

# Maria Rosa

## List of Publications by Year in descending order

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Version: 2024-02-01

64  
papers

1,042  
citations

471061

17  
h-index

476904

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. <i>Research Policy</i> , 2011, 40, 148-164.	3.3	98
2	The integration of quality management in higher education institutions: a systematic literature review. <i>Total Quality Management and Business Excellence</i> , 2017, 28, 159-175.	2.4	76
3	Why is quality in higher education not achieved? The view of academics. <i>Assessment and Evaluation in Higher Education</i> , 2016, 41, 950-965.	3.9	62
4	Assessing Quality and Evaluating Performance in Higher Education: Worlds Apart or Complementary Views?. <i>Minerva</i> , 2010, 48, 35-54.	1.4	50
5	Institutional Consequences of Quality Assessment. <i>Quality in Higher Education</i> , 2006, 12, 145-159.	0.6	47
6	Sustainability in higher education: A review of contributions from Portuguese Speaking Countries. <i>Journal of Cleaner Production</i> , 2018, 171, 600-612.	4.6	47
7	A Self-assessment of Higher Education Institutions from the Perspective of the EFQM Excellence Model. <i>Higher Education Dynamics</i> , 2007, , 181-207.	0.1	45
8	Funding systems for higher education and their impacts on institutional strategies and academia. <i>International Journal of Educational Management</i> , 2010, 24, 7-21.	0.9	44
9	Different academics' characteristics, different perceptions on quality assessment?. <i>Quality Assurance in Education</i> , 2013, 21, 96-117.	0.9	40
10	Next Generations, Catwalks, Random Walks and Arms Races: conceptualising the development of quality assurance schemes. <i>European Journal of Education</i> , 2014, 49, 421-434.	1.7	34
11	Recent Trends in Quality Assurance. <i>Quality in Higher Education</i> , 2010, 16, 59-61.	0.6	32
12	Subject mix and productivity in Portuguese universities. <i>European Journal of Operational Research</i> , 2009, 197, 287-295.	3.5	28
13	Excellence in Portuguese higher education institutions. <i>Total Quality Management and Business Excellence</i> , 2003, 14, 189-197.	2.4	25
14	Academics'™ participation in quality assurance: does it reflect ownership?. <i>Quality in Higher Education</i> , 2018, 24, 66-81.	0.6	23
15	Assessing customer satisfaction and loyalty in the retail sector. <i>International Journal of Quality and Reliability Management</i> , 2017, 34, 1508-1529.	1.3	22
16	Internal quality assurance: A new culture or added bureaucracy?. <i>Assessment and Evaluation in Higher Education</i> , 2019, 44, 249-262.	3.9	22
17	Academics'™ perceptions on the purposes of quality assessment. <i>Quality in Higher Education</i> , 2012, 18, 349-366.	0.6	21
18	Student satisfaction with Portuguese higher education institutions: the view of different types of students. <i>Tertiary Education and Management</i> , 2014, 20, 165-178.	0.6	20

#	ARTICLE	IF	CITATIONS
19	The EUA Institutional Evaluation Programme: an account of institutional best practices. <i>Quality in Higher Education</i> , 2011, 17, 369-386.	0.6	17
20	The Internationalisation of Portuguese Higher Education. <i>Higher Education Management and Policy</i> , 2006, 18, 105-120.	0.4	16
21	Mediating the Economic Pulses: The International Connection in Portuguese Higher Education. <i>Higher Education Quarterly</i> , 2003, 57, 181-203.	1.8	15
22	School performance management practices and school achievement. <i>International Journal of Productivity and Performance Management</i> , 2012, 61, 272-289.	2.2	13
23	Policy Reforms, Trojan Horses, and Imaginary Friends: The Role of External Stakeholders in Internal Quality Assurance Systems. <i>Higher Education Policy</i> , 2014, 27, 219-237.	1.3	13
24	The European standards and guidelines for internal quality assurance. <i>TQM Journal</i> , 2017, 29, 342-356.	2.1	13
25	Supply chain quality management in education. <i>International Journal of Quality and Reliability Management</i> , 2016, 33, 499-517.	1.3	12
26	Is There a Higher Education Market in Portugal?. , 2004, , 291-310.		12
27	The performance of Portuguese secondary schools: an exploratory study. <i>Quality Assurance in Education</i> , 2010, 18, 286-303.	0.9	11
28	Why is it Difficult to Grasp the Impacts of the Portuguese Quality Assurance System?. <i>European Journal of Education</i> , 2013, 48, 454-470.	1.7	11
29	Managing Customer Participation and Customer Interactions in Service Delivery: the Case of Museums and Educational Services. <i>Organizacija</i> , 2014, 47, 166-175.	0.7	11
30	Quality management in universities: towards an integrated approach?. <i>International Journal of Quality and Reliability Management</i> , 2018, 35, 126-144.	1.3	11
31	Quality assessment of undergraduate education in China. <i>Higher Education Management and Policy</i> , 2008, 20, 1-18.	0.4	11
32	Defining Strategic and Excellence Bases for the Development of Portuguese Higher Education. <i>European Journal of Education</i> , 2005, 40, 205-221.	1.7	10
33	Measuring and comparing the performance of Portuguese secondary schools. <i>International Journal of Productivity and Performance Management</i> , 2009, 58, 767-786.	2.2	10
34	A Model for Stakeholders' Influence on Internationalization. <i>Journal of Studies in International Education</i> , 2015, 19, 160-181.	1.9	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?. <i>Higher Education Policy</i> , 2018, 31, 201-224.	1.3	9
36	Evaluation of physical activity programmes for elderly people - a descriptive study using the EFQM' criteria. <i>BMC Public Health</i> , 2011, 11, 123.	1.2	8

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37	Ascribing meaning to quality cultures in the Portuguese context. <i>Quality Assurance in Education</i> , 2014, 22, 255-272.	0.9	8
38	Internal quality assurance systems: "tailor made" or "one size fits all" implementation?. <i>Quality Assurance in Education</i> , 2017, 25, 329-342.	0.9	8
39	Understanding the impacts of quality assessment: an exploratory use of cultural theory. <i>Quality in Higher Education</i> , 2011, 17, 53-67.	0.6	7
40	Funding Allocation and Staff Management. A Portuguese Example. <i>European Journal of Education</i> , 2009, 44, 127-140.	1.7	6
41	Does the EUA institutional evaluation programme contribute to quality improvement?. <i>Quality Assurance in Education</i> , 2010, 18, 178-190.	0.9	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. <i>Tertiary Education and Management</i> , 2015, 21, 245-261.	0.6	6
43	Academic engagement in Portugal: the role of institutional diversity, individual characteristics and modes of knowledge production. <i>Studies in Higher Education</i> , 2022, 47, 2239-2252.	2.9	6
44	The Portuguese Case. , 2014, , 153-166.		5
45	Atitudes em Relação Às Pessoas com Deficiência: uma Revisão Sistemática da Literatura. <i>Revista Brasileira De Educacao Especial</i> , 2020, 26, 689-710.	0.4	5
46	Learning analytics and data ethics in performance data management: a benchmarking exercise involving six European universities. <i>Quality in Higher Education</i> , 2022, 28, 65-81.	0.6	5
47	Are higher education institutions preparing future tourism professionals for tourism for all? An overview from Portuguese higher education tourism programmes. <i>Journal of Hospitality, Leisure, Sport and Tourism Education</i> , 2022, 31, 100395.	1.9	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?. <i>Higher Education Policy</i> , 2016, 29, 109-129.	1.3	3
50	Performance indicators for research and cultural creation activities in polytechnic higher education institutions: a consensus building approach. <i>Tertiary Education and Management</i> , 2020, 26, 281-294.	0.6	3
51	Conclusions and Further Challenges. <i>Higher Education Dynamics</i> , 2007, , 247-262.	0.1	3
52	Study protocol: using the Q-STEPS to assess and improve the quality of physical activity programmes for the elderly. <i>BMC Research Notes</i> , 2012, 5, 171.	0.6	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. <i>Tertiary Education and Management</i> , 2020, 26, 185-197.	0.6	2

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55	Research Evaluation: Mapping the Field Structure. <i>Avaliação: Revista Da Avaliação Da Educação Superior</i> , 2020, 25, 546-574.	0.1	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. <i>Sustainability</i> , 2021, 13, 504.	1.6	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. <i>INTED Proceedings</i> , 2017, , .	0.0	0
62	Investigating the Alignment Between Web and Social Media Efforts and Effectiveness: The Case of Science Centres. <i>Lecture Notes in Business Information Processing</i> , 2018, , 289-302.	0.8	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