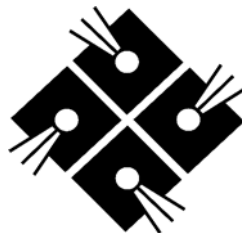


Postcards
to
INQAAHE



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Celebrating the 20th anniversary of
the International Network for
Quality Assurance Agencies in
Higher Education (INQAAHE)

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INTRODUCTION

About INQAAHE

The International Network for Quality Assurance Agencies in Higher Education (INQAAHE) was established in 1991 with only eight members. Today (2011) the total membership well exceeds 200 members. Higher education has dramatically changed over the last two decades. Distance and vocational education have become increasingly more important, as is the need for recognition of prior learning. Higher education has become more global than ever before. Professional accreditation has become more important as more higher education institutions, delivering programs in different modes, enter the market. All these have thrust the quality assurance agencies into ever expanding roles.

Mission

INQAAHE exists to:


- enable quality assurance agencies to share information and experiences
 - lead the theoretical and practical foundations of the profession
 - develop and promote standards of professional practice in quality assurance
 - encourage and assist continuous improvement in member agencies, including professional development and capacity-building
- for the benefit of higher education institutions, their students and their societies.

Role of the Network

The main purpose of the Network is to collect and disseminate information on the current and developing theory and practice in the assessment, improvement and maintenance of quality in higher education. By means of this information-sharing and otherwise, it is intended that the Network should:

- promote good practices in the maintenance and improvement of quality in higher education
- facilitate research into the practice of quality management in higher education and its effectiveness
- be able to provide advice and expertise to assist the development of new quality assurance agencies; facilitate links between accrediting bodies, especially insofar as they operate across national borders

Postcards to INQAAHE

- assist members in determining the standards of institutions operating across national borders
- permit better-informed international recognition of qualifications
- be able to assist in the development and use of credit transfer schemes in order to enhance the mobility of students between institutions within and across national borders
- enable members to be alert to dubious accrediting practices and organisations. 



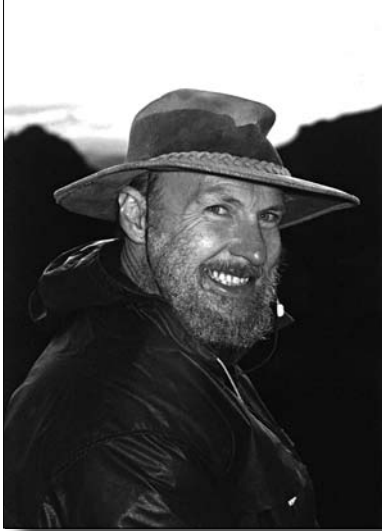
THIS SPACE FOR WRITING MESSAGES.

Dear INQAAHE
Here's to the next 20!
David

POST CARD

THIS SPACE FOR ADDRESS ONLY.





Dr David Woodhouse

AUSTRALIA

Executive Director
Australian Universities Quality Agency

President
International Network for Quality Assurance
Agencies in Higher Education

INQAAHE Board
President 1997–2001, 2007–present

Dr David Woodhouse has led quality agencies in Hong Kong, New Zealand and Australia for the last 20 years. Currently, he is Executive Director of the Australian Universities Quality Agency (AUQA), which audits the academic quality assurance procedures of Australia's universities, other higher education institutions, and higher education accreditation agencies. AUQA also offers publications, workshops and consulting on quality assurance. David undertakes many national and international quality assurance activities, and has provided advice and training on educational quality assurance to governments, agencies and institutions in many countries. He has published widely on quality assurance. He served as President of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) from 1997 to 2001, and again since 2007. David was also co-founder and subsequently Secretary/Treasurer of the Asia-Pacific Quality Network (APQN) from 2003 to 2008.

AIR MAIL

CHRONOLOGY OF INQAAHE

The first conference of quality assurance agencies was convened in Hong Kong in 1991 on the initiative of the Council of the Hong Kong Council for Academic Accreditation (HKCAA, now the Hong Kong Council for Accreditation of Academic and Vocational Qualifications). The Council's rationale was not altruistic. It wished to put HKCAA visibly on the world scene, particularly with the coming handover of Hong Kong to China in 1994.

At the end of the conference, also at the initiative of HKCAA, delegates were asked if they saw value in continuing to work together in a network, and the response was positive. A meeting of representatives of some 10 to 15 agencies discussed what the value would be, and decided that the central concept should be 'information-sharing'. There were serious concerns about matters such as degree mills and government pressure on agencies, but the group recognised that, as a self-declared association, it would have no power to enforce any actions the group might deem appropriate. But, cognisant of the saying that 'information is power', the group also recognised that it could have a significant effect on capacity building in the member agencies, alerting each other to fraudulent organisations or operations, and publicising any attempts by governments at inappropriate influence.

The group spent a while deciding on a name for the network, and the name grew longer as folk wanted to make it descriptive. So, from the simple International Network for Quality Assurance (INQA), it became the International Network for Quality Assurance in Higher Education (INQAHE), before arriving at INQAAHE. This long acronym has been a source of much comment over the years, but on balance, the attention generated has been positive. As Oscar Wilde said, 'the only thing worse than being talked about is not being talked about'.

HKCAA offered to take on the task of supporting this fledgling network, and as I was then Deputy Executive Director of HKCAA, I was given the task, if not the title, of Network Administrator. Over the next few years, I wrote to anybody, organisation or entity that came to my attention that might conceivably be a quality agency, or incipient quality agency, to invite it to become a member of the Network.

Meanwhile, Marjorie Peace Lenn (USA) and Jacques L'Écuyer (Canada) offered to host another conference in 1993 in North America. They agreed that the conference would either be in Montréal or Washington DC, depending on who was first to secure some external sponsorship; Jacques won that race. A conference committee

Postcards to INQAAHE

was assembled, and as it started to become necessary to make decisions on behalf of the Network, that committee was treated as effectively the Network 'board'.

A natural discussion surrounding the Montréal conference was whether this was the first or second conference of the Network. In an obvious sense, it was the first, yet it was a pity to lose the 'longevity' for the Network offered by the Hong Kong conference. This extensive discussion concluded in 1995 when the Dutch hosts of the Utrecht conference explicitly publicised it as 'the third meeting'.

Coincidentally with the emergence of the Network, Lee Harvey was invited by Carfax Publishing (now Routledge) to commence and edit a journal, *Quality in Higher Education*. As it was appropriate for what was to become a professional association to have a learned journal in its area, INQAAHE and Carfax Publishing agreed that *Quality in Higher Education* would play this role, and INQAAHE members would receive the journal at a reduced, members' price.

In January 1992, INQAAHE released its first newsletter, which ran approximately quarterly until October 2003. It is difficult to realise now, that Network members wanted this newsletter to be distributed to them in hardcopy! For the first few years, HKCAA covered all the costs of the Network, including printing and mailing the newsletter. A membership fee was introduced in 1996, but it was only USD50 per year. This amount is quite derisory in the context of the budget of most organisations—especially global ones—but INQAAHE was determined to be inclusive and keep the costs low enough so that no agency, no matter how impecunious, was excluded. The newsletter is now called a bulletin and continues to be produced quarterly, but of course it has been electronic now since February 2004.



Dr Marjorie Peace Lenn was one of the founders of INQAAHE, and a constant strong supporter of and tireless worker for the Network. Had she not died late last year, she would have rejoiced in this 20th anniversary celebration. Her energetic contributions will be missed.

In 1993 and 1994 it became apparent that a conference organising committee could not double as a network board, and a Constitution was drawn up. This was discussed at the Utrecht conference in 1995, and approved through an electronic vote soon after.

The Constitution provided for a Board, and Jacques L'Écuyer was elected President, and I was appointed as Secretary.

Soon after INQAAHE began, it found that it was approached by organisations that were not quality assurance agencies, but wished to become members. The category of 'Associate Member' was created to meet this demand. Later, the category of 'Affiliate' was created to allow individuals to be part of the Network. They were explicitly not Affiliate 'Members' because of the second 'A' in INQAAHE.



At a conference in Dublin in 1997 to mark the 25th anniversary of the Irish quality agency (previously the National Council for Educational Awards, now the Higher Education and Training Awards Council (HETAC)), Marjorie Peace Lenn and Christian Thune were discussing the transatlantic knowledge gap, noting that little was known in North America about quality assurance systems in Europe. There was fuller knowledge in the other direction, as European countries were aware of the long heritage of accreditation in the US and were looking towards it as the starting point for their own development, but yet Europe was not generally aware of the contemporary issues facing US accreditors. Therefore, INQAAHE convened a meeting in Paris in 1998, hosted by the French quality agency (Comité National d'Évaluation de l'Enseignement supérieur), to which about a dozen participants were invited from each side of the Atlantic. This very useful meeting foreshadowed the INQAAHE Members Fora, which began in 2000.

The conferences in Kruger Park, South Africa (1997) and Santiago de Chile (1999) evinced what has become a common characteristic of the conferences, namely a major impetus to quality assurance in the region in which they are held. One reason for this is that the conferences are open to all, not merely INQAAHE members, and therefore they attract many participants from higher education institutions and governments, as well as quality agencies. This success had its downside, however, and in 1999, a feeling was expressed that the biennial conferences had become too big, squeezing out the quality agencies themselves. (This showed how farsighted Jacques L'Écuyer and Marjorie Lenn were in planning a two-part conference in Montréal in 1993.) The Board agreed to introduce a Members Only Workshop (now called 'Members Forum') in the even-numbered years, that would be restricted to people

Postcards to INQAAHE

from full member agencies (now open to all members) and would focus on practical topics of value to quality agencies. The first one was held in Budapest in 2000 at the invitation of the newly-elected Board member, Andras Rona-Tas from the Hungarian Accreditation Committee.

Initially, professional accreditors were restricted to being Associate Members. This decision was contentious, especially as some people argued that professional accreditors were at the cutting edge of quality assurance developments because of their need to globalise in response to the international mobility of their individual members. Nonetheless, the founders of INQAAHE were concerned that, with often only one general accreditor in a country but with multiple professional accreditors, the latter could easily swamp the Network. Members had before them the example of the US Council on Postsecondary Accreditation that had disintegrated, mainly because it could not satisfy both the general and specialised accreditors in its membership. After some years, as the Network matured and became more self-confident, it was agreed to move professional accreditors to Full Membership, where they obviously belonged (though the forecast leadership of the professional accreditors in the field has not eventuated).

At the biennial conference in Santiago in 1999, Ton Vroeijsstijn started a discussion on the characteristics of a good quality agency. This led eventually to the approval in 2003 at the Dublin conference of the 'Guidelines for Good Practice of Quality Assurance Agencies' (GGP), which were subsequently used as the basis for the 'Standards and Guidelines for Quality Assurance in the European Higher Education Area'. During this period (1999–2003) the International Association of University Presidents became interested in whether the increasing number of quality agencies to which their institutions were becoming subject were themselves of good quality, and called for a 'quality hallmark' for quality agencies. This concept was presented to the Jamaica workshop in 2002 by Dirk van Damme, but was roundly condemned, primarily in Europe. Ironically, only a few years later, the European quality constituency introduced the European Quality Assurance Register for Higher Education.

In 2003, INQAAHE at last felt that it had sufficient resources to engage one of the members as a formal Secretariat, and the Irish agency, HETAC, took on the role for a five-year period. In this role, it also collected subscriptions and maintained the financial accounts. One of its early tasks was to review and revise the website, which had been created and maintained for several years single-handedly by Ton Vroeijsstijn.

From an early stage, INQAAHE has collaborated with other worldwide and national bodies. The United Nations Educational, Scientific and Cultural Organization (UNESCO) is a long-standing partner that has, from time to time, provided funding

to support attendance from developing countries at the INQAAHE conferences. This collaboration was strengthened through INQAAHE's participation in the UNESCO University Twinning and Networking (UNITWIN) program, though this did not really recognise the nature of INQAAHE. More appropriately, in 2005 INQAAHE was formally awarded NGO (non-governmental organisation) status with UNESCO. Closer links with UNESCO and the World Bank were established at that time.

INQAAHE was the first network of quality assurance agencies, but from the start of the 21st century, others began to emerge. In 2004, at the Biennial Members Forum in Oman, one topic was how INQAAHE should respond to them. Does the global network still have value when all its members could equally well belong to other networks? Would agencies be willing to pay to belong to two networks? This issue was revisited in 2007, when a policy on how INQAAHE might relate to regional and other networks was agreed by the Board. Other networks responded positively, many signing MoUs with INQAAHE. Since then, INQAAHE has convened a meeting of the networks at least once each year. These meetings are proving to be valuable in sharing ideas on how to operate a network effectively, and in drawing on each others' projects to reduce duplication. Aside from convening the meetings and providing a website for network matters, however, INQAAHE has yet to determine how it best uses its unique role as the one network that spans all the others. The number of such networks is now in double figures, and currently stands at 11, with another one due to be launched later this year.

In 2003, the World Bank turned its attention to quality systems in developing countries, and was persuaded to take a regional approach. From 2005, it provided support through various regional quality networks to facilitate the growth of quality assurance systems in the developing countries in their respective regions. In 2007, the Bank tired of this fragmented approach and discussed with INQAAHE the possibility of global funding through the global network. This plan did not eventuate because of the Bank's stringent administrative requirements, and instead the funds were provided through UNESCO. Over the period 2008 to 2011, INQAAHE (and some of the regional networks) has had a welcome addition to their funds, which has enabled a greater level of support to and facilities for the Network's members.

Far from swamping the Network, the professional accreditors have always remained in a small minority of the members. In 2008, the INQAAHE Board decided to make a special attempt to reach out to the professional accreditors to see if the Network was providing the service they wanted. Meetings to discuss this further have now been held in 2009 and 2010 (two), and two are planned in 2011. At this stage, the meetings are not confined to INQAAHE members, and the value is still to be determined. Another identifiable, small subset of members is some higher education

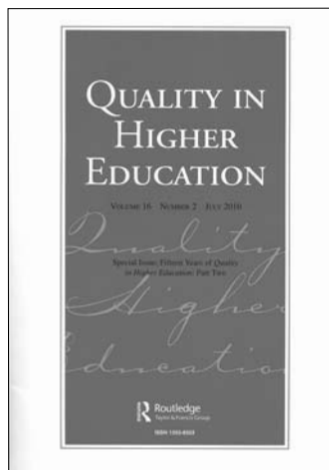


Postcards to INQAAHE

institutions that have strong quality assurance activity. In 2009, the Board agreed to see what focused support it could provide to this group. Then, in the absence of any strong ideas, the Board decided to await the result of the Member survey conducted from the end of 2010 to the start of 2011.

At the Forum in The Hague in 2006, one of the participants pointed out that the GGP had been on the books since 2003, but without visible effect. Since then, INQAAHE has encouraged member agencies to be reviewed against the GGP (and carries out such reviews). Members found to be in alignment with the GGP have this fact recorded on the INQAAHE website.

In 2007, the website was totally re-built, but the web hosts proved to be inadequately resourced to support the burgeoning Network, and the work was re-done after the Dutch/Flemish agency, Nederlands-Vlaamse Accreditatieorganisatie (NVAO), took over the Secretariat in 2008.



The journal, *Quality in Higher Education*, and the 'Guidelines for Good Practice of Quality Assurance Agencies', are both indicators of the professional nature of the Network. A further step in professionalisation of the field is to provide formal academic qualifications. Through 2008 and 2009, a team of authors wrote a one-year full-time-equivalent graduate program in quality assurance. The program was launched at the European Quality Assurance Forum in Copenhagen in November 2009, and is available as open-source software on the INQAAHE website. The University of Melbourne offers it as a formal qualification.

The Network was, as mentioned above, based on the concept of information sharing, but the mechanisms for this have come a long way since the days of hardcopy newsletters and conferences. In 2009, INQAAHE created a clearinghouse of quality assurance resources, based on over 50 member agencies. Known as QAHEC, the Quality Assurance in Higher Education Clearinghouse was launched at the Forum in Windhoek in 2010. While QAHEC gives access to all the resources of the catalogued agencies, INQAAHE also has a more focused database of identified good practices, the INQAAHE Database on Good Practices in Quality Assurance, also introduced in 2010.

In 2008, INQAAHE created a rapid-answer query service for members, and in 2010 created a project group on mutual recognition. ❖

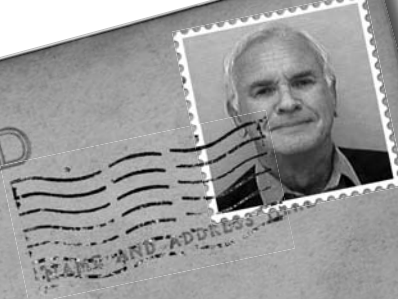
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CORRESPONDENCE HERE

Dear INQAAHE

Help higher education go
for quality and quantity
- prove that more does not
mean worse.

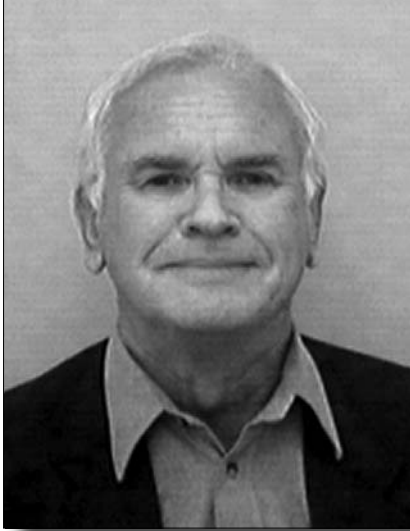
Best wishes, Richard



From ENGLAND



Postcards to INQAAHE



Richard Lewis

ENGLAND

Independent quality consultant

INQAAHE Board
Treasurer 1999–2003
President 2003–2007
Director 2007–2009



Richard Lewis's career includes periods as Head of Department of Accountancy at the City of London Polytechnic (now London Metropolitan University), Professor of Accountancy at Aberystwyth University in Wales, Assistant Director, Middlesex Polytechnic, Deputy Chief Executive of the Council for National Academic Awards and Pro Vice-Chancellor of the Open University. Upon completing his term at the Open University, he served as Interim Chancellor of the United States Open University.

Richard has also served on the governing bodies of three universities, and is the current Treasurer of the UK Council for International Student Affairs.

He has been closely involved with INQAAHE since its establishment in 1991. He served as its President from 2003 to 2007, and has also been the Treasurer and a board member.

Richard is now working as a consultant and has undertaken quality assurance related activities in over 30 countries.



INQAAHE'S CONTRIBUTION TO THE BENEFICIAL DEVELOPMENT OF EXTERNAL QUALITY ASSURANCE IN HIGHER EDUCATION

When I was seven, I thought that being 20 meant that you were grown up and mature; but of course by the time one is 30 you know how stupid that was! So INQAAHE is 20, grown up and mature?

Well, I am sure that INQAAHE will continue to grow and develop, or in management speak, continue to be responsive. I think it is fair to say that in its childhood and adolescence it made a considerable contribution to the development of higher education across the world. I should immediately ask readers to remember that I am not writing for *Quality in Higher Education*, so I will not rely on basic research and refereed articles in coming to this conclusion, but rather on subjective opinion and personal anecdote.

Back in 1991 only a very few countries had comprehensive external quality assurance arrangements, and of these, only two had long, albeit very different, traditions: the US, with its regional accreditation system, and the UK, with its generally underappreciated external examiner system. Other countries 'suffered' from governmental control, which only on the kindest of interpretations could be regarded as quality assurance systems.

The 20 years of INQAAHE's existence has seen a tremendous growth in external quality assurance, and nowadays there is only a handful of countries without an effective system—but this is perhaps not the occasion to attempt to identify them! Clearly, the factors that contributed to that growth were such things as the growth in higher education numbers and the increased demand for accountability, and possibly the erosion of the belief that in some ways 'universities' were very special.

While INQAAHE cannot claim the credit for the growth in quality assurance systems around the world, it can perhaps take some pride in creating and maintaining an external quality assurance community that has contributed to the development of what—taking a broad overview—can be described as well-functioning external quality assurance systems.

It also worth noting that while for cultural and political reasons there are, in some countries, significant variations in application, virtually all agencies apply the same

Postcards to INQAAHE

basic model—regulations and guidelines, self-study, peer review involving a site visit, and the production of a report—which might or might not be published. Perhaps the key feature is that, on the whole, a peer group, rather than an inspectorial approach has been maintained. The maintenance of such an approach is now paying substantial dividends as agencies are increasingly switching their emphasis to quality enhancement and away from focusing on whether minimum standards are being maintained.

In its early days INQAAHE was, through the provision of its preconference workshops, practically the only provider of staff development for professional external accreditors. One thing we did get wrong was our original belief that the workshops would only be of interest to the staff of newly established agencies. Thankfully this did not turn out to be the case, and we had a lot of ‘repeat business’ from well-established agencies. As is described elsewhere in this publication, INQAAHE has subsequently developed a good number of services to help agencies develop through the provision of information and opportunities for discussion and staff development, not to mention the continuing updating and review of the ‘INQAAHE Guidelines of Good Practice in Quality Assurance’.

I believe that I have demonstrated that INQAAHE has made a substantial contribution to the global growth of external quality assurance, but has that growth been a ‘good thing’? Well, remembering that this is a subjective article rather than an academic article, I would like to offer two arguments in support of the proposition that it has: one global and one extremely personal.

On the personal level I was an undergraduate in the sixties at a university that is generally regarded as one of the world’s top ten. Out of loyalty I will not mention it as I (too) much enjoyed the rugby and the Student Union hops. I took, and graduated dismally from, a mathematics degree. One of our lecturers never spoke to us, but over his 12 lecture course (it was such an awful experience I can still remember the number), he simply wrote on the blackboard. In contrast, another lecturer never put chalk to board but simply read from one of our textbooks.

But even worse was our tutor. The problem for my fellow students and myself was that our tutor was an applied mathematician, while in our first year virtually all our problems were in pure mathematics. So when in the first tutorial she asked whether we had any problems we replied, ‘Yes, Miss (how polite we were in those days), pure mathematics question 1’. She took one look at the question and strode down the corridor looking for a pure mathematician. Fair enough, perhaps, for the first tutorial, but the same thing happened in all our first year tutorials. Now, as I said this is very personal and I should not generalise, but I am at least sure that with the advent of

external quality assurance the students in that department do not now suffer from such a bad experience. This is also the reason why, to me, the sound of quality assurance is a pair of high heels thundering down a corridor.

In global terms there has, over the life of INQAAHE, been a tremendous growth in the number of students taking part in higher education, but has that resulted in a significant fall in quality? In the words of Kingsley Amis it did, 'more mean worse'? I would say 'probably but not significantly'. Of course, if only 5–10% of the eligible population enter higher education, then graduates will on average be brighter than would be the case if more than 50% of the population benefitted from higher education. This of course begs the question of whether in the 'good old days', or even nowadays, elite institutions are very good at 'adding value'. But, putting that aside one might ask whether a system with a 10% intake—and with an average output score, in terms of graduate achievement, of, say, 85—is better than a system with an intake of 60% that produces an average score of 81? ❖

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009886





Theresa Okafor

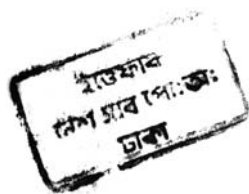
NIGERIA

Director
Quality Assurance and Research Development
Agency, Nigeria

INQAAHE Board
Director 2009–2011

Theresa Okafor is Director of the Quality Assurance and Research Development Agency, Nigeria, she is also a member of the African Quality Assurance Network, and she is the Co-ordinator of the West African Quality Assurance Network. She is currently a PhD researcher at the University of Nottingham in the United Kingdom.

Theresa has 10 years' experience in quality assurance, and was a featured speaker at the INQAAHE Members Fora in Bangalore (2001), Dublin (2003), New Zealand (2005), Toronto (2007) and Abu Dhabi (2009). She has facilitated workshops for quality assurance agencies and higher education institutions based in the West African sub-region to acquaint them global issues on quality assurance. Theresa has actively represented the vision of Africa and what it stands to contribute with regard to quality assurance in higher education.



THE MANDATE TO QUALITY ASSURE

The dictionary meaning of the word 'mandate' represents an official requirement that must be complied with. It is a compulsory command to perform a specific action. Mandate could be perceived as somewhat negative because it connotes compulsion, and compulsion in any form may be considered to be opposed to freedom. In law, people who act under compulsion operate in a situation where they cannot act freely. Acting under compulsion entails the absence of free agency and moral responsibility. In education, involuntariness runs counter to arguments of academic autonomy and academic freedom. However, if one considers that obligatory necessity is also a form of compulsion, then one recognises that a mandate is not necessarily restrictive. Whether an agency or institution is acting out of necessity or compulsion, the element of choice and volition may enter and regulate all his/her actions. The action in this context is quality assurance. Quality assurance is the amalgamation of internal and external processes in a given system geared towards achieving a sustainable, fitting, observable, measureable and verifiable desired state.

For some quality assurance agencies, the justification for quality assurance is simply the existence of government legislation that charges them with that responsibility. Thus, mandate provides a means of accountability that can be used to encourage a degree of compliance to policy requirements. Tightly controlled systems act as checks to burgeoning federal, state and private higher education sectors. The presence of decrees and acts, interpreted as licensing schemes, would effectively ensure that all licensed institutions comply with minimum standards.

There is a concern however, that in fulfilling the mandate to quality assure, it seems that quality assurance agencies have become too dominant in their prerogative, and perhaps this might be what has given rise to some kind of isolation in institutions and manipulations by institutions. It is arguable whether acts and decrees concede dictatorial and inspectorial powers over universities in a manner that could be considered more intrusive rather than instructive.

There have also been arguments about the existence of so many agencies. These different agencies have different roles and expectations, and thus create confusion because specification could be cluttered, which in turn defeats the purpose of quality assurance. Even though the concerns of multiple agencies are often expressed, it is unknown whether a proper investigation that carefully delineates the nature of this problem has been carried out.

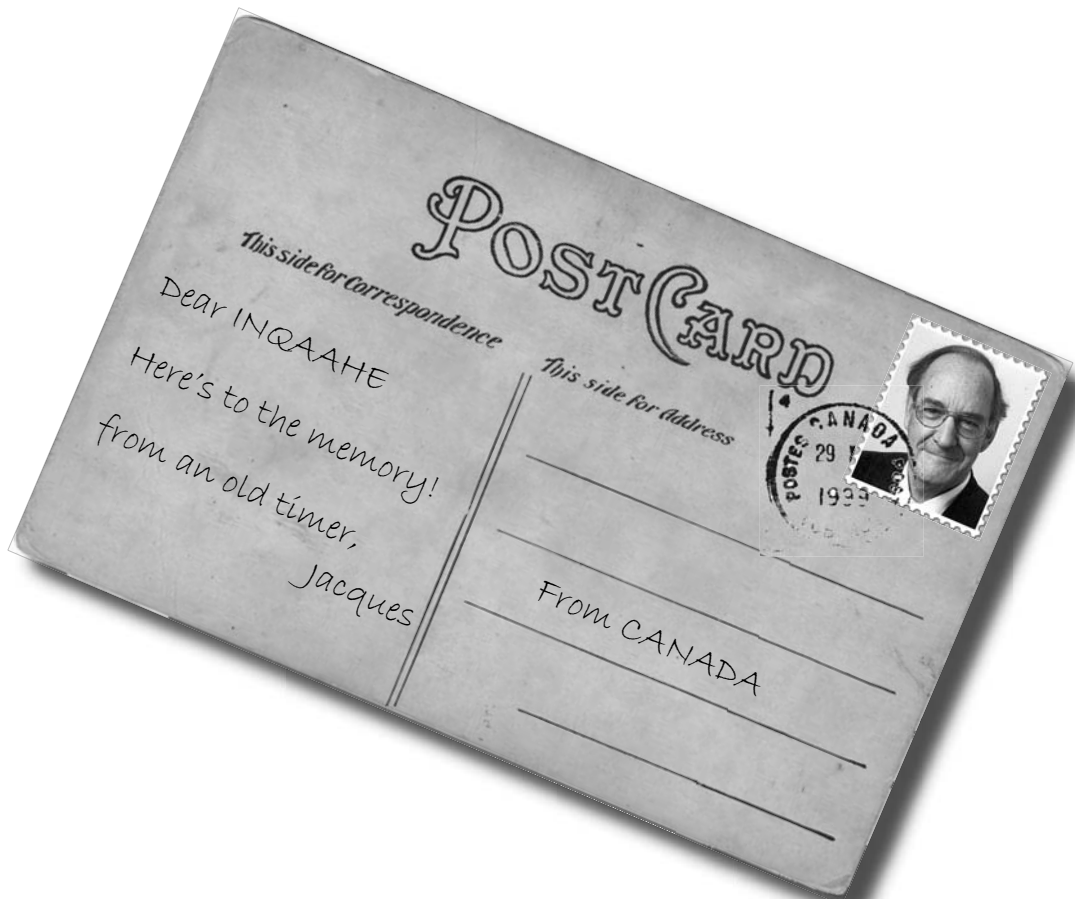
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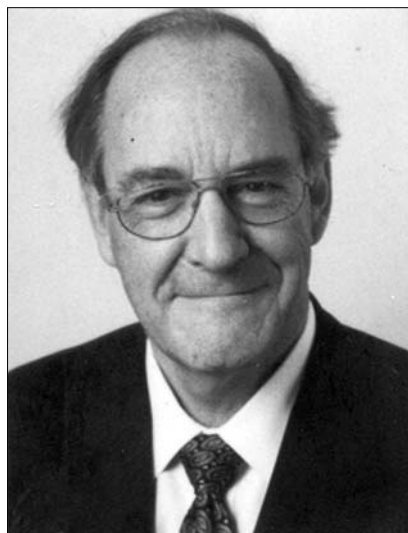
Having a statutory responsibility for quality assurance is a duty that is best discharged through a cooperative approach in such a way that involves all educational stakeholders, including institutions, students, private and public bodies connected with the area. While quality assurance agencies in some parts of the world have legitimate interests in ensuring that standards are appropriate and are being maintained, standard setting ought to be the particular responsibility of institutions and the collective responsibility of the higher education sector. A success factor for embedding a quality assurance culture in higher education is inclusivity, which implies engaging the whole institutional community and not just considering quality assurance as a special purview of agencies. Quality assurance agencies ought to encourage higher institutions to embrace this approach, because quality assurance led by external demands would lack a sense of ownership and control by the institutions.

Over the past 20 years, INQAAHE has sought to support quality assurance agencies around the globe by providing good lessons on the mandate to quality assure. Its biennial conferences have been a means of successful and necessary professional development for quality assurance practitioners. INQAAHE has also made it possible for developing countries to capture the many benefits of the balance between improvement and compliance led quality assurance by supporting their attendance to these conferences. Through a multiplier effect, a number of potential quality assurance agencies have been injected with the inspiration of engaging with good practices and doing more to ensure that all stakeholders are involved in the all-inclusive mandate to quality assure. ❖



STAMPE





Dr Jacques L'Écuyer

CANADA

Independent quality consultant

INQAAHE Board
President 1995–1997
Director 1999–2001



Dr Jacques L'Écuyer studied at the University of Montréal where he obtained a PhD in 1965. From 1967 to 1969, he worked at the Nuclear Physics Research Laboratory of the University of Oxford (England). He taught successively at the University of Sherbrooke, Laval University and the University of Montréal in Canada. From 1981 to 1988, he was president of the Quebec Council of Universities, a council whose mandate was to advise the Quebec Government on matters of university development, funding and quality assurance. From 1988 to 1993, he was Vice-President for Academic Affairs of the University of Quebec. In 1993, he was mandated to establish a commission for the evaluation of college education in Quebec, the Commission d'évaluation de l'enseignement collegial. He chaired this Commission until his retirement in 2005.

Jacques L'Écuyer has been President of the International Network for Quality Assurance Agencies in Higher Education, Treasurer of the Inter-American University Organization, and member of the Inter-American Committee on Education, a committee of the Organization of American States. Since his retirement, Jacques acts as consultant on higher education for the World Bank and other international organisations, and regularly sits on university evaluation committees. He was part of the evaluation committee of the Chilean accreditation agency, Comisión Nacional de Acreditación, and the French accreditation agency, Agence d'Évaluation de la Recherche et de l'Enseignement Supérieur.

THE 1993 MONTRÉAL CONFERENCE: THE FIRST OF THE BIENNIAL INQAAHE CONFERENCES

During the conference, Quality Assurance in Higher Education, held in Hong Kong in 1991, it was decided to create the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), and to hold a conference every two years for its members. It was then asked if any participant was willing to organise the first of those biennial conferences. Of course, nobody was really prepared nor had the mandate to immediately make such an offer. Nevertheless, Marjorie Peace Lenn and I tentatively said that we were interested in co-organising this conference provided we could get the funding. The participants agreed that it would be a good idea to hold this conference in North America. Marjorie and I, then, made a deal: the first who could raise enough money would decide where the conference would take place. I won the grand prize and the conference took place in Montréal.

The Montréal conference, held in 1993, was peculiar from many points of view. We did not have a model for what was to become the regular biennial conferences. Marjorie thought that we could very well be overcrowded by people interested in quality assurance without being members of INQAAHE, and we were afraid that this would destroy the type of ‘shared experience’ relationship that we felt members of INQAAHE were trying to establish between themselves. So, we had the brilliant idea to organise not one but two conferences! The first would be reserved for INQAAHE members and the second for anyone interested in quality assurance. They would be held in succession during the same week. So, if you were to look at the pamphlet advertising the conference, you would find that the title is ‘Quality Assurance in a Changing World – Higher Education at a Crossroads’ and that this is the first biennial conference and general conference of INQAAHE.

The INQAAHE secretariat is pleased to announce that a seminar in honour of Dr Marjorie Peace Lenn will be held in The Hague, The Netherlands, on 22–23 September 2011. The theme of the seminar relates to Marjorie’s particular interests in quality assurance, such as the role of regional networks and professional accreditors.

Each conference lasted two days, with one day rest between the two. As organisers, we wanted to have as many participants as possible share their experience in the field of quality assurance. Indeed close to 100 speakers were scheduled across the

Postcards to INQAAHE

two conferences. This included Frans van Vught who gave the keynote address of the first conference, and Sir William Taylor who gave the opening address of the second. In between the two conferences, participants were offered the opportunity to visit the local universities or take guided tours in and around Montréal. Even with this break, many participants who stayed for both conferences felt that it was a very long week. This led Jan Kalkwijk, speaking for the organisers of the next conference in the Netherlands, to congratulate us for the organisation of this conference, but make the promise that it would be shorter. Needless to say that the model for the Montréal conference was never repeated—but the Members Fora began in 2000!

For the Montréal conference we had made a lot of effort to gather representatives from all over the world. Indeed the participation was excellent, 250 people from 46 countries participated. Of course, Canada and the United States were well represented, but also ten countries from Central and South America, seventeen from Europe, six from Africa, nine from Asia, and of course Australia and New Zealand. This was impressive when you remember that at the time there were no internet facilities—everything had to be done by fax or regular mail—and the INQAAHE mailing list was still very short. Fortunately, I was then Academic Vice-President of Université du Québec and had wonderful secretarial staff.

There were other particularities in the Montréal conference. Firstly, it was truly bilingual—English and French—and simultaneous translation was available throughout all sessions. Those who participated may remember that INQAAHE had a French translation: Réseau International des Organismes de Promotion de la Qualité en Enseignement Supérieur (RIOPQES). It was also at the Montréal conference that INQAAHE got its mortarboard logo, which you can still admire on its website today. It was designed by a local artist, and a few pins with its shape were cast and distributed during the conference.

You may think that it was an expensive conference for participants, and indeed it was to a certain extent. Fortunately, the cost for the participants could be kept to a reasonable amount: CAD325 for one of the two conferences, or CAD550 for both. Grants from the Quebec Government, USAID through Marjorie Peace Lenn's Center for Quality Assurance in International Education, and a few other sponsors covered the rest of the expenses. It must be added that the Conference of Rectors and Principals of the Quebec Universities played a major part in hosting this conference. One of their staff members, Onil Dupuis, took care of all local arrangements. This included suggesting restaurants and even escorting some participants back to their hotels at the end of a happy evening.

For some participants, the Montréal conference marked an important step in their involvement in quality assurance. Some were to become members of the INQAAHE Board; others took a more active interest in quality assurance in their country. But for few was the impact as important as it was for me. During the conference dinner, I was seated next to the Minister of Education (Quebec), Lucienne Robillard, and suddenly she turned to me and asked if I would set up an evaluation commission in this part of Canada, an offer that I eventually accepted.

You may remember that the Montréal conference was advertised as the first biennial conference and general conference of INQAAHE. Many people, and that included David Woodhouse, argued that it was not the first but the second. According to David, it is the 1991 Hong Kong conference where INQAAHE was founded that should be called the first. It is of course difficult to resist such an argument, but for Marjorie and me, organising the Montréal conference was an adventure, if only because we were the first to organise a conference under the name of INQAAHE. I do not know if the debate is over, but for Marjorie and me, in any case, it was and will remain the first after the founding conference. ❖

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This Space Can Be Used for a Written Message.

Dear INQAAHE

The professional
organisation for
professionals.

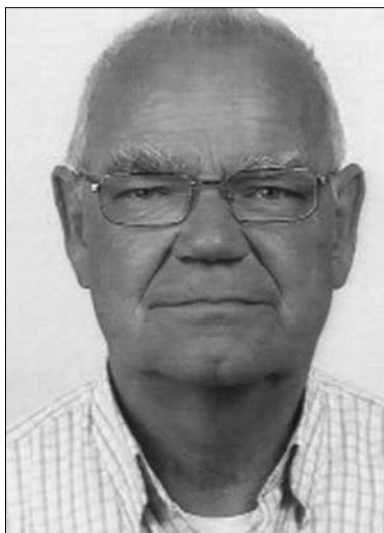
Kind greetings, Ton

From

THE NETHERLANDS

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EXPRESS



Drs Ton Vroeijenstijn

THE NETHERLANDS

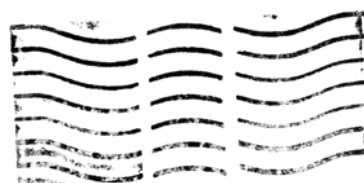
Independent quality consultant

INQAAHE Board
Secretary 1997–2003

Drs Ton Vroeijenstijn was Senior Policy Advisor to the Association of Universities in the Netherlands from 1985 until his retirement in 2004. During this period, from 1986 until 1998 he was in charge of the development, coordination and organisation of external quality assessment (teaching and research) at the Dutch universities. From 1998 until the end of 2003, he was the international consultant for quality assurance and assessment. He also acted as advisor for the Accreditation Organisation of the Netherlands & Flanders, Nederlands-Vlaamse Accreditatieorganisatie, who currently host the INQAAHE Secretariat.

Ton was former Secretary of the International Network for Quality Assurance Agencies in Higher Education and member of the steering group for the European Association for Quality Assurance in Higher Education. He was also involved in setting up the European Consortium for Accreditation in Higher Education.

After his retirement in 2004, Ton is continuing his work in higher education as an independent quality consultant. He has been involved in many projects, among others, with AUN (ASEAN Universities Network), and with IUCEA (Inter-University Council for East Africa). In Europe he is involved in quality assurance agencies/ accrediting bodies in both Spain and Germany.



THE GUIDELINES OF GOOD PRACTICE: THE JEWEL IN THE INQAAHE CROWN

I would like to congratulate the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) on its 20th anniversary. Looking back at the developments in the field of quality assurance over the last 20 years, we may conclude that great achievements are made. Although discussions about the need for quality assurance, and discussions about methods and approaches in quality assurance, are still going on and on, a lot has happened. Quality assurance in higher education, worldwide, is leaving its infancy and is maturing. This is also thanks to INQAAHE.

In 1991, I was invited to attend a meeting organised by the then Hong Kong Council for Academic Accreditation. For me, this Hong Kong meeting was the start of my long involvement with INQAAHE, which lasted from 1991 until 2004. This involvement began through my connection with the Association of Universities in the Netherlands (VSNU) between 1991 and 1997, when they became a full member. In 1995 I had the honour of organising the third INQAAHE biennial conference in Utrecht. Between 1997 and 2003 I served as Secretary on the INQAAHE Board. Since my retirement, I have followed INQAAHE at a distance, but during my consultancy activities, I was several times faced with one of the most important achievements of INQAAHE, the 'INQAAHE Guidelines of Good Practice in Quality Assurance' (the Guidelines). Concerning the discussion, What is a good quality assurance agency? INQAAHE has played a pioneering and leading role.

In March 2010 I had the honour of participating in an audit to examine how far the Higher Education Relevance and Quality Agency (HERQA) in Ethiopia was functioning in line with the Guidelines. HERQA wanted to have this judgement before it approached INQAAHE formally for an official audit. It was an exciting exercise, especially because one could see how one of the INQAAHE activities was concretised in real life, and clearly played a role in the quality assurance of an accrediting body.

It was an especially nice experience, because I had been involved in the discussion about the Guidelines from the beginning. This started during the fifth INQAAHE biennial conference in Santiago de Chile (1999) with a contribution from my side about the need to develop a quality hallmark for quality assurance agencies. In my opinion, quality assurance agencies, too, had to show their quality, just as they were

Postcards to INQAAHE

asking from higher education institutions and their programs. The discussion after my presentation showed scepticism about the possibility and desirability of such a quality label.

However, the discussion had a follow-up at the first INQAAHE Members Forum in Budapest (2000) where the board decided to install a special working group to look at the possibility of developing a quality hallmark for quality assurance agencies. I had the honour of chairing the working group. The first document for discussion with the members dated from June 2000 and described already the basic criteria for a reliable agency. A first discussion of the document took place at the INQAAHE Forum at Montego Bay (Jamaica) in 2002. In the following year, the criteria were more elaborately defined. I chaired a working group with Arumugam Gnanam from India, Ernesto Villaneuva from Argentina, Jacques L'Écuyer from Canada, Seamus Puirseil from Ireland, Jim Rogers from the US, Maria Jose Lemaitre from Chile, and David Woodhouse from Australia as members. The working group presented the document, 'Principles of Good Practice', at the seventh INQAAHE conference in Dublin in 2003. It was clear that the proposal called for an animated debate with a lot of questions: How would it end if one started to formulate a code of good practice? Would it not end with setting criteria a quality assurance agency should meet? Did the working group sufficiently take into account the existing national differences? As expected, especially the criterion for a trustworthy quality assurance agency called for lively discussions. Some of the members considered the criteria as too generally formulated (every quality assurance agency could fulfil the requirements); others found the criteria much too detailed. Two criteria in particular caused a lot of arguing: The independence of the quality assurance agency and the public documentation. How do you define independence? How do you check it? And public documentation, What does it mean? Especially when one is talking about the outcomes of the quality assurance assessment? Europe already had a tradition of making the outcomes of the external assessment public, while the US only made public the result of the accreditation decision, and what is meant by public documents? But, despite these reservations, the General Assembly overwhelmingly endorsed the Principles of Good Practice (the Principles) as a working paper and commended it to the INQAAHE members for consideration and use.

Following the Dublin conference, some pilot projects were organised to see if the Principles were workable. Based on the resulting experiences, the Principles were revised in 2006, and instead of the Principles of Good Practice, the document is now called the 'INQAAHE Guidelines of Good Practice in Quality Assurance' (the Guidelines, 2007) and is available for download from the INQAAHE website at <<http://www.inqaahe.org/main/capacity-building-39/guidelines-of-good-practice-51>>.

So far, four agencies have been audited by an INQAAHE team to see if they are in alignment with the Guidelines:

- Middle States Commission on Higher Education (MSCHE) (2009)
- Australian Universities Quality Agency (AUQA) (2009)
- National Agency for Quality Assessment and Accreditation (ANECA) (2010)
- Sistema Nacional de Acreditacion de la Educacion Superior (SINAES) (2010).

In that light, the Higher Education Relevance and Quality Agency in Ethiopia is planning to invite INQAAHE to conduct an alignment audit. Other agencies also intend to follow this path.

INQAAHE is the pioneer concerning the discussion about a quality hallmark and a code of good practice. However, in other places, the idea of such a quality label started to play a role in the discussions too. The International Association of University Presidents (the IAUP) started their discussion in 2001. In that year I was invited to participate in a meeting, organised by the IAUP to discuss the possibility of a world quality register of reliable quality assurance agencies. At this time David Woodhouse was the Immediate Past President of INQAAHE, and he had input into the discussion. During the second INQAAHE Forum in Montego Bay (2002) a delegation of the IAUP presented its ideas. The feeling from the side of INQAAHE was that many people supported the idea of a 'quality label' for quality assurance agencies, or at least did not object to it. Although the idea of a world quality register was rejected, the IAUP supported an INQAAHE project to collect more information about quality assurance agencies worldwide, and the inventory was published by the Higher Education and Training Awards Council in Dublin in 2003.

Also, the European Association for Quality Assurance in Higher Education (ENQA) started the discussion about a reliable quality assurance agency, with a workshop under the motto, 'Taking our Own Medicine'. As member of the ENQA steering group, I participated in the discussions and could communicate what was going on in INQAAHE and the IAUP. In 2001, the European ministers of education meeting in Prague invited ENQA to collaborate in establishing a common framework of reference for quality assurance that would directly work towards the establishment of the European quality assurance framework by 2010. Two years later, in Berlin, the ministers recommended that ENQA contribute even more directly to the European quality assurance process. In the Berlin Communiqué, ENQA received a double mandate from the ministers to explore ways of ensuring an adequate peer review system was in place for quality assurance agencies, and to develop an agreed set of standards, procedures and guidelines on quality assurance. ENQA started to discuss a code of good practice, taking into account what had already been discussed in the framework of INQAAHE. In the Bergen meeting of May 2005, the European

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ministers responsible for education adopted the ‘Standards and Guidelines for Quality Assurance in the European Higher Education Area’ (3rd edn 2009), which was drafted by ENQA and is available for download from <http://www.enqa.eu/pubs_esg.lasso>. The ministers committed themselves to introducing the proposed model for the peer review of national quality assurance agencies. They also welcomed the principle of a European register of quality assurance agencies based on national review, and asked that the practicalities of its implementation be further developed by ENQA.

In 2003, the Accreditation Organisation of the Netherlands and Flanders (NVAO) took the initiative to investigate developments in accreditation in Western Europe, with the aim of seeing whether cooperation was possible ... and the European Consortium for Accreditation (ECA) was launched. The initiative was based on the 2003 report that I wrote called, *Similarities and Differences in Accreditation: Looking for a Common Framework*. Thirteen accreditation organisations from eight Western European countries participated. The ECA too developed a code of good practice called, Code of Good Practice for the Members of the European Consortium for Accreditation in Higher Education, which is very similar to the INQAAHE Guidelines, and the ENQA Standards and Guidelines.

As I mentioned previously, the IUAP started, in 2002, a discussion about a world quality register, but without success. However, in Europe, the European Quality Assurance Register for Higher Education (EQAR) has listed—since 2008—the quality assurance agencies that substantially comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area. The Register, which has been operational since summer 2008, is governed and co-funded by a non-profit association of stakeholders, social partners, and Bologna signatory countries. Admission decisions are made by an independent Register Committee. Agencies pay for registration. At the end of 2010, the Register included 24 quality assurance agencies.

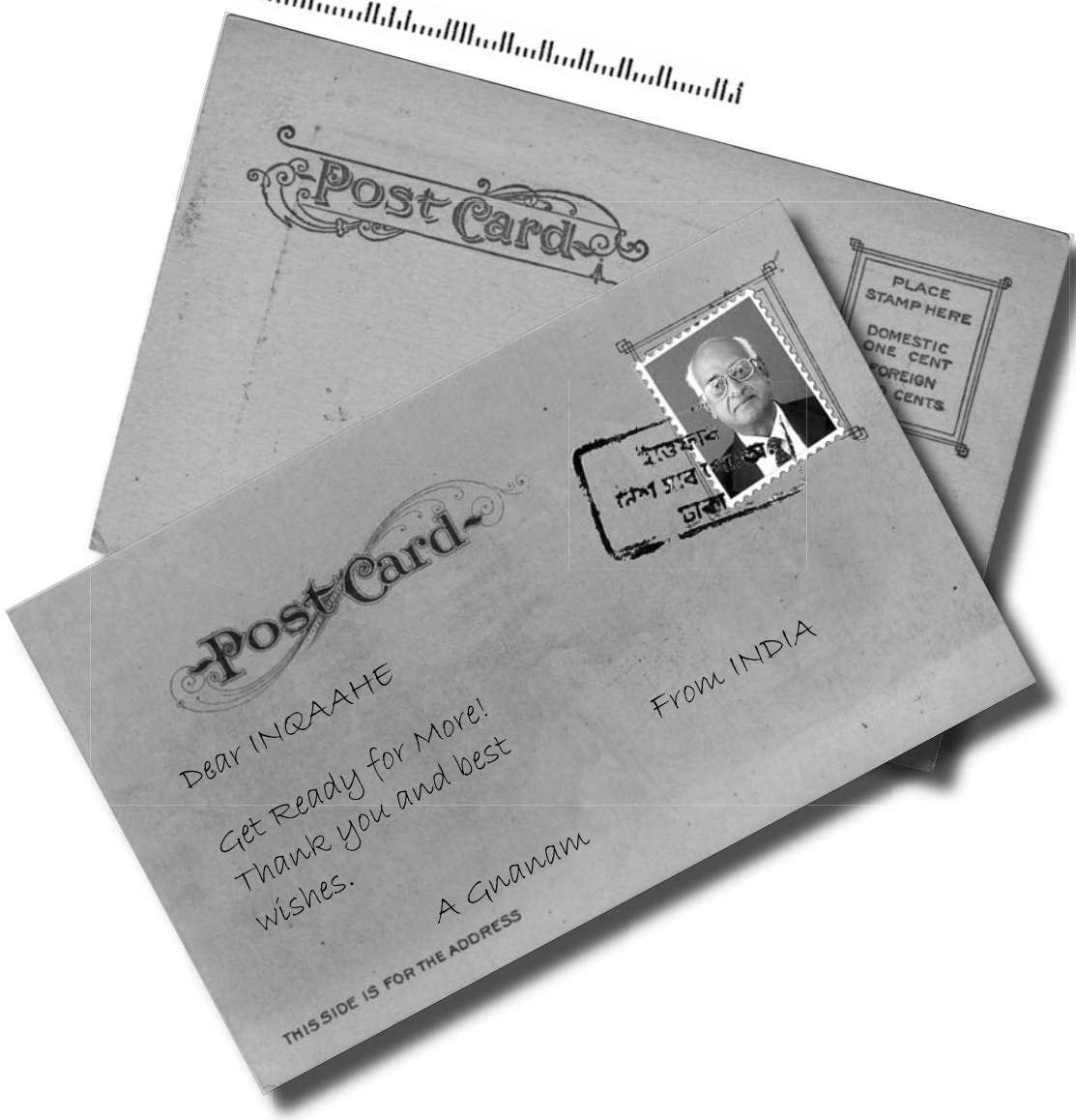
So, starting with a sceptically received paper in Santiago de Chile, the idea of a quality hallmark developed itself into the ‘INQAAHE Guidelines of Good Practice in Quality Assurance’ (the Guidelines). The Guidelines influenced discussions within IUAP, UNESCO, ENQA and ECA. To be in alignment with the INQAAHE Guidelines, the ENQA Standards and Guidelines for Quality Assurance in the European Higher Education Area, or the ECA Code of Good Practice for the Members of the European Consortium for Accreditation in Higher Education, really means being a trustworthy agency. So far INQAAHE has provided the quality label four times and ENQA 24 times!

Between 1991 and 2011 important steps were taken to guarantee the quality of quality assurance agencies to users, and the INQAAHE Guidelines are playing an important

role. Now, there is a clear need for the registration of reliable agencies in the fight against the accreditation mills, telling the outside world that it is a reliable agency and not a bogus one. In 2002, INQAAHE had rejected the idea of a world register. I believe it is now time for INQAAHE to accept the idea of a register of reliable quality assurance agencies. There is still an important role for INQAAHE to play by encouraging all regional networks to develop registers of reliable quality assurance agencies in their regions, following the example of EQAR in Europe. This can be done by supporting the regional networks in auditing all quality assurance agencies to see if they are in alignment with the either the INQAAHE Guidelines, or similar guidelines. What can be done at a lower level should not be done at global level. The emphasis should be on the regions. However, INQAAHE may look to launching a quality assurance register steering group, with participation by representatives of all stakeholders—such as institutions of higher education (e.g. IAU, IAUP), governments (e.g. UNESCO), students (e.g. ESU)—to stimulate and coordinate the development of regional quality registers.

Looking back at the developments of INQAAHE during its 20 years in existence, I can only conclude that it was a challenge to participate in the activities, especially during my time as Secretary, and to contribute to the development of quality assurance in higher education. ❖





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Dear INQAAHE
Get Ready for More!
Thank you and best
wishes.

From INDIA

A Gnanam

THIS SIDE IS FOR THE ADDRESS



Professor Arumugam Gnanam

INDIA

Pro-Chancellor
Meenakshi Academy of Higher
Education and Research

INQAAHE Board
Director 2002–2003

After collegiate in India, Dr Gnanam got his Doctorate in Biochemistry at North Carolina State University and taught briefly at Cornell University, USA. Over the years he established a good school of research and the first Department of Bio Technology, which supported the national Center of Plant Molecular Biology at the Madurai Kamaraj University. Dr Gnanam has been Vice-Chancellor at three universities over nearly 15 years. He was the President of the Association of Indian Universities, Chairman of the National Assessment and Accreditation Council, a member of the Central Advisory Board of Education, and a co-chair of the Asia-Pacific Quality Network prior to its incorporation.

Dr Gnanam is a recipient of the Rafi Ahmed Kidwai prize in plant genetics, and Doctor of Science and Doctor of Letters (*honoris causa*). He is a Fellow of the Indian National Science Academy. He is also a member/fellow/advisor of several national and international professional societies and intergovernmental agencies, such as UNESCO and the World Bank.



MY PERCEPTION AND BRIEF ASSOCIATION WITH INQAAHE

I have known the International Network for Quality Assurance in Higher Education (INQAAHE) since 1995 when I became Chairman of the National Assessment and Accreditation Council (NAAC) in India. My active involvement with INQAAHE commenced from around 1999 when I extended an invitation to the INQAAHE Board NAAC to host the next INQAAHE international conference in Bangalore, then scheduled to be held in 2001. We were then busy at NAAC in building our first ever national quality assurance system, drawing inputs from various sources, including INQAAHE. I went all the way to Chile primarily to persuade the members of the INQAAHE Board to agree to hold the 2001 convention in Bangalore. I was successful. The conference was a turning point in consolidating the concept and acceptability of an accrediting system among the academia in India. External quality assurance in higher education has been gaining currency since then, when the prospect of cross-border education was high the world over, but mostly promoted by INQAAHE.

INQAAHE's advent in 1991 synchronised with the onset of a new era of rapid expansion in higher education, and to its globalisation. Though the mobility of academic staff and materials across the nations were part of the worldwide tradition, the large scale mobility was on the anvil. Efforts were needed—through appropriate qualification frameworks and quality assurance mechanisms—to make the educational offerings of each country comparable and compatible to that of others. The World Trade Organization and its General Agreement on Trade in Services declaration provided further impetus.

Not all the countries of the world were ripe then to meet the challenges of such rapid expansion, and they needed guidance and support. Intergovernmental agencies like UNESCO, the World Bank and others, also foresaw the need for quality higher education for national development, and were willing to support the initiatives locally, thereby facilitating the free-flow of cross-border education. Almost every country with some tradition of higher education needed guidelines to adjust to the emerging demand for quality assurance. Establishing one or more international quality assurance agency was discussed, but the advent of INQAAHE came as an effective alternative in strengthening and improving the national systems to assist countries in gaining mutual recognition amongst national quality assurance bodies. This has made INQAAHE the prime mover in raising the levels of national quality assurance mechanisms to achieve international acceptance.

Postcards to INQAAHE

It is the global Network, run democratically, that links all the quality assurance bodies around the world. It does everything that an association is expected to do for its affiliates. Understandably the quality assurance agencies have accepted INQAAHE's leadership and benefited from its varied contributions. It has stated its mission very clearly, and has been fulfilling it assiduously since its inception 20 years ago. Its contributions include the promotion of relevant research, making selected good practices available for adoption, and helping capacity-building endeavours in national agencies to assess increased volume and diversity of institutions and their programs.

INQAAHE's emphasis on establishing regional networks of quality assurance bodies is another commendable move. I recall with warm nostalgia my involvement in knitting together the Asia-Pacific Quality Network (APQN) in the early years of the new millennium. It is heartening to know that ten such networks now cover all the regions of the world. Such regional networks resolve many problems related to tradition, culture and local socio-economic milieu, by standardising the quality within their higher education institutions. The regional cooperation in Europe through four such regional networks is an outstanding example paying rich dividends to the stakeholders in the region. An equally important contribution is INQAAHE's untiring effort in promoting mutual recognition of national quality assurance bodies with those of others, through understanding of the organisational structures, procedures and outcomes.

INQAAHE is emerging as a pre-eminent universal association of quality assurance bodies of the countries of the world. Its remarkable success is attributable to its meticulous avoidance of 'formalism' and working through building trust. It was also fortunate to have exceptional leadership from its Board and its Presidents. I am happy that INQAAHE enjoys the support of the World Bank and UNESCO in carrying forward its mission, and I hope it will be continued. I wish this world network every success in the years to come. ❖



POSTCARD

This side for Correspondence

This side for Address

Dear INQAAHE
INQAAHE can
change the world...

Bill

AIR MAIL



From

UNITED STATES
of AMERICA

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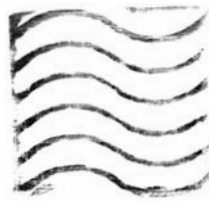


Emeritus Professor William F Massy

UNITED STATES of AMERICA

Independent quality consultant

Emeritus Professor, Stanford University



Dr Massy is a higher education consultant. He is an emeritus professor and former Vice-President of Stanford University. He has been active in higher education for more than forty years, working on university financial management, academic quality assurance and improvement, resource allocation and cost containment, and mathematical modelling. From 1996 to 2002 Dr Massy directed the project on educational quality and productivity at the National Center for Postsecondary Improvement. From 1984 to 2007 he served on the Board of Directors of Diebold, Inc. from 1991 to 2003 he served on the University Grants Committee for the Government of Hong Kong, and he is an honorary Professorial Fellow at the University of Melbourne's Graduate School of Education. In 2009 he was appointed to the (US) National Academy of Sciences panel on productivity measurement in higher education.

His book with David Hopkins, *Planning Models for Colleges and Universities*, received the Operations Research Society of America's Frederick W Lanchester Prize in 1981, and in 1995 he received the Society for College and University Planning's annual Career Award for outstanding contributions to college and university planning. His more recent books include *Resource allocation in higher education* (with collaborators, Michigan, 1996), *Honoring the trust: quality and cost containment in higher education* (Anker/Jossey Bass 2003), *Remaking the American university: Market-Smart and Mission-Centered* (with R Zemsky and G Wegner, Rutgers 2005), and *Academic quality work: a handbook for improvement* (with Steven W Graham and Paula Myrick Short, Anker/Jossey Bass 2007).

APPROACHES TO QUALITY ASSURANCE

Twenty years ago the very idea of external quality assurance in higher education was viewed with scepticism if not repugnance. The world's 'best' universities were self-governing entities that, in effect, defined what was meant by 'quality'. Other universities sought to emulate the leaders by seeking to replicate their resourcing levels, and by hiring their faculty and doctoral graduates. Faculty 'knew quality when they saw it', and they saw it mostly as a reflection of resource consumption and research output. Given the lack of generally accepted and comparable metrics for student learning, input quality and research reputation were not only accepted as sufficient surrogates for teaching and learning quality, they were the only metrics to which most people paid attention.

How things have changed. The perceived wisdom that inputs and research are sufficient surrogates for quality no longer carries much weight outside colleges and universities, and many insiders have come to question it as well. How this occurred is intricately bound with the story of INQAAHE. I'll review the story through my eyes as a participant-observer for the last fifteen of the twenty years of INQAAHE.

My introduction to INQAAHE came in 1995 when I represented the Hong Kong University and Polytechnic Grants Committee (now the University Grants Commission, or UGC) at the Network's Utrecht conference. As a Committee member, I'd been charged with developing a research assessment exercise for the territory's seven (now eight) degree-granting institutions. The exercise, which was patterned after the UK's research assessment exercise, was already proving to be successful—so successful in fact, that we were concerned that the drive toward research was undermining educational quality. Hence, my next assignment was to develop a quality assurance system for teaching and learning, and this led me quickly to INQAAHE.

David Dill's keynote address, 'Through Deming's Eyes: A Cross-National Analysis of Quality Assurance Policies and Higher Education', proved to be an inspiring introduction to external quality assurance—giving hope that the UGC's quality assurance task could in fact be accomplished. After attending the sessions and talking with participants, it became apparent that there were two basic approaches. The so-called 'evaluation' approach (sometimes called the 'inspectorate' approach) charges the external quality assurance agency's review teams with deriving their own substantive conclusions about the delivered quality of educational provision: for example, by

Postcards to INQAAHE

looking at curricula, interviewing students and staff, testing resource availability, checking outcomes and satisfaction surveys, or conducting their own surveys (of employers, for example), and even visiting classes. The other approach, which has come to be called ‘academic audit’, reviews the institution’s quality assurance and improvement processes, including learning assessment procedures against a fitness-for-purpose standard, but does not substitute the reviewers’ judgments about the quality of provision for those of the institution itself. My recollection of the situation in the mid-1990s is that Denmark and the Netherlands used evaluation, New Zealand and Sweden used variants of audit, and the UK used both approaches (that is, that the Higher Education Funding Council for England had introduced evaluation, and the Committee of Vice-Chancellors and Principals had countered with audit).

Hong Kong opted for academic audit, to which we applied the rather awkward name, Teaching and Learning Quality Process Review (TLQPR), in order to avoid the perceived negative connotations of the word ‘audit’. There were three reasons for this decision. First, we had serious doubts about whether an agency external to the universities, even one as closely connected as the UGC, could develop reliable and valid conclusions about the fine structure of educational provision. Second, we were concerned about the cost of evaluation, and that the resulting heavy-handed intrusion into institutional affairs would spawn an adversarial relationship between the UGC and the universities, which would undermine the Committee’s ability to serve as a buffer body between the universities and the government. Finally, we felt that audits of quality assurance and improvement procedures would provide a sufficient safeguard against the shift of staff time and energy from teaching to research—that the universities possessed the resources and know-how to deliver quality education as long as they retained this goal as a high priority. (Resourcing wasn’t an issue because the UGC was itself the funding agency, and its funding model assured reasonable parity with international benchmarks.) Our decision to adopt the comparatively ‘light touch’ of academic audit proved to be a good one, as corroborated both by our subsequent experience and a 1999 review team from the Center for Higher Education Policy Studies (CHEPS) at the University of Twente, Netherlands, that found it to be ‘the right message at the right time for Hong Kong’. The basic approach has persisted through three audit rounds and remains in place to this day.

Participation in INQAAHE meetings proved most valuable to me and my Hong Kong colleagues as we refined our version of the audit methodology. We developed many new friends and contacts, and shared our TLQPR experience in papers at the Santiago, Kruger Park, and Bangalore conferences. Peter Williams, Lee Harvey, Staffan Wahlén, and Frans van Vught (also a UGC member and close personal friend) were a great help to me in my initial research on quality assurance, for example; and Christian Thune, David Woodhouse, and Ralph Wolff served as members of the

TLQPR review panels. John Brennan, David Dill, Don Westerheijden, Tarla Shah and Adrian Verkleij, comprised the aforementioned CHEPS review team. I'm sure many others similarly engaged in the development of quality assurance and improvement procedures around the world found INQAAHE to be equally valuable.

The debate between adherents of audit and evaluation continued throughout this period. Audit's main shortfall is its lack of definitive outcome metrics for teaching and learning quality that can be used, for example, to develop league tables for institutional ranking. On the other hand, the concerns about evaluation are its intrusiveness and the reliability and validity of conclusions about learning quality obtainable by external reviewers who can at best achieve only limited visibility. It's no surprise that many government funding and oversight agencies have continued to press for easily understood, independent and actionable quality metrics, whereas the universities remain concerned about the metrics' fitness for purpose and the cost and intrusiveness of the means used to generate them. I grappled with these issues in my keynote address at INQAAHE's Dublin conference, and I'm sure they continue to be addressed in the Network's meetings and working groups. David Dill's and Maarja Beerkens's most recent book, *Public policy for academic quality: analyses of innovative policy instruments* (Springer, 2010), provides ten useful examples of how the two kinds of approaches have been applied in particular situations. Despite the continuing debate, however, I am coming to believe we're beginning to see a convergence between the two methods—an idea that I will explore later.

Changes in government have caused some countries to shift from one approach to the other, and in some cases back again. I recall, for example, how John Randall, then head of the UK's Quality Assurance Agency, came to Bangalore to describe how his agency had developed robust evaluation methodology, for example, only to be recalled to London 'for consultations' in the middle of the meeting—and then resigning a week or so later as the agency's mandate shifted from evaluation back toward audit. In Denmark, Christian Thune developed an excellent evaluation system, and then a decade later at the direction of Parliament, experimented with audit by doing pilot reviews of two institutions. (I chaired the panel for the University of Copenhagen.) In Sweden, a change of government circa 2000 boosted the stocks of evaluation. (Recent reports suggest they may have moved back toward audit, however.) In the United States, I successfully applied the audit methodology in Missouri and Tennessee—which led to my book with Steven Graham and Paula Myrick Short, *Academic quality work: a handbook for improvement* (Jossey-Bass, 2007). Variants of audit have also been adopted by some professional accreditors—the Association to Advance Collegiate Schools of Business, the Accreditation Board for Engineering and Technology, and the Teacher Education Accreditation Council are a few that come to mind—and to some extent by the regional accreditation agencies.

Postcards to INQAAHE

However, strong voices in favour of evaluation continued to be heard in state capitals and the Congress. These experiences indicate that the balance between benefits and costs for the two methods is far from a settled issue. I've no doubt that the lack of consistency has proven disruptive for the countries involved, and also for the cause of higher education quality assurance generally.

Nowhere is this more apparent than in Australia where, under David Woodhouse's leadership, the Australian Universities Quality Agency (AUQA) developed what I consider to be the 'gold standard' of audit systems. The methodology, which extends beyond teaching and learning quality to institutional management issues generally, is highly rigorous yet maintains the light touch approach. (I served on the audit panels for four Australian universities and can attest to the program's efficacy.) In addition to its work in Australia, AUQA has served as consultant on the development of audit systems in a number of countries, for example, in the Middle East, Timor Leste and Nepal, and in the most recent refinement of Hong Kong's TLQPR. At this writing, however, the future of audit in Australia is clouded because of the new government's preoccupation with quality standards and evaluation.

As mentioned earlier, I sense the possibility of convergence between the audit and evaluation approaches. On the one hand, the 'technology' of student learning assessment is now rapidly improving. Examples include the Collegiate Learning Assessment, the National Survey of Student Engagement and offshoots like the Australasian Survey of Student Engagement, the ETS (Educational Testing Service) Proficiency Profile, the Collegiate Assessment of Academic Proficiency, and Brazil's National Course Assessment Test, as well as countless initiatives by individual academic disciplines and institutions—a growing number of which are embedded in 'course object' software.

I have believed for a long time that, while consensus on 'one-size-fits-all' evaluation-based assessments of institutional quality is an unattainable grail, every academic department can and should provide quantitative metrics for learning and, hopefully, learning value-added. Such metrics are important for the department's own efforts to improve quality, as well as for purposes of accountability. The audit methodology is ideally positioned to determine the degree to which an institution's departments are using state-of-the-art metrics and, if so, whether they apply the results effectively. Indeed, consideration of learning outcome metrics has been incorporated in audits in Australia, Hong Kong, and elsewhere.

The ability to audit institution-provided data on learning outcomes opens the way to providing the kinds of information desired by grant and policy makers without the problems of intrusiveness and lack of validity and reliability endemic to external

evaluation. Each institution can be required to provide the public with quantitative learning outcomes data for each of its major programs; data that has been audited in the same way accounting firms audit the financial data provided by public companies. Comparisons among institutions would be difficult at first, but with vetted quantitative data about quality it wouldn't be long before appropriate protocols for comparison are developed. Indeed, it is precisely by comparing how institutions do quantitative quality evaluations that we can learn what works and what doesn't, and thus develop generally accepted principles for such evaluation. In effect, audit standards that can, over time, bring more order and comparability into the system. Furthermore, the public availability of quantitative learning outcomes data will be a goad for developing better and more generally applicable learning assessment tests and protocols.

The end result of such convergence will be an external quality assurance system for higher education that is reliable, effective, non-intrusive, and formative—one that is fully aligned with the universities, as well as the needs of external grant and policy makers. Such a system would resolve the problem of choosing between two arguably imperfect approaches and mitigate this function of shifting from one to the other in response to changes in governmental ideology. It would be a fitting '20th birthday resolution' for INQAAHE to lead in the rationalisation of higher education quality assurance; that is, for achieving convergence between audit and evaluation. ❖

ANK. - 8 -06- 1998
[] [] [] [] []

POST CARD

This Space Can Be Used for a Written Message.



REGISTERED

Dear INQAAHE
Greetings from the
Ibero-American region!
Best regards, MJ

From CHILE

RACCOMANDATA



Maria Jose Lemaitre

CHILE

Executive Director
Centro Interuniversitario de Desarrollo

INQAAHE Board
Director 1997–2001
President 2001–2003
Vice-President 2007–2011

Maria Jose Lemaitre is Executive Director of CINDA, a network of universities in Latin America and Europe, whose work focuses on the links between university management, quality issues and policy arrangements, both at the national and institutional levels. She was in charge of the design and implementation of quality assurance processes in Chile from 1990 to 2007, and has been active as a consultant for quality assurance issues in Latin America, Eastern Europe, Africa, the Middle East and South-East Asia. She served on the INQAAHE Board from 1997 to 2001, including as its President from 2001 to 2003, and as its Vice-President from 2007 to 2011. She is the former President of RIACES, the Ibero-American Network for Higher Education Accreditation.

RECOMMANDE'

AFTER TWENTY YEARS: GLOBAL AND REGIONAL NETWORKS

The International Network for Quality Assurance Agencies in Higher Education (INQAAHE) was established in 1991 with a handful of members. In twenty years, it has grown to become a global network with over 200 members in nearly 100 countries.

This not only shows that quality assurance has become necessary in most countries—as higher education continues to grow and get more diversified—but also shows that quality assurance practitioners feel the need to link with their peers around the world.

One of the most significant features of INQAAHE is its inclusiveness. My agency joined the Network in 1995, when we were just setting up quality assurance arrangements in Chile, and the first conferences we attended—in the Netherlands in 1995 and in South Africa in 1997—turned out to be extremely important learning experiences for us. We organised the 1999 conference in Chile, which offered us a wonderful opportunity at a time when we were beginning to establish a program accreditation scheme.

After all these years, the balance is really successful. INQAAHE has helped establish a quality assurance community with members from all over the world. People from Estonia, Ghana, Chile, New Zealand, France, Colombia, Palestine, Japan, and many other countries, share a common quality assurance vocabulary and can work together easily.

At the same time, we learnt that analysing problems using a global approach is altogether too general, and that some issues have to be dealt with in a more specific way. The first steps in this direction were taken by INQAAHE through the regional meetings that were organised during conferences. Soon, regional networks began to emerge in Europe, the Asia-Pacific, Ibero-America, the Caribbean, the Arab states ... everywhere, quality assurance agencies began to meet together, and to grow into regional networks, for different reasons.

Regional networks can support national and regional commitments to integration, and make it easier for quality assurance professionals to meet and discuss common priorities. Now, regional networks cover most of the world, with some significant

Postcards to INQAAHE

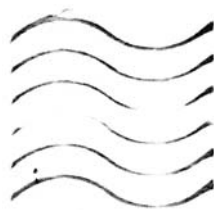
overlapping. It would have been easy to assume that, as regional networks developed, the importance of a global network would decline, but this is clearly not the case. Belonging to the global network reduces the risk of a parochial view, or the feeling that the main issues that concern us are the result of local conditions.

So, what benefits do we get from this double membership?

We find ourselves as members of a quality assurance community, with shared interests, a shared view of our work, a common language, and an understanding of how things are done with regard to a very specific field of work.

We are able to take a more objective view of our work as we see it through the eyes of others—we see what has worked in other contexts (and what hasn't), and this provides us with new insights and ideas.

We have become able, in all these years, to set the ground for the development of a 'quality assurance profession'. We have a forum for the discussion of global issues, such as cross-border education, that goes beyond national or regional boundaries.



Many of the issues that interest us are very similar, both at the regional and the global levels, even though the ways in which these concerns are addressed may change. All of us need to work on capacity building, developing technical staff in the agencies, supporting quality management and development in higher education institutions, and training those responsible both for self-assessment and external reviews

We also need to focus on the increased legibility and understanding of quality assurance standards and procedures, leading, eventually, to the mutual recognition of accreditation decisions, and to better opportunities for the mobility of students, staff and professionals. Another area of concern is the analysis of standards and procedures that apply to those programs with a strong international approach (online or distance programs, graduate programs, transnational or cross-border higher education), leading to the eventual harmonisation of standards and procedures, and an increased assurance of quality.

Finally, we need to do some research into specific issues related to quality assurance: its actual impact on the quality of institutional management, the quality of teaching and learning, the links between program and institutional accreditation, the sustainability of quality assurance processes, and the development of quality management within higher education institutions.

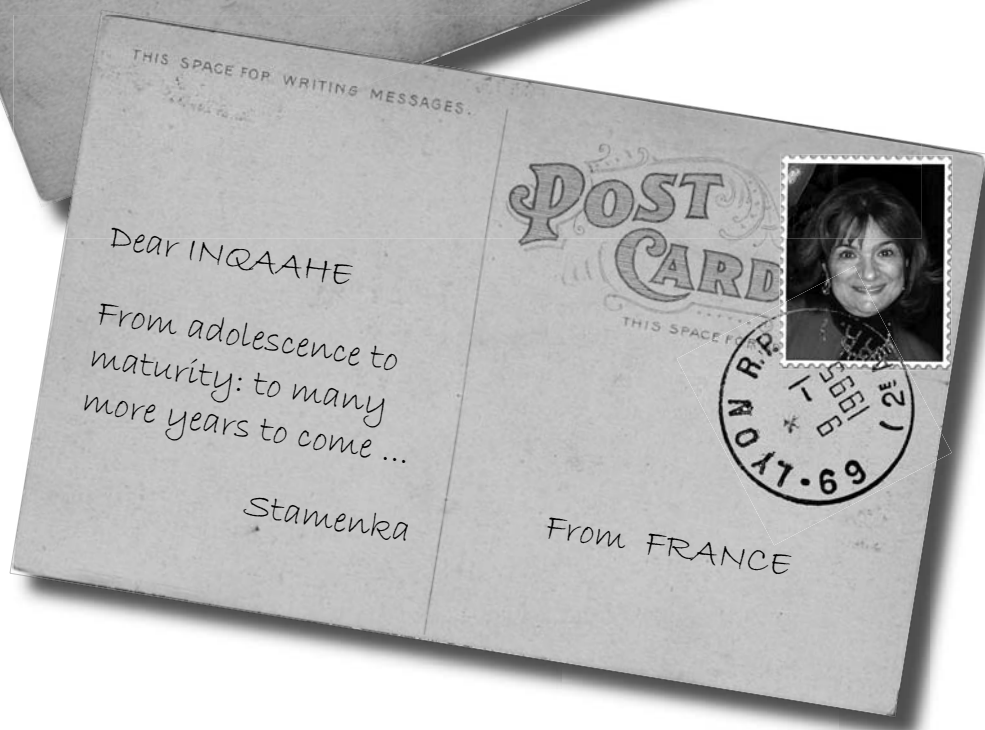
Postcards to INQAAHE

INQAAHE has made it clear to all of us that the subject of educational quality is global, although the work of quality assurance, in the most part, is local. INQAAHE has also taught us that, while quality assurance is our line of work—and while we need to do it better all the time—it is not a goal in itself, but rather the means to a much more important end: the quality of higher education, and of the ways in which institutions and programs grow continuously in their capacity to answer to social needs and demands.

For twenty years of doing this, we thank INQAAHE and the people that have made it possible. ❖



Dear INQAAHE
Here's to scaling up!
Jamil



Dear INQAAHE
From adolescence to
maturity: to many
more years to come ...
Stamenka



Jamil Salmi

UNITED STATES of AMERICA

Tertiary Education Coordinator
World Bank

Chair
GIQAC Steering Committee

Jamil Salmi, a Moroccan education economist, is the World Bank's Tertiary Education Coordinator. He is the principal author of the Bank's Tertiary Education Strategy, entitled *Constructing Knowledge Societies: New Challenges for Tertiary Education*. In the past seventeen years, Jamil has provided policy advice on tertiary education reform to the governments of more than 60 countries in Europe, Asia, Africa and Latin America. Jamil is a member of the Governing Board of the International Institute for Educational Planning, the International Advisory Network of the UK Leadership Foundation for Higher Education, and the Editorial Committee of the Organisation for Economic Co-operation and Development's journal, *Higher Education Management and Policy*. His latest book, published in February 2009, addresses the Challenge of Establishing World-Class Universities (also the title of the book).

**Einschreiben
Recommandé**

Stamenka Uvalic-Trumbic

FRANCE

Chief
Section for Higher Education
Division for Basic to Higher Education and
Learning
UNESCO, Education Sector

Head
GIQAC Secretariat



STAMPE

Stamenka was voted International Higher Education Professional of the Year 2009 by her peers in the International Community of Higher Education (Washington DC, January 2010).

Prior to working with the United Nations Educational, Scientific and Cultural organization (UNESCO), Stamenka was Secretary-General of the Association of Universities of Former Yugoslavia.

Her work at UNESCO has included: higher education reviews; recognition of qualifications and quality assurance; the impact of globalisation on higher education; the launch of the 2002 Global Forum on International Quality Assurance, Accreditation and the Recognition of Qualifications; the 2005 UNESCO/OECD Guidelines for Quality Provision in Cross-border Higher Education; the UNESCO–World Bank 2008 Global Initiative for Quality Assurance Capacity; the UNESCO Chairs Program and the University Twinning and Networking program (UNITWIN). She was the Executive Secretary for the 2009 World Conference on Higher Education.

Stamenka is also the Focal Point for the UNESCO–Commonwealth of Learning Partnership Agreement.

INQAAHE: COMING OF AGE

Organisations are often associated with the key individuals that give them a human face. The mention of INQAAHE immediately brings to mind three important names: Malcolm Frazer, Richard Lewis and David Woodhouse. Despite their common origins in the UK—although David has worked extensively abroad and is more often associated with Australia and New Zealand—they are very different, yet have been equally prominent personalities in the world of quality assurance.

INQAAHE—the International Network for Quality Assurance Agencies in Higher Education—came into being when a group of directors of national quality assurance agencies came together in 1991 in Hong Kong and decided that it would be valuable to network internationally. At the time, Malcolm Frazer predicted that the 1990s would be the decade of quality.

INQAAHE began as a small group. The records state that there were either eight (Woodhouse, 2010) or twelve (Richard Lewis, 2004) agencies represented. But the figures do not really matter; more important was the farsighted vision that something hitherto jealously guarded as a national prerogative—ensuring the quality of higher education—must become international in parallel with globalisation trends in higher education.

First perceived as an ‘old boys’ club’, INQAAHE grew steadily in both membership and legitimacy. It became a legal entity, incorporated in New Zealand in 1998, and then became affiliated with the United Nations Educational, Scientific and Cultural Organization (UNESCO) as a UNITWIN network. In 2004, it gained the status of a UNESCO-affiliated NGO (non-governmental organisation).

On those foundations, numbers increased briskly. Today INQAAHE counts well in excess of 200 members, and the former old boys’ club now has a majority of women on its board to lead the quality assurance agenda: these include names well-recognised in the world of quality assurance, such as Maria José Lemaitre (Chile), Theresa Okafor (Nigeria), Sinapi Moli (Samoa), Nadia Badrawi (Egypt), and Marie-Odile Ottenwaelter (France).

UNESCO and INQAAHE developed an even closer relationship when the World Bank explored the idea of placing its grants in support of regional quality assurance networks, such as the Asia-Pacific Quality Network, within a global framework. This is how the Global Initiative on Quality Assurance Capacity (GIQAC) was established in 2007. It was seen as a challenging development because two intergovernmental bureaucracies had to be meshed together, but the challenge was accepted with enthusiasm by all parties involved.

Today, four years from the implementation of the new partnership, INQAAHE is thriving, and membership continues to grow. The global network has diversified its activities and strengthened its special role in interregional networking for capacity building. INQAAHE has identified a number of areas where it can play a particularly important role, such as its work with small states. The INQAAHE Secretariat, hosted by the Dutch/Flemish agency, Nederlands-Vlaamse Accreditatieorganisatie (NVAO), assumes its role with vigour and efficiency. INQAAHE has acquired a unique international/interregional role within GIQAC, on which it can further capitalise by supporting South–South capacity building partnerships across regional quality assurance networks that include a wide range of players from its diverse geographical coverage.

INQAAHE has launched new training activities—such as a graduate certificate in quality assurance—and made the materials available as open educational resources, so they can be readily shared and adapted by other quality assurance agencies. Its Quality Assurance in Higher Education Clearinghouse has reached high frequency goals and ‘almost’ contains a complete catalogue of quality assurance agencies.

From its broad base, INQAAHE has forged close working links with the regional networks (such as the Asia-Pacific Quality Network) and other intergovernmental organisations such as the International Institute for Educational Planning and the Commonwealth of Learning. These links are opportunities to build on the good practices of different partners, allowing INQAAHE to reinforce its value-added role in delivering programs. Furthermore, by ensuring that the international nature of INQAAHE is expressed in effective South–South capacity-building activities, it matches the development objectives of the GIQAC project.

Through these two decades of development, INQAAHE has always retained the personal touch. David Woodhouse—whom we sometimes affectionately call the ‘Lord of the Rings’—is as colourful as ever. One of the co-authors of this contribution first met him at a conference of the National Association for Foreign Student Advisers (now the Association of International Educators) in San Francisco in the early nineties, and was most impressed by his cowboy hat. This year at the Council for Higher Education Accreditation’s international seminar, his dress was more exotic than ever, but images speak louder than words! ❖



Post Card

Dear INQAAHE

Thanks for your contribution to professional development of the international quality assurance community.



From 00151/0000

Dorte

UNITED STATES of AMERICA

EXPRESS





Dorte Kristoffersen

UNITED STATES of AMERICA

Vice-President for Policy & Research
Accrediting Commission for Community and
Junior Colleges
Western Association of Schools and Colleges

INQAAHE Board
Director 2003–2007, 2009–present

Dorte Kristoffersen has worked with quality assurance of education since 1992 and has extensive international experience. She is currently Vice-President for Policy and Research with the Accrediting Commission for Community and Junior Colleges under the Western Association of Schools and Colleges. Prior to joining the Commission she was the Deputy Executive Director of the Hong Kong Council for Accreditation of Academic and Vocational Qualifications.

She has served as Audit Director of the Australian Universities Quality Agency from 2004 to 2007, and as Deputy Director and Director of Development of the Danish Evaluation Institute from 1992 to 2004.

Dorte has been a member of several European evaluation agency boards, of international evaluation and review panels of institutions, as well as quality assurance agencies. Dorte has also been active on the boards of the Asia-Pacific Quality Network and the International Network for Quality Assurance Agencies.

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20 YEARS OF GROWTH AND ACHIEVEMENTS

I started my career in educational quality assurance in 1992, and INQAAHE has been a resource for me since the start. The usefulness of being part of a professional network led me to run for election of the Board, of which I was a member from 2003 to 2007 and then again from 2009 to 2011.

My active involvement in INQAAHE has given me an opportunity to observe how INQAAHE, and thus the global quality assurance community, has grown and developed over the last 20 years. It needs to be said, though, that without an increased focus on the need for quality education around the world, and a subsequent expansion of external quality assurance, INQAAHE would not have become the professional membership organisation that it is today.

INQAAHE, as a global network, has from its establishment, and still is, characterised by a high degree of diversity among its members, for example, in terms of ownership, organisational structure, size and scope of work. Nevertheless, INQAAHE has managed to embrace this diversity over the years, by focusing on the needs of its diverse membership, and providing the members with ample opportunities for sharing experiences as they see fit. It seems to me that over the last ten years the sharing of experiences and information, and the platform provided by INQAAHE in that regard, has helped new quality assurance agencies get off the ground at a quicker pace than was the case for agencies ten years ago. If my assumption is right, the sharing of experiences and information is actively bridging the divide among member agencies, an achievement of which I believe INQAAHE can be proud.

Over the years the range of services that INQAAHE provides has expanded considerably, from focusing on one biennial conference, to membership fora in years without a conference, a well-developed website, a clearing house for information, a database for the sharing of good practices, and various ad hoc projects. One of the projects that I am most proud to have been involved in is the development of the 'INQAAHE Guidelines of Good Practice in Quality Assurance' (the Guidelines). Although it took a long time for the Guidelines to become a reality, they serve the purpose of providing external quality assurance agencies around the world with a common reference for the principles that should underpin the operations of a professional quality assurance agency. INQAAHE members can contract INQAAHE to organise a review against the Guidelines, and as Chair of two such review panels, I have observed first hand that the Guidelines serve the purpose of giving members

Postcards to INQAAHE

an opportunity to review their work and receive feedback from their peers; a process similar to that offered by external quality assurance agencies to the higher education institutions that they work with. The Guidelines are to a large extent an expression of the joint experience of the members' practices at the time of their development. I am in no doubt, however, that the Guidelines will develop in the same manner as INQAAHE and its members have, and continue to be an expression of sound, professional principles for external quality assurance worldwide. ❖

AIR MAIL

009886

INQAAHE EVENTS



Biennial Conference Locations

Year	Asia	Africa	Europe	N America	S America	Australasia
1991	Hong Kong					
1993				Montréal		
1995			Utrecht			
1997		Kruger Park				
1999					Santiago	
2001	Bangalore					
2003			Dublin			
2005						Wellington
2007				Toronto		
2009	Abu Dhabi					
2011			Madrid			
Total	3	1	3	2	1	1

Members Forum Locations

Year	Asia	Africa	Europe	N America	S America	Australasia
1998			Paris*			
2000			Budapest			
2002				Montego Bay		
2004	Muscat					
2006			The Hague			
2008					Buenos Aires	
2010		Windhoek				
2012						Melbourne
Total	1	1	3	1	1	1


* Paris was an invitational Europe/North America event that predated the first Members Forum.

INQAAHE JOURNAL

The international journal, *Quality in Higher Education*, was established in 1994 and published by Carfax Publishing. The first issue appeared in 1995, with three issues a year. In 1999 Carfax Publishing became part of Taylor & Francis and the Carfax brand was dropped a few years later. The journal is now published by Routledge.

The connection to INQAAHE was developed, and the journal was formally associated with the network, with an appropriate declaration on the inside cover of the journal. Network members receive the journal at a reduced rate as one of the benefits of network membership. The journal exists independent of the network, but has always been open to contributions from network members, and has, on occasion, featured network events, discussions and issues. For example, the first volume contained papers based on contributions to the 1995 INQAAHE Conference in Utrecht. Issue 10.1 included papers from the Dublin meeting in 2003, and The Hague meeting was reported in issue 10.3. The latter was probably the first time that the views of agencies on the impact they were having on higher education quality were reported. Issue 10.2 had previously acknowledged the global nature of the quality assessment phenomenon in higher education and included a paper linking developments at national level to the activities of INQAAHE. Prior to that, the contentious issue of the establishment of a world quality register was raised in volume 8, and the resolution of the Dublin meeting against the idea was reported in issue 10.1. Issue 10.2 also saw the initial publication of the INQAAHE Principles of Good Practice, as discussed at the Oman workshop in 2004, and a final version, 'INQAAHE Guidelines of Good Practice in Quality Assurance', was published in issue 12.3.

The link between the journal and INQAAHE has been highly beneficial and hopefully will continue long into the future.

Lee Harvey, Journal Editor 

THE BOARD THROUGH THE AGES

The INQAAHE Board was founded in 1991. It was run informally by the (then named) Hong Kong Council for Academic Accreditation and the conference organising committees.

The Constitution was developed during 1994 and 1995, and the first Board was elected in 1995.

As no comprehensive and definitive list of Board constituents has been maintained across the ages, the lists below were built drawing upon the memories of various long standing Board members. This list is by no means an exact and final list of Board members, but rather, the best that we are able to compile at this time.

Presidents

1995–1997 Jacques L'Écuyer
1997–2001 David Woodhouse
2001–2003 Maria Jose Lemaitre
2003–2007 Richard Lewis
2007–2011 David Woodhouse

Secretaries

1995–1997 David Woodhouse
1997–2003 Ton Vroeijsstijn
2003–2008 Seamus Puirseil
2008–2011 Leendert Klaassen

Treasurers

(position established in 1996)

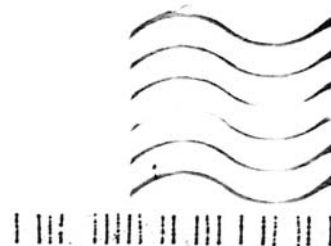
1996–2003, 2007–2009 Richard Lewis
2003–2007 Don Baker
2009–2010 Dale Patterson



Postcards to INQAAHE

Directors

Adil Ahziz, 2009–2011
Francisco Alarcon, 2005
Nadia Badrawi, 2006, 2007–2011
Bi Jiaju, 1997–1999
Carol Bobby, 2008–2011
Dhurata Bozo, 2007–2009
Johan Brink, 1997–1999
Peter Cheung, 2005–2008 (retired)
Steven Crow, 2003–2005
Arumugam Gnanam, 2002–2003
Rolf Heusser, 2009–2011
Tsutomu Kimura, 2004–2005
Dorte Kristoffersen, 2003–2007, 2009–2011
Lis Lang, 2007–2009
Jacques L'Écuyer, 1999–2001
Maria José Lemaitre, 1997–2001, 2007–2011
Marjorie Peace Lenn, 1997–2003, 2005–2007
Richard Lewis, 1995–1996
Ethley London, 1999–2003
Birute Mockiene, 2002–2003
Sinapi Moli, 2009–2011
Jorge Mora Alfaro, 2005–2007
Jean Morse, 2007–2009
Prem Naidoo, 2005–2006
Masateru Ohnami, 2002–2003
Teresa Okafor, 2009–2011
Marie-Odile Ottenwaelter, 2007–2011
Dale Patterson, 2009–2011
VS Prasad, 2005–2007
Juan Carlos Pugliese, 2001–2002
John Randall, 1999–2001
Andras Rona-Tas, 1999–2001
Norman Sharp, 2007–2009
Mala Singh, 2001–2005, 2006–2007
Tibor Szantos, 2003–2007
Christian Thune, 1997–1999
Daniela Torre, 2009–2011
Dirk van Damme, 2003–2004
Wong Wai Sum, 1999–2005
Zhang Minxuan, 2008–2009



MEMBERSHIP THROUGH THE AGES

The membership of INQAAHE has grown steadily over the 20 years of its existence. As often remarked, the founding group was very small—barely into double figures. Within five years (until 1996–97) the membership had grown to over 100. By 2001, INQAAHE had 130 members, and at the beginning of 2011, the number stood at 240. ❖

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