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Introduction
There are indications that Libyan Universities still face management challenges (4) which in turn affect their reputation locally and internationally, and significant challenges in terms of effective use of e-business in their daily administrative processes; these include a lack of e-business infrastructure, lack of qualified personnel, and the need to improve the quality and delivery of student services.

RESEARCH QUESTIONS
- RQ1: What is the level of e-business deployment in Libyan universities (using Misurata university as an initial case study)?
- RQ2: What are the key issues that impede the wider deployment of e-business applications and related information systems?
- RQ3: What is the most appropriate model or framework for assessing and comparing e-business deployment maturity in the Universities in Libya?

THEORETICAL FRAMEWORK
HEEKS Model:
Design-Actuaty Gap model developed by Heeks (2002) is employed in this research as an e-business strategy blueprint. The model identifies four elements of change that are key to transitioning an organisation from local actuality to its future state or design. The model provides a view of the possible transition from the current level of e-business deployment to the targeted ‘design’ stage. The transition is based on meeting certain criteria and standards in four interrelated elements of change (people, information, technology and processes) as shown in Figure 1. This research defined e-business as “all electronically mediated information exchanges, both within an organisation and with external stakeholders, supporting the range of business processes” (1).

FINDINGS
There are some encouraging signs of change at Misurata University. Development of web portal services is in progress in the student records management as well as teaching and learning processes, which will widen access to existing systems as the basic network infrastructure is upgraded and extended. It is increasingly recognized by staff that new e-business systems are needed. This supports the university opportunity to move forward. There is evidence of awareness at senior management level of the importance of e-business systems, but the University still faces a range of barriers to e-business deployment.

CONCLUSION
A clear e-business strategy is needed now for Libyan Universities, aligned with the overall university business plan. The use of the SCALE model has helped identify where progress has been made and where opportunities exist at individual process level. The results of this research will be fed into the future business plans of new e-business systems in the Libyan universities, linked to the Libyan government initiative to develop e-business infrastructure across its university’s campuses. SCALE model will be further applied at other Libyan universities and will act as a yardstick for comparing and progressing the operational implementation of e-business in these organisations.

REFERENCES