STRATEGIC MANAGEMENT OF UNIVERSITY BASED ON QUALITY ASSURANCE SYSTEM

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ABSTRACT

A very important comprehensive component of Bologna process is quality assurance. Quality assurance should be recognized as an instrument for strategic management of higher education institutions. Planning means change of (a) the way in which the world, in which the University exists, changes and (b) the way in which the University will change. But, more important fact is that planning also means preserving and, whenever it is possible, improvement of quality through entire process of change. Without correct planning, governing with changes cannot be nothing more than "governing with crisis", and it is not possible to assure quality.
On the basis of good QA system the University can make strategic plan with which it:
- *Defines reference point for making decisions on elaborating budget and funds allocation,*
- *Can use its resources in an optimal way,*
- *Assures consistence despite changes in management,*
- *Can show a healthy basis for constant confidence in its quality,*
- *Earns and keeps trust of bodies which fund it and of possible sponsors.*

This paper presents the possibility of strategic management of higher education institutions based on a system of quality assurance.

Keywords: Strategic Management, Quality Assurance, QA System

1. INTRODUCTION

The major effect of globalisation is internationalisation, which is characterised by the establishment of international institutions and companies and inter-cultural education. The globalisation and internationalisation have a very strong impact on higher education, universities facing a rise of educational demands.

In their turn, universities have to create a management which needs to confer an adequate instruction from a national, regional and international point of view Galloway, L. (1998)).

Although modern universities are characterised by a high rate of autonomy at the national and regional level, for example in Europe, common strategies and compatible performance criteria are necessary to facilitate the mobility of labour force and unlimited access to new discoveries in science and technology (Higher Education Funding Council for England (2003)).

One of commitments which BiH took over by signing Bologna Declaration was „promotion of European cooperation in quality assurance because of making comparative criteria and methodologies".

If we observe procedures of quality assurance, i.e. accreditation, evaluation and revision, we will understand that in every case of accrediting programmes, institutional and programme evaluation and revision, an institution must provide a panel for review in the form of self-evaluation or self-report with previously defined pieces of information. That delivery of information is done only for an adequate process of evaluation, and in the next case of evaluation it has to be done again.

The aim of our paper is to assess the quality attributes of higher education for strategic management of institution With the information obtained from self evaluation report, university management have good base to strategic planning.

2. QUALITY ASSURANCE

Quality assurance is central to efforts to improving higher education and to creating the trust required for international collaborations, exchanges and interactions. It is a central topic in the Bologna Process.The starting point for quality is in the higher education provider. Providers should have in place internal quality assurance systems and be subject to external quality assurance by independent agencies which should themselves be subject to independent assessment. This is the approach recommended in the Standards and Guidelines for Quality Assurance in the European Higher Education Area which will be discussed in Section 4 and also by the INQAAHE Guidelines of Good Practice. A useful overview of 'World Issues in Quality Assurance' is provided in (Kristoffersen and Woodhouse 2005).

Quality Assurance in Higher Education is a complex and multi-dimensional concept. It takes different perspectives from different groups to embrace the concept. Supports and cooperation from all parties contribute to the successful implementation of internal quality assurance system in public institutions.

Some of the more ensuing factors are; participation of personnel from all levels, academic and non-academic, supports and guidance from Agency for quality assurance in a timely manner, information dissemination through QA Forum, workshops and campaigns both at the institutional and national levels.

The implementation of internal quality assurance has created a sense of responsibility and new awareness of process approach throughout the organization. Following the continuous improvement cycle of Plan - Do- Check - Act, basic problem solving process had been instilled into the work culture creating quality awareness throughout the organization.

More innovative methods of teaching are being created through classroom action research and student centered learning concepts.

Involvement of stakeholders through feedback and interview during audit exercise has brought about better understanding between institutions and external communities. Students are made more aware of their roles and importance in the internal quality assurance system and how they can contribute to quality teaching and learning.

The general approach to quality involves a number of elements, and these are set out in figure 1.
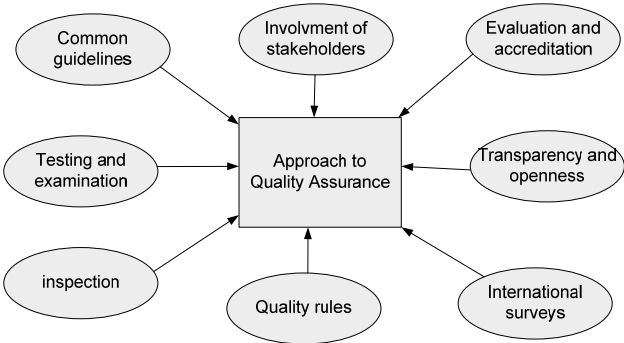
Figure 1. Aproach to development of Quality Assurance

Quality assurance approaches can loosely be divided into five dimensions (see figure 2): content, input, process, output and effect, with different systems occupying different places in the resulting input-proces-output model.

Inputs	Process	Quality indicators	Methods	Outputs
Enrollment policy Guide through studies University field day	**Application and registration for studies**	Social-economic indicators of enrollment	Evaluation of system	Adjustment and improvement of system
Management Teachers Space and equipment	**Study(instruction,learning,examination,final paper)**	Percentage of passed exams Number of graduated students Approximate length study Average grade of study Number of enrolled students in senior years		
Realization of the goal	**Employment and improvement**	Employment after graduation Enrollment in postgraduate study		

Figure 2. Input-Proces-Output model

3. STRATEGIC MANAGEMENT OF THE UNIVERSITY

Information necessary for self-reports, as a part of institutional quality, should not be generated *ad hoc*, only for those reports, and again for every procedure of quality assurance, then those information (i.e. that kind of knowledge that the institution has about itself) should be permanently available in the institutional information system which is used for operating with educational processes including its own quality assurance.

In accordance to the reform of higher education Universities must have following information at their disposal:
- Information for informing potential students, potential employers and graduated students
- Information about educational processes and processes with resources management
- Information for informing government in order to enable politics of higher education and allocation of funds
- Information which are considered as **self-knowledge** of institutions in relation to their programmes, staff, funding (indicators of quality), self-knowledge which is the base for self-evaluation of educational services quality
- Information for **reviewers** in order to make them competent to make decisions on quality of programmes and to give accreditation recommendations and decisions.

Being capable to implement good self-analysis is highly commendable, since it is a very hard task which requires efficient structures of the Universities. However, if the self-analysis is the purpose for itself, then it is worthless. Its value is in the fact that it represents essential basis for planning. Direct benefit of the University management and Quality assurance board is a result of this fact.

Planning means change of (a) the way in which the world, in which the University exists, changes and (b) the way in which the University will change. But, more important fact is that planning also means preserving and, whenever it is possible, improvement of quality through entire process of change. Without correct planning, governing with changes cannot be nothing more than "governing with crisis", and it is not possible to assure quality.

On the basis of of good information the University can make strategic plan with which it:
- Defines reference point for making decisions on elaborating budget and funds allocation,
- Can use its resources in an optimal way,
- Assures consistence despite changes in management,

- Can show a healthy basis for constant confidence in its quality,
- Earns and keeps trust of bodies which fund it and of possible sponsors.

The scope and the structure of quality systems and also of quality management standards should be formed on the basis of an integrated system of quality principles as shown in Figure 3.
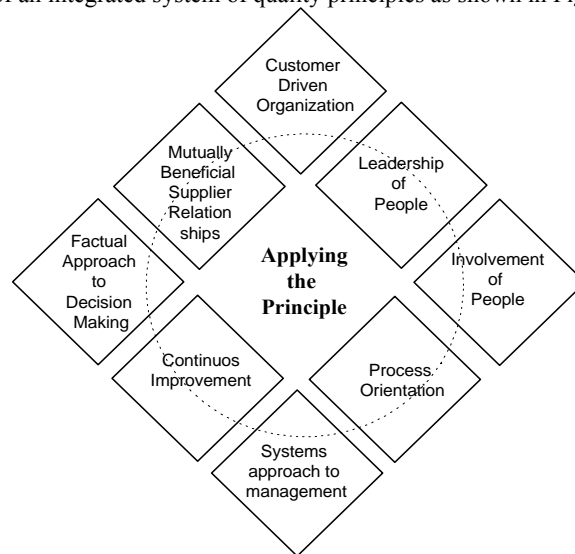

Figure 3. Applying the Quality Management Principles to the Executive Management Area of Strategic Planning

4. CONCLUSION

An integrated University of the 21st century is above all based on integration and transparency of functioning through right and reliable availability of information about all aspects of functioning. Principles of strategic management use in planning, organizing and managing with all activities at the University and all its parts. Every strategic unit analyze its work at least once a year, for example through SWOT, plan its functioning, establish a system of indicators and measures and think about strategic allocation of resources, human and material ones, and everything on the basis of information from the quality assurance system.

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