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The Result of the Questionnaire Survey of American Experience of
TQM (Total Quality Management) in Higher Education

アメリカの大学における TQM (総合品質経営) の活用状況
に関するアンケート調査結果

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The Result of the Questionnaire Survey of American Experience of TQM (Total Quality Management) in Higher Education

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1 . Introduction: Expectations for TQM and explanation of the “TQM fad”

This article presents the tabulated results of the “American Experience of Total Quality Management (TQM) in Higher Education Questionnaire”, which targeted institutions of higher education in the United States during 2001.

The survey was conducted as part of a project entitled “A Study of Management and Evaluation of Higher Education Institutions in the Method of TQM”, which was implemented by the National Institution for Academic Degrees (NIAD)*** from FY2000 to FY2002. This project was set up to study TQM in university administration, particularly from the aspects of theory and actual application in evaluation of administration, and to learn of the experiences of American colleges and universities, which are leaders in TQM activities. The questionnaire survey was conducted to obtain an overall understanding of these items.

In a narrow sense, there had not been a move in Japan to reform the activities of colleges and universities using specific management strategies intentionally. Although, it must be stated that a few private universities had carried out activities from an administrative sense, it should also be added that, even in these cases, the application of theory-based management strategy had not translated into a significant movement.

Finally, in June 2001, the Ministry of Education, Culture, Sports, Science and Technology issued its so-called “restructuring plan”. “Introduction of management strategies from the private enterprises into national-public universities” was lined up with “Making great strides toward reformation and integration of national-public universities” and “Introduction of the principle of competition through evaluations by third parties” as the three main pillars of the plan. This has resulted in greater interest in private-sector management and evaluation. However, said effort stops at privatization of organizational forms, such as “appointment of external experts as university administrators or administrative organizations”, “flexible and strategic management of universities through clarification of management responsibilities”, “introduction of new personnel systems that are based on merit and performance”, and “separation and autonomy of some functions of national universities (introduction of self-supporting accounting systems)”. This does not mean that specific management strategies that have been developed by private organizations are being implemented.

On the other hand, in the United States, attempts have been made to introduce a variety of management strategies that were developed by businesses or, in some cases, by governmental bodies. According to Robert Birnbaum, these attempts began to influence scientifically managed universities

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at the end of the previous century. In particular, the first effort to systematically introduce this kind of approach was the Planning Programming and Budgeting System (PPBS) of the 1960s. From that time until now, there have been attempts to introduce Management by Objectives (MBO), Zero-Base Budgeting (ZBB), Strategic Planning, Benchmarking, Total Quality Management (TQM), and Business Process Reengineering (BPR) (Birnbbaum, 2000). TQM, which is included in this list, became popular from the latter half of the 1980s.

As is suggested by the title of his book *Management Fads in Higher Education: Where They Come From, What They Do, Why They Fail*, Birnbbaum argues that the above-mentioned management strategies are “fads”. In other words, although the strategies receive a momentarily enthusiastic or popular response, they are essentially incompatible with universities. While they may leave some lasting impact, they are destined to disappear. Birnbbaum goes on to say the following with regard to TQM or Continuous Quality Improvement; CQI: “TQM/CQI was perhaps the first management fad in higher education that provoked a serious discussion not only of its technical merits, but also of its educational and social implications (Birnbbaum, 2000, p. 107).” He adds that this fact did not change the nature of TQM as a temporary fad, and that its period of popularity ran from 1985 to 1996. Also, while not being quite so precise, higher education researchers in the United States often expressed the opinion that TQM was already on the decline.

However, there are two points where this opinion and our perception diverge. We prepared a Japanese translation of a 1993 work by Daniel T. Seymour which we consider the standard handbook on introduction of TQM into higher education institutions that was published in 2000 (Seymour, 2000). This is because we found that, among all the management strategies, the philosophy and methods of TQM matched comparatively well with the organization of university, and therefore we formed an expectation that TQM could play a significant role in the restructuring Japanese universities which was undergoing. Furthermore, looking at related data we obtained through the translation process, we came to believe that TQM was in fact not declining at that time. Looked at from the perspective of a Japanese, universities in United States have administrative capacity that is higher than the level recognized by American researchers of higher education, and we inferred that the experience of introducing management strategies having a theoretical background is contributing to this situation. In other words, we believe that this “fad” has not simply disappeared, but is rather having a considerable impact on universities. TQM has become “mainstream”, and thus it no longer has to be consciously implemented.

This questionnaire survey took into account the following points for analysis: Was TQM in American colleges and universities a fad that has passed? And if it was, did it leave some sort of impact on universities? Or, is it still being popularly practiced?

2 . Survey content and implementation conditions: responses from one-fourth of all American universities surveyed

Based on the above objectives, the survey targeted all institutions of higher education in the United States (including two-year institutions). We determined that the questionnaire survey should cover the simple items listed below; and that the answer sheet should consist of one page with

multiple-choice questions (Questions 1 to 4) and one page for free answers (Question 5). (cf: the questionnaire form at the end of this document)

1. Information on implementation of TQM programs;
2. Activities in which the TQM method is applied;
3. Scope in which the TQM method is applied;
4. Information on the establishment of special committees or organizations for implementation of TQM programs; and
5. Opinions on the introduction of business-originated methods of management, such as quality strategies, etc.

In the survey, TQM was defined using the description provided by Bemowski (TQM is a “management approach to long-term success through customer satisfaction, which is based on the participation of all members of an organization in improving process, products, services, and the culture they live in”) which is adopted in Andrew H. Irvin’s dissertation *Leadership Strategies for the Implementation of Total Quality Management at Five Research Universities*. Also, we point out that there are some areas of higher education where the business term “TQM” is not used; instead, TQM is implemented as Continuous Quality Improvement (CQI), which is the same concept in terms of content.

When conducting the survey, we sent questionnaire forms to all 3,658 schools listed as “Accredited Degree Granting Institutions” in the 1998-99 edition of the *Accredited Institutions of Postsecondary Education*, the reference book, which is prepared by the American Council of Education under the supervision of the Council for Higher Education Accreditation. The Accredited Educational Institutions offering Academic Degrees mentioned in this book include institutions that have been accredited by a regional or national body that accredits educational institutions or a specialized body that provides accreditation for professional program.

Looking at a breakdown of institutions, those accredited by regional bodies numbered 2,988, while those accredited by national bodies totaled 772 (of these, 170 were accredited by both regional and national bodies). The number of institutions accredited by specialized bodies was 68. Accordingly, the number of institutions targeted by the survey that are accredited by regional bodies was 2,988, and the number accredited by other bodies was 670.

It should be noted that, due to an error, the request letter for the survey contained a notice saying that the questionnaire form would be sent to all schools accredited by regional bodies. Because of this, a variation in data emerged, as there were instances where institutions that were not accredited by a regional body sent responses despite the above-mentioned notice, and others in which schools replied that they would not answer the questionnaire because they did not believe they were targeted. It is also thought that many schools determined that they need not respond based upon the notice. Because of this, we decided to limit the analysis of responses to institutions accredited by regional bodies, and to utilize the data from institutions accredited by other bodies in a future case study.

The questionnaire forms were sent dated June 20, 2001, with a request that they be returned by July 20. Over 700 responses were received by mid-August of the same year, and reminders were sent

to non-responding institutions in November in order to obtain further cooperation.

Due to these efforts, we received 768 responses as of January 2002, although seven came from institutions that could not be identified. Of the responding institutions that could be identified, those that came from institutions that had been accredited by regional bodies numbered 722. Because questionnaires were sent to 2,988 institutions that had been accredited by regional bodies, this meant that a response ratio of 24.2% (or nearly 1/4) was achieved. In addition, 37 responses were received by institutions that are accredited only by national and/or professional bodies (i.e., not regional bodies); however, we determined not to use these responses in our analysis for the above-stated reason.

Furthermore, of the responses received by institutions accredited by regional accrediting bodies, a) eight came from different persons in the same four institutions, and b) there was one case that the headquarter of four campuses made an integrated response and c) in which one response was received from an academic district (with three institutions) that was not directly requested to participate. One of the three institutions also responded to the survey.

In the case of "a", the first response to arrive was used for the purpose of tabulation. In case "b", all of the responses were treated as coming from one school. And in the case of "c", only the response from the individual institution was used, with the response from the academic district being used for reference.

With regard to responses from institutions accredited by regional bodies, 17 indicated that they "would not participate" or "cannot participate" in the survey. Also, there were two responses returned that were completely blank. Based on this, 19 of the responses were eliminated from the parameters of statistical processing, leaving 703 for processing. Furthermore, because the questionnaire was sent to the presidents having each individual name appeared in the reference book, *Accredited Institutions of Postsecondary Education*, some institutions thought that the questionnaire was intended for individual directors, and we received letters explaining that the director had changed. And, of the 37 responses we received from schools accredited by bodies other than regional bodies, one institution responded that it would not participate the survey.

In the analysis of this report, we used numerical values for not only all responses, but also for each sub-group (private institutions, public institutions, four-year institutions, and two-year institutions) as necessary. Here, in terms of courses for degrees, we classified institutions that only offer associate degrees as two-year institutions, and institutions that have both degree courses and associate degree courses as well as institutions that only offer graduate-level courses without having degree courses as four-year institutions.

In accordance with this classification, of the 2,988 institutions accredited by regional bodies that were targeted by this survey, 1,156 were public institutions, 1,472 were institutions, 1,884 were four-year institutions, and 1,104 were two-year institutions. Of the 703 responses that could be used for analysis, 400 were public institutions, 303 were private institutions, 447 were four-year institutions, and 256 were two-year institutions. Looking at the rate of response based on this classification, we calculated the number of public institutions as 1,513 (including a system of public two-year college with four campuses which participated as one) and the number of two-year

institutions as 1,101, which meant we had the following response rates: public institutions: 26.4%, private institutions: 20.4%, four-year institutions: 23.7%, two-year institutions: 23.3%. Despite some slight differences, we were able to obtain response rates of 20% or more for each classification.

Furthermore, although the majority of four-year institutions in the United States are private, the percentage of private institutions among two-year institutions is extremely small. Thus, we conducted analyses for each classification (public four-year institutions, public two-year institutions, private four-year institutions, and private two-year institutions) as necessary. According to this classification, 567 public four-year institutions, 1,317 private four-year institutions, 946 public two-year institutions (including a system with four campuses which participated as one as mentioned before), and 155 private two-year institutions were targeted. The number of responding schools was 171, 276, 229, and 27 respectively, and the response rate for each was 30.2%, 21.0%, 24.2%, and 17.4% respectively.

3 . Existence of TQM programs: over one-third of universities are currently operating TQM programs, and two-thirds have experience with or are planning such a program

With regard to Question 1 (information on implementation of TQM programs), we asked the institutions to select from the following options in answer to the question “Have you ever had a program for quality approach of TQM?”

- Yes. It has been since _____. (Considered as “currently being implemented” for analytical purposes)
- Yes. It was from _____ to _____. (Considered as “previously implemented”)
- No, we don t. But we plan to introduce it in _____. (Considered as “being planned”)
- No, we don t. And we have no intention to introduce it. (Considered as “will not implement”)
- Others (please specify: _____) (Considered as “other”)

As is shown in Table 1, breakdown results of the survey showed that, of the 703 institutions accredited by regional societies that answered the survey, 259 (36.8%) answered “currently being implemented”, 73 (10.4%) answered “previously implemented”, 39 (5.5%) answered “being planned”, and 236 (33.6%) answered “will not implement”. In other words, over one-third are implementing TQM, and if those with previous experience with TQM and those planning to implement TQM in the future are added in, we find that two-thirds of the colleges and universities responding are involved in TQM in some form.

Looking at the 36 institutions accredited by national or specialized societies (i.e., not regional societies) that responded to the survey, 19 answered “currently being implemented”, none answered “previously implemented”, 3 answered “being planned”, 5 answered “other”, and 9 answered “will not implement”.

The additional two responses in the total of responses from institutions accredited by regional bodies (703 + 2) is explained by the fact that two responses indicated two states of implementation;

i.e., “previously implemented” and “being planned” or “other”.

It should be added that three institutions that selected both “will not implement” and “other” were counted as “other”. Also, one institution answered Questions 2 and beyond despite not answering Question 1. This institution was considered to have answered “currently being implemented” for Question 1.

Table 1: Implementation of TQM programs in American colleges and universities (comparison of public and private institutions and four-year and two-year institutions)

	Total (703)		Public (400)		Private (303)		Four-year (447)		Two-year institution (256)	
	No. of schools	%	No. of schools	%	No. of schools	%	No. of schools	%	No. of schools	%
Currently being implemented	259	36.8	167	41.8	92	30.4	146	32.7	113	44.1
Previously implemented	73	10.4	49	12.3	24	7.9	49	11.0	24	9.4
Being planned	39	5.5	25	6.3	14	4.6	20	4.5	19	7.4
Will not implement	236	33.6	112	28.0	124	40.9	164	36.7	72	28.1
Other	98	13.9	48	12.0	50	16.5	69	15.4	29	11.3
Total	705	100.2	401	100.4	304	100.3	448	100.3	257	100.3

Looking at public and private institutions separately, the ratio of those who answered “currently being implemented” among public institutions was 42%. This is more than 10 percent higher than private institutions, which had a ratio of 30.4%. Furthermore, 12.3% of public institutions answered “previously implemented compared to 7.9% of private institutions, and 6.3% of public institutions answered “being planned” compared to 4.6% of private institutions, meaning in both cases public institutions had higher percentages. Conversely, the percentage of public institutions that answered “will not implement” stood at less than 30% (28.1%), which compares to over 40% (40.9%) for private institutions. From this, it is apparent that public institutions are more actively implementing TQM.

Looking at four-year institutions and two-year institutions separately, we see that two-year institutions answered “currently being implemented” and “being planned” at rates that were more than 10% and 2.9 % higher than four-year institutions respectively. On the other hand, two-year institutions answered “will not implement” at a rate that was nearly 10% lower than four-year institutions. This indicates that two-year institutions are more active in implementing TQM than four-year institutions. However, as we stated in the previous chapter, on the whole, private four-year institutions outnumber public four-year institutions in the United States, while almost all two-year institutions are public institutions. Of the colleges and universities that were targeted for analysis in this survey, 171 four-year institutions were public and 276 were private. Conversely, 229 two-year institutions were public and 27 were private, meaning that approximately 90% of all two-year institutions are public. This may mean that regulatory capacity varies according to the four-year or two-year institution classification.

As shown in Table 2, if we classify institutions into public four-year institutions, public two-year

institutions, private four-year institutions, and private two-year institutions and observe the trends for each, we see that, even among two-year institutions, private two-year institutions have lower percentages than public four-year institutions for “currently being implemented” and “previously implemented” (37.0% and 3.7% compared with 37.4% and 15.2% respectively). Conversely, the percentage of private two-year institutions that answered “will not implement” was higher than that for public four-year institutions. Also, if this percentage is compared with private four-year institutions, we see that private two-year institutions answered “currently being implemented” at a percentage higher than private four-year institutions (29.7%). However, private two-year institutions and private four-year institutions answered “will not implement” at nearly the same rate (40.7% and 40.9% respectively).

Table 2: Implementation of TQM programs in American colleges and universities (comparison of public four-year institutions, public two-year institutions, private four-year institutions, and private two-year institutions)

	Total 703		Public four-year (171)		Public two-year (229)		Private Four-year (276)		Private two-year (27)	
	No. of schools	%	No. of schools	%	No. of schools	%	No. of schools	%	No. of schools	%
Currently being implemented	259	36.8	64	37.4	103	45.0	82	29.7	10	37.0
Previously implemented	73	10.4	26	15.2	23	10.0	23	8.3	1	3.7
Being planned	39	5.5	8	4.7	17	7.4	12	4.3	2	7.4
Will not implement	236	33.6	51	29.8	61	26.6	113	40.9	11	40.7
Other	98	13.9	22	12.9	26	11.4	47	17.0	3	11.1
Total	705	100.2	171	100.0	230	100.4	277	100.2	27	99.9

In looking just at this classification, we can see that the institutions most actively implementing TQM are public two-year institutions, of which nearly half (45%) answered “currently being implemented”. Despite the fact that 10.0% of public two-year institutions answered “previously implemented”, this is nearly balanced by those that answered “being planned” (7.4%). Conversely, only one-fourth (26.6%) of these institutions answered “will not implement”.

It should be mentioned with regard to the commencement of TQM programs in institutions that answered “currently being implemented”, Chart 1 indicates the year in which such programs began for 24 institutions (19 institutions whose exact year of commencement is unknown are excluded). From this, we can see that the earliest year of commencement was 1976, and that the number of institutions that implemented such programs was in double figures from the mid-1980s to 1996. The chart also demonstrates that new TQM programs were started in 1997 and later years, following the 1985 to 1996 “TQM fad period” that we mentioned in the Introduction. In 1997, 24 institutions began TQM programs, followed by 14 in 1998 and 13 in 1999.

Incidentally, the institution that began its TQM program in 1977 was a private four-year institution, and that beginning its program in 1980 was a public two-year institution. Of the nine

institutions that began programs between 1981 and 1985, three were public four-year institutions, two were public two-year institutions, three were private four-year institutions, and 1 was a private two-year institution. Of the 37 institutions that began programs between 1986 and 1990, six were public four-year institutions, 15 were public two-year institutions, 13 were private four-year institutions, and three were private two-year institutions. Of the 105 institutions that began programs between 1991 and 1995, 30 were public four-year institutions, 49 were public two-year institutions, 25 were private four-year institutions, and 1 was a private two-year institution. Of the 84 institutions that began programs between 1981 and 1985, 22 were public four-year institutions, 27 were public two-year institutions, 32 were private four-year institutions, and three were private two-year institutions. And of the three institutions that began programs in 2001, two were public two-year institutions and one was a private four-year institution. Thus, no particular difference was evident among the institution classifications.

In addition, of the 38 responses indicating that plans were underway for introduction of a TQM program, Table 3 shows that 25 institutions mentioned a specific commencement period. Eleven institutions will implement their programs in 2001 (including the 2001 to 2001 period) and 12 indicated they will do so in 2002. We believe this is an indication that the “TQM fad” has not ended.

Chart 1: Commencement periods for TQM programs

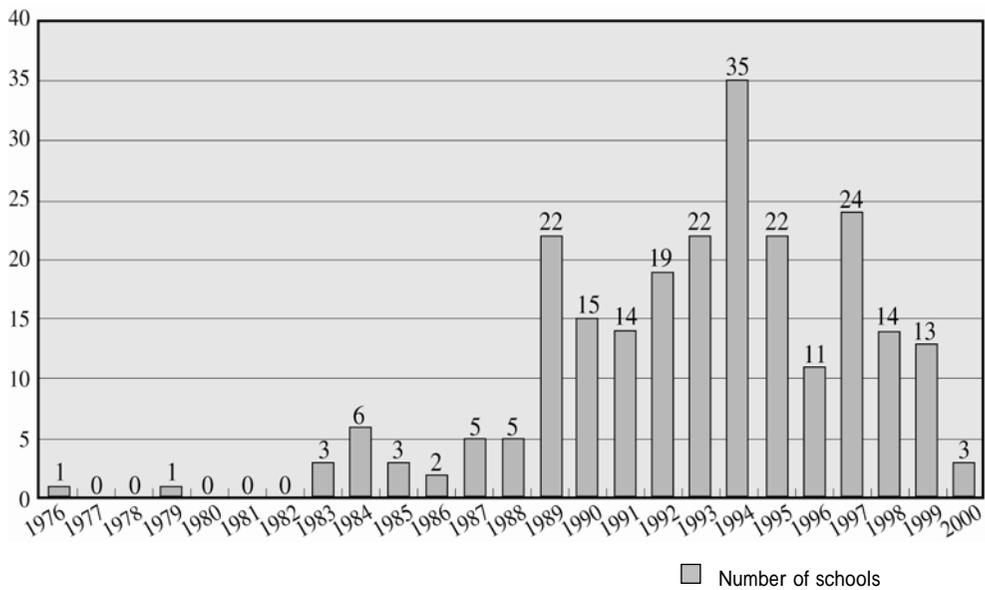


Table 3: Commencement years for TQM programs undergoing planning

Response	Number of schools (39)
2001	8
2001 - 2002	3
2002	12
2003	1
Within 1 or 2 years	1
No response	13

4 . Scope of TQM application: 90% administration, 80% education, 20% social services, 10% research; also applied to various student services

The following responses were prepared for Question 2 (“To what aspects do you apply the quality approach?”):

- Education
- Research
- Social services
- Administration
- Others (please specify _____)

This question was not limited to use of TQM methods because it was also directed at institutions that answered “Others” for Question 1. However, here we will analyze the conditions of institutions that are implementing TQM programs (i.e., those that answered “currently being implemented” for Question 1).

Table 4 displays trends for all institutions as well as a comparison of public and private institutions and four-year and two-year institutions.

Table 4: Scope of application of TQM programs
(comparison of public and private institutions and four-year and two-year institutions)

	Total (259 institutions)		Public (167 institutions)		Private (92 institutions)		Four-year (146 institutions)		Two-year institution (113 institutions)	
	No. of schools	%	No. of schools	%	No. of schools	%	No. of schools	%	No. of schools	%
Education	198	76.4	121	72.5	77	83.7	100	68.5	98	86.7
Research	36	13.9	24	14.4	12	13.0	22	15.1	14	12.4
Social services	52	20.1	32	19.2	20	21.7	39	26.7	13	11.5
Administration	222	85.7	144	86.2	78	84.8	127	87.0	95	84.1
Other	38	14.7	25	15.0	13	14.1	21	14.4	17	15.0
Total (extended)	546	210.8	346	207.2	200	217.4	309	211.6	237	209.7

According to the table, the most common application was in administration, with approximately 90% (85.7%) of the total. Following was education at roughly 80% (76.4%). In contrast, TQM was applied to social services in only some 20% (20.2%) of responses, and to research in only some 10% (13.9%).

Even if we look at public and private institutions separately, we can only see a small further increase in the application of TQM in administration by public institutions (86.9%) and a small decrease in application in education (72.5%). However, when dividing four-year institutions and two-year institutions, we find that the number one application among four-year institutions is

administration (87.0%) followed by education (68.5%), while the order for two-year institutions is reversed, with education ranking number one (86.7%) and administration ranking number two (84.1%). We thus discover that two-year institutions more commonly apply TQM to the education sector.

Furthermore, when we look at application of TQM in the research sector by public versus private institutions and four-year versus two-year institutions, we see that they had percentages of 14.4% versus 13.0% and 15.1% versus 12.4% respectively. This indicates that there was almost no divergence. However, when we look at social services, although there were almost no differences between public and private institutions (19.2% versus 21.7%), four-year institutions and two-year institutions had percentages of 26.7% versus 11.5%. This indicates that four-year institutions have a stronger tendency to apply TQM to this sector.

However, in this area as well we must remember that the large majority of two-year institutions are public institutions. Because of this, it is possible that trends of public two-year institutions represent the trends of all two-year institutions. Looking at each type of institution (public four-year, public two-year, private four-year, and private two-year) as classified in Table 5, we see that, in four-year institutions, application is higher in administration than education, regardless of whether the institutions are public or private (89.1% versus 50.0%, 85.4% versus 82.9%, respectively). Two-year institutions were found to have a reverse trend education having higher percentages than administration regardless of whether the schools are public or private (86.4% versus 84.5% and 90% versus 80%, respectively). In other words, the fact that application of TQM to education is high is not dependent on whether or not a school is public or private. From this analysis, we found that the fact that there is no significant difference in percentages for application to education and administration among four-year institutions and private institutions (82.9% versus 85.4%), and the fact that TQM application has a higher percentage in administration than education in four-year institutions because of the low percentage of application in education by public four-year institutions (50%).

Table 5: Scope of application of TQM programs
(comparison of public four-year institutions, public two-year institutions,
private four-year institutions, and private two-year institutions)

	Total (703)		Public four-year (171)		Public two-year (229)		Private four-year (276)		Private two-year (27)	
	No. of schools	%	No. of schools	%	No. of schools	%	No. of schools	%	No. of schools	%
Education	198	76.4	32	50.0	89	86.4	68	82.9	9	90
Research	36	13.9	11	17.2	13	12.6	11	13.4	1	10
Social services	52	20.1	19	29.7	13	12.6	20	24.4	0	0
Administration	222	85.7	57	89.1	87	84.5	70	85.4	8	80
Other	38	14.7	11	17.2	14	13.6	10	12.2	3	30
Total(extended)	546	210.8	130	203.1	216	209.7	179	218.3	21	210

It should be added with regard to social services that five institutions either crossed out “social” and replaced it with “student” or added “student services”. It is therefore possible that other schools are also applying TQM to student services.

Furthermore, 22 institutions listed such “student services” as “student support services” and “study support services” as “others”. Other entries included “all service programs”, “all sectors”, “regional services”, “campus management”, “facilities management”, and “staff development (SD)”. “All service programs” and “all sectors” of course include “student services”; thus, the majority of “others” responses were student services.

In designing the survey, we considered activities relevant to student services to be included in “education”, and we suspect that many institutions made the same judgment. However, we also believe that the fact that student services did not appear on the questionnaire form led to the above-described diversity of interpretation. It is therefore certain that we should divide “education” into “management of curriculum” and “student services” in future surveys.

In any event, because student services are included in “education” and are also addressed in “social services” and “others”, there is no doubt that student services are a sector in which TQM is often applied.

5 . Degree of TQM application and implementation organization: 70% of all schools implement TQM throughout the entire campus, and 70% have special organizations

We prepared the following options in response to Question 3 (“To what extent is the TQM approach applied?”)

<ul style="list-style-type: none"> • Whole institution • Some parts of the institution <p>Please name them: _____</p>

First of all, with regard to degree of application, Table 6 shows that 171 of 259 institutions (66.0%) answered “throughout the whole institution” and that 86 (33.2%) answered “some parts of the institution”. Two institutions (0.8%) provided no response.

Table 6: Degree of application of TQM programs

	Total (259)		Public four-year (64)		Public two-year (103)		Private four-year (82)		Private two-year (10)	
	No. of schools	%	No. of schools	%	No. of schools	%	No. of schools	%	No. of schools	%
Whole institution	171	66.0	32	50.0	72	69.9	58	70.7	9	90.0
Portion of institution	86	33.2	31	48.4	30	29.1	24	29.8	1	10.0
No response	2	0.8	1	1.6	1	1.0	0	0.0	0	0.0

Looking at each classification of institution (public four-year, public two-year, private four-year,

Champions). On the other hand, there were some organizations mentioned whose names do not suggest a direct connection with TQM, such as a Strategic Planning & Resource Council and an Institution Research Committee.

6 . TQM-implementing institutions are also included among those answering “previously implemented” and “other”

In the above sections, we outlined the conditions surrounding institutions that answered “currently being implemented”. However, in this section, we will examine the responses “previously implemented” and “other”.

First of all, we note that 73 institutions answered “previously implemented”. Of these, 66 institutions clearly mentioned the years their TQM programs started and ended, two provided only the years in which their programs started, one gave us a rough idea of when its period started and ended, and three gave us a rough idea of when their programs started. The starting and ending period for one institution was unknown.

Table 8, which provides a list of this information, shows that many programs were started early in the 1990s and that many of them ended in the middle or late 1990s.

Table 8: Periods for commencement and termination of TQM programs

Time period	Commencement (No. of institutions)	Termination (No. of institutions)
Early 1980s (1980 to 1983)	2	0
Mid 1980s (1984 to 1986)	0	1
Late 1980s (1987 to 1989)	8	1
Early 1990s (1990 to 1993)	38	11
Mid 1990s (1994 to 1996)	18	29
Late 1990s (1997 to 1999)	6	20
Early 2000 (2000 and 2001)	0	5
Unknown	1	6
Total	73	73

For the 66 institutions whose years of commencement and termination are known, the shortest period of program implementation was 1 year and the longest 13 years. The average among these institutions was 3.6 years and the mode was two years.

From these results, it appears that Birnbaum’s “TQM fad period” of 1985 to 1996, which was presented in the Introduction of this report, was indeed correct. However, in precise terms, the number of programs that were terminated up until 1996 was 42, which accounts for 62.6% of all institutions whose years of termination are known. The remaining 25 institutions ended their programs in 1997 or later.

In addition, the response “previously implemented” does not necessarily indicate that the responding institution has ceased TQM activities. In other words, if we look closely at Question 1, it does not ask the institution whether or not it is implementing TQM activities; instead, it asks whether or not it has a special TQM program. It is therefore possible that, if an institution terminated its special (or in other words, “pioneering”) TQM program as TQM activities become common within its organization, it would answer “previously implemented”. This can be described as a design defect

in the questionnaire form. In fact, one response noted that “although we terminated our program in 1998, we restarted it on a large scale in recent years.”

Also, of the institutions that answered “previously implemented”, 51 provided some sort of entry in the space provided for Question 5, with some of these entries explaining reasons for terminating projects or subsequent conditions. While entries from approximately 10 institutions were clearly negative toward TQM (“The program was unsuccessful”, “We decided to use other methods”, etc.), many of them were neutral (“The program was implemented under the previous director”, “We have no records”, etc.). On the other hand, at least five institutions made such comments as “Although we terminated our program, we still employ the principles and methods of TQM”, and “We ended our program because TQM has been incorporated into our daily activities”.

Table 9: Content of “other” responses (98 responses)

Implementing management methods other than TQM (33)	
strategic planning	8
institutional effectiveness	7
(outcome based) assessment	7
Customer service program, etc.	4
periodical (program) review	3
a benchmarking, "best practice" approach	2
a systematic evaluation	1
an informal approach	1
Implementing TQM or variations (40)	
Implementing TQM, have always practiced TQM, using aspects of TQM at all time	3
Continuous Quality Improvement, Total Quality Improvement	2
Modified TQM approach	3
Similar approaches like TQM, a quality approach, continuous improvement plan, Continuing Quality Management, Baldrige Criteria, a variation of quality control, etc.	13
some (many of) principles of TQM are employed	9
Implementing informally	8
using in some areas, etc.	2
Previously implemented/will implement TQM or under consideration (20)	
small program in early 1990 s, not successful	4
reviewed but no decision	1
possibly in the future, introducing in 2003 or 2004, etc.	3
considering ,have discussed, studying, etc.	12
Implementing elsewhere or unknown (9)	
another college (institution)	6
not sure, etc.	3

Note: Four institutions replied that they use two methods, which increased the total to 102.

After looking at the content of specific entries from the 98 institutions that selected “other”, we were able to classify these entries into the classifications shown in Table 9; i.e., “implementing management methods other than TQM”, “implementing TQM or variations”, “previously implemented/will implement TQM or under consideration”, and “implementing elsewhere or

unknown”.

In reality, although the questionnaire form was prepared to offer a choice for institutions that use management methods other than TQM, only 33 institutions gave an answer that corresponded to “management methods other than TQM”. Forty institutions answered that they are currently engaged in “implementation of TQM or variations”. Of these, each one institution answered “implementing TQM”, “intend to constantly practice TQM”, and “constantly employing the TQM perspective”. Because these responses can be interpreted as referring to special TQM programs covered by Question 1, it is thought that “other” was selected by institutions when they are implementing TQM as a matter of normal operations. Furthermore, responses included two institutions that indicated they are implementing methods that are clearly the same as TQM; i.e., Continuous Quality Improvement and Total Quality Improvement.

Of the 20 institutions that were classified as “previously implemented/will implement TQM or under consideration”, it is possible that some selected “other” because they may be asked the implementation period under “previously implemented”. Only four institutions responded “previously implemented” or “not successful”. Likewise, the total of 15 institutions that responded “possibly in the future” or “currently studying” are thought to have done so because they could not provide a specific time for implementation if they selected “currently being planned”.

Furthermore, nine institutions could be classified under “implementing elsewhere or unknown”. However, as was explained in Section 2 “Survey content and implementation conditions”, because the questionnaires were addressed to the presidents appears in the reference book, they were interpreted as being addressed to these directors personally. The responses of these institutions (“implemented at previously employed university”) were included in “others”.

Thus, institutions that are implementing TQM are included in the responses “previously implemented” and “other”. In particular, it can be interpreted that the two-thirds of the institutions that answered as “other” are employing TQM.

7 . Conclusion: TQM is still being implemented at the university level

As presented above, we have taken a look at the utilization of TQM in American colleges and universities through this survey. As we stated in the Introduction, based on the argument that the application of TQM in American colleges and universities was a “management fad” similar to other management strategies implemented until now, and that this fad ended in the mid-1990s, our analysis sought to determine a) whether or not this “fad” had really ended, b) if it had, did TQM leave an impact on universities, and c) or, conversely, if TQM is still popularly implemented. We also sought to draw out points for study from the American experience with TQM, regardless of which scenario proved to be correct.

As demonstrated above, over 30% of responding institutions have a TQM program, and the number of institutions that are currently planning or considering such a program is not low. We also pointed out that in some institutions, TQM has been absorbed into their everyday operations or is being implemented informally, rather than as a program. With regard to the latter case, it was suggested in the free answers that “the trick “is to use TQM without particularly claiming that it is a

management method". We can truthfully say that we have confirmed that TQM has in no way disappeared as a fad, as it is currently being implemented at the university level.

While we believe we have verified the points made in this report, there is one more issue involved. With regard to attempts to draw out points for study from the American experience, we cannot claim that our analysis of the survey results has been adequate. The free answers contain much more important information that could not be analyzed in this report, and we are gaining information from contact persons in the TQM projects of all institutions. We are also obtaining some data on institutions accredited by societies other than regional societies. In addition to further analysis of these areas, a remaining issue will be to learn from the American experience at a deeper level by following up on conditions subsequent to the study through case studies and other activities.

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American Experience of
Total Quality Management (TQM) in Higher Education
Questionnaire

Here, TQM is defined as a "management approach to long-term success through customer satisfaction, which is based on the participation of all members of an organization in improving process, products, services, and the culture they work in," according to Bemowski's glossary included in a publication of the American Society for Quality Control. "TQM" is often used interchangeably with Continuous Quality Improvement (CQI). And your institution may have the same approach under a different name, not referring to it as TQM or CQI.

The purpose of this questionnaire is stated in the letter to the president of the institute of June 20, 2001. If there are any questions concerning this survey, please write to Akira TACHI at atachi@niad.ac.jp or Rie MORI at rmori@niad.ac.jp, or visit the site of <http://svrrd2.niad.ac.jp/sophia/index.htm>.

1. Have you ever had a program for quality approach of TQM?
 Yes. It has been since _____ .
 Yes. It was from _____ to _____ .
 No, we don't. But we plan to introduce it in _____ .
 No, we don't. And we have no intention to introduce it.
 Others (please specify: _____)

2. To what aspects do you apply the quality approach?
 Education
 Research
 Social services
 Administration
 Others (please specify: _____)

3. To what extent is TQM approach applied?
 Whole institution
 Some parts of the institution
Please name them: _____

4. Do you have specific committees and/or offices to implement the programs?
 Yes, we do. It is named: _____
The person who should be contacted for sending the next, more detailed survey is
_____, _____
(name) (title)
_____, _____
(name) (title)
 No, we don't have special organization. We implement it by _____.

5. Please write any opinions about quality approach and other business-parental management principles.

The date of completion:

/ / 01

This questionnaire was filled in by:

(name) (title)

(institution)

Thank you very much for your contribution.

アメリカの大学における TQM (総合品質経営) の 活用状況に関するアンケート調査結果

森 利 枝*
館 昭**

本稿は、2001年に実施した“American Experience of Total Quality Management (TQM) in Higher Education Questionnaire”の調査結果を概説したものである。この調査は、大学評価・学位授与機構が実施したプロジェクト「TQM (総合品質経営) による大学経営評価の研究」の一環をなすものであり、ビジネスに由来する TQM の手法がアメリカの高等教育にどのような影響を及ぼし、どれほど浸透しているかを明らかにすることを目的としている。

経営学にかかわる多くの用語がそうであるように、高等教育における TQM もまた、単なる流行であるにとらえられがちである。実際に、高等教育の TQM 熱は1985年からの10年間でピークを過ぎたという論評もある。しかし、実は TQM は「常態化」してことさら取り上げるべきことではなくなっただけではないのか。またビジネス由来の経営手法を大学経営に持ち込むことに、近年わが国で唱道されている大学の構造改革を推進する上での利点はないだろうか。このような問題意識のもとにこの調査は特に以下の点を明らかにすることを念頭に置いて分析された。

1. TQM は高等教育経営において単なる流行であったか否か
2. 流行であったとしても、TQM に何らかの影響力があつたか否か
3. TQM が現在も実施されている可能性はないか

調査は、全米の大学(短期大学を含む)すべてに質問紙を郵送する方法で行い、TQM を「組織の全構成員の参加を基礎に、家庭、製品、サービスお呼び仕事文化を改善することによって顧客の満足度を上げることを通じて、長期の生硬を目指す経営手法」と定義した上でその採用や実施の状況を訪ねるものであった。質問の内容は、主として

1. TQM 品質手法のプログラムの有無
2. TQM 手法を適用する活動
3. TQM 手法を適用する規模
4. このプログラムの実施のために特に設置された委員会や組織
5. 品質手法などビジネス由来の経営原理を高等教育に応用することへの意見

の5点とした。

有効回答は703校から寄せられ、

- (イ) TQM は私立機関よりも公立機関で盛んに取り入れられていること
- (ロ) TQM は四年制機関よりも短期高等教育機関において盛んに取り入れられていること
- (ハ) TQM は研究や社会サービスよりも管理運営と教育の場で盛んに取り入れられていること
- (ニ) TQM は30%以上の機関で実施されていること
- (ホ) 少なからぬ数の機関が今後 TQM を採用しようとしていること
- (ヘ) いくつかの機関で TQM は常態化しており、取り立てて特別な組織や委員会で運営されているわけではないこと

などが明らかになった。これらのことから、アメリカの高等教育において TQM は大学経営の手法として採用されているということが言えるであろう。

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