

Message from the President

Quality pervades every part of our life with the astounding difference it brings as compared to common place considerations and achievements.

The question of quality is more serious in an age of higher education expansion. The current massification of higher education in Ethiopia has made the issue of quality the concern of all - much more than any time ever. If institutional differences and choices are to be measured wherever and when ever there is a need for doing so, one major parameter used will undoubtedly be quality.

St. Mary's has always been concerned about the infusion of quality in all its major undertakings: learning and teaching, research, consultancy, material production, and community services. It is the first private higher education institution in Ethiopia that has undergone internal quality audit. As a follow up to this endeavour, a

Senior Fulbright Specialist, who has come to our institution through the good offices of the US Embassy, has been assisting us in the last seven weeks to train a cadre of quality specialists who will spearhead our future efforts in this direction. The fact that the Research and Quality Assurance Office has been raised to the level of a center with the additional role of becoming the institution's brain center is indicative of our commitments and aspirations.

As we move forward, our concerns should transform into real actions, guiding our efforts and day - to - day engagements. It is my fervent belief that CRQA is well poised for this challenge. The huge tasks it is already undertaking, this publication and, hopefully, many more to come, will testify that the center is heading in the right direction.

*Wondwosen Tamrat
President, SMUC*

Participants of a five week Professional Development Workshop on Institutional Quality graduate today on March 11, 2006. A Fulbright Senior Specialist in Educational Planning and International Education gave the workshop to 42 academic staffs of St. Mary's University College. The workshop focused on the following major themes: Institutional Quality, Institutional Quality Approaches and Institutional Quality Assessment.

Research Grants

The following are research grants available for seekers.

- 1.Sabbatical Research Grant Program, sabbatical@ossrea.net. <http://www.ossrea.net>
- 2.The 18th OSSREA gender issues Research Grant competition for young Scholars, girgc@ossrea.net
- 3.The 20th OSSREA social science research grants competition for young scholars. ssrgc@ossrea.net

Calendar of Trainings, Workshops and Conference

- 1.Training in Social Science Research Methodology (9-20 Oct. 2006). OSSREA. www.ossrea.net rmt@ossrea.net
- 2.First national conference of college education, Conference, To be held on the first week of May 2006. Theme: Teachers Education for sustainable development. Organized by Institute of Educational Research, Addis Ababa University, gena@ethionet.et
- 3.Workshop on Lexicography and related fields, Ethiopian Experience Retrospect and prospects April 7-8 2006. Organized by ECRC, AAU

Useful links

*Higher Education Relevance and Quality Agency- Ethiopia (HERQA). www.higher.edu.et

*PROPHE - Program for Research On Private Higher Education <http://www.albany.edu/dept/eaps/prophe/>

*International Network for Quality Assurance Agencies in Higher Education. INAAAHE. <http://www.inqaah.org>

*Quality Assurance Agency for Higher Education (UK) <http://www.qaa.ac.uk>

*Center for International Research Higher Education http://www.bc.edu/bc_org/avp/soc/cihe/

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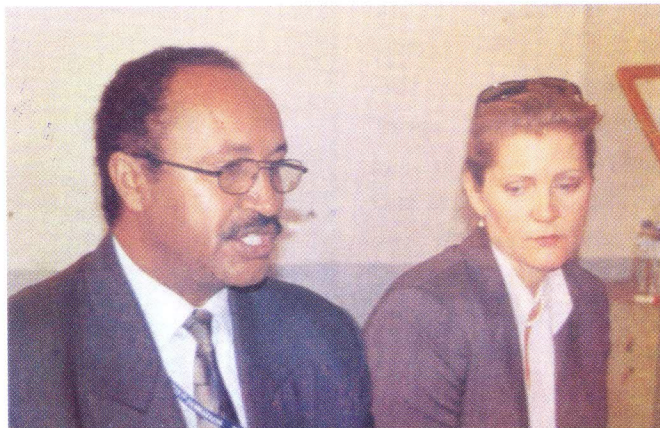
News

Fulbright Explains Programs

Mrs. Bettina Malone, Cultural Affairs Officer and Ato Yohannes Birhanu, the Cultural Affairs Specialist in the American Embassy to Ethiopia, have given explanations on the Fulbright scholarship and the procedures on how to secure them.

During their discussions with faculty and staff of St. Mary's University College, the two guests remarked that very few Ethiopian scholars from government institutions have knowledge about the program. "So we are here to make the staff and faculties of St. Mary's University College aware of the

program and tap this opportunity," said Mrs. Malone. She said that the Fulbright program is very competitive and the Embassy nominates qualified candidates



Ato Yohannes and Mrs. Malone

based on their academic merit. "The quota is only one or two per year," says Ato Yohannes, "but so

far we have received only few applications, not exceeding 14 each year." Fulbright offers different programs including: African Senior Research Program (ASRP) and the

Junior Staff Development Program (JSDP), which are mainly meant for developing countries.

The Fulbright Program is a U.S. government funded program in international educational exchange. According to its website, the program was first proposed to the U.S. Congress in 1945 by the then freshman Senator J. William Fulbright of Arkansas. His vision was approved by Congress and the program was signed into law by President Truman in 1946. Fulbright grants are made to U.S. citizens and nationals of other countries for a variety of educational activities; primarily university lecturing, advanced research, graduate study and teaching in elementary and secondary schools. Since the program's inception, more than 250,000 participants --chosen for their leadership potential-- have had the opportunity to observe each other's political, economic and cultural institutions. Of these participants, 42,200 have been overseas academics and professionals who have conducted research or taught in U.S. universities as Fulbright Visiting Scholars, and more than 40,100 U.S. faculties and professionals who have engaged in similar activities abroad.

ST. MARY'S UNIVERSITY COLLEGE OFFERING HIGHER DIPLOMA PROGRAMS

A total of 19 faculties from St. Mary's University College are attending a Higher Diploma Program, which is intended to develop the professional skills of higher education instructors.

"The objective of the program is to upgrade the skills of the participants in their profession that would enable them

improve their ways of teaching," says Ato Melakau Girma, Dean of Faculty of Education. According to him, the program, which is launched three years ago in Ethiopia, is also meant for licensing educators in higher education institutes.

The program, which was started three months ago, is being conducted

by volunteer Higher Diploma Leaders from organizations such as International Foundation for Education and Self-help (IFESH) and Voluntary Service Overseas (VSO). "The participants of the program select the tutors who assist the leaders and will lead another program after the program is completed."

The program mainly focuses on issues such as Active learning, Action

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Perspectives

Perhaps the Hydra is not a comfortable or reassuring metaphor to use for quality in Higher Education. As in Greek mythology, the Hydra was a malevolent snake with many heads that grew again and again when cut off. The Hydra was seen as a monster whose individual heads could maim or kill but also as a monster that was made up of more than the sum of its parts and was very dangerous.

Ethiopia is in the process of establishing an organisation to report on the quality of higher education, both public and private. The Higher Education Relevance and Quality Agency was established as a result of the 2003 Higher Education Proclamation (351/2003).

The Ethiopian Higher Education sector that HERQA is to report on is in the process of a rapid 'massif' growth that has seen the number of universities increase from two only a few years ago to nine in 2005. Recently the Government announced the establishment of another thirteen new universities, plus an 'open' university. A few

Quality: A Many-Headed Hydra? Quality Perception in the Eyes of Different Stakeholders.

Philip Rayner (PhD) & Tesfaye Teshome (PhD)

years ago there were less than six accredited private colleges and universities. Today, the number is more than seventy for diploma and thirty four for degree programmes. The intake capacity of undergraduate degree programmes in public HEIs has increased from 3,000 ten years ago (1994/5) for both diploma and degree students in HEIs to 31,921 in degree programs alone in 2004/05. The total enrolment has increased from 42,132 in to over 172,000 in the same period. Private HEIs are encouraged to expand to assist the Government in meeting its targets. Private HEIs currently enroll over 39,000 students, 23% of the total National enrolment in Higher Education. At the Second Conference on Private Higher Education HE the Minister of Education announced that within the next five years students from private HEIs should account for between 40-50% of the total enrolment in Higher Education. This

expansion of market share is happening at the same time as total student numbers within Higher Education are set to double. Therefore the combined effect of this projected growth in total student numbers and the increase in private sector's share would mean a quadrupling of the numbers of enrolments of students in private HEIs over the next five years.

Nearly all those involved in the Higher Education system recognize the crucial role that an agency such as HERQA will play in the maintaining and measuring of the quality of education offered at a time of such a rapid and vast expansion. However there is one question that has yet to be fully addressed, yet alone answered: 'What is quality?' and the subsidiary question 'What does quality look like in the Ethiopian context?' Consultation is recognized as being a key component of the process of defining and understanding what 'quality' is, however one

question is consultation with whom? The list of possible stakeholders in the higher education process is a long one: The Government, employers, students, parents, HEIs themselves (both managers and faculty), donors and probably others.

Governments when funding Higher Education, like students and employers, talk about 'value for money' and 'fitness for purpose'. Employers expect a Higher Education system that produces graduates that meet the needs of the country's industries and services. Students will often define 'quality' as good teaching, teaching that allows the student to learn effectively and that is supported by an assessment process that is fair and clearly understood by students. For parents 'quality' is likely, to be judged by the extent to which parents and their children's aspirations are realized, the type of job they attain after graduation, the

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“Creating a culture of quality requires Leadership”

Dr. Laila E. Denoya

St. Mary's University College in its quest for continuously developing high quality and academic excellence decided to establish a college wide quality system at the institution. To achieve this challenging project, the institutional leadership received the full support of the American Embassy through the Fulbright Program, by providing the professional expertise of Laila E. Denoya, Ph.D, a Fulbright Senior Specialist with extensive international professional experiences in higher education, to assist in the implementation of the quality system at St. Mary's University College.

From January through March 2006, Dr. Denoya developed a comprehensive plan consisting of three specific points: Faculty Professional Development Workshop Sessions on: Institutional Quality Issues : Principles and Definitions in Higher Education; Approaches and Methodologies to Assess Quality in Higher Education institutions, with emphasis on

Performance Indicators and Accreditation, and a research project on



Dr. Laila E. Denoya

Student Assessment as a final point. The main goals of these training workshops were to develop the knowledge, skills, and attitudes of the selected participating faculties, administrative staff members, and students to train them in the quality principles, tools and techniques used for improving higher education institutions efficiency and effectiveness, and uppermost, to help them work in collaboration as teams to actively apply what was learned for the common purpose of improving the quality system and institutional processes at St. Mary's University College.

The workshops offered opportunities for teamwork building, increased

social interaction, and discussions on the different approaches to assure institutional quality. Furthermore, participants were able to gain the 'know how' of defining and analyzing institutional mission statements, measurement and development of database system of institutional inputs, processes, and outcomes, as methods to increase the effectiveness of academ-

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ST. MARY'S...
Research, Classroom management, and Continuous Assessment. Currently, St. Mary's University College is the

ic programs and institutional services for the students within the Ethiopian Higher Education system, and particularly, at St. Mary's University College.

The workshops participants came from St. Mary's and, for selected sessions, from the Higher Education Relevance and Quality Agency (HERQA) and from the Ministry of Capacity Building, who were engaged in this relevant topic of institutional quality.

The faculty development workshops successfully served as the strategy for developing strong commitment on the part of the participants, a comprehensive way to develop an understanding of quality both at the personal and institutional level, motivation and empowerment for project initiatives designed for quality management at St. Mary's University College. Suggestions like: "I have learned how

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only private college offering the program for its faculty, according to Ato Melaku. The college has also started conducting the same program for a second group of faculties.

CRQA to Offer Research Grants

The Center for Research and Quality Assurance (CRQA) of St. Mary's University College is going to offer research grants to graduate and

undergraduate students of Addis Ababa University. In December 2005, the center received eleven proposals, and a committee in CRQA has

evaluated the proposals. The committee has found out only five of them to be eligible. The grant will be offered for the proposals that go

along with St. Mary's research priorities.

Since 2003, St. Mary's has offered grants to five graduate and undergraduate students from Addis Ababa University and Jimma University.

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“Creating a Culture...

we can prepare students at St. Mary's University College for the real world, the global outlook, and to become independent problem-solver, to this end, the application of quality principles facilitates it."; "I have learned how quality is related to the mission or purpose of an institution and how I personally can work to achieve that purpose...how I can contribute towards the achievement of quality at my institution."; "...in addition to what I have been doing in St. Mary's University College, I have learned that I have to think about Quality".

Dr. Denoya added to these technical training a human flavor which provided a valuable viewpoint to our individual awareness of local communities needs. Two community projects were identified by the quality teams' participants: one, a visit to an

orphanage, and the other, a visit to women with HIV-AIDS illness shelter. We visited and donated collected items and valued the smiles and gratitude of these beautiful Ethiopian citizens in high need.

According to Dr. Denoya, to create a culture of quality requires Leadership. At St. Mary's, the institutional leadership has exhibited a pioneer and exemplary role both early in the quality journey to create a quality culture, and currently by supporting institutional quality improvement based on continuous change and ensuring the necessary resources available to carry quality initiatives for academic excellence. It is Dr. Denoya's belief that in addition to the intuitional leadership, quality principles at St. Mary's would also be successful, when quality is not perceived by the campus constituents as a task to be added to their list of jobs, it should be an everyday and every-

one ways of doing the work. Quality is personal and by extension, institutional, hence, it is everyone's responsibility. Quality ought to become a goal and a process at St. Mary's University College.

And last but not least, Dr. Denoya wishes to express her thanks to the institutional leadership, to the American Embassy who sponsored the Fulbright Senior Specialist grant for all the backing to make this project a highly rewarding professional experience, and an unforget-

table opportunity to meet an excellent group of Ethiopian professionals who have gained Dr. Denoya's heart and commitment to make a sustainable St. Mary's quality assurance project. At this point, the challenge is left in the hands of these dedicated workshop participants and the entire campus. The implications for implementing the quality principles may lead us to think that: "We are not there yet, and we probably never will be, but we keep trying to do better" (Schmidt and Finnigan, 1992).

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Quality: A Many...

financial security and status they experience as graduates, etc. The question of what quality means to the faculty of institutions is perhaps even less clear cut. Until recently some of the world's more traditional universities tended to assume that, in the words of Trow (2000) 'universities embody quality. They do not

need to demonstrate it.' The list could go on

It is perhaps anomalous to suggest that the various stakeholders are in any way similar to the many heads of the Greek monster the Hydra. However, to stretch the metaphor, it is possible to see the concept of 'quality' as a mythical beast which has many facets and that each of these needs

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Puzzle and Fun Corner

The answers for the following questions are hidden in the puzzle, find them and circle them on the puzzle. (Note: answers may appear horizontally, vertically or diagonally). If you complete this puzzle without any mistakes and get it to CRQA, St. Mary's University College within a week's time, you will receive a prize. If you successfully complete three consecutive puzzles, you will be entitled to get substantial prize.

1. Hebrew word referring to Ethiopia.
2. Spiders belong to _____ class.
3. A Mediterranean inland that is part of France.
4. Makes the largest composition of air.
5. Foreign currency introduced in the mid 19th century, it was widely used until 1945 and bore the image of Maria Theresa.
6. The first president of Senegal and a distinguished poet and intellectual.
7. The name of Zimbabwe before independence.
8. Adult male members of this religion wear a turban, do not cut their hair and beard and all have the sur name 'Singh'.
9. A measurement of how freely the molecules in a liquid can pass one another.
10. A Shakespeare play featuring a black man.

Puzzle 1

O	X	G	Y	N	T	D	E	S	D	E	M	O	N	A	N	E	O	N	I
C	V	I	S	C	O	S	I	T	Y	I	A	G	O	N	U	B	I	A	S
A	B	Y	S	S	I	N	I	A	I	N	L	O	V	E	W	A	T	E	R
R	W	A	N	D	A	F	N	L	S	E	N	G	H	O	R	O	I	L	S
B	I	L	L	K	I	H	S	G	I	T	I	O	D	I	N	O	X	I	D
O	B	U	D	H	A	U	T	B	K	H	A	C	V	T	U	R	G	C	O
N	I	D	R	Z	Z	M	M	H	I	G	E	O	G	R	A	P	H	N	
N	N	I	E	I	I	A	A	H	I	O	R	O	D	E	R	I	G	O	Y
J	A	M	P	M	M	N	R	J	S	P	A	D	I	V	E	R	S	I	G
H	D	O	U	O	B	J	Y	G	M	I	C	Z	I	Y	E	R	O	P	C
O	I	C	B	L	U	I	S	Y	M	A	I	C	O	N	G	O	Z	I	A
P	N	R	L	L	A	K	C	U	A	Z	S	E	M	I	T	I	C	S	B
U	H	A	I	E	B	L	N	T	N	U	R	H	O	D	E	S	I	A	O
T	C	T	C	H	E	E	X	E	U	L	O	I	V	O	R	Y	P	A	N
I	A	I	O	T	G	U	L	E	X	I	C	O	G	R	A	P	H	Y	D
A	R	C	F	O	P	U	N	T	K	I	U	Z	U	L	U	M	A	N	I
I	A	G	R	C	O	L	L	E	G	E	S	H	E	L	I	U	M	L	O
B		T	M	A	M	A	R	I	A	T	H	E	R	E	S	A			X
U	I	K	O	R	S	I	C	A	S	T	M	A	R	Y	S	C	O	L	I
N	N	K	R	U	M	A	H	A	F	R	I	Q	T	H	A	L	E	R	D

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Quality: A Many...

facets needs to be addressed individually and yet also the monster itself needs to be dealt with as a whole.

The question then is what is the relationship between the parts, the various stakeholders and their particular perspectives on what 'quality' is and the sum of the parts, 'quality' as a totality for the sector and for HERQA? And how does the sum of these parts help us answer the question posed at the beginning of the paper 'what is quality?'

Vroeijenstijn (1995) recommends those involved in quality assessment should not try to discover a definition of quality as 'It is a waste of time'. Vroeijenstijn argues that

'quality' in Higher Education does not exist but that there are many concepts, many definitions and many interpretations. He notes however that 'every party concerned (students, staff, government, employers) should make clear what its requirements are'

It is perhaps therefore unrealistic to expect all the stakeholders in Higher Education to agree and share a common definition of 'quality' except in the very broadest sense. Vroeijenstijn, among others suggests that quality is 'doing the right things in the right way' - however (and by whoever) these may be defined.

What type of Higher Education a country needs and thus how its

'quality' is defined, should be part of the political debate that takes place within a country. There needs to be greater articulation and discussion between the various sector of education in Ethiopia, particularly between higher education, TVET, the secondary sector and the Regional Education B u r e a u s .

Many counties throughout the world are witnessing 'masif' growth in their higher education system and have to face the issue on how to ensure quality within an expanding system. For HERQA to ensure quality standards it needs the support and cooperation of all the other stakeholders in Ethiopian higher education. "Quality cannot be

A selection of quotes from people whose brain was obviously not engaged when speaking.

After finding no qualified candidates for the position of principal, the school board is extremely pleased to announce the appointment of David Steele to the post. (Philip Streifer, Superintendent of Schools, Barrington, Rhode Island)

Smoking kills. If you're killed, you've lost a very important part of your life. (Brooke Shields, during an interview to become spokesperson for a federal anti-smoking campaign)

The streets are safe in Philadelphia. It's only the people who make them unsafe.

(Frank Rizzo, ex-police chief and mayor of Philadelphia)

achieved in isolation, and it cannot be imposed for above, it has to be a communal effort. Eventually all of us involved in the higher education sector will have to work together to ensure that we 'do the right things in the right way'.

Center for Research and Quality Assurance

Research Grant Scheme

St. Mary's University College supports students who work on undergraduate senior papers and Master thesis on private higher education institutions in Ethiopia. Grants made under this program are expected to result in research output that is accessible and of interest to practitioners and policy makers. Priority research topics under this funding scheme are:

- * Planning, financing and managing of PHEIs in Ethiopia.
- * Policy and regulatory issues in PHEIs.
- * Challenges and prospects of PHEIs in Ethiopia
- * Quality Education in PHEIs
- * Teaching methods and practices in PHEIs
- * Evaluating learning outcomes in PHEIs
- * Student services in PHEIs
- * And other issues related to Private Higher Education.

Prospective researchers should submit their proposal before December 15 every year to:

Center for Research & Quality Assurance
St. Mary's University College
P. O. Box 1211
Tel. +251-1- 5537998
Addis Ababa, Ethiopia.

Inquires may be directed to: crqa_smuc@yahoo.com. Application form can be downloaded from our website:

<http://www.stmarycollege.edu.et/Pages/Research.htm>

St. Mary's University College