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Abstract

Quality management (QM) in teaching and learning is a result but also a cause of organizational change in higher education institutions. Hence, quality managers are confronted with different responses from academia (e.g., resistance) to institutional processes caused by QM in teaching and learning. The following article investigates how and with which actions quality managers respond to academics' resistance. For this purpose, we use a theoretical framework suggested by Oliver (Acad Manag Rev 16(1):145–179, 1991), who distinguishes between different strategies and tactics. Our research focuses particularly on the strategy of compromising, which seems to be dominant and constitutive for quality managers as members of an emerging higher education profession. Our empirical results show that quality managers take different actions that are related to tactics like balancing, pacifying and bargaining. (HRK / Abstract übernommen)