

# *The Overview of the Teaching Quality Management Center in the Organization of Higher Education*

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**Abstract**—This paper focuses on the importance of teaching quality management in the organization of higher education. The teaching quality management should be paid attention for the university's performance. Specifically, the article introduces the structure and duties of teaching quality management center, which is the typical department of teaching quality management. Then, the approaches for quality management of higher education are introduced in the second part. In addition, the most important approaches, which is called the total quality management in universities. The system of the teaching quality management should be focused on the processes of teaching and learning for the teachers and students. And the outcomes of the organizations should be based on the results of the teaching quality management.

**Keywords**—teaching quality; Total Quality Management; assessment; quality system

## I. INTRODUCTION

The Teaching Quality Management Center that pays attention to improve the total teaching quality in the organizations of higher education has established in many universities in recent years. The major responsibilities of Teaching Management center focus on teaching quality management, educational reform research and the cooperation with teaching supervision group. Moreover, it organizes and implements the preparation for educational evaluation and other relevant tasks assigned by the official education sectors of government. The essay focused on the description of functions and operating in Teaching Quality Management center for teaching quality regulation in the organizations of higher education. In the next parts, the structure and the duties of Teaching Quality Management Center would be demonstrated, then the comprehensive modern management school practices would be combined in teaching quality improving of higher education [1]. And the final part would show the conclusion of the management approaches which should be concerned about effective setting of Total Quality

Management System by a related administrative department in university. Common approaches to Assure Quality in Higher Education.

## II. THE STRUCTURE AND DUTIES OF TEACHING QUALITY MANAGEMENT CENTER

### A. The Structure of Teaching Quality Management Center

The Teaching Quality Management Center should be a secondary unit just like the colleges in the university. The director of center makes decision to manage the center and fulfill the responsibilities about teaching quality management system designing or evaluations preparing under the control of the management committee of university. In addition, the Teaching Supervision Group, which is a group of experienced professors who are in charge of the inspections of regular teaching processes, should be also operated under the center. And the offices divided the duties of the center into several parts, the chief of office should be responsible for their obligations.

### B. The Duties about Teaching Quality Management Center

The Teaching Quality Management Center is mainly responsible for the building of educational quality assurance system for university. The center should focus on teaching quality monitoring, teaching supervision, and the education evaluation matters, and so on. In addition, the administrative affairs of the school-level teaching supervision team should also be undertaken by this center. The specific responsibilities have been shown in the following section [2].

Firstly, the center is responsible for the building and operating of the undergraduate teaching quality management and improvement system, then guarantees to keep regular evaluation and optimization of the system. Secondly, the center should organize relevant departments to continuously improve the quality standards of each teaching process, supervise and inspect the undergraduate teaching management and guarantee, and form a closed-loop quality assurance system. Then, it is

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responsible for organizing the preparing of different educational evaluations that assigned by the related authoritative education sectors such as undergraduate teaching quality assessment, professional certification, and qualification assessment of bachelor degree conferring. And it is also responsible for promoting internal evaluations and assessments to all subunits and staffs. For example, the external professional assessment, satisfaction survey for staffs, key curriculum assessment and other special assessments within the school.

Moreover, the center should be responsible for updating the information of the undergraduate teaching basic state database, completing comprehensive data tables from ministry of education each year. In addition, the preparation and release of the supervisory feedback report and rectification advices should be responsible for the center, and the rectification situation need to be tracked and evaluated. It is also responsible for organizing and implementing tasks of school teaching supervision to inspect and guide daily teaching management and security work. Finally, it is responsible for guiding and evaluating the teaching quality management job of the sub-level college.

### *C. The Duties of Managers in Teaching Quality Management Center*

According to the design responsibilities, the Teaching Quality Management Center needs to focus on the structural management of entirely quality keeping and promoting for university. There are one important managing positions to be designed to run the department which is the director. The duties would be shown in the following section. The director of the center should comprehensively coordinate the various tasks of the center under the leadership of the administrative affairs of university. Specifically, the first obligation should be to design the framework system for the undergraduate teaching quality monitoring and guarantee system to assure effective implementation and continuous improvement. Moreover, the program proposal and key points of the working plan should be clarified for the precondition of center operating.

Secondly, the educational evaluations assigned by the educational authorities are very important for the development of the universities. Some results of the evaluations are important for the qualification to enroll new students. The director should demonstrate the ideas about annual education and teaching evaluation to coordinate the operating of various assessments and evaluations about the school. Furthermore, the inward evaluations for the different teaching programs and regulations to keep the structure building effectively are also needed to be considered by the director.

Thirdly, the director should organize the staff of the center to pay attention in educational evaluation research, timely understand educational policies, analyze problems that found in monitoring and evaluation of teaching quality and provide constructive opinions for school education reform and teaching construction [3].

Finally, the statistical data of school education and teaching have indicated the organization's basic situation and development trend. The department which is in charge of the

organization's data should collect, analyze, and public the comprehensive data about the university in time to help the managers to decide the following plans.

## III. APPROACHES FOR QUALITY MANAGEMENT OF HIGHER EDUCATION

The organizations of higher education paid greater attention on quality issues than before during the last decade. Hence, they spent abundant resources on actions which are identified the completed teaching quality of organizations. There are many methods which can be used to ensure the teaching quality on a sufficient level in University by Teaching Quality Centers and their managers. Specifically, Quality Assurance, Assessment and Total Quality Management are the three main methods which can be used in the quality guarantee in higher education. The following would introduce these three methods firstly.

### *A. Assure Quality*

The Quality Assurance could be demonstrated by four components. The first component is that all stakeholders of the organization should be responsible for keeping the quality of the product or service. It should be the graduated students which could be satisfied for employers and society for the organization of higher education. In addition, the employees in the organization also has a responsibility for enhancing the quality. The third component is that the people in the organization should understand and utilize the systems that are in place for maintaining and enhancing quality in organization. The final component is that the validity and reliability of the systems should be regularly checked by charging people for quality assurance [4].

### *B. Assessment*

Assessment should be strongly related to organization's quality. Most actions to quality keeping rely on some mechanism for assessment. Specifically, the measurements of some parts of the institutions' activities could point out some mistakes for improving. It can be identified as systematic and independent inspections to determine whether the results complying with strategic plans. Furthermore, the arrangements of assessment would check how the implementing effectively to achieve objectives.

### *C. Total Quality Management*

Quality assurance and assessments have become the most widespread methods for quality management in the organizations of higher education. However, the both two approaches have been criticized as being inappropriate because of the quality management should focus on the overall aspects of the organizations rather than some specific parts. Therefore, the Total Quality Management approach is advocated by many researchers. Total Quality Management is not only just directing the quality of the product but also focusing on the more things [5]. It should also include the participants of employees and students about their satisfactions for continuous improvement in quality. In addition, it is a method to relate the organizations and the individuals to construct a system to

ensure the idea development. The TQM is also a philosophy that the linkage of all segments in the organization should be adjusted well in the long-term. It has been recommended as suitable method for making sure the quality of operating in Universities.

#### IV. TOTAL QUALITY MANAGEMENT APPLIED IN THE MANAGEMENT OF TEACHING QUALITY

The quality of teaching and learning would be a potential and essential part in all educational system, and it would have supported the continuous improvement for the educational system. TQM could be exploited in educational organizations for offering assistance in the processes of teaching and learning which aims for continuous improvement in quality. The processes of quality management in universities have involved administrators, teachers, students and their parents. The connections of these stakeholders should be interference by the TQM throughout the new practice of teaching and learning, dynamic processes of teaching provision and changing of course content. The applying of TQM practices on teaching and learning system would be expected to outcome the quality improvement and better satisfaction of teachers and students.

Furthermore, Total Quality Management should pay attention on the continuous effects by management in the processing of quality upgrading to ensure superior quality of higher education. The method is applied as the fundamental philosophy for the department of teaching quality management in the universities. The directors of the departments play an important role in total quality management because the basic theory should be used by the implementer. They should be the actual executor of this quality system with the implementing of the TQM approach [6]. They should focus to apply the Total Quality Management approaches with the actions that should be definitely consistent with the responsibilities of departments about quality management. The managers should be careful to apply the total quality management approach in the following steps.

##### A. Suitable Training for Managers

Planning and research should be required for Initiating and implementing TQM approaches which requires managers to get trained before implementing. In addition, the total processes of total quality management should be considered about the cost which means that the managers should be responsible for allocating budgets for TQM at the beginning of every financial year. The position should also formulate annual work plan of the school's quality management, and the budget is an important part in annual work plan.

##### B. Target Defining for Managers

Then, the managers should understand the organization's target result carefully. Every organization of higher education has to focus on the students and faculty in the organization. Their feedbacks about the organization are important because the implementing of the TQM processes should be based on the feedbacks and various researches which would be helpful in the development of organization. Feedbacks of students and teachers play the important roles in designing strategies for

quality management and improving. The surveys of student satisfaction and teacher satisfaction should be operated by controlling of the deputy director to find out what all they expect from. In addition, the results should be carefully analyzed and taken into consideration while enacting organization's major strategies.

##### C. The Communications with Other Managers

The director of the quality department should communicate the benefits of total quality management to all other members of the organization. Make the directors of other centers and deans in different departments realize that the successful operating of the TQM programs would yield the results of high quality. As a manager, it is necessary to work closely with the leaders of other units. The relationships between different colleges and centers in undergraduate teaching quality assurance system would have also been organized and cooperated by the deputy director. It should be remembered to be the linkage between the senior management and the entire organization.

##### D. Be Confidence for Employees

Actually, a manager could always inspire other employees as a strong source. The role should be a facilitator in the operating to assist employees in implementing TQM and be responsible for selecting and appointing right employees who can take charge of the relative project. The employees who have been chosen should be able enough to handle a crucial project about total quality management. In addition, the resource allocation should also be manager's responsibility for the TQM such as time allocation for different training programs, employees rewarding for who propose improvement ideas or strategical plan that would help the organization produce higher quality products [7]. Further training for employees should be necessary to ensure smooth implementation of TQM without less obstacles.

#### V. CONCLUSION

The establishment of Teaching Quality Management Center is an example for Universities that pay attention in the improving of the quality management. The organizations of higher education have been one kind of special enterprises due to the services they offered. Hence, they need to focus on the latest evolution of the TQM and other management philosophies to assure the efficient of the operating of organizations. As the specific department for quality management, the Quality Management Center could make sure the university with a structure system for the teaching quality [8]. It is meaningful for the good implementing of the strategic plan about quality management for this kind of centers.

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