

# **Peer Review Workshop**

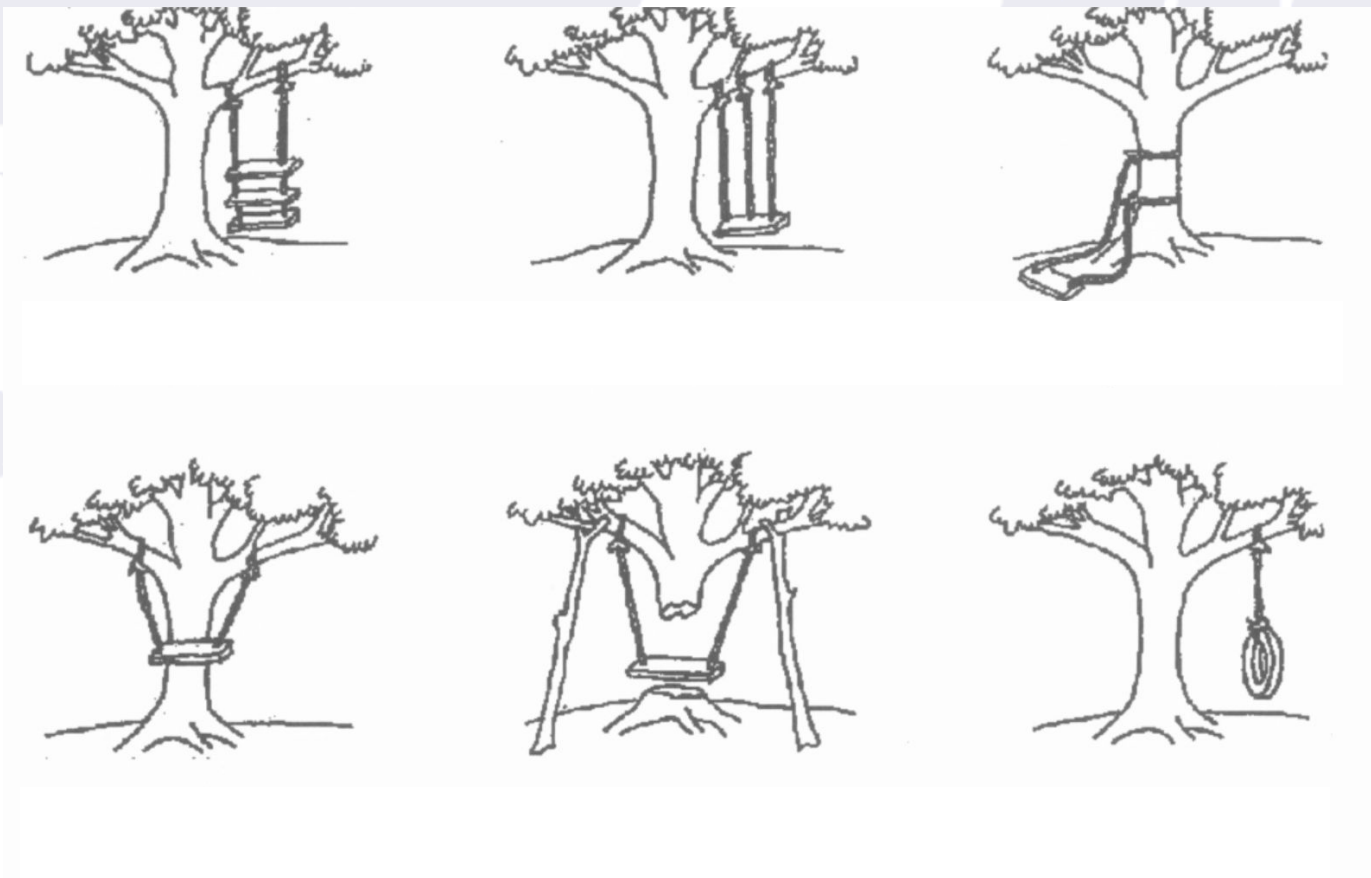
**Attila Pausits**

**Head of the Center for University  
Continuing Education and  
Educational Management**



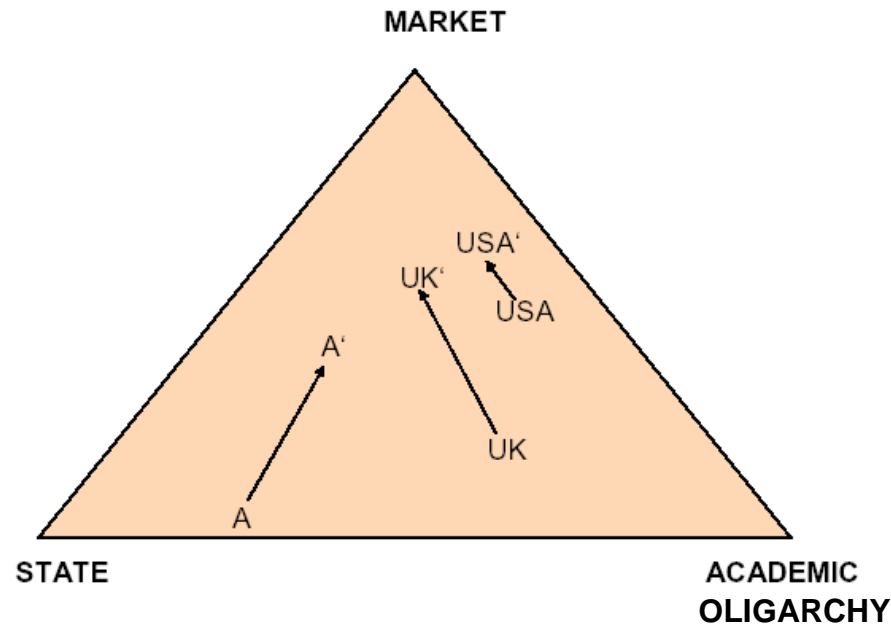


QM...



# HE development

CLARK'S TRIANGLE (1983)



# Knowledge development

- **Mode 1 knowledge production**
  - **Disciplinary, homogenous, hierarchical, stable**
- **Mode 2 knowledge production**
  - **Transdisciplinary, heterogeneous, transient**
- **Mode 3 knowledge delivery**
  - **E-...**
- **Mode 1 academic communities „spoke“ to society**
- **Mode 2 society „speaks back“**
- **Mode 3 active interaction (social networks)**

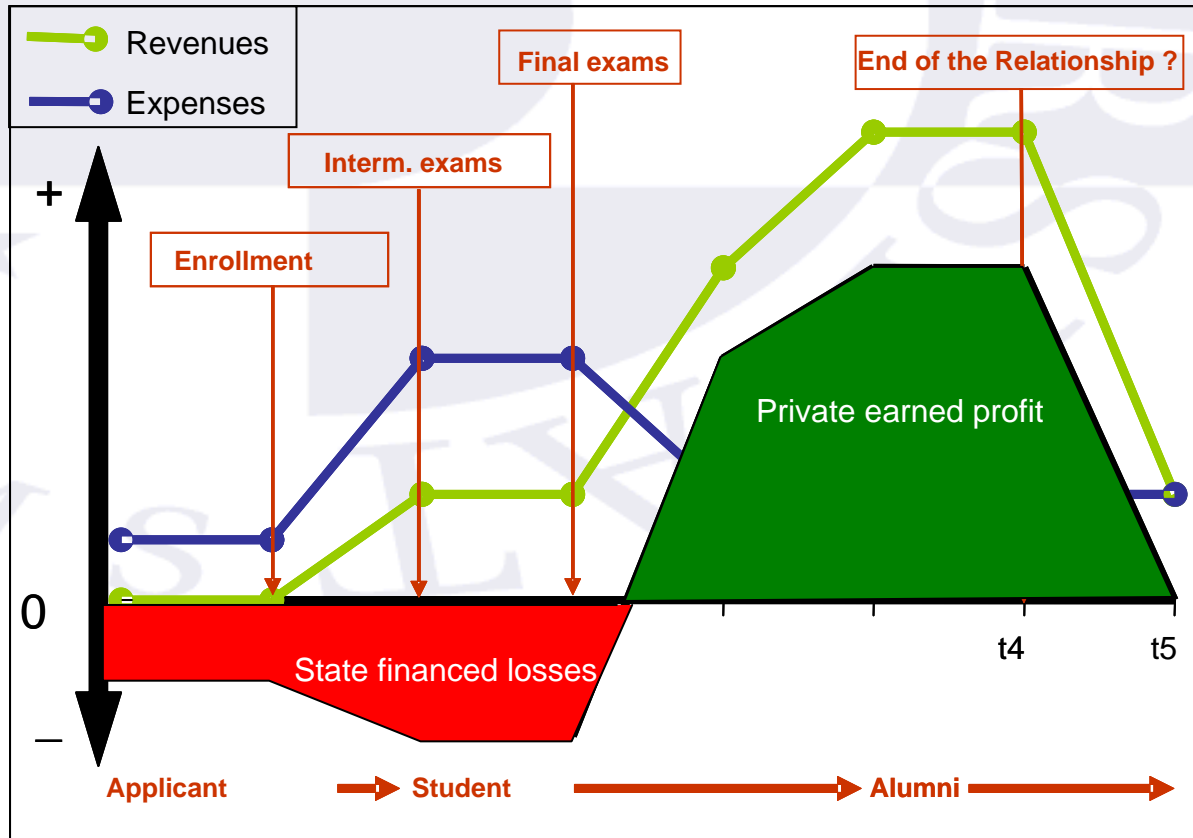


see Gibbons et al. 2003

# Driving forces

- **Autonomy**
- **Funding**
- **New governance models**
- **Accreditation and quality assurance**
- **Third mission**
- **CE as revenue generator**

# The life cycle paradox



Klumppl, M., Fröhner, S., 2005, p. 7

# Strategy factors

Traditions of University

Self-Image

Existing Mission

## Internal Factors

Strengths & Weaknesses

- Programmes
- Finance
- Personnel

Effectiveness of Leadership Operations

- Procedures
- Leaders
- structures

University Strategy/ CE Strategy

External Perceptions of Mission & Operations

Nature of Competitive Market

Strengths & Weaknesses Of Competitors

Trends & Opportunities & Threats in Market  
Clients  
Providers

Expectations

## External Factors



# University/CE Directional Policy Matrix

Market Size,  
Market Growth Rate,  
Market Diversity,  
Competitive Structure,  
Cost Structure,  
Optimal Department Size,  
Demographic Trends,

Scientific Importance,  
Technological/Social/  
Political/Economic Trends,  
Environmental Trends,  
Government Attitudes,  
Employment Prospects  
Cultural Importance etc.

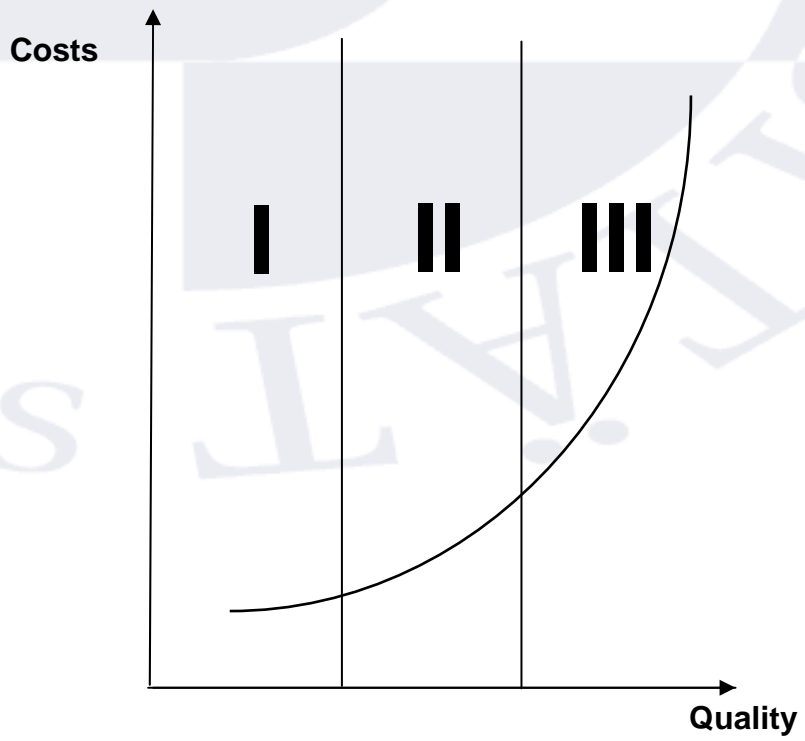
Size of Department,  
Market Share,  
Market Position,  
Number of Applications,  
Quality of Student Intake,  
Graduate Employment,  
Cost Per Student,  
Quality and Age of Staff,  
Research Records,  
Research Capability,  
Image, Reputation  
Publications Record,  
Resources,  
Availability and Mobility, etc.



Subject Area Attractiveness

		High	Medium	Low
University Strengths in the Subject Area	High	Grow	Selective Growth or Consolidation	Consolidation
	Medium	Selective Growth or Consolidation	Consolidation	Planned Withdrawal and Redeployment
	Low	Consolidat. or Planned Withdrawal and Redeployment	Planned Withdrawal and Redeployment	Planned Withdrawal and Redeployment

# Quality-Cost Curve



# Changing times

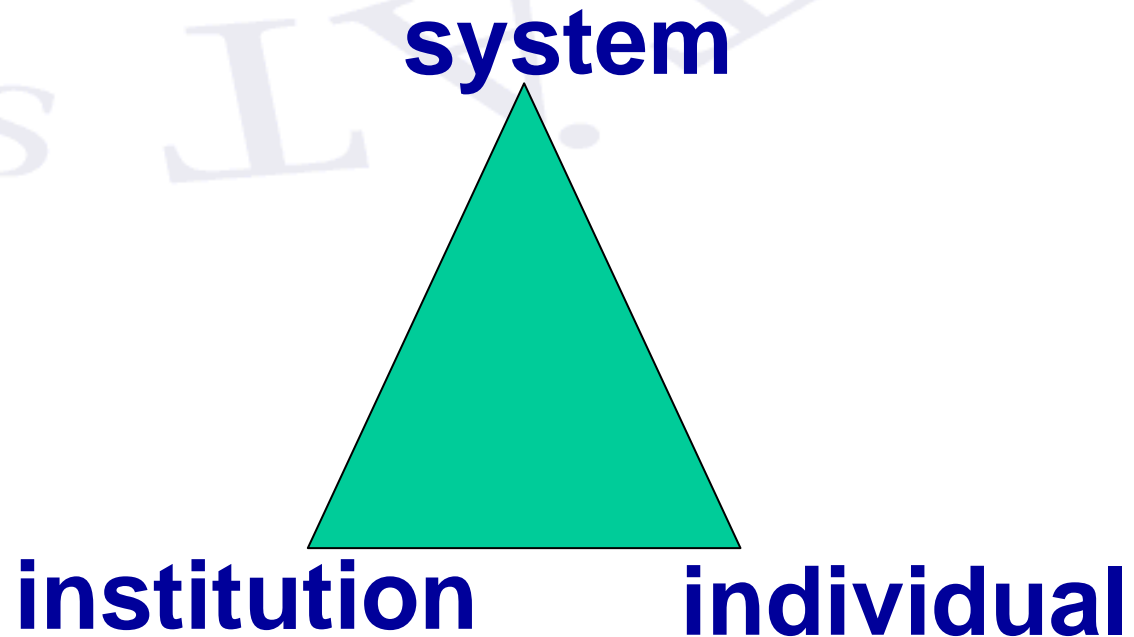
- **transdisciplinary, heterogeneous and transient environment**
- **Bologna Process, LLL, autonomy**
- **from a state or academic oligarchy dominated systems into a market oriented or market driven environment**
- **from knowledge production to knowledge delivery**
- **need for interaction and collaboration with HE stakeholders**
- **searching for competitive advantages**
- **different student types**

# Quality Management

- **What are your experiences with QM?  
What are the challenges?**
- **What would you immediately do, if YOU  
have to improve “quality” at your CE-  
centre?**

# Peer review

- What are the benefits of a peer review?
- Where are the limits?



## Contact

**Attila Pausits**

**Head of the Center for University Continuing Education  
and Educational Management**

**Danube University Krems**

**Tel.:+43/2732-893-2266**

**[attila.pausits@donau-uni.ac.at](mailto:attila.pausits@donau-uni.ac.at)**



# QM Process

