

# QED NEWS

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## Mission Statement

To Become the  
 Preferred Resource for  
 Quality in Education

## Networking



**Editor: Marianne Di Pierro**

QED News is the ASQ Education Division's newsletter for members with articles contributed by members. It is published twice a year, in the fall and spring.

## Message From the Chair

by Cindy Veenstra

Welcome to our fall newsletter! The Education Division's leadership team is excited about this year's activities. We hope many of these activities will help you in your educational endeavors and enable you to engage with other division members. To plan more activities, we are expanding our leadership team. In this message, I would like to discuss some of our plans and introduce you to our leadership team.



I recently read the June newsletter from the Healthcare Division. In that newsletter, its editor, Glenn Bodinson, discussed the success healthcare organizations are having with Baldrige.<sup>1</sup> Eleven healthcare organizations have been awarded the Malcolm Baldrige National Quality Award (MBNQA). According to Bodinson, the reason they participate is because they are getting solid results for patient safety, physician satisfaction, and market-share performance. At one time, the healthcare industry said it was different, too different from manufacturing to consider using these quality system ideas—no longer. Now healthcare organizations are sharing their ideas for organizational success, leading to more success.

More than 50 healthcare organizations applied for the Baldrige Award in the past year. In contrast, there were only **10 applications for educational institutions**. In the next year, I would like to see Education Division members use our publications, discussion boards, conferences, and focus group teleconferences to discuss their Baldrige efforts and ideas for educational institutions. Educational institutions could have the same success that the healthcare organizations are having—and even more! Take the time to review the **Baldrige Education Criteria for Performance Excellence**. There are also opportunities to participate in your state's Baldrige awards. For most organizations, the MBNQA is a self-assessment, a tool for aiding an organization's continuous improvement journey. Elsewhere in this newsletter, I will have a list of my favorite articles and podcasts on Baldrige in education. I would especially like to highlight that our editorial team for the division's peer-reviewed journal, **Quality Approaches in Higher Education**, has identified a special interest in articles related to using the Baldrige framework for improving student success. See the **"Call for Articles"** for more detail.

Deborah Hopen is leading the division's effort for workforce development (see her article on page 5). In July, the inaugural issue of the division's **Workforce Development Brief** was published. We are very excited about the potential growth for our efforts in workforce development. Please join us with your participation!

For the third year, we will be supporting the combined *ASQ Primary and Secondary Brief* and *ASQ Higher Education Brief* on STEM (science, technology, engineering, and math) outreach to K-12 schools in February. Many of you have expressed an interest in this activity. In addition, Fernando Padró and I are co-chairing a committee to consider a division-sponsored STEM conference. Please let me know if you would like to get involved with these activities.

The leadership team plans a strong presence at the **18th Annual National Quality Education Conference**, November 7–9, 2010, in Chicago, IL. We will have a new state-of-the-art booth at NQEC and will highlight special events, articles, and podcasts on our website. Look for us there!

I would like to introduce our leadership team. Our chair-elect is Fernando Padró, Cambridge College; our secretary is Teri Reed-Rhoads, Purdue University; and our treasurer is Deborah Hopen, Deborah Hopen Associates. Deborah

is also the chair of the Workforce Development Committee. To help us with our Baldrige networking activities, Julie Furst-Bowe, University of Wisconsin-Stout, and Jay Marino, Dunlap Community Unit School District, have joined our leadership team this year. As you may recall, the University of Wisconsin-Stout is the first university to have been awarded the MBNQA. In addition, John Dew, Troy University, will help us with our Baldrige networking efforts. John is a past division chair. Rossi Wittlinger is chair of a new activity on social responsibility. Ted Mattis, Woodward Governor's Turbine Combustion System, has joined us to head our community college networking. Liz Peotter, Deborah Hopen Associates, is our membership chair. And Marianne Di Pierro, Western Michigan University, is our newsletter editor and advising editor for the *Higher Education Brief*. We look forward to serving you!

We welcome your participation and also need your help! See page 12 for the article on division activities that need volunteer leaders. Always feel free to contact me.

<sup>1</sup>Glenn Bodinson, "Learning From the Best," *Healthcare Update*, May/June 2010, ASQ Healthcare Division.

*Cindy Veenstra, Ph.D., is director of Veenstra and Associates and chair of the ASQ Education Division. She is an ASQ Fellow and CRE. She is also an associate editor of Quality Approaches in Higher Education and can be reached at [cpeenst@umich.edu](mailto:cpeenst@umich.edu).*

## The Observation Tower

by Marianne Di Pierro



In *The Last Lecture*, Randy Pausch, the young Carnegie Mellon professor who succumbed to pancreatic cancer, writes about the responsibility of faculty to cultivate a sense of accountability in their students and "help students learn to judge themselves." He wonders, "Did [students] recognize their true abilities? Did they have a sense of their own flaws? Were they realistic about how others viewed them?"

The educational process provides students with the tools or instruments through which they develop as scholars in the field, especially on the Ph.D. level. Through this model, students commit to the process, employ the tools, engage in their respective disciplines, and metamorphose into the role of academic. They cannot (should not) advance without cultivating a sense of independence and a scholarly sense of self through which they transition psychologically and professionally. After all, the careers into which they will track necessarily demand a sense of sovereignty, and students will have to measure up at some point along the way. "In the end," Pausch writes, "educators best serve students by helping them be more self-reflective."

Self-assessment is key. But how can doctoral students learn to immerse themselves in the studied measurement and evaluation of their own work—their research and the written product, the dissertation? Too often, they rely on their advisers who sometimes find that they must monitor each phase, even at the end of the process, when a series of editorial commentaries should point the way to the final product and lend toward a modicum of independence in the process. The skills that students acquire in one dissertation chapter should transfer, logically, to the demands of other chapters. In addition, they should have attended dissertation defenses and read dissertations, both inside and outside of their field of expertise, in preparation for their own dissertation writing. In the absence of this preliminary work, it is understandable that many students enter into the process shrouded by uncertainty. In short, they have not done their homework and may be at a loss to discern the interconnectedness of the research/chapters to the entire dissertation, as well as to their personal evolution.

The advising model should evolve from the protégé-master paradigm, a relationship in which the student is dependent upon the master craftsman/adviser, to the role of journeyman. Initially, the master craftsman (adviser) exerts control and directs the process, but gradually, as the student evolves,

relinquishes control, and encourages more decision-making behaviors in the advisee, thus fostering independence and self-sufficiency. Students are *customers* who come to the adviser and committee for the tools through which they can become successful. Let me be clear: Students do not *purchase* a degree; they purchase the educational opportunity to *earn* an advanced degree, through the expertise, wisdom, guidance, and mentorship of their advisers. The point for advisers is not to carry them *ad infinitum*, without transitioning them into an independent role as budding scholar. This means that students must learn to oversee their own research and writing process, while still availing themselves of the adviser's expertise. Indeed, it is a balancing act.

Pausch likens the role of professor to that of a personal trainer who gives "access to the equipment (books, labs, our expertise) and after that it is our job to be demanding." The role of the professor, he writes, is to "teach students how to see their minds growing in the same way they can see their muscles grow when they look in a mirror."

Students without an internal barometer through which they gauge progress toward the acquisition of skills, especially in the writing/researching stage of the dissertation, will struggle as the mounting demands of the dissertation consume their time and



attention, and so will their adviser and committee members struggle to reinforce the principles of accountability, self reflection, and assessment in their advisees. Some students may fail to implement precisely the committee's editorial commentary or be alert to rhetorical concerns of the monograph, but more important, may fail to adhere to a consistently defined conceptual framework that keeps them focused and on track in developing the study. Others may fail to exercise precision in the research design and implementation stage. For others, the philosophical purpose of the monograph escapes them. When this occurs, committee members may no longer be *providing* the tools, but may be, in essence, *wielding* authorial tools to construct the dissertation according to an unshared vision. The fine line between the student's work and the adviser's and committee members' contribution may at times be blurred, especially for the student who fails to see his or her work as a reflection of process improvement and self-growth.

### **Concluding Thoughts**

If you are a dissertation adviser, consider the ways in which you

will measure your advisee's performance. Have you clearly delineated quality indicators for the dissertation and shared them with your committee members, with your advisee, with your department? Have you and the committee articulated an ethical hard limit among yourselves and with your advisee so that your involvement in the process has established parameters that guide your interactions? Is there a clearly defined boundary between you and the student? Are you *guiding*, *mentoring*, and *facilitating* your advisee's progress or are you merely *enabling*? As Pausch suggests, will you "...tell them honestly when they have it in them to work harder?"

If you are a doctoral student, ask how your adviser and committee members will assess your work. Ask how *you* will assess your own work. Are you all in accord with those performance expectations or is your model typified by the notion that the committee will repair the problems and just let you move forward? In other words, will you choose to dwell in the protégé/master model throughout the entire process or have you made the decision to advance to *journeyman*, and eventually, *craftsman* level? At the end of the day, you will have to stand on your own, and your adviser and committee will not be there to intercede on your behalf: It is better to cultivate scholarly independence while you are still in the process.

*The Last Lecture* is steeped in the language of quality: self-reflection, measurement, evaluation, accountability, and continuous evolution toward self-realization, a life-long process. As with all processes, it is not just the finish line that connotes success. It is also what happens along the way, inside the process, that constitutes the scholarly experience and that cultivates the quality academic and the quality human being.

**Marianne Di Pierro** is director of the Graduate Center for Research and Retention at Western Michigan University (WMU) and holds a Ph.D. in English from the University of South Florida. The Center is an innovative entity that provides sustained one-on-one mentoring, guidance, and advising support to graduate students in all fields. It represents an integrated approach to retention, conducts research on time-to-degree, participates in national research initiatives in graduate education that ensure best practices, and implements programmatic interventions to enhance opportunities for graduate degree completion for all students. Di Pierro is a dissertation coach, as well as a conflict resolution strategist for graduate students and graduate advising faculty. She is advising editor to the ASQ Higher Education Brief, a publication focused on critical issues in graduate education. She is also the ASQ Education Division newsletter editor. Contact her at [marianne.dipierro@wmich.edu](mailto:marianne.dipierro@wmich.edu) with your comments, thoughts, ideas, and suggestions.

## Workforce Development Activities Expand

by Deborah Hopen

The Education Division's Workforce Development Committee invested significant effort last year defining its role in the division and determining the products and services that would be of greatest interest to members.

Division members interested in workforce development generally have responsibility for educating, training, and developing their organizations' staff members. In many cases, the contents of the courses address the principles and practices of quality management. A significant number of our members who work in this field also are adjunct instructors at local community colleges or higher education institutions.

Our committee has learned that division members are seeking articles, books, podcasts/webinars, and other products/services that can serve as references, increase their understanding of quality in education concepts, demonstrate how to apply tools effectively and efficiently, and describe real-life experiences and best practices. Our focus for the current program year will lean heavily toward meeting this need for readily available resources that reflect the latest thinking and approaches.

The new *Workforce Development Brief*, which can be accessed by going to the division website at <http://www.asq.org/edu/> and clicking the appropriate icon on the right side of the home page, represents our committee's first effort. The inaugural issue became available in early August, and the feedback has been excellent. Our intention is to offer at least one more edition this year, and we hope you will consider submitting an article (1,000-1,500 words) to Deborah Hopen, editor, at [debhopen@nventure.com](mailto:debhopen@nventure.com).

Our next project involves publishing an electronic primer (16 to 24 pages), addressing a key concept related to workforce development. We will be surveying division members within the next 30 days to explore potential topics for the first primer. At that time, we will share the process for applying to be the author (or a member of a team of authors) for the first primer.

We also hope to sponsor a webinar in 2011, and you can expect to have an opportunity to express the topics and speakers that would attract your participation the most.

Finally, the Workforce Development Committee is in the final stages of launching its own network, where members can exchange comments, post articles, and participate in blogs and discussion boards. Although it is challenging in today's economic environment to conduct face-to-face meetings,



our network will offer a more personal space for building an electronic community of Education Division members who are interested in getting to know others with similar interests and experience.

If you're interested in workforce development and would like to get involved in the committee's efforts, please contact Deborah Hopen at [debhopen@nventure.com](mailto:debhopen@nventure.com).

**Deborah Hopen** serves the Education Division as chair of the Workforce Development and Voice of the Customer committees, editor of Quality Approaches in Higher Education, and treasurer. She is past president of ASQ and has filled many Society positions during her more than 30 years of membership. Currently her assignments include being editor of The Journal for Quality and Participation and chair of the Quality Body of Knowledge Advisory Committee.

## The International Academy for Quality Welcomes Dr. John Dew

by Marianne Di Piero

Dr. John Dew, senior vice chancellor for student and administrative services at Troy University and former chair of the ASQ Education Division, has been elected to join the International Academy for Quality (IAQ) by its current membership. IAQ is a prestigious, global organization comprised of academicians from diverse fields, as well as industry and government, who specialize in quality control, reliability activities, and management expertise and who come together to explore and disseminate both theoretical and pragmatic applications of quality improvement in real-world settings.

Dew has enjoyed a distinctive career: He became a member of Troy University in 2007, and was the former director for continuous quality improvement and planning at the University of Alabama since 1998. Prior to that, he served as a quality and training manager for 23 years with Lockheed Martin. His expertise extends beyond institutional effectiveness and includes corporate ethics training and leadership development. He received his doctorate in education from the University of Tennessee, completed a master's degree in American history at Murray State University, and earned a bachelor's degree from Kentucky Wesleyan.

Through Dew's efforts, Troy University has been awarded the Bronze Level of the Alabama Quality Award and is a contender for the Silver Award. The Alabama Quality Award is modeled after the Malcolm Baldrige National Quality Award and recognizes innovative enterprises in production, service, or



management that have increased productivity and quality via economic resource allocation and management. The award promotes awareness of the centrality of performance excellence, as well as the dissemination of information through which other organizations in Alabama can model performance excellence and inspire economic growth and development. The award is administered through the Alabama Productivity Center, established in 1986, by the University of Alabama and the Alabama Power Company.

Dew says, "The combination of having senior staff recognized by IAQ and being a contender for a major state quality award together make a statement about Troy's commitment to continuous quality improvement."

Dew joins a distinctive cadre of specialists who have recently been chosen to join IAQ, including Dr. Elizabeth Cudney, assistant professor of engineering management and systems engineering at Missouri University of Science and Technology; Dr. Grace Brannon, research director for the Centers for Osteopathic Research and Education (CORE); and Dr. Ronald Snee, principal with Tunnel Consulting and life sciences industries adviser.

Dew established and was the former first chair of ASQ's Education Advisory Committee. Among the many professional organizations with which he is associated is the U.S. Department of Education's Rulemaking Committee, which

establishes accreditation rules and procedures related to higher education.

His philosophy of quality via continuous process improvement can be glimpsed in two critical questions that he asks readers to consider in one of his articles for *Today's Campus Online*:

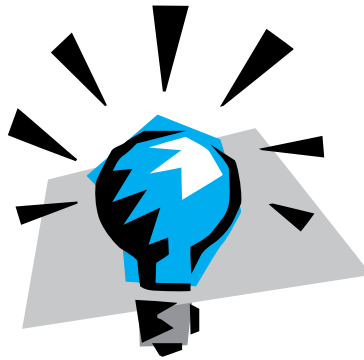
“Is your institution *good enough* to meet the *minimal standards* its peers have established? Or are you on the way to being *great*?”

The ASQ Education Division congratulates Dew on this sterling recognition of his exceptional contributions.

## Innovation and Improvement

by John Dew

Anyone who ever heard Dr. Deming speak would probably have heard him talk about the problem of trying to drive a car down the road while keeping your eyes on the rear view mirror. This is the fundamental problem with quality improvement in America's educational systems. We have become obsessed with assessment—looking back at previous data to try to systematically improve. As Joseph M. Juran taught us, improvement happens project by project and in no other way, and there is great value in faculty studying how to improve the manner in which learning occurs in our schools. Innovation, on the other hand,



makes old systems that we are attempting to improve obsolete. There is no point, Deming used to say, in perfecting the process for manufacturing buggy whips.

There has been a relatively small number of breakthroughs in education over the past 25 years, and all of these breakthroughs have been due to innovations that defied the paradigms that dominate the education industry. Do we need classrooms to educate students? Innovation in technology shows clearly the answer is that students can learn quite well in many subjects by taking classes online. Do we need K-12 schools? Not according to the home school movement, whose students are the darlings of the college admissions counselors. Do we need college campuses? With technology, students are moving into campus residence halls and taking their courses online. The entire educational paradigm is ripe for a revolution.

Quality practitioners will do well to consider the observation by the Italian social thinker, Antonio Gramsci, that education is political in nature. As we are seeing in Texas, the decision as to what will be taught is political. The decision

about how learning will occur is also political, as teachers unions seek to maintain the status quo and others with political agendas seek to influence the system of public education. Those interested in quality improvement may want to focus first on implementing innovative approaches and then improving them, rather than trying to improve the existing system.

## Engineering Education Column

### *Moving Forward on Division STEM Activities*

by Cindy Veenstra

If you have followed this column, I'm sure you are aware of the seriousness of the shortage of STEM workers, especially in the United States, for the near future. To recap: My research shows that students, as they enter college, are more interested in STEM (science, technology, engineering, and math) than five years ago. However, girls and minorities continue to be less interested, particularly in the physical sciences, technology, and engineering. In college, there is a significant dropout as students find they are not prepared for the STEM calculus-based courses, or they find that STEM courses are less interesting compared to other majors. The percent of STEM graduates in the United States is

less than that of some other countries. Some STEM majors do not transition to STEM careers.

Why should the issues of STEM education and STEM workers be a focus of the Education Division? Our members work in school systems, colleges, and universities and as workforce development trainers. The current concern for increasing STEM workers spans these three areas. In the K-12 area, there is interest in developing a K-12 engineering curriculum and more extracurricular activities to excite youth about STEM study and careers. In higher education, continuous improvement, improved teaching, and systems thinking such as Baldrige are needed to improve the delivery of STEM education. In workforce development, there is the need for helping STEM college majors make the transition to their careers as scientists, technology workers, and engineers.

Harry Hertz, director of the Baldrige National Quality Program at NIST, has an insightful blog entry in his "[Blogrige.](#)" It connects Baldrige framework thinking with improving STEM education. It is worth reading.

### **Your Help Is Needed**

The leadership team welcomes your help. For the past two years, during Engineers Week in February, the ASQ Education Division and the ASQ Education-Marketing group have collaborated on the joint



*ASQ Primary and Secondary Brief* and the *ASQ Higher Education Brief* on outreach efforts to K-12 schools and students by universities, NASA, and other organizations. We will collaborate again this year and would like to make an even better contribution to networking on K-12 outreach. If you would like to participate, please contact Marianne Di Pierro, advising editor, at [marianne.dipierro@wmich.edu](mailto:marianne.dipierro@wmich.edu).

Plans for a STEM conference are also in the works. If you would like to help with the conference, please let me know at [cpveenst@umich.edu](mailto:cpveenst@umich.edu). Specify "STEM" in the subject line.

Together we can make a difference and have fun at the same time!

*Cindy Veenstra, Ph.D., is chair of the ASQ Education Division and an ASQ Fellow. She consults on [STEM education](#).*

## **Education Division International Activities**

*by Fernando F. Padró*

Many quality initiatives in higher education emanate from the international arena. UNESCO, the OECD, and the World Bank have

been encouraging the creation and implementation of national quality assurance overseeing tertiary and higher education institutions throughout the world. An example of a system-wide initiative is the [Bologna Process](#) in Europe. At the programmatic level, there is the [Tuning Project](#)—a process to redesign, develop, implement, and evaluate academic programs at different levels based on convergence in practice between programs. Although the Tuning Project is part of the Bologna Process, it is also being used in Latin America, demonstrating the interest in exporting the results to other parts of the globe. Meanwhile, the OECD is replicating its international assessments efforts in secondary education ([PISA](#)) by developing its Assessment of Higher Education Learning Outcomes ([AHELO](#)).

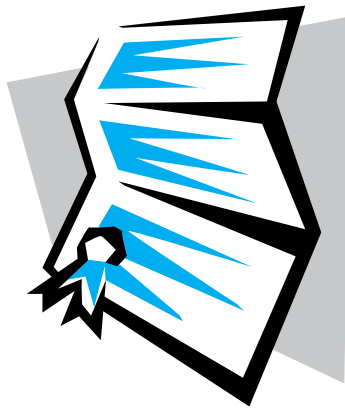
According to Article 9 of the Communiqué of the 2009 World Conference on Higher Education, "In expanding access, higher education must pursue the goals of equity, relevance, and quality simultaneously." A key international organization supporting this call is the International Quality Assurance Agencies in Higher Education ([INQAAHE](#)). Through INQAAHE, many countries in Latin America, the Middle East, and Southeast Asia get capacity building support to establish or upgrade their national higher education QA systems. INQAAHE



identifies and shares best practices and promotes discussions on how to improve and promote quality in the higher education sector. It also encourages the training of professional QA staff in higher education. Through a membership in INQAAHE, sponsored by the Education Division, and my participation in its Best Practices Committee, the division is becoming a recognized player in the dialogue in international higher education QA.

I have also been presenting at international quality conferences co-sponsored by ASQ and the University of León-Guanajuato for the past two years, as well as at ASQ's Mexico City Office opening. As a result, we have started discussions about how ASQ can provide expertise to the public two- and four-year technological institutions in Mexico regarding QA and accreditation. These conversations are only at the beginning stages, but reflect a potential role for ASQ and the Education Division. As a next step, the division wants to establish an International Committee so that members from different countries can provide feedback and suggestions as to how we can do more in this sector. Those interested can send me an e-mail at [fpadro@msn.com](mailto:fpadro@msn.com).

*Fernando F. Padró, Ph.D., is interim director of the Educational Leadership Program at Cambridge College and chair-elect of the Education Division.*



## Book Review

by Rossi Wittlinger

### ***Running All the Red Lights: A Journey of System-Wide Educational Reform***

by Terry Holliday and Brenda Clark

Terry Holliday and Brenda Clark begin *Running All the Red Lights* with a very innovative approach. They give examples of how in life we are at the red light in the intersection, waiting for the signal to change. They continue by asking the question, "What do we do when we see the red light?" My question is: How many of us think about the red lights throughout our day? What are the red lights in our organizations?

In a very creative way, the book describes the type of school systems and the barriers preventing schools from embracing better strategies, new technology, and innovative education tools. Dealing with regulations, standards, concepts, and old dogmas, Holliday and Clark remind us how everyday challenges can impact the main goal for schools—providing quality education for all students.

The book has examples on how to generate urgency within the school system and reminds us about the sad statistics of what happens with dropout students if we do nothing to prevent student attrition.

*Running All the Red Lights* stresses the importance of focusing on results, changing behaviors, and using various tools like the plan-do-study-act cycle and benchmarking to implement new expectations for the schools.

The authors address their roles in the change process and demonstrate how to create a consistency of and adherence to the change process.

The practical examples in the book will benefit anyone who seeks inspiration and change management. The authors also share various quality templates, charts, best practices, and lessons learned.

This book gave me the ability to become open and receptive to the needs and wants in an organization. The authors show us creative methods to plow through the stigmas regarding our perceived notions of quality performance, and point the way to necessary improvements.

The book shows us how to focus on the goals that produce results and how to monitor closely the implementation of change.

Enjoy reading and implementing!

*Rossi Wittlinger is chair of the Social Responsibility Committee and a past chair for the K12 Committee.*

## Growth in Publications on Quality in Education

In the past year, the number of ASQ publications on quality in education topics has grown in an effort to respond to the diverse needs of our members. Some of these are sponsored by the Education Division and some by the ASQ Marketing-Education group (led by Crista Kautz). The following table summarizes the various publications.

Publication	Sponsor	Invited/ Contributed	Peer- reviewed	Frequency	Editor(s)
<i>QED News</i>	Division	Contributed	No	Bi-annual	Marianne Di Pierro
<i>ASQ Primary and Secondary Education Brief</i>	Marketing	Invited	No	Six issues per year	Nicole Adrian
<i>ASQ Higher Education Brief</i>	Marketing	Invited	No	Six issues per year	Nicole Adrian/ Marianne Di Pierro
<i>ASQ Workforce Development Brief</i>	Division	Contributed and Invited	No	Bi-annual	Deborah Hopen
<i>Quality Approaches In Higher Education</i>	Division	Contributed	Yes	Tri-annual	Deborah Hopen
<i>The Journal for Quality and Participation, "Educators' World" department</i>	ASQ	Contributed	Yes	Quarterly	Deborah Hopen

*QED News*, the division newsletter, provides information to members on our activities and includes contributed articles on interesting topics related to quality in education. Division members contribute articles.

The *ASQ Primary and Secondary Education Brief* and *ASQ Higher Education Brief* feature invited articles associated with each issue's particular education-oriented theme. For instance, a joint issue on STEM issues was published in February 2010.

The newest addition to our publications is the division-launched bi-annual *Workforce Development Brief*. If you have an article that describes instructional design or delivery, adult learning theory, or other topics related to workforce development, please submit it to Deborah Hopen ([debhopen@nventure.com](mailto:debhopen@nventure.com)). Articles should be between 1,000 and 1,200 words and should be accompanied by a brief biography (75-100 words).

The new peer-reviewed online publication, *Quality Approaches in Higher Education*, is available at <http://www.asq.org/edu/quality-information/journals/>. The purpose of this publication is to engage the higher education

community and the ASQ Education Division membership in a discussion on topics related to improving quality in higher education and identifying best practices in higher education and to expand the literature specific to quality in higher education topics.

*The Journal for Quality and Participation* (<http://www.asq.org/pub/jqp/>) is a long-standing, peer-reviewed, combination print and online publication that focuses on the people side of quality. Each issue includes the department "Educators' World," which is dedicated to quality in education.

All of the articles in the division-sponsored publications and briefs are also available in the division's online library at <http://www.asq.org/edu/quality-information/library/>. Look for a topic for each publication name. The current issue of a publication can be accessed from the home page, <http://www.asq.org/edu/>. Look for the links on the right.

We encourage you to tell us more about your activities and what you are doing to enhance quality at your institutions. An exchange of ideas, via published articles, helps us to further your research and get your ideas out into our learning communities so that we can all profit from your expertise.

We welcome your participation as a contributor and reader!

## The Benefits of Getting Involved

by Tom Berstene

ASQ just asked its member leaders and those of us who volunteer, how well it is doing, what some of our biggest concerns are, and why we volunteer. One of the largest concerns I had in my past role as a division chair of another division, and am facing yet again as a section chair-elect, is the succession planning. Who is going to join those of us who volunteer?

I guess the real question for me was, “*What is in it for me? What am I going to get out of it?*” I didn’t need to be a leader in yet another organization. I’d already been chair of the Business and Industry Group for AEA (American Evaluation Association). I was also involved in other organizations and felt like I was doing enough. But then I was asked to join a division leadership team. Through the team, I was able to attend a World Conference on Quality and Improvement and I got to learn a lot more about quality, what it means, and how to apply it.

Throughout my time volunteering with ASQ, I found that there was more for me to learn and more for me to do to form the future of the organization. The first part of this, the learning, is the most important to me. I found that through my years on active duty in the Coast Guard, constantly changing duty stations, I was always learning



new skills. Moving into the private sector, I found that I was applying a lot of what I learned over my career, but also that I needed to keep learning. When I became a consultant, I found that I needed to learn even more, even though many in business thought I was the expert in the evaluation of training programs.

In the end, I found that I needed to attend at least one conference a year and for a period of time, volunteering in an ASQ division helped me receive a complimentary conference registration in exchange for some work. Not bad. It kept my expenses down and I didn’t mind the work. As time came and went and I moved on from that division, I was introduced to the Technical Program Committee (TPC) and its need for paper reviewers and session moderators. I learned that through volunteering, I could attend the World Conference and only have to worry about travel and hotel costs because I spend time over a two- to three-week period reviewing papers and then moderating three sessions during the conference. Not too bad.

So is there a good reason to get involved? Yes, there is. I have found a way to fulfill a need to be a continuous learner and to increase my network of business associates. I get to hear and learn about what some of the best are doing and, well, what some of the worst are doing, too. I was put in contact with a person in Trinidad that led to my consulting down there for the past six years. So for me, yes, it has been well worth the time and effort to become involved and volunteer.

And, since my involvement with ASQ began with somebody asking *me*, I now ask *you*, “How about coming out and joining us in the Education Division as a member leader?” There are many things we need to do and new ideas that we are always willing to explore. Consider becoming a member volunteer, even if only for a year, and see if it does not help you fulfill some of your professional goals. Think about it.

*Tom Berstene has been an ASQ member since 1994. He became an active member leader in 1998, becoming the HD&I Division BOK chair and division chair. Since then, he has become active in the ASQ QBOK® committee and was nominated by the Education Division to the World Conference on Quality and Improvement Technical Program Committee. Berstene is founder and president of WorkForce Planning Associates Inc. and is a retired LCDR from the U.S. Coast Guard Reserve.*



## Opportunities to Get Involved With the Education Division

The division leadership team is looking for volunteer leaders for the following positions:

- Discussion Board moderator
- Webmaster Committee volunteers
- SoTI chair for higher education activities
- Examining Chair (for nomination/mentoring of Fellows, ASQ Fellows only)
- Reviewers and moderators for 2011 World Conference on Quality and Improvement and National Quality Education Conference
- Division-sponsored presentations for NQEC
- Marketing support for division publications
- International Committee members

If you are interested in getting involved, please e-mail Cindy Veenstra at [cpveenst@umich.edu](mailto:cpveenst@umich.edu) with “Edu Div” in the subject line.



## Advancement of Member to Fellow—FAQ

by Maureen Heaphy

**Q:** How do I nominate myself for Fellow?

**A:** You don’t. The designation of Fellow may be attained only by advancement from Senior member through the process of nomination, not through application.

**Q:** What are the basic requirements?

**A:** Fifteen (15) years of active experience in quality-related positions. Senior member in good standing for at least 60 full consecutive calendar months prior to January 1 of the year in which the nomination is submitted. Distinction in the field.

**Q:** What requirements are there beyond the basic ones listed above?

**A:** The required qualifications of nominees are a minimum of 28 points in six proficiency areas, with a minimum required in each area, as follows: Technical experience (4 points); Occupational responsibility (3

points); Publications (2 points); ASQ activities (2 points); Professional affiliations other than ASQ (1 point); and Teaching (for nonprofessional teachers) or consulting (for professionally employed teachers) (2 points).

**Q:** What help is available?

**A:** Fellow coaches are available to provide assistance in preparation and evaluation of nominations. Contact Karen Prosser at [kprosser@asq.org](mailto:kprosser@asq.org) to be placed in contact with one of the available coaches.

**Q:** How many nominations are typically accepted?

**A:** “In the past five years, 48.7 percent of the members nominated for Fellow were recommended for advancement by the Society Examining Committee, and all recommended nominees were elected Fellow by the Board of Directors.” (Rick Aubuchon, Society Examining Committee chair, *ASQ Friday Fast Facts*)

**Q:** What is the most common reason a nomination is not accepted?

**A:** In the past five years, 22 percent of nominations that did not receive a favorable recommendation were due to Consulting or Teaching. People may have done the teaching or consulting but the evidence was lacking.

**Q:** What is the most common form of evidence provided for Teaching or Consulting that is not acceptable?

**A:** PowerPoint files. “Including pages of a PowerPoint presentation is not evidence that the nominee developed or presented the material and is not proof that the training was actually done. Extraneous material of this type makes it difficult to find the real evidence to support the claims made.” (Rick Aubuchon, Society Examining Committee chair, *ASQ Friday Fast Facts*)

**Q:** Are there any examples of what is acceptable evidence?

**A:** Refer to the ASQ Fellow Matrix of Requirements, Appendix A of Policy G02.02, for examples of objective evidence to support claims in the nomination form. The matrix is located at <http://www.asq.org/about-asq/how-we-do/pdf/g-02-02-fellow-matrix.pdf>.

**Q:** Is it true that the nominators may submit parts of a resubmission and not the entire nomination?

**A:** Yes, that is new this year. You are welcome to resubmit parts of the nomination with additional objective evidence of the nominee’s qualifications and accomplishments for the next cycle of nomination reviews. This allows for

simpler resubmission of nominations that have been scored and failed to meet the minimum requirements. Please review Policy G02.04 for information regarding partial resubmissions. This policy can be found at <http://www.asq.org/about-asq/how-we-do/pdf/g-02-04.pdf>.

**Q:** I tend to be process focused. Is there some place that spells out the Fellow process?

**A:** Yes, the Policies and Procedures Document Number G 02.02 Advancement to Fellow Membership can be found at <http://www.asq.org/about-asq/how-we-do/pdf/g-02-02.pdf>.

**Q:** Is there a deadline?

**A:** Nominations may be forwarded to ASQ headquarters at any time, but must be sent with sufficient lead time to be received no later than the first Monday in May for the candidate to be eligible for advancement the following year.

**Q:** Who do I contact regarding division support?

**A:** Inquiries for Education Division support should be sent to Cindy Veenstra, division chair, at [cpveenst@umich.edu](mailto:cpveenst@umich.edu). The division is still seeking a volunteer for the examining chair position.

**Q:** Where is the nomination form?

**A:** The nomination form is located at [www.asq.org/about-asq/how-we-do/doc/g-02-02-fellow-nomination-form.doc](http://www.asq.org/about-asq/how-we-do/doc/g-02-02-fellow-nomination-form.doc).

Much of the information provided has been taken directly from the ASQ websites listed.

*Maureen Heaphy, Ph.D., is a faculty member at Ferris State University and teaches MBA classes online. She is an ASQ Fellow.*

## Networking With Discussion Boards

The division is expanding into social networking. We have the Education Division general discussion boards through the ASQ communities and a LinkedIn Group for division members. We will also have ASQ communities set up for specific topics of interest. Visit the division’s discussion board at <http://www.asq.org/edu/interaction/discussion-board-edu.html> and the ASQ Education Division Member Group on LinkedIn.

We will have special discussions on the division’s discussion board during the National Quality Education Conference. Watch for it!

## Call for Papers

### *Institute for Continual Quality Improvement (ICQI)*

We invite you to submit a proposal for a 45-minute presentation or a two-hour workshop in Pittsburgh, PA, in May 2011.

Institute for Continual Quality Improvement  
 New and Proven Approaches to Continual Quality Improvement  
 Sponsored by ASQ's Quality Management and Statistics Divisions  
 Held Jointly With the World Conference on Quality and Improvement  
 May 16-18, 2011 • Pittsburgh, PA



### **Description**

- Continual implies prolonged repeated instances of quality improvement illustrated by an ongoing sequence of improvement projects.
- Presentations feature new approaches and case studies that illustrate effective principles.
- Workshops are learning opportunities that involve active personal involvement.
- In 2010, ICQI averaged 68 attendees per session.
- ICQI registrants can attend World Conference on Quality and Improvement sessions and World Conference registrants can attend ICQI sessions.

### **Topics will include:**

- Management principles
- Strategies and processes for improving quality
- Risk management
- Data-driven decision making
- Quality basics
- Statistical thinking and methods

Submit your proposal using the “Call for Papers” link on the right side of <http://www.asq.org/statistics/index.html> by September 17, 2010.

## Cindy's Quotes

### **New Quotes**

“All accreditors now require colleges and universities to put more emphasis on measuring student-learning outcomes. They should be equally vigilant about ensuring that those data are used to achieve improvements in outcomes.”

—Molly C. Broad, president of ACE, *Chronicle of Higher Education*, June 20, 2010

“A new generation of engineers will be inspired by the great human challenges of this century, and play a crucial role in addressing them. Globalization and the changing nature of science and technology are driving worldwide change and opportunity in higher education.”

—Charles M. Vest, president of the National Academy of Engineering, University of Michigan Korybalski Distinguished Lecture, May 12, 2010

“What we experienced with using continuous improvement at the teacher level began to grow and adapt to the student level.”

—Valerie Ford, teacher, Weatherford Schools, *ASQ Primary and Secondary Education Brief*, July 2010

### **Older Favorite Quotes**

“Quality in education is what makes learning a pleasure and a joy.”

—Myron Tribus, *The Journal for Quality and Participation*, January/February 1993

“All quality improvement takes place project by project and in no other way.”

—J.M. Juran, *Juran on Leadership for Quality*, 1989

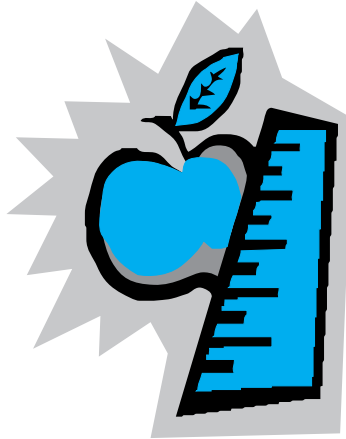
## 18th National Quality Education Conference November 7-9, 2010, Rosemont (Chicago), IL

### ***Innovation in Education: Creating World-Class Student Learning***

NQEC 2010 will be an exciting learning experience in Chicago, IL! Keynote speaker Jo Anderson Jr., Senior Advisor to the U.S. Department of Education, will deliver his message for innovation, increasing American students' rankings in the world, and the future of education in America. This sets the tone for the entire conference.

NQEC is the nation's leading conference for teachers, administrators, and support personnel to learn about using quality tools and concepts to improve U.S. schools. It's an outstanding opportunity for educators seeking awareness, commitment, refinement, and measurable progress in applying continuous improvement approaches and processes. This year it includes a higher education track.

Many members of the division's leadership team will be present and it will be a great opportunity to network with them.



NQEC 2010 is the year's best opportunity to learn from your peers and other educators from around the globe. Marianne Di Pierro, ASQ newsletter editor and advising editor for the *ASQ Higher Education Brief*, will present her research on "Assessing Doctoral Student Progression" at NQEC in November.

<http://nqec.asq.org/>

## ASQ's World Conference on Quality and Improvement May 16-18, 2011, in Pittsburgh, PA

### ***The New Role of Quality: Tomorrow's Applications of Proven Quality Tools***

Today's challenges have brought many to re-examine the role that quality can play in the organizations and communities that we work and live in. In the face of these challenges, some people are getting back to the basics, and others are looking to innovation and creativity to pave the way.

With the current focus on quality in education, the Education Division has sponsored a number of proposals

that will address this international concern. Our spring newsletter will have more detail.

### **Join us in Pittsburgh in 2011 to take on the New Role of Quality**

- Learn new and classic quality tools, methodologies, and techniques.
- Network with more than 2,000 attendees and exhibitors.
- Benchmark best practices with the International Team Excellence Award Process.

<http://wcqi.asq.org/>

## Selected Baldrige in Education References

*Quality and Performance Excellence in Higher Education* by Charles Sorensen, Julie Furst-Bowe and Diane Moen

*Running All the Red Lights* by Terry Holliday and Brenda Clark

*Quality Goes to College* by John Dew

*Continuous Improvement Journey* (Cedar Rapids Community School District) by Janet Jacobsen

*Measuring What Matters Most* by Jeffrey Lucas, NIST

*Terry Holliday's speech* presented at the Quest for Excellence Conference, April 2009

*Sustaining Performance Excellence in Higher Education* by Julie Furst-Bowe

*Using State-Wide Baldrige Framework to Support Continuous Improvement* by John Dew