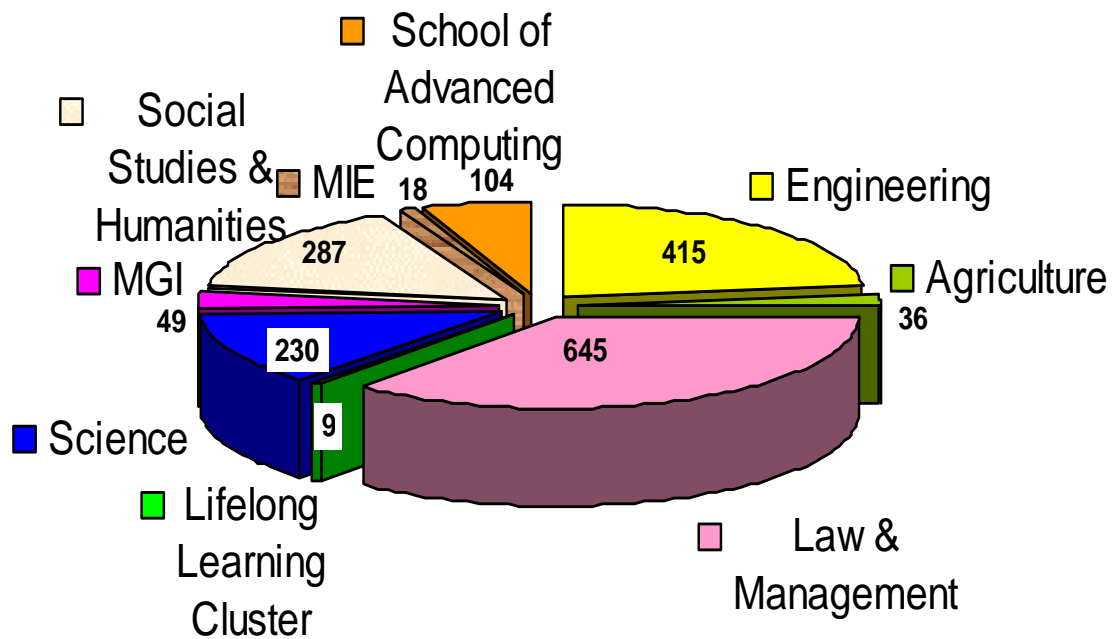


**Figure 1: Admissions and Enrolment by Gender (2005/06)
(Increase in Intake 2006/07)**

Figure 3: Output by Gender and Programme Level (2005/06)



Quality of our Degrees and Students to Job Markets



**Figure 4: Output by Faculty
(2005/2006)**

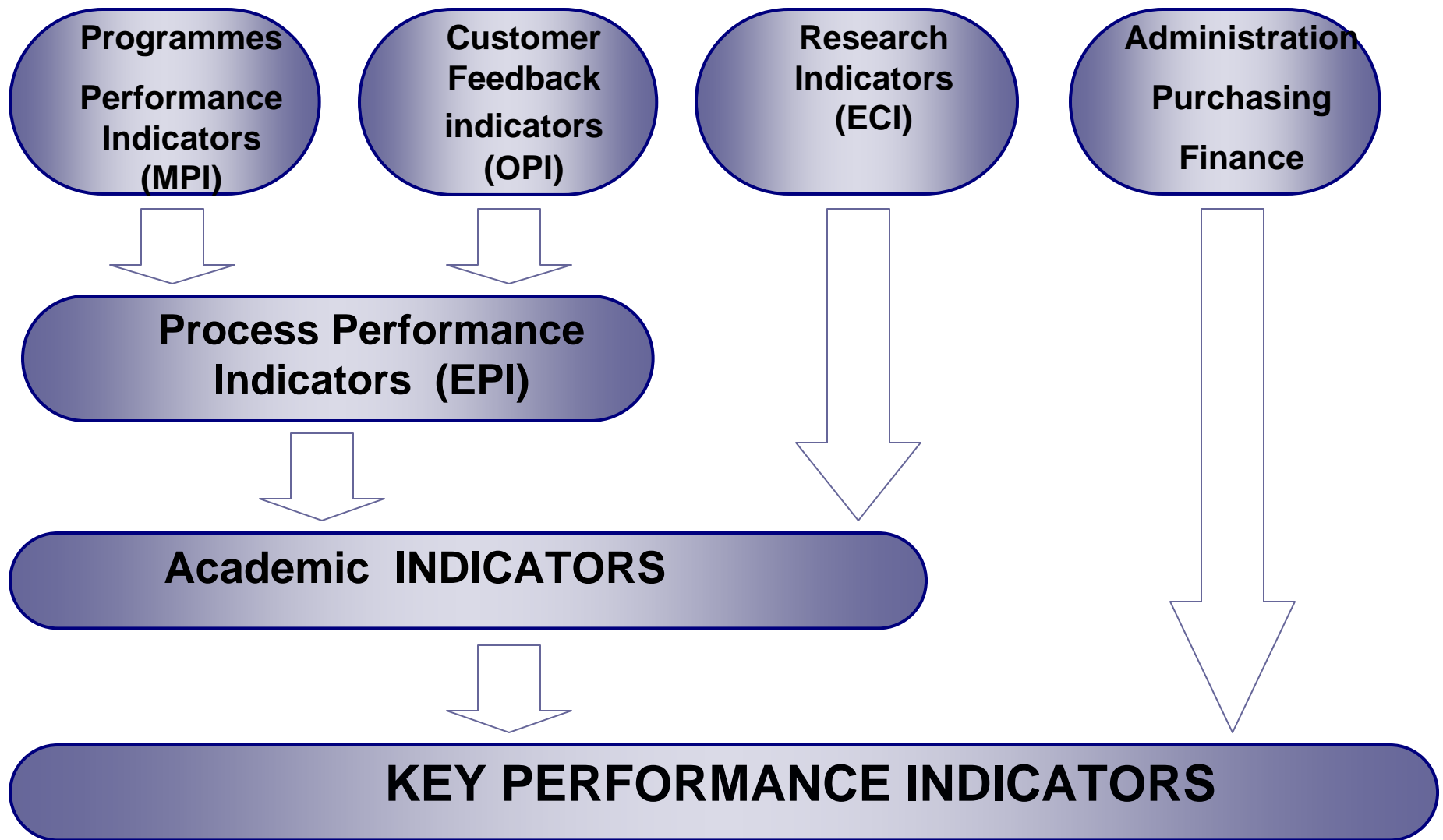
Goal Setting and Allocation of Resources

Quality of Output (Point to note Increase in intake for 2006/2007)

Summary of Performance indicators for HE

- pass rates and quality of results
- staff/student ratio
- Investment in library Facilities
- Quality of publications
- Research volume
- Research Grant per Faculty

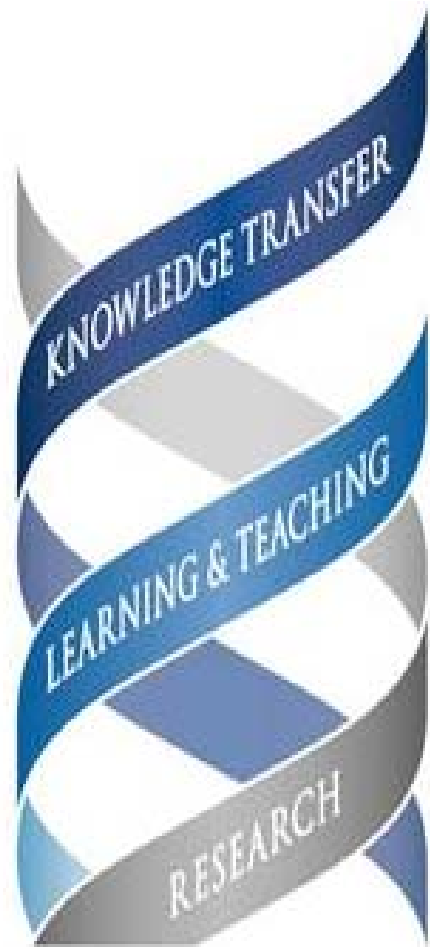
Related Key Performance Areas for HE



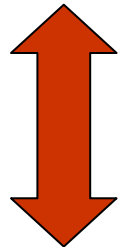
Some International Figures from University of Melbourne Australia

- Melbourne Key Strands for Success
- Income Source
- An example of Benchmarking with University of Melbourne

Melbourne's Philosophy Key Strands for Success – A Triple Helix



- Effective two-way **knowledge transfer**
- Excellence in **learning and teaching**
- Internationally competitive **research and research training**





The University of Melbourne Research Profile

- Benchmark against the highest international standards – **Rankings Very Important**
- Performance subject to annual national appraisal
 - **Ranks 1st in Australia**
- Aim for all disciplines internationally competitive and in the top 3 in Australia
- Research quality framework exercise in 2007-08 will have a major impact on research management

Critical path plan overview

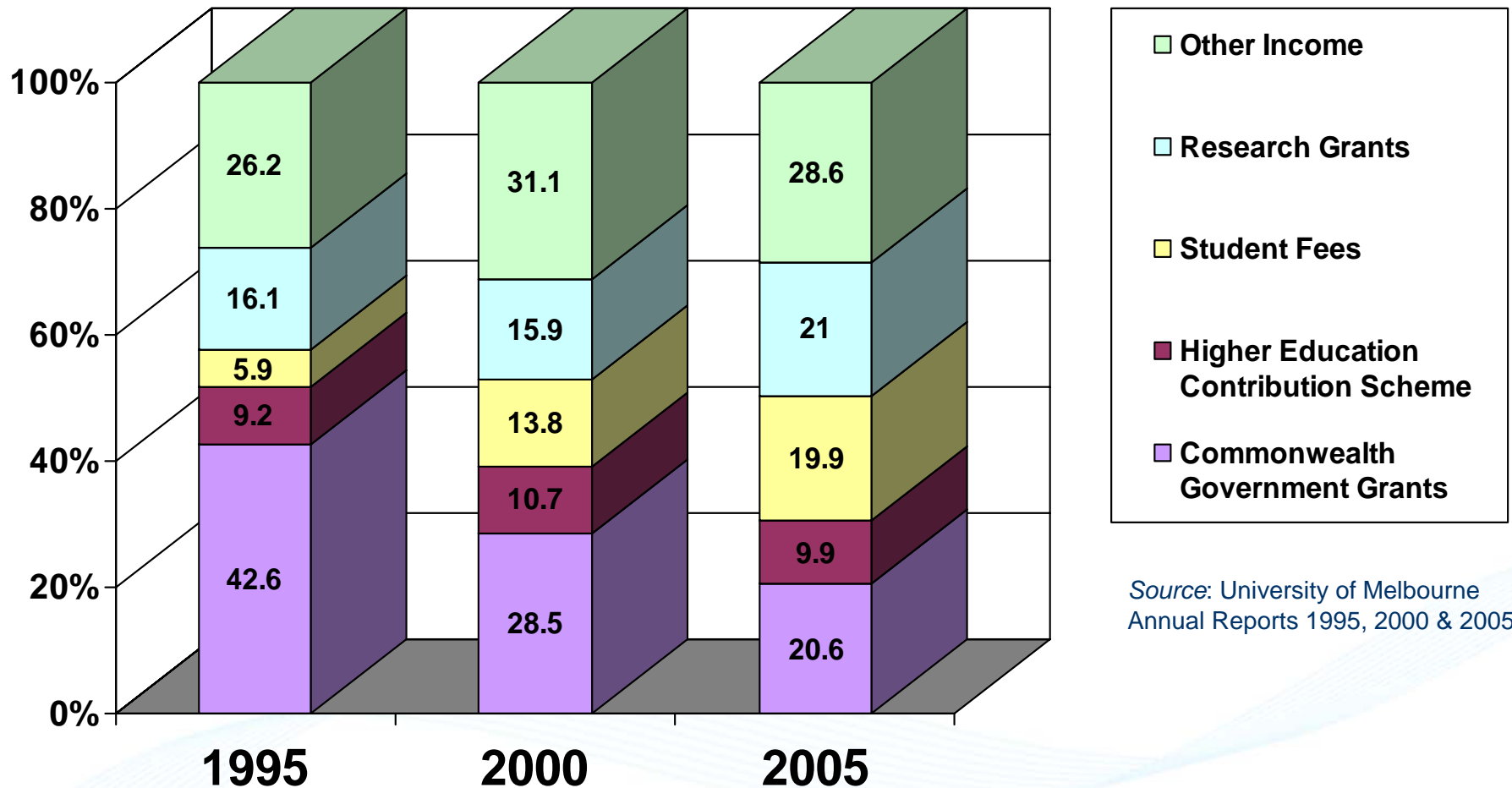


	Phase 1			Phase 2		Phase 3	Phase 4			Phase 5			
	Q1 2006	Q2 2006	Q3 2006	Q4 2006	Q1 2007	Q2 2007	Q3 2007	Q4 2007	Q1 2008	Q2 2008	Q3 2008	Q4 2008	
ACTIVITIES													
1 Develop New Undergraduate Courses	Define New U/G Courses			Design Curriculum		Detailed Subject Design	Develop Teaching Plans						
				Establish Governance									
2 Refine Postgraduate Courses	Define New P/G Courses			Design Curriculum		Detailed Subject Design	Develop Teaching Plans						
				Establish Governance									
3 Develop Melbourne Experience	Define Vision			Identify Services		Re-structure Services	Develop Infrastructure						
				Establish Governance			Develop Interim Cohort Building Experiences						
4 Develop Management Systems				Enhance Business Processes		Refine Coordinated Mgmt	Restructure Mgt Functions		Launch New Management Systems				
				Develop Interim Process			Define Integrated IT System						
5 Develop Transition Program	Develop Timeline					Develop 'Double Teach' Process	Develop Interim Processes						
	Develop Comms & Advocacy Plan												
6 Evaluation of Melbourne Model							Develop Overall Evaluation Process		Evaluation				

Phase 2 interdependent activities
 Phase 3 interdependent activities
 Interim processes



The University of Melbourne Comparison of Income Source 1995 - 2005



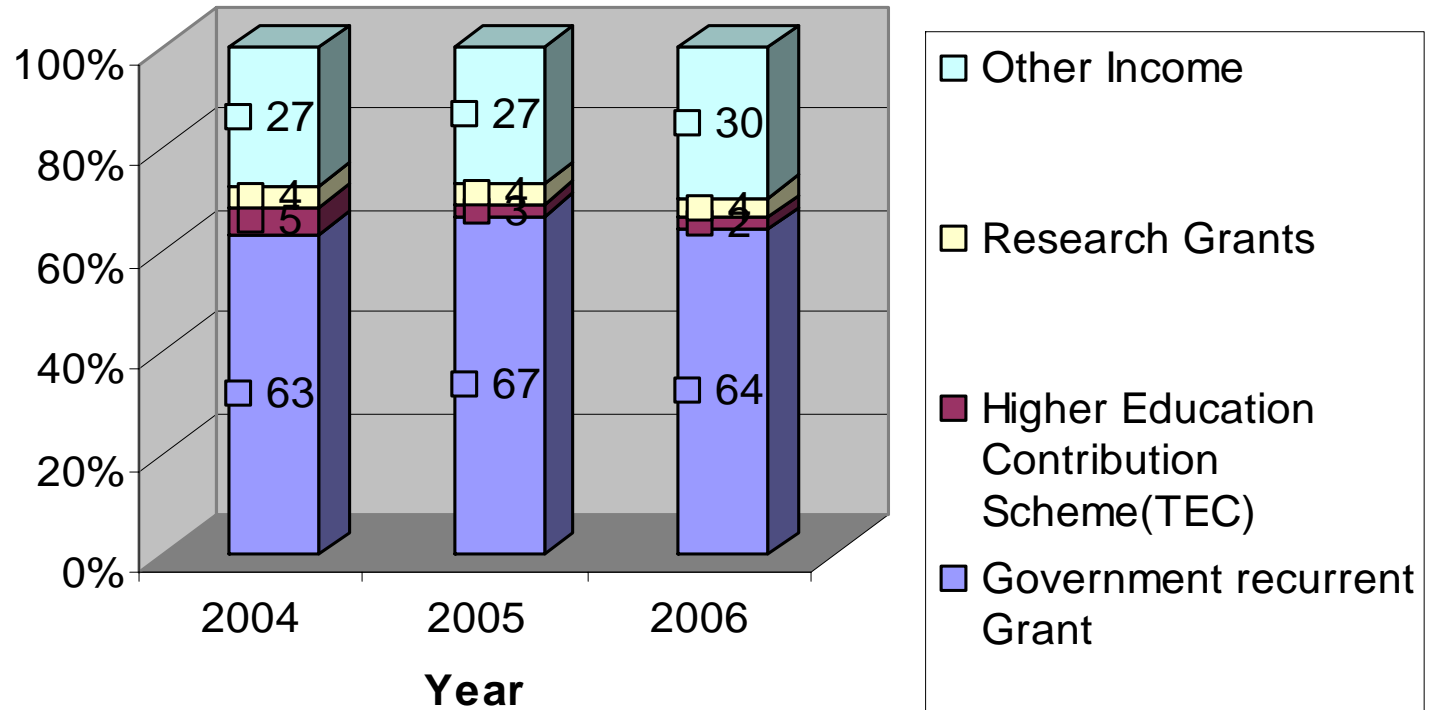
Source: University of Melbourne
Annual Reports 1995, 2000 & 2005



The University of Mauritius Comparison of Income Source 2004-2006



Income





Can we compare University and Industry?

or

Should we benchmark only with academia?

University/Industry Comparison

- Priorities different with Industry
- Process Cycle time
- Academic Administration process
- Internal and External customer chain differ
- Speed of response to top management

Areas of Excellence in HE

Education

- Excellence in Teaching
- Excellence in Research
- Excellence in Purchasing process
- Excellence in Finance process
- Excellence in Administration process

Whichever Direction we are heading....

Excellence in Teaching

70% Teaching and consultancy
30% Research

Leads to

Good University Industry Links

Excellence in Research

70% Research and Consultancy
30% Teaching

Leads to

Good University Industry Links

We need to research our way to Excellence with care

Recommendations for Teaching

- Staff to teach in their areas of research
 - To be up to date with learning and teaching opportunities provided
- Stabilise in teaching for a period of three years
 - Prior to embarking on new subjects
 - Encourage teaching in multidisciplinary activities
- Encourage self evaluation against international benchmarks
- Staff to maintain benchmarking standards

To achieve Excellence in Research and Consultancy

- Specialized Centres to address

- research and consultancy needs of industries

- Eg. Recommendation for a Center for Quality Related Activities with main functions viz :-

- Consultancy, short courses, Research with industry.*
 - Audits and assessment to address needs of industry for quality related activities*

University Industry Links are to be Encouraged

- Example Engineering Links.
Interaction with Industry
 - To Sponsors research Projects
Labs and research library
- Memorandum of Understanding

QUALITY CULTURE In Higher Education

Quality in

- In Both academic and non-academic Processes
- In all programmes
- Self sustained culture of continuous improvement and Benchmarking

Recommendation to incorporate “Management modules covering aspects of Quality” in All programmes of Engineering

Management modules incorporated in all Engineering and Management programmes covering :

- Corporate management
- Good governance and Leadership
- Quality and Continuous improvement
- Identifying Performance measures and Benchmarking
- MBNQA or EFQM, MNQA model for Self Assessment

Benchmarking is a continuous Process

Yearly Review

- Benchmarking the content
- Benchmarking the level
- Benchmark the resources

Benchmarking Club for Higher Education- Keep up to date with Best Practices

- Benchmarking Club for University Created UK 1996
- Exchange of Information on
 - Best practices in Higher Education
 - Self assessment results
 - Key Performance Measures
 - Up-to date methods in Education
 - Continuous Improvement

Important to Note

- What is right for various countries may not be directly transferable to Our institutions
- Seek Best practices that best adapt to our institution. Develop our culture of excellence

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THANK YOU
For your kind Attention

Any Questions?