

Advisory Statement for Effective International Practice: Combating Corruption and Enhancing Integrity

The Council for Higher Education Accreditation/International Quality Group (CHEA/CIQG) and the International Institute for Educational Planning of the United Nations Educational, Scientific and Cultural Organization (IIEP-UNESCO) have issued an advisory statement on combatting corruption in higher education internationally at the end of July 2016.



The *Advisory Statement* is a call to action that highlights problems posed by academic corruption in higher education and suggests ways that quality assurance bodies, government and higher education institutions around the world can combat corruption. Response to the *Advisory Statement* has been strong, with colleagues around the world welcoming this high-profile effort to address an issue of vital importance to higher education and quality assurance.

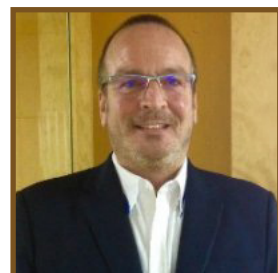
An impressive Expert Group of leaders in higher education and quality assurance met to develop the *Advisory Statement*, including Sir John Daniel, Research Associate, Contact North | Contact Nord who also served as author of the document, as well as Goolam Mohamedbhai GOSK, Former Secretary-General, Association of African Universities and Stamenka Uvalić-Trumbić, Senior Advisor on International Affairs, CHEA International Quality Group.

Copies of the *Advisory Statement* are available in [English](#) and in [French](#), as are news releases in [English](#) and [French](#). The *Advisory Statement* also can be found on the CHEA Website at www.chea.org.

Brian “Blu” Christopher Kelley Appointed Director of the CHEA International Quality Group

CHEA/CIQG is pleased to announce the appointment of Brian “Blu” Christopher Kelley as Director of the International Quality Group in Washington, DC. He joined the CHEA/CIQG staff in September 2016.

Brian will work with CHEA President Judith Eaton and Stamenka Uvalić-Trumbić, CHEA’s Senior Advisor on International Affairs, as CIQG addresses a range of issues for accreditation and quality assurance internationally.



Since 2013, Brian served as a Foreign Affairs Officer at the Office for National Education Standards and Quality Assessment (ONESQA) in Thailand. Previously, he worked in China, Canada and the United States in positions related to education. Brian holds a baccalaureate degree in political science from Lehman College, City University of New York, and a Master’s degree in international studies from the University of Miami.

Brian can be reached by telephone at (202) 372-9266 or by email at kelley@chea.org.

An Interview With the New President of APQN, Prof. Dr. Jianxin Zhang

Conducted by Stamenka Uvalić-Trumbić, CHEA Senior Advisor on International Affairs

1. What is APQN?

The Asia-Pacific Quality Network (APQN) is a non-profit, non-government network to “enhance the quality of higher education in Asia and the Pacific region through strengthening the work of quality assurance agencies and extending the cooperation between them.”

Since it was founded in 2003, APQN has been continuously fighting for “Dissolving Boundaries for a Quality Region,” which contains over half the world’s population and to realize the vision of “being a self-sustaining network, efficient in its operations and open in its information sharing.” Fortunately, today APQN has come to have 166 members from 38 countries/territories, and has grown as a prominent non-profit, non-governmental international organization in the field of higher education quality assurance in the Asia-Pacific Region.



Professor Dr. Jianxin Zhang

2. What does it mean to you to take over APQN Presidency?

Being APQN President is not a privilege, but an increased responsibility for service. Serving means to discover the requirements of higher education in the constantly changing world; to answer the calls for excellence in higher education institutions (HEIs), the society and other stakeholders; to meet their needs and fulfill the duties entrusted by them. At the same time, serving also means to serve the members whole-heartedly, satisfy their needs and help them develop.

The four previous Presidents – Mr. Peter PT Cheung, Ms. Concepcion Pijano, Dr. Antony Stella and Dr. Jagannath Patil – were very dedicated to APQN. They have laid the relay baton – the prosperous APQN – into my hands. How can I get APQN to run faster and better? It is a test and a great challenge for me as well as for all of the board members.

By introducing the “3 Cs” – commitment, capacity and creativity – my predecessors have contributed to the extraordinary advancement in APQN’s development, leaving an APQN legacy. I pledge myself to carry on APQN’s legacy and expand it to “Dedication, Sharing, Serving, Innovation and Sustainable Development.”



3. What are your plans to make APQN grow?

“APQN Strategic Plan (2016-2019)” was released on July 4, 2016.

Our fifth Board Council will take on the new missions with new attitudes and novel perspectives. 2016-2017 will be the year of procedure building, 2017-2018 will be the year of personnel capability building, and 2018-2019 will be the year of action and achievements. APQN will complete seven goals and actions along with ten targets in the following three years, such as “to strengthen relations with other international, regional and national networks/organizations within and outside the Region,” “to promote the Asia-Pacific Quality Register (APQR) and the APQN Quality Label,” “to establish ongoing financial viability and stability” etc.

According to the APQN Constitution and our five key phrases – procedure-based, capability-building, self-reliance, information-sharing and sustainable development – I have a dream: We, 166 members from 38 countries and regions, ignite our enthusiasm, unite as one, walk hand in hand, to achieve APQN’s goal of high-quality and excellence in higher education in the Asia Pacific region.

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4. What are your priorities as APQN President?

My priority as APQN President is to play a dual role: as a practitioner and as a researcher. As the Chief Expert of Yunnan Higher Education Evaluation Center (YHEEC),

I have a hope: Everyone in APQN, especially myself, do not ask what APQN can do for us, but to ask what I can do for APQN. Thank you!

Interview conducted on June 7, 2016

Stamenka Uvalić-Trumbić

In her keynote at the opening plenary, Lesley Wilson, Secretary-General of the European University Association (EUA) (<http://www.eua.be>) and Council for Higher Education Accreditation (CHEA) board member, made perceptive comments about the impact of digitalization on universities in Europe as part of its broader impact on societal transformations. Speaking for her association, which brings together 850 members and 33 national association members,



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Twenty-five Years of Distance Education in Europe *(continued from page 3)*



she emphasised that universities are “ahead of the game” with regard to the European Commission’s *New Skills Agenda: working together for human capital, employability and competitiveness* (http://www.europa.eu/rapid/press-release_IP-16-2039_en.htm). This was released in June 2016 and focuses particularly on improving digital skills. In that context, she referred to the conclusions of EUA’s annual *TRENDS 2015* report, which indicate that Information and Communication Technologies (ICT)-based learning has become a top priority for institutions – second only to internationalisation. After a decade of “obsessive focus on research rankings and ratings,” much greater emphasis is now given to teaching and learning across higher education institutions in Europe and ICTs are now perceived one of its main drivers.

Mainstreaming e-learning is a challenge. Nonetheless, 71 percent of institutions surveyed reported that they already had strategies in place or were developing them while 60-75 percent already offered blended or online learning. The media focus on MOOCs has triggered greater interest in e-learning among traditional universities in Europe. A second challenge is addressing quality assurance in e-learning. Helpfully, several references in the revised *European Standards and Guidelines* (2015) underline that their scope includes all forms of learning provision and that different tools are being developed.

Finally, Lesley Wilson observed that the digital revolution is “the most rapid transition ever.” Universities, usually fairly slow to react to change, may need to act faster in order to secure a good future for their institutions.

The Silver Jubilee Conference closed with a banquet at which Sir John Daniel, past Chair of the CIQG Advisory Council, who was a founder of EDEN in 1991, made the after-dinner remarks. He noted that EDEN was created in 1991 in response to the great changes then taking place in Europe. Today distance education has an important role to play in addressing Europe’s contemporary challenges, especially the migrant crisis. Declaring that “world history is the account of human migration around the planet, sometimes resisted, but usually successfully absorbed in due course,” Sir John expressed deep dismay at the growing hostility to migrants and the increasing xenophobia evident in many countries. After recalling that “the best predictors of how quickly migrants will integrate into their new societies are their levels of education and how fast they learn the local language,” he urged that technology-based teaching can play a vital role in furthering the education of migrants and improving their language skills (text available at www.sirjohn.ca).

As a concrete example of digitalization, all participants and contributors in the EDEN conference received a Mozilla Open Badge after the conference was over!

Mark Your Calendar!
2017 CIQG Annual Meeting
Capital Hilton Hotel
Washington, DC
February 1 (evening) - 2, 2017



CHEA/CIQG MEMORANDUM OF AFFILIATION ATTRACTS INTEREST AND SUPPORT



The Council for Higher Education Accreditation/International Quality Group (CHEA/CIQG)'s *Memorandum of Affiliation* to promote international partnerships in quality assurance is attracting attention from around the world.

Although introduced just

a few months ago to quality assurance and accrediting organizations, colleagues from Europe, South America and North America have become signatories.



The *MOA* is built on the **CIQG International Quality Principles** released in May 2015 as part of CHEA/CIQG's outreach to major actors in the international quality assurance community, seeking to establish common ground and shared understanding as we all seek to engage and enhance quality in higher education. It is part of building a community internationally as we engage the many opportunities and challenges in higher education – an emerging new world of new providers, calls for innovation and change, public accountability and transparency.



The MOA is expanding! We now invite higher education providers, organizations and governments that are CIQG members and acknowledged as competent authorities to become signatories to the MOA and join us in our international effort to be the best that higher education can be. Please [click here](#) for more information and join with us in our shared commitment to quality and serving students and society.



High Council for the Evaluation of Research and Higher Education



Quality and Qualifications Ireland
Dearbhó Cálleachta agus Cálleachtaí Éireann



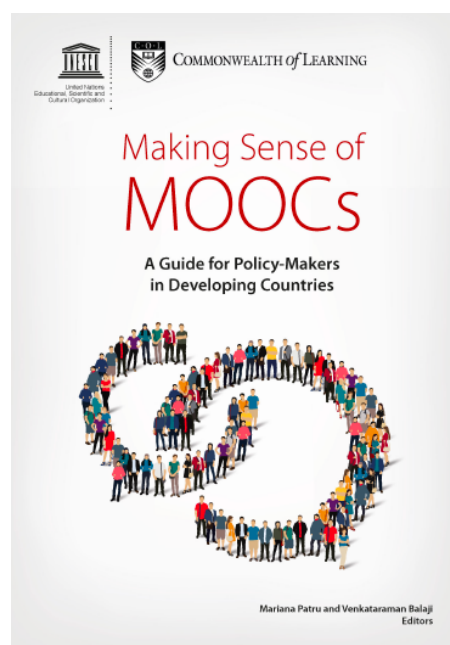
Making Sense of MOOCs

A Guide for Policy-Makers in Developing Countries

Published by UNESCO and The Commonwealth of Learning (2016)

Review by Stamenka Uvalić-Trumbić

This **new publication** by UNESCO and the Commonwealth of Learning (COL) is timely and fills a significant gap in the existing MOOCs literature. Its great value is to provide guidance for policy-makers in developing countries about how to use MOOCs intelligently for the benefit of their learners. Edited by Mariana Patru (UNESCO) and Venkataraman Balaji (COL), with input from the European Association of Distance Teaching Universities (EADTU), the *Guide* was launched at a ceremony at UNESCO Headquarters in Paris in June 2016. As with previous joint publications by these two intergovernmental organisations on key issues (e.g., the 2006 *Guide to GATS*; the 2011 *Basic Guide to OER*) it is presented in a user-friendly way, not least because it provides short “policy takeaways” for each of the eight chapters, making it a compelling read for policy-makers.



The *Guide* begins by setting MOOCs in context, focusing particularly on definitions. It goes on to present the opportunities and challenges that MOOCs present to society and explores the possible benefits of MOOCs for developing countries. The publication finds that an increasing number of emerging and developing countries report benefits from online courses, including MOOCs, and consider them an educational must. They are developing national strategies for using MOOCs as an “effective tool for widening equitable access to quality education and for upskilling programmes.” This situates them in the context of the broader development agenda, (e.g., Goal 4 of the 2015 UN Sustainable Development Goals), whose aim is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

The *Guide* devotes a chapter to the quality assurance of MOOCs, although, as the Foreword by COL President, Prof. Asha Kanwar stresses, “quality assurance underpins the entire discussion and is one of the strengths of this publication.” The last four chapters address successively learner-centered approaches, the reuse and adaptation of MOOCs, collaboration on MOOC development and provision, with a final chapter on business models for MOOCs, which still remain a special challenge.

The policy takeaways in the chapter on quality assurance (QA) note that there is as yet no QA framework for MOOCs, since they are a recent development, but argues that such a framework is a critical component for developing a MOOCs strategy. It recalls that successful QA models already exist for online learning and can be adapted to MOOCs. When making such adaptations, the *Guide* recommends building quality models for each component of a MOOC, such as identity management, pedagogy, assessment and credentialing. It suggests that including MOOCs in quality assurance and qualifications frameworks is the best way to mainstream them. Two European tools – the E-xcellence framework (developed by the EADTU) and the OpenupEd quality label – are existing frameworks that national agencies could adapt for accreditation purposes.

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Finally, although the chapter on business models offers a range of examples, it concludes that, as yet, no viable business models for MOOCs exist for developing countries – or indeed for most of the rest of the world. It therefore recommends policies of offering MOOCs through capacity development in local institutions rather than outsourcing.

In the short period since MOOCs became a media sensation in the U.S. in 2012, they have multiplied and diversified across the world. Some believe that MOOCs now have greater potential for supporting skills and training agendas in developing countries than for expanding formal higher education. This UNESCO-COL *Guide* will be extremely valuable in helping policy-makers in developing countries to determine how best to harness MOOCs to their educational agendas.

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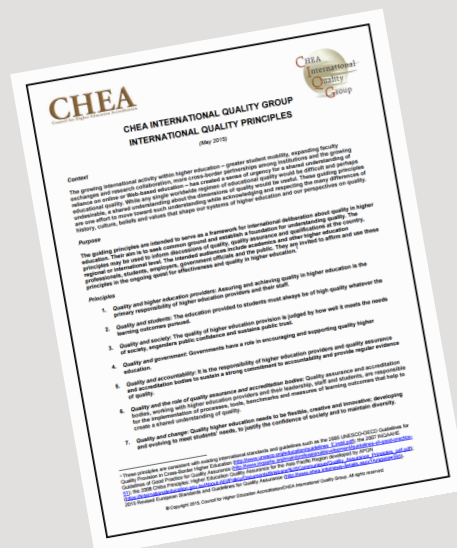
Stamenka Uvalić-Trumbić, Senior Advisor on International Affairs, Council for Higher Education Accreditation

Translations of the CIQG *International Quality Principles* Now Available

In June 2015, the CHEA International Quality Group (CIQG) released the *CIQG International Quality Principles* to establish a framework for international deliberation and action about quality in higher education. We are pleased to announce that translations of the *Principles* are now available in Arabic, Chinese, French, Portuguese, Russian and Spanish.

[Click here](#) to read or download these translations, as well as the English language version, on the CHEA/CIQG Website.

We hope these translations advance the international conversation on higher education quality assurance.



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