

Maria Rosa

List of Publications by Year in descending order

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64
papers

1,042
citations

471509
17
h-index

477307
29
g-index

68
all docs

68
docs citations

68
times ranked

769
citing authors

#	ARTICLE	IF	CITATIONS
1	The European university landscape: A micro characterization based on evidence from the Aquameth project. Research Policy, 2011, 40, 148-164.	6.4	98
2	The integration of quality management in higher education institutions: a systematic literature review. Total Quality Management and Business Excellence, 2017, 28, 159-175.	3.8	76
3	Why is quality in higher education not achieved? The view of academics. Assessment and Evaluation in Higher Education, 2016, 41, 950-965.	5.6	62
4	Assessing Quality and Evaluating Performance in Higher Education: Worlds Apart or Complementary Views?. Minerva, 2010, 48, 35-54.	2.4	50
5	Institutional Consequences of Quality Assessment. Quality in Higher Education, 2006, 12, 145-159.	1.1	47
6	Sustainability in higher education: A review of contributions from Portuguese Speaking Countries. Journal of Cleaner Production, 2018, 171, 600-612.	9.3	47
7	A Self-assessment of Higher Education Institutions from the Perspective of the EFQM Excellence Model. Higher Education Dynamics, 2007, , 181-207.	0.3	45
8	Funding systems for higher education and their impacts on institutional strategies and academia. International Journal of Educational Management, 2010, 24, 7-21.	1.5	44
9	Different academics' characteristics, different perceptions on quality assessment?. Quality Assurance in Education, 2013, 21, 96-117.	1.5	40
10	Next Generations, Catwalks, Random Walks and Arms Races: conceptualising the development of quality assurance schemes. European Journal of Education, 2014, 49, 421-434.	2.8	34
11	Recent Trends in Quality Assurance. Quality in Higher Education, 2010, 16, 59-61.	1.1	32
12	Subject mix and productivity in Portuguese universities. European Journal of Operational Research, 2009, 197, 287-295.	5.7	28
13	Excellence in Portuguese higher education institutions. Total Quality Management and Business Excellence, 2003, 14, 189-197.	3.8	25
14	Academics' participation in quality assurance: does it reflect ownership?. Quality in Higher Education, 2018, 24, 66-81.	1.1	23
15	Assessing customer satisfaction and loyalty in the retail sector. International Journal of Quality and Reliability Management, 2017, 34, 1508-1529.	2.0	22
16	Internal quality assurance: A new culture or added bureaucracy?. Assessment and Evaluation in Higher Education, 2019, 44, 249-262.	5.6	22
17	Academics' perceptions on the purposes of quality assessment. Quality in Higher Education, 2012, 18, 349-366.	1.1	21
18	Student satisfaction with Portuguese higher education institutions: the view of different types of students. Tertiary Education and Management, 2014, 20, 165-178.	1.1	20

#	ARTICLE	IF	CITATIONS
19	The EUA Institutional Evaluation Programme: an account of institutional best practices. Quality in Higher Education, 2011, 17, 369-386.	1.1	17
20	The Internationalisation of Portuguese Higher Education. Higher Education Management and Policy, 2006, 18, 105-120.	0.4	16
21	Mediating the Economic Pulses: The International Connection in Portuguese Higher Education. Higher Education Quarterly, 2003, 57, 181-203.	2.7	15
22	School performance management practices and school achievement. International Journal of Productivity and Performance Management, 2012, 61, 272-289.	3.7	13
23	Policy Reforms, Trojan Horses, and Imaginary Friends: The Role of External Stakeholders in Internal Quality Assurance Systems. Higher Education Policy, 2014, 27, 219-237.	2.0	13
24	The European standards and guidelines for internal quality assurance. TQM Journal, 2017, 29, 342-356.	3.3	13
25	Supply chain quality management in education. International Journal of Quality and Reliability Management, 2016, 33, 499-517.	2.0	12
26	Is There a Higher Education Market in Portugal?. , 2004, , 291-310.		12
27	The performance of Portuguese secondary schools: an exploratory study. Quality Assurance in Education, 2010, 18, 286-303.	1.5	11
28	Why is it Difficult to Grasp the Impacts of the <scp>P</scp>ortuguese Quality Assurance System?. European Journal of Education, 2013, 48, 454-470.	2.8	11
29	Managing Customer Participation and Customer Interactions in Service Delivery: the Case of Museums and Educational Services. Organizacija, 2014, 47, 166-175.	1.6	11
30	Quality management in universities: towards an integrated approach?. International Journal of Quality and Reliability Management, 2018, 35, 126-144.	2.0	11
31	Quality assessment of undergraduate education in China. Higher Education Management and Policy, 2008, 20, 1-18.	0.4	11
32	Defining Strategic and Excellence Bases for the Development of Portuguese Higher Education. European Journal of Education, 2005, 40, 205-221.	2.8	10
33	Measuring and comparing the performance of Portuguese secondary schools. International Journal of Productivity and Performance Management, 2009, 58, 767-786.	3.7	10
34	A Model for Stakeholdersâ€™ Influence on Internationalization. Journal of Studies in International Education, 2015, 19, 160-181.	3.2	9
35	The European Standards and Guidelines for Quality Assurance in the European Higher Education Area in Portugal and the Czech Republic: Between the Worlds of Neglect and Dead Letters?. Higher Education Policy, 2018, 31, 201-224.	2.0	9
36	Evaluation of physical activity programmes for elderly people - a descriptive study using the EFQM' criteria. BMC Public Health, 2011, 11, 123.	2.9	8

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37	Ascribing meaning to quality cultures in the Portuguese context. Quality Assurance in Education, 2014, 22, 255-272.	1.5	8
38	Internal quality assurance systems: “tailor made” or “one size fits all” implementation?. Quality Assurance in Education, 2017, 25, 329-342.	1.5	8
39	Understanding the impacts of quality assessment: an exploratory use of cultural theory. Quality in Higher Education, 2011, 17, 53-67.	1.1	7
40	Funding Allocation and Staff Management. A Portuguese Example. European Journal of Education, 2009, 44, 127-140.	2.8	6
41	Does the EUA institutional evaluation programme contribute to quality improvement?. Quality Assurance in Education, 2010, 18, 178-190.	1.5	6
42	The importance and degree of implementation of the European standards and guidelines for internal quality assurance in universities: the views of Portuguese academics. Tertiary Education and Management, 2015, 21, 245-261.	1.1	6
43	Academic engagement in Portugal: the role of institutional diversity, individual characteristics and modes of knowledge production. Studies in Higher Education, 2022, 47, 2239-2252.	4.5	6
44	The Portuguese Case. , 2014, , 153-166.		5
45	Atitudes em Relação Às Pessoas com Deficiência: uma Revisão Sistemática da Literatura. Revista Brasileira De Educacao Especial, 2020, 26, 689-710.	0.4	5
46	Learning analytics and data ethics in performance data management: a benchmarking exercise involving six European universities. Quality in Higher Education, 2022, 28, 65-81.	1.1	5
47	Are higher education institutions preparing future tourism professionals for tourism for all? An overview from Portuguese higher education tourism programmes. Journal of Hospitality, Leisure, Sport and Tourism Education, 2022, 31, 100395.	2.9	5
48	The Perceptions of Quality Management by Universities’ Internal Stakeholders. , 2017, , 157-172.		4
49	Graduates’ Perceptions about Labour Market Competencies: Does the Type of Institution and Programme Make a Difference?. Higher Education Policy, 2016, 29, 109-129.	2.0	3
50	Performance indicators for research and cultural creation activities in polytechnic higher education institutions: a consensus building approach. Tertiary Education and Management, 2020, 26, 281-294.	1.1	3
51	Conclusions and Further Challenges. Higher Education Dynamics, 2007, , 247-262.	0.3	3
52	Study protocol: using the Q-STEPS to assess and improve the quality of physical activity programmes for the elderly. BMC Research Notes, 2012, 5, 171.	1.4	2
53	The Integration of Quality Management in Universities. , 2016, , 143-158.		2
54	Is accreditation “on the right track”? The views of Portuguese academics. Tertiary Education and Management, 2020, 26, 185-197.	1.1	2

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55	Research Evaluation: Mapping the Field Structure. Avalia��o: Revista Da Avalia��o Da Educa��o Superior, 2020, 25, 546-574.	0.2	2
56	A Broader Church? Expansion, Access and Cost-sharing in Portuguese Higher Education. , 2006, , 241-264.		1
57	The Academic Constituency. , 2014, , 181-206.		1
58	Quality Assessment of the Services Delivered by a Court, Based on the Perceptions of Users, Magistrates, and Court Officials. Sustainability, 2021, 13, 504.	3.2	0
59	Quality, Evaluation and Accreditation: from Steering, Through Compliance, on to Enhancement and Innovation?. , 2011, , 249-264.		0
60	On The Structure of the European Standards and Guidelines for Internal Quality Assurance. , 2016, , 63-83.		0
61	DESIGNING A QUALITY ASSURANCE SYSTEM FOR DOCTORAL EDUCATION. INTED Proceedings, 2017, , .	0.0	0
62	Investigating the Alignment Between Web and Social Media Efforts and Effectiveness: The Case of Science Centres. Lecture Notes in Business Information Processing, 2018, , 289-302.	1.0	0
63	IMPLEMENTING AN INTERNAL QUALITY ASSURANCE SYSTEM FOR DOCTORAL EDUCATION. , 2018, , .		0
64	CHANGES IN HIGHER EDUCATION INSTITUTIONS: DO FEMALE ACADEMICS SEE THE GLASS HALF FULL?. , 2018, , .		0