



# Annual Report 2020

© International Network for Quality  
Assurance Agencies in Higher Education

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# ACKNOWLEDGEMENTS

INQAAHE is partly supported by voluntary contributions. We would like to take a moment to appreciate the outstanding contributions made by INQAAHE members and partners on a voluntary basis throughout the year.

## **EXTERNAL REVIEWERS FOR INQAAHE FUNDING SCHEME**

Ayaka Noda, Carol Bobby, Eva Fernandez Labastida, Maiki Udam, Yaping Gao.

## **INQAAHE ACTIVITIES**

- **TEQSA:** ongoing support with editing INQAAHE newsletters.
- **UNESCO:** ongoing support with INQAAHE projects.
- **Ad hoc requests:** Pauline Tang, David Woodhouse, Maria Jose Lemaitre.

## **LIVING THE LIFE OF INQAAHE**

All INQAAHE members.

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# FOREWORD

### Dear Friends and Colleagues,

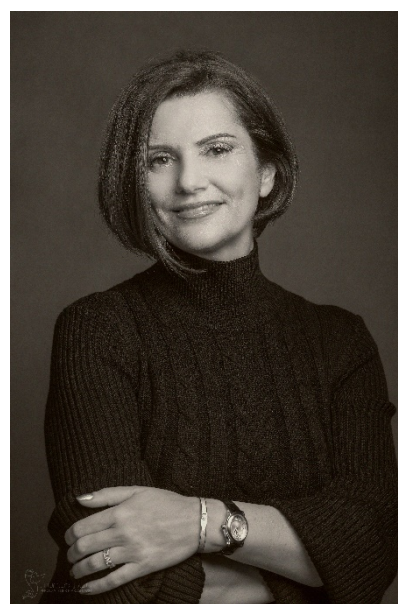
2020 was a year of unprecedented challenges for the whole globe and those challenges are still there for all of us to face. In cooperation with all our members and partners, regardless of the crisis, INQAAHE was able to achieve

In the challenging times, INQAAHE, as all other organization entered the untested territory and in the search of solutions to support our members and HE community at large we joined our efforts with our stakeholders to offer viable solutions. During the highly disruptive and unsettling times impacting global public health, it was more crucial than ever to be close to our members and HE community at large to support in dealing with the emergency situation we are all in. Among the responses of INQAAHE were the *INQAAHE Principles on Crises Management*, intended to guide our members in the times of crises as well as a series of webinars to support our members practically.

While striving through the pandemic, in 2020, INQAAHE, along with its members and dedicated stakeholders achieved some of its major objectives related to our commitments in terms of the Network sustainability, efficiency in our operations as well as solutions to benefit our members in line with our Strategic Plan (2018-2022). In particular, 2020 was pivotal for INQAAHE as we reconsidered our approach to the Network management and functioning to enhance its sustainability, relevance in provisions and efficiency in operations. The year was marked with establishment of the INQAAHE permanent International Headquarters in Barcelona, Spain. The Board is grateful to the Catalunya Ministry of Universities as well as AQU Catalunya for their commitment to INQAAHE and all the support we receive throughout this very important evolutionary stage.

2020 was a special year for INQAAHE as well, since we launched a major re-branding for INQAAHE in preparation for the INQAAHE 30<sup>th</sup> anniversary celebrations in 2021, including re-branding the logo, major revision of the GGPs to also address alternative provisions.

In terms of contribution to the body of knowledge, the INQAAHE First Global Study on both internal and external quality assurance was published by Brill|Sense, transferring to and sharing the knowledge among regions globally. The Global Study provides a set of clear recommendations and guidance for diversity of systems to learn from and follow up on.



**Susanna Karakhanyan**  
**VII President**

## FOREWORD

Last, but not least, INQAAHE led, guided and supported a diversity of quality assurance systems, events and projects, thus highlighting the crucial role of the global platform in bridging the systems, sharing experience and first-hand exposure to the best practices in enhancing the quality of provisions.

Once again, the challenging times like we are through now, prove the crucial role INQAAHE plays by bringing a diversity of quality cultures together and providing a global QA enhancement platform to our members and HE systems at large. INQAAHE will work tirelessly in the years to come to take the Network forward and upward and offer services that best serve your needs.

I would like to personally thank all our members, strategic partners, the INQAAHE Board, the CEO and the Secretariat for the invaluable job done in 2020 and look forward to new achievements and heights in benefiting our valued members and HE communities at large.

***INQAAHE is always with you and for you!***

# MISSION AND STRATEGIC PRIORITIES

The International Network for Quality Assurance Agencies in Higher Education is the global network of quality assurance bodies in higher education. It exists to:

- Enable quality assurance bodies to share information and experiences;
- Lead and advance the theoretical and practical foundations of the profession;
- Develop and promote standards of professional practice in quality assurance (QA); and
- Encourage and assist in continuous improvement amongst member agencies, including professional development and capacity building for the benefit of higher education (HE) institutions, their students and their societies.

The strategic pillars around which the activities in 2019 evolved are as follows:

- **Sustainability:** Boosting INQAAHE's role as a world leader
- **Quality culture:** Providing a robust platform for exchange and collaboration
- **Research/Think tank:** Advancing Knowledge and Effectiveness
- **Relevance:** Promoting Quality Assurance and continuous improvement

## PART I: INQAAHE PERFORMANCE

### ■ Unusual context/Unusual times – INQAAHE COVID response

The major disruption caused by COVID 19 utterly changed the learning experiences of millions of students worldwide. In this unprecedented situation, during highly disruptive and unsettling times impacting global public health, INQAAHE, with the support of its members and partners mobilized all its capacity to provide solutions to its members and the Higher Education community at large.

In particular, the INQAAHE Board has undertaken a number of activities to provide immediate, short-term solutions and long-term considerations as outlined below:

- [INQAAHE Principles for Crisis Management](#) were published to guide the members through the crisis.
- [COVID 19 Hub](#): establishing a COVID 19 hub to enable sharing good practice and highlighting the specific challenges that our members face as well as providing expert guidance through our existing MPL center;
- [A Study on the COVID Challenges and Solutions](#): conducted a brief study on the impact of COVID 19 in order to develop useful recommendations on QA practices in the times of global pandemic and social isolation.

Upon request of our members INQAAHE has offered the following solutions:

- [Free Webinars](#): a series of webinars to guide our members on online QA;
- [Trainings on Virtual Reviews](#): training on virtual reviews and evaluation for QA bodies and external reviewers will be offered to our members and external reviewers.

INQAAHE worked hard to be responsive to issues that impact on our members and, more widely, on higher education and we will remain in touch with you to guide and support you as well as to continue to advocate for QA in higher education. To be able to achieve the best outcomes for our members your support and engagement is crucial more than ever, since it is only through joining our efforts that we will be able to overcome and succeed.



### ■ SUSTAINABILITY

To boost INQAAHE's role as a world leader in tertiary education quality assurance and an umbrella organisation for external and internal quality assurance providers.

#### **Operations: statutory and organizational changes**

Throughout 2020, INQAAHE explored innovative ways of its management through a pilot of a new Chief Executive Position – fully hired by INQAAHE (not through the host Secretariat). As per the pilot results, and based on an in-depth study commissioned by the Board for exploration of the best venue for the INQAAHE International Headquarter, an open call was placed to invite the INQAAHE members to support the International Headquarter establishment. In total 4 applications were received and based on in-depth analysis, during the Board Meeting of November 17<sup>th</sup>, 2020, the Board took a decision to establish the INQAAHE permanent International Headquarter in Barcelona with the support of AQU Catalunya, until the INQAAHE is fully incorporated in Spain and can unfold full-fledged operations of its own. The formal transition is expected by June 2021.

In July 2020, after more than a year with INQAAHE, the pilot CEO incumbent - Crystal Calarusse announced her resignation to continue the pursuit of her PhD studies on equity in higher education at the University of Maryland, and to support quality assurance activities in her region. As per the Board's decision, Dr Martí Casadesús Fa, Secretary of INQAAHE, was appointed as Acting CEO for the time being.

The Board, jointly with AQU Catalunya started preparatory activities for a smooth and seamless transitions. Among other preparatory activities, the following were undertaken to ensure success in transition:

- Respective amendments in the Constitution. Voting will take place in 2021 prior to the transition;
- Development of a contract with AQU;
- Development of the necessary documentation for registration in Spain as an international organization;
- Development of the Org Chart for the Secretariat supported by the respective functions and delegation of authority.

The current INQAAHE Constitution (adopted in 2018) requires that the organization implement a staggered approach to the terms of the INQAAHE Board of Directors. As a follow-up on this clause, INQAAHE called for a round of nominations in June 2020. The online election for the INQAAHE Board Directors was held a month after. The General Assembly was requested to select up to three

# SUSTAINABILITY

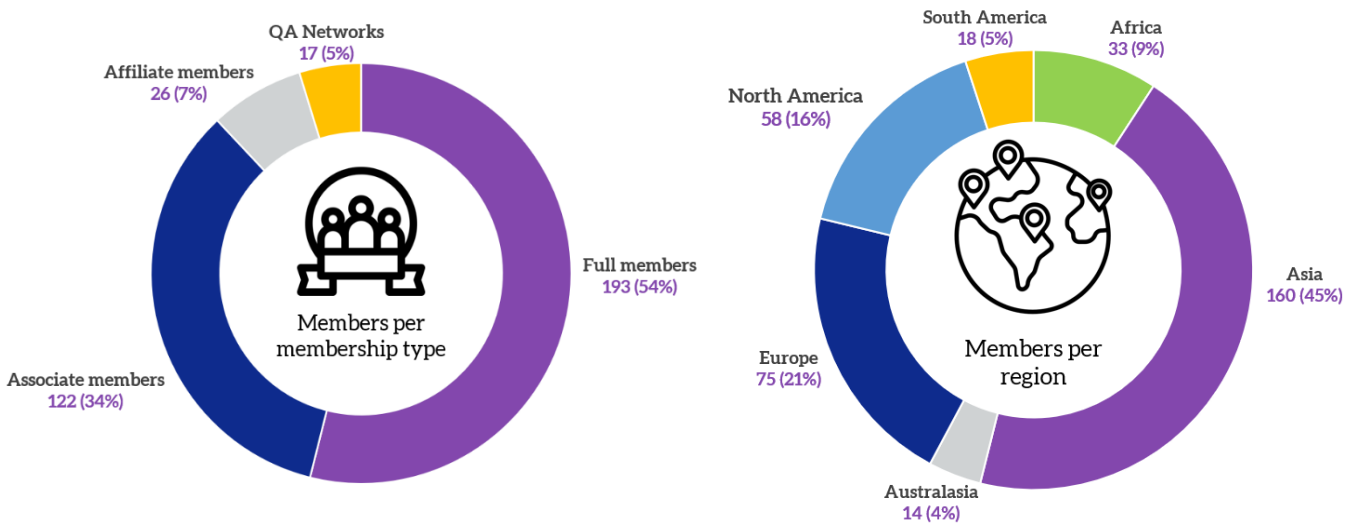
candidates to represent the positions that were vacant. Over 100 organisations participated and Angela Yung-Chi Hou, Karen Treloar and Mary Catherine Lennon were the selected candidates to become Board Directors.

## Membership

INQAAHE is a worldwide association of more than 350 organizations active in the theory and practice of quality assurance in higher education. Four categories of membership exist (Graphic 1):

- **GGP ALIGNED MEMBERS** are organizations responsible for assuring the quality of post-secondary provisions – institutions and programs, such as accreditation, audit or other bodies responsible for the external evaluation of institutions and/or programs, which have successfully undergone the INQAAHE GGP Alignment procedure and whose alignment is current.
- **FULL MEMBERS** are organizations responsible for assuring the quality of post-secondary provisions – institutions and programs, such as accreditation, audit or other bodies responsible for the external evaluation of institutions and/or programs.
- **ASSOCIATE MEMBERS** are tertiary education institutions or organizations with a major interest in evaluation, accreditation and quality assurance in higher education, but without the responsibility for assuring the quality of institutions or education programs.
- **AFFILIATE MEMBERS** are individuals with a major interest in evaluation, accreditation and quality assurance in higher education and a proven track record of involvement in tertiary education quality assurance.

Graphic 1. INQAAHE members 2020



## Guidelines of Good Practice

The professional practices that INQAAHE believes should be embedded in all quality agencies are set out in the [Guidelines of Good Practice in Quality Assurance](#) (commonly referred to as GGP). Thus the purpose of the GGP is to promote good practice for internal and/or external quality assurance. The GGP include six sections:

- Section I: The structure of the External Quality Assurance Agency (EQAA)
- Section II: Accountability of the EQAA
- Section III: The EQAA's framework for the external review of quality in higher education institutions
- Section IV: The EQAA and its relationship to the public
- Section V: Decision making
- Section VI: The QA of cross border higher education

Since INQAAHE is entering a major cycle of GGP reviews and re-alignments, on August the Board took a decision to outsource the function of procedure coordinators, thus, three GGP project coordinators we outsourced to run the procedures in 2020.

**Table 1. GGP alignment activity 2020**

AGENCY	PATHWAY	PERIOD OF ALIGNMENT
Academic Quality Agency for New Zealand Universities (AQA) NEW ZEALAND	<b>Joint-review.</b> Aligned status was granted based on the external review report provided by the review panel.	23 November 2020 – 23 November 2025
Agency for Quality of the Basque University System (Unibasq) SPAIN	<b>Recognition.</b> Aligned status was granted based on the documentation they provided and acknowledgement of the organization's status with the European Association for Quality Assurance in Higher Education (ENQA)	23 November 2020 – 23 November 2024
Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT) TAIWAN	<b>Review.</b> Aligned status was granted based on the external review report provided by the review panel.	17 December 2020 – 17 December 2025

## SUSTAINABILITY

Ontario College Quality Assurance Service (OCQAS) CANADA	<b>Review (re-alignment).</b> Aligned status was granted based on the external review report provided by the review panel.	9 February 2021 – February 2026
Consejo Nacional de Educación (CNED) CHILE	<b>Follow-up.</b>	On-going

### Visibility

2020 was undoubtedly marked by COVID-19, which has made travelling and international events difficult to hold by moving most of the events for 2020 onto an online mode.

#### 2020 CHEA ANNUAL CONFERENCE AND CIQG ANNUAL MEETING - WASHINGTON (UNITED STATES OF AMERICA), 27-30 JANUARY

INQAAHE Vice President, Leah Matthews (2018-2020 July), and CEO, Crystal Calarusse (2019-2020 July), attended both the annual conference of the Council for Higher Education Accreditation (CHEA) and the annual meeting and CHEA International Quality Group (CIQG).



#### QUALITY ASSURANCE FORUM 2020 – MANAMA (BAHRAIN), 6 FEBRUARY



The Quality Assurance and Accreditation Centre at the [University of Bahrain](#) organised the Quality Assurance Forum 2020, *Sustainability of Learning Outcomes*, held on February 6, 2020. This event brought together professionals in the field of Quality Assurance to discuss issues, tackle challenges, share experiences, and explore opportunities for the advancement of Quality Education. The objective of the forum was to

identify the major challenges for the development of an effective approach to assessing student learning outcomes and come up with ideas on how practitioners and policy makers can respond to these challenges. Speakers at the forum included researchers, practitioners, policy-makers and stakeholders with different experiences and background, which offered their perspective on

## SUSTAINABILITY

student learning outcomes assessment and what are the best practices across different institutions. Among the speakers, Dr Susanna Karakhanyan, President of INQAAHE, delivered a presentation highlighting the past, present and future in external accreditation.

Concluding the event was a panel discussion represented by key stakeholders – government, HEIs, labour market representatives, and QA international – to discuss issues around labour market needs and the capacity of HEI and quality assurance to meet the challenges that the era of disruptions causes. The urgency of revamping the HE provisions along with the approaches for external and internal QA was tangible. The call from the INQAAHE President was the HEIs and HE providers need to rethink their role in the overall quality assurance and take a lead and ownership for introducing the necessary changes. The forum counted over hundred attendees from Higher Education institutions across the Kingdom of Bahrain, including Dr Jawaher AlMudhahki, Chief Executive of the Education and Training Quality Authority.

### **25<sup>TH</sup> ANNIVERSARY RUSSIAN ACCREDITATION – ONLINE CONFERENCE, 22 APRIL**

To celebrate the 25<sup>th</sup> anniversary of accreditation practices in Russia, the National Centre for Public Accreditation (NCPA) organized an online conference on April 22, 2020 entitled *25 Years of Education Accreditation in Russia: taking stock and looking into the future*. The speakers of the conference (INQAAHE President, Susanna Karakhanyan, among them) discussed the process of establishing and transforming the procedure of higher education institutions and programme accreditation during the past 25 years and the influence of external evaluation on higher education. They also considered the tendencies in further development of accreditation in Russia and abroad. A recording of the conference is available on [NCPA's website](#).

### **12<sup>TH</sup> ANNUAL SINAES CONFERENCE – ONLINE CONFERENCE, 22 OCTOBER**

The *Sistema Nacional de Acreditación de la Educación Superior* of Costa Rica (SINAES) held the 12<sup>th</sup> edition of the conference *Cátedra Enrique Góngora Tejos* entitled *Critical discourse on accreditation: what is the current direction for accreditation processes?* INQAAHE President, Susanna Karakhanyan, was invited as speaker where she introduced the network to the audience and contributed to the conversation with the following themes: the era of disruption: how to best handle it?; sustainability: what are the critical aspects?; and quality assurance: which direction should be pursued?.

## Finance

In 2020, INQAAHE income (383,721 USD) was mainly generated by membership fees. Secondly, by the different GGP Alignment procedures undergone throughout the year, the annual event (INQAAHE Forum 2020 online) and a UNESCO grant to conduct review of QA system in Kyrgyzstan under the auspices of the Ministry of Education and Science. Expenditures (256,955 USD) have been divided into four categories: project related costs including Funding Scheme grants, organisational costs (also known as administrative which include, among others, travel and representation of the network worldwide, the fee to INQAAHE Secretariat and unpaid

## SUSTAINABILITY

membership fees) and CEO related costs (salary, fringe and fees exclusively). Other costs (175 USD) include miscellaneous expenses and reconciliation discrepancies from 2019. Compared to the previous year, income increased by 31% and expenses diminished by 30%.

Regarding the statement of accounts (balance sheet), INQAAHE assets (702,034 USD) increased compared to 2019 primarily due to an increase in accounts receivable. Payables and overall liabilities (19,900 USD) decreased in 2020 and only include Funding Scheme grants that will be settled in the following year. Overall, the year ended with a positive result (126,766 USD) due to the significant reduction of expenses and increase of income. More information regarding INQAAHE finances for the reporting year can be found in the INQAAHE Financial Statements 2020, available to members of the network only.

### ■ QUALITY CULTURE

To provide a robust platform for experience exchange and collaboration between the regions worldwide by bridging global quality assurance providers.

To support INQAAHE members in terms of their contributions to national governments in their pursuit of the United Nations' Sustainable Development Goal (UNSDG) #4 on Education Quality.

## Events

### GENERAL ASSEMBLY MAY 2020

To avoid delaying annual reporting (annual achievements, activities and financial statements for 2019) and taking decisions on the matters that were crucial for the organizational health and continuity, the Board announced an online General Assembly voting by May 2020. The members were invited to review the INQAAHE Board reports and vote by mid-May. By the end of that month, the INQAAHE Annual Report 2019 and INQAAHE Financial Statements 2019 were approved by the General Assembly.

### INQAAHE 12<sup>th</sup> BIENNIAL FORUM 2020

Amid the outbreak of COVID-19 and after closely monitoring the situation and considering the health and safety of INQAAHE members and various travel restrictions, the INQAAHE Board took the decision to hold Forum 2020 fully online.

The [INQAAHE Forum 2020](#) was hosted by the [Agency for Quality Assurance in Higher Education and Career Development](#) (AKKORK) with the participation of the Federal Service for Supervision in Education and Science (Rosobrnadzor). The main theme of the Forum was *Quality, Competencies, and Learning Outcomes: How to Be Fit for Generation Z Employability*. The Forum featured:

- **Pre-Forum Workshops:** September 21 to September 24, 2020
  - Four different pre-Forum workshops were scheduled prior to the actual event which were attended, in average, by more than 50 people each.
- **The Forum:** September 28 to October 1, 2020
  - For the first time, the INQAAHE Forum welcomed proposals from members to facilitate the event sessions. This new initiative was intended to better meet the



## QUALITY CULTURE

needs of all INQAAHE members and provide an authentic learning environment for participants. 8 sessions developed by members were distributed throughout the Forum which presented region-specific analysis and new approaches to the theme of the event. More than 110 people connected each day of the Forum.

- **General Assembly and Regional Networks Meeting:** October 12, 2020
  - The INQAAHE members met for the second part of the 2020 General Assembly Meeting. This time, during the Forum, the General Assembly was briefed about the recent developments/achievements of INQAAHE, the proposals received to host INQAAHE Forum 2022 and the latest news regarding INQAAHE Conference 2021. After the GA the members were invited to vote for the venue for the INQAAHE forum 2022. The decision was to go for the Federación de Instituciones Mexicanas Particulares de Educación Superior (FIMPES), Mexico.
  - The Regional Networks Meeting was entitled *SDG 4 Quality Education: To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all* and covered the following sub-themes: inclusive education, equitable education, lifelong learning and the specific responses within regions to SDG 4, accordingly. Dr. Peter Wells, UNESCO HE Division Director was the keynote speaker for the Regional Networks Meeting.

### INQAAHE BIENNIAL CONFERENCE 2021

*Due to the on-going international travel restrictions, the uncertainty around the safety of large face-to-face gatherings and INQAAHE's ambition to reach out to as many of its members as possible through this event, INQAAHE Conference 2021 will be offered fully online with a strong Scottish flavour.*



Throughout 2020, INQAAHE's Conference 2021 Committee along with the QAA Conference Committee worked hard on the organization of the 2021 Conference in Glasgow. The main theme of the Conference is *Re-Imagining of Higher Education Quality in an Age of Uncertainty*. The Conference will be held in Glasgow, United Kingdom, from June 7 until June 10, 2021 at the Glasgow Caledonian University.

During 2020, major activities were undertaken to prepare the event while closely monitoring the evolution of COVID-19 and possible travelling restrictions applied by different countries. In July the [call for paper and poster](#) was distributed and proposals were welcomed until November 30, 2020.



## QUALITY CULTURE

### INQAAHE BIENNIAL FORUM 2022

The Board sought expressions of interest from member agencies to host INQAAHE Forum 2022 in December of 2019. Considering the venues for the INQAAHE annual events for the last ten years, preferences for hosting the INQAAHE Forum 2022 were given to the following regions: Central, East and Southeast Asia; South America, Central America and the Caribbean; North America and Francophone Africa. During the 2020 General Assembly Meeting the INQAAHE members voted for Forum 2022 to take place in Mexico City (Mexico), hosted by FIMPES.

### INQAAHE BIENNIAL CONFERENCE 2023

In November 2020, the bid to host the biennial Conference 2023 was launched. Considering the venues for the INQAAHE annual events for the last ten years, preferences for hosting the INQAAHE Conference 2023 will be given to the following regions: Central, East and Southeast Asia; South America and the Caribbean; North America; and Francophone Africa.

## Professionalisation of QA

To promote professionalization of quality assurance, INQAAHE undertakes a series of activities aimed at innovative solutions to quality assurance arrangements, research in QA. In line with its inclusiveness principle, INQAAHE also allocates funding scholarships for Low Income Countries (LIC) and Least Developed Countries (LDC) to allow the latter to actively access the benefits the Network offers. The [INQAAHE Funding Scheme](#) (IFS) envisions provision of small grants to INQAAHE members on competitive basis to promote implementation of innovative and enhancement projects aimed at enhancement of quality assurance systems worldwide. In 2020, the INQAAHE Funding Scheme evolved around the following:<sup>1</sup>

- Capacity building (projects, and funding for attending INQAAHE annual event)
- Research and innovation

### CAPACITY BUILDING

Projects under Window 2 are aimed at the development and enhancement of quality assurance systems worldwide. These can include, but are not limited to, trainings, workshops, consultations, revision of the QA frameworks among other key issues. It also includes promotion of internships between different QA institutions, scholarships for the INQAAHE Quality Assurance Program (QAP), and funding for attending INQAAHE annual event. Calls for Proposals are announced on an annual basis to outline the peculiarities related to the budget and the priority topics and requirements.

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<sup>1</sup> See RESEARCH/THINK TANK Section for the content, development and results of the proposals awarded in each window of the IFS.

## QUALITY CULTURE

**Table 2. Capacity building projects 2020**

ORGANISATION	MEMBERSHIP	COUNTRY	TOPIC	CALL	STATUS
TEQSA – Tertiary Education Quality and Standards Agency	Full	Australia	Developing a Toolkit to support Quality Assurance Agencies to address Academic Integrity	2017-2018	Completed
OCQAS – Ontario College Quality Assurance Service	Full	Canada	Truth and reconciliation in quality assurance (or re-mapping postsecondary education quality assurance to wholism)	2018-2019	On-going
CINDA – Centro Universitario de Desarrollo <i>in cooperation with INQAAHE</i>	Full	Chile	Assuring the quality of quality assurers	2018-2019	Due date extended due to COVID
Unibasq – Agency for Quality of the Basque University System	Full	Spain	Assessment of innovative methodologies in teaching and learning in the Basque University System	2018-2019	Completed
TWAEA – Taiwan Assessment and Evaluation Association	Full	Taiwan	International Survey Project on Learning Outcomes and Satisfaction in Higher Education from Japan, Taiwan and Thailand	2019-2020	On-going

INQAAHE has a limited budget allocated to assist its members from least developed countries (LIC and LDC, according to World Bank) to attend INQAAHE annual event (up to 2,500 USD per application). INQAAHE funded five applications received from its members to attend the Forum. Unfortunately, since the event was held online, the funds were not transferred to the awarded organisations.

## QUALITY CULTURE

**Table 3. Organisations awarded to attend the 2020 Forum**

ORGANISATION	COUNTRY	MEMBERSHIP
Mongolian National Council for Education Accreditation (MNCEA)	Mongolia	Full member
Myanmar Engineering Council	Myanmar	Full member
Education Quality Accreditation Agency (EQUAA)	Peru	Full member
East African Higher Education Quality Assurance Network (EAQAN)	Uganda	QA network
University Grants Commission	Nepal	Full member

### RESEARCH AND INNOVATION

Projects under Window 3 contribute to the body of knowledge by exploring potentials and opportunities of quality assurance through research and innovation. A Call for Proposals is announced on an annual basis to outline the peculiarities related to the budget and the priority topics.

**Table 4. Research and innovation projects granted 2020**

ORGANISATION	MEMBERSHIP	COUNTRY	TOPIC	CALL	STATUS
HEEACT - Higher Education Evaluation & Accreditation Council of Taiwan	Full	Taiwan	A study of student engagement in the process of external quality assurance in higher education - the Taiwan case	2018-2019	Completed
NCHE - National Council for Higher Education	Full	Namibia	The National Employer Survey 2019/ 20	2018-2019	On-going
IUCEA - Inter-University Council for East Africa	Associate QA network	Uganda Uganda	Assessing the role of Institutional Quality Assurance Approaches and Practices in the operationalization of the	2019-2020	On-going

## QUALITY CULTURE

EQAN - East African Network for Quality Assurance			East African Higher Education Quality Assurance Frameworks		
NAAC - National Assessment and Accreditation Council	Full	India	Role of Quality Assurance and Accreditation in Improvement of Higher Education; A Case study of Select Indian Higher Education Institutions	2019-2020	On-going <i>(extended due to COVID)</i>

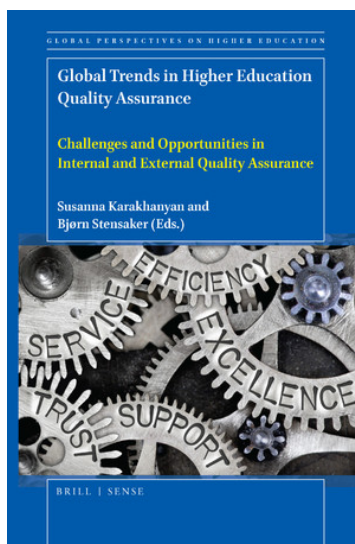
Granted research and innovation projects are eligible to be published in the journal Quality in Higher Education (after the corresponding revision by the journal's editors).

## RESEARCH/THINK TANK

To advance the body of knowledge in and ensure continued effectiveness and relevance of quality assurance and enhancement activities.

### Strategic initiatives

#### INQAAHE FIRST GLOBAL STUDY



In September 2020 INQAAHE's Global Study, *Global Trends in Higher Education Quality Assurance: Challenges and Opportunities in Internal and External Quality Assurance*, was published in by Brill|Sense publishing house.

The INQAAHE Global Study, the result of a three-year intensive research led by INQAAHE, is the first endeavour to explore the trends, challenges and opportunities in tertiary education quality assurance globally. The study, authored by Susanna Karakhanyan and Bjørn Stensaker, was made possible purely through voluntary contribution of the tertiary education community worldwide under the lead of INQAAHE and with the invaluable support of regional networks, quality assurance bodies, and quality assurance experts. Indeed, each and every author contributing to the global and regional studies merits special gratitude for their priceless contribution to the study.

Special thanks go to the **contributors** (Bard Aboul-Ela†, Bassam Alhamad, Tariq Alsindi, Philip Ayoo, Nadia Badrawi, Linda L. Baer, Christian Blanco, Michael Bradshaw, Ronald Brunton, Lemka Ismailova, Guo Jun, Dewin Justiniano, Maria Kelo, Mike Kuria, Mary Catharine Lennon, Grace Lu, Orla Lynch, Leah K. Matthews, Milena Prado, Anely Ramírez, Judith Scharager, Erika Soboleva, Wondwosen Tamrat, Angela Yung-Chi Hou, Jianxin Zhang), **INQAAHE strategic partners** (Arab Network for Quality Assurance in Higher Education (ANQAHE), Asia-Pacific Quality Network (APQN), Association of Arab Universities (AAU), European Network for Quality Assurance (ENQA), Central and Eastern European Network of Quality Assurance (CEENQA), Caribbean Network of Quality Assurance in Tertiary Education (CANQATE), East African Quality Assurance Network (EAQAN) and quality assurance bodies – National Accreditation Commission of Chile (CNA), Distance Education Accreditation Commission (DEAC, USA), Postsecondary Education Quality Assessment Board (PEQAB, Canada), National Accreditation Agency (NAA, Russia)), **UNESCO Policies and Lifelong Learning Systems Division**, and **INQAAHE Board and Secretariat**.

We extend our gratitude to all the **quality assurance bodies and higher education institutions**, which, appreciating the value of the endeavour, participated in the study thus contributing to the body of knowledge on quality assurance and promotion of quality culture.

## Capacity Building and Research projects

### CAPACITY BUILDING

These projects are directly supported by the INQAAHE Funding Scheme initiative.

**TWAEA**, Taiwan Assessment and Evaluation Association, was granted INQAAHE funding for the project entitled *International Survey Project on*



*Learning Outcomes and Satisfaction in Higher Education from Japan, Taiwan and Thailand* which was submitted in the 2019-2020 IFS call. The aim of the project is to represent the three regions' focus on the strengthening of higher education systems. An international online survey will be implemented to analyze, explore and compare the students' learning experiences and feedback towards learning satisfaction so that suggestions can be raised to make higher education better in each respective region. This project is jointly developed by TWAEA, Japan University Accreditation Association (JUAA, Japan) and the Office for National Education Standards and Quality Assessment (ONESQA, Thailand).

In 2020, **TEQSA**, the Australian Tertiary Education Quality and Standards Agency, completed the project *Developing a Toolkit to support Quality Assurance Agencies to address Academic Integrity*, a project that was funded during the 2017-2018 call of Funding Scheme. This toolkit was developed to share Australia's lessons with other quality assurance agencies in the fight against contract cheating and other threats to academic integrity. It applies the principles of quality assurance to creating strong frameworks that support academic integrity, and includes good practice advice around academic integrity frameworks, contract cheating and also supports and sustains cultures of academic integrity. The toolkit is available on [TEQSA's website](#).



Also this year, the project *Assessment of innovative methodologies in teaching and learning in the Basque University System* was completed by **Unibasq** (the Agency for Quality of the Basque University System). The main objective of this project was to draw up an assessment guide on the use of innovative teaching-learning methodologies after establishing the general context of their use in the Basque University System. These guidelines are available on [Unibasq's website](#). UNIBASQ applied, and was granted funding during the 2018-2019 call.



### RESEARCH AND INNOVATION

These projects are directly supported by the INQAAHE Funding Scheme initiative.

## RESEARCH/THINK TANK

**NAAC India** (the National Assessment and Accreditation Council) was granted funding in the 2019-2020 call of IFS for the project entitled *Role of Quality Assurance and Accreditation in*



**National Assessment and Accreditation Council**  
An Autonomous Institution of the University Grants Commission

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद्  
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

*Improvement of Higher Education; A Case study of Select Indian Higher Education Institutions.* The project's specific objectives are to study the different factors affecting the quality of higher education; to identify the impact of these parameters in the operationalization of higher education in the Indian context; and to suggest probable ways ahead for policy makers when drafting and developing policies for improvement. Due to the impact COVID-19 it has had in India, the applicant requested a change in the title as instead of *A Case study* it will now be *A Comparative study*.

**IUCEA** (the Inter-University Council for East Africa), in collaboration with **EAQAN** (East African Network for Quality



**East African Higher Education Quality Assurance Network (EAQAN)**



Assurance), was also granted funding during the 2019-2020 call for the project entitled *Assessing the role of Institutional Quality Assurance Approaches and Practices in the operationalization of the East African Higher Education Quality Assurance Frameworks.*

The general objective of the study is to explore the extent to which institutional approaches and practices to quality assurance are aligned with the Regional (IUCEA) Frameworks and Guidelines. After the analysis of the frameworks, institutional approaches and practices, and overall challenges, the goal is to propose strategies for alignment of institutional quality assurance approaches to the regional frameworks.

In 2020, **HEEACT**, the Higher Education Evaluation & Accreditation Council of Taiwan, completed the project entitled *A study of Student Engagement in the Process of External Quality Assurance in Higher Education—the Taiwan Case*, under the topic “Innovative ways of stakeholder



**高等教育評鑑中心**  
Higher Education Evaluation and Accreditation Council of Taiwan

involvement and engagement in QA; how to engage faculty members, students and employers in the process of quality assurance”. This study found that student engagement in HEIs and QA process in most of the Asian countries remained in the developmental stage. Students were invited to take part in student affair-related committees and meetings rather than QA mechanism. In Taiwan, interviews and student surveys are two common methods of student engagement in QA process and procedures. Though most universities thought that it was complicated to engage student in a review panel, they highly agreed that student engagement would contribute to quality enhancement of universities and the higher education system. It was suggested that QA training programs could be provided with those who were interested in the internal and external QA activities. HEEACT submitted their project proposal in the 2018-2019 call of Funding Scheme.

### ■ RELEVANCE

- To advocate and promote the concept of quality assurance as the driving force for continuous improvement and enhanced relevance of HE.

INQAAHE supports a number of initiatives to promote quality assurance agencies in their efforts to serve the needs set out by national governments and HE systems, to enhance the relevance of QA provision by emphasizing the links between the labour market and HE provisions, to take stock of QA developments to identify gaps and solutions, and explore new modes for QA to ensure relevance within a context of change.

#### **MARJORIE PEACE LENN CENTER**

The Marjorie Peace Lenn Center serves as INQAAHE's center for learning and research. Starting March 2020, the Center offered a training curriculum for quality assurance professionals and university staff in a self-paced, on-line learning format. The Board partnered with the company **MaxKnowledge**, making use of some of their existing courses and working with the curriculum developer to plan for INQAAHE-specific courses in quality assurance. The curriculum is available to INQAAHE members, for free or a small fee, depending on the course at [inqaahellearn.org](https://inqaahellearn.org). This platform offers training courses for QA professionals in an on-line learning format, among other resources.



## PART II: FINANCIAL STATEMENTS

### ■ GENERAL INFORMATION

The financial statement includes the transactions and balances for the financial year from January 1, 2020 until December 31, 2020. In 2020 a new accounting software was purchased and therefore the previous chart of accounts was adapted and updated to reflect the new structure. This makes comparison with previous years slightly difficult depending on the account. The financial reports below use the 2020 chart of accounts, with the 2019 column showing summary financial data as appropriate to accommodate the difference in account nomenclature.

### ■ STATEMENT OF FINANCIAL POSITION

As of December 31, 2020:

	2020	2019
<b>Bank Accounts</b>	564,980	534,241
<b>Accounts Receivable</b>	135,536	63,356
<b>Other Current Assets</b>	7	—
<b>Fixed Assets</b>	1,511	3,661
<b>TOTAL ASSETS</b>	<b>702,034</b>	<b>601,258</b>
<b>Accounts Payable</b>	—	7,293
<b>Other Current Liabilities</b>	19,900	36,600
<b>TOTAL LIABILITIES</b>	<b>19,900</b>	<b>43,893</b>
<b>Net Assets</b>	557,366	630,961
<b>Net Revenue</b>	124,769	(73,595)
<b>TOTAL EQUITY</b>	<b>682,134</b>	<b>557,366</b>

INQAAHE' Statement of Financial Position (previously Balance) is broken down into two main categories: Assets, Liabilities and Equity.

- **Assets:** which include the different bank accounts INQAAHE has in Spain, Accounts Receivables, and Current and Fixed Assets.
- **Liabilities:** which include Accounts Payable and Other Current Liabilities (directly linked to the Funding Scheme grants).

## FINANCIAL STATEMENTS

	2020	2019
<b>ASSETS</b>		
<b>Current Assets</b>		
<b>Bank Accounts</b>		
Cash on hand - USD	520	520
Checking - EUR	21,124	7,240
Checking - USD	543,336	525,445
Due from card payments	—	1,036
<b>Total Bank Accounts</b>	<b>564,980</b>	<b>534,241</b>
<b>Accounts Receivable</b>		
Accounts Receivable (A/R)	181,541	85,238
Less Doubtful Accounts	(46,005)	(21,882)
<b>Total Accounts Receivable (A/R)</b>	<b>135,536</b>	<b>63,356</b>
<b>Total Accounts Receivable</b>	<b>135,536</b>	<b>63,356</b>
<b>Other Current Assets</b>		
Due from Agency	7	—
<b>Total Other Current Assets</b>	<b>7</b>	<b>—</b>
<b>Total Current Assets</b>	<b>700,523</b>	<b>597,597</b>
<b>Fixed Assets</b>		
Accumulated Depreciation	(322)	(1,807)
Accumulated Depreciation (IA)	(20,343)	(19,614)
Computer Hardware	1,104	3,024
Computer Software	21,071	19,614
Construction in Progress	0	2,444
<b>Total Fixed Assets</b>	<b>1,511</b>	<b>3,661</b>
<b>TOTAL ASSETS</b>	<b>702,034</b>	<b>601,258</b>
<b>LIABILITIES AND EQUITY</b>		
<b>Liabilities</b>		
<b>Current Liabilities</b>		
<b>Accounts Payable</b>		
Accounts Payable (A/P)	—	7,293
<b>Total Accounts Payable</b>	<b>—</b>	<b>7,293</b>
<b>Other Current Liabilities</b>		
<b>Grant Agreement Commitments</b>		
Capacity Building Grants	9,900	34,600
Research and Innovation Grants	10,000	2,000
<b>Total Grant Agreement Commitments</b>	<b>19,900</b>	<b>36,600</b>
<b>Total Other Current Liabilities</b>	<b>19,900</b>	<b>36,600</b>
<b>Total Current Liabilities</b>	<b>19,900</b>	<b>43,893</b>
<b>Total Liabilities</b>	<b>19,900</b>	<b>43,893</b>
<b>Equity</b>		
Net Assets	557,366	630,961
<b>Retained Earnings</b>		
Net Revenue	124,769	(73,595)
<b>Total Equity</b>	<b>682,134</b>	<b>557,366</b>

## ■ STATEMENT OF ACTIVITY

From January to December 2020:

	2020	2019
<b>Membership fees</b>	269,101	229,861
<b>GGP Alignment</b>	67,500	24,000
<b>Grants and Consultations</b>	13,200	—
<b>Events</b>	23,583	33,604
<b>Sponsorships</b>	10,300	5,150
<b>Other Revenue</b>	37	—
<b>TOTAL REVENUE</b>	<b>383,721</b>	<b>292,615</b>
<b>Employee Compensation and Benefits</b>	79,676	88,569
<b>Funding Scheme Grant Expenses - Commitments</b>	11,000	79,376
<b>Professional Fees</b>	109,409	87,011
<b>Office/General Administrative Expenditures</b>	1,500	180
<b>Event related Expenditures</b>	500	8,988
<b>Board &amp; Committee related Expenditures</b>	83	14,279
<b>Travel and Entertainment - General</b>	3,167	5,789
<b>Other Expenses</b>	53,444	84,786
<b>TOTAL EXPENDITURES</b>	<b>258,778</b>	<b>368,978</b>
Net Other Revenue	(175)	2,767
<b>NET REVENUE</b>	<b>124,769</b>	<b>(73,596)</b>

INQAAHE' Statement of Activity (previously Profit and Loss) is broken down into two main categories: Revenue and Expenditures.

- **Revenue:** which includes the different sources of revenue for the network: Membership fees, GGP Alignment procedures, Grants and Consultations, INQAAHE Events, Sponsorships and Other.
- **Expenditures:** which include Expenses related to Employees, INQAAHE Funding Scheme grants and scholarships, Fees from External Professionals, Office and Event related expenditures, expenses directly linked to INQAAHE's Board and Travel, and Other.

## FINANCIAL STATEMENTS

	2020	2019
<b>Revenue</b>		
<b>Membership fees</b>	235,684	229,861
LIC/LDC annual membership fee	4,835	—
Regularised fees	21,882	—
Review fees	6,700	—
<b>Total Membership fees</b>	<b>269,101</b>	<b>229,861</b>
<b>GGP Alignment</b>		
GGP Review	67,500	24,000
<b>Total GGP Alignment</b>	<b>67,500</b>	<b>24,000</b>
<b>Total Grants and Consultations</b>	<b>13,200</b>	<b>—</b>
<b>Events</b>		
Forum	21,083	33,604
Training, courses, webinars	2,500	—
<b>Total Events</b>	<b>23,583</b>	<b>33,604</b>
<b>Sponsorships</b>		
Events	10,000	4,850
Newsletter	300	300
<b>Total Sponsorships</b>	<b>10,300</b>	<b>5,150</b>
<b>Other Revenue</b>		
Financial Income	37	—
<b>Total Other Revenue</b>	<b>37</b>	<b>—</b>
<b>TOTAL REVENUE</b>	<b>383,721</b>	<b>292,615</b>

## FINANCIAL STATEMENTS

	2020	2019
<b>Expenditures</b>		
<b>Employee Compensation and Benefits</b>		
Salaries	72,638	—
Payroll Expenses	506	—
Payroll taxes	1,116	—
Retirement contribution	5,417	—
<b>Total Employee Compensation and Benefits</b>	<b>79,676</b>	<b>88,569</b>
<b>Funding Scheme Grant Expenses - Commitments</b>		
Capacity Building	6,000	—
Research and Innovation	5,000	—
QA Programme	—	9,876
<b>Total Funding Scheme Grant Expenses - Commitments</b>	<b>11,000</b>	<b>79,376</b>
<b>Professional Fees</b>		
Accounting Services	3,439	—
Assessing Agency Alignment (GGP)	13,000	9,500
Audit related	7,884	—
IT programming and support	987	1,049
Journal "Quality in Higher Education"	18,066	9,754
Proof Reading/Editing Services	3,500	—
Secretariat costs (including travel)	62,533	66,708
<b>Total Professional Fees</b>	<b>109,409</b>	<b>87,011</b>
<b>Office/General Administrative Expenditures</b>		
Office Supplies & Software	647	—
Telecom and audiovisual	665	—
Web Design and Hosting	187	180
<b>Total Office/General Administrative Expenditures</b>	<b>1,500</b>	<b>180</b>
<b>Event related Expenditures</b>		
Speaker Fees	500	—
Event scholarships	—	8,988
<b>Total Event related Expenditures</b>	<b>500</b>	<b>8,988</b>
<b>Board &amp; Committee related Expenditures</b>		
Board Travel expenses	83	14,279
<b>Total Board &amp; Committee related Expenditures</b>	<b>83</b>	<b>14,279</b>
<b>Travel and Entertainment - General</b>		
Travel	3,167	5,789
<b>Total Travel and Entertainment - General</b>	<b>3,167</b>	<b>5,789</b>
<b>Other Expenses</b>		
Bad Debts	55,248	65,421
Bank Charges & Fees	6,081	6,342
Depreciation/Amortization	1,004	5,975
Gain/Loss on foreign exchange	(1,998)	—
Prior period corrections	(6,893)	—
Sundry expenses	—	7,048
<b>Total Other Expenses</b>	<b>53,444</b>	<b>84,786</b>
<b>TOTAL EXPENDITURES</b>	<b>258,778</b>	<b>368,978</b>

## FINANCIAL STATEMENTS

	2020	2019
<b>Net Operating Revenue</b>	<b>124,943</b>	<b>(76,363)</b>
<b>Other Expenditures</b>		
Other Miscellaneous Expense	159	(2,767)
Reconciliation Discrepancies	15	—
<b>Total Other Expenditures</b>	<b>175</b>	<b>(2,767)</b>
<b>Net Other Revenue</b>	<b>(175)</b>	<b>2,767</b>
<b>Net Revenue</b>	<b>124,769</b>	<b>(73,596)</b>

## ■ NOTES TO THE FINANCIAL STATEMENTS

### RESULT - NET LOSS/SURPLUS FOR REPORTING PERIOD

The result for the year 2020 amounts to **124,769 USD** positive, representing a significant profit if compared with the previous year which ended with a negative result of 73,595 USD. This increase is due to the substantial decrease in expenses and increase in revenue, if compared to the previous year. The overall decrease in expenses are attributed to the departure of the CEO in July and the need to hold the forum virtually, rather than in person, in response to the pandemic.

### EQUITY

The period ends with a positive result, and equity of **682,134 USD**.

### BANK ACCOUNTS

INQAAHE is in a good financial situation. The network's bank accounts have continued to increase over the last year.

INQAAHE operates in USD. INQAAHE Secretariat manages two different bank accounts established in Spain: one of them in US dollars (the main one) and another one in Euros (secondary).

### ACCOUNT RECEIVABLES

Receivables amounted to **135,536 USD**, significantly higher than in 2019 (63,356 USD). Given the economic difficulties derived from the global pandemic, the effort of collecting outstanding invoiced during 2020 relaxed considerably and members who were in arrears for more than two years (as stated in our [Financial Policy](#)) did not have their memberships discontinued.

In 2020, 50 memberships and potential memberships were deemed uncollectable and were written off from INQAAHE's membership. 4 members requested to have their memberships cancelled; the rest were never active members of the network and were removed because they were unresponsive.

## FINANCIAL STATEMENTS

### FIXED ASSETS AND DEPRECIATION

A new computer hardware equipment was purchased at the end of 2019 for **1,103.34 USD**.

The depreciation of fixed assets is calculated using the straight-line method over their estimated useful lives of the assets concerned, based on the actual decline in value caused by wear and tear, being the period of time four years after the assets are brought into operation. The amount allocated for depreciation was registered on December 31, 2020. Depreciation for this computer was calculated as follows:

Active value:	1,103.34 USD
Provision years:	4 (275.84 USD/year)
Provision 2019:	2 months (invoice date October 25, 2019) = 45.97 USD
Provision 2020:	275.84 USD
Accumulated depreciation =	$45.97 + 275.84 =$ <b>321.81 USD</b>

The 2016 laptop which was still operative in 2019, was considered abandoned in 2020 since it was no longer operative.

The new INQAAHE website, purchased for 19,614 USD, was operative on November 18, 2016. 2019 was the last year the website accumulated depreciation. During that year, 30 hours of website developments should have been added to the value of the website and depreciated accordingly. Since this was not done then, it was corrected in 2020. The overall amount of the website depreciation adds up to **20,343 USD**.

### LIABILITIES

In terms of liabilities (19,900 USD), all of them are related to INQAAHE Funding Scheme grants (Capacity Building and Research and Innovation) provisioned for the following year. At the end of 2020 INQAAHE had no pending Payables.

### TOTAL REVENUE

INQAAHE incomes are currently classified into six categories: membership fees (annual and review fees), GGP Alignment (review and recognition procedures), grants and consultations (external projects), INQAAHE events (including training courses and webinars as well as the annual forum or conference), sponsorships (of INQAAHE events and the quarterly newsletter) and other (mainly related to international bank transfers).

The total 2020 income, **383,721 USD**, increased by 31% compared to 2019 (**292,615 USD**). Aside from membership fees, which are the main revenue source of the network, new GGP Alignment procedures, external consultations and sponsorships significantly added to the total revenue.

## FINANCIAL STATEMENTS

### MEMBERSHIP FEES

Our annual membership fees have not changed over the past years. Here is a detail of the fees depending on the type of the country of the member:

Regular 2019 Membership fee = 690.65 USD

LDC/LIC countries (as per [The World Bank](#) and [UN](#)) 2019 Membership fee = 345.33 USD

The reported total membership fees of **269,101 USD** include annual membership fees (along with fees from LDC/LIC countries) for the reporting year, as well as review fees. This year, given the transition to a new accounting software, fees from previous years were regularised and that added to 21,882 USD.

With these accounting updates, the method to estimate doubtful debtors was also changed. Taking a conservative approach, it was estimated that 25% of all pending membership fees would not be successfully collected during 2021 (46,005 USD). This estimation has been included in the Bad Debts account from the Statement of Activity, which also includes the removal of bad debt from receivables (9,243 USD).

### CONTRIBUTIONS FROM EVENTS

INQAAHE Forum 2020 registration fees, hosted by the Agency for Quality Assurance and Higher Education and Career Development (AKKORK) and delivered online, were transferred directly to INQAAHE bank account by the end of December 2020 and amounted to **23,583 USD**.

### GGP ALIGNMENTS

Income collected from GGP alignments in 2020 (**67,500 USD**) originated from five different agencies seeking alignment (through the review pathway).

### TOTAL EXPENDITURES

2020's general expenditures (**258,778 USD**) are comparatively lower to 2019's (368,978 USD). In general, all categories of expenses have been reduced except from Professional Fees and Office/General Administrative Expenditures. The increase of these two categories is mainly because of the additional work required to reorganize and validate the accounts after the introduction of the new accounting software.

### FUNDING SCHEME GRANTS

A total of **11,000 USD** was expensed during 2020. This amount corresponds to part of a Capacity Building grant and two Research and Innovation grants.

Note that no expense was added for QA Programme nor scholarships to attend the event (now included in Event Related Expenditures) during 2020.



## FINANCIAL STATEMENTS

### **FEE TO SECRETARIAT AND SECRETARIAT TRAVEL EXPENSES**

The annual fee INQAAHE pays to AQU Catalunya to host the network' Secretariat, **62,000 USD**, was settled in two bank transfers, one ordered in March 2020 and a second one in June 2020.

This account also includes any travel expense applicable to Secretariat staff. Given the particularities of 2020 in terms of traveling, 533 USD were executed during the year which refer to visa arrangements and event registration to attend INQAAHE Forum 2020 in Russia.

### **JOURNAL**

The cost for the Journal varies from year to year, depending on the number of INQAAHE members and the exact currency exchange between GBP and USD (invoices are always issued in British Pounds). Taylor & Francis, the publishing company in charge of distribution, issued an invoice for their 2019 services in early 2020 and, in later 2020, they issued another invoice for the remaining services of the year (18,066 USD in total). This made that, if compared to 2019, the expense for the journal was almost double.

### **WEBSITE HOSTING AND DEVELOPMENTS**

All developments related to the new INQAAHE website are being registered in the fixed assets category of the Statement of Financial Position. Expenses in 2020 for this concept amounted to **187 USD**, practically the same as in 2019, and it exclusively refers to hosting.

### **EXPENSES FOR BOARD MEMBERS**

Given the outbreak of the global pandemic during 2020, practically all in-person events where cancelled, postponed or virtually delivered, including INQAAHE Forum 2020. This is reflected in the significantly reduced expense for Board Directors and INQAAHE representation, compared with 2019.

The expense executed in 2020 is **83 USD** and consist of the compensation of a Board Director for an event they attended in December of 2019.

### **BANK CHARGES**

Banking expenses executed in 2020 were **6,081 USD** versus **6,342 USD** executed in 2019. These costs include wire transfers and POS fees, mainly. They vary depending on the amount paid and/or received and the conditions of every bank that operates with INQAAHE's.

### **EMPLOYEE COMPENSATION AND BENEFITS**

This new category was included in 2019 because the position of Chief Executive Officer was filled. This account includes the CEO' salary, health insurance, workers compensation insurance, retirement contribution and other payroll expenses and taxes.

## FINANCIAL STATEMENTS

These expenses (79,676 USD) cover the period of January until July 2020, when the former INQAAHE CEO resigned and represent 31% of the total expenditures.

### **LOSS/GAIN ON FOREIGN EXCHANGE**

The loss on foreign exchange in 2020 was 1,998 USD versus last year's 2,767 USD gain.

We have applied the gain/loss at the currency exchange of 31/12/2020 USD/EUR to the following EUR accounts: balance at bank account and other registered monetary accounts registered in EUR. The transactions (incomes and expenses) executed in EUR are always recognised in the functional currency (USD) by applying the currency exchange rate published in BOE, the Spanish Official Bulletin (<http://boe.es/>).

## CONNECT WITH INQAAHE

### BULLETIN

The [Bulletin](#) functions as INQAAHE's newsletter. The purpose is not only to inform about latest developments of the network, like new members, calls, results, etc., but also share information from members among them. Most of the content of the bulletin consists of contributions from member about their own activities.

### QUARTERLY COMMUNIQUÉ

This [quarterly bulletin](#) is only about the operation of INQAAHE, the activities carried out by the different working groups in the Board in a deeper, technical way; the upcoming projects, etc. The purpose of this communication is to provide an added measure of transparency and accountability to the membership.

### SOCIAL MEDIA

[FACEBOOK](#) 

[LINKEDIN](#) 

[TWITTER](#) 

[YOUTUBE](#) 

## ANNEX 1. MEMBERS

During 2020, INQAAHE welcomed 20 new members. As a result of an annual check carried out by the Secretariat, 50 members were removed from the INQAAHE register. 4 of them requested their membership to be discontinued. The rest of members were removed due to long outstanding annual fees.

**Table 5. INQAAHE members 2020**

ORGANISATION/INDIVIDUAL	MEMBERSHIP	COUNTRY/REGION
Commission d'Évaluation de l'Enseignement Collégial (CEEC)	GGP aligned member	Canada
National Accreditation Commission (CNA)	GGP aligned member	Chile
National Accreditation Council (CNA)	GGP aligned member	Colombia
Agency for Quality Assurance in the Catalan University System (AQU Catalunya)	GGP aligned member	Spain
Sistema Nacional de Acreditación de la Educación Superior (SINAES)	GGP aligned member	Costa Rica
The Quality Assurance Agency for Higher Education (QAA)	GGP aligned member	United Kingdom
Agency for the Quality of the Basque University System (Unibasq)	GGP aligned member	Spain
Academic Quality Agency for New Zealand Universities (AQA)	GGP aligned member	New Zealand
Higher Education Evaluation and Accreditation Council of Taiwan (HEEACT)	GGP aligned member	Chinese Taipei
Agency for accreditation of educational organizations and programs "Sapattuu bilim"	Full member	Kyrgyz Republic
Accreditation Council for Pharmacy Education	Full member	United States
Institute of Korean Medicine Education and Evaluation	Full member	Korea, Rep.
Institute of Quality and Accreditation of Computing, Engineering and Engineering Technology Programs	Full member	Peru
Agency for Quality Assurance in the Galician University System	Full member	Spain
Quality Assurance Authority	Full member	Mauritius
Sam and Associates	Full member	Peru
Turkish Higher Education Quality Council	Full member	Turkey
National Agency for Higher Education Quality Assurance	Full member	Ukraine
International Board of Certified Trainers	Full member	Netherlands

## ANNEXES

Jiangsu Agency for Educational Evaluation	Full member	China
Agency for Accreditation of Educational Programs and Organizations	Full member	Kyrgyz Republic
Accreditation Commission for Education in Nursing	Full member	United States
Grenada National Accreditation Board	Full member	Grenada
The Saudi Commission for Health Specialties	Full member	Saudi Arabia
The Maldives National University	Full member	Maldives
Center for Education Accreditation, Vietnam National University, Hanoi	Full member	Vietnam
Astana Accreditation Agency	Full member	Kazakhstan
Accreditation in Computing and Computer AC	Full member	Mexico
Centre for Education Accreditation, Association of Vietnam Universities and Colleges	Full member	Vietnam
National System of Evaluation, Accreditation and Certification of Educational Quality	Full member	Peru
Myanmar Engineering Council	Full member	Myanmar
Council of Education Quality Improvement for the Educational Colleges in Iraq	Full member	Iraq
SNRO	Full member	Netherlands
Accreditation Agency of Curacao	Full member	Netherlands Antilles
Independent Kazakhstani Center of Accreditation	Full member	Kazakhstan
Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ)	Full member	China
Botswana Qualifications Authority	Full member	Botswana
Association for Clinical Pastoral Education, Inc.	Full member	United States
Quality Assurance Agency for Higher Education of Andorra	Full member	Andorra
ABET	Full member	United States
Distance Education Accrediting Commission	Full member	United States
Aragon Agency for Quality Assurance and Strategic Foresight	Full member	Spain
Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health care	Full member	Kazakhstan
Department of Higher Education, Research, Science and Technology	Full member	Papua New Guinea
Accreditation Council for Entrepreneurial and Engaged Universities	Full member	Netherlands
ARQA - Agency for Recognition and Quality Assurance in Education	Full member	Kazakhstan
Accreditation Council for Administrative, Accounting and related sciences	Full member	Mexico
Maldives Qualifications Authority	Full member	Maldives
International Association for Management Development in Dynamic Societies	Full member	Slovenia
Education Quality Accreditation Agency	Full member	Peru
National Agency for Accreditation of Higher Education	Full member	Paraguay
The National Accreditation and Equivalency Council of The Bahamas	Full member	The Bahamas

## ANNEXES

Higher Education Commission	Full member	Pakistan
EQAA European Quality Assurance Agency	Full member	Germany
Norwegian Agency for Quality Assurance in Education	Full member	Norway
Agency for Higher Education Quality Assurance and Career Development	Full member	Russian Federation
University Quality Assurance International Board	Full member	United Arab Emirates
Consejo Nacional de Educación	Full member	Chile
Akkreditierungsagentur für Studiengänge der Ingenieurwissenschaften der Informatik der Naturwissenschaften und der Mathematik	Full member	Germany
Accreditation Council for Business Schools and Programs	Full member	United States
Quality and Qualifications Ireland	Full member	Ireland
Accreditation Council of Trinidad and Tobago	Full member	Trinidad and Tobago
New England Commission of Higher Education	Full member	United States
Philippine Association of Colleges and Universities Commission on Accreditation	Full member	Philippines
Postsecondary Education Quality Assessment Board Ministry of Training Colleges	Full member	Canada
The Romanian Agency for Quality Assurance in Higher Education	Full member	Romania
National Accreditation Board	Full member	Ghana
Namibia Qualifications Authority	Full member	Namibia
Sistema Nacional de Acreditación de la Educación Superior	Full member	Costa Rica
Agency for Quality Assurance Through Accreditation of Study Programmes	Full member	Germany
Swedish Higher Education Authority	Full member	Sweden
Netherlands' Inspectorate of Education, Ministry of Education, Culture and Science	Full member	Netherlands
Quality Assurance Netherlands Universities	Full member	Netherlands
European Council for Theological Education	Full member	Germany
Caribbean Accreditation Authority for Education in Medicine and other Health Professions	Full member	Jamaica
Cyprus Agency of Quality Assurance and Accreditation in Higher Education (CYQAA)	Full member	Cyprus
Philippine Accrediting Association of Schools Colleges and Universities	Full member	Philippines
Tertiary Education Commission	Full member	Mauritius
Accreditation, Certification and Quality Assurance Institute	Full member	Germany
Accreditation Agency for Study Programs in Health and Social Sciences	Full member	Germany
Educational Quality and Assessment Programme/Secretariat of the Pacific Community	Full member	Fiji
National Commission on Orthotic and Prosthetic Education	Full member	United States
Commission d'Évaluation de l'Enseignement Collégial	Full member	Canada
National Institution for Academic Degrees and Quality Enhancement of Higher Education	Full member	Japan

## ANNEXES

Tertiary Education Quality and Standards Agency	Full member	Australia
Independent Agency for Quality Assurance in Education	Full member	Kazakhstan
Slovenian Quality Assurance Agency	Full member	Slovenia
Commission for University Education	Full member	Kenya
Quality Assurance Agency in Higher Education, ASCAL	Full member	Albania
Quality Assurance and Accreditation Council of the University Grants Commission	Full member	Sri Lanka
Association for Engineering Education of Russia	Full member	Russian Federation
National Accreditation Agency for Higher Education	Full member	Indonesia
Korean Accreditation Board of Nursing Education	Full member	Korea, Rep.
Higher Education Planning Evaluation Accreditation and Coordination Council	Full member	Turkey
Hellenic Quality Assurance and Accreditation Agency	Full member	Greece
Foundation "Academic Information Centre" / Higher Education Quality Assurance Agency	Full member	Latvia
National Commission for Academic Accreditation and Assessment	Full member	Saudi Arabia
Federation for Self-financing Tertiary Education	Full member	Hongkong, China
Agency for Higher Education of Republika of Srpska	Full member	Bosnia and Herzegovina
Agency for Quality Assurance in the field of Education (EdNet)	Full member	Kyrgyz Republic
Ontario College Quality Assurance Service	Full member	Canada
Maritime Provinces Higher Education Commission	Full member	Canada
Korean Council For University College Education	Full member	Korea, Rep.
NASPAA The Global Standard in Public Service Education	Full member	United States
Seychelles Qualifications Authority	Full member	Seychelles
National Accreditation Agency	Full member	Russian Federation
The Quality Assurance Agency for Higher Education	Full member	United Kingdom
University Grants Committee HK	Full member	Hongkong, China
Tonga National Qualifications and Accreditation Board	Full member	Tonga
National Architectural Accrediting Board	Full member	United States
Taiwan Assessment and Evaluation Association	Full member	Chinese Taipei
Middle States Commission on Higher Education	Full member	United States
Accrediting Agency AcreditAcción	Full member	Chile
New Zealand Qualifications Authority	Full member	New Zealand
Center for Quality Assessment in Higher Education	Full member	Lithuania
National Council for Higher Education	Full member	Namibia
The Polish Accreditation Committee	Full member	Poland
China Academic Degrees and Graduate Education Development Center	Full member	China
Universities New Zealand-Te Pokai Tara	Full member	New Zealand
Oman Academic Accreditation Authority	Full member	Oman
ADC Agencia de Acreditación	Full member	Chile

## ANNEXES

Higher Education Quality Committee / Council of Higher Education	Full member	South Africa
Agency for Quality Assurance and Accreditation Austria	Full member	Austria
Malaysian Qualifications Agency	Full member	Malaysia
Agencia Nacional para la Evaluación de la Calidad y Acreditación	Full member	Spain
Mauritius Qualifications Authority	Full member	Mauritius
The National Accreditation Council - Guyana	Full member	Guyana
National Commission for Evaluation and Accreditation	Full member	Argentina
Inter Institutional Committees for the Evaluation of Higher Education	Full member	Mexico
Agencia Acreditadora de Chile	Full member	Chile
Higher Education Evaluation and Accreditation Council of Taiwan	Full member	Chinese Taipei
National Accreditation Commission	Full member	Chile
Samoa Qualifications Authority (SQA)	Full member	Samoa
International Centre of Excellence in Tourism and Hospitality Education	Full member	Australia
Barbados Accreditation Council	Full member	Barbados
Federation of Mexican Private Higher Education Institutions	Full member	Mexico
Quality Assurance & Accreditation Division	Full member	Bhutan
Agency for higher education quality evaluation	Full member	Belgium
Kosovo Accreditation Agency	Full member	Kosovo
The Danish Accreditation Institution	Full member	Denmark
National Centre for Public Accreditation	Full member	Russian Federation
Centro Interuniversitario de Desarrollo	Full member	Chile
Council on Higher Education	Full member	Lesotho
Transnational Association of Christian Colleges and Schools	Full member	United States
Agency for the Quality of the Higher Education	Full member	Chile
Eesti Kõrg- ja Kutsehariduse Kvaliteediagentuur	Full member	Estonia
Japan Institution for Higher Education Evaluation	Full member	Japan
General Department of Education Testing and Accreditation	Full member	Vietnam
Agency for the Quality of the Basque University System	Full member	Spain
Higher Education Evaluation Center of the Ministry of Education, P. R. China	Full member	China
Institutional Evaluation Programme	Full member	Switzerland
The University Council of Jamaica	Full member	Jamaica
International Accreditation Council for Global Development Studies and Research	Full member	Germany
Evaluation Agency Baden-Wuerttemberg	Full member	Germany
The Higher Learning Commission/North Central Association of Colleges and Schools	Full member	United States
Commission for Academic Accreditation	Full member	United Arab Emirates
Southern Association of Colleges and Schools Commission on Colleges	Full member	United States



## ANNEXES

Ontario Universities Council on Quality Assurance	Full member	Canada
Institute for Education Quality Assurance	Full member	Vietnam
The Council for Higher Education	Full member	Israel
Commission on Accreditation of Athletic Training Education	Full member	United States
Accrediting Commission of Career Schools and Colleges	Full member	United States
Agency for Development of Higher Education and Quality Assurance of Bosnia and Herzegovina	Full member	Bosnia and Herzegovina
Montessori Accreditation Council for Teacher Education	Full member	United States
Fiji Higher Education Commission	Full member	Fiji
Certification Association “Russian Register”	Full member	Russian Federation
University Grants Commission	Full member	Nepal
Korean Council for University Education	Full member	Korea, Rep.
Foundation for International Business Administration Accreditation	Full member	Germany
The Mongolian National Council for Education Accreditation	Full member	Mongolia
Andalusian Agency for Knowledge (DEVA-AAC)	Full member	Spain
British Accreditation Council for Independent Further and Higher Education	Full member	United Kingdom
International Assembly for Collegiate Business Education	Full member	United States
National Council for the quality of tourism education, A. C	Full member	Mexico
Finnish Education Evaluation Centre	Full member	Finland
Independent Agency for Accreditation and Rating	Full member	Kazakhstan
Japan University Accreditation Association	Full member	Japan
The Office for National Education Standards and Quality Assessment	Full member	Thailand
High Council for the Evaluation of Research and Higher Education	Full member	France
National Accreditation Council	Full member	Colombia
Education & Training Quality Authority	Full member	Bahrain
National Authority for Quality Assurance and Accreditation in Education	Full member	Egypt, Arab Rep.
Foundation for the Accreditation of Study Programmes in Germany (German Accreditation Council)	Full member	Germany
Council for Accreditation of Counseling & Related Educational Programs	Full member	United States
European Association for Public Administration Accreditation	Full member	Netherlands
Commission on Collegiate Nursing Education	Full member	United States
Academic Quality Agency for New Zealand Universities	Full member	New Zealand
Agency for Quality Assurance in the Catalan University System	Full member	Spain
Shanghai Education Evaluation Institute	Full member	China
Accrediting Agency of Chartered Colleges and Universities of the Philippines	Full member	Philippines
Commission on Accreditation for Health Informatics and Information Management Education	Full member	United States
Agency for Science and Higher Education (ASHE)	Full member	Croatia
Accreditation Organisation of the Netherlands and Flanders	Full member	Netherlands

## ANNEXES

Americas Accreditation Agency Foundation	Full member	Argentina
Swiss Agency of Accreditation and Quality Assurance	Full member	Switzerland
National Assessment and Accreditation Council	Full member	India
Caribbean Evangelical Theological Association	Full member	Trinidad and Tobago
Abu Dhabi Department of Education and Knowledge	Full member	United Arab Emirates
National Center for Professional Education Quality Assurance	Full member	Armenia
Higher Education Accreditation Commission	Full member	Jordan
Accreditation Council for Practical Abilities	Full member	Japan
Finance Accreditation Agency	Full member	Malaysia
King Abdulaziz University	Associate member	Saudi Arabia
UK NARIC	Associate member	United Kingdom
University of Sargodha	Associate member	Pakistan
Logos University International, UNILOGOS	Associate member	United States
St. Mary's University	Associate member	Ethiopia
Mohammed V University Abu Dhabi	Associate member	United Arab Emirates
Cyprus West University	Associate member	Cyprus
Barrett Hodgson University	Associate member	Pakistan
Government College Women University Faisalabad	Associate member	Pakistan
Humber College Institute of Applied Technology and Advanced Learning	Associate member	Canada
University of Colombo	Associate member	Sri Lanka
Euclid University	Associate member	Central African Republic
Global Humanistic University	Associate member	Netherlands Antilles
Baqai Medical University	Associate member	Pakistan
Al -Mustaqbal University College	Associate member	Iraq
International School of Medicine	Associate member	Kyrgyz Republic
Accreditation of Chinese Collegiate School of Business Center (ACCSB), Chinese Management Association(CMA)	Associate member	Chinese Taipei
Dr. D. Y. Patil Vidyapeeth, Pune	Associate member	India
University of Malakand	Associate member	Pakistan
Board of Quality Standards(BQS)	Associate member	Benin

## ANNEXES

Final International University	Associate member	Cyprus
University of the Visual & Performing Arts	Associate member	Sri Lanka
University of Kelaniya	Associate member	Sri Lanka
Jinnah Sindh Medical University	Associate member	Pakistan
NED University of Engineering and Technology	Associate member	Pakistan
University of Peradeniya	Associate member	Sri Lanka
University of Swahili	Associate member	Panama
Chinhoyi University of Technology	Associate member	Zimbabwe
Kingston Academy Accreditation Council	Associate member	United Kingdom
Dawood University of Engineering and Technology	Associate member	Pakistan
Rauf Denktas University	Associate member	Cyprus
Lyceum of the Philippines University	Associate member	Philippines
Kamla Nehru Mahavidyalaya	Associate member	India
Institute of Business Management	Associate member	Pakistan
Institute of Management Studies	Associate member	Zambia
Institute of Business Administration	Associate member	Pakistan
Jinnah University for Women	Associate member	Pakistan
Pakistan Institute of Fashion and Design, Lahore	Associate member	Pakistan
Capital University of Science and Technology	Associate member	Pakistan
Hamdard University	Associate member	Pakistan
University Of Engineering and Technology, Peshawar	Associate member	Pakistan
Francophone University of International Development	Associate member	Cameroon
Hazara University, MANSEHRA	Associate member	Pakistan
Midlands State University	Associate member	Zimbabwe
Khwaja Fareed University of Engineering & Information Technology	Associate member	Pakistan
University of Wah	Associate member	Pakistan

## ANNEXES

Sultan Qaboos University	Associate member	Oman
Mauritius Institute of Education	Associate member	Mauritius
Peoples' Friendship University of Russia	Associate member	Russian Federation
Gulf College	Associate member	Oman
University of Engineering and Technology, Lahore	Associate member	Pakistan
Andres Bello University	Associate member	Chile
University of Sindh	Associate member	Pakistan
Bahauddin Zakariya University (BZU)	Associate member	Pakistan
Quality Matters	Associate member	United States
Lahore University of Management Sciences	Associate member	Pakistan
University of Buraimi	Associate member	Oman
Balochistan University of Engineering & Technology	Associate member	Pakistan
Fiji National University	Associate member	Fiji
Horizon College of Business and Technology (Horizon Campus)	Associate member	Sri Lanka
National Defence University Pakistan	Associate member	Pakistan
Business & Computing Examinations	Associate member	United Kingdom
International Open University	Associate member	Gambia, The
University of the Punjab, Lahore	Associate member	Pakistan
GIK Institute of Engineering sciences and technology	Associate member	Pakistan
Mehran University of Engineering & Technology	Associate member	Pakistan
University of Botswana	Associate member	Botswana
Bahria University	Associate member	Pakistan
Fatima Jinnah Women University	Associate member	Pakistan
University of South Africa	Associate member	South Africa
University of the South Pacific	Associate member	Fiji
University of Gujrat	Associate member	Pakistan

## ANNEXES

Institute of Management Sciences	Associate member	Pakistan
Peregrine Academic Services	Associate member	United States
Riphah International University	Associate member	Pakistan
Institute of Space Technology	Associate member	Pakistan
Shaheed Mohtarma Benazir Bhutto Medical University	Associate member	Pakistan
Isra University	Associate member	Pakistan
Air university	Associate member	Pakistan
China Education Association for International Exchange	Associate member	China
Kazakhstan Association of Engineering Education	Associate member	Kazakhstan
Shaheed Benazir Bhutto Women University Peshawar	Associate member	Pakistan
Département coopération en éducation	Associate member	France
ILMA University	Associate member	Pakistan
Avm's Karmaveer Bhaurao Patil Degree College	Associate member	India
Botswana Open University	Associate member	Botswana
Greenwich University	Associate member	Pakistan
The University of the Southern Caribbean	Associate member	Trinidad and Tobago
Lahore School of Economics	Associate member	Pakistan
Macao Polytechnic Institute	Associate member	Macao, China
The University of the West Indies	Associate member	Barbados
Inter-University Council for East Africa	Associate member	Uganda
Education and Youth Development Bureau	Associate member	Macao, China
Institute for Academic Development, Villa College	Associate member	Maldives
Hoa Sen University	Associate member	Vietnam
Center for Educational Testing and Quality Assessment	Associate member	Vietnam
Khadim Ali Shah Bukhari Institute of Technology	Associate member	Pakistan
The State Students Admission Commission of the Republic of Azerbaijan	Associate member	Azerbaijan

## ANNEXES

Sindh Madressatul Islam University	Associate member	Pakistan
The University of Trinidad and Tobago	Associate member	Trinidad and Tobago
National University of Computer & Emerging Sciences	Associate member	Pakistan
Commonwealth of Learning	Associate member	Canada
Higher Colleges of Technology	Associate member	United Arab Emirates
Southeast Asian Ministers of Education Organization - Regional Training Center	Associate member	Vietnam
AMA International University	Associate member	Bahrain
Council of Private University Presidents	Associate member	Argentina
University of Namibia	Associate member	Namibia
Camp Education Society's Dr. Arvind B Telang Sr college of Arts, Science and Commerce	Associate member	India
Vocational Training Council of Hong Kong	Associate member	Hongkong, China
Holy Spirit University of Kaslik	Associate member	Lebanon
Applied Science University	Associate member	Bahrain
National University of Modern Languages	Associate member	Pakistan
Royal College of Surgeons in Ireland - Medical University of Bahrain	Associate member	Bahrain
University of Human Development	Associate member	Iraq
Aga Khan University	Associate member	Kenya
Ramanand Arya D.A.V. College	Associate member	India
Sukkur Institute of Business Administration	Associate member	Pakistan
Kwame Nkrumah University of Science and Technology	Associate member	Ghana
Iqra University	Associate member	Pakistan
Cipriani College of Labour and Co-operative Studies	Associate member	Trinidad and Tobago
Indus University	Associate member	Pakistan
National University of Sciences & Technology	Associate member	Pakistan
Diana Ismailova	Affiliate	Kazakhstan
Eric Esentaev	Affiliate	Kyrgyz Republic
Vazeem Hashim	Affiliate	Oman













## ANNEXES

Tarek Nasr	Affiliate	United Arab Emirates
Fareeda Khodabocus	Affiliate	Mauritius
Valda Alleyne	Affiliate	Barbados
ammara waqar	Affiliate	Pakistan
George K/A Gino Schiavone	Affiliate	Malta
Suban Mohammed Gouse Saleem	Affiliate	India
Kubanychbek Chymbaev	Affiliate	Kyrgyz Republic
Dianne Thurab-Nkhosi	Affiliate	Trinidad and Tobago
Professional Global for Managing Educational Projects - PGMEP	Affiliate	Palestinian Authority
Yasir Ellathody	Affiliate	Oman
Ahmed AlKuwaiti	Affiliate	Saudi Arabia
Daphne Onumu Oevi-Artango	Affiliate	Papua New Guinea
Tess Goodliffe	Affiliate	France
Abhilasha Singh	Affiliate	United Arab Emirates
Rehab Mohammad Masoud Ahmad	Affiliate	Egypt, Arab Rep.
Grace Gordon	Affiliate	Jamaica
Habib Al Souleiman	Affiliate	Switzerland
Diana Al Jahromi	Affiliate	Bahrain
Yvonne Marshall	Affiliate	Jamaica
Hilary Winchester	Affiliate	Australia
Thuraya Abdulla	Affiliate	Bahrain
Mohamed Emran Hossain	Affiliate	Bangladesh
AbdulSattar Al-Alusi, FCQI CQP	Affiliate	United Arab Emirates

## ANNEX 2. BOARD OF DIRECTORS

In July 2020, Leah Matthews (United States of America) resigned from her position as Vice President of the Board because of professional reasons. The same month, a call for new Board Directors was distributed among the INQAAHE members since the current [Constitution](#) (adopted in 2018) requires that the organization implement a staggered approach to the terms of the INQAAHE Board of Directors. As of August 1, Angela Yung-Chi Hou, Karen Treloar and Mary Catharine Lennon were welcomed to the INQAAHE Board.

**Table 6. INQAAHE Board 2020**

					
<b>Susanna Karakhanyan</b>	<b>Angela Yung-Chi Hou</b>	<b>Deb Adair</b>	<b>Michael Bradshaw</b>	<b>Mary Catharine Lennon</b>	<b>Salim Ahmed Khan</b>
Abu Dhabi Education Council, the United Arab Emirates	Higher Education Evaluation and Accreditation Council of Taiwan	Quality Matters, United States of America	University of the West Indies, Trinidad and Tobago	Postsecondary Education Quality Assessment Board in Ontario, Canada	Riphah International University, Pakistan
					
<b>Erika Soboleva</b>	<b>Karen Treloar</b>	<b>Vivek Gupta Ramnarain</b>	<b>Orla Lynch</b>	<b>Naji AlMahdi</b>	<b>Martí Casadesús</b>
Agency for Higher Education Quality Assurance and Career Development, Russia	Tertiary Education Quality and Standards Agency, Australia	Tertiary Education Commission, Mauritius	Quality Assurance and Qualifications, Ireland	Knowledge and Human Development Authority, United Arab Emirates	Catalan University Quality Assurance Agency, Spain



