Chapter 9
Implementation Imperilment and Imperatives of Integrated eIQA of HEI

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ABSTRACT

Teay expounded the eIQA as key backbone infrastructure for the HEI's quality and accreditation management for stakeholders at all levels in the institution. The eIQA links the PMS-IMS-QMS trilogy as integrated units of the HEIs' performance management. The eIQA implementation illustrates the case study university's QA management from 2016-2019. The poor 2009-2019 national accreditation performance shows the resistance/rejections mindsets/attitudes of the "complicated, costly ever-changing accreditation business case requirements" and not the eIQA platform per say. It demonstrates mainstream literature on eIQA implementation challenges to include the stakeholders' negative "resistance/rejection" mindsets as key obstacles. Better understanding of the "human" psychological-behavioral-beliefs-attitudinal, personified of self-power clique actions, skills/capacities/capabilities, and structural/managerial elements as key deterrents to eIQA implementation as essential research agenda.

INTRODUCTION

Regardless of what academics believe or like, with the depletion of public funding and increased competition, the reality is that Higher Education Institutions' (HEI) future is more business oriented potentially affecting educational quality (Haworth & Conrad, 1997, Bowden & Marton, 1998). This over-commercialization and internalization to achieve individual "economic" needs rather than meeting the public needs and concerns is an issue that affects strong and sustained academic performance excellence. Yin, *et al.* (2002) noted that education policy needs to include economic viewpoints that highlighted the needs for the institution to change the internal educational structures and systems to meet different educational purposes and aspirations. This is through identifying, procuring and allocating appropriate resources for

inputs that enhances the efficiency of internal processes of the system and its sub-systems to meet the short-term and/or long-term education needs. Conti (2006) also emphasized the need of understanding the quality management from the systems perspective by extending the quality management concepts of economic transactions to social relations that ultimately creates value to the stakeholders.

All these leads to accountability in the form of accreditation as a "check and balance" to ensure the HEIs deliveries on its mission/objectives promise to the stakeholders of the students/parents/market needs/expectations. HEIs have a responsibility to the society to develop the future societal human capital through its educational value that they propose to the stakeholders through its internal value creation processes. The central issue is what and how these internal processes are aligned to create this educational value proposed to the stakeholders. There are three groups of stakeholders of "demand/supply" side of accreditation provider of the accreditation agency, the accreditation seeker that are the HEIs/Colleges/Programs and the ultimate consumers of the students/parents/markets.

BACKGROUND OF STUDY

EQA (External Quality Assurance) as represented by any accreditation requirements has been prescribed voluntarily or mandated where all HEIs subscribe to or are mandatorily coerced into (Wells, 2014). While EQA hypes the protection of stakeholders' values in learning outcomes and competencies, the complementary IQA (Internal Quality Assurance) struggles to keep up with the pace of EQA progress and requirements (Kettunen, 2012) that evolves or are changed frequently. Systems and mechanisms in accomplishing and achievement EQA requirements falters or are sidetracked due to the mundane IQA requirements of documents, reports, statistics and evidences requirements of quality measures of processes and results underlying education value (Prikulis, Raugvargers, & Rusakova, 2011).

In attempting to resolve this issue, this chapter explores the implementation of the eIQA's (electronic-IQA) key components of quality-information-planning-performance underpinning education excellence to align the electronic integration of the 3 main IQA or eQMS (Quality Management System)'s core systems of QM (quality management), IM (information management) and PM (planning management) into the e-PMS (electronic Performance Management System). These encompass most aspects of the creation and delivery of the educational value of HEIs' PMS (performance management system). The integrated eIQA, which is the eQMS-PMS, as literally used in this chapter, is strategically and tactically aligned top-down and bottom-up where quality management is aligned with planning management via information management leading to informed decisions affecting quality management at all levels of the institution, administrative units, colleges and programs. To illustrate these QM-IM-PM linkages via its key integrated e-modules, a case study of CSU (Case Study University) a leading university in the Middle East demonstrates this strategic integrated eIQA system (Teay, 2018) and mapping its implementations from 2016-2019 over the decade 2010-2019 budding accreditation. The case study highlights implementation experiences of stakeholders' business case "deterrents" of a HEI's eIQA that is more "humanized-based cultural/structurally/shared-beliefs/skills/ psychological-behavioral-attitudinal personified-power actions" that impacts the IS implementation than "technical-systemic-based" obstacles.

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