

creating the quality law school. Team building and the identification of quality tools and techniques, such as check sheets, flowcharts, Pareto charts, brainstorming, fishbone charts, run charts, control charts, scatter diagrams and regression analysis, have been used in the past to institute and monitor CQI.

For quality to spread to the law school, faculty must undergo transformation. The fierce autonomy, independence and competitiveness of law faculties make such change difficult. A mission statement and the creation of a vision, with customer satisfaction as its focus, is the first step. Consensus between faculty factions must be nurtured by searching for common ground. The new philosophy of the law school must be identified as clearly as the customers of the law school. It must be adopted through doing. To assist the formulation of the new philosophy the customers must be identified, law schools should produce products and services that satisfy the customer and the quality of the law school should be measured, as should the satisfaction of the public. Dependence on mass inspection should cease and long-term relationships with suppliers of the raw materials, such as undergraduate colleges, should be forged.

The entire institution should be committed to constant improvement. Systematic training and retraining of professors and staff is necessary. Leadership requires improvement by example. The fear of not getting tenure should be removed, as one of the great stumbling blocks of CQI implementation is the willingness of employees to suggest how their

job could be eliminated and so lead to a better quality result. Internal barriers or enterprises should be broken down so as to reduce the factionalisation within law schools and thereby maximise commitment to the mission statement and the vision.

Reflections from the TQM casefile in legal education

A J Bolla, Jr

43 *Emory L J* 2, Spring 1994, pp 541-573

Total quality maintenance (TQM) is a talisman for change in the educational process of the 90s. There are constant calls for reform of legal education. What needs to be addressed is the whether quality legal education is an achievable goal that is worthwhile pursuing. Sadly no assistance in the application of TQM to education can be gleaned from Japan. In following TQM practices legal educators should adopt the paradigm shift that focuses on education as a behaviour, a commodity and a process. The adage that 'if it ain't broke don't fix it' must be overcome and the possibility that the Socratic and Langdellian methods that currently dominate law teaching, are processes that can be designed, managed and improved by TQM must be accepted. The terms developed in TQM manufacturing reform must be replaced by appropriate educational terms.

At Samford University faculty and staff members attended seminar-type training sessions guided by instructors with considerable TQM experience. The message from these seminars was participate in the TQM project or move out. This reinforces Deming's

proposition that for TQM to work successfully all must participate. A Quality Council (QC) was formed. The QC decided that a mere mission statement was insufficient and that the 'constancy of purpose' must include definitions for mission, customers, critical processes, values and vision (MCPVV). The MCPVV guidelines were circulated to 96 organisational units in the university, including the law school, requesting that each draft its own MCPVV statement. The formulation of the mission statement from the law school at Samford University is 'to educate our students to be responsible lawyers, trained to exercise their professional skills competently, with sensitivity to the needs and concerns of their clients, and to act in strict accord with the highest ethical standards.'

Educational institutions are starting to understand that quality does not improve unless you measure it. To increase quality the application of Deming's three-part quality typology, design and redesign, conformance and performance, may be used.

With education being viewed as a process, the concept of value-added product can be utilised. For instance, institutions must address student variability so as to design a process that will create a product (graduate) of uniform high quality. The solution cannot be simply a scrap and rework (repeating of a failed course).

POSTGRADUATE PROGRAMS

[no material in this edition]