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Quality Assurance and Quality Culture at a Public Higher Education Institution: A View from Within

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Quality Assurance (QA) has become a buzzword in higher education since the 1990s as reflected by the emergence of numerous terms such as quality control, quality management, monitoring, enhancement and culture. This phenomenon saw the emergence and adoption of various quality assurance standards or requirements as well as the development and implementation of quality systems based on the various models of Quality Management System (QMS) deemed suitable by the higher education institutions. These systems are either for the macro-institutional based or even implemented for specific functions of the institution- teaching and learning, research or services. National governments and higher education institutions developed and implemented various quality standards and requirements, put in place quality management mechanisms and systems to be quality certified by external agencies or accreditation bodies. Through time increasingly the external QA mechanism were complemented and in certain cases replaced by internal QA mechanisms; this usually happens when quality has become a culture embedded within the organisation. This paper examines the concept of QA and quality culture, their relationships and the evolvement of the quality endeavour in a Malaysian public research-intensive university – the University of Malaya. The approach taken is based on the involvement of the authors in the QA development, implementation and management in the university as well as insights obtained through the role as internal and external quality assessors both at the national and regional level.

Keywords: Quality Assurance; Quality Culture; Higher education; Self- accreditation; Research-intensive university.

Dr. Valentina Abordonado, Hawaii Pacific University

**Creating a Culture of Quality:
Navigating Change toward a Culturally Responsive General Education Program**

The purpose of this paper is to examine the new general education curriculum at Hawai'i Pacific University (HPU), which represents a distinct, quality improvement in its effort to provide its students with a liberal arts foundation set in the rich, cultural context of Hawai'i. Diverse courses outside the major will inspire lifelong learning by introducing students to ideas, perspectives, and experiences relevant to their lives. The unique features of this curriculum include the Hawaiian cultural context, HPU as the American gateway to Asia and the Pacific, an internationally diverse and engaged student body, and experiential learning rooted in a tropical island community. As the faculty and staff prepare to launch this exciting, innovative curriculum in Fall 2015, this paper will identify some of the unique opportunities and challenges we anticipate as we navigate toward a culturally-responsive curriculum.

Dr. Cathryn Dhanatya, University of Southern California

From Strategic Thinking and Vision to Action: A Process of Mapping Quality for Integrated Program, Research, and Organizational Effectiveness at the USC Rossier School of Education

Dean Karen Symms Gallagher of the University of Southern California Rossier School of Education often has been quoted as saying that the “Rossier School of Education is not your grandmother’s school of education.” However, what does this statement actually mean in regards to action and at the organizational level? Dean Gallagher would argue that the USC Rossier School strives to incorporate innovation and be on the forefront of teaching and research, whether it is being the first tier one US research institution to develop a completely online teacher education program or leading the charge for changes in K-12 and higher education policy, the Rossier School has been driven by its mission to “Improve learning for urban education locally, nationally, and globally.” This paper will be a case study of the strategic planning process that began in August of 2011 with an inaugural Strategic Think Week, which brought the Rossier community and outside stakeholders together to develop a common identity and big picture ideas that would be refined and culminated into the current 2012-2017 USC Rossier School of Education Strategic Plan that drives and defines the operations, development and assessments of quality and success for the school internally as well the communicated to the external world.

Dr. Catherine Gomes, RMIT University

Casting the net wider: Coping with an increasingly diverse international student body

In April 2015, the Minister for Education and Training Christopher Pyne released a draft National Strategy on International Education in Australia. The strategy not only acknowledges the significance and positive impacts of international education and international students on Australia's economy but suggests that the sector look to emerging markets in Latin America and the Middle East while still recruiting from the traditional sources of China, India and Southeast Asia in order to take Australian international education to the next level of global dominance. While increasing the international student intake from non-traditional regions adds richness to student life, in this paper I consider the potential challenges institutions may face with increasing numbers of students from diverse international backgrounds occupying their campuses. Here I explore ways in which institutions may be able to maintain their quality of education while still providing students with both global and local perspectives.

Ms. Xiao Han, Hong Kong Institute of Education

**Assuring Quality in Transnational Higher Education:
A Case Study of Sino-foreign Cooperation University in China**

During the last few decades, significant development of transnational higher education (TNHE) has been witness worldwide, especially in Asia-Pacific Region. Accompanying this fast developing trend, quality assurance has become focus in both the sending and receiving countries. As the main import countries in the global education market, China has conducted a series of review process to ensure the quality of transnational cooperation activities. The present study critically examines the strategies adopted by the central government to conduct quality assurance revision and chooses one Sino-foreign cooperation university as the case study, to check the implementation of the national policy at the institutional level.

Key word: Transnational higher education, quality assurance, national policy, Sino-foreign cooperation university

Professor Yung-Chi (Angela) Hou, Fu Jen Catholic University

Development of Self accrediting system in Taiwan and its Impact on higher education institutions – A case study of Fu Jen Catholic University

Angela Yung Chi Hou, Wen Huey Tsui, Karen Hui-Jung Chen

Over the past decade, all Asian nations have developed their own quality assurance system by setting up a national accreditor whose principal role is to accredit local tertiary education institutions and academic programs, including Taiwan. A decentralized system of quality assurance framework in Taiwanese higher education did not exist until a national accreditor, the Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT) was established in 2005 with funds from the government and 153 colleges and universities. In 2013, the MOE launched a new policy of self-accreditation, which aimed at enhancing institutional autonomy as well as promoting an institution's internal quality mechanism. 34 recipients of Taiwan's Teaching and Research Excellent Programs have been invited to take part in the new initiative. As a self-accrediting institution, Fu Jen started its self-accreditation process in April, 2014 and completed on-site visits and final reports by the end of year. Hence, the main purpose of the paper is to realize the new development of self-accreditation and its impact on Taiwan higher education. Fu Jen is adopted a case study to examine the changes in the new system at the end of the paper.

Dr. Shangbo Li, J.F. Oberlin University

Quality Assurance of Japanese Higher Education: The Case of J.F. Oberlin University and Its Implications

The concept of “quality assurance” has been the focus of much attention in Japanese higher education in recent years. Many symposiums on this issue have been hosted by relevant stakeholders in government, academic conferences and universities. Most of them have been concerned with accreditation and assessment by external agencies and with the policies and activities of the Ministry of Education, Culture, Sports, Science and Technology (MEXT). MEXT is particularly important because universities in Japan are quite diverse, united only by MEXT’s jurisdiction over them.

This paper, therefore, will (1) focus on the general question of “how is quality generated and maintained at the institutional level?” using J. F. Oberlin University as a specific example, and then (2) explore the implications of practices at J. F. Oberlin University, in order to clarify what has emerged within today’s institutional context, and the particular way in which this university has been affected by events within the more macro contextual levels described in the guidelines of the APHERP Senior Seminar. Sources used include Japanese government documents, the data of J.F. Oberlin University and the results of previous research.

Ms. Pham Thi Bich, Viet Nam National University

Internal Quality Assurance at Viet Nam National University Ho Chi Minh City

The interest in quality is not new. It has always been part of the academic tradition. However, quality assurance (QA) is another story in Viet Nam. In comparison to its global development, the notion of quality assurance in higher education is relatively new in Vietnam. At national level, it was begun since 2003 with the establishment of General Department of Education Testing and Accreditation under the management of Ministry of Education and Training (MOET). At present, the country has 215 universities and 204 colleges (according to General Statistics Office of Vietnam). All universities and colleges have established their own QA office as required by the MOET. However, there still exists a gap in the understanding and implementation of QA among these institutions.

As a system of leading public universities in the country with over 50,000 students, Viet Nam National University Ho Chi Minh City (VNU-HCM) has been pioneering in promoting QA in response to the increasingly competitive global environment. Since 1999, VNU-HCM has tried hard to establish and improve its internal quality system (IQA system) as a driver towards maintaining high standards in education quality in alignment with regional and international developments. The IQA system of VNU-HCM consists of three levels including VNU-HCM level, institutional level and departmental level. Being an umbrella of 6 member universities, one faculty and a number of research centers, VNU-HCM places emphasis on internal quality assessment at programme level which has proved to be an effective way to monitor and improve the educational quality, bringing the quality awareness to lecturers and support staffs. This activity is a good combination of “internal” and “external” engagements as the assessors come from VNU-HCM’s member universities and other Vietnamese prestigious HEIs. This paper presents the definition of quality adopted by VNU-HCM and its IQA system. In addition, it attempts to analyze the impacts of internal quality assessment within the system as well as the challenges ahead.

Dr. Hong Zhu, Northeast Normal University

Creative Moments in Company: A quality pursuing case of an international graduate education program in a Chinese University

This presentation explores an autonomous and collaborative approach for academic quality in a full English instruction program for international graduate students in China. It focuses on a research seminar practice in the context of crossing culture learning in North University (NU) of mainland China. NU has hosted international students in its Chinese language and culture programs for decades. However, since 2008, a full English instruction program of post graduate studies in education for international students has been developed. It has attracted 96 MA and PhD students from 34 countries in Africa, Asia, America, Latin America, Oceania, and Europe. This program marks a significant shift for China's higher education as it reaches out to the world. Whereas, it brings to Chinese higher education various challenges of academic quality regarding internationalization. The study describes how these challenges have become opportunities for crossing cultural learning and how barriers have been overcome for academic quality through a case study of a supervised student autonomous research seminar. It also discusses the implications of this case for advocating academic autonomy and across cultural collaborative learning in Chinese universities.

Keywords: academic autonomy, across cultural learning, English instruction, China