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Innovation and Quality Management in Higher Education

Christian T. Montemayor

College of Arts and Sciences, Don Mariano Marcos Memorial State University, La Union,
Philippines & General Education and Psychology Faculty, Humanities and Social Sciences

Department, CAS, DMMMSU-SLUC

Email: dpadilla2225@gmail.com / ddpadilla@dmmmsu.edu.ph

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ABSTRACT

Quality assurance (QA) is development – that is higher education institutions to develop culture of quality. Understanding this phenomena provide important insights and guides for policy formulation for higher education institutions as they seek to redefine their goals and operations in an increasingly global educational environment. This research was conducted to fulfill this trend through formulating a policy relevant and responsive enhancement mechanisms for the college – of arts and sciences towards enhancing culture of quality of innovative quality management.

This study employed the descriptive-correlation research design dealing with the procedures that are on-going; practices and beliefs that are prevailing; conditions of relationships that exists; effects that are being felt; and trends that are developing thereby the process goes beyond mere data gathering and tabulation. A 5-point Likert-scale questionnaire was used for data collection. The data were analyzed using SPSS v. 23.

The analysis of data indicated that the college strived to address the pressing imperatives of quality assurance initiatives. The findings revealed differences in the reactions of the participants that significantly influenced the college response to quality assurance initiatives. It can be concluded that through a relevant and responsive quality assurance enhancement mechanisms developed the college could realize its mandate and main thrusts, operations and quality services among stakeholders in the 21st century and beyond with an intensive determination, strategic leadership and positioning in the dynamic world gearing towards culture of innovative quality management in higher education.

1. Introduction

Quality assurance (QA) have always been a concern of higher education institutions (HEIs). It remained as an interesting field of study in education (Sipacio, 2015). QA as the systematic review of educational programs ensure that acceptable standards of education are being maintained (Tumapon, 2015). Quality in higher education is a multi-dimensional concept in view of its varied stakeholders' needs and expectations (ASEAN University Network Website, 2018).

The situation now is that higher education systems are now being called on to internationalize QA systems and standards related to three general concerns: quality issues, equity and access issues, and efficiency issues (Bernardo, 2003). Hence, mechanisms must be identified in the strategy formulation framework for HEIs transformation (Rosaroso, et al, 2015).

Significantly this study was conceptualized in the area of 'quality assurance in education' primarily geared towards effecting transformational change to the quality assurance of the college towards culture of quality thereby greater and quality service to stakeholders. By assessing itself and designing a quality assurance enhancement mechanisms that bespeaks of its institutional thrust, contribution to the country's national development as well as in the international community today and beyond.

2. Methods

This study employed the descriptive-correlation research design. It is the most suited design for this study because it deals with procedures that are on-going; practices and beliefs that are prevailing; conditions of relationships that exists; effects that are being felt; and trends that are developing. In this design, the process goes beyond mere data gathering and tabulation. It involves the elements, interpretation or significance of what is described, usually with the aid of statistical method. Basically a quantitative type of research, it is also a qualitative type as implications are drawn from the values evolved (Best, 1981).

The study was conducted at the College of Arts and Sciences of the Don Mariano Marcos Memorial State University South La Union Campus, Agoo, La Union, Philippines.

The respondents of this study were the administrators, faculty and their graduating students. Data were taken from the Office of the Dean of the College and the Registrar's Office. Total enumeration was applied to the administrators and faculty members participated during the conduct of the study. Whereas graduating students were determined through random sampling with a total number of 170 participants from the different academic programs.

A structured questionnaire for the respondents was the main tool in gathering the desired data of this study. The questionnaire for the respondents was composed of four (2) major parts, namely: (a) profile; (b) extent of relevance

and responsiveness of CAS to quality assurance initiatives. The instrument used was an embodiment that focused on the main areas of quality assurance which was anchored from AUN-QA and other QA models. This being the case, the validity of the instrument is in place. This was further content validated by the researcher’s psychometrician and statistician. Comments and suggestions were all incorporated in the refinement of the instrument to ensure the reliability and validity of the instrument as a whole. The computed validity of the instrument was 4.36 which means that the organization, clarity and relevance of the questionnaire were very satisfactorily met, sufficient enough to measure what the instrument purports to measure. Permission to conduct the study were secured from concerned authorities prior to data gathering. Pertinent data and information was personally gathered by the researchers with the help of networks of colleagues and friends

3. Results

The collected data were analyzed using Statistical Package for Social Studies (SPSS) version 23. Categorical variables were presented as frequency (f) and percentage (%).

Table 1. Educational Attainment and Academic Rank of the Respondents

Administrators (Dean, Chairpersons and Facilitators)			Faculty Members (BPSD, HSSD, MADD, Languages, GE)		
Educational Attainment			Educational Attainment		
	f	%		f	%
Doctorate	8	44.00	Doctorate	7	20.00
Masters	6	33.00	Masters	15	43.00
Bachelor	4	22.00	Bachelors	13	37.00
Total	18	100		35	100
Academic Rank			Academic Rank		
Professor	2	11	Professor	1	3.00
Associate	4	22	Associate	4	11.00
Professor			Professor		
Assistant	5	28	Assistant	8	23.00
Professor			Professor		
Instructor	7	39	Instructor	22	63.00
Total	18	100	Total	35	100

Table 1 above described the distribution of the respondents in terms of their educational attainment and academic rank.

A. Educational Attainment

Educational attainment is a powerful predictor of well-being. Table 3 illustrates the pictorial rendition of the statistical data on the educational attainment of the respondents.

Accordingly learning should also focus on the values, attitudes and behaviors which enable individuals to learn to live together in a world characterized by diversity and pluralism. UNESCO adopted the Convention against Discrimination in Education, which acknowledges the crucial role of education in ensuring equality of opportunity for members of all racial, national or ethnic groups (www.unesco.org). Majority of the respondent administrators (44%) are doctorate degree holders. Many of them are master’s degree holders (33%) and the rest few are bachelor’s degree holders (22%). Meanwhile most of the respondent faculty members (43%) are master’s degree holders. Many of them are bachelor’s degree holders (37%) and the rest are holders of doctorate degrees (20%).

In specialist fields, such as educational sociology and social stratification research, educational measures are frequently analyzed by researchers who have specific expertise in the field of education (Breen and Jonsson, 2005; Lucas, 2001; Paterson and Iannelli, 2007). Measures of education are essential components of many sociological analyses and are powerful predictors of a diverse range of social outcomes (Jenkins & Sabates, 2007).

B. Academic Rank

Majority of the respondent administrators (29%) are instructors whom are the facilitators for instruction, research and extension. Many of them are assistant professors (28%) and associate professors (22%) respectively whom are the chairpersons, unit heads and facilitators while the rest few are professors (11%) which comprises the Dean, Chairpersons and Unit Heads of the college. On the other hand most of the respondent faculty members (63%) are instructors 1-3. Many of them are assistant professors up to associate professors (34%) and a lone professor faculty member at the time of the conduct of this study. This imply that CAS as a unit of a university by horizontal typology as classified by CHED has faculty members and administrators with relevant masters and doctoral degrees as well as academic ranks. Results imply that respondents have attained a high educational degree comprising the great administrative and teaching human resources of the college.

Table 2. Significant Difference between the Assessment of Administrators and Faculty Members and the Assessment of Graduates of CAS to QA Initiatives (Relevance)

CAS to QA Initiatives	Mean	t	Sig. (2-tailed)	Decision
A. Administration & Governance	4.32 (A/F) 3.30 (GS)	1.16	.232	Accept Ho
B. Teaching & Learning	4.12 (A/F) 3.35 (GS)	1.54	.168	Accept Ho
C. Research & Technology Dev't	4.15 (A/F) 3.36 (GS)	1.49	.140	Accept Ho
D. Community Extensions, Networks and Linkages	4.13 (A/F) 1.86 (GS)	2.18	.016*	Reject Ho
E. Faculty Exchange Program & Development	4.12 (A/F) 2.00 (GS)	2.51	.034*	Reject Ho

Legend: **. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

This part of the study presents and discusses the extent of relevance and responsiveness of the quality assurance initiatives assessed by two groups which are the (a) CAS administrators and faculty members as well as (b) the group of graduates. In relation to the preceding situation, the first column of the succeeding tables present the degree of relevance and the second column shows the responsiveness along five major and critical areas, namely: (a) administration and governance, (b) teaching and learning, (c) research and technology development, (d) community extensions, networks and linkages and (e) faculty exchange program and development.

As reflected in Table 2, there is a significant difference found between the assessment of (a.) respondent administrators and faculty members and (b.) the graduates as to the relevance to QA initiatives on matters related to community extensions, networks and linkages (.016) with a computed t-value of 2.18 which led to the rejection of the null hypothesis. On the other hand, it shows from the part of the graduates that it was not enough to see much relevance are the college to QA initiatives along community extensions, networks and linkages towards their 4-year stay in the college. Likewise, there is also a significant difference found between the two assessments of the respondent (a.) administrators and faculty and (b.) the graduates along the area faculty exchange program and development (.034) with a computed t-value of 2.51 which led to the rejection of the null hypothesis. The respondent administrators and faculty members assessed themselves to have relevant community extensions, networks and linkages. They rated the college’s community extensions, networks and linkages as relevant enough to attain the college’s extension goals reflecting the national and university mandates as to its extension services. On the other hand, it shows from the part of the graduates that it was not enough to see much relevance are the college to QA initiatives along community extensions, networks and linkages towards their 4-year stay in the college. It is foreseeable that a more globalized higher education landscape will call for strengthened quality assurance considerations (Kahn, 2003; Froment, Bologna Handbook, 2006).

Table 3. Significant Difference between the Assessment of Respondent Administrators and Faculty Members and the Assessment of Graduates of the CAS to QA Initiatives (Responsiveness)

CAS to QA Initiatives	Mean	t	Sig. (2-tailed)	Decision
A. Administration & Governance	4.25 (A/F) 3.14 (GS)	1.86	.266	Accept Ho
B. Teaching & Learning	4.07 (A/F) 3.22 (GS)	1.95	.303	Accept Ho
C. Research & Technology Dev't	4.10 (A/F) 3.05 (GS)	1.78	.167	Accept Ho
D. Community Extensions, Networks and Linkages	4.05 (A/F) 1.82 (GS)	2.45	.025*	Reject Ho

E. Faculty Exchange Program & Development	4.01 (A/F)	2.22	.047*	Reject Ho
	1.98 (GS)			

Table 3 revealed a significant difference was also found between the assessment of the respondent administrators and faculty members along being responsive in the area of community extensions, networks and linkages and the assessment of the graduates (.025) with a computed t-value of 2.45 which led to the rejection of the null hypothesis. Significant difference was also found between the assessment of the respondent administrators and faculty members along being responsive in the area of community extensions, networks and linkages and the assessment of the CAS graduates (.025) with a computed t-value of 2.45 which led to the rejection of the null hypothesis. For students, extension programs help to instill the value of citizenship in a manner that traditional classroom teaching is unable to provide. Such engagements can also add new ideas and insights to the intellectual process and give broader meaning to the work and world of academics (Soska & Butterfield, 2013). Yet, Fetcher and Major (2009) found out that those students that volunteered or are doing volunteer work are doing it because of the activity being related to their careers sooner or later. All higher educational institutions should develop a coherent response to globalization. “To be effective in the global environment, means being prepared to changes: Global exchange is transformative and all policies and institutional habits are ripe for reconsideration in the light of global challenge” (OECD, 2007).

Table 4. Relationship between the Profile of Respondent Administrators and Faculty Members and the Extent of Relevance and Responsiveness of CAS to QA Initiatives

Relevance (Rel) and Responsiveness (Res) of CAS to QA Initiatives Profile		
	Educational Attainment	Academic Rank
A. Administration and Governance (Rel)	.466*	.059
	0.38	.761
A. Administration and Governance (Res)	.467	-.039
	.019	.842
B. Teaching and Learning (Rel)	.409*	-.500*
	.042	.025
B. Teaching and Learning (Res)	.101**	-.434*
	.009	.035
C. Research and Technology Development (Rel)	.034*	-.306
	.016*	.390
C. Research and Technology Development (Res)	.126**	.046
	.001	.815
D. Community Extensions, Networks & Linkages (Rel)	.072	.296
	.064	.205
D. Community Extensions, Networks & Linkages(Res)	.373	.074
	.105	.755
E. Faculty Exchange Program & Development (Rel)	.169	-.014
	.476	.726
E. Faculty Exchange Program & Development (Res)	.263	.270

.263

.249

Legend: **. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

As gleaned from Table 4, a significant yet direct relationship was found between the educational attainment of the respondent administrator and faculty members and the relevance and responsiveness of CAS to QA initiatives along the area of administration and governance (.466 and .467). The new culture will demand greater investment by faculty in the institutional good, and increased investment by administrators in understanding faculty and their work (Marietta Del Favero, 2002).

More so from Table 4, another significant and direct relationship found between the respondent administrators and faculty member's educational attainment and the extent of relevance and responsiveness teaching and learning (.409 and .101). Professional competence is believed to be a crucial factor in classroom and school practices (Shulman, 1987, Campbell et al., 2004; Baumert and Kunter, 2006).

Results may indicate that professional development are effective in instructing and inspiring teachers to use modern and multifaceted practices, especially student-oriented practices and enhanced activities as well as be that teachers using student-oriented practices and enhanced activities relatively often are generally more motivated to learn and apply innovative teaching strategies and thus engage in more professional development (OECD, 2009).

Likewise, Table 4 also indicated that the educational attainment of the respondents and their extent of relevance and responsiveness to research and technology development of the college are significant yet directly correlated to each other (.034 and .126). Related to this, CHED Institutional Sustainability Assessment (ISA) mandates the institution's research community produces relevant research and other advanced scholarly activity (CHED, 2017).

As to the relationship between the respondent CAS administrators and faculty members' academic rank and their extent of responsiveness and relevance to teaching and learning, a significant yet inverse relationship exists (-.500 and -.434). This means that the lower the academic rank of the respondents, the more responsive and relevant they are as to their teaching and learning. This finding may imply that their being instructors is not a reflection of whether or not they would become responsive and relevant to their main function as teachers. This might be due to the fact that though majority of the respondents are instructors, their commitment to teaching and learning process is not threatened as a manifestation of their high educational attainment. This implication is supported by the finding that there is a significant relationship between the educational attainment of the respondent administrators and faculty members and their being relevant and responsive of the college to QA initiatives along the area of teaching and learning.

4. Discussion and Conclusion

This study attempted to design quality assurance enhancement mechanisms relevant to developing culture of quality in its internal processes and main thrusts. The three objectives of this study were: (1.) to determine the extent of relevance and responsiveness of the college to QA initiatives towards developing culture of quality as assessed by (a.) administrators and faculty members and (b.) graduates along five major areas to wit: (a.) administration and governance, (b.) teaching and learning, (c.) research and technology and development, (d.) community extensions, networks and linkages and (e.) faculty exchange program and development; (2.) to determine significant differences between the assessments of the relevance and responsiveness of the CAS QA Initiatives as assessed by (a.) CAS administrators and faculty members and (b.) graduates and lastly (3.) to design a Quality Assurance Enhancement Mechanisms towards developing culture of quality.

This is a descriptive correlational study about the Quality Assurance Initiatives of the College of Arts and Sciences relevant and response to developing and enhancing culture of quality with the administrators and faculty members, and the graduates as respondents. Questionnaires, interview and documentary analysis were used to gather data that were tabulated and analyzed using frequency counts, percentages, means, weighted means and Person Product Moment Correlation Coefficient and T- test.

There were highly relevant and responsive to very highly relevant and responsive as assessed by administrators and faculty members meanwhile moderately relevant and responsive as assessed by the graduates to QA initiatives. There is a significant difference between the assessment of respondent administrators and faculty members and the graduates as to QA initiatives on matters related to (a.) community extensions, networks and linkages (.016) with a computed t-value of 2.18 and (b.) faculty exchange program and development (.034) with a computed t-value of 2.51. Meanwhile, there is a significant difference between the assessment of the respondent administrators and faculty members as to responsiveness in the area of (a.) community extensions, networks and linkages and the assessment of the graduates (.025) with a computed t-value of 2.45 and (b.) faculty exchange program and development (.047) with a computed t-value of 2.22. A quality assurance enhancement mechanism for towards developing culture of quality was designed. It contains rationale based on a legal basis and CMOs, specified objectives as goals, conceptualized processes through diagram and figures, and significant procedural mechanisms to enhance existing conditions and situations at the institutional thrusts and program level as well as proposing core principles and values in relation to mechanisms in towards the attainment of culture of quality today and beyond.

From the findings of the study, the following conclusions were drawn:

The respondents have attained a high academic profile fortified by professional faculty and dynamic administrators towards culture of quality in instruction, research and extension. The extent of relevance and responsiveness to QA initiatives present at the college as assessed by administrators and faculty members manifesting a reasonable intense of perception and reaction as

assessed by the graduates - the blood life of the institution towards culture of quality. The significant relationship between the educational attainment and academic ranks of the administrators and faculty members and the relevance and responsiveness to the QA initiatives speaks for the relevance and their being responsive to the current quality assurance standards towards culture of quality. The significant difference between the administrators and faculty members and the graduates as to the relevance and responsiveness of the college to QA initiatives due to differences in experiences, exposure, perception and satisfaction speaks for the establishment of a mutual perception and reaction among the respondents. Thereby a relevant and responsive Quality Assurance Enhancement Mechanisms are designed towards culture of quality for today and beyond as follows:

Formulated Quality Assurance Enhancement Mechanisms towards Culture of Innovative Quality Management in Higher Education

This part of the study presents the designed quality assurance enhancement mechanisms for based on legal basis (CMOs) and quality assurance processes. Based on the findings and conclusions, the following QA enhancement mechanisms were recommended along major areas at the institutional and program level for instruction, research, extension, networks and linkages and faculty exchange program and development.

These quality assurance enhancement mechanisms are the developed processes by which the achievement of quality standards is measured and will be realized along its relevance which refers to the degree to which something is related or useful to what is happening or being talked about, in this case is the CAS QA Initiatives. Operationally it refers to the appropriateness of the strategic goals, plans, programs, projects and activities of CAS to answer the needs of internationalization and responsiveness refers to how quickly and well a person or organization reacts to something, in this case, it pertains to the responsiveness of CAS QA Initiatives to the national and international imperatives of education.

These enhancement mechanisms were constructed and presented following patterns, to wit:

First, the title of the proposed QA enhancement mechanisms.

Second, the rationale as complimentary and response to CMOs. These rationale served as justifications in proposing. Generally these served to complement CMOs that provide policies, strategies and procedures on transnational education and other international schemes like the Strengthened and Specialized Quality Assurance through the creation of the QA Administration and Management (CMO # 55 s. 2016: Policy Framework and Strategies on the Internationalization of Philippine Higher Education re: Enhance Implementation of Quality Assurance Framework and the Quality, Effectiveness and Efficiency Philippine HEI); Compliance to CHED Memo No. 56, s. 2016 re: Policy Framework and Strategies on the Internationalization of Philippine Higher Education re: Strengthening of appropriate international linkage of HEIs for sustainable Philippine International Higher Education

Sector; CHED stipulated that program excellence is manifested through: accreditation, centers of excellence and development and international certification (CMO No. 46, s. 2012 retrieved from www.neda.gov.ph); In view of the paucity of research in Philippine higher education institutions (HEIs), the Commission on Higher Education (CHED) has provided policies and mandates that are largely geared towards the improvement of research productivity. (CMO No. 52, series of 2016 re: Pathway to Equity, Relevance and Advancement in Research, Innovation and Extension in Philippine Higher Education); CHED aims to produce graduates with high levels of academic, thinking, behavioral, and technical skills/competencies that are aligned with national academic and industry standards and needs and international standards (CMO No. 46, s. 2012) hence, these proposed mechanism were conceptualized. Third, are the general goals and objectives with the proposed conceptualized quality assurance enhancement mechanisms as the main output of this study along administration and governance, network/linkages towards internationalization, research development and extension.

Area 1: Mechanism for CAS Quality Assurance Administration & Management and Units with Quality Values (See Figure 1)

Rationale: Towards a strengthened and specialized quality assurance based on CMO # 55 s. 2016: Policy Framework and Strategies on the Internationalization of Philippine Higher Education for an Enhance Implementation of Quality Assurance Framework and the Quality, Effectiveness and Efficiency in Philippine Higher Education Institutions

Goals and Objectives:

The CAS QA Administration and Management and its working units will be accountable to the Office of the Dean and Campus QA vis a vis powers and great responsibilities:

1. The CAS QA Administration and Management will be initiating, developing and front lining the sustaining of culture of quality in the college through supervising and reviewing of services and operations thereby ensuring the quality standards of the college based on the present and future demands of educational reforms.
2. The CAS QA Administration and Management will be developing systems' processes and mechanisms based on national and international standards through managing and coordinating accreditation processes, certifications and designations of the system thereby ensuring quality in its academic programs, operations and services.
3. The CAS QA Administration and Management will be monitoring and evaluating the quality of input, processes and output along the college' mandate - PVMGO and core values and the major thrusts: instruction, research, extension and production.

Guiding Values towards Culture of Quality: Quality Audit and Assessment:

Quality Audit, as a guiding value, is to examine whether CAS QA or one of its sub-units has a system of QA procedures and determines its adequacy while **Quality Assessment** as a guiding value is to evaluate the quality of processes, practices, programs and services. These guiding values lead to Culture of Quality at the College of Arts and Sciences.

Compositions and Functions of the CAS QA Administration and Management:

The compositions and functions of the CAS QA Administration and Management in order to attain its goals and objectives to wit:

1. The CAS QA Administration and Management will be composed of QA Facilitators: QA for Instruction, QA for Research, QA for Extension, and QA for Production and an ICT/Database Specialists. They will function as agents of quality operations and services in the department/unit in coordination with the CAS QA Head, Campus QA Director up to the university quality assurance level.
2. The CAS QA Administration and Management and its units from the college level down to the unit level will be directly aligned to the Office of the Dean and the Campus QA for proper flow of coordination and feedback. The mechanisms of communication will be two ways: top down and bottoms up.
3. The CAS QA Administration and Management will be having its QA Secretariat and MIS designated by the CAS QA Head and approved by the Office of the Dean who will be working on the technicalities, records and database management of the systems' quality assurance.
4. The CAS QA Head will be the leader of the quality operations and services in the college in coordination with the Dean of CAS and the QA Campus Director since the QA Campus Director oversees Quality Assurance among the colleges of his/her campus.

Area 2: Teaching and Learning

The IQ-EQ-AQ of Quality Teaching and Learning (See Figure 2)

Rationale: The designed mechanism below was conceptualized towards quality teaching and learning for the college.

Mechanism:

To further enhance and to sustain quality teaching and learning, Figure 2 below presents mechanism and discussions revolving on three (3) major domains.

1. IQ: Scholarly and Research-Based Teaching-Learning

IQ in this mechanism refers to the knowledge or the cognitive domain of the students. This pertains to the development of the brain through academic and scholarly learning. Specifically, this mechanism will develop critical understanding; an awareness of the provisional nature of knowledge; how knowledge is created, advanced and renewed; and the excitement of changing knowledge through originality and creativity. This mechanism will require all faculty members to present their presentation and lecture discussions to their students that is supported by timely and functional research outputs in their field of specialization. At both institutional and disciplinary levels, there will

be a strong emphasis on research-based instruction towards research-minded and skilled graduates. This mechanism will demand faculty members to instill to the mind of the students the value and impact of an instruction that is anchored on scholarly endeavors such as dissertations, masters theses, experimental results and other statistical data from reliable surveys and academic investigations at the local and international levels. Hence, a faculty member should be a research enthusiast, a wide reader and careful enough in sharing information related and relevant to the courses and subjects that they will be handling. Furthermore this mechanism will function through the faculty members who will be spending enough time in preparation of their lecture and discussion. Preparation is needed in order to achieve and realized this mechanism. If the faculty members will appreciate and enthusiastically integrate this mechanism in their teaching, they will be a significant and effective agents of molding and producing research-minded and skilled graduates. They will serve as role models for the students.

II. EQ: Participative and Constructive Teaching-Learning

EQ in this mechanism refers to the emotional control and management or the affective domain of the students. This pertains to the development of the heart through academic and scholarly learning. Specifically this mechanism will develop the ability or capacity to manage emotions, tune into others' emotions, and maintain trust in oneself and others. When emotional intelligence is more developed, graduates can recognize when they are triggered and exercise self-management so that emotions are not getting in the way of decision making. This mechanism will require all faculty members to present their presentation and lecture discussions to their students that is supported by civic and social concerns and issues thereby developing a participative and transformative hearts among the students towards their own community and the international arena. It is participative and constructive because it is an active design and was experiential in nature where students were exposed to assignments and activities designed to simulate real-world tasks and experiences. Constructive because it will encourage students to use active techniques (experiments, real-world problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The faculty member should understand the students' preexisting conceptions, and guides the activity to address them and then build on them. This mechanism will demand faculty members to cultivate to the heart of the students the value and impact of an instruction that is anchored on civic and social concerns based on social experiments and civic programs at the local and international levels. Furthermore, this mechanism will function through the faculty members who will be spending enough time in preparation of their lecture and discussion. Preparation is needed in order to achieve and realized this mechanism.

III. AQ: Enthusiastic and Inspiring Teaching-Learning

AQ in this mechanism refers to the adversity quotient of the students. Adversity Quotient (AQ) is about how one respond to life, especially the tough stuff. It is a gauge or measure of how you respond and deal with everything, from everyday hassles to the big adversities that life can spring on you. It is

also an established science, theory, and approach for becoming measurably more resilient. The more resilient you are, the more effectively and constructively you respond to life's difficulties, and the more fulfilling life becomes. Here's the rule of thumb: The stronger the AQ, the more effectively one will respond to adversity, and the less life's events will take a toll on one's energy, performance, health, and outlook. The weaker the AQ, the more difficult it can be for one to maintain the energy, optimism, and fortitude required to optimize one's talents and your life (Stoltz, 2018).

This mechanism could be realized through the 3G Mindset which are the global — the openness and big-picture perspective to compete on a global scale in any job; good — positive force with an unwavering moral compass and the grit — the tenacity and resilience to thrive on adversity hence such mechanism will attribute better both the affective and cognitive domain of the students. This pertains to the development of the heart and mind through academic and scholarly learning.

An enthusiastic faculty member with energetic professional persona can make a tremendous difference in student IQ (technical) and EQ (attitudinal) towards accumulation of quality attributes among graduates. Meanwhile, inspirational faculty members always set high standards. They are not merely benevolent, kindly parental substitutes, they want to bring the best out in their students. They do not compromise but they do encourage. They understand the learning process and the markers along the way. They are able to get the best out of the people they teach and it is often for this that they are profoundly admired. This mechanism will require all faculty members to present their presentation and lecture discussions to their students that is life changing and through an impactful manner.

Area 3 and 4: Research Development and Extension Highly Specialized Research and Needs-Based and Impactful Extension (See Figure 3)

Rationale:

In view of the paucity of research in Philippine higher education institutions (HEIs), the Commission on Higher Education (CHED) has provided policies and mandates that are largely geared towards the improvement of research productivity (CMO No. 52, series of 2016 re: Pathway to Equity, Relevance and Advancement in Research, Innovation and Extension in Philippine Higher Education).

Goals and Objectives:

Substantive concerns to be addressed include improving the research capabilities of faculty, research staff and graduate students; instilling a research culture and research vocation among faculty and graduate students; upgrading physical resources and research infrastructure; building up, retraining and retaining a sustainable stream of a new generation of researchers; and increasing research productivity and raising research quality and impact. Furthermore, extension programs in CAS provide the space to discover practical, evidence and science-based answers that can address real world

social, economic, and environmental challenges of partner citizens and communities.

Mechanism:

I. Research Enhancement Mechanism among Faculty Members

1. One Individual Research Output among Faculty Members Every Academic Year

Every academic year, a faculty must produce one (1) research output based on field of interest or specialization. This also leads to the establishment of research culture among faculty members and in the academe as a whole.

This will be initiated and monitored by the College Head in coordination with the College Quality Assurance in Research. Every program head will be the main figure to initiate and sustain such mechanism with the full support of the College Head/Dean Leadership hence, this means will be an enabling mechanism towards an enhanced research thrust among of the faculty of the College of Arts and Sciences.

2. One Major Research Presentation or Publication Prior to Permanency

This will be at the institutional, local, regional, national or international level research colloquium or conference presentation and to be published either refereed or non-refereed journals. Such requirement will be program/course-based or based on specialization or interest. This enhancement activity will be in coordination with the established networks or linkages built by the academic institution according to program or college in relation to the university or institutional mandate and policy. This will be initiated and monitored by the Program Head in coordination with the Unit and CAS Quality Assurance in Research. Every program head will be the main figure to initiate and sustain such mechanism with the full support of the CAS Dean and Campus and University Leadership. Provided that presentation or publication had been successfully achieved by the any faculty member, he/she will be rewarded in any means that the HEI could offer like plaque and certificates of recognitions, monetary or further study grants due to distinctive achievement benefiting the institution and the faculty member hence, this proposal will be an enabling mechanism towards an enhanced research thrust of the HEI at the faculty level and in CAS in particular.

II. Extension Engagement Enhancement Mechanism among Faculty Members

1. Needs-based Expert Services with Impact Analysis

This expert services will refer to the specialized sharing of technical, operational or processional knowledge according to the needs of the adopted community, organization or beneficiaries of a certain college or department in the university. Needs analysis must be conducted prior to such extension engagement to establish the relevance and impact of any community outreach. For example, CAS- Languages faculty will share expert services through language and communication literacy among their established community or adopted locality. Meanwhile, HUMMS faculty members will share expert services along legal or public administration concerns, effective political

leadership principles among the local government units and other related socio-political concerns such gender and development concerns, entrepreneurial skills and significant others. This will be initiated and monitored by the Program Head in coordination with the College and Unit Quality Assurance in Extension with the full support of the CAS Dean, the Campus and all throughout the University Leadership.

Area 5: Networks and Linkages

Linkage to the ASEAN University Network (AUN) Quality Assurance

(See Figure 4)

Rationale:

Compliance to CMO No. 56, s. 2016: Policy Framework and Strategies on the Internationalization of Philippine Higher Education re: Strengthening of appropriate international linkage of HEIs for sustainable Philippine International Higher Education Sector. To complement CMOs that provide policies, strategies and procedures on transnational education, open and distance e-Learning programs, student mobility and exchange and other international schemes. The mechanism will function through the input-process-output scheme. It will work and will operate through its composition which are the 3 A's: Agent, Acts and Agency.

The Three (3) A's towards Membership to AUN QA Network:

Firstly, the agent refers to the CAS Quality Assurance Administration and Management and its working units. Secondly, the acts refer to the necessary coordination and action among the CAS stakeholders through the initiative and leadership of the agents complying the demands, requirements, steps and services of the establishment of a successful network and linkage with the AUN.

Lastly, the agency refers to the university or CAS itself that will be engaging in the process at the same time doing all the works towards the attainment of the purpose.

I-P-O Scheme towards Membership to AUN QA Network:

As to the input – refers to CAS QA Administration and Management Office and its Units for the purpose of uplifting the Quality of Instruction and Linkages/Network. As to the process – includes the agent and acts. The agents includes the stakeholders who are the CAS administrators, faculty members, students and the community and significant others.

The output – refers to the 3As that must be present and will be coordinating, working and pursuing together for an outcome – a successful network and linkage in the AUN as a second step after the establishment of input.

Quality Mechanisms towards Innovative Quality Management in Higher Education

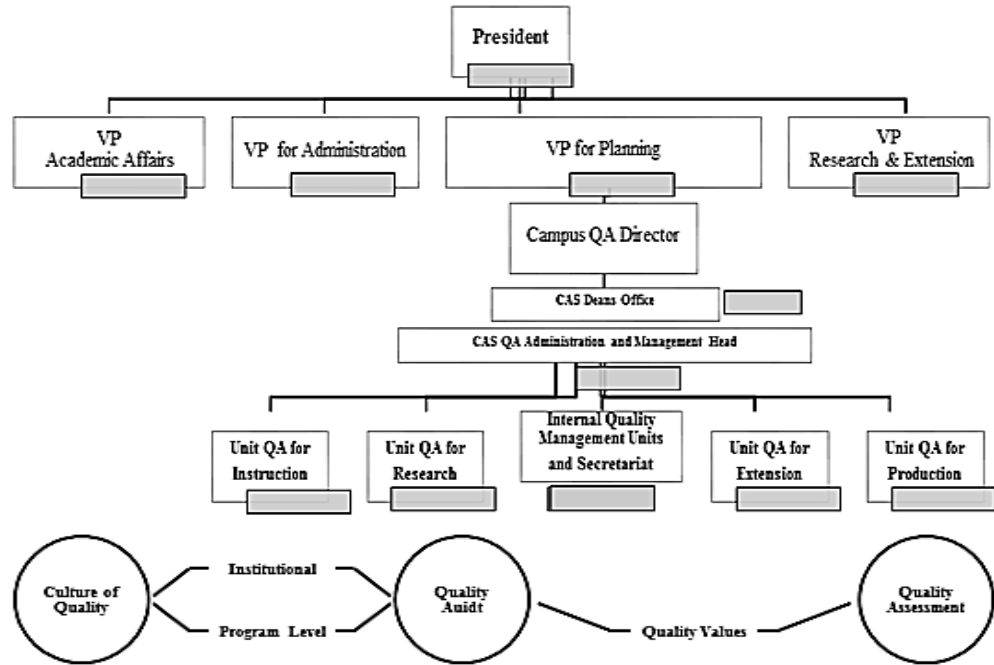


Figure 1. CAS QA Administration & Management Office & Units with Quality Values

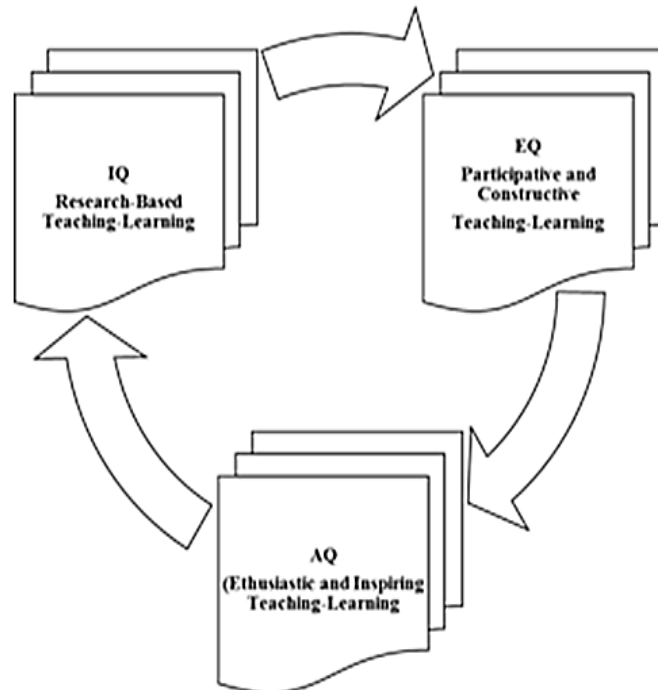


Figure 2. The IQ-EQ-AQ of Quality Teaching and Learning

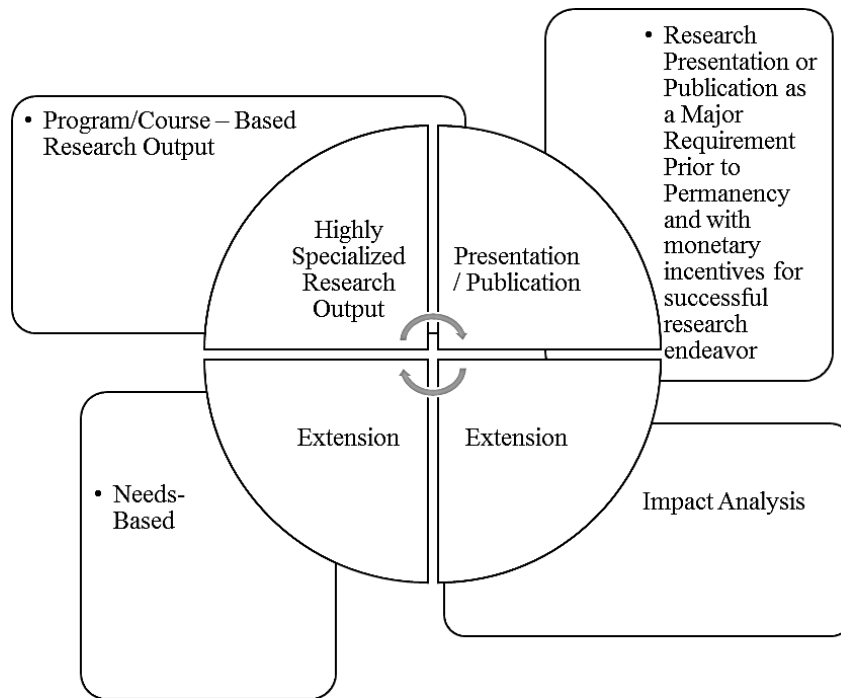


Figure 3. Highly-Specialized Research and Needs-Based & Impactful Extension

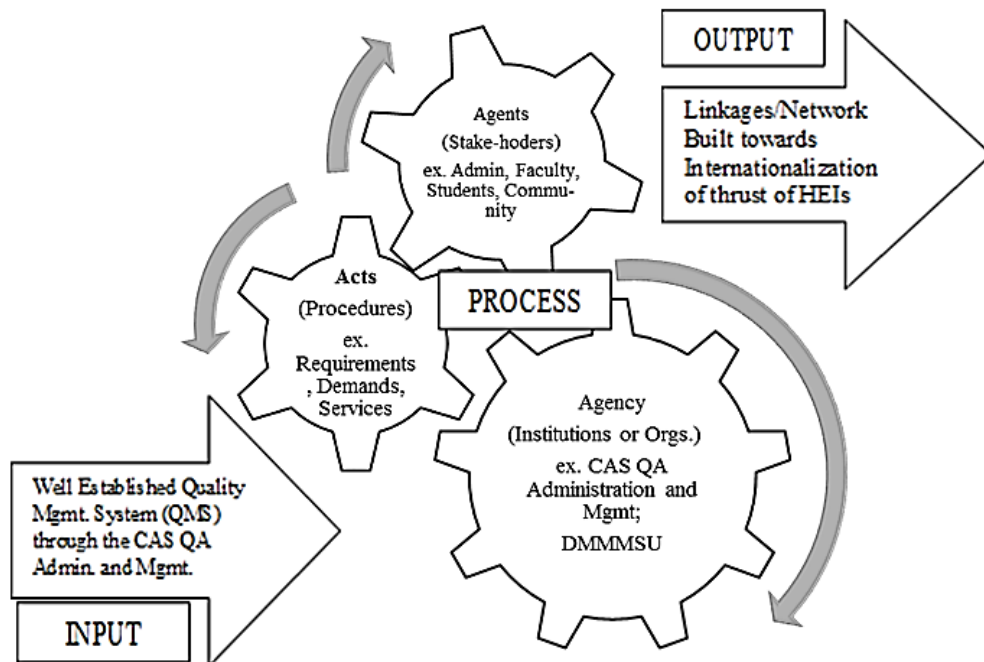


Figure 4. Linkage to the ASEAN University Network (AUN) Quality Assurance

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