The assistance of Anand Anandalingam, William Davies, Michael Eleey, Gabriel Pall and Frank Toprer in preparing this paper is gratefully acknowledged. The leadership of Mama Whittington in launching the TQM initiative Penn is also acknowledged. The author is fully accountable in the usual fashion for the final product. It should be noted that this paper was written in 1993 and much has changed at Penn in the TQM area since that time. Nonetheless, the original vision of TQM at Penn laid the foundations for what has developed in business process reengineering and other areas of organizational transformation that have unfolded at Penn and elsewhere in the intervening period. Thus, the original vision continues to be an essential ingredient of our future and I have accordingly kept this paper true to its original form and content.
1.0 Introduction

Penn's 4,000-member faculty is internationally distinguished, as is its student body of over 22,000, about half at the graduate level. All of Penn's professional schools are accorded top status by their peers. The University educates leaders in the Liberal Arts and Sciences, as well as in Business, Medicine, Communications, Education, Engineering, Fine Arts and Architecture, Law, Dentistry, Veterinary Medicine, Nursing, and Social Work.

The University of Pennsylvania's historical commitment to quality in teaching and research has been reinforced through our on-going interchange with practitioners in science, engineering and the professional schools. This interchange occurs continuously through Penn's several advisory boards and alumni associations. In recent years, a recurring theme in these boards and associations has been the need for change in higher education in the United States, and at Penn. Leaders from business, government and academia have noted with increasing frequency the dictates of international competition and the new world order, with far-reaching implications for requisite skills in the graduates of our programs, and for the research agenda required to support these programs. The message of the past decade of fierce international competition and change is clear: every organization that wishes to remain viable must make a commitment to continuously improving the quality of its products and services and to do so at a cost that distinguishes it as at or near "best in class" in its reference group. At Penn and other institutions of higher education, a key implication of this message is that state-of-the-art Total Quality Management (TQM) practices be instituted in all administrative and educational processes.2

In the next section of this paper, the initiative to launch TQM at the University is described. TQM foundations in administration and in the Wharton School are indicated, together with growing efforts to expand on these foundations in the School of Engineering and Applied Science, the School of Arts and Sciences, the Wharton School, the Medical School and the Hospital of the University. We document our progress in teaching and research related to quality, as well as the important strides Penn has made in implementing TQM in managing the University. Section 3 is by way of conclusion, with some observations on key priorities for the future in Penn's TQM effort.

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2 Penn is, of course, not alone in espousing TQM. For a survey of TQM applications in higher education, see (Seymour and Collett, 1991).