IN THIS ISSUE

QUOTES OF THE ISSUE

"With languages, you are at home anywhere"

Edward De Waal

"Learning another language is like becoming another person."

Haruki Murakami

"To have another language is to possess a second soul."

Charlemagne

If you have comments and suggestions on this issue of the newsletter or want to contribute to the next issue, please contact our office,
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FROM THE EDITORIAL DESK

Dear Readers,

Welcome to vol.15, No.60.

This edition of Quality Matters focuses on the status of 'English Medium Instruction (EMI) in Higher Education Institutions'. To this end, the newsletter offers readers the drives, benefits, and challenges in implementing EMI in HEIs.

Furthermore, QMs has invited Amanda Clare Murphy, a full professor of English language and translation at Università Cattolica del Sacro Cuore, Italy, to share readers her experience and knowledge. In addition to this, QMs briefs on what's been happening in the Institution since September 2021 in its News Column.

At the end, QM presents an article written by Paul Zeleza titled 'Quality Higher Education'Indispensable' for Africa's Future', which is posted on the website of University World News, July 2021.

Enjoy reading.

RESEARCH CORNER

English Medium Instruction (EMI) in Higher Education Institutions

Tekeste W/Michael (PhD) SMU

Introduction

English is a dominant language across the globe because it is the main language of books, newspapers, airports, air traffic control, international business, academic references, science, technology, medicine, and many more (Andrew, 2017). It has been an important medium of the press for nearly 400 years…. About 80 percent of the world's electronically stored information is in English…. Most research works are also stored in English. (Crystal, 2003).

Today 1.5, billion people around the world speak English while only about 25% of the world's population is native English speakers (Galloway, 2017). But how does English become so important and widely spreads around the globe?

According to Crystal, (2003), the intrinsic structural properties of the language, the size of its vocabulary, the magnitude and quality of its culture and literature have nothing to do with the greatness or the status of a language. Rather, according to Crystal (2003), a language gets the rank of being international language because of its speakers' political and military power. Thus colonization, religion, migration, industry, literature, entertainment, internet, and military invasion have contributed to the development of English as international language. For instance, the present-day world status of English is primarily due to "the expansion of British colonial power, which peaked towards the end of the nineteenth century, and the emergence of the United States as the leading economic power of the twentieth century (Crystal, 2003, p. 59).

Today the role and status English has gained in a fast globalizing world, especially in the field of higher education, is outstanding (Andrew, 2017). Accordingly, since the 1960s, English has become the normal medium of instruction in higher education in many Non-Anglophone countries (Crystal, 2003).

Thus, the next part is devoted to shed light on the development of English Medium Instruction (EMI), and to give readers some ideas about the benefits, challenges in implementing EMI in higher education institutions particularly in non-Anglophone countries.

The Growth of English Medium Instruction (EMI)

Before briefing the growth of English Medium Instruction worldwide, it is essential to define EMI. As Macaro (2017) defines, EMI is 'the use of English language to teach academic subjects (other than English itself as a subject) in countries or jurisdictions where the first language of the majority of the population is not English'.

English Medium Instruction (EMI) started in higher education and has spread rapidly since 1960 when the Bologna Declaration was signed (Björkman, 2011). EMI focuses primarily on learning and uses the language on instruction as a tool to perform that objective (Galloway, 2017).

It has several advantages. It facilitates the movement of people (traders, tourists, etc.) from one country to the other and by doing so it has become one of the major sources of revenue for host countries. It also creates opportunities for students to travel easily from different parts of the world to join the best higher education in developed countries. The status of English as a lingua franca creates close relationship and interaction among countries. Moreover, it has the position of being medium of instruction across the globe.

For this, several driving forces can be mentioned. One of the driving forces for the development of EMI is globalization. According to Altbach and Knight (2007, p. 209), 'globalization is the economic, political, and societal drive for increased international involvement of twenty-first century higher education'.

The effects of globalization and internationalization plus 'the development of a competitive market in higher education' have contributed to the growth

and expansion of EMI (Doiz, Lasagabaster, & Manuel Sie, January 2013). The well-known argument is that as far as English is the language of science and business, the medium of education should be English if the aim is to prepare students for an international career (Han, 2011). Secondly, textbooks and journals in most fields are published in English and more than 90% of all information in the world, for example, research articles are written in English (Graddol, 1997). Thirdly, English is used as a lingua franca in many international settings. It is seen as the language of science and academia. Moreover, it is believed that using EMI in higher learning institutions can promote students' interest and motivation in learning the English language (Tang, 2020).

Other driving forces for EMI policy can be noted as staff mobility, creating opportunities for international students to study in other countries (Galloway, 2017). Likewise, as stated by Wilkinson (2013), economic, social, political and educational factors have some sort of impact on the EMI expansion. The expansion of foreign language in Ethiopia is highly connected with the introduction and expansion of modern education in the nation during the reign of Menelik II (Berhane, 2019). Since that time, English has been instructed as a subject and used as a medium of instruction at the secondary and tertiary levels (Wubalem & Sarangi, 2019).

The current education and training policy of many nations also reads that "English will be the medium of instruction for secondary and higher education" (FDRGE, 1994, p. 24).

Challenges of Using English as a Medium of Instruction

The teaching of English as a foreign language is always a challenging task (Şahan, 2021). Teaching and learning a subject in a language other than the learners' first language is usually challenging not only for the learners but also for the teachers too. When it comes to the non-Anglophone countries where English serves a very limited purpose, it becomes **more** crucial and painstaking to teach and learn it, (Çankaya , 2017).

As noted in many research works, university instructors in most non English speaking countries encounter five major challenges in implementing EMI in their higher education classrooms. These are according to Hung &Lan (2017): (1) teachers' language abilities, (2) student's low English proficiency, (3) engaging the class discussion, (4) preparation time for lectures, and (5) teaching recourses.

1. Teachers' Language Abilities

Instructors have difficulties in expressing themselves in English even in a very relaxed situation or in ordinary events let alone teaching students content courses. In this connection Baye Yimam (2000E.C), argues that "employers frequently complained that graduate students at all levels lack the skills to prepare ordinary reports and are unable to formulate their thoughts and express them using correct sentences," (cited in (Kahsay, 2016, p. 229). They have difficulties in expressing themselves fluently, correctly and effectively. In our context, the language ability of both higher education instructors and students is believed to be deteriorating from time to time. One of the possible reasons for this failure could be almost all the teachers are local teachers who were taught the language as a foreign language by the local teachers, most students are taught English by Ethiopian teachers who studied it as a foreign language from their teachers who studied English as a foreign language. This 'vicious circle has been continuing since the 1970s' (Kahsay, 2016). To overcome this problem, the Ministry of Education (MoE) has designed language training for English language teachers of high school and higher education (Andrew, 2017).

Also Tamtam et al. (2020) argue that the main problem encountered by non-native English teachers is in explaining terminologies and abstract concepts in English. The proficiency level of English as Foreign Language (EFL) teachers is not much different from the students' case.

As a result of these difficulties, students have negative attitude or perspectives to major the English language. A good example for this is that universities and colleges used to assign students forcefully to this field of study since most students did not want to join

the English department at their first or second choices. They perceive that 'English language is a difficult field of study both to learn and to teach it despite their wish to have good command of it' (Berhane, 2019).

2. Students' English Proficiency

Students' English proficiency is also considered as one of the major factors challenging lecturers in the teaching-learning process. As pointed out by (Andrew, 2017), content lecturers face the challenges of teaching their subject courses in English to students who are not proficient enough to follow lectures. Some of these lecturers felt frustrated because in addition to their academic fields, they have to cope with language issues in their classrooms, which demands extra knowledge and skills regarding second language acquisition process. The main reason behind students' deficiency in English could be due to the status of English in Ethiopia. It is categorized as a foreign language. Students do not have an adequate exposures out of the classrooms to exercise and use English.

3. Engaging Class Discussion

The third challenge for EMI lecturers is the task of engaging class discussion in English (Yahaya et al., 2009). It is found that the most prominent difficulty encountered by the content lecturers is getting students' responses in English. This in return affects the communication between lecturers and students and slows down the teaching process. It is argued that good students' disinclination to speak up is not because they do not understand the lesson but rather because they are not proficient in English (ibid).

4. Preparation Time for Lectures in English

The fourth challenge is related to preparation time for lectures in English. As noted in (Galloway, 2017) research, lecturers reported that they spend more time on preparing for teaching in English. This extra time is due to lecturers' efforts to look up terms and phrases and prepare lesson plans.

5. Limited Resources

The fifth challenge is limited resources. For example,in Ethiopia, getting funding for normal programs,

the training of teachers and money for textbooks are all inadequate. For the last forty years, the education policies have mainly focused on the expansion, not on the quality (Berhane, 2019). So, to alleviate the demand, the governments have mainly been rushing to provide large numbers of college and university graduates to the job market. By doing so, the English language proficiency is highly compromised (Berhane, 2019).

In addition to this, As Björkman (2011) indicated, students hardly received feedback on language forms in oral and written activities and had few opportunities for linguistic development (Çankaya , 2017).

Conclusion

In the current globalized world, having one common language boosts up world economy, facilitates the tourism industry, and creates strong ties between developed and developing countries, enabling them share relevant experiences and working habits. Particularly, having one common language among countries has a tremendous advantage in developing higher education throughout the world (Han, 2011). Nevertheless, unless it is properly implemented, it has negative impacts upon host countries that use English Medium Instruction in their higher education. Furthermore, it retards the growth and development of the host countries' first language. In addition to this, it may also damage the culture of the adopting countries.

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INTERVIEW

Interview with Amanda C. Murphy

Amanda C. Murphy (PhD Birmingham) comes from a background in Modern Languages and Applied English and Italian Studies. A full professor of English language and translation at Università Cattolica del Sacro Cuore, in both Milan and Brescia. She became Director of the Centre for Higher Education International- ization in 2015. As an active promoter of Study Abroad and Exchange at student and faculty level, she has been working since 2015 with the CHEI educational developers on preparing faculty members to teach in the international classrooms. Her latest research interests within the field of internationalization problema- tize distinctions between English-Medium Instruction as an internationalization strategy and Englishization, and on innovative models of trans-national education on the African continent. Recent publications include "English-medium Instruction and the Internationalisation of Universities", edited with Hugo Bowles, Pal- grave, 2020, 'Collaborating across Continents – the Challenges of Intercontinental Academic Partnerships' in 'EMI and Beyond', edited by Lynn Mastellotto and Renata Zanin, Bolzano University Press, 2020 and, with Beatrice Zuaro, "Internationalization vs Englishization in Italian higher education: Reframing the issue" in "The Englishization of Higher Education in Europe" (edited by Bob Wilkinson and Renée Gabriels, Amster- dam University Press, 2021).

Quality Maters has interviewed Murphy to share her knowledge and experience on EMI and here is the inter-
view extract:

QM: *What is English Medium Instruction (EMI)?*

Murphy: English Medium Instruction, EMI, means teaching (instruction) in which English is not the object of study, but is the language franca through which a subject is taught. Normally, English is an L2 for both teachers and students, and development of proficiency in the language is not a primary intended outcome (Coleman 2006, 4; Pecorari and Malmström, 2018, 499).

QM: *What are the different forms of EMI currently being developed?*

Murphy: There is no standard form of EMI programmes: courses may take place purely in English, or another language may also be used in the classroom, either when communication becomes difficult, or according to the instructors, who may teach different parts of a programme in different languages, or according to the number of international students in the classroom (Macaro et al 2020. There are also countries where parallel language use is legislated in order to protect the national language and minority languages (Nordic Council of Ministers 2007). The term 'glocalization' has recently been used to best describe the global dispersion of EMI, since EMI is indeed a global phenomenon, but universities apply it in their own, local way (Wilkinson and Gabriëls, 2021, 18).

QM: *While research shows that mother tongue education is good for better academic performance, what is driving EMI implementation and expansion in tertiary level?*

Murphy: EMI implementation and expansion at tertiary level is linked to globalization, on a macro level, which uses English as a lingua franca to facilitate the movement of goods and peoples across borders. Universities adopt EMI programmes in order to be globally competitive, and as a means of attracting international students (who bring in revenue). The approval of EMI programmes is also driven by the idea that individuals with a better command of English will participate more effectively in the international job market,

QM: *Do you see any difference between code-switching and code-mixing? To what extent should code-switching and code-mixing be used in EMI classrooms?*

Murphy: In my view, code-switching is a practice that reveals the extent to which language is not a mere tool, but it expresses one's culture. One code-switches not just because of a lack of language proficiency, but to be able to express oneself more fully. In fact, language is much more than a code. Code-mixing is the inevitable result of a language being used in a context where the users are not fully proficient, where the language of instruction does not fully represent the local culture, and needs to be integrated with words from the local L1. It is said to be "a valid and natural learning strategy" (Costa 2012:35).

QM: *What is the role of the students' first language in the EMI classroom?*

Murphy: I would put this question together with that on code-switching: using the students' L1 can be a useful way of grabbing students' waning attention, checking understanding, clarifying information that is not clear, giving instructions quickly. This may be an inclusive or an exclusive practice, and should not be universally applied, depending on the composition of the classroom.

QM: *What are the major benefits of an EMI approach at higher education institutions?*

Murphy: Apart from the obvious economic benefits of EMI which attracts students who are often better off than other students (which is, of course, also a feature of inequality), EMI represents an opportunity for teacher development. Teaching an EMI course requires thinking deeply about the curriculum and effective teaching and assessment practices (Mair 2021). If an EMI programme is well planned, it can bring benefits to the institution, the teaching staff and the students.

QM: *What are the possible challenges of implementing an EMI program?*

Murphy: Preparing an institution and administrative staff to receive students who are not local (this affects

both the linguistic landscape and administrative staff development); finding teachers with adequate language proficiency; developing appropriate teaching materials (because EMI materials developed in one country, or one context, may not be appropriate for another); developing assessment procedures which are suitable for the students, who may come from different educational backgrounds; rewarding staff for implementing more time and effort in preparing EMI courses.

QM: *How do instructors and students adapt to meet these challenges?*

Murphy: There needs be a conscious effort on the part of the institution to create fora where the challenges can be voiced and faced. Pretending there are no challenges creates ill-feeling. E.g. a staff development committee where teaching practices are discussed and training can be planned; a student-teacher committee; a committee where there is a link with the administrative staff are all necessary bodies. In the West, they say 'Rome was not built in a day', and there is bound to be an Ethiopian equivalent idiom, which alas I do not know!

QM: *What levels of English proficiency enable EMI instructors to provide quality instruction in their respective academic subjects?*

Rather than being a question of English proficiency, it might be more appropriate to speak of 'competencies', defined by Macaro et al 2021 as "the expert knowledge, understanding and skills" needed in order to effectively carry out … teaching an academic subject through the medium of English. These competencies concern effective teaching practices that are generic, as well as the ability to use English effectively while teaching a specific subject. There is no generally accepted rule about the level of English required and many EMI teachers are not required to have a certificate proving their level. Although it is hard to see how effective teaching can take place with less than a C1 level on the Council of Europe's Common European Framework of Reference for Languages , research shows that many teachers have a lower level than that.

QM: *What are the implications for teacher educa-*

tion, teacher educators and materials

If EMI is to work effectively, teachers need to be trained to teach in another language, using effective practices that take into account a multilingual, multicultural body of students. These training courses need to be required by institutions and specifically developed. On the other hand, teachers need proficiency in classroom language (which is not the same as the language needed to present at conferences), as well as knowledge of views on their subject that goes beyond national borders (i.e. they may need to research how a topic is taught in other countries). EMI materials need to be developed locally if they are to be effective.

The time needed by teachers to develop their curriculum and prepare their teaching materials needs to be accounted for by University administration. What emerges from these reflections is that English-medium Education is perhaps a more representative term than English-medium Instruction, since the phenomenon regards much more than mere instruction.

Campus News

Newly Recruited Academic Staff Trained

St. Mary's University gave training on pedagogy to its newly recruited academic staff. The training was given to 14 Graduate Assistants from November 25 – December 7, 2021. The objective of the training was to equip trainees with the requisite knowledge and skills on classroom management, active learning, presentation skills, and teaching and assessment methods. As part of the package, trainees were introduced to the SMU rules and regulations and the University's Learning Management System as well. The training came to an end with microteaching where each trainee demonstrated the knowledge and skills they gained from the training and received feedback on their performance from trainers.

As part of the pedagogical training, a half day training, on December 2, 2021 was given to 15 newly hired instructor of St. Mary's University. The training was given by Ato Shegaw G/Medihn, Director of the Center for Educational Improvement and Quality Assurance (CEIQA). The major focus of the training was to equip the fresh employers with the basic concepts of QA in general and accreditation, external quality assurance, and internal quality assurance of SMU. The post training feedback collected from the participants disclosed that they were truly delighted and got it very useful and informative.

Partial view of the trainings

Annual Plan Review Session Held

St Mary's University top managements had a four half-day annual plan review sessions with planning units from November 8 to 12, 2021. The objective of the session was to rigorously evaluate the 2014 E.C. annual plan developed by each planning units. For this purpose, all planning units were given a maximum of ten minutes to brief their major or key points which focused on:

- The process of plan preparation (who participated in the preparation?
- What documents consulted to prepare the plan?
- What new activities were included?
- The total budget of the office.

The meeting was facilitated by Ato Shegaw G/Medihn, Director of CEIQA, and the President of the University chaired the meeting.

Each day after the concerned planning units presented their key points, there were question and answer sessions.

Finally, the participants were given comments on the plan they had prepared, and each planning unit was advised to submit their revised plan within a week of time.

Focus on Quality

Quality higher education 'indispensable' for Africa's future, University World News, July 2021

By Paul Zeleza

The challenges facing African higher education are well known. First, there is limited institutional supply in terms of the numbers of universities and enrolment ratios. In 2018, there were 1,682 universities in Africa, up from 784 in 2000 and 294 in 1980. Clearly, higher education has experienced explosive growth. Yet, in global terms, Africa's share of the world's 18,772 higher education institutions remained low at 8.9%, compared to 37% for Asia, 21.9% for Europe, 20.4% for North America and 12% for Latin America and the Caribbean. The total number of students in African higher education institutions in 2017 stood at 14.6 million out of 220.7 million worldwide, or 6.6%.

Second, many African universities suffer from inadequate financial resources, as all major sources are constrained, including tuition fees, auxiliary income, research grants, government subventions, philanthropic donations and concessionary loans.

Third, human capital remains deficient, especially in terms of faculty as African universities are not producing enough graduates with terminal degrees.Fourth, research output is low. According to the latest UNESCO Science Report 2021, Africa spends only 0.59% of GDP on research and development, compared to a world average of 1.79%. Not surprisingly, it accounts for a mere 1.01% of global research and development expenditures, 2.50% of global researchers and 3.50% of scholarly publications, compared to 45.7%, 44.5% and 48.0%, respectively for a region such as Asia. The entire African continent, with a population of 1.3 billion, produces fewer scholarly publications than

Canada (3.60%), with a population of 37.7 million!

The data for the cutting-edge fields of the Fourth Industrial Revolution (4IR) (artificial intelligence and robotics, biotechnology, energy, materials, nanoscience and nanotech and opto-electronics) is even more abysmal.

Fifth, infrastructure is often suboptimal. Physical facilities do not always match growth in enrolments and academic programmes, and deferred maintenance is rampant.Under investment in electronic infrastructures became cruelly evident under COVID-19 that led to campus closures and forced universities to transition online for teaching, operations and service delivery, which some universities were unable to do.

Sixth, leadership and governance systems are regularly compromised by external interventions and politicisation, internal dysfunctions, authoritarianism, corruption and lack of leadership development opportunities.

Seventh, as university communities become more disparate and demands grow, academic cultures are more complex and contestations over equity, diversity and inclusion intensify.

Eighth, the quality of graduates remains problematic as evident in persistent mismatches between university education and economic needs that translate into high levels of unemployability.

Ninth, there is the challenge of balancing the historical legacies and contemporary pressures of asymmetrical internationalisation and the enduring demands of intellectual, institutional, ideological decolonisation and indigenisation.

Tenth, African universities do not fare well in international higher education rankings. For example, in the Times Higher Education 2021 World University Rankings, only 60 African universities are included among the 1,500 listed, led by Egypt with 21, followed by South Africa with 10, Algeria eight, Nigeria six, Morocco and Tunisia five each, and one each for Kenya, Uganda and Ghana. Notwithstanding their problems as instruments of global academic capitalism, rankings have a material impact on the intensifying competition for students, faculty and resources.

Finally, African universities are not immune from the increasingly pernicious features of the contemporary academy. They include what I call the Five Cs: corporatisation of management (application of often inappropriate business practices in the leadership and management of universities); consumerisation of students (expectations and treatment of students as consumers in a market transaction, not as learners in an educational environment); credentialing of learning (prioritising short-term vocational education in place of intellectually demanding learning and the proficiencies and dispositions of the liberal arts); casualisation of faculty (devaluation of academic labour and growth of adjuncting due to shortage of qualified faculty); and commodification of knowledge (growth of proprietary norms of knowledge production and consumption).

Agenda for reform and transformation

As the popular saying goes, the flip side of a challenge is an opportunity. The same is true of a crisis as devastating and disruptive as COVID-19. African universities face three scenarios: some will be focused on reclaiming the pre-pandemic past, which is inadvisable. Others will embark on reforms that incorporate the impact and lessons of the pandemic into their culture and vision.

The brave ones will try to use the pandemic to launch or accelerate an institutional transformation agenda. For some, what is at stake is survival, for others stability, and for many sustainability.

I have identified seven areas of reform and transformation. First, is promoting financial sustainability.

This requires governments to raise funding significantly for universities as an essential public good and investment for innovative and inclusive sustainable development and universities establishing differentiated tuition pricing and targeted student aid. This also requires exercising prudent financial management; aggressively diversifying revenue streams from research grants, auxiliary services, to undertaking entrepreneurial activities, raising donations from alumni, local high net-worth individuals whose numbers are exploding (Frank Knight noted in 2020 there were 231,000 worth nearly US$2 trillion), and local and international philanthropic foundations.

In addition, financial sustainability demands creating institutional mergers for public and private universities that are too small or too similar to survive; forging robust inter-institutional collaborations to leverage resource procurement and academic exchanges; as well as strengthening external partnerships with other higher education institutions, international and intergovernmental organisations and the private sector, including the development of public-private partnerships.

Second, building faculty capacities is imperative. This requires expanding graduate education, postgraduate opportunities, faculty exchanges and transnational and inter-institutional collaborations in teaching, research and public service.

Also, African universities, supported by their governments, should pursue the recruitment, for a specified time, of excess academic labour from countries in the Global North such as the United States, where such labour exists in abundance because of overproduction of terminal degrees and the neo-liberal restructuring of American universities. Further, the continent should mobilise the academic diaspora. Already, the diaspora is Africa's biggest donor (remitted US$84,280 billion in 2019); its massive 'intellectual remittances' should similarly be marshalled. Robust faculty support is also critical from remuneration to research.

Third, is the need to continually upgrade infrastructure to meet the changing demographics of students, curricula and pedagogical demands of 21st-century higher education.

11

For physical infrastructures, it is important to build and maintain state-of-the-art and adequate classrooms, laboratories, hostels and sports facilities.

COVID-19 has underscored the need for enhancing electronic infrastructure, digital literacy and skills in African universities. As part of this agenda, there is a need to embed digital transformation in institutional culture, from strategic planning and organisational structures, to operational processes, to rethink capital expenditures that historically favoured physical contact; develop online design competencies; entrench technology-mediated modalities of teaching and learning encompassing face-to-face, blended and online; and embrace pedagogical changes in terms of curricula design and delivery that involves students as active participants in the learning process rather than passive consumers.

Other aspects that deserve attention are the promotion of holistic and innovative curricula that impart skills for the jobs of the 21st century; adopting and using educational technologies that support the whole student for student success going beyond degree completion and the creation of effective policies and interventions to address the digital divides and issues of mental health disorders and learning disability.

Furthermore, there are safeguarding data protection, security and privacy and the need to pay special attention to international students who face unique barriers.

There is also a need to form meaningful partnerships with external constituencies and stakeholders, including digital technology and telecommunication companies; and anchor research and innovation in the technological infrastructure that supports and enhances the opportunities of the 4IR for Africa.

Fourth, research cultures and productivity must be strengthened. African countries, governments, the private sector, intergovernmental agencies such as the African Development Bank, the continent's mushrooming foundations, and the universities, themselves, must fulfil their commitments to raise research funding significantly as a share of GDP to the world average.

Clear and robust research policies and incentives need to be developed to provide adequate support to research-intensive universities and research-oriented faculty. In this context, it is particularly critical to promote interdisciplinary research on national, regional and global visions, such as the African Union's Agenda 2063 and the United Nation's Sustainable Development Goals.

Also critical is the pursuit of open access, brokerage and advisory services, scientific literacy in society, and global standards for research and innovation. The current discourse tends to pit science, technology, engineering and mathematics, or STEM, disciplines against the humanities and social science, to valorise the former and disparage the latter.

In reality, UNESCO's report notes, "The relationships between science, society, policy and politics have always been complex and contested …Too often, in the past, perspectives from the social sciences and humanities have been overlooked, despite the reality that human behaviour and sociological dimensions are key to successful decision-making, as demonstrated by the debates on both the COVID-19 pandemic and climate change."

Fifth, enhancing the quality of graduates is necessary. This entails strengthening high-impact pedagogical practices that include first-year seminars and experiences; providing common intellectual experiences; learning communities, writing-intensive courses, collaborative assignments and projects; undergraduate research; diversity or global learning; ePortfolios; community and service-based learning; internships; and capstone courses and projects.

The aim should be to cultivate among students lifelong learning skills and mindsets for critical thinking, effective communication, creativity, curiosity, collaboration, problem-solving, adaptability, principled and ethical behaviour and resilience.

Sixth, developing effective leadership requires ensuring that appointments for institutional heads and governance boards are based on verifiable leadership competencies, passion, and understanding of the higher education sector. Moreover, university

leaders at all levels, from department chairs to deans, vice-chancellors to board members, must undergo periodic leadership development training specifically tailored for higher education.

The pandemic has demonstrated the need for university leaders to sharpen their skills in terms of financial acuity, cultural competency, technological deftness, crisis management, entrepreneurial mindset, political savviness, empathy and respect for multiple stakeholders, multi-genre communication, high emotional intelligence and agility.

Finally, promoting social trust and more productive cultures is required for institutional transformation and success. This entails upholding academic freedom in terms of both freedom of inquiry and institutional autonomy; practising sharing governance in which the roles and responsibilities of faculty, management and governing boards are understood and respected; promoting equity, diversity and inclusion for underrepresented groups as an institutional priority; cultivating a culture of civility and collegiality and curtailing academic bullying and mobbing; developing effective internal and external communication tailored for different stakeholders; and embracing social responsibility and impact as part of an institution's mission and values.

Visioning African Higher Education in 2050

In March 2015, the First African Higher Education Summit was held in Dakar, Senegal. The summit identified the challenges and opportunities for African universities in the realisation of the African Union's Agenda 2063, "a blueprint and master plan for transforming Africa into the global powerhouse of the future … the continent's strategic framework that aims to deliver on its goal for inclusive and sustainable development …"

I was commissioned to write the framing paper for the summit and help draft the Declaration and Action Plan, which identified eight priorities. Building on this, I offer a possible vision of the African higher education landscape in 2050, when Africa will have

an estimated 2.5 billion people, 25.5% of the world's population. Quality and transformative higher education will be indispensable to turn this explosive growth into a demographic dividend rather than a disaster for Africa and the world.

First, by 2050, Africa should have a greatly expanded higher education system with an average enrolment ratio of at least 50%, a system firmly anchored on the values of access, affordability and inclusive excellence.

Second, it should be a financially sustainable, efficient, technologically advanced, locally rooted and globally competitive system that attracts high-quality students, faculty, leaders, research grants, donations and a diverse range of symmetrical and beneficial partnerships.

Third, there should be a comprehensive higher education ecosystem characterized by diversification, differentiation, harmonization, relevance, flexibility and resilience.

Fourth, African universities should be committed to academic freedom, shared governance and social responsibility.

Fifth, they will be renowned for excellence in teaching and learning, research and scholarship, innovation and entrepreneurship, and public service and engagement.

Sixth, our universities will be engines for transformation with powerful capacities in research, science, technology and innovation that provide solutions for the continent's and world's development challenges and visions.

Seventh, they will play a major role in promoting the Pan-African and nationalist agendas of epistemic and economic decolonisation, nation-building, development, democracy, equality, human rights, justice, rule of law and regional integration.

Finally, they will be producing highly skilled, innovative, employable, ethical and civic-minded graduates, informed and engaged citizens. This future is within

our power to create, as leaders of higher education on our beloved continent, by working together with other key stakeholders including governments, intergovernmental organisations, the private sector and civil society.

Let us marshal the necessary political will to bring that future sooner rather than later.

Virtual links on Quality Assurance

Arab Network for Quality Assurance in Higher Education (ANQAHE) www.anqahe.org

Asian Pacific Quality Network (http://www.apqn.org)

ASEAN Quality Assurance Network (AQAN) www.mqa.gov.my/oqan/

Association of African University (www.aau.org)

Association of Quality Assurance Agencies of the Islamic World (AQAAIW)

www.mqa.gov.my/aqaalw/index01 .cfm

Caribbean Area Network for Quality Assurance in Tertiary Education (CANQATE) www.canqate.org Central and Eastern Europe Network of Quality Assurance in Higher Education (CEENQA)

www.ceenetwork.hu

Central Asian Network for Quality Assurance and Accreditation (CANQA) www.canqa.net

Center for International Research on Higher Education (http://bc_org/avp/soe/cihe)

Ethiopian Ministry of Education (http://www.moe.gov.et)

Eurasian Quality Assurance Network (EAQAN) www.eaqan.org

European Association for Quality Assurance in Higher Education (http://www.enqa.eu)

European Quality Assurance Network for Informatics Education (EQANIE) www.eqanie.eu

Higher Education Relevance and Quality Agency (www.higher.edu.et)

Institute of International Education (www.iie.org)

International center of Excellence in Tourism and Hospitality Education (THE-ICE) www.the-ice.org International Council for Open and Distance Learning (www.icde.org)

International Institute for Capacity Building in Africa (http://www.eric.ed.gov)

International Network for Higher Education in Africa (NHEA) (http://www.be.edu)

International Network for Quality Assurance Agency in Higher Education (INQAAHE)

http://www.inqaahe.org

Program for Research on Private Higher Education (PROPHE)(www.allbany.edu/eaps/prophe)

Quality and Standards Authority of Ethiopia (http://www.qsae.org)

Quality Assurance Agency for Higher Education (UK) (http://www.qaa.ac.uk)Talloires network (www.talloires-network.tufts.edu

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- Cooperative (Accounting & Auditing)
- Cooperative (Business Management)
- Educational Planning & Management
- Economics
- Sociology
- Public Administration and Development Management
- Agricultural Economics
- Banking and Finance
- Logistics and Supply Chain Management

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- Master of Arts in International Cooperation & Development
- Master of Science in Economics
- Master of Human Resource Management

Postgraduate Programs (Regular)

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- MA in Social Work
- MA in Development Management
- Master of Business Administration(MBA)
- MBA with HRM Concentration
- MSc. in Agricultural Economics
- MA in Project Management
- MBA in Accounting and Finance
- MA in Marketing Management
- MA in Development Economics
- MSc. in Computer Science
- MA in Higher Education
- MA in Sociology

Graduate Programs Offered in Partnership with Universita Cattolica del Sacro Coure, Italy

- MBA in Impact Entrepreneurship

Graduate Programs Offered in Partnership with IGNOU (Distance)

- MBA (Master of Business Administration)
- MSW (Master of Arts in Social Work)
- MEC (Master of Arts in Economics)
- MPA (Master of Arts in Public Administration)
- MARD (Master of Arts in Rural Development)
- MSO (Master of Arts in Sociology)
- MPS (Master of Arts in Political Science)
- MCOM (Master of Commerce)

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