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# Total Quality Management Implementation at Albright College: Examining the Role of Faculty

Allison Marie Domday

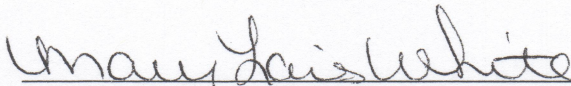
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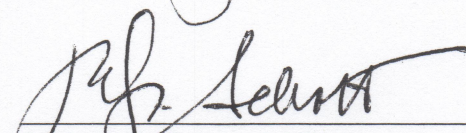
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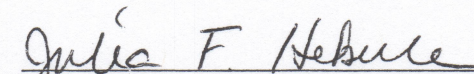
Submitted in partial fulfilment of the requirements for

College Honors

Departmental Distinction in Economics & Business

  
\_\_\_\_\_  
Mary Lois White, Ph.D.

  
\_\_\_\_\_  
Richard P. Schott, M.B.A.

  
\_\_\_\_\_  
Julia F. Heberle, Ph.D.

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Allison Domday  
*Department of Economics & Business*  
Senior Thesis

## **Total Quality Management Implementation at Albright College: Examining the Role of Faculty**

*Thesis Advisor*  
**Dr. Mary Lois White**

*Departmental Reader*  
**Professor Richard Schott**

*College Reader*  
**Dr. Julia Heberle**

**ABSTRACT:** The study focused on the organizational culture related to faculty members at Albright College and whether or not faculty attitudes were well suited to the successful implementation (based on the literature) of Total Quality Management on Albright's campus. In order to study faculty members' attitudes and behaviors at Albright College, a survey was designed to determine the extent of faculty commitment to the Noel Levitz Service Excellence Training program and their reasons for or against participation in the program. The survey outcomes and hypotheses testing did not yield the results that were expected given the literature review and initial assumptions. Implications of this data are discussed and suggestions for future implementation of service excellence and Total Quality Management at Albright College are offered.



Over the past decade colleges and universities have been compelled to institute programs and policies that retain and attract students. The current demand for educational evolution is student driven as a result of poor student satisfaction survey results. Carl Montano, a Professor of Economics at Lamar University, found that 50% of students recommended that colleges and universities have a more knowledgeable staff, prompt service, friendly staff, and improved registration (Frost, 56). Colleges, universities and other institutions of higher learning have incentives to keep their customers happy in order to “create and maintain organizational and competitive conditions that support the [educational institution’s] continued survival (Spencer, 466).” The customers and key stakeholders of higher education are students. Defining the student as the customer is a concept that is not easily accepted by some advocates of higher education, however, “the student is the major client served by and recognized by the institution (Michael, 108).”

According to the March 13, 2006 edition of *The Lowdown*, Albright College has also experienced mediocre senior satisfaction surveys in the past few years. The sub-par student evaluations have caused Albright College to make an effort to become more focused on student services. The push towards a service culture is evident in Albright College’s recent adoption and execution of the Noel Levitz Service Excellence Training program. Albright College’s facilitators have trained all of the full time administrators and staff, and almost half of the faculty (College, 1). This program is intended to initiate the preliminary stages of planned organizational change and Total Quality Management (TQM) at Albright College. This paper questions whether or not the organizational culture of Albright College and the individual members’ belief in the culture of Albright College are properly aligned for the successful implementation of Total Quality Management (TQM).



### **Literature Review on Total Quality Management (TQM)**

W. Edwards Deming's Total Quality Management (TQM) is a management philosophy that allows "individuals to make intelligent choices about behaviors and values that may have the potential to satisfy both individual and organizational needs in order to create and maintain organizational and competitive conditions that support continued survival (Shea, 8)." TQM is not a set of specific procedures for an organization to follow for guaranteed success. TQM is a philosophy or way of doing business with its primary focus on the involvement of everyone in the organization for the purpose of continuous improvement of quality (as defined by the customer). Anderson, Rungtusanatham, and Schroeder believe that TQM will produce a wide variety of benefits including customer satisfaction, improved business results and employee fulfillment (Shea, 3).

Christine Shea and Jane Howell have done extensive research on compiling the definition and components of TQM. After reviewing five different texts on TQM they came to the conclusion that there are three overall themes that make up TQM: leadership, co-operative climate, and quality tools. The leadership theme consists of visionary leadership, top management support, a quality culture, and strategic quality management. The climate necessary for TQM must be cooperative and trusting. There must be good employee relations, training, supplier involvement, customer involvement, learning at all levels, teamwork structures, and internal and external cooperation. The final elements of TQM are the use of quality assurance tools in the management of product/service and process design that includes the application of quality data, quality reporting, process control, feedback, operational quality planning, communication of improvement information, benchmarking, and internal quality information usage (Shea, 4-8).



## Components of TQM in Higher Education

Overall demands for TQM programs designed for higher education have originated from the new pressures society has placed on our higher educational systems. Graduate schools, employers and students have increased their expectations of the product of higher education...the graduates. Graduates are expected to be more qualified, adequately prepared for workforce entry, and to be able to work in teams. Temponi states that assessing quality in an educational institution's programs of study is important for producing the best and most prepared graduates (18). TQM's principle of collaboration among internal stakeholders will help the educational institution develop a richer relationship with the greater community to get a better idea of what employers are looking for in their employees. Today's workforce demands that its employees have a team based orientation. Institutions of higher learning can use the TQM concept of Continuous Improvement to integrate team based learning and activities into their programs of study so that graduates will be better prepared to compete for jobs in today's employment market (Temponi, 18).

Continuous Improvement (CI), a TQM initiative, is pertinent for higher education because of three major factors. First, the student body is more diverse by race, age, and culture, and institutions of higher education are expected to evolve and adapt to these factors. Advocates of Continuous Improvement believe that adapting to continually changing demographics and socio-cultural nuances of their students will benefit the students and the educational institution. The second factor focuses on regulatory bodies that require institutions to meet increasingly difficult standards. Continuous Improvement follows along with the regulatory bodies' requirements for constant improvement and continued learning for both faculty and students. Finally, Temponi argues that traditional teaching methods do not provide real training to students



(18). TQM with a focus on CI in higher education will help the institution analyze what departments or skill sets need improving or altering. According to Temponi faculty need to be involved in this analysis and the TQM process to improve their teaching methods and to demonstrate that they too are involved in TQ improvements at their institution (Temponi, 21).

W. Edwards Deming's Total Quality Management (TQM) was typically applied to businesses in need of restructuring for the purpose of increasing their competitiveness in the global marketplace. Institutions of higher learning have also recognized their need for quality improvement causing many interpretations of TQM for higher education. Several scholars and educational entrepreneurs have made applications of Total Quality (TQ) principles for higher educational settings to aid the plight of the evolving university. They contend that the adoption of these TQ concepts on a whole will lead to an advanced educational organization. An advanced TQ educational organization will be able to attract the finest students and the best professors. Current students will be retained and the educational institution will be able to function at the highest levels of efficiency (Michael, 105).

John Jay Bonstingl has summarized how TQM applies to higher educational reform. According to Bonstingl the basic tenets of TQM in higher education consist of synergistic relationships between faculty and students, continuous improvement by students through faculty involvement, evaluating the learning institution's processes, and administration and senior faculty leadership. The relationships between professors and students are synergistic. In other words, synergy translates to teamwork and collaboration on all levels of an organization. In a TQ organization everyone is considered a supplier and a customer. This concept transfers well to a higher educational setting. The school and the professors are suppliers of knowledge, learning environments and learning tools to the student. Professors are also customers of the



educational institution in that they use many resources supplied by the college. While schools and professors work together to develop the students' capabilities and character, the students are also workers in the sense that they work for their own personal development (Mehrotra, 1-2).

The second crucial concept of TQM is Continuous Improvement. Continuous Improvement (CI) in higher education entails everyone in the educational system performing self-evaluations and engaging in constant improvement (Mehrotra, 1-2). Continuous Improvement must be the goal of every individual and the organization collectively. Continuous Improvement in higher education is part of the mission of most educators already, improving themselves and their students through learning (Aggie, 8). Colleges are encouraged to continually improve in order to become accredited by their accrediting bodies<sup>1</sup>. Many professors perform research and write articles and other publications. Students collaborate with professors to do research projects and independent study. Faculty and students complete advanced coursework for their own advancement or to earn further degrees.

The third pillar of TQM in higher education seeks to expand upon the outdated "teach and test" methods with modern teaching and assessment methodologies. These new methods will help students and professors expand their knowledge in new ways while placing less emphasis on learning educational materials specifically for the purpose of passing an exam. The third principle suggests that the organization is a system and the work done in the system is an ongoing process. TQ involves analyzing the entire system and determining problematic processes that affect quality output. This pillar seeks to eliminate the ways colleges and universities evaluated people instead of processes. College and university accrediting bodies

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<sup>1</sup>Some of the regulatory offices that impose continuously evolving standards on schools include the Middle States Association of Colleges and Secondary Schools, the International Association to Advance Collegiate Schools of Business (AACSB), the Southern Association of Colleges (SACS), and the Accreditation Board for Engineering and Technology (ABET) (Temponi, 18).



provide some actual assessment of the processes at work in higher educational systems. These accrediting bodies not only measure educational outcomes but also the processes that create the outcomes. Each individual institution of higher learning must evaluate their processes that affect their quality of output, their graduates (Mehrotra, 2).

The remaining pillar of TQM in higher education is by far the most important (Mehrotra; Shea). This pillar asserts that leadership from top management is the most significant factor of any successful TQM program. The administration of a college or university must select leaders who are willing to be the change agents for the TQ program. The change agents in higher education can be senior and/or lead faculty members. Department Chairs in education do not necessarily have the actual leadership roles that management might have in a business setting. Other members of the college community often take on both formal and informal leadership roles that have greater effects on instituting change than the department chair. Some faculty are chairs of committees while other members lead in other less formal ways.

Top administrators and lead faculty must be patient, and try to fully understand the principles of TQ. The belief in the TQ principles accompanied by good interpersonal skills can help the lead individuals define the role of the school, develop staff, and guide the future of their institution (Michael, 105). The organization's lead individuals should be able to engage all of the stakeholders [faculty, staff, administration, alumni, parents, employers, graduate schools, community members, and students] of their institution for the successful implementation of a TQ program. The TQ program's success hinges on top management's ability to involve all stakeholders while still practicing TQ in their day to day work (Packard, 13). In order to create a quality service culture and a commitment to CI that is long-term, top management and lead faculty needs to completely support the TQ program (Temponi, 32).



## **Implementation of TQM in Higher Education**

There are certain preconditions that must be present in an organization for the proficient implementation of TQM: the organizational climate at the institution of higher learning must have cooperation and trust between all members of the organization (Shea, 4), an organization must have a good track record for change in the past (Packard, 7), and the organization must have a focus on customer satisfaction (Shea, 8). A deficiency in any of the preconditions could lead to the unsuccessful implementation of TQM at an organization (Packard, 7-8). The obstacles that hinder many industries from fully implementing TQM also parallel the implementation barriers that institutions of higher learning encounter (Temponi, 21). Quality measurements (Michael, 116), lack of collaboration between departments and stakeholders (Temponi, 27), and the acceptance of the student as a customer (Michael, 108) are the core concepts that inhibit colleges and universities from successfully implementing TQM.

First good communication and trust between different departments, levels of employees, and administration are the keys to the successful implementation of a TQ program (Temponi, 21). Free exchange of ideas and information among all members of an institution of higher learning will help create an environment conducive for TQ. This climate of cooperation and trust will foster employee involvement in TQM. In this type of cooperative and involved environment each employee should be prepared to give parts of themselves so that the organization benefits (Shea, 4-5). Therefore, TQM will be more readily accepted in an organization where employees communicate on every level and trust in their organization enough to recognize that the TQ principles will benefit the organization as a whole as well as themselves individually.



However, the formalism and less personal, traditional culture that encompasses many educational institutions often inhibit the necessary collaboration interdepartmentally and within the institution as a whole (Temponi, 27). An educational institution's organizational culture must include interdepartmental and multi-level communication and cooperation between all administration, faculty and staff (Temponi, 27). Knowledge of TQ can only be spread about the educational institute when lead members from each department share their ideas with other departments and take advantage of true interdepartmental collaboration. Without every department sharing their individual TQ and CI viewpoints and functioning as a single unit, Total Quality implementation at the institution is nearly impossible (Temponi, 32).

TQM will also be easier to implement if the organization has had a good track record of being able to adapt to change effectively and has been able to respond to their environment (Packard, 7). Administrators of a TQ program within an organization need to evaluate their organization's needs, history and employee quality of life. An institutional audit coordinated by top management may be necessary to determine varying levels of organizational functions or areas of the institution that need improvement. The events that lead to the actual suggestion of a TQ program must also be analyzed by the college's administration. Implementing a TQM program is not appropriate when the organization has an unstable funding base, weak administration, inept managers, or mediocre employee morale (Packard, 8). Initially poor employee morale may seem hopeless to a TQ initiator, despite the fact that some level of internal stress is a cause for TQM implementation. Kanter said that this phenomenon is part of the building blocks of effective organizational change (Packard, 8). He argued that this stress is a type of feeling or event that can cause the very need for change.



Nevertheless, since the measurement of TQM's success in higher education is difficult, this complexity is another barrier to the successful implementation of TQM. The assessment of Total Quality and Continuous Improvement in an educational system is complicated because these components of TQM are not tangible (Michael, 104). Specifically quantifying the amount of knowledge students have gained is nearly impossible, because there is no all encompassing way to evaluate every skill a student learns at a college or university. Measuring continually improving activity at the individual faculty level is even more challenging because this type of improvement is either unrecorded or undocumentable (Temponi, 22). Colleges must overcome this problem by having well defined objectives and other ways to measure continuous improvement criteria (Michael, 116). While measurement of the intangible portions of higher education is troublesome, some of TQM's successes in higher education could be measured with numerical data showing enrollment increases, lower administration costs, and a shift of funds from administration to the curriculum of an institution (Michael, 109). According to Noel Levitz's website, the Noel Levitz Enrollment and Revenue Management department prides itself on enrollment increases and better student retention rates at higher educational systems where their programs have been instituted ("National").

Continuous Improvement, a central tenet of TQM, hinges on the belief that all stakeholders of the institution must be engaged in TQM initiatives. The stakeholders of an institution of higher learning include faculty, staff, administration, alumni, parents, employers, graduate schools, community members, and students. The acceptance of students as valid stakeholders of an educational institution, let alone customers, is a concept that is not widely held at many institutions (Michael, 107 and Temponi, 27). According to TQ principles all stakeholder groups have an effect on the final product or service of the organization. The



products of higher education are graduates. Focusing on the processes that affect the graduates will aid TQM's implementation at an institution of higher learning (Michael, 108).

Customer satisfaction orientation and customer focus must exist at the organization in order to facilitate the success of TQM in the organization. Organizations must direct all improvement efforts towards adding value to the products and services used by internal and external customers (Routhieaux, 41). Faculty's lack of acceptance of the student as a customer is at the heart of most implementation problems associated with many TQM and CI programs in higher education. Faculty have trouble viewing the student as a customer. Some educators argue that TQM has little relevance in higher education because they do not view students as the customers of higher education (Michael, 107). Yet "the student is the major client served by the educational institution and then the employer (Michael, 108)." TQM involves improving quality from a customer's point of view (Packard, 10). The students' views of a quality education may not coincide with faculty's view of a quality education. The difference between what students think they want versus what professors think they need can be completely different (Michael, 106).

The reluctance of faculty members to accept students as the customers of higher education is a mentality that will be difficult to adjust. "A person's individual schemas or construction of reality provide the frames through which information is interpreted (Reger, 568)." Faculty's schema of whether or not they feel that students are the customers of higher education will influence the implementation of a TQM program no matter how the program is presented and changing this schema can be complicated (Reger, 568). Reger suggests that good framing or presentation strategies can help some parts of the TQM strategy be accepted (573). Members of an organization will most likely accept change when they know that the change will



help them to achieve an ideal and yet the change is not out of reach or unattainable. This feeling is known as being within a person's change acceptance zone (Reger, 576). Faculty must understand and comprehend the changes involved for initiating TQ and CI at their institution before they will accept the change (Reger, 566). If faculty perceives these CI and TQ initiatives to be unacceptable they will be reluctant to change or implement the program at all (Reger, 570).

### **Study Overview**

The present study was designed to assess the extent of the implementation of Service Excellence at Albright College. A survey was designed to examine whether or not faculty members participated in the Noel Levitz Service Excellence Training program. The study addressed several factors to determine why surveyed faculty members chose to participate or why they chose not to participate. Why faculty participated in the Noel Levitz Service Excellence Training program is of great importance to this study. The following hypotheses evolved from the aforementioned concepts and fundamentals gathered from the literature review on TQM in higher education:

1.) The participation rate of departmental faculty members in the Noel Levitz Service Excellence Training program is dependent upon the participation rates of their respective Department Chair(s). Specifically, I expect that in departments where the department chair has participated in the training the junior faculty are more likely to follow the lead of their department chair and participate in the Noel Levitz Service Excellence Training program (subsequently referred to as SET in this paper).

2.) If faculty members feel that the goals of this training are within their zone of change acceptance they will be more likely to participate in the sessions. This relationship was measured by surveying if faculty feel that students are the customers of higher education.



3.) The likelihood of future success of TQM at Albright College will be enhanced if newer faculty (Assistant and Associate Professors) view the student as a customer. This relationship was measured by the varying ranks of faculty members and whether or not they feel that the student is the customer of higher education.

### **Survey Methodology**

#### ***Participants:***

In order to get an overall impression of the organizational culture at Albright College, a sample of **65 full time, tenure track faculty** were given a two page written survey. I received **45** completed surveys with a response rate of **69%**. Albright College faculty were selected from each academic division but not from every department within each academic division. The sample was composed of full time faculty at Albright College. The ranks of the surveyed faculty were as follows: 13% were full-time Instructors, 33% were Assistant Professors, 24% were Associate Professors, and 29% were Professors. Half (51%) of the surveyed faculty members were tenured. Eight of the survey participants are the Chairs of their Department.

#### ***Procedure:***

The survey was personally delivered and discussed with each potential participant. The survey was designed to see if faculty were already practicing some of the TQ elements or if they believe in using traditional teaching methods. The survey questioned whether or not faculty were involved in campus activities and the extent of the involvement. Faculty were also asked who they thought should take the Service Excellence Training Program. The important factors that affected faculty participation or lack of participation in the Service Excellence Training program were ranked by the faculty member at the end of the survey.



***Results; Assessment of CI and TQ Initiatives currently at Albright:***

Table 1 shows the “yes” and “no” question results. The mean and sum of each question (variable) are listed across from the variable. Table 1 illustrates that the mean is the percentage of “yes” responses and how many of the participants said “yes” to each question. Over 55% of the participants feel that their teaching style is lecture based. Every faculty member surveyed said that they included in-class discussions in their classes. Over three quarters of faculty surveyed assigned team projects in their classes. An overwhelming majority of faculty surveyed (72%) felt that their students do take an active role in their education. This statistic is important because students who take an active role in their education working together with faculty in synergy will help Continuous Improvement develop more fully at Albright College.

Faculty’s involvement on Albright College’s campus is notable. Thirty-nine of forty-five faculty surveyed have been to an Albright Cultural event this school year. Even though only 38% of faculty surveyed have been to an Athletic event during this academic year. Nearly all, 93%, of the faculty who participated in the survey were a member of a Faculty Committee. Faculty members surveyed are active in the Albright Community as evidenced by those three survey question responses. The relationship between the individual members and the organization needs to be active in the sense that “individuals are willing to give something of themselves in order to contribute to the organization’s well-being (Shea, 5).” Faculty’s relationships with the Albright College community are valuable for the implementation of TQM.

Fifty-one percent of faculty thought students are the customers of higher education. Reger argued that if faculty believe students are the customers of higher education they will be more likely to accept a TQM program that focuses on customer satisfaction. Over half (55%) of surveyed faculty have completed the Service Excellence Training or intend to. Nearly 29% of



the survey participants felt that all administrators, staff and faculty should be required to take the Service Excellence Training program. Twenty-four percent of faculty surveyed felt that all administrators and staff should be required to take the Service Excellence Training program. Only 31% of faculty surveyed felt that faculty should be required to complete the SET. “No one” should be required to take the Service Excellence Training program was a response selected by thirty-eight percent of the survey participants. All of the previously mentioned statements are illustrated in the following list, Table 1.

**Table 1. Descriptive Statistics of Sample Data from Survey**

<i>Variable/Question (n = 45)</i>	<i>%</i>	<i># of Yeses</i>
Tenured	51%	22
Department Chair	18%	8
Instructor	13%	6
Assistant Professor	33%	15
Associate Professor	24%	11
Professor	29%	13
Teaching style is lecture based	55%	22
Teaching style includes in-class discussions	100%	45
Assigns projects for students to work in teams	79%	34
Feels the majority of their students take an active role in their education	72%	31
2005-2006 attended a Cultural Event	87%	39
2005-2006 attended an Albright Athletic Event	38%	17
2005-2006 participated in a Faculty Committee	93%	42
Students are customers of higher education	51%	22
Did their Chairperson complete the SET?	33%	15
Administration should be required to take SET	58%	26
Staff should be required to take SET	56%	25
Faculty should be required to take SET	31%	14
Have completed the SET or intend to	53%	24

***Faculty Motivations concerning the SET:***

Many faculty (47%) have not completed the SET and do not intend to. Table 2 represents the faculty responses for lack of participation in the SET, faculty were permitted to choose multiple responses as well as write in an “other” response of their choice. Table 2 also shows the reasons for each non-participation variable and the percentage of how many of the



survey participants (who did not complete the SET) selected each variable as a response. Three responses dominated the reasons why faculty surveyed did not complete the SET: relevancy of content, negative feedback and length of program. Of the 21 faculty surveyed who did not complete the SET, 67% stated that the negative feedback from previous participants was a reason why they did not complete the SET. Another predominant faculty response (67%) for non-participation in the SET was the fact that faculty felt that the course content was not relevant. Once again 67% of non-participatory faculty surveyed felt that the SET was too lengthy considering other faculty responsibilities.

**Table 2: Reasons for Faculty Non-Participation (n=21)**

	Percentage
Content is not relevant for faculty.	67%
Not a condition of employment	19%
It was requested by administration.	10%
Negative feedback about the program communicated by prior participants	67%
No monetary incentive or other perk	24%
The program is too lengthy considering other faculty responsibilities on campus	67%
Other (please list below)	52%

Faculty who did not complete the SET were asked to rank their reasons for not participating in the Noel Levitz SET. Table 3 shows the rankings for each non-participation variable and the number of faculty survey participants (who did not complete the SET) who selected each variable as a response. Fourteen participants ranked relevancy in their top three reasons for not participating in the SET. Again, faculty members surveyed said that the time it takes to complete the SET was too long, fourteen faculty surveyed ranked length in their top three reasons why they did not complete or do not intend to complete the SET. In the "other" section survey participants who did not complete the SET made comments on the availability of the training sessions. Many faculty said they would have completed the training if the program was made available to them at a more suitable location and a more convenient time. These



comments demonstrate faculty's inability to acknowledge the SET in their change acceptance zone. These and other faculty comments made in the survey are listed in Appendix B. The literature review validates the significance of a change "fitting into" faculty members' change acceptance zone. Reger stated if the change is outside of the change acceptance zone and the person does not see benefits to changing they will not embrace the change.

**Table 3: Rankings for Faculty Non-Participation**

Reasons for Not Participating (n=21):	# of faculty who ranked 1	# of faculty who ranked 2	# of faculty who ranked 3	# of faculty who ranked 4	# of faculty who ranked 5	# of faculty who ranked 6	# of faculty who ranked 7
Content not relevant	6	6	2				
Not a condition of employment				2	2		
Requested by administration.				1	1		
Negative feedback	4	3	4	3			
No monetary incentive or other perk	1		1	1		2	
The program is too lengthy	3	5	6				
Other	6	3	1				1

Even though only 31% of all surveyed faculty thought faculty should be required to take the SET, 53% of faculty surveyed have completed or intend to complete the SET. In other words this group of faculty found the SET to be within their change acceptance zone. Table 4 shows the percentage of faculty responses for participation in the SET, these faculty were allowed to choose multiple responses and were also permitted to write in an "other" response of their choice. Three quarters of survey participants who have participated in the service excellence training felt that they completed the SET to develop a sense of community on Albright's campus. Request by administration caused 63% of faculty who completed the SET to participate in the



SET. Only 4% or one faculty member completed the SET because their Department Chair asked them to.

**Table 4: Reasons for Faculty Participation (n=24)**

	Percentage
Requested to attend by administration	63%
To develop a sense of community	75%
To include it as a resume builder	0%
Positive feedback about the program communicated by prior participants	8%
Curiosity of the training program	33%
Asked by department chair	4%
Good training opportunity	17%
Other (please list below)	8%

Table 5 shows the rankings for each participation variable and the number of faculty survey participants (who completed the SET) who selected each variable as a response.

Eighteen survey participants ranked developing a sense of community in their top four reasons for completing the SET training. This figure suggests that many faculty feel that there is little sense of community on Albright's campus. The sense of community is synonymous with the feeling of interdepartmental and multi-level communication on campus. Some of Albright's faculty sought out to increase the interdepartmental and multi-level communication by participating in the SET. However, the need for developing this sense of community before implementing a TQ program like the Noel Levitz SET is pertinent for successful implementation of TQM at Albright College (Shea, 4).

It was quite interesting to learn that only one person surveyed completed the SET because their department chair asked them to. This statistic suggests that Department Chairs at Albright College do not share the same types of managerial influence that a typical manager would have in industry. Of the total number of faculty (who completed the SET) surveyed, nine people chose requested by administration as their number one reason for completing the SET. In spite



of this, request by administration for faculty to complete the SET caused 63% of faculty (who completed the SET) surveyed to complete the SET. It is possible that faculty who completed the SET perceived administration to have the type of managerial influence that could affect faculty participation in the SET.

**Table 5: Rankings for Faculty Participation**

Reason for Participating (n=24):	# of participants who ranked 1	# of participants who ranked 2	# of participants who ranked 3	# of participants who ranked 4
Requested to attend by administration	9	4	2	
To develop a sense of community	10	6	1	1
To include it as a resume builder				
Positive feedback			1	1
Curiosity	1	3	3	1
Asked by department chair	1			
Good training opportunity	2	1	1	
Other	1	1		

### Implementation at Albright College

Three hypotheses were proposed based on my review of the literature. A contingency table was constructed for each of the three hypotheses and was evaluated using the chi-square test of independence. The chi-square test of independence, a statistical significance procedure, is based on the deviation of an observed cross-tabulation from the condition of no relationship. There are three basic steps in testing the chi-square test of independence from a contingency table. First the expected frequencies are determined for each cell in the table based upon the assumption that the two variables are unrelated in the total population. Second the chi-square test statistic is computed by subtracting the expected frequency from the observed frequency. Finally the chi-square value for the data is compared with theoretical chi-square values that were



tabulated by statisticians. The comparison of these two values allows the analyst to determine the probability of the existence of a relationship and the degree of confidence that this relationship occurs in the total population (Meier, 234-239).

The first hypothesis proposed that the participation of departmental faculty members was dependent upon the participation of their respective Department Chair(s). Specifically, I expected that if the department chair had participated in the training the junior faculty in the same department would have been more likely to participate in the SET. Despite the fact that 33% of faculty surveyed knew that their Department Chair had completed the SET, the chi-square test of independence showed that there was in fact no relationship between faculty participation in the SET and the SET participation rate of their Department Chair. As stated in Table 6 below, the chi-square value calculated for the sample was 2.381, which was less than the chi-square critical value of 2.7 for a 10% significance level with one degree of freedom. Therefore the null hypothesis, faculty participation in the SET is independent of Department Chair participation in the SET, could *not* be rejected.

**Table 6: Chi-square Test for Independence**

<b>H<sub>0</sub>: There is no relationship between the Department Chair's SET participation rate and the rate of participation in the SET by faculty</b>					
<b>OBSERVED</b>	<b>SET Participation Intentions</b>				
		<b>NO</b>	<b>YES</b>	<b>Total</b>	<b>Row %</b>
<b>Department Chair Participated?</b>	<b>NO</b>	20	15	35	70%
	<b>YES</b>	5	10	15	30%
	<b>Total</b>	25	25	50	
<b>EXPECTED</b>	<b>SET Participation Intentions</b>				
		<b>NO</b>	<b>YES</b>	<b>Total</b>	
<b>Department Chair Participated?</b>	<b>NO</b>	17.5	17.5	35	
	<b>YES</b>	7.5	7.5	15	
	<b>Total</b>	25	25	50	
				<b>CHI SQ=</b>	<b>2.381</b>
Chi-square critical value, degrees of freedom 1, .10 significance level =2.705544					



The second hypothesis attempted to test whether faculty members felt the goals of the training were within their zone of change acceptance and would be more likely to participate in the SET sessions. The survey asked faculty whether they feel that students are the customers of higher education and if the faculty member had participated or intended to participate in the SET. The null hypothesis was: Accepting the student as a customer of higher education was independent of a faculty member's participation in the SET. The cross tabulation of these two variables and the chi-square test of independence determined that the null hypothesis could *not* be rejected. As stated in Table 7, the chi-square test statistic was .189; this computed value was less than the chi-square critical value of 2.7 for a 10% level of significance with one degree of freedom.

**Table 7 Chi-square Test for Independence**

<b>H<sub>0</sub>: There is no relationship between faculty believing the student is the customer of higher education and their participation rate in the SET</b>					
<b>OBSERVED</b>	<b>SET Participation Intentions</b>				
		<b>YES</b>	<b>NO</b>	<b>Total</b>	<b>Row %</b>
<b>Student as a Customer</b>	<b>YES</b>	13	11	24	51%
	<b>NO</b>	11	12	23	49%
	<b>Total</b>	24	23	47	
<b>EXPECTED</b>	<b>SET Participation Intentions</b>				
		<b>YES</b>	<b>NO</b>	<b>Total</b>	
<b>Student as a Customer</b>	<b>YES</b>	12.26	11.74	24	
	<b>NO</b>	11.74	11.26	23	
	<b>Total</b>	24.00	23.00	47	
				<b>CHI-SQ=</b>	0.188954
Chi-square critical value, degrees of freedom 1, .10 significance level =2.705544					

The final hypothesis sought to determine the possibility of a relationship between a faculty member's rank (particularly assistant professors, associate professors, and professors) and their views of students as the customers of higher education. The chi-square test of independence was also used for these two variables in cross tabulation. The p-value or



probability of rejecting the null hypothesis when in fact it was true (type one error) was 3.1%, in other words there would be a 3.1% chance that the analyst would reject the null hypothesis when in fact it was true. At a 5% significance level and two degrees of freedom, the chi square test statistic calculated by statisticians is 5.991. The chi-square value computed for this cross tabulation was 6.959. Since the computed chi-square value was greater than the chi-square test statistic the null hypothesis was rejected. The chi-square test of independence helps prove that there is a relationship between a faculty member's rank and their views of students as customers of higher education. Although the chi-square test is important for determining that there is a relationship between two variables it does not measure the strength or the size of the relationship. Information gathered from this test pertains only to the probability of the existence of a relationship between faculty rank and views of the student as the customer (Meier, 239).

**Table 8: Chi-square Test for Independence**

<b>H<sub>0</sub>: There is no relationship between a faculty member's rank and their view of students as customers of higher education.</b>				
<b>OBSERVED</b>	<b>STUDENT AS A CUSTOMER</b>			
	<b>YES</b>	<b>NO</b>	<b>TOTAL</b>	<b>Row %</b>
<b>ASSISTANT</b>	6	10	16	40%
<b>ASSOCIATE</b>	3	8	11	28%
<b>PROFESSOR</b>	10	3	13	33%
<b>TOTAL</b>	19	21	40	100%
<b>EXPECTED</b>	<b>STUDENT AS A CUSTOMER</b>			
	<b>YES</b>	<b>NO</b>	<b>TOTAL</b>	
<b>ASSISTANT</b>	7.6	8.4	16	
<b>ASSOCIATE</b>	5.225	5.775	11	
<b>PROFESSOR</b>	6.175	6.825	13	
<b>TOTAL</b>	19	21	40	
			<b>CHI SQ=</b>	6.959
Chi-square critical value, degrees of freedom 2, .05 significance level = 5.991				



Overall, the hypothesis testing of this study did not yield the results that were expected given the literature review and initial assumptions. TQM implementation at Albright College as evidenced by the number of faculty who have completed the Noel Levitz SET is far from being complete. Exactly half of all faculty surveyed have completed the Noel Levitz SET and approximately half of the faculty surveyed believed that students are the customers of higher education. However, only thirteen surveyed faculty believed the student is the customer of higher education and have participated or intend to participate in the SET. Eleven surveyed faculty felt that students are the customers of higher education and yet have still chosen not to participate in the SET. Contrary to initial assumptions, surveyed faculty at Albright College have not participated in the SET based solely on their belief in the student as a customer. Some of Albright's faculty have expressed apprehension and concern with the thought of the student as the customer. Some faculty stated that the idea of the student as a customer goes against the values of a liberal arts education. Some faculty have equated TQM's notion of the student as the customer with the retail concept of who a customer is. These faculty have suggested that students deserve to be treated better than customers. Typically customers are not treated very well, for example one faculty member pointed out that we are reminded how terrible it is to be an unsatisfied customer at the will of say a computer warranty company.

Albright College has the potential to successfully implement Total Quality Management, but still has to adjust and refine its organizational climate. The interdepartmental and multi-level collaboration necessary for TQM to develop on a campus exists somewhat at Albright College. TQM's environment of cooperation and trust seems to be lacking at Albright, as evidenced by comments made by surveyed faculty. Some surveyed faculty have expressed distrust in administration's reasons for implementing the Noel Levitz SET and felt that the Noel Levitz SET



program was not geared for every member of the Albright community, especially faculty. Other faculty stated that they did not feel that they should have been or be required to take the same training as staff members. An overwhelming number of surveyed faculty who completed the Noel Levitz SET said that the number one reason why they completed the Noel Levitz SET program was to develop a sense of community. Albright administrators need to take advantage of pre-existing communication patterns (committee structures) to develop a sense of community that will in turn help spread the TQ concepts on Albright's campus.

### **Conclusion**

Shea and Howell suggest that three overall themes: top management leadership, cooperative organizational climate and quality measurement tools are necessary for the implementation of Total Quality Management. Bonstingl has gone a step further to clarify these basic TQM objectives for the application of TQM in higher education: synergistic relationships between faculty and students, continuous improvements on all levels and administrative and senior faculty leadership. Albright College has more successful quality measurement tools than most institutions of higher learning. Albright College evaluates the processes that affect their graduates, financial aid, housing, catering staff, etc. Albright has gone so far as to address the need for a quality service culture through the implementation of the Noel Levitz Service Excellence Training program offered for all employees of the college. The Middle States Association of Colleges and Secondary Schools even requires structured, actual assessment of the processes at work at Albright College in order to help Albright continually improve.

Albright College has struggled with the alignment of its faculty members' organizational culture for the purpose of implementing service excellence. Faculty at Albright College are not ready to fully accept the student as a customer, a basic tenet of Total Quality Management. The



survey results have implied that there is a lack of trust between faculty and administration. This lack of trust and belief in students as customers has prohibited the complete and successful implementation of TQM at Albright College. The hypotheses testing for this study was not as conclusive as expected. Faculty at Albright College do not follow the pattern of typical members of an organization, faculty at Albright did not participate in the SET because their Department Chair asked them to. While a faculty member's rank had some effect on their belief of students as customers of higher education, it did not predict whether or not they would participate in the SET.

In assessing the TQ preconditions and requirements for implementation, Albright College faculty will be more likely to accept TQM if they are willing to view the student as a customer and if they are willing to implement TQ principles in their everyday work-life. Albright's administration must recognize that the drive towards service excellence is not a once and done effort. Administration needs to work more closely with faculty to develop a long-term plan for service excellence that addresses every stakeholder of Albright College. Any efforts made by Albright's administration to help faculty accept the student as a customer will facilitate Total Quality Management on Albright's campus. Each employee of Albright College must strive for continuous improvement in their day to day tasks. In the future, Albright needs to continue to foster an organizational climate that helps build community, support and trust among all members.



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Appendix A*FACULTY SURVEY*

The following questions provide background information about your role at Albright College.

1. Are you a tenured faculty member at Albright College?

Yes \_\_\_\_\_ No \_\_\_\_\_

2. Are you the chair of your department?

Yes \_\_\_\_\_ No \_\_\_\_\_

3. What is your current rank at Albright College?

☐ Full-Time  
Instructor

☐ Assistant  
professor

☐ Associate  
professor

☐ Professor

4. Do you feel that your teaching style is lecture based?

Yes \_\_\_\_\_ No \_\_\_\_\_

5. Does your teaching style include any in-class discussions?

Yes \_\_\_\_\_ No \_\_\_\_\_

6. Do you assign projects that require your students to work in teams?

Yes \_\_\_\_\_ No \_\_\_\_\_

7. Do you feel the majority of your students take an active role in their education?

Yes \_\_\_\_\_ No \_\_\_\_\_

8. Beyond your class lectures and required office hours in which of the following activities have you participated in the 2005-2006 academic year (please check all that apply)?

☐ Cultural events (experience events,  
theater, choir, art exhibition)

☐ Athletic events (varsity or intramural)

☐ Faculty committee

9. Do you feel that students are the customers of higher education?

Yes \_\_\_\_\_ No \_\_\_\_\_



The following questions ask you about the Service Excellence Training program at Albright College.

10. To your knowledge has your department chairperson completed the Service Excellence Training program? (if you don't know then check No)

Yes \_\_\_\_\_ No \_\_\_\_\_ I am the chairperson \_\_\_\_\_

11. In your opinion which of the following groups should be required to complete the Service Excellence Training program (check all that apply, if none then leave blank)?

☐ Administrative personnel ☐ Staff ☐ Faculty

12. Have you completed in the Service Excellence Training program at Albright College?

Yes, I have completed all of the program sessions (please go to question 15) \_\_\_\_\_

No, I have not completed the program but intend to (please go to question 15) \_\_\_\_\_

No, I have not and do not intend to complete the program (please go to question 13) \_\_\_\_\_

13. If you have **NOT** taken the Service Excellence Training program and **DO NOT** intend to complete the program, which of the following are reasons why you have not completed the program (please check ALL that apply)?

<input type="checkbox"/> Content is not relevant for faculty.	<input type="checkbox"/> No monetary incentive or other perk
<input type="checkbox"/> Not a condition of employment	<input type="checkbox"/> The program is too lengthy considering other faculty responsibilities on campus
<input type="checkbox"/> It was requested by administration.	<input type="checkbox"/> Other (please list below)
<input type="checkbox"/> Negative feedback about the program communicated by prior participants	

14. Referring to question 13, beside each check box please rank in order of importance the reasons why you do not intend to complete the program with 1 being the most important reason.

15. If you **HAVE** completed the Service Excellence Training program or **INTEND** to complete the program, what do you feel motivated you to do so (please check ALL that apply)?

<input type="checkbox"/> Requested to attend by administration	<input type="checkbox"/> Curiosity of the training program
<input type="checkbox"/> To develop a sense of community	<input type="checkbox"/> Asked by department chair
<input type="checkbox"/> To include it as a resume builder	<input type="checkbox"/> Good training opportunity
<input type="checkbox"/> Positive feedback about the program communicated by prior participants	<input type="checkbox"/> Other (please list below)



16. Referring to question 15, beside each check box please rank your reasons for wanting to participate in the training with 1 being the most important reason.

**If you have any other concerns about this topic or this survey please feel free to write on the back of this sheet or attach any additional comments to this survey before you seal it in the provided envelope. Thank you for your participation.**

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## Appendix B

### *ADDITIONAL FACULTY SURVEY COMMENTS*

#### Positive Ranked Comments:

##### *Rank    Comments*

- |   |                                                                                           |
|---|-------------------------------------------------------------------------------------------|
| 1 | To learn about the school, to get to know non-faculty and faculty from other departments. |
| 2 | I feel it is my responsibility to attend as a member of the Albright community.           |

#### Negative Ranked Comments:

##### *Rank    Comments*

- |   |                                                                                                                                                                                                             |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7 | We were promised a program tailored towards faculty needs. Administration did not deliver on its promise.                                                                                                   |
| 2 | Every time I sign up, one or more of the sessions is cancelled or rescheduled to a time I can't make. I've just given up.                                                                                   |
| 1 | My ability to represent Albright College positively and to communicate to others effectively is quite good already.                                                                                         |
| 2 | No time outside of teaching 40+ hours a week.                                                                                                                                                               |
| 1 | "Free time" is too valuable (family is more important).                                                                                                                                                     |
| 1 | I believe it would be a complete and utter waste of a valuable resource – my time.                                                                                                                          |
| 2 | Despite repeated promises, the program has not been offered at a time that meets faculty schedules.                                                                                                         |
| 1 | The idea presupposes that students are customers. In relation to academics that is not true.                                                                                                                |
| 1 | [The SET is an] inappropriately targeted program and waste of college time and resources.                                                                                                                   |
| 3 | I don't feel the need.                                                                                                                                                                                      |
| 1 | Professional commitments on the weekends – I teach overloads and I am involved in multiple committees. I have only the weekends for professional work, there is no time for the service excellence program. |
| 1 | Senior Student surveys report that faculty are rated very high in terms of student satisfaction, thus, it is not needed.                                                                                    |
-



- 2 Those who promote this program do not understand that faculty is now judged more on research but still required to complete unreasonable amounts of service.

**Positive non ranked comments:**

The only reason to attend if a faculty member is to meet staff you would otherwise not encounter on campus. I enjoyed that aspect of the course.

[This training] symbolically shows my community support for serving students. And, curious about the topic.

[I intend to complete the SET] to become more conscious of those attitudes and behaviors which make the college a congenial place to work and study.

[To develop a sense of community] this is my only motivation at this point. We do need to work desperately on the notion of community at Albright at all levels.

Aspects of my position as Teacher Certification Officer is service oriented.

**Negative non ranked Comments:**

The description of students as customers is completely contrary to the values of a liberal arts education. This market model will prove a disaster for higher education in America.

The operating assumption that faculty are no different than staff is incorrect in higher education. Faculty do need service excellence training, but not the same approach as staff. I did not seek a doctorate so I could be taught how to answer a phone call. "One size does not fit all" in this case.

A packaged program imported to a different "culture" we were promised a program tailored to faculty jobs. This failure is a good example of lack of service excellence.

Faculty should not have been mixed with staff in the sessions. Faculty, tend to object to being thought of as participating in an "enterprise" that has customers. (They are wrong about this, but persist in refusing to use the terminology.) Negative faculty attitudes have an adverse effect of staff participants.

(question #9) I object to what that term implies, especially for student/faculty relationships.

(other comments) Faculty were not terribly excited about a prepackaged anything – initial reactions were not enthusiastic. Then the number of sessions/hours became clear, as well as idea that content was general, and less appropriate for faculty. We were told they (administration) would consider an altered version for faculty – more appropriate. This did not happen – just the hours when offered changed. Not the issue for most of us. The plea was made "Do this so that the staff of Albright feel you (the faculty) are "one" with them, not better or apart from them." No plea was made saying that this will be informative, helpful, and useful to you as a faculty. More about appearances. My time is too important to spend on something for appearances. Every year we hear survey results that tell us the faculty are great, etc. but housing, financial aid, billing, etc are problems.



I don't see that 8 hours from every faculty member is a good use of our time for a canned training not designed for faculty.

Having done similar training in previous jobs I suspect it is an inefficient use of my time.

This is an initiative lowered in response to persistent failures in student services. Rather than confront those problems, College chose to adopt management jargon of the day and subject us all to group think exercises. As a result, hundreds of person hours and many thousands of scarce resource dollars have been squandered, and the underlying problems remain untouched.

[The program] has not been offered when I was available.

Would have participated, but every available session has interfered with my other obligations. Folks who have completed SE training are not working as hard as I am.

I believe SET would be useful to anyone employed at Albright, but there is not a lot of free time in a faculty member's life – outside of teaching, office hours, grading, commuting. My free time is too rare and valuable to me – I'd rather be with my family. If the program could have mini-seminars during various times/days in our own buildings, perhaps we could attend part or all of these programs and cancel office hours here and there.

I have always been opposed to treating students like customers – the student teacher relationship ought to transcend the moment of a cash transaction. When I was younger being treated as a customer meant that one was being treated in a rather callous fashion, as a second-rate person. I still think this is true, though for some reason our culture has elevated "customer" status to some type of VIP. I implied, however. I suspect that what has happened is that we have simply become accustomed to being treated in a rather callous fashion, as second rate citizens – the best we can hope for in this entrepreneurial age, perhaps. Customers more often than not get less than what they pay for or are promised by a seller. Students know this – every time they deal with their computer manufacturer's warranty department they rediscover this unpleasant fact. Creating an environment in which students feel their professors are treating them as customers will open a door into which the cynicism learned in the marketplace – caveat emptor – will begin to shape attitudes about education.

The people who devised SET [should be required to complete the SET]. (other)

My opinion (and it is only an opinion) is that the Service Excellence Training will do nothing to improve service. Forcing staff/administrators to attend waste their time and the College's money.

I would like to think I already do most of the items covered in the training. Best part was meeting people from other parts of the campus. Question – How do we deal with people who attended training and are no better?

I do not think that any group should be required, but certain individuals should [be required to complete the SET].



This is the single most negative experience I have encountered in almost 10 years at Albright. It not only was a waste of time and "man hours", but it was also a missed opportunity for team building. Morale could have been improved if "teams" were given problem solving activities to work on. Instead, it was a mind numbing, long video with a "one size fits all approach." How much did the program cost??!! Why not identify and reward staff who demonstrate service excellence, and use this type of program to address problem individuals? Certainly we can find a better model than student is customer retail model. Students deserve better, and so do we.

I do not think excellence training was productive, but I think it could be. Topics must truly be universally relevant (conflict resolution?) or topics should be about learning about each other instead of skill building.

The College makes strenuous efforts to create a supportive relationship between students, faculty and support staff (and administration). Some elements of bureaucracy are inevitable and students should be prepared to cope with what will after all be a fragmented experience in the lives of adults in developed countries.

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