

### Developing & Implementing an Excellence Framework in Higher Education





## What will you get from this session?

- ECU context
- Development of thinking on quality
- The need for a refreshed excellence framework at ECU
- Development of the Excellence Framework
- Challenges
- Implementation so far
- The road ahead.....

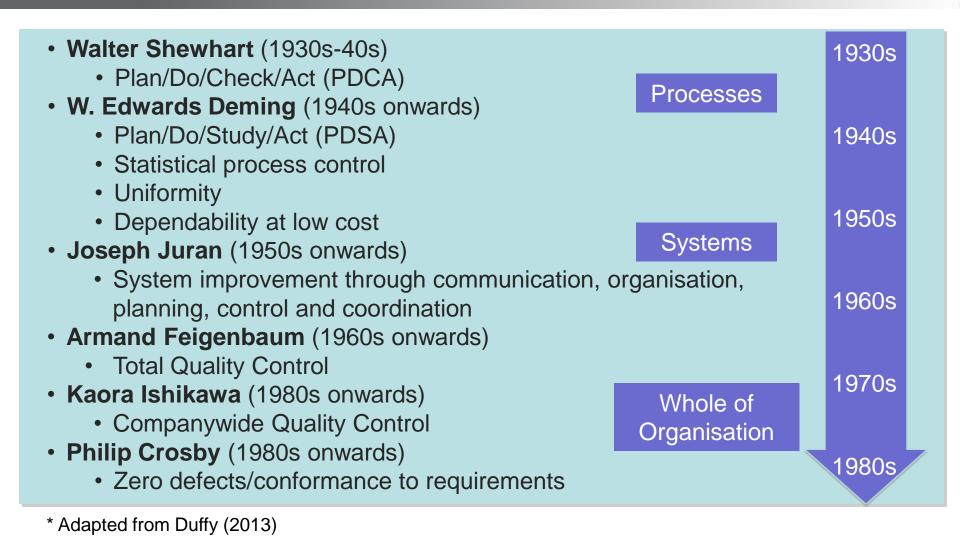


## **Edith Cowan University**

- Established as a university in 1991 with predecessor institutions dating back to 1902;
- Enrolments >23,500: approx. 83% domestic students
- 3 campuses
  - Metropolitan Perth: Joondalup and Mount Lawley
  - Regional: Bunbury
- 2013 Good University's Guide 5 Star rating for teaching quality and student experience
- Recognised with a place in the inaugural Times Higher Education list of 100 Universities Under 50 Years Old in 2012



## Quality – A Brief (Modern) History\*





## Quality (or Excellence) Models

A quality or excellence model is a conceptual, non-prescriptive quality management framework designed to enable organisations to achieve high performance or "excellence" within **a set of criteria or parameters identified as critical to success.** 

• Problem: Models were originally designed for business and industry

Business and Industry: Success = profit

• Tertiary Education: Success = capacity-building to optimise positive social outcomes



## Quality@ECU Model

#### PLAN

Goals, strategies, budgets and resources are aligned with the University's Strategic Direction.

#### IMPROVE

Feedback, evidence and outcomes of reviews are incorporated into the next planning cycle.

#### Improving, in systematic and sustainable ways, our:

Engagement;

- Learning and Teaching;
- Research and Creativity; and
- Support Services.

Behaving in ethically, socially and environmentally responsive ways.

Aligning activities, budgets and resources with planning objectives. Valuing and investing in our staff

and fostering leadership.

Knowing the needs of our students and other customers, stakeholders and markets.

Using data to make decisions which improve ECU's outcomes.

DO Plans are implemented consistent with ECU's values and commitment to continuous improvement.

### Problems with the "model":

- PDRI is really only a cyclic quality improvement tool;
- There is no overarching framework;
- PDRI was not implemented consistently or systematically;
- Did not engage a wide crosssection of ECU's community;

#### REVIEW

Performance is reviewed using an evidence based approach to identify gaps and opportunities for improvement.



## Framewoekvdevelevententettettoetineticemes

		Stage	Date
	1.	Development of a business case	Jan 2012
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### **Intended outcomes**

- Short-term
  - A robust quality framework of international standard customised for ECU
- Long-term
  - Increased awareness of performance improvement;
  - Greater engagement with quality improvement activities; and
  - Promote better performance management.

	University committees and Council	
7.	Enhancement of draft	May 2012 – May 2013
8.	Further consultation	
9.	Final Framework and policy approved	June 2013
10.	Framework launched	9 July 2013
11.	Communication strategy and ongoing implementation	July - Present



## **Developing the Framework**

ABEF (2011 Framework)	ECU Excel <b>Ence</b> MFramewo	ork Baldrige Excellence Program (2011-12 Education Criteria)
Leadership	Leadership	Leadership
Strategy and Planning	Strateg <b>\$tarategy</b> anning	ric Planning
Inform and Minawledge of Relates to how an organisation	Analysikses;maekunlosvledge	senior leaders' personal actions
establishes systems to set strategic directionsand how it	Work for cous	guide and sustain the organisation.
deploys plans to achieve those strategies.	entro ersch i State elo Reco Groc	Student and Stakeholder Focus
Process Management, Improvement and Innovation	Processes, Products cesses, Products and Serv and Services	vices Operations Focus
Results and Sustainable Performance	People Results s an <b>đuststaienBlæsBlæs</b> for Society Results	manceResults

Planning, Quality & Equity Services Centre



#### EXTERNAL ENVIRONMENT

### Leadership



### Strategy and

Establishing directions (al

### Measureme

Effectively us the University effective proc manage the

#### LEADERSHIP

Developing and using ethical leadership concepts, business processes and management systems; developing a University culture consistent with its values; and supporting its communities and the environment.

#### STRATEGY AND PLANNING

Establishing systems to set the University's strategic directions (aligned with ECU's vision, purpose and values) and developing and executing plans to achieve those strategic outcomes.

#### MEASUREMENT, ANALYSIS AND KNOWLEDGE MANAGEMENT

Effectively using information and knowledge to achieve the University's goals and developing efficient and effective processes to acquire, analyse, apply and manage the University's information and knowledge. Improve Plan

Review Do

#### RESULTS AND SUSTAINABLE PERFORMANCE

Monitoring and demonstrating the University's performance; developing clear and appropriate measures against the University's goals and stakeholder requirements.

#### STUDENT AND STAKEHOLDER FOCUS

Analysing student and other stakehold requirements; using this knowledge; managing relationships; and delivering increased value to students and stakeholders.

#### WORKFORCE FOCUS

Acknowledging that people are essential and are to be valued and how the University creates a great place to work. Developing appropriate policies, systems, processes and tools to ensure that people are engaged and make meaningful contributions to University improvement, goals and success.

#### PROCESSES, PRODUCTS AND SERVICES

Developing processes, products and services that provide value to stakeholders; encouraging innovation and improvement that result in effectiveness and efficiency which improve the quality of the University's outcomes.

### rements; and keholders.

### are to be place to

that provide and fficiency utcomes.

ENVIRONMENT

EXTERNAL



## So, what is the framework?

- The ECU Excellence Framework is:
  - An integrated quality improvement system based on good practice It sets out the elements and organisational characteristics essential to sustaining high performance
  - Non-prescriptive and truly generic It can be applied to any project or initiative, regardless of scale, type or organisational unit.

However, the approach always has to be adapted to the project in hand



## Great, but.....

### Criticism

- It looks very complicated;
- There's too much emphasis on how to do things rather than what to do;
- This is for people further up the ladder, it doesn't really apply to me, right?
- There's no time to do all this extra work!



# OK, we'll give it a go, how do we use it?

### • Development of tools

- ECU Excellence Framework analysis tool
- Customised analysis tools and templates (school reviews, accreditation, consultative committees, etc)
- Other tools in the development pipeline:
  - Staff performance review; and
  - Research centre reviews.
  - I ne right questions are being asked.



## The long road ahead!

### **Evaluation**

- A multifaceted approach:
  - Extent of general awareness amongst staff:
  - Uptake and explicit use of the framework; and
  - External validation by ABEF assessors.
  - Development of all staff on matters related to quality and performance improvement as it a
- Working with faculties, s for different purposes
  - Unit and course dev
  - Staff performance n
- Embedding the framework
  - ECUonQ unit and



elop custom analysis tools

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## Questions





## References

Duffy, G. L. (2013) The ASQ Quality Improvement Pocket Guide, American Society for Quality, Quality Press, Milwaukee WI