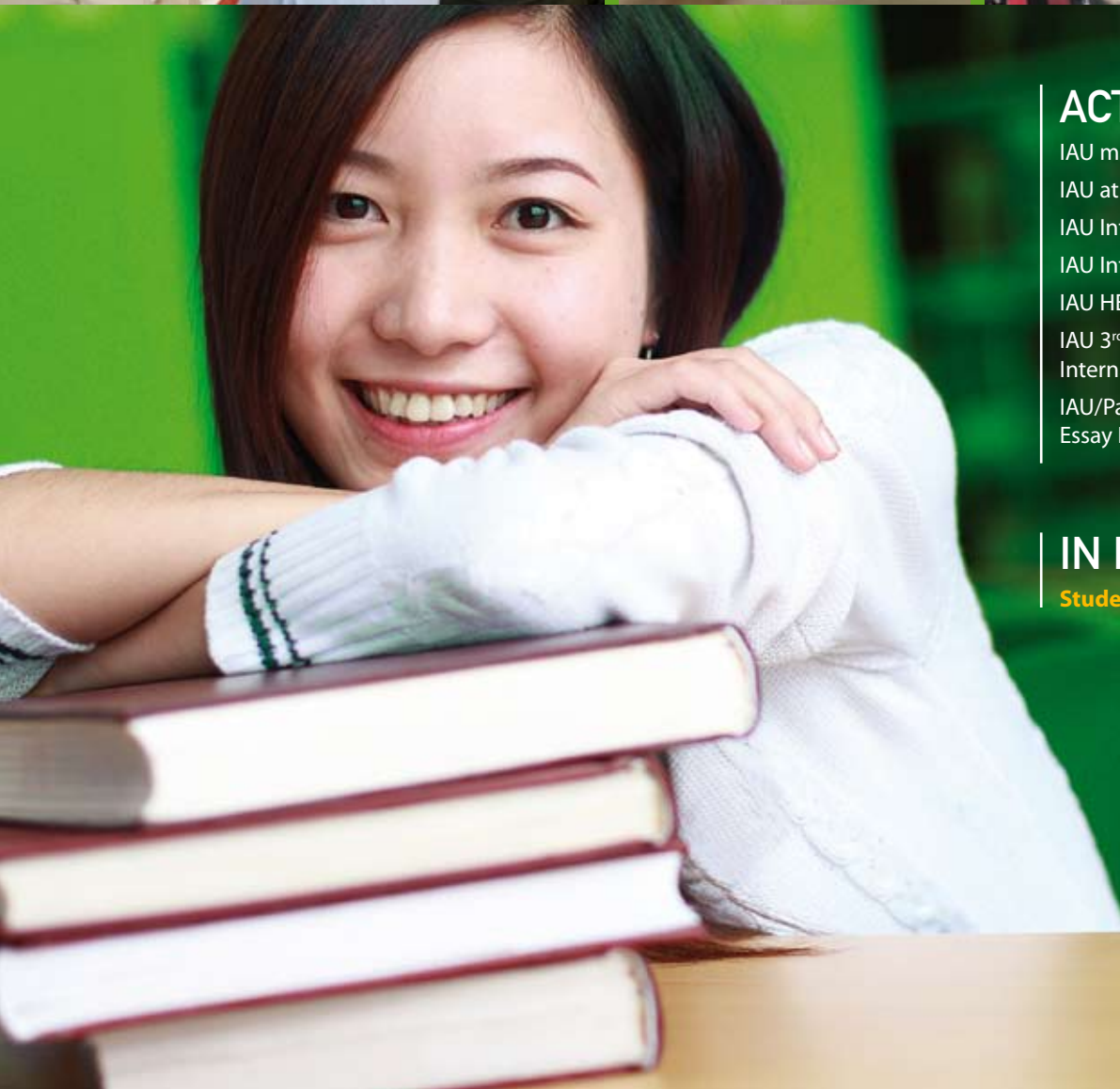


IAU, founded in 1950, is the leading global association of higher education institutions and university associations. It has Member Institutions and Organisations from some 130 countries that come together for reflection and action

on common concerns. IAU partners with UNESCO and other international, regional and national bodies active in higher education. It is committed to building a worldwide higher education community.



ACTIVITIES

- IAU moves to a new website
- IAU at the UNESCO 2009 WCHE
- IAU International Conference 2009
- IAU International Conference 2010
- IAU HEEFA Portal
- IAU 3rd Global Survey on Internationalization
- IAU/Palgrave Macmillan Research Essay Prize

IN FOCUS

Student Learning Outcomes

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The views expressed in the articles published in IAU Horizons are those of the authors and do not necessarily reflect the views of the International Association of Universities.

Cover Image: © iStockphoto.com/Zhang Bo

Cover image – top photo panel:

Left – A workshop at the IAU 2009 International Conference, Notre Dame University, Lebanon, November 2009

Centre – Flyer for the IAU 2010 International Conference, Mykolas Romeris University, Lithuania

Right – Graduation ceremony, Suleyman Demirel University, Isparta, Turkey, June 2009

EDITORIAL

SETTING GOALS FOR AND IDENTIFYING SPECIFIC STUDENT LEARNING OUTCOMES IN HIGHER EDUCATION,

is part of an important broader shift in the way that universities and other higher education institutions (and the stakeholders involved in the sector) assess and seek to measure success. It represents a shift from focusing on the teachers and their activities to centering on the students – what they learn, how they are transformed and how they are prepared for life beyond higher education. It could be argued that it is the higher education's version of the more generic results-based management adopted in other sectors and industry, where inputs are less important than the results achieved. However, given the nature of higher education, the multiple ways that it is expected to transform the student – both in the classroom and in the overall learning environment, it is unsurprising that setting the standards for such outcomes, identifying both the generic and the specific expected achievements and finally measuring them, let alone comparing them is a tricky business.

But the effort to overcome the difficulties is worth it if, focusing on learning outcomes, can contribute to restoring the 'value' equilibrium between the research and teaching/learning functions in higher education. The ways to measure research outputs abound, while measuring the quality and success of teaching and learning has always been difficult and remains far more complex. Perhaps, measuring learning outcomes, a kind of proxy for assessing the quality of teaching, may redress this balance and strengthen the teaching/research nexus that is still considered as the most defining feature of the university.

As the series of varied articles in this issue demonstrates the approach is being adopted and integrated into most higher education systems, and the difficulties are being overcome for the benefit of the students. As in all other aspects of higher education, there are diverse methods being applied to the establishment, promotion and analysis of learning outcomes, and caution needs to be exercised especially when assessing achievements in situations of diversity among learners or across cultures and traditions. However, just as with most trends in higher education, given the speed with which they are exported and imported around the world, learning from each others' experiments is also important and *IAU Horizons* is pleased to facilitate this in this issue.

The last issue of 2009 also includes a brief report on UNESCO's World Conference on Higher Education in which IAU took an active part. We are pleased to introduce the winners of the IAU/Palgrave Research Prize, update readers on the upcoming conferences that IAU is organizing and share with readers some highlights of events that IAU staff has attended since July 2009. As the higher education agenda gets ever more filled with conferences and meetings, don't forget to check the Calendar of Events in this issue and on IAU website before planning your future trips or your own conference.

Eva Egron-Polak

IAU Secretary-General

IAU NEWS AND ACTIVITIES

IAU AT THE UNESCO 2009 WORLD CONFERENCE ON HIGHER EDUCATION (WCHE)

UNESCO's **2009 World Conference on Higher Education: The New Dynamics of Higher Education and Research For Societal Change and Development** ended on July 8, 2009 with the unanimous adoption of a Communiqué that, in its 10 pages, touches on the major challenges, dilemmas and opportunities facing higher education at the moment and as we look at the next decade or so.

IAU President, Juan Ramon de la Fuente, speaking in the Stakeholder's Panel during the Opening Ceremony stated that "it is not so important if education is predominantly publicly or privately funded. Higher Education, if it is of quality, serves the public interest and needs, in principle, to be viewed as a public good"(see below). He went on to say that the idea that knowledge must remain accessible to all has been long-defended by IAU and is his own personal conviction as well. He set the tone for the position that would be taken by the **IAU Secretary General, Eva Egron-Polak**, as she participated in the WCHE Drafting Committee preparing the final Communiqué.

The **Communiqué**, available online, is a balanced and comprehensive statement; a result of negotiations among all members of the Drafting Committee, who, like the higher education community itself, were by no means unanimous and whose members reflected the various actors engaged in the sector – representatives of UNESCO Member States, students, faculty members, higher education experts. The Communiqué clearly states: *'As a public good and a strategic imperative for all levels of education and as the basis for research, innovation and creativity, higher education must be a matter of responsibility and economic support of all governments.'*

IAU's participation in the WCHE 2009 was multiple, starting with an active and continuous role in the preparations as a Member of the Conference Steering Committee and Bureau.

IAU made numerous other contributions to the conference:

Madeleine Green, IAU Vice President and Vice President of the American Council on Education presented



the preliminary findings of the *IAU Global Survey on Internationalization (2009)* in one of the sessions. The full report of this Survey will be published by IAU in early 2010.

Janyne Hodder, President of The College of the Bahamas, and IAU Board Member, speaking in a *Special Plenary on the Social Responsibility of Higher Education* spoke about the challenges of a university helping to ensure that local economic development strategies are diversified and sustainable through relevant education and well prepared citizens.

Building on the IAU policy statement entitled *Equitable Access, Success and Quality in Higher Education*, **Eva Egron-Polak**, IAU Secretary General, made a presentation using a few examples to demonstrate how IAU Members are innovating their approaches to admissions to ensure that student potential – not just their prior achievements – are enabling them to access higher education; how they are reaching out to schools and community to build confidence and expectations among learners from under-represented groups, etc. **Hillegje van't Land**, Director, Membership and Programme Development acted as rapporteur for this session.

The African members of the IAU Board – Immediate Past President **Goolam Mohamedbhai** (Secretary General of AAU), **Is-Haq Oloyede** (University of Ilorin Vice Chancellor and AAU President), **Olive Mugenda**, (Vice Chancellor of Kenyatta University and IAU Vice President) were all fully engaged in the sessions and most especially in the Round Table on Africa which provided a unique opportunity for a dialogue about strategies for the development of African higher education excellence in a global setting. The section on Africa in the Communiqué is a result of these discussions.



The WCHE also allowed for the different groups of stakeholders to focus on the actions which they wish to see as part of the follow-up. **IAU Secretary General** collaborated with representatives of Education International (Deputy Secretary General, **Monique Fouilhoux**) and the European Student Union (**Ligia Deca**, Chairperson) in preparing, moderating and reporting on the **Stakeholder Panel** bringing together HEIs, Faculty and Staff and Students. More than 400 participants spent close to 3 hours in a highly interactive session expected to make four specific action recommendations to form part of the final outcomes of the WCHE. Starting with this Stakeholder Panel's call to HEI leaders, staff and students as full partners in the implementation of any WCHE action plan, the *final set of recommendations made by this Panel* is available online at www.iau-aiu.net/association/pdf/WCHE_2009_HEI.pdf.

In a preparatory session on July 4, 2009 organized by

the UNESCO-NGO Liaison Committee for international NGOs in formal relations with UNESCO, **Isabelle Turmaine**, Director of Information and Communication services focused on the ways in which higher education institutions contribute to improving basic education and play an active role in the pursuit of Education for All goals. She used the opportunity as well to present a new *IAU information kit* entitled: *Why and How can Higher Education Contribute to all Levels and Types of Education* (www.iau-aiu.net/efa/pdf/EFA_IAU_Brochure.pdf) on this overall theme and announced the launching of a new IAU Portal in this area.

Volume 15, number 2 of *IAU Horizons*, was prepared specifically for the WCHE showcasing universities at work in all of the themes that structured the Conference – internationalization, regionalization, sustainable development, access and success, higher education contributing to the MDGs etc.

Prof. Juan Ramon de la Fuente, President, International Association of Universities, prepared the following statement for the WCHE Stakeholders' Panel: Ministers, Institutions, Civil Society & the Private Sectors.

"As this is the 2nd World Conference organized by UNESCO on Higher Education, it reminds me of a story told by Frank Rhodes, former President of Cornell University. It is between Winston Churchill and his somewhat rival friend, the play-writer George Bernard Shaw.

Shaw sends a note: Dear Churchill enclosed two tickets for the opening night of my new play. Hope you come and bring a friend... if you find one.

Churchill replies: Dear Shaw, unable to come to the opening, but send tickets for the second night, and I'll come... if there is one.

So it is good news that we have a 2nd World Conference on Higher Education, but since it has been a long time since the 1st Conference, we must also ask ourselves how we have been doing in the first decade of the new Millennium, a decade of change.

Of profound changes, it must be said, that have made us all less secure. Terrorism and organized crime have become global issues; food shortages have increased in several countries; the economic collapse has brought great hardship to many people in every country; the AIDS epidemic has devastated the populations of many regions of the world.

So we face a daunting range of social challenges, ranging from climate change to water management; from soil depletion to new pandemics such as the A/H1N1 virus; from recession to deforestation, from spikes of energy

prices to a growing need for alternative energy sources.

However serious each one of them is, and however complex they are because of their interconnections, I am still convinced that none can be thoroughly addressed without the knowledge, the skills and the overall contributions of Higher Education Institutions working together world wide.

So how then, have these institutions fared? How have they performed? How have they responded to societal and economic changes? On the other hand, what changes have taken place in policies, priorities, partnerships, practices and values that motivate (principles within) Higher Education Institutions?

Of course, I do not pretend to give answers to these large and difficult questions in the short time I have to deliver my statement, but as President of a Global Association of universities, the International Association of Universities, I must say that failing to seek to address them on an continuing basis would be to deny our role or significance on the very critical issues mentioned above.

Globalization is having a profound effect on higher education. We live in a knowledge-driven society, where educated people and ideas are the wealth of nations. But we must acknowledge as well, that many issues discussed in 1998 remain in our agendas: accessibility, affordability, accountability, sustainability and above all, social responsibility. So although things have changed, many challenges remain. Perhaps it is time to review and update the social contract of Higher Education Institutions, as the IAU called for in 1997 in Thailand at its conference on the social responsibility of HE and others have argued since then too. (ACU, GUNI)

As we face the coming decade allow me to consider another relevant question: Is Higher Education really the engine of growth? Or is it part of the much broader eco-system that is formed by partnering with stakeholders – which is the theme of this Panel – that is required to contribute to growth with equity, growth with tolerance, growth with justice, growth with opportunities and ultimately growth that is sustainable. That notion of partnership and these values have been the core components of the agenda and work of IAU.

As it seems increasingly probable that real economic recovery will be slow, and that real economic constraints may last longer than we would have wished, I believe this is no time to share the grief, the pain of unemployment or hiring freezes. It is time to respond courageously, working together for the sake of public interest, even and perhaps especially so when this means being critical and questioning ‘the way things are’, becoming better at what we do and being more useful to society in the vast range of services we provide.”

Prof de la Fuente also made the following comment on the broad issue of **“Education as a public good”**

“From an economic (theory) point of view, “public goods” are those that can be consumed by any number of people without being depleted, or when their benefits cannot be confined to individual buyers.

Some economists even argue that except for commercial property such as copyrights and patents, the natural price of knowledge is zero.

Actually even knowledge goods, in their commercial form, are shaped by the logic of public goods. Faced with the web age, attempts to hold down knowledge in a commodity form, are useless or futile. Copyright is violated at every turn and it seems almost impossible to enforce.

But let us stop for a minute on the relatively new conception of open source knowledge. Free dissemination of knowledge not only lowers its costs, it speeds innovation. Open science can transfer knowledge from the public sector to the private sector to be commercialized, and that is of course very good. Commercialization is a business of the market, but education is a business of society at large, without exclusions.

To conclude, the WCHE was a wonderful opportunity to network and the IAU Stand in the exhibit hall soon became a central meeting place for IAU Board Members, representatives of Member institutions and those wishing to learn more about the Association.

Mrs Irina Bokova elected new Director General of UNESCO

IAU would like to congratulate Mrs. Irina Bokova on her election as the new UNESCO Director General. She is the 10th Director General of UNESCO, and is the first woman and first Eastern European to take on the role. She takes over from Mr Koichiro Matsuura of Japan. Mrs. Bokova is the former Bulgarian Foreign Minister, and has been Bulgaria’s delegate at UNESCO since 2005. She was officially sworn into her new role at a ceremony in the UNESCO Headquarters in Paris, France on the 23 October 2009, as part of the 35th session of the UNESCO General Conference.

We all must be grateful to MIT, which took all of the digital resources underlying its courses, everything from class notes to actual lectures; from reading to video streaming, and put it all in the public domain of the web for anyone in the world to use it.

So I would say that it is not so important if education is predominantly publicly or privately funded (MIT is a private University). Higher Education, if it is of quality serves the public interest and needs in principle to be viewed as a public good. That has been the position of IAU for over 60 years, and that is my personal conviction as well.”

Reporting back on the Conference **Prof Abdul Razak Dzulkifli**, *vice-chancellor of Universiti Sains Malaysia and IAU Vice-President (vc@usm.com.my)* made the following statement:

“Education is no longer just about personal or myopic development based on individualistic wants bordering on greed and selfishness. Instead, higher education must be about creating the new dynamics that will ignite a change for a more global and sustainable future for all people.

These dynamics have been staring at our faces for quite some time now but we are still too busy replicating what we regard as the dominant educational systems of yesterday – systems that have become largely dysfunctional in fulfilling the social mandate and expectations. In the final analysis, if universities are able to take care of their future and manage their dynamics in a uniquely new way, then there is no reason why they cannot be relied upon to shape the future of communities, let alone of nations, and the world at large. What good is a university if it is not an agent of change for the future?”

What’s next? IAU has and will continue to offer its support to UNESCO for those actions that are in line with its expertise, priorities and in the interest of its membership. More information on the UNESCO WCHE follow-up is available at: www.unesco.org/en/wche2009.



IAU MOVES TO A NEW WEBSITE

IAU is consolidating its independence and ensuring itself better visibility: from 1 December 2009, the website of the Association will be:

www.iau-aiu.net

and the emails of its staff will appear as follows:

initial of given name.surname@iau-aiu.net

This change will help the Association to be more easily identified on Internet and to develop new services for its constituency.

All suggestions will be most welcome and can be sent to:

centre.IAU@unesco.org

This change in no way jeopardizes the privileged relations that the Association enjoys with UNESCO : the Association will continue to be housed at UNESCO headquarters in Paris, France (its physical address remains unchanged) and its statute as an Association with formal relations with UNESCO has been renewed.

➔ WANT TO ADVERTISE IN IAU HORIZONS?

Please see page 24 for further information.



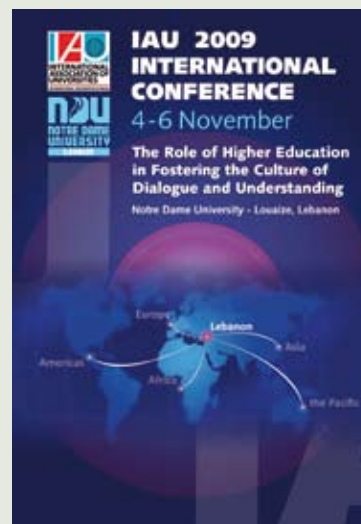
IAU INTERNATIONAL CONFERENCES AND OTHER EVENTS

IAU 2009 International Conference

Notre Dame University – Louaize, Lebanon – 4-6 November 2009:

The Role of Higher Education in Fostering Inter-Cultural Dialogue and Understanding

by **Eva Egron Polak**, IAU Secretary-General



When IAU and NDU embarked on the adventure of co-organizing an international conference on the topic of fostering the culture of dialogue and understanding, there were certainly some obstacles

and concerns to overcome, notably those that Father Walid Moussa, President, Notre Dame University, our generous host, also introduced in his opening remarks: perceptions of insecurity and fear about coming to this country among some? and the recognized difficulty of treating such a complex topic. Yet, there was also much enthusiasm among the IAU Board Members to address precisely this topic and to meet at NDU in Lebanon to do so.

The Conference brought together close to 200 participants from some 37 countries. The two days of debate and discussion have been both very enriching and enjoyable. We regret deeply though that visa problems prevented some from attending and participating in the dialogue.

The wealth of ideas, comments, experiences and suggestions that were expressed cannot be summarized easily in a brief Conference Report without the risk of reductionisms. The conference topic invited us to listen and to hear each other. This is a pre-condition to dialogue and an integral part of dialogue. And I have done so intensely. But of course, each of us listens with our own ears, our own linguistic, religious, cultural, educational backgrounds and limitations, whether from Asia, Africa, Europe, Latin America, the Middle East, and whether more or less versed and at ease in Arabic or French or English (the three languages of the Conference).

Why would IAU hold a conference on this topic, why in Lebanon, why now?

Part of the enthusiasm of the IAU Board stems from the fact that by focusing on these issues, IAU remains true to its initial *raison d'être*. It was founded so that universities could help humanity heal from the horror of WWII and more importantly to prevent such wars and conflicts in the future by fostering cooperation and understanding among higher education institutions and thus among the peoples of the world. For this reason, intercultural dialogue among universities remains continuously on our agenda.



Juan Ramon de la Fuente, President IAU, Prof Federico Mayor, President, Culture of Peace Foundation, Former Director-General of UNESCO, Co-Chair of the High Level Group United Nations Alliance of Civilisations, Fr Walid Moussa, President NDU.

The broader reason for convening a conference on this topic stems from a shared belief that without continued pursuit of dialogue as an approach to overcoming conflict at every level – the global, international, regional and local as well as among groups of individuals – the crisis that has been repeatedly mentioned during this conference becomes inevitable. In addition to a crisis of the current and dominant economic model, we face a crisis of values, an environmental crisis and a social crisis. Universities retain at least some if not most of the keys to avoid following this negative path.

Federico Mayor, *President, Culture of Peace Foundation, Former Director-General of UNESCO, Co-Chair of the High Level Group United Nations Alliance of Civilizations* and Keynote Speaker at the Conference, reminded us of the urgency to act since despite the variety of very strong and consensual declarations and commitments voiced in many quarters, we are still calling for action, still questioning how to instill a culture of dialogue in the universities and in society through the work of universities. We are still searching for how to build bridges and breach gaps that are wider than ever. In fact the urgency is growing and the complexity of the issues that threaten not just humanity but the planet itself is huge. Universities cannot solve all the problems of the world, yet universities have huge responsibilities and obligations for speaking the truth about the problems, searching and continuously testing all possible solutions – and as Juan Ramon de la Fuente, *President of IAU*, and others stated, most of all for educating individuals who are locally rooted, well informed global citizens able to make sound choices but

also, I would add, who are able to recognize what they do not know and learn how to learn continuously about the other – without prejudice, without preconceptions.

Finally why meet in Lebanon, at NDU? We heard much about Lebanon as a laboratory, a model for creating conditions to live together in harmony, with a commitment to this at the highest level of the State. In a nation of 4 million people with 18 different religious groups living in very close proximity this is both a challenge and a necessity. NDU's commitment to serve as a microcosm for success in this effort has shined throughout the presentations and justified our choice of meeting there.

What is it that we mean by a culture of dialogue and a dialogue among cultures?

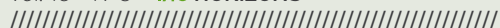
The conference offered a rich discussion highlighting many dimensions of the topic. We spoke about dialogue as a culture, as a way to behave, as a process on the one hand, but also about dialogue between different cultures, or intercultural dialogue on the other hand. In both cases, as a process and as the substance, dialogue is a means to an end, not an end in itself. Instilling a culture for intercultural dialogue is the only means – peaceful, productive and lasting – to cross some of the boundaries and distances that separate us.

Key among these boundaries and distances are those based on religion or spirituality, ethnicity, tribal origins, language and race. In fact depending on where we find ourselves to examine intercultural dialogue colors the focus of the discussion. It may stress religious dialogue, as was the case in Lebanon, or race as is often the case in the USA, or the focus could be on the tensions between indigenous or First Nations and the more recent arrivals to countries such as Australia, Canada and parts of Latin America.

But there are other boundaries as well – those of academic disciplines that can stand in the way of dialogue, of collaboration, and which block the path to creative solutions and innovations which are needed to overcome old and persistent problems. Finally and importantly, there are boundaries and walls created by differences in power, whether that power is based on might/force or wealth and these asymmetries must be also be recognized for what they are, and they must be addressed with urgency and courage.

How?

The informative and thoughtful presentations at this conference offered both the broad-based directions and the more practical approaches that may need to be considered.



IAU Conference participants – NDU Lebanon, November 2009

area. These will be published online in December (please do visit the site www.iau-aiu.net regularly).

- Intercultural dialogue will remain a focus of study and attention in our work as part of IAU's work on internationalization, a major focus for the association. The IAU WebPages on this topic, including most international declarations related to intercultural dialogue, will continue to be updated regularly and IAU remains open to receiving information about

other resources that you may know about.

Some called for universities to reassess, in very fundamental ways their mission, their pedagogical approach, their research and curriculum in the pursuit and transmission of truth and knowledge, respectively. At the same time we also heard more pragmatic suggestions about how higher education institutions can prepare graduates who will build the Wisdom Society, as suggested a few years ago by a former IAU Board Member, Paulo Blasi.

- IAU is in discussion with NDU and with the Council of Europe, which published the White paper on Intercultural Dialogue *Living Together As Equals in Dignity* and held a meeting in Moscow in June of this year on this theme about a joint publication of a select number of papers that were presented at both events.

Some of the basic building blocks that serve as framing features or pre-requisites for fostering dialogue, were noted as follows:

Finally, the upcoming **IAU 2010 International Conference** to take place at Mykolas Romeris University in Vilnius, Lithuania, from 24-26 June, 2010 will carry our reflection further (see page 7).

- Respecting the other's point of view even if we disagree and may think s/he is wrong
- Recognizing fully the contributions of all civilizations, all cultures, all religions and faiths.
- Openness and sensitivity to the other, not fear of what we do not know; on the contrary curiosity about the unknown; not seeing the other as a threat but rather seeing difference as enriching
- Creating conditions of equality and dignity in dialogue and ensure that we empower especially those who are most marginalized to take part in the dialogue.

The theme of the conference, ***Ethics and Values in Higher Education in the Era of Globalization***, invites us to consider the ways in which we pursue not only the important economic role that universities fulfill today but also the broader cultural and social mission of the university. Can we identify universal values and ethical codes that we all share in higher education? And what are some of the new threats that we face today in this regard.

We can only hope that Vilnius will be as rich, as enjoyable and as successful as this conference has been and we hope we will all learn as much as we have learned in Lebanon.

The conference offered many other elements, too long to list here.

What next?

First and foremost, the answers to this question rest with all the Conference participants. Indeed, if we wish to foster higher education that embraces dialogue as an integral part of its mission, it requires action at the institutional, classroom level with stakeholders inside and outside the university. But some of what IAU can and will do next is as follows:

- The presentations will be available on the conference website as tools and resources for your future work in this



Prof. E Duma Malaza, Chief Executive Officer, Higher Education South Africa, and Prof. Abdullahi Mahadi, Vice Chancellor, Gambe State University, Nigeria, at the IAU International Conference 2009.

UPCOMING

IAU International Conference 2010 Ethics and Values in Higher Education in the Era of Globalisation – What Role for the Disciplines

Host: Mykolas Romeris University, Vilnius, Lithuania
Date: 25-26 June 2010



Conference Theme

The Emphasis on Scientific research and innovation for economic competitiveness has been a dominant trend in higher education for several years. Fears that humanities and social science disciplines will be given less recognition and funding have been allayed to some extent by the recognition that scientific discoveries impact on society, often pushing the boundaries of ethical conduct and moving humanity into unknown and unexplored terrains, where the only framing considerations are those of our (often diverse) value systems. In addition, the increasing acceptance that 'soft skills' such as the capacity to communicate, understand others, work well in teams across disciplines and cultures, are essential learning outcomes for all graduates and provide additional justification for a strong role for social science teaching and research. Finally in an increasingly globalised world, value systems, world-views and even understanding of history are quite different, preparing responsible and ethical world citizens is seen as part of the role of each and every academic discipline.

The IAU 2010 International Conference will address these broad questions with institutional leaders as well as academics and researchers from all disciplines. The aim is to compare and contrast and, most importantly, to find commonalities and bridges between the various disciplines, to identify common concerns and challenges. How can disciplinary approaches and experiences enrich each other and contribute to a moral code of ethics for higher education? How do perspectives on these issues differ across cultures? These and other subtopics below will be explored.

Topics

- Ethics and values: the Distinct and related challenges of the Social Sciences, the Humanities, Life Sciences and Technology
- What Place for Enduring Values and Moral Leadership in Higher Education In the Era of Globalisation?
- State, Societal and Individual Obligations for Safeguarding Values and Ethics in Higher Education
- Human Needs, Human Rights and Dilemmas of Choices
- Towards an Interdisciplinary Global Code of Ethics for Higher Education?

Please mark your agenda and plan to come and attend the IAU International Conference 2010. The Conference Website will be available soon at: www.iau-aiu.net

IMPORTANT DATES

2010

25 – 26 June 2010: IAU 2010 International Conference on Values and Ethics in Higher Education in the Era of Globalisation – What Role for the Disciplines.

Mykolas Romeris University, Vilnius, Lithuania

2011

IAU 2011 International Conference, Kenyatta University, Kenya

Exact Date and theme to be confirmed

2011

April/May: 4th Global Meeting of Associations, Indian Association of Universities, India

Exact Date and theme to be confirmed

2012

November 12-18: IAU 14th General Conference, Interamerican University of Puerto Rico, San Juan, USA

Exact Date and theme to be confirmed



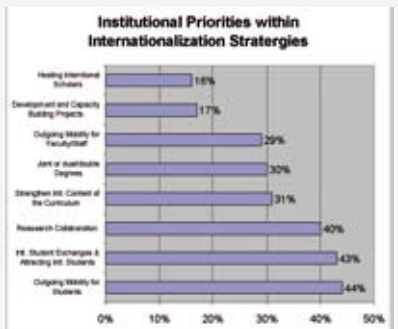
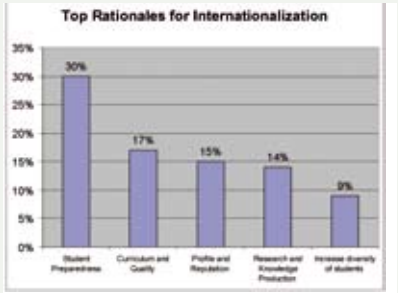
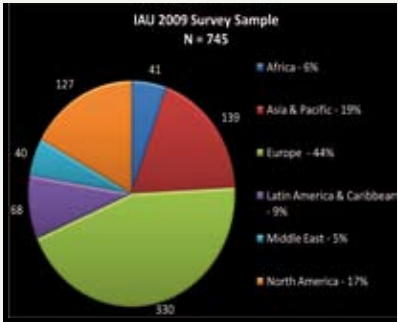
IAU 3RD GLOBAL SURVEY ON INTERNATIONALIZATION OF HIGHER EDUCATION

IAU completed data collection for its most recent Global Survey in July 2009. This is the third, and by far the largest such survey ever undertaken; the previous surveys having been completed in 2003 and 2005 respectively. The preparations for this 3rd Global Survey benefited greatly from input, advice and assistance of an expert Task Force of individuals from different regions of the world. As well, the implementation of the Survey online was facilitated through collaboration with the Consortium of North American Higher Education Collaboration (CONAHEC). The data collection yielded responses from 745 Higher Education Institutions (HEIs) in 115 countries and 18 responses from National Associations of Universities.

Analysis of the results is underway and initial results (some of which are detailed below) have been presented at several international forums and meetings.

The Survey's Task Force, chaired by Dr. Madeleine Green, IAU Vice-President and Vice-President of the American Council on Education (an IAU member), will continue to be involved in the project. Indeed, it is expected that the final Survey Report will include regional comments and analysis to complement the more aggregate findings.

The Report is due to be published in the first few months of 2010. For further information, on the 3rd Global Survey, the 2005 Global Survey, or information about IAU's other work on Internationalization, please consult the IAU website (www.iau-aiu.net), or contact Mr. Ross Hudson, IAU Programme Officer at: r.hudson@iau-aiu.net



IAU AND HOKKAIDO UNIVERSITY – COLLABORATIVE REVIEW OF INTERNATIONALIZATION STRATEGY



On October 19, 2009 in Sapporo, Japan, the President of Hokkaido University, Dr. Hiroshi Saeki and the Secretary General of IAU, Eva Egron-Polak signed a Memorandum of Understanding to collaborate on the review of Hokkaido University's internationalization strategy. IAU is very pleased to be invited by one of its Member universities to provide such advisory services, especially at a time when the Japanese government and universities are renewing their efforts to increase Japanese higher education presence on the global scene.

Located on the northern-most island of Japan, Hokkaido University has grown a great deal since it was founded as an agricultural college in 1876. The University now offers programs in many disciplines including engineering, law, health sciences, international media and communication studies, veterinary medicine, dentistry among others. It proudly hosted the first-ever G8 University Summit in 2008.

Hokkaido University and IAU have adopted a two step approach to the review process with the University first undertaking an institution-wide self assessment focusing on a number of areas of their internationalization strategy. The draft outline of this report which IAU elaborated to facilitate the process at HU was accepted by the University and most particularly by Prof. Hondoh, Vice President responsible for International affairs and the Executive Office of representatives from across the university. A Working Group of this Executive Office will now begin the self-review on campus.

A second aspect of the approach adopted will be facilitated by an international Advisory Panel of experts who will bring their experience and expertise to bear on this project. Identified by IAU and accepted by Hokkaido University, the Panel members are:

- Madeleine F. Green, Vice President for International Initiatives, American Council on Education, USA
- Uwe Brandenburg, Project Leader, CHE Consult (Centre for Higher Education Development), Germany
- Grant McBurnie, Senior Associate, School of Global Studies, RMIT University, Australia
- Akira Ninomiya, Director of the Hiroshima Study Center, the Open University of Japan

A site visit in January 2010 will enable the Panel to meet with a wide variety of Hokkaido University faculty

members, administrative staff and students to discuss the self-assessment report and make recommendations and suggestions as to how Hokkaido University may reach the goals it is setting for itself in terms of provision of English language courses, increasing the number of students studying at the University and, most importantly perhaps, mobilizing Japanese students' and faculty interest in international opportunities and challenges.

As many Japanese universities gear up to fulfill Japan's plan to host 300,000 international students by 2020 and as they apply for grants in a second round of the Global-30 programme offered by the Ministry of Education, Hokkaido University is taking a serious look at how it manages its internationalization strategy and how to improve the university's performance in this area.

Always in search of ways to be useful to our Members, IAU is counting on this project to be replicated by others among our membership and hopes to propose the service regularly.

on experts or data providers to enter data in the Portal and calls on the whole community to do so.

At the moment, experts from the higher education community can enter their name and their projects in the Experts and/or Project Databases, data providers can enter projects in the Project Database, but only the Project Database can be searched -, the IAU having already entered some 30 projects. All interested parties can subscribe to the bi-monthly HEEFA newsletter which is composed of News from the Portal and the HEEFA Community and News from the main EFA partners.

HEEFA has been developed with technical assistance from the IAU Reference Group on Higher Education and EFA and is part of a larger and more comprehensive IAU project on strengthening links between higher education and EFA and related MDGs. This project is funded in part by the Swedish International Development Agency (Sida/SAREC) and supported by the Working Group on Higher Education (WGHE) of the Association for the Development of Education in Africa (ADEA) and the UNESCO Participation Programme.

**New IAU Portal on Higher Education/
 Research and Education For All
 (HEEFA)**

HEEFA is still undergoing testing. The IAU would like to hear from you as your feedback will be used to improve the Portal. Please send all comments to Nadja Kymlicka at n.kymlicka@iau-aiu.net or to Isabelle Turmaine at i.turmaine@iau-aiu.net



The IAU has launched the beta-version of the Portal on Higher Education/Research and Education For All (EFA) and related Millennium Development Goals (MDGs), in short HEEFA (www.heefa.net).

The aims of the Portal are to disseminate information of the work being undertaken by higher education in EFA and MDGs-related fields and to build up a like-minded community. The uniqueness of the Portal is its attempt to raise awareness among the higher education sector and all other stakeholders on the role that higher education can play and is achieving in EFA and related MDGs.

HEEFA has been designed as a collaborative tool, relying on a grounds-up approach. It is composed of two databases: a Project Database and an Expert Database. IAU is now counting

**IAU/PALGRAVE MACMILLAN 2009
 Research Essay Prize**

IAU, in conjunction with Palgrave Macmillan UK, the publisher of the Association's research and reference publications, is pleased to announce the winners of the **Prize in Higher Education Policy Research.**

The 2009 competition was on the theme of ***Equitable Access, Success and Quality – three essential ingredients or three mutually exclusive concepts for higher education development?*** The IAU enlisted several members of the IAU Task Force on Access and Success as well as the Editor of *Higher Education Policy*, to act as the Jury to select the winning Essay from among those submitted. The Jury selected the article written by Jennifer M. Gidley, Gary P. Hampson, Leone Wheeler and Elleni Bereded-Samuel of RMIT University, Melbourne, Australia for the prize. Their essay is entitled ***From Access to Success: An Integrated Approach to Quality Higher Education informed by Social Inclusion Theory and Practice.***

As well as attracting a monetary prize of £1000 (\$1600 USD), the winning article will be published in the first issue of *Higher Education Policy* (HEP), volume 23, due for release in March 2010. It will also appear in full on the Journal's website



when released (www.palgrave-journals.com/hep/index.html). Below, you can read the abstract Below, you can read the abstract of the winning essay:

Abstract

Equitable access, success and quality in higher education are examined from a variety of ideological perspectives. *Quality* is positioned as a complex generic concept while *access* and *success* are identified as key concepts in the social inclusion domain, supplemented by the concept of *participation*. The topic is approached through an integrative analysis of the theory and practice literature on social inclusion in higher education. After contextualising current higher education within economic globalisation, the notion of quality is uncoupled from the necessity of a neoliberal framing allowing broader interpretations arising from more inclusive ideologies. Access, participation and success are shown to represent degrees of social inclusion underpinned by a nested spectrum of ideologies – neoliberalism, social justice and human potential respectively – with human potential ideology offering the most embracing perspective. Australian higher education is foregrounded, yet contextualised within European historical precedents and contemporary global issues.

On behalf of Palgrave Macmillan and the jury, and all at IAU, we would like to take this opportunity to thank all those who participated in the competition, and to wish them all the very best as they continue their work and research in higher education.

LEADER
Outreach, community and extension services

Universidad Técnica Particular de Loja	Ecuador	Outreach, community and extension services Internationalization, implementing cross-border and other international activities
Universidad Pontificia Católica de Perú	Peru	

The Centres of Research and Transfer of Technology, Extension and Services (CITTES) developed by the Technical University of Loja (UTPL) are units with a specific function: the investigation and the extension of services to the society. They are structured around specific areas of science and their objective is the transfer of science and technology to the society.

Having had experience in the transfer of such centres to other universities in the Latin American region, UTPL was approached by the Pontifical Catholic University of Peru (PUCP), willing to explore collaboration for the creation of



An example of a construction made of anti-seismic mud bricks .

such unit in the institution. The objective of such creation would be to provide teaching to communities living in the region of Ica (very affected by the earthquake in 2007) on how to build anti-seismic mud brick houses thanks to the research carried out by the Civil Engineering department at the University. PUCP was investigating the possibility of creating a branch of the university in that province in order to better provide training to the local community and eventually, using UTPL's expertise to create a CITTES. Such a unit would be managed by the community with the support of the University teaching staff hence strengthening the technical and educational standards of the population. The creation of such a centre would facilitate access to HE, to the entire community and facilitate in turn the creation of micro-businesses.

The first learning visit was organized at UTPL so their Peruvian partner could learn more about the development processes for the creation and management of CITTES. The second learning visit allowed the representatives of UTPL to find out about the experience of PUCP in the area chosen for the development of the project. In particular, a field trip to the province of Chincha was organized to see the work being realized by PUCP in terms of construction of anti-seismic mud brick houses, using the same material & techniques promoted in the region to help generate a sense of confidence among the local population. The type of material used was the subject of research & development programme by the University which transferred its technology to several public and private institutions active in this region of Peru.

Once the PUCP branch is completed, the creation of a centre for training and transfer of knowledge will begin, in a similar process to the one implemented at UTPL. The residents of the area will be taught by University staff how to run and manage the centre and how to bring students into the training programmes in accordance with the need of the area.

Contacts: Viviana Despinoza at Universidad Técnica Particular de Loja , Ecuador:
 vdespinoza@utpl.edu.ec
 Dr. Luis Bacigalupo at Pontifical Catholic University of Peru:
 bacigalupo.luis@pucp.edu.pe

IAU COLLABORATION AND NETWORKING

Over the past few months, IAU Participated in a number of international conferences addressing themes related to work carried out by the Association

1st Annual African Network for the Internationalization of Education (ANIE) Conference

01-04 September 2009, Eldoret, Kenya

Moi University, Eldoret, Kenya hosted the first ANIE conference. Invited to present the initial results of the IAU 3rd Global Survey on Internationalization of Higher Education, the IAU Secretary-General also took the opportunity to announce the acceptance of ANIE as an IAU Affiliate and the various ways in which the association would support this network as it develops. She was also able to announce the publication of the IAU *Higher Education Policy* (HEP) issue on the theme of *Internationalization in Africa*, which was co-edited by James Jowi Otieno, ANIE's coordinator. The ANIE Annual Meeting was preceded by a workshop sponsored by the International Institute of Education (IIE) another IAU Affiliate whose representative, Rajika Bandari, encouraged African institutions to improve data collection on student mobility. ANIE has been invited to Makerere University for the second Annual Meeting in 2010.



International Association of University Governing Bodies (IAUGB)

21-22 September 2009, Vienna, Austria

The IAUGB held its third international conference, hosted by the University of Vienna, in Austria, September, 2009. Eva Egron-Polak was asked to make a presentation about some of the important issues that chairs and members of governing bodies in higher education may wish to keep in mind from the international perspective, as they fulfil their advisory and supervisory leadership role. The meeting was relatively small, allowing for in-depth interaction among participants. For the most part, taking part in the meeting were chairs of governing boards or university councils from European institutions but representatives from Thailand, Australia, USA and Canada were also present, as was the World Bank. The high level of expertise and most of all engagement with higher education issues today on the part of the board members – mostly laypersons coming from beyond the higher education sector was truly impressive. As they shared their experience in a variety of areas such as community outreach, risk management, and dealing with Ministers among other topics, the value of learning from one another became apparent to all. IAUGB is a small organization, based in Spain. The Association still needs to work hard to consolidate its on-going activities but for those who took part in the meeting, the value of such a gathering was not put in doubt.

21st Annual European Association of International Education (EAIE) Conference

16-19 September 2009, Madrid, Spain

With the theme of *Connecting Continents*, the conference brought together 3600 participants. The conference included a panel session by IAU. In this session, IAU Secretary General Eva Egron-Polak presented some of the Initial results of the IAU 3rd Global Survey on Internationalization of Higher Education. The panel session was chaired by Dr. Jocelyne Gacel-Avila, University of Guadalajara (an IAU Member); the session also included presentations by James Jowi Otieno, Coordinator African Network of Internationalization of Education (ANIE an IAU Affiliate), and Jarred Butto, Programme Associate, American Council on Education (ACE, an IAU Member), who gave information about similar surveys conducted in their organisations, and compared their regional perspectives with the results of the IAU Global Survey.



European University Association (EUA) Autumn Conference 2009

08-10 October 2009, Giessen, Germany

The EUA Autumn Conference focused on *Internationalisation beyond Europe's frontiers: Enhancing Attractiveness Through Global Partnership and Cooperation*. It was hosted by Justus Liebig University in Giessen, Germany. About 300 participants made their way to this rather small but truly university focused town located about one hour from Frankfurt. Indeed almost half of the population in Giessen are students. IAU was highly visible in the discussions since Prof. Dzulkifli, IAU Vice President and Vice Chancellor of University Sains Malaysia, Malaysia, was one of two opening keynote speakers. The Immediate past President and now Secretary General of the African Universities Association, Goolam Mohamedbhai and the Secretary-General of IAU was also on hand to address a series of issues in plenary and workshop sessions. Presenting what was clearly one of the highlights of the Conference, Prof. Dzulkifli called the university a school of cartography and urged the higher education community in Europe to invent new world maps which allow for the multiplicity of cultural and scientific contributions of various cultures and civilisations to be valued and understood. He,



IAU COLLABORATION AND NETWORKING



IAU Secretary General, Eva Egron-Polak and African Association of Universities and IAU past president, Goolam Mohembdhai speaking at the EUA Autumn Conference.

along with Prof. Mohamedbhai and Eva Egron-Polak also took part in the final thematic Plenary to discuss the value of inter-regional dialogue and more particularly Europe's role in such a dialogue. The *Interamerican Organisation for Higher Education* (IOHE) and the EUA were also represented on this panel.

Multi-dimensional University Ranking project

08-09 October 2009, Brussels, Belgium

The feasibility study of this project, commissioned by the European Commission (EC), is being developed by the Consortium for Higher Education and Research Performance Assessment (CHERPA) network, led by the Center for Higher Education Policy Studies (CHEPS), The Netherlands, and the Centre for Higher Education Development (CHE), Germany. The project was launched to provide an alternative route to existing global rankings by giving more visibility to the diversity of higher education institutions while trying to avoid their current biases.

Isabelle Turmaine, IAU Director Information Centre and Communication Services, sits on the Stakeholder Group of the CHERPA network created to provide feedback on the choices made for the development of the study and the Advisory Group of the EC created to help CHERPA in its conceptual work. The first two meetings took place in Brussels and focused mainly on what would be included in the feasibility study.

RAABE – Leadership and Governance Handbook – Editorial Meeting

12 October 2009, Berlin, Germany

In recent years, RAABE publishing in Germany introduced

a relatively new kind of higher education publication: a continuously updated, loose-leaf handbook of papers on issues in higher education. So far, two such Handbooks are being produced – the first on the Bologna Process in Europe and the second on the Internationalization of European Higher Education. The European University Association has been a partner in both of these and the Academic Cooperation Association (ACA) also takes part in the second. Eva Egron-Polak is a member of the Advisory Committee for the Internationalization Handbook.

Now RAABE is tackling a third topic of great importance for higher education in Europe but globally as well – Leadership and Governance and the publisher has brought together a small Editorial Team to help them produce this third Handbook. Eva Egron-Polak has accepted to be one of the Editors along with Jürgen Kohler, Sjur Bergan of the Council of Europe and Lewis Purser of the Irish Higher Education Council. Ms. Martina Vukasovic will coordinate the project along with representatives of RAABE. In return for Eva Egron-Polak's participation in this project, IAU members will receive a 15% discount on the Handbook when it is published in 2010.

International multi-stakeholders Workshop for the Global Survey on Sustainable Lifestyles (GSSL) – United Nations Environment Program led Project

12-13 October 2009, Paris, France

IAU is involved in the development of the Global Survey, a project which feeds into the Marrakech Process (<http://esa.un.org/marrakechprocess/>).

This process is to lead to the creation of a global framework for action on sustainable consumption and production (part of the Johannesburg Plan of Implementation). 24

countries participated in the Survey so far and, after having invited their students to fill in the online questionnaire, several IAU Member institutions are now in the process of analyzing the gathered data and of producing country reports which will be made available in 2010. Dr Hilligje van't Land, the IAU Director Membership and Programme Development participated in the Meeting and sits on the editorial Board of three country reports. The final reports will



be made available on the UNEP website and will also be accessible through the IAU WebPages on Higher Education for Sustainable Development.

International Networking Meeting on Strategies for Training and Development in University Leadership & Management

15-16 October 2009, Lima, Peru

The University Institute for Leadership and Management (IGLU) of the Inter-American Organization for Higher Education (IOHE), in collaboration with the National Board of University Rectors of Peru (ANPR) and IAU held a meeting to compare and discuss practices and strategies for the professional development of higher education leadership and institutional management. Prof A. Dzulkifli, Vice Chancellor, University Sains Malaysia, and IAU Vice President participated in this event. The event was organized as a follow-up to the Inter-American Meeting on Masters' Degrees on University Leadership & Management offered by HEIs. Isabelle Devylder, IAU Programme Officer, was part of the organizing committee and attended the workshop.

Global Forum of the Observatory of Borderless Higher Education (OBHE)

21-24 October 2009, Kuala Lumpur, Malaysia



IAU co-sponsored the first Global Forum of the OBHE, one of its Member organizations, whose theme was **Global Connections, Local Impacts: Best Practices, Models and Policies for Cross-Border Higher Education**. As well as chairing a session on Globalization and Universities, Eva Egron-Polak took part in the plenary session on Perspectives on Global Quality Assurance in Cross Border Higher Education. Referring more particularly to the **IAU, ACE, AUCC and CHEA Statement: Sharing Quality Cross Border Higher Education**, she also underlined the challenges and risks that CBHE and internationalization more generally may entail and how these are perceived. Drawing on the responses of the IAU 2009 Global Survey on Internationalization, she was also able to report on the extent to which offshore campuses and franchising are (or not) a priority for HEIs worldwide. www.obhe.ac.uk/the_obhe_global_forum__malaysia/welcome

IAU SPONSORED EVENTS

Amongst others, in 2010, IAU sponsors the following international events

Consortium on North American Higher Education Collaboration (CONAHEC) 13th General Conference

21-23 April 2010, Houston, USA



IAU is one of the co-conveners of CONAHEC's 13th General Conference, which will focus on the theme *Innovation in International Higher Education Collaboration: Creating Opportunities in Challenging Times*. The conference will show case best practices and other strategies, that will be of great benefit to IAU Members and beyond, in a range of areas including: promoting and strengthening North American studies across the continent and beyond, student and faculty mobility and International higher education and local economic development. www.conahec.org

International Congress on Higher Education

27-29 September, 2010, Buenos Aires, Argentina

Organized jointly between Salvador University (Argentina), University of Rome 'la Sapienza' (Italy), and IAU, the conference's theme will be: *The social and ethical commitment of universities: international and regional perspectives and challenges*. This objective of this Conference is to point out and highlight the responsibility that universities have in recovering the values and ethics in the education of our professionals, researchers and political and social leaders. The world's societies are suffering from a values crisis which is evidenced by existing and widespread corruption, and this conference seeks to build dialogue and understanding to help universities to take a fundamental role in the recovery of these values.

World Universities Congress

20-24 October, 2010, Çanakkale, Turkey



Organized by Çanakkale Onsekiz Mart University, an IAU Member, and co-sponsored by the Association, the conference's theme will be: *What should be the new aims and responsibilities of universities within the framework of global issues?* The conference focuses on the wide range of challenges that have been brought to the fore through the ever expanding forces of globalization including issues such as poverty, global warming, migration and terrorism. It seeks to promote debate amongst higher education stakeholders on these and other issues, in order that universities can re-define their roles in bringing about new and lasting solutions to these and other problems on an international platform. www.comu.edu.tr/english/



MEMBERSHIP NEWS

New IAU Members

IAU is pleased to welcome the following new Members who joined the Association since February 2009

University of Vlora,
Albania
<http://univlora.edu.al>



University of Balarat,
Australia
www.ballarat.edu.au/



University of Petroleum and Energy Studies,
India
www.upes.ac.in



Ilam University,
Iran
www.ilam.ac.ir



Sultan Idris University of Education,
Malaysia
www.upsi.edu.my



Southern Institute of Technology,
New Zealand
www.sit.ac.nz



Pyatigorsk State Linguistic University,
Russia
www.pglu.ru



Wad Medani Ahlia College,
Sudan
www.wadmedani-ahlia.edu.sd



SIM University,
Singapore
www.unisim.edu.sg



Trakya University,
Turkey
www.trakya.edu.tr



New York Institute of Technology,
USA
www.nyit.edu



Kremenchuk Mykhailo Ostrogradskiy State University, Ukraine
www.polytech.poltava.ua



Thamar University,
Yemen
www.thuniv.edu.ye



NEW: Université de Mons – resulting from the merger of two IAU Member Institutions

On the 1 October 2009, two IAU member universities merged – the Faculté Polytechnique de Mons and the Université de Mons-Hainaut – both of whom are in Belgium, to become the Université de Mons. For further information, and to access the Université de Mons website, go to: <http://portail.umons.ac.be/FR/Pages/default.aspx>

IAU is pleased to see the following Higher Education Institutions rejoining the Association

University of Mines and Technology (UMaT),
Ghana
www.umat.edu.gh



Global University,
Lebanon
www.gu.edu.lb



Université Hassan II - Casablanca,
Morocco
www.uh2c.ac.ma



Free University Amsterdam,
the Netherlands
www.vu.nl



Institute of Business Administration,
Pakistan
www.iba.edu.pk



Philippine Christian University,
Philippines
www.pcu.edu.ph



Jazan University,
Saudi Arabia
www.jazanu.edu.sa



Cyprus International University,
Turkey
www.ciu.edu.tr



Ondokuz Mayıs University,
Turkey
www.omu.edu.tr

IAU is pleased to welcome the following new Affiliates

African Network for Internationalization of Education (ANIE), Kenya
www.anienetwork.org



Public Foundation for the Promotion of Spanish Universities (UNIVERSIDAD), Spain
www.universidad.es



News from the IAU Secretariat

Amanda Sudic (a.sudic@iau-aiu.net) joined the IAU Secretariat on October 15, 2009 as IAU Librarian/ Documentalist. She will be in charge of the IAU library and documentation centre, and more particularly of the HEDBIB Database (the international bibliographic database on higher education), which is currently in the process of being revamped and technically upgraded. She will work under the supervision of Isabelle Turmaine.

Amanda replaces **Peter Stirling** whom IAU would like to congratulate on his new position at the Bibliothèque Nationale de France (BNF).



In focus:

STUDENT LEARNING OUTCOMES

Student Learning Outcomes at Adelphi University, USA

by **Robert A. Scott**, *President, Adelphi University, United States of America*
(ras@adelphi.edu)



It seems that, whenever the economy sours and college graduates have trouble finding jobs, and jobs that don't really require a college education raise entry standards, cynics emerge saying that four years in college provide little value-added benefit. Some even argue that putting the college-bound in a closet instead of a classroom, and comparing their skills and abilities after four years with the non-college-bound, would show that the college-bound were still better prepared for work.

These are extreme statements, of course, and even cynics want their children to have the benefit of a college education.

But what are the benefits? How do we know they exist? How do we measure the impact of the university as distinct from four years of reading, watching, and discussing the news?

These are profound questions, and American higher education has not done as well as it should in answering them in ways that give confidence to others. There are still too many examples of education that is not grounded in the knowledge, skills, abilities, and values that twenty-first century student's need. Employers and others want graduates who think both critically and globally, and communicate ideas clearly.

In some cases, new faculty, with freshly earned doctoral degrees, are put in front of students without being prepared either to teach or to set standards that meet the institution's understanding of excellence. It is an unfortunate truth that university professors represent the only profession in which there is no required, supervised apprenticeship or clerkship before entering a room to practice one's chosen field. All others, architects, attorneys, clergy, dentists, engineers, physicians, school teachers, etc. are required to have such an experience before being licensed to practice. So, what do we at Adelphi University do?

First, we take seriously our need to assess a candidate's ability to teach and to orient new faculty, both full-time and

part-time, to our standards and expectations. We require annual reviews of all faculty and provide extensive services through the Faculty Center for Professional Excellence.

Second, we are clear about the Six Learning Goals we expect students to accomplish through our General Education curriculum and requirements.

These include:

1. **Communication**, the clear and coherent interchange of ideas;
2. **Critical and Integrative Thinking**, relating solutions to problems;
3. **Quantitative Reasoning**, the ability to understand and apply numerical information;
4. **Information Literacy**, the abilities to recognize when information is needed and how to locate, evaluate, and use it effectively;
5. **Global Citizenship**, including global understanding and the meaning of interdependence; and
6. **Artistic Understanding and Artistic Practice**, the ability to understand and interpret meaning and to learn the basic skills and technical vocabulary in an artistic discipline.

We measure what we do and assess the gap between expectations and results through a variety of methods, including the evaluation of student work, local and national surveying of students and faculty, and the use of external evaluators. We view the curriculum and extra-curriculum as a continuum. We attempt to distinguish between classroom and general learning, and know this is difficult. We acknowledge that some students come with knowledge and skills that are more advanced than others and this adds to the complication.

Nevertheless, we try. We are explicit in our goals and intentional in our behavior, knowing that the institution teaches through its activities as well as through the faculty it hires and nurtures.

I am confident that students benefit from the Adelphi education and experience. I know because I ask them when they are here and after they graduate. I ask them what works well and what should be fixed. In these ways, I know what we should continue to nurture, and what may need enhancement, no matter the condition of the economy.



Student Learning Outcomes and Accreditation in the USA

by **Judith S. Eaton**, *President, Council for Higher Education Accreditation, USA* (eaton@chea.org)



The Council for Higher Education Accreditation (CHEA) is a nongovernmental institutional membership organization of 3,000 degree-granting colleges and universities that provides national coordination of accreditation in the United States. For the past eight years, the work of CHEA has been focused on building capacity to address student learning outcomes through accreditation. Beginning with the publication of *Accreditation and Student Learning Outcomes: A Proposed Point of Departure* in 2001, CHEA has produced a series of papers and sustained a national and international dialogue on student outcomes through its ongoing conferences and meetings (www.chea.org/research). In 2005, CHEA introduced its annual *Award for Institutional Progress in Student Learning Outcomes*, soliciting proposals from member colleges and using the award to identify, honour and share effective practices in this vital area. To date, 14 awards have been given to successful applicants (www.chea.org/#chronicle).

As the national and international discussions of student learning outcomes have proceeded, several key factors have emerged as vital to successful attention to this issue. Faculty are central to this effort, with support from academic administrators. The work needs to be carried out at the academic department, program and school or university level. It needs to be institutionalized, becoming part of ongoing expectations of academic success and outstanding institutional performance. This means that faculty and administration (1) set expectations or goals for student success, (2) decide what evidence is needed to determine this success, (3) develop the means to obtain the evidence, (4) collect and examine the evidence and (5) make judgments about student success that are used both for accountability to the public and for quality improvement.

Accreditation plays an essential role as faculty and administrators address student learning outcomes. As described in CHEA's *Statement of Mutual Responsibilities for Student Learning Outcomes* (2003) (www.chea.org/research), successful accreditation attention to student learning outcomes is mission-based, relying on standards for student success based on clear understanding of institutional and programmatic purpose. Accreditation's periodic, external, peer-based review of institutions and programs provides useful professional guidance with regard to how well the five steps described above are carried out, addressing both quality assurance and quality improvement. Through an accreditation exercise, accountability for student success is

reinforced. Participation in accreditation acquaints various institutions with effective practices in student learning outcomes throughout the academic community. It helps to build shared expectations for student success, even as individual institutions and programs provide the essential academic leadership for this important endeavor.

The significance of learning outcomes: a socio-cultural view in South Africa

by **Chrissie Boughey**, *Dean: Teaching and Learning, Rhodes University, South Africa* (c.boughey@ru.ac.za)



In South Africa, the work of US socio-linguist James Paul Gee, the Mary Lou Fulton Presidential Professor of Literacy Studies at Arizona State University, in the USA, has proved to be very useful in explaining the experiences of students who enter higher education from the wide range of social and cultural backgrounds which characterize the country. Key to Gee's work is the term 'Discourse', intentionally written with an upper case 'D' in order to distinguish it from other meanings associated with the term. For Gee, a Discourse is a 'way of being' in the world, a seeing, doing, thinking, believing, speaking, reading, writing combination which holds together a social group and which is underpinned by sets of attitudes and values. The term 'literacy' is then used to describe the ability to demonstrate membership of the Discourse.

At universities, academic Discourses, which typically operate within disciplinary areas, are underpinned by attitudes and values towards what can count as knowledge and how that knowledge can be known. These Discourses are then characterized by literacies involving 'ways of being' which can be very different to the literacies which many students have engaged with in their lives before coming to university. Some students, usually those from middle class homes where parents or other adults have also benefited from a higher education, will have engaged with 'ways of being' similar to those in the university they enter. Others will not be so fortunate and will have to develop what is essentially a new role, a new 'way of being' in addition to those they have previously inhabited, if they are to succeed at tertiary level.

In many respects, well-written learning outcomes can function to make overt the 'ways of being' students need to develop. The teaching which leads towards those outcomes ideally then guides and supports students as they develop the seeing, doing, thinking, believing, speaking, reading, writing combinations which characterize study within a disciplinary area. As we write learning outcomes and attempt to teach towards them, however, how many academics appreciate the amount of identity



work their students will need to engage with if they really are to achieve what their teachers envisage for them?

In a recent study conducted in South Africa, researcher Carol Thomson of the University of KwaZulu-Natal, South Africa (an IAU Member), explored this identity work with a group of mature black educators who had enrolled on a Bachelor of Education (Honours) programme as part of their ongoing professional development. Thomson's analysis of the 'shame and sacrifice' endured by these teachers – shame as they failed to acquire the 'ways of being' sanctioned by the university and, thus, failed the courses in which they were enrolled and sacrifice as the demands of study alienated them from the 'ways of being' which had sustained them all their lives – raises many questions and offers important insights into why so many of the students who are entering higher education from diverse backgrounds do not manage to do what we expect of them in spite of all our teaching. In the context of work on learning outcomes, most importantly Thomson's work raises questions about the 'neutrality' assumed for outcomes as knowledge, skills and abilities which are open for all to acquire regardless of the social spaces they have previously inhabited.

If higher education systems across the world are indeed to achieve the goals set for them by national governments then consideration of the 'socio-cultural' in teaching and learning is essential if those systems are to be open to diverse groups of students in meaningful ways. Attention

to what the learning outcomes we write may mean to students and what it might involve for them to acquire them is one important step in this direction.

At Rhodes University, the staff members from the Centre for Higher Education Research, Teaching and Learning incorporate understandings of the identity work some students might need to engage with, when they are supporting academic staff in writing learning outcomes and associated assessment criteria for their courses. This notion of identity is also key to all training programmes that focus on the development of staff as professional educators in higher education.

To enhance student development, Rhodes University operates a mentoring programme that links senior students, who were themselves first generation university entrants, with incoming first generation students. The senior students support the first generation students, helping them to make the transition from home life to university, and assisting them in dealing with identity issues as they arise.

Significantly, the focus of this work at Rhodes University is not to devalue the ways of being students bring from their home environments but to support them as they attain learning outcomes which are *additional* to the ways of being that they already inhabit. In this way, the University hopes to contribute to, rather than detract from, the rich multiplicity of South African society.

Assessment of Higher Education Learning Outcomes (AHELO): an OECD project in the making



There are currently over 135 million students studying in an estimated 17 000 different institutions across the world, and nearly 3 million students join degree programmes outside of their own countries. Faced with such diversity of choice, students often find it hard to answer important questions as they plan their study: Will I learn what I want to learn? Will my diploma prepare me for my career? Is the university I attend up to standard?

To help fulfill this gap the AHELO initiative (the Assessment of Higher Education Learning Outcomes), has recently been initiated by the OECD. Its aim is to measure various types of learning outcomes within HEIs, and examine a wide range of criteria to assess their influence

on those outcomes. It does not seek to be a ranking or league table, like for example the 'Shanghai Rankings', but instead aims to be an objective international assessment of quality, highlighting different aspects that these existing systems preclude – namely learning outcomes themselves – in terms of generic skills, discipline related skills and the value added by undertaking higher education.

The project is a bi-product of a June 2006 OECD Ministerial Conference, that took place in Athens, Greece. At this conference, ministers concluded that OECD countries needed to make higher education not only more available but of a better quality, and that current methods of assessing quality were insufficient. After a significant period of research, the AHELO project was presented to education ministers in January 2008, and the project officially began in May of the same year.

Currently an AHELO feasibility study to determine how far such assessment can be taken, has been launched. 10 OECD member countries are participating in the feasibility study, namely: Austria, Belgium (Flanders), Finland, Italy, Japan, Korea, Mexico, the Netherlands, Norway and Sweden. In each country, approximately ten universities will implement one or more of the assessments, although participation is voluntary.



The feasibility study is composed of four 'strands'. Three assessments strands will assess 'skills' related learning outcomes, and a fourth strand will measure 'value added':

- Generic skills – analytical reasoning, critical thinking and problem solving;
- Discipline related skills – student's competence in his or her chosen field. The feasibility study will concentrate on Engineering (1 strand) and Economics (1 strand), as the learning outcomes in these subjects are more or less invariable across countries and cultures;
- Value added strand – an assessment of the 'learning gain' of students by undertaking higher education.

AHELO will utilize different modes of assessment for each of the above, building on existing methodologies in each case.

The feasibility study will be completed in 2011, and at that time OECD member countries will decide upon whether to proceed with a full scale AHELO. For further information on the project, please go to the OECD website at the following link: www.oecd.org/edu/ahelo

A first issue of the AHELO Newsletter is also available online at: www.oecd.org/edu/ahelo/newsletter

Academic Achievement Standards: The Debate in Australia

by **Dr Antony Stella**, Audit Director (Member of the Advisory Group), Australian Universities Quality Agency (AUQA), Melbourne, Australia (a.stella@auqa.edu.au)



Mounting criticisms ...

In recent years, the 'level' or 'standard' of the achievements of students has attracted world-wide attention. While criticisms are mounting, the institutions have had difficulty in specifying clearly just what standards are achieved by their students. Part of the problem is because universities have tended to focus on institution-level inputs and teaching processes, although recent changes emphasize a more explicit focus on students. In Australia, the work of the Australian Universities Quality Agency (AUQA) has made a proposal to address this change in focus.

Work of AUQA

AUQA has been evaluating quality for eight years, and is currently in its second cycle of audits of universities, which started in 2008. The Ministerial Council that established AUQA require the Agency to report on the standards an institution is achieving. The expectation is that AUQA should be able to analyze and report on whether acceptable academic standards are being met, based on minimum standards or other reasonable measures of graduate outcomes or success.

Like most countries, Australia currently has no national structure in place to enable this assessment. Therefore, to carry out this mandate, AUQA has undertaken a number of measures. For example, in 2007, an AUQA-convened group developed a 'framework' for talking about standards, and institutions are now using this in their self-reviews and subsequent reports to AUQA. In 2008, AUQA convened an Advisory Group to look into how Australia might improve its ability to talk about achievement standards.

This Advisory Group drafted a discussion paper for public consultation which recommends that a central position be given to measuring and reporting academic achievement standards.

Public Consultation

The discussion paper released by AUQA in May 2009 recognizes that many types of standards are relevant to higher education, and concentrates on 'academic achievement standards', which refer to how much, intellectually and professionally, students have learned or acquired by the time they complete their higher education courses. The paper explains that *"students carry forward a considerable part of this learning into life after graduation. In that sense, academic achievement standards could be viewed as a form of 'product' or personal capital"*. AUQA considers 'outcome' a less satisfactory term to use because of its many different interpretations in education.

Specifically, the paper defines an academic achievement standard as: *"An agreed specification or other criterion, used as a rule, guideline or definition, of a level of performance or achievement"*.

With this definition, the paper argues that the major impediment to advancing our knowledge of academic achievement standards in a more rigorous way is the absence of formal, agreed statements of standards. A systematic national process for developing academic standards, expressed as statements of achievement, would involve the development – through appropriate consultation with the higher education sector – of an agreed model to document specific graduate outcomes and levels of achievement. AUQA proposes that it would be prudent to test the proposal on a small number of volunteer disciplines initially, and then move to perhaps eight or ten that cover the range of disciplinary types.

The discussion paper and other related documents are available online at: www.auqa.edu.au/qualityenhancement/academicstandards/



Responses to the Discussion Paper

The discussion paper was sent out very widely and over 50 submissions were received, from individuals and organizations, in both Australia and overseas. Some were positive about the ideas in the discussion paper, some were critical, and some were cautionary. Many offered useful suggestions for ways forward. AUQA's Advisory Group considered the responses and identified several next steps. Currently, five projects are under consideration, by five different organizations (including AUQA).

AUQA acknowledges that the task outlined in the discussion paper will not be quick or easy, but it will result in a significant improvement to academic work. Students will have a better idea in advance how their work will be measured and reported, and a clearer picture of what their final reported achievement signifies. Employers will have greater confidence in the meaning of the results that graduates present to them, regardless of the institution from which they come. And academics themselves will be able to face with greater confidence the frequent accusations of falling standards and 'dumbing down'.

Can Higher Education Change the Market? The Debate over Learning Outcomes in Japan

by *Akiyoshi Yonezawa*, Associate Professor, Center for the Advancement of Higher Education (CAHE), Tohoku University, Japan (yonezawa@he.tohoku.ac.jp)



Learning outcomes and quality assurance in higher education are now considered to be central issues for most countries in the world. In Japan, both the government and universities now advocate the importance of measuring learning outcomes, and of implementing educational reform to meet set targets. In practical terms, however, Japanese universities continue to face significant obstacles in effectively assessing the learning outcomes of their students. Among the most serious of these challenges is the structure of the labor market and of student enrolment in this country.

Following a period of rapid economic growth in the latter half of the 20th century, both the Japanese government and companies faced a shortage of human resources with sufficient vocational and professional training. Japanese enterprises changed this initial disadvantage into an advantage by developing their own in-house, on- and off-the-job training, with employees showing high loyalty in exchange for the assurance of long-term employment and internal promotion. Under this system, the most important function of formal education is to provide a high level, general education and to identify those with

a high potential for achievement in in-house training. Based on this assumption, the Japanese higher education system has utilized its hierarchical structure and imposed stringent entrance examinations to assess high general knowledge and skills up to a secondary education level. Japanese employers have traditionally relied upon the screening function higher education institutions play in providing indications of the applicant's suitability for in-house training, which has always received greater attention than learning outcomes of graduates, including those aimed to be directly useful and relevant to the job preparation, which have increased under the ongoing university reform. Companies try to ensure the recruitment of talented students more than one year before their actual graduation, a clear indication of indifference to 'learning outcomes' of the students.

Viewed from a different angle, this system has certain advantages. There is invariably a gap between what is learned in university education and what is required in the 'real world'. In-house training may provide more effective and specific training, and recruitment decisions before university graduation assure a smooth transition from education to the workplace. Promotion within internal labor markets also allows more time to identify employee competencies over long term monitoring. Clearly, the fact that neither students nor recruiters seem focused on identifiable learning outcomes is cause for serious reflection on higher education's means, objectives and practical value.

Due to the pressure of globalization and demographic change, however, Japan faces imminent and fundamental changes. A shrinking youth population has resulted in widespread, open entry to universities, while 90% of students enrolled in Japanese higher education continue to graduate. Learning from global trends, Japanese universities are making great efforts to improve the quality of education, enhance students' engagement in learning, and ensure learning outcomes through various management tools. Actually, through the official recommendation by the advisory committee of the Education Ministry, it is becoming common, for example, that learning goals both for generic skills and professionally specific skills are clarified in the course syllabi and program guidelines, and the assessment by the students on these points are collected. However, in many cases, the students are busy for making contact with recruiters of the companies, typically one and half year before their graduation. Although abundant access to higher education is desirable, it is not easy to foster engagement in learning and healthy peer competition to ensure high academic achievement. Strengthened governmental intervention in quality and learning outcomes of higher education may function as obstacles to effective university reform based on the needs of academics and students. It will take time, however, before these efforts are well recognized by industry and students.



Why education must be student-centered – use and assessment of learning outcomes

by **Robert Santa**, *Academic Affairs Committee, European Students' Union (robert@esu-online.org)*



In today's modern higher education landscape, we are constantly hearing of several so-called 'new' concepts that seem so basic that one wonders what is 'new' about them? One of these is 'student learning outcomes'. But what are student learning outcomes? Well, they are the basis for describing qualifications, and they are a vital 'tool' to enable enhanced recognition of what students learn & undertake in the course of their studies, of the prior learning, and of other competencies gained through the process of undertaking a degree programme.

Up until quite recently, the normal 'result' of a degree programme was a single, formal, subject specific, and graded qualification. This was in essence a 'professional stamp of approval' that was given by a university to successful students who passed all exams pertaining to a degree.

However, with the concept of learning outcomes based education, an alternative to this traditional approach was given birth. Initially popular in the United States during the 1980s and early 1990s, outcomes-based education has since caught the imagination of the broader academic world.

When defining student learning outcomes lecturers are required to reflect upon both the meaningful competences an individual student acquires, and the added value that a course or programme brings to the personal development of a student. Student learning outcomes should also set the stage for another concept – Life Long Learning – which tackles the notion of empowering individuals to consciously tailor their educational path throughout a lifetime thereby constantly developing creative thinking and critical citizenship.

However, many academics and students have had a tough time thinking or working in terms of learning outcomes and have had difficulty in seeing the exact benefits of outcomes-based education. Perhaps one of the most obvious gains of outcomes-based education is that students would be assessed against external, absolute learning objectives of the programme. This assessment would give details of the kind of competences students have gained in light of these specified course objectives. This would be an improvement of the more traditional system of merely 'grading' a student's academic knowledge.

Furthermore, there are other benefits to a learning outcomes approach. An educational system making full use of the learning outcomes at every level, would help

"picture" the student in a more comprehensive way. Upon graduation, he or she would no longer be labeled under a diploma or a title – be it 'Electrical Engineer', 'Doctor in physics' or 'M.Phil' for example. Rather, the outcomes of both the students formal and informal education would be mapped out, and the individual's actual competences recognized. The rather reductive frame of a title would be widened and the student would have his or her learning experience fully acknowledged.

One of the new approaches to dealing with learning outcomes is represented by the OECD's future AHELO project, soon to go through a feasibility study. In terms of conception, "AHELO is not a university ranking [...] AHELO sets out to identify and measure as many factors as possible influencing higher education, with the emphasis being always on teaching and learning."

The AHELO feasibility study examines four strands – Generic Skills Strand, Discipline-specific Strands in Engineering and Economics, Learning in context and the Value added strand. These are a good starting point to define specific indicators for the types of outcomes higher education can lead to. AHELO's idea of identifying instruments that measure the outcomes based on these strands is positive, however measuring and comparing the instruments (even in "cultural context") is difficult to do, as education fit for the purpose or need of the student is a concept that breaks down in a different way for every different individual and cannot be systematized.

As such, branding or assessing the instruments that generate learning outcomes is still likely to influence the student and parent's agenda, without offering a fully clear picture on just what the learning experience will be for individual needs, in distinct national or regional contexts.

Having a comprehensive position on AHELO is difficult, as it is still in the feasibility study stage. It can either become a very good instrument of support to help correctly assess learning outcomes, or an attempt at comparing the "quality" of the outcomes at various universities.

The CoRe projects: A need for transparent and comparable learning outcomes

by **Jenneke Lokhoff**, *Policy Officer, Knowledge and Information Directorate, NUFFIC, The Netherlands (jlokhoff@nuffic.nl)*



The Competences in education and cross border recognition (CoRe2) project is developing guidelines for higher education institutions on how to define and write learning outcomes (LOs) for their programmes and how to



present them, in order to make them useful for credential evaluation and ultimately facilitate student mobility.

Learning outcomes & recognition

The use of learning outcomes to describe the end result of a learning experience has been on the rise over the last few years within European higher education. This is a result of a shift in focus towards the output of education, rather than the input.

Such an approach is being reinforced by major developments within the European Higher Education Area, such as the Lisbon and Bologna Processes and the implementation of the European Qualifications Framework (EQF).

Learning outcomes have also been identified in the European region as being useful when evaluating foreign qualifications, especially when it comes to identify so called ‘substantial differences’, which is one of the main principles of the Lisbon Recognition Convention (LRC).

Learning outcomes can provide crucial additional information about the content and level of the education and qualification that students obtain, which would otherwise not be obviously clear from just the qualification or Diploma itself and/or the courses followed.

A need for transparent learning outcomes

However, learning outcomes are only useful as long as they are clearly and precisely formulated and as long as they provide additional information. This is currently not a common practice as was shown in the *Competences in education and cross border recognition* – CoRe 1 - project.

In CoRe 1 the usefulness of learning outcomes as described in the TUNING (Tuning Educational Structures in Europe) degree profile was evaluated. In short, the degree profile gives a characterization of the programme, mainly by presenting the specific learning outcomes. The project showed that higher education institutions (HEIs) currently present and write the learning outcomes of their programs in very different ways, which in turn does not help the transparency and comparability of the degree programme’s profiles.

To assist HEIs in presenting the information on degree profiles (or transcripts) in a similar way and to give guidance on how to write useful learning outcomes, a follow up project was initiated, known as CoRe 2.

CoRe 2

The main objective of CoRe 2 is to produce a user friendly guide for HEIs to help them foster transparency and comparability of their degree profiles and learning outcomes. The guide will contain the following main sections:

1. A standard template for the description of a degree profile and guidelines on how to complete it, in order

to ensure information is always presented in a similar manner;

2. A set of guidelines on how to write useful learning outcomes for the whole programme. The key learning outcomes should be included in the degree profile;
3. A glossary of terms to support a similar use of words and meaning when describing degree profiles and learning outcomes.

Three Project Phases

The project started in the autumn of 2008 and consists of three phases. In the first phase a draft of the guide is being prepared; the second phase is a testing phase. The testing – which is currently ongoing – is done by nine departments of HEIs, in three different subject areas, namely History, Physics and Nursing. On the basis of the feedback gained in this phase, a final version of the guide will be developed, which will be published in the autumn of 2010.

Project team

The project team consists of three main partner organizations: the TUNING Network is involved as the guide will be developed within the framework of the three subject areas and the TUNING methodology. A further five partners from the *National Academic Recognition and Information Centers* network are involved to deliver expertise on international recognition of qualifications, and to ensure the transparency and comparability of degree profiles. Lastly the *Dutch Flemish Accreditation Organization* is involved in order to ensure accreditation processes are in place.

For more information on the CoRe projects and its developments, please go to: www.core-project.eu

The Benefit of Learning Outcomes in the Context of Accreditation of Prior Learning and Credit Transfer in Germany

by **Wolfgang Müskens**, *Qualifikationsverbund Nord-West, Carl von Ossietzky University Oldenburg, Germany* (wolfgang.mueskens@uni-oldenburg.de)



In Germany the accreditation of prior vocational learning in higher education was rendered possible for the first time by a resolution of the Standing Conference of the Ministers of Education and Cultural Affairs (KMK) on June 28th 2002. This resolution declares:

“Knowledge and skills obtained outside higher education can be accredited towards a degree in the context of a – possibly



also blanket – classification if they [...] are equivalent in content and level to the part of the degree programme that is to be replaced [...]."

The objective of this kind of accreditation of vocational knowledge and competences is to enhance the permeability between continuing vocational education and higher education.

Since then the University of Oldenburg has participated in several pilot and development projects in order to develop procedures and instruments for the assessment and description of knowledge, skills, and competencies, which were intended to facilitate the accreditation of prior learning into higher education study programmes.

These procedures and instruments, which have become known as 'The Oldenburg Model of Accreditation', are based on the concept of 'learning outcomes'. In contrast to 'learning objectives' the learning outcomes described here are based on authentic learning products. External experts are asked to evaluate students' examinations, assignments, and project portfolios and derive subject-specific learning outcome statements from these authentic documents.

In order to accredit vocational trainings in higher education, their subject-specific learning outcomes are determined in the same way and then compared to the outcomes of the higher education study modules by means of the 'Learning Outcome Matrix' (LOM). This matrix was developed and tested in the course of the German case study of the Leonardo-project 'HE_LEO – Competence Orientation and Learning Outcomes in Higher Education' (duration: 2006-2008) (1).

However, other results of the HE_LEO project made clear, that besides subject-specific knowledge and skills, students also notably obtain generic competences. The development of generic competences is often closely related to the kind of examination or learning outcome assessment of a study module.

Oral and written examinations, group work, assignments, project papers and presentations contribute to the acquisition of diverse generic competences.

To assess what generic competences are acquired in a learning unit (e.g. module) a standardised instrument was developed. This 'Module Level Indicator' (MLI) makes it possible to assess the level of competence orientation of a learning unit based on 51 criteria. MLI and LOM complement each other in order to describe and compare subject-specific and general learning outcomes. The MLI is based on the 'European Qualifications Framework for Lifelong Learning' (EQF).

The assessment of learning outcomes by means of LOM and MLI provides a basis on which credit points from vocational education and their accreditation can

be assigned to learning outcomes and counted as part of the HE study programmes. During the Leonardo-project 'CREDIVOC - Transparency and Mobility through Accreditation of Vocational Learning Outcomes' (duration: 2007-2009) the instruments and procedures, which were originally developed with regard to the field of commercial professions and economics, were also implemented in the field of technical professions and engineering sciences (2). Furthermore first experiences were gained by implementing these instruments and procedures to nursing sciences.

During the Leonardo project PERMEVET, which started in October 2009, the instruments MLI and LOM shall be refined and merged with different approaches from seven other European countries.

The concept of learning outcomes facilitates an enhanced permeability between vocational and higher education. Thereby the modularisation of study programmes, which was implemented in the course of the Bologna Process, becomes more beneficial.

By means of the accreditation of learning outcomes from vocational education and training towards higher education programmes students will be able to save time and fees and realise the possibility to choose new and individual educational paths.

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Student Learning Outcomes: a Latin American priority?

By **Mirta Barreiro**, Director of the International Cooperation and Exchange Office, Universidad del Salvador, Argentina (mbarreir@salvador.edu.ar)

All around the world, organizations and institutions are being 'affected' by several factors related to globalization and to the strong impact





of new technologies. Some of the clearest signs are: the appearance of new global economies; the weakening of cultural borders; and, paradoxically, the emergence of nationalism and the intertwining of different cultures. Universities are equally undergoing changes – indeed their traditional learning methods have been modified based on the aforementioned.

One of the new challenges that universities must face is the claims families, the job market and even students lay on Higher Education. They request Higher Education to provide a quick and efficient answer to the needs of our constantly changing world. Universities are now required to not only provide theoretical knowledge but also other broader competencies and skills.

In this context, public or private accreditation agencies have created new assessments procedures. These no longer measure or evaluate the traditional teaching-learning process alone, but focus on what skills and learning outcomes the student acquires while studying.

Student learning outcomes assessment has become popular in the United States of America, Australia and now also Europe. However, Latin America has set other priorities.

In my opinion, measuring the ability of students and the outcome of the teaching-learning process from the “final product” (the alumni) is a complex task that deserves a deep theoretical discussion. Students bring their own social, cultural and educational background to the university. Qualifications and skills that a student has obtained prior to entering university are an important part of any student learning outcomes assessment process. It is true that the university has a transcendental responsibility with regards what learning outcomes students acquire, and how the learning process is carried out. However, this should not be its sole responsibility.

Having said this, SLO in Latin America is a possible and perhaps needed challenge for the future.

Currently there are no systematic or generalized programs that allow us to specify or measure how and what students from different learning levels have attained, nor any generalized HE ‘standards’ for the region. Nevertheless, it is true that many universities have to reassess their goals in light of changes regarding today’s changing needs and the expectations of Higher Education.

At The Universidad del Salvador (USUAL), ethics and social responsibility are part of the Bachelor and Post-graduate’ programs as well as a common denominator of all the disciplines taught. We encourage the inclusion of middle class and ‘inland’ students - 25% of our student body comes from provinces far away from the metropolis. We guarantee a diverse studying world regarding social background and place of origin. We further the institution’s internationalization to create a direct contact with other

realities, diverse problems and different way of facing outcomes.

We instil in our students the ability to share a comprehensive, diverse, inclusive and supportive educational overview. We run academic mobility programmes, involve students in community assistance and service programs, and mandatory internships are a complementary aspect of bachelor’s diploma programmes.

In the last decade, countries from the Latin American region have done valuable work implementing new Education laws, and have begun working on the inclusion of assessment and accreditation processes through public and/or private agencies. These accreditation initiatives are still not consolidated at the moment, and do tend to generate doubts and mistrust in some countries. I believe that Latin America still has to work on the creation of its own HE student assessment agendas, and it is most likely that these will not coincide with those in countries from the northern hemisphere.

University of Qatar’s Student Learning Outcomes Assessment System project

by *Dr. Shaikha Bint Jabor Al-Thani, Vice President and Chief Academic Officer, Qatar University, Qatar*
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The specific aims

Given the trend for ever increasing competitiveness in a very globalized higher education world, and in view of the need to produce evidence that the financial resources are actually being invested where they are most needed, higher education institutions are increasingly embracing student learning outcomes (SLOs) assessment at the programme level.

Accountability and transparency of higher education institutions are requested by stakeholders, who range from employers to parents, accrediting agencies, state legislators, and students. Competitiveness and globalization of higher education means that for academic programmes to survive, funding needs to be secured to maintain them. Higher Education stakeholders require measured evidence and proof of the fact that the programmes offer the best learner-centered education.

Qatar University introduced a SLOs assessment programme during the 2006-2007 academic year as an Internal Quality Assurance System. It aims to promote and develop all teaching and learning operations and improve academic programmes, as well as elevating QU students’ performance. Like other assessment systems elsewhere,



the Qatar University Learning Outcomes Assessment System adheres to a set of principles that are centered around:

- Educational values;
- Understanding of learning as being multidimensional and integrated;
- Clear and explicitly stated purposes;
- The targeted outcomes as well as around experiences that lead to those outcomes;
- University reform and the desire for improving the educational offering;
- Meeting the university's responsibilities to students and the community.

The initiative was introduced to the university community through a range of workshops that explained the roles of faculty, departments and colleges; it also provided a timeframe for the assessment cycle. The assessment of SLOs focused on nine academic programmes that have no professional accrediting bodies. These included Law, English, Arabic, History, Geography and Sociology.

During the first year of the two year-cycle, all university programmes produced documents that clearly articulated their vision, mission, objectives and learning outcomes. In the second year, these programmes designed an assessment plan to test the realization of the declared learning outcomes.

Significance and Results

The continuous assessment of Student Learning Outcomes is the most effective and innovative educational strategy to transform academic programmes – and hence the institution as a whole – from a traditional teacher-centered focus to learner-centered focus. Indeed, through its SLO assessment system, QU aims “To become a National Model University in Quality Learner-Centered Education”. This transformation has proven to have profound impacts on all aspects of interaction between students and faculty and the learning environment as a whole.

It is foreseen that the project will have significant impacts on the institution as well as on the higher education in Qatar, and the region, by enabling:

- A better level of attainment and preparedness for QU students;
- An improvement of the university's academic offering;
- Materialization of QU vision and mission;
- Significant impact on programme curricula and courses' design and delivery;
- A culture of assessment and a desire for continuous improvement;
- A cooperative learning environment with students at the core;

- Valuable interdisciplinary and intercampus discussions;
- The provision of powerful evidence to justify needed resources to maintain or improve.

Continuous effort is needed in order to refine the assessment related processes and to implement them in all programs offered by the university as well as to promote a culture of assessment and quality assurance within the university community. Such efforts will be key contributors to the continuous improvement of academic offering and the university as a whole.

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PUBLICATIONS

IAU Publications

Higher Education Policy, vol.22.3, September 2009 *African Universities and Internationalization*

ISBN 0952 8733



With the IAU 5th Global Survey on Internationalization well under way, this timely edition of HEP examines processes of internationalization in Africa, with the majority of articles coming from members of the newly-established African Network of International Education (ANIE). James Jowi, in the opening article, analyses the process of internationalization against the back-drop of the historical and political context of African HEIs. *Carlton McLellan* in his paper on South African internationalization policies examines international student experiences, indicating that these experiences do not always correspond with policy. *Philip Ayoo* takes a look at the double-edged role of information and communication technologies, demonstrating how the digital divide, if not bridged, risks increasing the gap between African higher education and the rest of the international community. *Olusola Oyewole* next looks at quality implications of internationalization, stating that the process has the potential for improving quality in higher education in Africa; however, in countries lacking appropriate regulatory mechanisms, it can also threaten quality. *Oanda Ogachi* looks at internationalization vs. regionalization, and discusses the emergence of coordinated regional efforts as a new way to promote internationalization in Africa. *Milton Obamba* and *Miriam Kimbwarata* analyse the new developments and potentials of academic partnerships and collaborations between African universities and the rest of the world. The final article by *Christine Kanyengo* does not look at internationalization, but addresses the challenges posed to libraries by massification in African higher education, and evaluates the measures taken at the University of Zambia.

Higher Education Policy, vol 22.4, December 2009

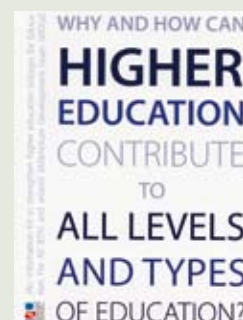
ISBN 09528733

The latest edition of the Association's quarterly research journal, Higher Education Policy (HEP) is now available, and provides readers with seven articles on various issues. Federica Rossi looks at competition and diversity in the Italian university system, showing how measures introduced to strengthen competition can contribute to a reduction in a system's diversity. Al-Barwani et

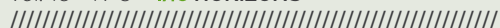
al look at brain drain in Oman, with more graduates than available jobs, many leave the country upon graduation; what is the impact of this on quality of HE in Oman? What are the implications of emigration on the move towards greater cost sharing in HE in the country? Elise Smith and Bryn Williams-Jones next look at conflict of interest policies at two Canadian research universities, describing the strengths and weakness of two different systems: one based upon a legalistic approach, promoting a concise but rigid structure; and an inspirational one, encouraging principle-based deliberation and wider interpretation. Erlenawati Sawir et al in their article look at international students in New Zealand, using a series of interviews to show that support services do not fully cater to the needs of international students nor do they accord them the full range of potential rights. The role of universities in strengthening local innovation capacity is examined by Peter Westnes et al, using two key gateways to the North Sea oil and gas provinces for a comparative study and observing that although two different innovation systems have emerged, there is no strong evidence that one is more successful than the other. Access policies for mature students in Portuguese higher education are then looked at by Amaral and Magalhães. Against a backdrop of changing government policy offer not only 'more' but also 'more diverse' higher education, they identify institutional reaction to access policies as reflected by funding type and whether university or polytechnic education. Bill Saint, in the closing article of this edition, dips into the realm of legal frameworks for HE governance in sub-Saharan Africa, identifying various mechanisms for insuring institutional accountability.

Why and How can Higher Education Contribute to All Levels and Types of Education: IAU Information Kit to Strengthen Higher Education Linkages for Education For All (EFA) and Related Millennium Development Goals (MDGs).

ISBN 978-92-9002-184-1



This information kit is developed within the context of an IAU project on strengthening the contribution of higher education and research to EFA and related MDGs. The project also comprises the development of a portal to provide resources specifically dealing with the subject and to promote work being done at this intersection. It includes searchable databases on higher education projects and experts engaged in EFA and related MDGs, an E-newsletter, Fora, and the online version of this information Kit. The information kit is available in French and English and on the internet. Further information on projects and organisations cited within this kit can be found on the Portal at: www.heefa.net



PUBLICATIONS

The International Handbook of Universities 2010

IAU, Palgrave Macmillan Ltd, UK.
ISBN 9780230209190

The 21st edition of *The International Handbook of Universities* has just been published. This handbook provides a complete resource with full and comprehensive information on over 14,000 higher education institutions around the world, including contact details, academic and administrative staff, degrees/diplomas offered, fields of study, and admission requirements. This three-volume publication, updated annually by the International Association of Universities (IAU), also provides overviews of the education system in every country, as well as free single-user access to the *World Higher Education Database Online* – the most comprehensive reference tool available in the field of higher education. This is an invaluable resource for administrators, career and education advisors, students, human resources directors, and institutional libraries.



This book explores the role of universities in responding to ongoing changes in China, and in shaping the relations between the university and the state during periods of change. Tsinghua University is selected as a case study to inform this important issue. The book offers original insights into the university-state relationship and provides a new understanding of the complexities China faces in the era when the country is becoming a key global actor.



N.B. - All IAU members receive a 50% discount on the listed price! For more information, please contact: center@iau-aiu.net

The SAGE Handbook of Intercultural Competence

Deardoff, D.K (Ed), SAGE publishing
(2009) ISBN: 9781412960458

This handbook examines the skills, attitudes, and knowledge that instructors, administrators or students will need to operate within several issues relating to intercultural competence. It deals with the concepts and theories relating to intercultural competence, intercultural competence in specific fields, and assessment and research of intercultural competence.



Other publications

Measuring Improvements in Learning Outcomes: Best Practice to Assess the Value Added of Schools

OECD Publications (2008). ISBN 9789264050228

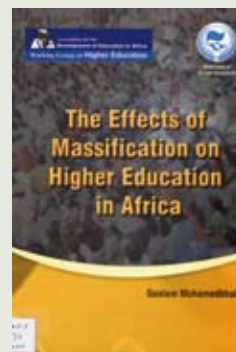
With education systems in all OECD countries coming under increasing pressure to enhance their effectiveness and efficiency, there is a growing recognition of the need for accurate school performance measures. This book looks into how to assess school performance using statistical models that estimate the contributions of schools to student progress in terms of stated education objectives.



The Effects of Massification on Higher Education in Africa

Mohamedbhai, G, The Association for the Development of Higher Education In Africa: Working Group on Higher Education, Association of African Universities (2008). ISBN 9780998858947

Africa has experienced a dramatic escalation in the demand for higher education, beginning in the 1960s and continuing today. Based on detailed institutional reports, this study looks, first at the effects of enrolment explosion on teaching, examination performance, physical faculties, institutional management, financing and quality of student life. It also documents some innovative ways in which selected institutions are coping with these challenges.



University Autonomy, the State, and Social Change in China

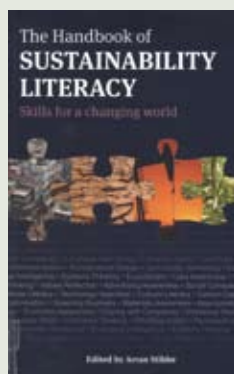
Su-Yan Pan, Education in China, Reform and Diversity Series, Hong Kong Press (2009) ISBN 978 962 209 936 4



The Handbook of Sustainability Literacy: Skills for a Changing World

Stibbe, A (Ed.), The Higher Education Academy and the Environmental Association for Universities and Colleges, Green Books Ltd (2009). ISBN 978-1-900322-60-7

This book offers a reflection on the skills that people need to survive and thrive in the 21st century. Covering a wide range of skills and attributes, from technology appraisal to ecological intelligence, the book includes active learning exercises, and is intended for educators and learners who are interested in the skills necessary for building a more sustainable future.



universities and the consequences of this trend for the quality of the education experience, the functioning of the university and the excellence of the academic environment.

Improving Learning by Widening Participation in Higher Education

David, M (Ed.), TLRP Improving Learning Series, Routledge, London and New York (2009). ISBN: 9780415495424

This book represents coherent rationales for improving learning for diverse students from a range of socio-economic, ethnic/racial and gender backgrounds within higher education, and for adults across the life course. Based on both qualitative and quantitative studies, it offers and insight into the overall implications for current and future policy, and aims to be a springboard for further research and debate.



WTO/GATS and the Global Politics of Higher Education

Verger, Antoni, New York: Routledge (2009). ISBN: 978-0-415-99882-6

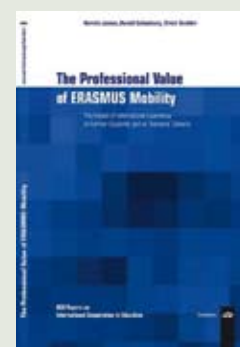
There have been surprisingly limited close, systematic and critical examinations of the WTO/GATS negotiations and outcomes concerning education. However this book does tackle this issue, placing GATS into the context of higher education markets, taking a step by step analysis of the process of negotiation, the unfolding trends, and introducing us to the different actors and their views on the process, including examples from two countries – Chile and Argentina.



The Professional Value of ERASMUS Mobility: The impact of international experience on former students' and on teachers' careers

Janso, K, Schomburg, H and Teichler, U, ACA Papers on International Cooperation in Education, Lemmens publishing, Germany. ISBN 9783 938306969

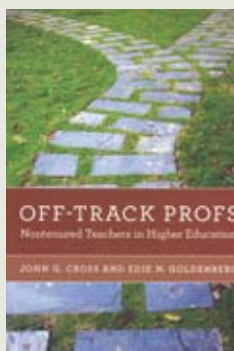
Financed by the European Commission, and with support from the Academic Cooperation Association (ACA), this report looks into the immediate value of the ERASMUS experience for students, and finds that this appears to be unchanged – namely the eye-opening value of a contrasting learning experience in another European country. However the authors argue that internationalization in general has progressed in Europe so much that the ERASMUS experience is bound to lose its exceptionality over time.



Off Track Profs: Non-tenured Teachers in Higher Education

Cross, J.G. and Goldenberg, E.N., The MIT Press, London England (2009). ISBN: 9780262012911

Much attention has been paid to the increasing proportion of non-tenure-track faculty adjuncts, lecturers and others in American Higher Education. This book investigates the expanding role of part time and non-tenure track instructors in ten elite research





December 2009

- 22-25 *Murray Edwards College, Cambridge University, UK*
Cambridge International Conference on Open and Distance Learning: Supporting Learning in the Digital Age: Rethinking inclusion, pedagogy and quality
www2.open.ac.uk/r06/conference

January 2010

- 14-15 *Université Paris Descartes – Paris, France*
L'européanisation et la professionnalisation de l'enseignement supérieur, quelles convergences?
www.resup.u-bordeaux2.fr/lesactualites/lesactu.htm
- 25-28 *CHEA – Washington D.C., USA*
Accreditation's Future: Building on Strengths... Creating Opportunities
www.chea.org/
- 27-29 *Tuusula, Finland*
12th International LInE Conference: Lifelong Learning and Wellbeing
http://lline.fi/lline_conference/

February 2010

- 08-12 *Ministry of Higher Education, Cuba – Havana, Cuba*
Universidad 2010: Universities for a Better World
www.universidad2010.cu

March 2010

- 06-09 *ACE – Phoenix, Arizona, USA*
92nd Annual Meeting: Meeting the Challenges Together
www.acenet.edu
- 11 *EUA – University of Vienna, Austria*
TRENDS 2010: the European Higher Education Area - achievements and future challenges
www.eua.be/
- 11-12 *Budapest - Hungary / Vienna - Austria*
Bologna Ministerial Conference
www.eua.be/nc/eua-news/view-item/article/507/
- 24-26 *British Council – London, UK*
Going Global 4: World potential: making education meet the challenge
www.britishcouncil.org/goingglobal-gg4-themes.htm

April 2010

- 07-10 *CSEU – Valencia, Spain*
International Conference on Computer Supported Education
www.csedu.org
- 14-16 *APAIE – Gold Coast, Queensland, Australia*
Educating for Extremes (Educating for Global Challenge in a Rapidly Changing World)
www.apaie.org
- 21-23 *CONAHEC – Houston, USA*
XIII North American Higher Education Conference: Innovation in International Higher Education Collaboration: Creating Opportunities in Challenging Times
www.conahec.org/
- 22-23 *EUA – University of Bologna, Italy*
Towards Financially Sustainable Universities II: Diversifying Income Streams
www.eua.de
- 25-27 *ACU – Cape Town, South Africa*
ACU Conference of Executive Heads: Universities and the Millennium Development Goals
www.acu.ac.uk/conferences/Cape_Town_2010

May 2010

- 30-4 June *NAFSA – Kansas City, USA*
The Changing Landscape of Global Higher Education
www.nafsa.org/annualconference/default.aspx

June 2010

25-26	IAU, Mykolas Romeris University – Vilnius, Lithuania IAU Annual Conference: Ethics and Values in Higher Education in the Era of Globalization – What role for the Disciplines www.iau-aiu.net
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August 2010

28-01 september	IEASA – University of the Witwatersrand, South Africa Current and Future Contributions of Higher Education Internationalisation in Africa's Development www.wits.ac.za/conference/ieasa2010
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September 2010

01-04	EAIR – Technical University of Valencia, Valencia, Spain 32nd Annual EAIR Forum: Linking Society and Universities: New Missions for Universities www.eair.nl
13-15	OECD / IMHE – Paris, France Higher Education in a World Changed Utterly: Doing More with Less www.oecd.org/edu/imhe/generalconference
23-24	Universidad del Salvador – Buenos Aires, Argentina – conference co-organized with IAU International Congress on Higher Education – The social and ethical commitment of universities: international and regional perspectives and challenges www.salvador.edu.ar/home/index.htm

October 2010

12-15	AIEC – Sydney, Australia 2010 Australian International Education Conference: Transitions & Transformations www.aiec.idp.com
20-24	Çanakkale Onsekiz Mart University – Çanakkale, Turkey World Universities' Congress: What should be the new aims and responsibilities of universities within the framework of global issues www.comu.edu.tr/unicongress2010/

2011

	IAU & Kenyatta University – Nairobi, Kenya IAU International Conference 2011 Date and theme to be announced
April/may	IAU & Indian Association of Universities – India IAU 4th Global Meeting of Associations Date and Theme to be announced

November 2012

12-17	Interamerican University of Puerto Rico, San Jose – Puerto Rico, USA IAU 14th General Conference Theme to be announced
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To insert an event in the IAU Calendar of Events, please contact IAU.



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Editor: Jeroen Huisman, University of Bath, UK

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