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**Sub-theme 3** “Impact of QA and the effect of external and internal QA. Regional perspectives to a shared issue.”

**Title:**

*Changes in the management of teaching and its relationship with the process of institutional quality assessment in Argentine private universities.*

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**Abstract**

This paper is part of a research project called “*Quality assurance processes and organizational changes in Argentine private universities.*” This paper analyzes the changes introduced by universities with the aim to **improve the quality of teaching management**. Based on an analysis of the research available about the relationship between quality assurance processes and changes in the academic process, no consensus is found about the favorable impact of this dimension of analysis (Cave et al, 1990; Horsburgh, 1999; Harvez and Newton, 2004). The work conducted by Lemaitre and Zenteno (2012) for CINDA reveals that the changes produced in the field of teaching management are not exclusively the result of quality assurance efforts. In this regard, it is mentioned that universities face internal and external pressures to align teaching processes to meet the demands of the workforce.

This paper is based on three hypotheses that would help account for the changes introduced in universities faced with quality assurance processes:

- 1- The challenges posed by the national and international context require Argentine universities to undertake the necessary functional and organizational transformation in terms of both competitiveness and quality.
- 2- Change in the academic quality of universities is the result of a trade-off between external changes and requirements, and the values, norms and practices emerging from institutional interactions.
- 3- Universities uphold ritualized practices that can be modified when pressures that impact the achievement of the proposed objectives are perceived.

In preparing this paper, documentary analyses of the self-assessment and external assessment reports were performed for three universities that underwent the institutional assessment process in the 2001-2006 period, and semi-structured interviews with academic referents of each university were carried out.

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