QUALITY MATTERS

Theme: Benchmarking in Higher Education

IN THIS ISSUE

QUOTE OF THIS ISSUE

Benchmarking is a valuable tool for HEIs in conducting comparative analyses of institutional and external information in order to identify efficiencies and cost reductions and to target these to best effect. (HESA, 2010)

Benchmarking must come to mean learning form others. It is a process of moving from where we are and where we want to go. (Camp, 1995),

This newsletter is published every three months by the Center for Educational Improvement and Quality Assurance (CEIQA) of St. Mary's University (SMU). The objective of the newsletter is to inform the SMU community as well as the business and industry, government and non-governmental stakeholders and others who might be interested to know about the activities and accomplishments of the institution in fostering quality education and research in the Ethiopian Higher Education Setting.

If you have comments and suggestions on this issue of the newsletter or want to contribute to the next issue, please contact our office,
Tel: 011-5537999 or 011-5538001 ext. 152,
0911679094
Email: ceiqa@smuc.edu.et
Web. http://www.smuc.edu.et Addis Ababa, Ethiopia

FROM THE EDITORIAL DESK

This edition of Quality Matters is focusing on **Benchmarking in Higher Education**. Increasing competition and demands for accountability have autodesk-motionbuilder changed the methods of how institutions of higher education operate in the recent years. Benchmarking has emerged as a useful and effective tool for staying competitive. The strategy of benchmarking is important both conceptually and practically, and is being used for improving administrative processes as well as instructional methods at higher institutions. Benchmarking is recognized as an essential tool for continuous improvement of quality.

Higher Education is fundamental to economic, political and social progress and vital to competitiveness in an increasingly globalized knowledge society. Benchmarking is simply a process for identifying, understanding, and adapting best practices from other organizations in order to help one's organization improve its performance.

In the case of higher education institutions, of course, the central focus is on improvement of student learning. Generally speaking, in most institutions of higher education the desire to learn from each other and to share aspects of good practice is almost as old as the university itself.

Quality Assurance and Best Practices is one of the five strategic priorities for SMU for the years 2013/14-2017/18. The major goal in this regard is enhancing and assuring quality through continuous assessment and developing the practice of learning from each other and others at all levels and divisions of the University. Thus, SMU recognizes benchmarking as essential tool for quality improvement.

As usual, in this edition too, we have included

perspective, interview, and tips on benchmarking in light of the selected theme. Good practices at SMU ,News and virtual links are also integrated.

In the perspective part, benchmarking in the context of higher education institutions has been discussed. . In the interview section Quality Matters interviewed Ato Kassahun Kebede, who is the Quality Audit Directorate Director at Higher Education Relevance and Quality Assurance Agency (HERQA), to elaborate the concept of benchmarking in the context of Ethiopian higher education institutions. Besides, tips are extracted from scholarly articles on the importance and role of benchmarking. Finally, good practices and different news of the University are highlighted.

Enjoy reading!

IQPM OF ST. MARY'S UNIVERSITY INAUGURATED

St. Mary's University launched the Institute of Quality and Productivity Management (IQPM) on November 16, 2015, at Sheraton Addis here in Addis Ababa. The Institute will offer internationally recognized short- and long-term training in diverse quality and productivity management courses. The launching ceremony, which attracted scholars, heads of government and business organizations, was officially opened by Wondwosen Tamrat (Assoc. Prof.), Founder and President of the University, followed by introductory remarks by Mesai Girma, Director of IQPM. The event was graced by the presence of the Guest of Honor, Dr. Clint Miner, President of the National Graduate School of Quality Management, USA, and Mr. Alan Bryden, the former Secretary General of

the International Organization for Standardization (ISO). In addition, local speakers, who have rich experience in management, made speeches on the occasion. To enrich the programs to be offered, St. Mary's has already signed Memorandum of Understanding with the National Graduate School of Management, USA.

For more information visit IQPM website www.iqpm.smuc.edu.et , or email address infoiqpm@smuc.edu.et , or call at 0115-524503, 0115-537995, 0911-445574, 0912-704709.

PERSPECTIVE
Benchmarking in the Context of Higher Education Institutions

Adugnaw Alamneh,
Senior Researcher
(SMU/ CEIQA)

Benchmarking originated in the private sector in 1979 (ENQA 2012). In a context of severe financial difficulties, Xerox Corporation started using benchmarking to try to understand why competitors were performing better.

According to Dew. & Nearing (2004), benchmarking is defined as *"Finding out who is the best in an area, studying how they work, and adopting the best practices that are suitable to your own organization."*

The purpose of benchmarking is to provide key personnel, in charge of processes, with an external standard for measuring the quality and cost of internal activities, and to help identify where opportunities for improvement may reside. Benchmarking is analogous to the human learning process, and it has been described as a method of teaching an institution how to improve (Leibfried & McNair 1992).

The strategy of benchmarking is important both conceptually and practically, and is being used for improving administrative processes as well as instructional models at colleges and universities by examining processes and models at other educational institutions and adapting their techniques and approaches (Chaffee & Sherr 1992; Clark 1993).

According to Achim Hopbach (ENQA 2012), in an increasingly competitive higher education sector, benchmarking is a modern management tool to support strategic decision-making, yet its use is still too limited.

As with other quality concepts, benchmarking should be integrated into the fundamental operations throughout the organization and be an ongoing process that analyzes the data collected longitudinally. According to Kempner (1993), benchmarking attempts to answer the following questions:

- How well are we doing compared to others?

- How good do we want to be?

- Who is doing it the best?

- How do they do it? How can we adapt what they do to our institution?

- How can we be better than the best?

Previously, questions like these might not seem important to institutions of higher education. However, in the competitive and rapidly changing markets of the 1990s (characterized by declining enrollments and funding in higher education), organizations are learning never to be satisfied with the status-quo, and to continually question their internal operations and relative position in the eyes of prospective customers.

To answer these questions, several multi-step benchmarking methods have been developed by leading benchmarking practitioners (Camp 1995; Spendolini 1992; Watson 1992). Benchmarking procedures can be condensed into four steps: planning the study, conducting the research, analyzing the data, and adapting the findings to the home institution that is conducting the study. The first step involves selecting and defining the administrative or teaching process to be studied, identifying how the process will be measured, and deciding which other institutions to measure against. Second, benchmarking process data is collected using primary and/or secondary research about the colleges, universities, being studied. The third step consists of analyzing the data gathered to calculate the research findings and to develop recommendations. At this point, the differences or gaps in performance between the institutions being benchmarked help to identify the process enablers that equip the leaders in their high performance. Adaptation of these enablers for improvement is the

fourth step in the first interactions of a benchmarking cycle and the primary goal of the project.

A review of the benchmarking literature shows that there are primarily four kinds of benchmarking: internal, competitive, and functional /industry, and generic or best-in-class (Rush 1994). Internal benchmarking can be conducted at large, decentralized institutions where there are several departments or units that conduct similar processes. The more common competitive benchmarking analyzes processes with peer institutions that are competing in similar markets. Functional or industry benchmarking is similar to competitive benchmarking, except that the group of competitors is larger and more broadly defined. Generic or best-in-class uses the broadest application of data collection from different industries to find the best operations and practices available. The selection of the benchmarking type depends on the process (es) being analyzed, the availability of data, and the available expertise at the institution.

Is benchmarking applicable to higher education? Due to its dependence on hard data and research methodology, benchmarking is especially suited for institutions of higher education in which these types of studies are very familiar to faculty and administrators. Practitioners at colleges and universities have found that benchmarking helps overcome resistance to change, provides a structure for external evaluation, and creates new networks of communication between educational institutions where valuable information and experiences can be shared (AACSB 1994).

Benchmarking is a positive process, and provides objective measurements for base lining (setting the initial values), goal-setting and improvement tracking, which can lead to dramatic innovations (Shafer & Coate 1992). In addition, quality strategies and reengineering efforts are both enhanced by benchmarking because it can identify areas that could benefit most from total quality management (TQM) and/or BPR, and make it possible to improve operations with often dramatic innovations.

Benchmarking Framework is broader in scope than the Quality Improvement Framework. The Benchmarking Framework is intended specifically for application to universities, and this is strongly reflected in the elements of the framework. As it is pointed out, universities vary widely in terms of their missions, size, and focus but nevertheless have many features in common that set them apart from other types of educational institutions (McKinnon, Walker and Davis, 2000, p. 1).

Therefore, using Benchmarking Framework involves contextualizing it to the situation to which it is being applied by selecting the set of benchmarks that will be used for each benchmark, a number of elements are defined: the area of institutional operations to which the benchmark applies, the type of element (that is, lagging, leading, and learning), the rationale for the benchmark, good practice, and the levels of performance as well.

Despite the majority of positive recommendations for using benchmarking and successful examples of its current use, there are critics of its applicability to higher education. The stated objections include the belief that benchmarking is merely a strategy for marginally improving existing processes, that it is applicable only to administrative processes (or only to teaching practices), is lacking innovation, or that it can expose institutional weaknesses (Brigham 1995; Dale 1995).

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> Quality means doing it right when no one is looking.
>
> *Henry Ford*

St. Mary's University

INTERVIEW

This column features interviews of people including government officials, policy makers, top management of universities or colleges, experts as well as students on quality related issues. In this edition of the newsletter, quality matters interviewed Ato Kassahun Kebede who is the Quality Audit Directorate Director at Higher Education Relevance and Quality Assurance Agency (HERQA) regarding Benchmarking in the Context of Higher Education Institutions. Ato Kassahun is a PhD candidate at Addis Ababa University in International and Comparative Education. He got his Masters degree from Addis Ababa University in Curriculum and Instruction in 2005 and his bachelor's in Pedagogy from Bahirdar Teachers' College in1991. He served as a Senior Expert at HERQA and worked as a lecturer at Dilla University and as Head of Department at Hosanna College of Teacher Education.

Ato Kassahun Kebede, Quality Audit Directorate Director at Higher Education Relevance and Quality Assurance Agency (HERQA)

Quality Matters: What is benchmarking?

Ato Kassahun: Benchmarking is a tool or a means which can help us to assess our current state, and conduct a research on the way other institutions do things and analyzing those practices and adapt them to suit the institutional context or re design our existing process to integrate improvements in our institution. During benchmarking four questions may be asked: "Where are we now, what do we need to know, what information is available, and what can we learn?"

Quality Matters: Can you elaborate the concept of benchmarking in the context of higher education institutions?

Ato Kassahun: First, we have to begin with the concept of quality in higher education institutions. HERQA defines quality as "fitness for purpose". This normally means a higher education institution needs to focus on the institution's purposes and goals and adjust its actions to its own principles and priorities. This however is not always enough. Sometimes we have to also reflect on whether or not the outcomes of our institution or the program we are offering are reliable, and acceptable by the standards of the discipline, the profession, and the institutional category. This, in other words, means we need to know how fit our purposes are when compared to programs of the same standards of discipline, profession, and institutional category. It is called "fitness of purpose". Here comes the idea of benchmarking. Higher Education institutions should know that it is not only internal consistency (fitness for purpose) but external consistency (fitness of purpose) is also important. They have to; therefore, conduct a research on the way other institutions do, or have worked and analyze those practices and adapt them to suit their own institutional context. This will help them to redesign their existing process to integrate improvements in to their institution.

Quality Matters: Do you think that benchmarking as a strategy helps to enhance the quality and effectiveness of higher education institution? How?

Ato Kassahun: Yes. That is what I have been trying to say up to now. In fact, benchmarking should be an integral part of a higher education institution's quality assurance system. The idea of quality assurance in a higher education system has to do with the process of improving the input, process and output dimensions of quality of the education we are offering. This continuous improvement can only be attained through a continuous analysis of our current practices and dealing with them appropriately. Benchmarking, like I said earlier, can be one of the strategies we can use to do this. How? It simply has to be part of our internal quality assurance system. We have to do it periodically with the aim of learning from others.

Quality Matters: What are the ultimate objectives / goals of benchmarking in colleges and universities?

Ato Kassahun: In my opinion, learning from others and continuously improving the quality of our education system could be the ultimate objectives. That is what I called 'external consistency'. Competition and survival in the market could also be reasons for conducting benchmarking.

Quality Matters: What are the basic elements or components of benchmarking?

Ato Kassahun: I have tried to indicate that benchmarking involves learning from others and improving the way we do things. As one scholar said, it therefore has the following elements: "plan, do, check and act" or "problem specification, analysis, planning, action, and reflection"

Quality Matters: What does the practice of benchmarking look like in Ethiopian higher education institutions?

I think, like other quality assurance concepts, it is being taken up gradually. These days we hear officials from higher education institutions travelling abroad for benchmarking. I believe it is good to hear now that the idea of learning from other international higher education institutions is getting established. However, we have to also know that we can benchmark practices from higher education institutions or industries here in Ethiopia. We do not have to always make all these arduous and expensive trips to foreign higher education institutions in order to learn from them. We have so many things to learn here.

Quality Matters: At what level can we use benchmarking? At subject level, program level, institutional level or national level?

Ato Kassahun: Benchmarking can be done at all levels. Sometimes you see a faculty in a higher education institution doing better while other faculties are in a difficult situation. This kind of problem can be solved if benchmarking is part of the quality assurance system of that higher education institution. Institutions can learn from institutions, academic

Quality Matters: What are the successes recorded and challenges faced in Ethiopian higher education institutions in using benchmarking?

Ato Kassahun: Though we do not have any systematic record of successes and challenges, HERQA's quality audit reports show that most of the audited higher education institutions have not made benchmarking part of their quality assurance system. This has therefore resulted in problems such as the ones I have just told you. It seems we are wasting our resources on foreign trips while we can learn from our neighbors, similar institutions, etc. in the country.

Quality Matters: What should be done to improve and enhance the practice of benchmarking to use it as an essential tool for continuous improvement of quality in Ethiopian higher education institutions so that they can stay competitive?

Ato Kassahun: Reiterating my earlier statement, the answer is that a Higher education institution (a college or a university) should make "benchmarking" an integral part of the internal quality assurance system. This will help the institution to take it seriously, plan it properly, execute it systematically, and use the findings of the benchmarking assessment to improve its own practices effectively

Quality Matters: Do you have any other remarks you would like to say?

Quality matters: Thank you very much for sharing your thoughts.

> The price of success is hard work, dedication to the job at hand, and the determination that whether we win or lose, we have applied the best of ourselves to the task at hand
>
> **Vince Lombardi**

TIPS ON BENCHMARKING

The following tips are extracted from scholarly articles on the importance and role of benchmarking.

✓ The overarching aim of a benchmarking process is to place performance in perspective against the sector or a more specific group of institutions. A key element of benchmarking is the identification of institutions that achieve high levels of performance which can act as examples of good practice. By analyzing, assessing and implementing actions based on examples of good practice, institutions can achieve more efficient processes and ultimately higher levels of performance. Sensible benchmarking can lead to realistic target setting processes in relation to a broad spectrum of performance indicators, which encourages a more efficient environment. *(Benchmarking to improve efficiency, status report, November 2010;Higher Education Statistics Agency, (HESA)*

✓ Although the specialty literature does not have too many works about benchmarking, the ones that exist were enough for us to understand the theoretic framework of the concept. The importance and the role of benchmarking were not discovered in the literature work but in practice. In Romania, the Romanian Agency for Quality Assurance in Higher education, the agency whose mission is the evaluation and assurance of quality in higher education, has established, in compliance with the European norms and regulations, the standards and indicators for the quality assurance. This is why, in the visit records, among quality standards and indicators, one can find the following: the institution must have 'a central commission and study program commissions which function in an integrated manner, promotes a quality culture within the institution, develops quality and quantity benchmarking activities by comparison with other universities inside the country and abroad for quality evaluation and monitoring'. These benchmarking activities also apply for the comparison of the study program and diplomas that must be as the ones in EU, for

between teaching staff and students, and so one. Also benchmarking activities are required by the quality assurance agency, it seems like few people know what benchmarking really means. It is very important not to mistake benchmarking activities with copying. Benchmarking means comparing, adopting good practices, continuous and organizational learning, a process that provides continuous development, innovation in order to become the best in class. (http://www.oeconomica.uab.ro/upload/lucrari/1120092/27.pdf)

✓ From an institutional perspective, it might be better to have a multiplicity of benchmarking exercises occurring as part of management's overall aim to achieve improvements rather than conduct broad, institutional benchmarking exercises which are less likely to excite the interest of staff as a whole. This approach imposes a measure of responsibility on the central management to ensure that the parts go to produce a better whole; on the other hand, success in a good proportion of attempts is more likely to achieve a desirable outcome than attempting an organizational level exercise and not being able to bring it to a successful conclusion. It follows from this that management should require each broad area of the university to encourage in a process of regular review, using benchmarking as a tool to demonstrate that the area in question is either performing at best practice levels or is aiming to do so, based on comparisons with appropriate similar areas in other organizations.

The most apparent use of benchmarking in Australian universities is in the promotion of efficiency and effectiveness in their operations. This is largely due to the fact that there is no external force imposing the need for measurement against peers or against objective criteria. The single most important external influence relates to the reduction in funding, so that the emphasis is on avenues for reducing costs while maintaining services. This leads both to an examination of processes, in some cases through benchmarking, and an examination of the quality of the service to ensure that re-engineering dots not impact adversely on the services being provided. While the

recent three rounds of quality assessment generated a limited amount of benchmarking, this does not appear to have survived beyond that process. The new quality assurance system requires universities to demonstrate what they are doing to assure quality and some have begun to develop performance indicators, but there is little evidence of academic benchmarking taking place. To the extent that benchmarking is occurring, it is essentially for internal purposes and cannot be defined as part of a conscious strategy for overall quality improvement, although there are one or two exceptions in which there is an on-going quality assurance program which includes the occasional use of benchmarking. Benchmarking In Higher Education: (A study conducted by the Commonwealth Higher Education Management Service UNESCO, 1998)

✓ In an increasingly competitive higher education sector, benchmarking is a modern management tool to support strategic decision-making, yet its use is still too limited. Whether carried out within or between institutions, benchmarking must always lie in the identification of strengths and weaknesses with a view to set targets for improvement. Benchmarking goes beyond the comparison of statistical data. It is a dynamic comparative exercise during which relevant indicators are defined, and against which the performance of a group of institutions can be measured.

Benchmarking must be implemented at the strategic level to support strategic developments. It will only produce valuable results if placed in the context of organizational transformation and progress. The key is to define where efforts should be placed to maximize results and constantly set new targets for institutional improvement. *(European Association for Quality Assurance in Higher Education (ENQA) Workshop Report 20, Brussels, Belgium, 2012)*

> Coming together is a beginning;
> keeping together is progress;
> working together is success.
>
> Henry Ford

GOOD PRACTICES at SMU

The study of Tourism and Hospitality Management (THM) involves the consideration of both conceptual and applied aspects. Aware of this, the department has been organizing field visits at different times in the 2007 E.C. academic year.

On March 14, 2015 students were taken to Tiya World Heritage Site and Melka Kunture prehistoric site. The visit was attended by first and second year regular students and three instructors.

From the Tiya visit students were made aware of some of the natural and cultural recourses of Ethiopia. Besides, they were able to appreciate the art works during pre historic period, which were depicted on steles, the technology of early human beings (Homo erectus) were exhibited in the in the open air museum at Melka Kunture pre historic site.

The Department organized a half day visit on March 20, 2015 to Addis Ababa University Sidist Killo campus. Second year students took part in the tour of the former Haileselassie I and Etege Menen's Royal Palace; currently, Addis Ababa University. Students also visited the IES Ethnographic Museum, which is located in the campus where they got the chance to appreciate ancient Ethiopian art and culture.

On August 16, 2015, students were taken for a practical lesson to different sites in Addis Ababa. The city tour started with visiting the Ethiopian National Museum at Amist Killo , where students were able to appreciate the archaeological ,historical and cultural tourism resources of Ethiopia.

Then they went to Entoto, where the Royal Palace of Emperor Menilik II and his museum situated. At the hill of Entoto students were served lunch and enjoyed the top view of the place.

Finally, they visited some of the statues in Addis Ababa such as "Yesemaetat Hawilt" at Sidist killo and the equestrian statue of Emperor Menilik II in front of St. George Church.

NEWS

Consultative Meeting with Quality Assurance Committees

A consultative meeting on Quality Assurance was held on January 25, 2016 at the Syndicate room of SMU, HQ. Twenty seven participants from 21 units attended the meeting. The items on the agenda were: work progress of 2014/2015 academic year, execution of the 2015/2016 activities in regard to Quality Assurance and Best Practices &Institutional Self-Evaluation.

The discussion started with the short briefing of Dr. Melaku Girma, Director of CEIQA, about the objectives of the meeting. Following his statements, each committee presented its annual performance.

Discussion with Student Representatives

CEIQA organized a discussion forum with students' representatives on Saturday, January2, 2016. Participants were from different departments from regular and extension divisions. The total number of representatives' was 10. Among these two were Student Council President and the Council secretary. The title of the discussion was "The Role of Students in Quality Enhancement". According to the program, Dr. Melaku Girma, Director of Center for Educational Improvement and Quality Assurance (CEIQA), made an opening speech. He noted that students are major actors in quality enhancement and their feedback is an important input for assuring quality in the university.

Besides, students were invited to give their feedback on the strengths and gaps observed in the teaching learning process and services provided by the uni-

versity. They started their views by appreciating the discussion forum, and aired their opinions about the learning and teaching, the learning support facilities, the learning environment and support services.

Finally, Dr. Melaku appreciated the comments given and questions raised by students. He also noted that students' feedback would have a positive impact on providing quality academic and social services. Accordingly, it was stressed that students themselves, as stakeholders, should strive for quality. CEIQA pledged that the data collected from students must be transformed into information that could be used within the institution to effect change. In view of that, the report was sent to the top management.

Memorandum of understanding (MoU) signed between SMU and Open University of Tanzania

An MoU was signed between Open University of Tanzania (OUT) and St. Mary's University of Ethiopia (SMU) on 14th January 2016 at Dar es salaam, following the three days official Visit conducted by SMU delegation, Associate Professor Wondwosen Tamrat, Founder & President of SMU and Ato Dessalegn Berie, Vice President for Business and Administration, from January 13-15,2016.

OUT is a public University established in 1992, to offer higher education only through Distance learning mode of operation in Tanzania. The University runs its program from certificate to PhD level, through 29 regional centers. It has centers in African countries and teaches students from 23 countries all around the world.

The SMU delegation was welcomed by the Personal Assistant for the Vice Chancellor at Julius Nyerere International Air-port and later by the Vice Chancellor at the Head quarter of the OUT.

A preliminary session with the Vice Chancellor, Deputy Vice Chancellors, Deans and office heads was organized which was followed by a joint meeting with the Senate members of OUT. Following the presentations on both sides, questions were raised, suggestions and concerns were reflected and finally Prof. Wondwoson in his conclusion noted that this will be the beginning of a long lasting relationship between the two Universities, where SMU will surely be a credible partner for OUT. It is also the

right time for OUT, to go to next door to make its services available.

At the end, a final session was held with the VC & higher Officials of OUT, where the Memorandum of Understanding (MoU)

Enterprising Teaching

Four-day training on "Enterprising Teaching" was held at School of Graduate Studies, SMU, Addis Ababa, Ethiopia, from 28 - 31 March 2016. The training was the second mission of a project being implemented by Maastricht School of Management and St. Mary's University on "Agribusiness development in Somaliland: Strengthening University of Hargeisa (UoH) capacity for facilitating business start-ups". This training intended to enhance the knowledge and skills of academic staff of UoH personal competences of relevance for enterprising teaching methods (presentation, facilitation, communication).

Professor Vin Morar, a trainer and consultant working in more than 40 countries, facilitated the workshop. The training gave participants the opportunity to see teaching from a different and practical perspective - more focus on ensuring learning rather than teaching through experiential learning. This dimension, which appeared new to participants, challenged the traditional teaching methods they unanimously said to have been exercising and inspired them to look back and improve their teaching methods in such a way that they would help their students learn better.

Participants were 10 faculties from UoH and three from SMU. The first workshop was held on Strategic Management and it was held in Hargeisa. The next workshop will be on "Pragmatic Entrepreneurship Training" most likely to take place in SMU.

Virtual links

1. Arab Network for Quality Assurance in Higher Education (ANQAHE) www.anqahe.org
2. Asian Pacific Quality Network (http://www.apqn.org) ASEAN Quality Assurance Network (AQAN) www.mqa.gov.my/oqan/
3. Association of African University (www.aau.org)
4. Association of Quality Assurance Agencies of the Islamic World (AQAAIW) www.mqa.gov.my/aqaalw/index01 .cfm
5. Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE) www.canqate.org
6. Central and Eastern Europe Network of Quality Assurance in Higher Education (CEENQA) www.ceenetwork.hu
7. Central Asian Network for Quality Assurance and Accreditation (CANQA) www.canqa.net
8. Center for International Research on Higher Education (http://bc_org/avp/soe/cihe)
9. Ethiopian Ministry of Education (http://www.moe.gov.et)
10. Eurasian Quality Assurance Network (EAQAN) www.eaqan.org
11. European Association for Quality Assurance in Higher Education (http://www.enqa.eu)
12. European Quality Assurance Network for Informatics Education (EQANIE) www.eqanie.eu
13. Higher Education Relevance and Quality Agency (www.higher.edu.et)
14. Institute of International Education (www.iie.org)
15. International center of Excellence in Tourism and Hospitality Education (THE-ICE) www.the-ice.org
16. International Council for Open and Distance Learning (www.icde.org)
17. International Institute for Capacity Building in Africa (http://www.eric.ed.gov)
18. International Network for Higher Education in Africa (NHEA) (http://www.be.edu)
19. International Network for Quality Assurance Agency in Higher Education (INQAAHE) http://www.inqaahe.org
20. Program for Research on Private Higher Education (PROPHE)(www.allbany.edu/eaps/prophe)
21. Quality and Standards Authority of Ethiopia (http://www.qsae.org)
22. Quality Assurance Agency for Higher Education (UK) (http://www.qaa.ac.uk)
23. Quality Assurance Agency for Higher Education (UK) (http://www.qaa.ac.uk)
24. Talloires network (www.talloiresnetwork.tufts.edu)

PROGRAMS on OFFER at ST. MARY'S UNIVERSITY

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➢ Master of Business Administration (MBA)

➢ MBA in Accounting and Finance (HRM Concentration)

➢ MSc in Rural Development

➢ MSc in Agricultural Economics

➢ MBA in Development Economics

➢ MBA in Project Management

➢ MBA in Marketing

➢ MSc in Computer Science

➢ MSc in Quality & Productivity Management

2. IGNOU POST GRADUATE MASTERS PROGRAMS

❖ Master of Business Administration (MBA)

❖ Master of Commerce (MCOM)

❖ Master of Arts in Economics (MEC)

❖ Master of Arts in Rural Development (MARD)

❖ Master of Arts in Sociology (MSO)

❖ Master of Arts in Public Administration (MPA)

❖ Master of Arts in Social Work (MSW)

❖ Master of Arts in Political Science (MPS)

3. UNDER GRADUATE REGULAR PROGRAM (+251 (0) 115538001

3.1 FACULTY of BUSINESS

✓ Accounting

✓ Management

✓ Marketing Management

✓ Tourism and Hospitality

✓ Management

3.2 FACULTY of INFORMATICS

• Computing Science

• Information Technology

4. DISTANCE LEARNING (+251 (0) 115525526/28

○ Business (Accounting, Management, Marketing Management)

○ Agriculture and Development Studies (Six Programs)

○ Educational Planning and Management

○ Economics

○ Sociology

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E-mail: smu@smuc.edu.et or registraroffice@smuc.edu.et
Web site: http:// www.smuc.edu.et