

QED NEWS

Quality in Education K-12 • Higher Education • Workforce Development



Education
Division
The Global Voice of Quality™



Acting Editor: Belinda Chavez, MBA

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2015 QUALITY EDUCATION CONFERENCE & WORKSHOP

NOVEMBER 14 – 15, 2015 | HOUSTON TX

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Message From the Chair.....	2
by Belinda Chavez, MBA	
QAHE's 2014 Best Paper Award	3
2015 Quality Education Conference & Workshop	4
by Norma Simons, M.S.	
What Are the Qualities of a Teacher Leader?	5
by Becky Martin, M.A.	
All-Time-Best.....	6
by Lee Jenkins, Ph.D.	
The World Water Monitoring Challenge: Beginning a Pipeline for New Scientists and Engineers	7
by David Davis, M.S.	
Workforce Development Brief Call for Articles: Hidden Gems in Workforce Development.....	8
by Marianne Di Pierro, Ph.D.	
National Quality Education Conference Wrap-Up.....	9
ASQ Education Division's Publications on Quality in Education	11
The Education Division's Strategic Plan on a Page	12
The Education Division Officers and Committee Chairs	13

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VISION STATEMENT: Shaping the Future Through Quality in Education and Professional Development

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



Message From the Chair

by Belinda Chavez, MBA

Greetings, members and supporters of the ASQ Education Division! As we forge into 2015 with a new Division leadership team (please refer to the Education Division Officers and Committee Chairs list on the last page of this newsletter), we've already been met with several exhilarating

challenges. In the past two years as Division chair elect and during the first few months of my two-year term as Division chair, I have become increasingly aware that it is fundamental for the Division to work toward more strategic goals and to evaluate our current organizational structure. I want to ensure we are prepared to address the future needs of our Division and that we provide true member value for our members.

During the March 2015 Division leadership team meeting your Division leadership team agreed to take a more holistic, system-wide approach toward strategic planning and a possible restructuring of the Division by conducting an organizational analysis. We still have several volunteer positions to fill and very important initiatives on which we are collectively working, and it is imperative that we analyze our structure to improve our stature, fill the holes, and move forward. Debbie Hopen, a very much respected former officer of the Division, has agreed to support our volunteer leader team and conduct a Baldrige-based organizational analysis. Debbie will begin her analysis by conducting some surveys and will be contacting Division leaders for individual interviews. She and her team will also review Division documents, and she plans to provide some recommendations to us during our Division meeting in May at the WCQI.

Now on to equally thrilling stuff, in this newsletter, please read Norma Simons' article on the Quality Education Conference & Workshop (QECW), formerly known as the National Quality Education Conference. Norma, Division chair elect and QECW chair, has been concentrating on the planning for the first Education Division sponsored QECW that is being co-sponsored by the Human Development & Leadership Division. We are extremely energized about the opportunity to continue the legacy of the ASQ education conference and invite you to participate in the event planning, preparing for and conducting the conference, and continuing to improve education and education processes in Kindergarten-12; Higher Education; Workforce Development; and Science, Engineering, Technology, and Mathematics (STEM). Conference subcommittee chairs are: Gina Hare, K-12; Norma Simons, Higher Education; Ardith Beitel, Workforce Development; Vicki Fawcett-Adams

(who is also the Division secretary), STEM; and Belinda Chavez, conference site planning.

Also very exciting, and evolving from a short period of dormancy, is our *Workforce Development Brief (WFD Brief)*. Ardith Beitel, the *WFD Brief* chair, is working diligently with Marianne Di Pierro, editor, to reinstate the *WFD Brief* with a publication that is scheduled to be released by mid-year 2015. Please consider submitting your articles and refer to the "Call for Articles, Hidden Gems in Workforce Development," in this edition of the newsletter and be watching for the next edition of the *WFD Brief*. Additionally, with the reinstatement of the *WFD Brief*, we've recognized a need for revamping our Division publications' websites. Please stay tuned for some very timely website updates that will direct the attention of our readers to our multiple publications.

Our *Quality Approaches in Higher Education (QAHE)* journal continues to offer excellent, high quality papers on topics related to identifying best practices and improving quality in higher education. Visit the *QAHE* journal website to review the latest edition of the journal, Volume 6, No. 1, that was published in February 2015. Along with Beth Cudney, the *QAHE* journal editor, I invite you to review the *QAHE* Call for Papers and submit your manuscripts for consideration for future issues.

Now for some personnel accomplishments within the division. Please join me in congratulating Roland Jahnke for his recent election as an ASQ Fellow. Roland will be recognized with his Fellow pin at the 2015 WCQI Fellows Luncheon on May 3, 2015 in Nashville, TN.

Congratulations to Dr. Elizabeth Cudney, our *QAHE* journal editor and associate professor of engineering management and systems engineering at Missouri Science & Technology, who was named American Society for Engineering Management (ASEM) Fellow in 2014. She served as the ASEM president and was honored with Fellowship, the highest level of membership in the ASEM Society through her demonstration of significant engineering management and accomplishments and continuing service to the ASEM.

Also, congratulations go to Don Brecken, Division examining chair, who is a member of the Grand Rapids Area Professionals for Excellence Board of Directors and is also serving on the ASQ board of directors.

I also want to recognize Benito Flores, returning division membership chair and member of the ASQ board of directors, and Steven Schuelka, who is new to the Division leadership team serving as Division voice-of-the-customer chair, who also serves on the ASQ board of directors. I would be remiss if I did

continued on page 3

Message From the Chair continued from page 2

not mention that Steve is reviewing and consolidating responses from the last Division survey for leadership team review and action. Steve also distributed a survey earlier this year for Division member responses, opinions, and ideas (and I've got some members to contact!). It is very important for members to respond to these surveys because the leadership team makes a conscious effort to review the responses for consideration of ideas to improve our operations, for future Division planning, and to provide our members with member value. Thank you to those of you that responded to our surveys.

As Fernando Padro takes the positions of immediate past chair and nominating committee chair, rounding out our elected officers is our treasurer, David Davis, who will be playing a major part with the financial aspect of the QECW this year, and previously mentioned Vicki Fawcett-Adams, Division secretary. And I'd like to introduce DeAnna Nwankwo, who is a compliance officer, has several years experience as a member unit past treasurer and auditing committee chair, and is serving as Division auditing committee chair.

I hope to see many of you at the 2015 World Conference on Quality and Improvement (WCQI) in Nashville, TN. During the member leader dinner on May 2, 2015, the Division will be recognized with a Bronze Performance Awards & Recognition (PAR) award for 2014 for improving our member leader engagement over the 2013 baseline measurement. Also, please plan to join us at our Division meeting on Sunday, May 3, 2015 (please check the online program for time and location).

In closing, I submit this enticing invitation to you to join us in the truly innovative planning and coordinating activities as we discover our way toward the 2015 Quality Education Conference & Workshop. This is a bit of a different spin than was mentioned in my "Note From the Acting Editor" in the Fall 2014 newsletter, but indeed we are rebranding the education conference and working heartily to appeal to a global audience. I hope you accept my invitation to participate in one of our current subcommittees or as a volunteer at the conference and that you plan to join us in Houston, TX, November 14-16, 2015. Stayed tuned for more announcements and the unveiling of our QECW website in the near future. Houston, here we come! I'm excited!

Volunteer to Help the Division

Check out opportunities to participate in the Division's activities. We welcome your participation.
<http://asq.org/edu/interaction/getinvolved-edu.html>

QAHE's 2014 Best Paper Award

The editors of the Education Division's journal, *Quality Approaches in Higher Education*, are pleased to announce that the journal's 2014 Best Paper Award has been awarded to Rosa K. Hand, Mary A. Dolansky, E. Erin Hanahan, Vinothini M. Sundaram, and Nancy Tinsley for their paper "Quality Comes Alive: An Interdisciplinary Student Team's Quality Improvement Experience in Learning by Doing—Healthcare Education Case Study."

This paper is exceptional in that its purpose is to present a combined didactic/experiential model for interdisciplinary healthcare quality improvement (QI) education, with an emphasis on the student experience. A student team's experience in the clinical QI project is presented as a case study to demonstrate how the quality tools taught in the graduate-level course were implemented in the field project. The model can be used by practitioners and faculty as they consider how to incorporate QI teaching into their education of many disciplines of medical professionals. The case study occurred at Case Western Reserve University.

This award goes to the article that made the largest single contribution to the development or application of quality approaches in higher education, and was published in 2014 in the *Quality Approaches in Higher Education* journal.

The journal is currently accepting new manuscripts. Read our [Call for Papers](#) and consider submitting a manuscript. Visit our [journal website](#) to access all the issues. We thank you for your support of *Quality Approaches in Higher Education*.



Enhancing Performance in Education through Continuous Improvement and Innovation

2015 Quality Education Conference & Workshop
November 14 – 15, 2015 | Houston, TX

Houston Here We Come!!

by Norma Simons, M.S.

The ASQ education conference has been renamed the Quality Education Conference and Workshop (QECW) and will be held in Houston, TX, November 14-15 with the workshops on November 16. Houston is the fastest growing city in the United States with two large international airports.

This year's conference promises to be very thought provoking as it presents a more integrated approach to education. It is designed for practitioners, stakeholders, and individuals in the business environment who have had an impact on the educational system and who can share their experiences and learn from each other. We are developing the QECW to teach and train attendees on the innovative use of tools and strategies for improving the administration and learning processes that enhance performance, as well as educating and engaging our workforces.

The conference theme, "Enhancing Performance in Education through Continuous Improvement and Innovation," is designed to present a network of ideas as we utilize the quality tools to enhance performance and find innovative ways to maintain quality in our educational processes. The conference is structured in a way that encourages the sharing of ideas and allows attendees to identify examples that can be incorporated in educational systems upon their return to work.

Areas of Focus for the 2015 QECW

The four focus areas for the conference are as follows:

- **K-12:** Using quality principles to enhance the fundamentals of learning and performance.
- **Higher Education:** Further exploring quality issues and global trends toward improvements in education.
- **Workforce Development:** Strengthening the workforce through leadership development: Creating new leaders for a new age.
- **Science, Technology, Engineering, and Math (STEM):** Intertwined and united with K-12, Higher Education, and Workforce Development.



The QECW will provide a friendly, collaborative environment that will allow attendees (educators and non-educators) to build networks of learning through informal and formal networking opportunities. It will also provide attendees with an opportunity to learn about and understand other areas in education that might not be familiar to them through presentations of real results and true solutions. In addition, it will provide an opportunity to understand the latest thinking in applying continuous improvement in the educational environment.

Two activities that will be added this year include:

- **Best Presentation Recognition:** The Conference Committee will review and select the best presentation from each of the focus areas for recognition at the QECW.
- A panel discussion will be held and will represent individuals from all focus areas. The intent is to further emphasize and present an integrated approach to education.

Why Present at QECW?

- Provides an opportunity to network with professionals in your field.
- Develops positive exposure in the area of your school, college, or in workforce development.
- Gives recognition as a contributor to the premier conference on quality education.
- Allows presenters to share ideas and provide guidance to other interested attendees.

continued on page 5

2015 Quality Education Conference & Workshop continued from page 4

How to Submit a Proposal: Our Call for Proposals is closed, but please check with Belinda and Norma (contact information is shown below) to see if there is still time for your proposal to be considered.

1. If you desire to submit a proposal for consideration, please provide all of the required information. Complete proposals cover all sections listed in the linked [Call for Proposals Review Process and Proposal Requirements](#).
2. Proposals must be submitted via e-mail in Word or pdf format to both Norma Simons and Belinda Chavez (see contact information below).
3. Complete proposals will be single-blind reviewed by two to three judges. The first-listed proposal author will be notified personally of the selection process results.
4. Concurrent sessions within the conference will be 75 minutes in length. Pre-conference workshops are four hours in length and will be offered on Monday, November 16, after the conference concludes.

We will do our best to notify all submitters whether their papers have been accepted for presentation or not by the end of May 2015 or earlier.

For further information about the conference, please contact Belinda Chavez at chavezbl@peoplepc.com or Norma Simons at norma@performance-innovation.com.

About the author

Norma S. Simons, M.S. is a Lean Six Sigma Consultant and Master Black Belt. For more than 20 years Simons has been committed to providing companies with customized performance solutions that yield bottom-line results. Her success can be contributed to her unique integration of performance improvement systems such as lean, Six Sigma, and Design for Six Sigma, quality management systems, business operating systems, and balanced scorecards that enable the effective execution of organizational strategy. Simons is a certified Six Sigma Black Belt, Certified Quality Engineer, and Reliability Engineer through the American Society of Quality and is also a Fellow of the American Society of Quality. She serves as secretary on the leadership team of ASQ's Education Division. Contact Simons at norma@performance-innovations.com.



2014 NQEC networking session in Milwaukee, WI.

What Are the Qualities of a Teacher Leader?

by Becky Martin, M.A.

Glance through any educational journal, blog, social media, or professional learning source and the term, teacher leader pops up. Teacher leader is a frequently used phrase and in today's educational environment appears to carry more influence than before. What is a teacher leader?

I went to a few experts for an answer. My previous reading focused on leadership in broad terms. The chart of the 21 responsibilities of school leaders from Marzano and Collins' five-level hierarchy is posted on my desk bulletin board. I learned from *The Moral Imperative of School Leadership* by Michael Fullan and *Accountability for Learning* by Douglas B. Reeves. Armed with this background, I narrowed my focus to what is called shared leadership or distributed leadership. It didn't take long to recognize the similarities between the qualities of effective leaders and effective teacher leaders. Many of the lists included characteristics, such as being accountable, accepting, accessible, collaborative, decisive, disciplined, empathetic, ethical, fair, focused, a global thinker, honest, intelligent, involved, organized, perceptive, positive, resourceful, a risk-taker, supportive, a team player, trustworthy, and a visionary (Marzano, 2005, p. 41) (Collins, 2001, p. 20).

Although not surprised, I was searching for a more concise definition relating specifically to the term teacher leader. I wanted a description to encompass the complexity and range of the roles of teacher leaders. I found my answer in a research study by Janice Patterson and Jerry Patterson published in 2002 regarding the influence of leaders in schools facing adversity. They concluded, "This study has shown us the powerful contribution that teacher leaders can make in shaping school culture and building school resilience." Teacher leaders who exert major influence learn their place

continued on page 6

What Are the Qualities of a Teacher Leader?

continued from page 5

as leaders through three sources of influence: credibility, expertise, and relationships (Patterson & Patterson p. 74).

With this new knowledge, I asked, “How do I identify teacher leaders?” Most importantly, I look for a person who is optimistic, not a complainer or criticizer. Instead, teacher leaders are problem solvers who acknowledge an issue or problem and contemplate a variety of solutions. Hand in hand with a can-do attitude is the belief that all students can learn. A third identifying quality is a staff member who builds a culture of trust and collaboration with staff and students. My new short definition of a teacher leader is a person who leads by example, has credibility and expertise, is a problem solver, and relates well to others. These individuals may or may not have a formal leadership role in the school. This definition does not answer my question of how to design suitable professional development, but it does help focus ideas into a framework to develop a systematic approach.

Your thoughts about the qualities of teacher leaders?

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About the author

Becky Martin, M.A. is the quality tools chair for ASQ’s Education Division. She is a professional learning facilitator for Cedar Rapids Community School District in Cedar Rapids, IA. Martin has 43 years of experience in education and she has presented at local, state, and national conferences including NQEC. She can be reached at rjmartin@mchsi.com.

All-Time-Best

by Lee Jenkins, Ph.D.

Heather Sparks, an Oklahoma City teacher, gave me the term All-Time-Best (ATB) over a dozen years ago. In many locales it is a more common term than IEP. David Hurst, the deputy director for AdvancED, (the agency that accredits 30,000 schools throughout the world) wants schools worldwide to understand and use the term ATB. He recognizes the power of these three letters. It’s not about meeting quotas, it’s not about outperforming somebody else, it’s about my team and I doing better than ever before. John Maxwell, wrote, “I only want to do better than my former self.”

ATBs are for students, classrooms, grade levels, departments, schools, school districts, states, and countries. At all levels we need to know if we are accomplishing more than ever before. For decades educators have been implored to establish quotas. (We called them goals, but in reality they are quotas). Nonsense. The real numerical goal is to outperform the past. It is a real number that students and staff alike can buy into. For example, if a school gives students a ten-item non-graded math quiz each week and the best week for the year is 3,452 questions correct for the whole school, then the numerical goal for the next year is 3,453. This sounds so weak! Only one more question correct is desired?

My response is, “Find a school that has a record of continuous improvement for five years in a row, and ask the staff if this was weak or easy.” No, it is hard to have a record of ATBs year after year after year after year. For students, whether struggling or excelling, the challenge is the same for everyone: do better than ever before. The idea is simple and profound.

Teachers tell me this is the best change they have ever made for special education. With mastery programs requiring some percent correct, many of the special education students are not honored for their improvement and thus give up on the program. However, with ATBs everyone is honored for improvement. A student who is reading 15 words per minute (WPM) is honored for achieving 18 WPM. This student does not need to wait to achieve the desired 100 WPM to be honored. No, the encouragement is continual as each student is honored for doing better than ever before. In addition, the teacher adds up the total WPM for the whole classroom. The slower students and the advanced students all contribute to the ATB for the class, and everybody celebrates together. Fun, engaging, and free.

About the author

Lee Jenkins, Ph.D. works full time with his consulting firm located in Scottsdale, AZ. He is author of *Permission to Forget* and an upcoming book entitled, *Optimize Your School: It’s All About the Strategy*. This Corwin book, with a Michael Fullan foreword, is due out in June 2015. Jenkins also teaches continuous improvement courses with AdvancED. Contact Jenkins via email at Lee@LtoJConsulting.com.



The World Water Monitoring Challenge: Beginning a Pipeline for New Scientists and Engineers

by David Davis, M.S.

“Quality comes not from inspection, but from improvement of the production process.”

—W. Edwards Deming, *Out of the Crisis*

The World Water Monitoring Challenge (WWMC) is an international water quality education and citizen science program coordinated by the Water Environment Federation (WEF). Through local participant organizations, such as schools, colleges, community service groups, and civic organizations, people learn about local water quality issues. Started more than a decade ago to coincide with the 30th anniversary of the U.S. Clean Water Act, the program has garnered more than a quarter million participants from 85 countries. Water quality testing, using simple, standardized physical and chemical measurements, is at the center of the program’s hands-on approach.

While WWMC at first seems to be about water quality inspection, it’s really about ensuring clean water and, importantly, “producing” students with an interest in science, technology, and engineering. Students learn about human impacts on Earth systems in the classroom and have the opportunity to see how these are manifest in surface water in their local communities. At the same time, students are exposed to real-world techniques for measurement and data.

This combination of classroom, field, and laboratory techniques is intended to raise awareness about water quality drivers and indicators and to build long-term interest in water issues. Moreover, the WWMC directly involves students in a long-running data collection project that spans dozens of countries. Students’ data are collected into a central database along with measurements by their peers, both locally and around the world. The program is a means for sparking interest in STEM disciplines, encourages students to participate in the process of science, and engages them with tools used for scientific understanding and critical thinking. In this sense, the WWMC might be regarded as a tool for improving the production process for STEM professionals.

Due to the program’s clear connections to education and STEM, the ASQ Education Division is raising awareness about the WWMC. In April 2014, longtime Education Division member-leader, Cindy Veenstra, and I published the article, “Community Involvement in STEM Learning,” in the *Journal for Quality and Participation* (<http://asq.org/pub/jqp/past/2014/>

<http://asq.org/pub/jqp/past/2014/april/index.html>). I’ve also blogged about the program on the division’s behalf on ASQ’s social responsibility blog, TheSRO.org (<http://thesro.org/blog/>).

How to Get Involved—Advice for K-12 Teachers, Administrators, and Interested Community Members

The flexible and simple structure of the program enables it to be integrated with existing curriculum at a range of grade levels and directly support elements of the Next Generation Science Standards and Common Core State Standards for math. For example, the educational materials and/or field testing can be used to support:

Next Generation Science Standards

- Earth’s Systems:
 - Kindergarten: K-ESS2 (<http://www.nextgenscience.org/kess2-earth-systems>)
 - Grade 2: 2-ESS2 (<http://www.nextgenscience.org/2ess2-earth-systems>)
 - Grade 5: 5-ESS2 (<http://www.nextgenscience.org/5ess2-earth-systems>)
- Earth and Human Activity:
 - Kindergarten: K-ESS3 (<http://www.nextgenscience.org/kess3-earth-human-activity>)
 - Grade 5: 5-ESS3 (<http://www.nextgenscience.org/5ess3-earth-human-activity>)
 - Middle School: MS-ESS3 (<http://www.nextgenscience.org/mess3-earth-human-activity>)
 - High School: HS-ESS3 (<http://www.nextgenscience.org/hsess3-earth-human-activity>)

Common Core State Standards: Measurement and Data

- Solve problems involving measurement and estimation:
 - Grade 3: CCSS.MATH.CONTENT.3.MD.A.2 (<http://www.corestandards.org/Math/Content/3/MD/A/2/>)
 - Grade 4: CCSS.MATH.CONTENT.4.MD.A.2 (<http://www.corestandards.org/Math/Content/4/MD/A/2/>)
- Represent and interpret data:
 - Grade 1: CCSS.MATH.CONTENT.1.MD.C.4 (<http://www.corestandards.org/Math/Content/1/MD/C/4/>)
 - Grade 2: CCSS.MATH.CONTENT.2.MD.D.10 (<http://www.corestandards.org/Math/Content/2/MD/D/10/>)
 - Grade 3: CCSS.MATH.CONTENT.3.MD.B.3 (<http://www.corestandards.org/Math/Content/3/MD/B/3/>)

continued on page 8



For teachers, administrators, or volunteers interested in organizing sampling, testing begins each year on March 22, which is United Nations World Water Day, and runs through the end of December. Groups can test local streams, rivers, ponds, or lakes for basic water quality parameters, such as pH, temperature, and turbidity. Some groups sample at a single event, while others may sample and test water at multiple locations or at the same location over time. Groups or classes with limited time to devote to field tests can enjoy the advantage of multiple-site testing and/or testing the same site over time by coordinating with other classes or schools.

Testing kits are low cost (and available in limited supply from the WEF to organizations with limited means), while WEF makes learning resources available for free via the Internet.

WWMC's resources page <http://www.worldwatermonitoringday.org/Resources.aspx> includes guides, lesson plans, fact sheets, worksheets, and resources for planning events, including video tutorials that demonstrate how to carry out water quality tests.

Basic and classroom kits can be ordered from <http://www.worldwatermonitoringday.org/TestKits.aspx>.

Take Action

ASQ's Education Division encourages K-12 teachers, administrators, and interested community members to get involved with the WWMC. The program offers schools resources for integrating water quality issues into science and math learning and helps enter students into the pipeline toward becoming the next generation of scientists and engineers.

About the author

David Davis, M.S., is a team lead at New West Technologies, a consulting firm specializing in the fields of energy, transportation, building, and education. Davis has developed and delivered training on quality auditing, project management, records management, and related subjects. He has also developed public education materials on grants administration and a range of environmental and energy-related topics. A Senior member of ASQ, Davis is an ASQ-certified Quality Auditor and Manager of Quality and Organizational Excellence, and a Project Management Institute-certified project management professional. For more information, contact Davis at da5id.da5is@gmail.com.

Workforce Development Brief Call for Articles:

Hidden Gems in Workforce Development

by Marianne Di Piero, Ph.D.

Cultivation of an efficient, well run workforce is critical in meeting the multi-faceted challenges of the contemporary business landscape. There is a global need to indoctrinate continuous process improvement and quality principles and initiatives into the workplace training environment and educational system supporting the ever-changing business acumen. Educators, workforce trainers, and skill management professionals lay at the epicenter in meeting these objectives, and it is only through the implementation of sustained educational foundations that we can improve our workforces, and hence—improve the world.

Such innovative measures are led and sustained by excellent leadership that takes constituencies from “vision” to “real-world outcomes.” But the pathways are not always so obvious. Many remain *hidden*, waiting to be unmasked via publications such as this one.

Here are the questions: How do we get from the vision to the outcome? What are the processes of discernment that let us know when a process is broken, no longer working, or just outdated and no longer efficient?

We want to hear your story of how you enhanced your workforce, the circumstances under which such improvements were necessary, and what you did to reverse a negative trend or perhaps to sustain a positive trend so that you could garner even more success. Your stories will aid others in taking bold steps and in thinking creatively and collaboratively about problem solving.

We welcome articles of anywhere from 500-1,500 words in length. Please include the complete title of the article; your name, as you would like it to appear in text; and a very brief biography of a few sentences that tells us something about yourself. Include citations when or if necessary. Send articles directly to the following email address: marianne.dipierro@wmich.edu.

About the author

Marianne Di Piero, Ph.D. has served as director of the Graduate Center for Research and Retention at Western Michigan University (WMU) for 13 years, implementing programmatic interventions to enhance opportunities for graduate students' professional development and timely degree completion. She has participated in national research projects and is principal investigator for her own research, a 10-year study focused on WMU Ph.D. completion and attrition. Di Piero is the author of a new book titled *Navigating the Dissertation: Strategies for New Doctoral Advising Faculty and Their Advisees*, published in October 2014 by New Forums Press. She is the associate editor for the *Journal for Quality and Participation* and the editor of the *ASQ Workforce Development Brief*. For more information contact her at marianne.dipierro@wmich.edu.



2014 NQEC networking session with Lee Jenkins.

National Quality Education Conference Wrap-Up

The 2014 National Quality Education Conference (NQEC) was conducted November 16-17, 2014, in Milwaukee, WI. The theme was “Innovation for System-Wide Improvement and Beyond” with emphasis on leveraging the Baldrige criteria to improve learning and systems, changing school culture to close the achievement/opportunity gap, continuous improvement for advanced practitioners, and implementing common core standards and assessment. Pre-conference workshops and concurrent sessions were offered to attendees along with the opportunity to learn about some of the team initiatives that were submitted for the Education Team Excellence Recognition process.

The delightful JoAnn Sternke, Pewaukee School District superintendent in Pewaukee, WI, provided engaging announcements and speaker introductions throughout the conference. Lee Jenkins, founder of LtoJ Consulting Group, member of the Education Division leadership team, and well-known author, provided the exciting and thought-provoking keynote address, *Continuous Improvement: The Help and Hope for Education*, with the message that when students and adults are overloaded with hoops and hype, hope declines and

help is avoided. Jenkins helped the audience with understanding how to improve education in schools and ensure students stay full of hope. He was also available during conference breaks for a book signing. Tracy Hill, executive director of family and community engagement, Cleveland Metropolitan School District, opened the second day of the conference with a presentation on *The Power of Human Connection: Engaging Parents as Partners* that relayed how to build greater levels of student achievement through parent engagement.

The Education Division conducted the annual business meeting at the conference where the first proposal for the 2015 Quality Education Conference, sponsored by the Education Division, was introduced and accepted by the Division leadership team. It was feared to be a particularly somber message to relay during the last general session of the conference that ASQ headquarters was no longer sponsoring the NQEC, but Sternke relayed a truly energetic and enlightening message to the audience. Her message left attendees sitting on the edge of their seats for more information and looking forward to more announcements about the 2015 conference to be sponsored by the Division.

TRANSFORMING THE WORLD THROUGH INNOVATION, INSPIRATION, AND LEADERSHIP

2015 WORLD CONFERENCE ON QUALITY AND IMPROVEMENT
May 4 – 6, 2015 | Nashville, TN

ASQ Student
Member Rate
\$95



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	
 <p><i>I would like to thank ASQ, the Quality Management Division, and ASQ1301 Kansas City for encouraging students to participate in this conference. I had the opportunity to meet many quality professionals. The keynote speakers were awesome. I really liked Eric's speech; it was inspiring. The workshops I attended on statistics and Six Sigma were very informative. Attending the conference not only gave me an edge for my master's degree, but also provided a great networking opportunity with industry people. I am looking forward to the 2015 World Conference in Tennessee.</i> – Vamsi Krishna Maddineni</p>	<p>Keynote Speaker 8:00 a.m. – 9:45 a.m. Shawn Anchor New York Times Best-Selling Author and Researcher on Positive Psychology</p>	<p>Keynote Speaker 8:00 a.m. – 9:00 a.m. Margaret Heffernan Entrepreneur, Chief Executive, and Author</p>	<p>Concurrent Sessions and Workshops 8:00 a.m. – 10:15 a.m.</p>	
	<p>LinkedIn: The Whys and Hows 10:00 a.m. – 10:30 a.m.</p>	<p>Exhibit Hall Conference Kick-Off With Sponsors and Exhibitors 10:00 a.m. – 11:15 a.m. Network with attendees, exhibitors, and sponsors. Look for career opportunities. Visit the ASQ Center and division booths to learn more about ASQ and your free division membership.</p>	<p>Concurrent Sessions and Workshops 9:15 a.m. – 11:45 a.m.</p>	<p>Closing Session and Keynote Speaker 10:30 a.m. – Noon Analit Singh Founder and Chair, Max India Limited</p>
	<p>Lunch 11:15 a.m. – 12:15 p.m.</p>	<p>Concurrent Sessions and Workshops 12:15 p.m. – 4:00 p.m. Sessions offer real-life applications, results, and solutions that can be implemented immediately. Workshops include hands-on learning activities that demonstrate and reinforce concepts presented.</p>	<p>Networking Break With Sponsors and Exhibitors 10:15 a.m. – 10:45 a.m.</p> <p>Concurrent Sessions 10:45 a.m. – 11:45 a.m.</p>	
	<p>Saddle Up 3:00 p.m. Arrive safely at the Gaylord Opryland Resort and Convention Center. Find travel discounts at www.studentuniverse.com.</p>	<p>Keynote Speaker 1:15 p.m. – 2:15 p.m. Charles Best Founder and CEO, DonorsChoose.org</p>	<p>Exhibit Hall Extravaganza 2:15 p.m. – 3:45 p.m. Participate in prize drawings and enjoy refreshments while networking with attendees, sponsors, exhibitors, member leaders, and staff.</p>	<p>Hats in the Air Noon Thanks for attending! All conference attendees can purchase access to all session recordings for \$49.</p> 
	<p>Student Networking Reception 3:00 p.m. – 5:00 p.m. Learn more about your ASQ membership and network with other students and member leaders from the ASQ board, councils, and committees.</p>	<p>Keynote Speaker 4:15 p.m. - 5:15 p.m. Dr. Joann Sternke Superintendent, Pewaukee School District</p>	<p>Concurrent Sessions 4:00 p.m. – 5:00 p.m.</p> <p>Don't miss the Quality Impact Sessions offered during each of the concurrent sessions.</p>	<p><i>Attending the ASQ conference was such a memorable experience. Not only did I learn from very experienced people, but also I was finally able to connect what I am being taught as a Lean Six Sigma student to the application in different fields. The ASQ World Conference has directed me to think about quality in everything around me, which makes me realize quality is the difference. Additionally, the conference was such a helpful opportunity to build a business network, where I could contact professionals for further enquiries. This conference has opened my mind to not miss such educational and useful sessions.</i> – Mohanad Yahya</p>
<p>Annual Business Meeting 5:00 p.m. – 6:30 p.m. Learn about the new board, award recipients, and the State of the Society.</p>	<p>After 5 Sessions 5:30 p.m. – 6:45 p.m. These informal sessions include a social component that encourages interaction between the facilitator, participants, and peers.</p>			
<p>World Conference Opening Reception 6:30 p.m. – 8:30 p.m. Network with attendees and exhibitors while enjoying hors d'oeuvres and a cash bar.</p>				

For more information, visit <http://wcqi.asq.org/students.html>. To register, use priority code WCSTU15. ASQ student members only.

ASQ Education Division's Publications on Quality in Education

We continue to offer ASQ publications on quality in education topics in an effort to respond to the diverse needs of our members from our education sectors K-12, Higher Education, and Workforce Development. Some of these publications are sponsored by the Education Division and some by the ASQ staff. Articles from these publications, with the exception of *The Journal for Quality and Participation*, are available in our [online library](#). Note that we have links to these publications on the right side of our [website](#). The table below summarizes our publications.

QEDNews, the Division's newsletter, provides information to members on our activities and includes contributed articles on interesting topics related to recent and upcoming events and quality in education. All articles are contributed by Education Division members.

Our double-blind, peer-reviewed online publication, *Quality Approaches in Higher Education*, engages the higher education community and the ASQ Education Division membership in a discussion of topics related to improving quality and identifying best practices in higher education and expands the literature specific to quality in higher education topics. The [journal web page](#) includes the latest Call for Papers and all the issues. Manuscripts are limited to 4,000 words.

The Division-sponsored *Workforce Development Brief* is read by members interested in workforce development. If you have an article that describes instructional design or delivery, adult learning theory, or other education topics related to workforce

development, please submit it to Marianne Di Pierro (marianne.dipierro@wmich.edu). Articles should be 500-1,500 words and should be accompanied by a brief biography (75-100 words).

The *ASQ Primary and Secondary Education Brief* and *The Higher Education Brief* feature invited articles associated with each issue's particular education-oriented theme. Themes and articles are often suggested by the Division's leadership team. As a special publication, a joint issue on STEM issues is published annually in February to coincide with the celebration of Engineers' Week, since many of our ASQ members are engineers or are in the engineering field.

The Journal for Quality and Participation is a long-standing, peer-reviewed, combination print and online publication that focuses on the people side of quality. Each issue includes the department "Educators' World," which is dedicated to quality in education. This journal is published by ASQ.

In addition, stand-alone articles may be uploaded to the online ASQ Education Division library after a review.

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

We welcome your participation as a contributor and reader!

Publication	Sponsor	Invited/Contributed	Peer-reviewed	Frequency	Editors
<i>QEDNews</i> Division Newsletter	Division	Contributed only by Division members	No	Bi-annual	Belinda Chavez, Acting Editor
<i>Quality Approaches in Higher Education</i>	Division	Contributed	Yes	Bi-annual	Elizabeth Anne Cudney
<i>Workforce Development Brief</i>	Division	Contributed and Invited	No	Bi-annual	Marianne Di Pierro
<i>ASQ Primary and Secondary Education Brief</i>	ASQ Publications	Invited	No	Six issues per year	Megan Schmidt
<i>ASQ Higher Education Brief</i>	ASQ Publications	Invited	No	Six issues per year	Megan Schmidt
<i>The Journal for Quality and Participation</i> , "Educator's World" department	ASQ	Contributed	Yes	Quarterly	Deborah Hopen



MISSION

To promote networking worldwide on quality in education, including K-12, Higher Education and Workforce Development.

VISION

Shaping the future through quality in education and professional development.

VALUES & BELIEFS

We believe that:

- Members network in different ways.
- Our networking will improve student learning outcomes and achievement at all levels.
- Our networking will improve excellence in our education systems throughout the world.
- Helping low income school systems to achieve student success is part of ASQ’s social responsibility focus.
- Effective collaboration requires trust and mutual respect
- We encourage student members to network with us as they develop a career as a quality educator.
- Continual member feedback through surveys guides improvement.

GOALS

- To network to improve student success at all levels.
- To use members’ dues effectively.
- To support ASQ’s global and social responsibility initiatives.
- To increase member satisfaction and participation in the Education Division.
- To empower educators to demonstrate 21st century leadership and learning.
- To provide publications, conferences and discussion boards for networking on quality in education and to provide targeted networking for each focus area: K-12, Higher Education and Workforce Development.
- To show how quality thinking can improve solutions to current educational challenges such as preparing students as leaders in the 21st century, decreasing the achievement gap, improving STEM education and providing a learning culture in the workforce.

GUIDING PHILOSOPHY

We think of Quality in Education in two ways:

- "QUALITY in Education" Attaining excellence in the education system by monitoring key performance indicators and performing the strategic and tactical work necessary to meet goals and improve continually.
- "Quality in EDUCATION" Integrating quality leadership, thinking, concepts, and skill areas in K-12, higher education, and workplace curricula and classrooms.

The Education Division Officers and Committee Chairs

We Welcome Your Email!

Chair

Quality Education Conference Co-Chair

Belinda Chavez
NASA Safety Center Audits and
Assessments Office Operations Manager,
Honeywell Technology Solutions, Inc.
Chavezb1@peoplepc.com

Chair Elect

Quality Education Conference Chair

Norma Simmons
President
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Immediate Past Chair

Nominating Committee Chair

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Secretary

Twitter/Social Media Chair

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Treasurer

Social Responsibility Committee Liaison Discussion Board Moderator

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Workforce Development Chair

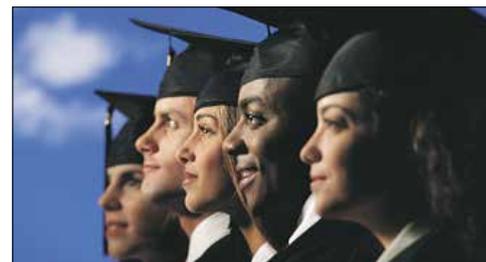
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Boeing Test and Evaluation
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NASA Safety Center Audits and
Assessments Office Operations Manager,
Honeywell Technology Solutions
Chavezb1@peoplepc.com

Quality Approaches in Higher Education, Editor

Elizabeth Anne Cudney
cudney@mst.edu



Best Paper Award

The *Quality Approaches in Higher Education* editors will announce an annual best paper award to the author(s) of a paper published in *Quality Approaches in Higher Education*. The award will be announced in January of each year for the best paper from the issues of the previous year and will be based on the largest single contribution made to the development or application of quality approaches in higher education. There is no nomination form for this award.

Visit our website at
[asq.org/edu/quality-information/journals/
today!](http://asq.org/edu/quality-information/journals/today!)



The Quality Approaches in Higher Education is sponsored by

**ASQ's
Education
Division**



**Shaping the Future
through Quality
in Education and
Professional Development**

To join other people interested in knowledge and best practices related to quality in education, check out our website at asq.org/edu/index.html and click on asq.org/join/addforum.html to join the ASQ Education Division or call 1-800-248-1946.



Shaping the Future Through Quality in Education and Professional Development