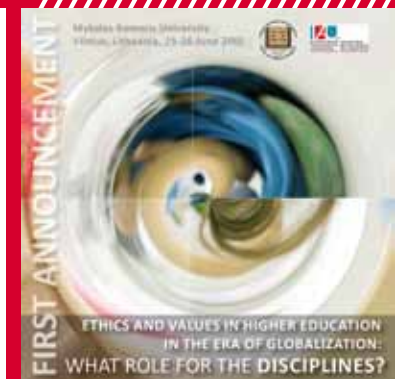


IAU, founded in 1950, is the leading global association of higher education institutions and university associations. It has Member Institutions and Organisations from some 130 countries that come together for reflection and action

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

- Higher Education, Ethics and Values: IAU meets in Vilnius in June
- Privatization: IAU/Palgrave Research Essay Prize 2010
- ISAS: New IAU Service
- IAU LEADHER Programme for Haiti

IN FOCUS

Higher Education and the Global Economic Crisis

CONTENTS

1 IAU NEWS AND ACTIVITIES

- 1 IAU 2010 INTERNATIONAL CONFERENCE – *Mykolas Romeris University, Vilnius, Lithuania, 24-26 June 2010*
- 2 IAU and Internationalization
- 4 IAU and EFA
- 4 HEDBIB
- 5 LEADHER Programme: rebuilding HEd in Haiti
- 6 Projects
- 8 IAU / Palgrave Essay Prize 2010: Call for papers

9 IAU COLLABORATION AND NETWORKING

11 MEMBERSHIP NEWS

12 IN FOCUS: HIGHER EDUCATION AND THE GLOBAL ECONOMIC CRISIS

- 12 Higher education and the global economic crisis, by *N.V. Varghese, IIEP, France*
- 13 How the global crisis affected higher education in Brazil, by *Naomar Almeida-Filho, Brazil*
- 14 UK universities: Responding to the global economic crisis, by *William Lawton, UK*
- 16 The financial crisis as an opportunity for tertiary education innovation and reform, by *Roberta Malee Bassett, World Bank, USA*
- 18 Higher Education and the Global Financial Crisis: The Case of University of Ghana, by *Clifford Nii Boi Tagoe, Ghana*
- 19 The Impact of the Global Economic Recession on Diversity in the United States, by *Gailda Davis, ACE, USA*
- 20 The Global Economic Crisis: Education International speaks out, by *Monique Fouilloux, IE*
- 21 Finance Serving the Common Good, by *Prof. Paul H. Dembinski, Geneva*
- 22 A Selected bibliography

24 NEW IAU AND OTHER PUBLICATIONS

28 CALENDAR OF EVENTS

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.

EDITORIAL

THE EXTENT TO WHICH THE CURRENT ECONOMIC CRISIS HAS OR WILL IMPACT ON HIGHER EDUCATION INSTITUTIONS,

and thus on students, faculty and staff, depends on a mix of factors, most particularly linked to the different ways that higher education institutions and systems are generally financed. Whether they are public, private, or a mix of both, in most parts of the world these factors include, among others:

- the level to which higher education is part of the State's 'bail-out' package and seen as an investment in the future;
- what proportion/share of overall funding is represented by tuition fees and what loan/scholarship/bursary programs are available to students, since family revenues and sense of security may drop
- what share of total funding is generated from endowment funds and philanthropy since interest rates and giving may both decline
- the overall enrolment trends in systems with student-based public funding.

As you can read in the In Focus section, the impact has been varied, often in surprising ways, with some positive stories of improved faculty recruitment opportunities, enrolments remaining on the rise and public support generally, but not always, retained in an effort to invest in the future on the part of both governments and families.

Yet, it is quite possible that only time will tell what lasting consequences may be in store. For example, in looking at public funding, the balance between investment in research and education may be worth watching closely over the next few years, since remaining or becoming competitive is perhaps a stronger incentive than provision of access to higher education for under-represented groups which may in fact require extra funding. As institutions are forced to do more with less, where will they economize? Will they focus on retaining flexibility by hiring more short-term or temporary faculty and staff? Will they maintain programs and courses that may seem less of a priority or are less in demand as students focus on securing jobs?

It is quite popular to argue that a crisis can also be a source of opportunities. Many have done so over the past few months. Perhaps time will confirm this but vigilance with regard to a number of issues and trends is warranted. Even if universities or government decision-makers wish to seize the crisis as an opportunity for fundamental restructuring or reform, will the prevailing conditions of cost-reductions and increased search for efficiencies to meet budgets cuts produce the kind of creative energy needed to find innovative paths for the future? Will the inevitable competition for fewer resources be conducive to finding win-win strategies? Will the enduring academic value system be weakened? These may be the million dollar questions – though a million dollars is far less today than in the past. Certainly, IAU will continue to observe the trends that may provide some of the answers to these questions or raise others.

As highlighted in this issue of IAU Horizons, the IAU 2010 International Conference on *Ethics and Values in Higher Education in the Era of Globalization* at Mykolas Romeris University may offer an opportunity for debate of such new challenges. The IAU Palgrave 2010 Research, as it looks at increasing privatization of the public higher education sector. IAU will also strive to offer more value-added to its Members by providing services such as the Internationalization Strategies Advisory Service (ISAS) also presented here. Last, but perhaps most importantly, IAU will add its modest contribution to the outpouring of solidarity for Haiti by inviting Members to submit proposals for a special LEADHER Programme focusing exclusively on Haiti.

Eva Egron-Polak
IAU Secretary-General

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Cover image – top photo panel:

Left – New Years' Card of the Observatoire de la Finance © Observatoire de la Finance, Switzerland / Jean-Paul Bovée

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

Right – Earthquake Haiti January 2010

IAU NEWS AND ACTIVITIES

IAU 2010 International Conference on Ethics and Values in Higher Education in the Era of Globalization: What Role for the Disciplines?

Vilnius, Lithuania, 24-26 June 2010

For several years, the emphasis on scientific research and innovation for economic competitiveness has been a dominant trend in higher education. 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.

In an increasingly globalized world, where 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. Higher Education is often discussed in generic terms, giving the impression of both unity and homogeneity. This idea is challenged by the existence of strong disciplinary cultures and practices that, on the contrary, are often seen as silos which in turn results in calls for increased multi- or inter-disciplinary cooperation.

This is why the IAU decided to focus its International Conference 2010 on What Ethics and Values Higher Education today upholds and should uphold. The International Association of Universities is pleased to debate what role disciplines are to play especially also now that globalised societies are affected by values that are to be reviewed in light of the global economic crisis. It will focus on how ethical considerations and values challenge the disciplines, how they permeate the conduct of the university's core business – namely teaching, research and community services – and how all disciplines collectively contribute to the transmission of some fundamental values in current times of diversity, economic turmoil and the challenges brought about by globalization. This Conference is organized in close collaboration with Mykolas Romeris University.

IAU is pleased to already announce the participation of the following speakers

from around the world: **Abdul Razak Dzul kifli**, Vice-Chancellor, University Sains Malaysia, Malaysia, **Jamil Salmi**, Higher Education Specialist, The World Bank, **Goolam Mohamedbhai**, Secretary-General, Association of African Universities, **Margaret Somerville**, Founding Director, McGill Centre for Medicine, Ethics and Law, Canada, **Sjur Bergan**, Head, Department of Higher Education and History Teaching, Council of Europe, **Gudmund Hernes**, President, International Social Science Council (ISSC) and many others.

Topics

Plenary Session I: **Ethics and Values: the Distinct and Related Challenges of the Social Sciences, the Humanities, Life Sciences and Technology**

- Survival or Revival? – Higher education values across time and culture
- Values as defining features of the 'modern' university
- Increasing accessibility in educational opportunities in a competitive world
- Risks and threats to Academic Freedom and Institutional Autonomy
- The ethical dimensions of international student recruitment and international research cooperation.

Plenary Session II: **Safeguarding Values and Ethics in Higher Education: a Shared Responsibility**

- The Changing Higher Education Classroom
- Interdisciplinary Networks, Focus on learning outcomes, Problem solving approaches to learning

Round table: Towards an Interdisciplinary Global Code of Ethics for Higher Education?

Special Session: **Re-Inventing Rankings and Alternative University Assessments**



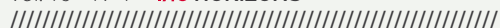
➡ COME AND PARTICIPATE IN THIS IMPORTANT EVENT

To register please go to:

<http://iauconference.home.mruni.eu/registrations/>

The Conference Website is available at:

<http://iauconference.home.mruni.eu/>



IAU EVENTS IMPORTANT DATES

2010

25–26 June: IAU International Conference 2010 on Ethics and Values in Higher Education in the Era of Globalization: What Role for the Disciplines?
Mykolas Romeris University, Vilnius, Lithuania

2011

11–12 April: 4th Global Meeting of Associations, on Internationalization of Higher Education: New Players, New Approaches
Co-organized with the Association of Indian Universities (AIU) and the Indian Institute of Information Technology (IIIT), New Delhi, India

2011

17–18 November: IAU 2011 International Conference on Strategies for Securing Equity in Access and Success in Higher Education
Kenyatta University, Nairobi, Kenya

2012

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

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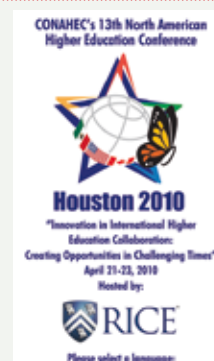
Bring your programmes, projects and other activities to the attention of the global HE community by advertising in IAU Horizons. Several advertising options are possible.

For any further information, please contact:
Mr. Ross Hudson, IAU Programme Officer @
r.hudson@iau-aiu.net

UPCOMING CONFERENCES CO-SPONSORED BY IAU

2010

21–23 April: Innovation in International Higher Education Collaboration: Creating Opportunities in Challenging Times – CONAHEC’s 13th North American Higher Education Conference
Houston, Rice University, United States
www.conahec.org/conahec/Conferences/Houston2010/index.html



2010

27–29 September: International Congress on Higher Education: “The social and ethical commitment of universities: International and regional perspectives and challenges”
Universidad del Salvador, Ciudad Autónoma de Buenos Aires, Argentina and IOHE
congreso@salvador.edu.ar – www.salvador.edu.ar/congreso/



2010

20–24 October: World Universities Congress on: What should be the new aims and responsibilities of universities within the framework of global issues?
Çanakkale Onsekiz Mart University, Çanakkale, Turkey
www.comu.edu.tr/english/

IAU 3RD GLOBAL SURVEY OF INTERNATIONALIZATION OF HIGHER EDUCATION

Analysis of the results of the IAU 3rd Global Survey of Internationalization of Higher Education is ongoing. The report will include, amongst several other aspects, an expert commentary on regional results of the survey, written by members of the IAU Internationalization Task Force and others.

The 2009 survey results will also be compared, where appropriate to the results of the other two IAU Global Survey of Internationalization (2003 and 2005), which will enable IAU to analyze how internationalization processes and priorities have been developing over time.

For further information on the Global Survey, or any other aspect of IAU’s work on Internationalization, please contact **Mr. Ross Hudson**, IAU Programme Officer, at r.hudson@iau-aiu.net

NEW IAU SERVICE: THE INTERNATIONALIZATION STRATEGIES ADVISORY SERVICE (ISAS)

Higher Education Institutions around the world are finding that internationalization can no longer be a sideline in their overall strategic planning process or policy development. It is central to the definition of a high quality institution and an important consideration for most HEIs.



As IAU Members seek to increase the level of preparedness of their students for a more globalized world, to offer new mobility opportunities for faculty and staff, to review their curriculum for improved internationalization “at home”, to strengthen their strategic research alliances or to develop marketing approaches to attract more exchange or fee paying international students, they have asked IAU for assistance so that they can benefit from the best thinking and practice from institutions around the world.

To respond to this need, IAU now offers a new service for institutional planning and development: the **Internationalization Strategies Advisory Service (ISAS)**.

ISAS is available to all IAU Member institutions as well as to other HEIs that are developing, reassessing, and/or revitalizing their internationalization strategy and related activities. Together with an international Expert Panel, IAU will work with institutional leadership and teams to ‘accompany’ them in their reflection and efforts to enhance their internationalization strategies.

Using its vast network of contacts, IAU will call on experts from around the world and to lend their knowledge and experience by forming the expert panel of this advisory, peer learning service designed to strengthen and improve internationalization strategies at the institutional level.

For further information about ISAS, please visit the IAU website, or contact, **Ross Hudson**, IAU Programme Officer at r_hudson@iau-aiu.net

Should you wish to join our **Roster of Internationalization Experts**, please complete and submit the form available at: www.iau-aiu.net/internationalization/pdf/form.pdf.

HOKKAIDO UNIVERSITY AND IAU – COLLABORATIVE REVIEW OF INTERNATIONALIZATION STRATEGY

As reported in the previous issue of *IAU Horizons*, IAU and Hokkaido University (HU), an IAU Member in Japan, recently collaborated in a review of HU’s internationalization strategies and process.

With direction provided by a Panel of internationalization experts, HU completed an in depth self assessment, that focused on selected areas of internationalization activities at the University. The resulting report prepared by HU served as the backdrop and a major resource for the Expert Panel site visit to HU in mid January 2010.

The three day visit, which was graciously hosted by the President of Hokkaido University, Dr Hiroshi Saeki, enabled the panel members, to meet with a wide range of Vice Presidents, Deans, Faculty, Departmental Heads, Staff Members and Students at the university, discuss the findings of the self assessment report, have many discussions about the current and future internationalization goals of HU, and build a detailed picture of the internationalization activities and processes taking place at the university.

The Panel Members will deliver the final report to HU by the end of March 2010. As requested by the university, this report will provide HU with recommendations and concrete advice to guide its future internationalization efforts, in line with the institutions medium and long term plans.

IAU would like to take this opportunity to thank Hokkaido University, for this highly interesting and enjoyable project. IAU will be building on the successes of this effort to collaborate with other HEIs within its new **Internationalization Strategy Advisory Service (ISAS)** www.iau-aiu.net/internationalization/pdf/ISAS.pdf



Members of HU and the IAU Expert Panel



STRENGTHENING LINKAGES FOR IMPROVED EDUCATION: HIGHER EDUCATION AND RESEARCH WORKING FOR EFA AND EDUCATION-RELATED MDGS LATEST DEVELOPMENTS



 www.heefa.net

The IAU Portal on Higher Education/Research and Education For All (EFA) and related Millennium Development Goals (MDGs), otherwise known as HEEFA, is now launched in both English and French versions. HEEFA is an open access portal to disseminate information on what higher education and academics are doing in EFA-related areas.

What is available?

HEEFA is composed of:

- A **Project Database** to share and learn about university initiatives in EFA-related areas (educational sciences, teacher training, educational quality, gender studies, awareness raising campaigns, capacity building, distance education, learning outcomes, literacy, etc.)
- An **Expert Database** to know who is involved, how and where and develop a community of academics who research, instruct and/or are engaged in outreach services.
- A **Newsletter** to highlight innovative projects, engaged experts, upcoming events and other news on the intersection of higher education and EFA and related MDGs.
- A **Forum** is foreseen in the near future.

Visiting and searching the HEEFA portal is open to all interested parties; contributing is expected.

Why should I contribute?

HEEFA is a collaborative portal where all information included in the databases comes from external data providers (in short: YOU). So, help us develop the portal by entering your profile and initiatives. The more you will be, the more you will benefit from a reliable and comprehensive tool. The more reliable and comprehensive tool it will become, the more it will reflect the correct image on the level of higher education involvement in EFA and related MDGs.

Information on how to contribute is available on the portal.

Who can contribute?

Experts are invited to enter their profile and initiatives. They must be affiliated with a higher education institution and they must have worked or be working on any fields covered by the Portal.

Data providers are invited to enter initiatives. They do not have to belong to a higher education institution or being experts in the field but they must know all details of a specific initiative to be able to fill in the form.

Forum participants can contribute to the discussions that will be launched soon. This category is open to all interested parties.

Contact: **Isabelle Turmaine**, Director, IAU Information Centre and Communication Services (i.turmaine@iau-aiu.net)

HEDBIB STARTS ANEW!



HEDBIB, the *International Bibliographic Database on Higher Education* compiled and maintained by the IAU has been redeveloped and upgraded. The new version will be launched on 1 April.

The revamped HEDBIB is now available on www.iau-aiu.net for a more direct access to the information and better visibility of the database.

The database is now fully searchable and data can be extracted and printed in a more user-friendly way. The new tool includes basic and advanced (multicriteria) searches; history of previous searches; different printing/extraction formats.

IAU Members are offered additional services such as access to abstracts; additional printing/extraction formats; and the possibility to receive bibliographies on specific topics directly by e-mail.

HEDBIB is a unique database which brings together over 34,000 references on higher education reform from

throughout the world. On top of reflecting the scope of the work of the IAU, HEDBIB is a collaborative database that includes references from the IAU/UNESCO Information Centre, UNESCO Headquarters in Paris, UNESCO European Centre for Higher Education (CEPES), UNESCO International Institute for Educational Planning (IIEP), UNESCO International Institute for Higher Education in Latin America (IESALC) and the American Council on Education (ACE). We will be looking for more partners in the near future.

If you have any comments on the new HEDBIB please send them to **Amanda Sudic**, IAU Librarian, Documentarist, at: a.sudic@iau-aiu.net.

**Special IAU LEADHER Programme
 for Haiti:
 Contributing to the long-term rebuilding efforts
 of Haiti's Higher Education sector
 CALL FOR SUBMISSIONS**



The IAU LEADHER Programme creates opportunities for learning partnerships and collaboration among IAU Member Institutions and taps into the wealth of diverse institutional reform experiences around the world. Since its pilot phase, launched in May 2007, several competitions have been organized and 35 IAU Members have received grants enabling them to work collaboratively in diverse areas of reform underway at their institutions.

The Fall 2009 competition ended mid-January and the IAU received several interesting projects. The following two proposals have been selected for funding by the Peer Selection Committee:

- Al Baath University (Syria) and ENSAM (France) will develop activities focusing on Revenue generation, diversification of funding sources and financial accountability; Application of internal quality assurance measures; Internationalization, implementing cross-border and other international activities
- A partnership involving the University of Manitoba (Canada) and the University of Ghana will focus on Recruitment and professional development of faculty and staff (human resource management and policy); Student access and equity policies; Outreach, community and extension services.



A building in Haiti after the earthquake in January

IAU is fully committed to contribute in a constructive way to the rebuilding effort of Haiti's Higher Education sector. This will be a long-term effort requiring the coordinated and collaborative capacities of many organizations and agencies, following the lead set by the Haitian Higher Education stakeholders. For this reason, IAU will take an active part in the international meeting being organized at the University of Montreal by the Agence universitaire de la Francophonie (AUF) in May. This meeting will seek to develop a coordinated action plan to the long-term rebuilding efforts.

Meanwhile, the IAU Secretariat has decided to open a **special competition of the LEADHER programme calling exclusively for projects that will provide support to the Haitian Higher Education sector**. The Association wishes to enable its Members to create and carry out collaborative projects and initiatives that may lay the groundwork for future, longer term partnerships for reconstruction.

More information is available on-line: www.iau-aiu.net and the deadline for submitting applications is **21 May 2010**.

Contact: **Isabelle Devylder**, IAU Programme Officer at i.devylder@iau-aiu.net

IAU SPECIAL PROJECTS

THE CHANGING NATURE OF DOCTORAL PROGRAMMES IN SUB-SAHARAN AFRICA



The IAU launched a new project to examine **The Changing Nature of Doctoral Programmes in Sub-Saharan Africa**. The project, modest in scope, forms part of the grant IAU has received from **Sida/SAREC**. It has been developed with active collaboration of a Working Group composed of IAU Board members and other experts who will continue to advise IAU.

In the context of globalization and internationalization, and noting the constantly evolving higher education landscape, the purpose of this project is to identify what changes are taking place in doctoral programmes in Sub-Saharan Africa, to identify the challenges or difficulties encountered and solutions being tested in different institutions. An additional purpose is also to offer a new and dynamic networking opportunity to a small set of HEIs to facilitate joint elaboration of comparative approaches and answers to the challenges they individually face. The study will consider programmes in several branches of science, namely the life sciences, the applied sciences, the social sciences and to the extent possible, the humanities.

The outcomes of this project will be made available initially to the participating IAU Member Higher Education Institutions and will be shared as well with the broader higher education community. Among the outcomes of this study will be the institutional reports and an analytical comparative report based on data collected and analyzed from all.

Participating Institutions

- **University of Ilorin**, *Nigeria*
- **Kenyatta University**, *Kenya*
- **National University of Rwanda**, *Rwanda*
- **Université Gaston Berger de St. Louis**, *Senegal*



Doctoral studies in Sub-Saharan Africa

Task Force Members

Chair

Is-Haq OLOYEDE, *Vice-Chancellor, University of Ilorin, Nigeria*

Members

Patricia POL, *Vice-President, Université Paris-Est Marne-la-Vallée, France*
 Piyushi KOTECHA, *CEO, Southern African Regional Universities Association, SARUA, South Africa*
 Gilles BRETON, *Associate Vice-President Academic (International), Director International Office, University of Ottawa, Canada*
 Wisdom TETTEY, *Professor, Faculty of Communication and Culture, University of Calgary, Canada*
 Phyllis FREEMAN, *Professor Emerita, University of Massachusetts, USA*
 Aboubacar BARRO, *Sociologist, Senegal*



Consultant

Ddembe WILLIAMS, *Lead Consultant/ Managing Director, Precision Innovation Systems Ltd, Uganda*

IAU coordinator

Hilligje VAN'T LAND, *Director, Membership and Programme Development, IAU, Paris, (h.vantland@iau-aiu.net)*

SUSTAINABLE DEVELOPMENT IN SUB-SAHARAN AFRICAN HEIS - A PROJECT DEVELOPED BY GUNI, IAU AND AAU

GUNI, IAU and AAU

initiated a project

entitled ***Sustainable Development in Sub-Saharan African Higher Education Institutions***; financed in part by the partners, it is sponsored by the Spanish Agency for International Development and Cooperation (**AECID**).



Sub-Saharan universities are key agents in any strategy for improving sustainable development in Africa. Yet, there are only few studies or data available about the role and practices that the universities and other higher education institutions (HEIs) have adopted or may be developing to promote and contribute to sustainable development of the region.

The project's main objectives are to:

- 1. Develop an overview of major actions**, experiences and practices that sub-Saharan HEIs are developing to integrate sustainable development considerations within their activities and to promote sustainability in Africa.
- 2. Identify the emerging trends and the priority lines of action** for the integration of sustainable development considerations in the work of Sub-Saharan African HEIs in order to help them develop new strategic action plans.
- 3. Raise awareness about the important role of HEIs** for promoting sustainable development in the region.

A Survey questionnaire has been developed to gather data requested for the analysis of the different areas listed above. It will be sent out to all Universities and other HEIs in all sub-Saharan African countries, taking into account the different language areas (French, Portuguese and English). The project results will be presented by GUNI, AAU and IAU in their various communication tools and presented officially during the **GUNI 5th International Barcelona Conference on Higher Education** to be held at the Universitat Politècnica de Catalunya, in Barcelona, from 23 to 26 November 2010 and will be published in the *Report Higher Education in the World 4*. Website: www.iau-aiu.net/sd/sd_project.html.

For further information, please contact **Dr. H. van't Land**, IAU Director Membership and Programme Development (h.vantland@iau-aiu.net).

EQUITABLE ACCESS AND SUCCESS IN HIGHER EDUCATION – IAU MOVES FROM STATEMENT TO ACTION

In 2008, IAU's international Task Force of experts completed work on a Policy Statement entitled ***Equitable Access and Success in Quality Higher Education***, which has now been signed and endorsed by a large number of university associations from around the world. The Statement is available online. Additional endorsements are most welcome.

To move beyond the principles and recommendations of the Statement, IAU is launching a pilot project to support concrete institutional development and actions to improve equity in access and success (retention). The pilot will examine institutional policies and programs designed to improve access and success for learners from under-represented groups. Participating Institutions are from the Americas and Asia.

As a first step, the IAU in collaboration with the Task Force, will design an **Institutional Self-Assessment Instrument** to help universities collect institution-level information and critically examine what they are doing (or what obstacles stand in their way) to ensure that there is equity in access and success/retention of learners from under-represented groups. The pilot universities will be asked to report on the outcomes of this self-assessment and most particularly on the important lessons learned in the process of looking for successful outcomes, constraints and challenges experienced in various parts of the institution. The Pilot universities are also invited to analyze and comment on the Self-Assessment Instrument itself, an aspect of critical importance to its improvement and potential wider use.

The third stage of the project will bring together representatives of the Pilot universities and the IAU Task Force for a small workshop designed both as a networking and sharing opportunity and an opportunity to analyze the overall results of the institutional processes, evaluate the potential for generalizing this process in other HEIs in the future and advise on other initiatives IAU could develop to pursue the 'equitable access and success agenda'.

Partial funding support for the project has been confirmed by the World Bank, additional support is being sought from the Lumina foundation in the USA.

Contact : **Elodie Boisfer**, IAU Executive Assistant (e.boisfer@iau-aiu.net)



CALL FOR PAPERS: IAU/PALGRAVE MACMILLAN RESEARCH ESSAY PRIZE 2010



palgrave
macmillan

Prize in Higher Education Policy Research – 2010 Essay Competition Theme: “Privatization of Public Higher Education: Current Trends and Long-Term Impact”

Thanks to, and in partnership with, Palgrave Macmillan Ltd., publisher of the Association’s research and reference works, the **International Association of Universities (IAU)** is pleased to announce the 2010 IAU/Palgrave Prize in Higher Education Policy Research. The aim of this Prize is to promote research in the field of higher education policy by recognizing outstanding work on a particular theme by a scholar from an IAU Member Institution or Organisation.

The 2010 Prize will focus on the theme: **Privatization of Public Higher Education: Current Trends and Long-Term Impact.**

Privatization, in reference to higher education, refers to a process or tendency of higher education institutions (both public and private) to take on characteristics of, or operational norms associated with, private enterprises. The term is not a precise one. Privatization on the one hand connotes a trend to view the student as a consumer, and includes a trend to offer education as a commercial “product” or commodity. Thus attention is paid to image, competitor institutions and “niche markets”, pricing and the enhancement of net earned revenue. Privatization also suggests the adoption of management practices associated with private business, such as outsourcing (i.e. of printing, food services, bookstore operations, or general building maintenance), competitive and efficiency driven working environments, “top down” management, widespread use of audits and accountability measures (accreditation and ranking), and an insistence that each unit (department or academic programme) contribute to profitability.

Proponents of more privatized higher education claim that it makes colleges and universities more responsive to the needs of students and employers alike, in addition to generating efficiencies that can enhance the institution’s goals, whatever they may be.

Critical thinkers stress the dangers they see in the (increasing) privatization of Higher Education: governments further decrease their support for the sector, leaving private higher education institutions to fill in the gaps; education offered through the public sectors shrinks, students, who contribute to funding privatization by paying fees, are faced with education debts; fees themselves potentially act as barriers to access to higher education. Privatization impacts on the

autonomy of institutions; cooperation with the private sector may be ‘interesting’ financially but again may often impact substantially on the autonomy of research, etc.

There has been a massive increase in the number of private higher education institutions but less is known about the extent to which the privatization of hitherto public institutions has been gaining ground. Furthermore, the methodologies to track this evolution are still being developed and given that this is an ideologically laden topic, it is not always easy to monitor what is really taking place.

Yet, the distinctions between public and private, profit and not for profit HEIs are always being drawn. Are these lines accurate? Are they relevant? What challenges and/or opportunities need to be addressed?

By choosing this theme for the 2010 Research Essay Prize, IAU wishes to mobilize its membership to focus their research efforts and share their findings on the privatization of public higher education, the risks, benefits and challenges and the impact the trend may have on the overall system and on society as a whole.

The research-based essays may take the form of an analytical case study, an analysis of trends, provide an overview of relevant policies or offer the results of impact assessment. They may also look at important partnerships forged, showcase good-practice or evaluate relevant funding policies or approaches.

We would like to underline, however, that the invitation for submissions is for research-and analysis-based papers; not purely descriptive articles.

The **IAU/Palgrave Prize, valued at £1,000**, is awarded to the most outstanding essay received from a researcher/scholar working in an **IAU Member institution/organization**. The essay should not exceed 7,500 words in length; it should be written in one of the Association’s two official languages – English or French – and be submitted in the first instance in electronic format (MS Word).

An international jury of distinguished scholars and higher education leaders will review the Essays submitted and select the most deserving Essay. The result will be widely disseminated by the Association.

Deadline for submission for the 2010 Prize:
30 September 2010

Please send all queries and essays to:

Nicholas Poulton

International Association of Universities (IAU)
UNESCO House,
1, Rue Miollis,
F-75732 Paris Cedex 15, France
hep@iau-aiu.net

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

World Innovation Summit for Education

Doha, Qatar, 16-18 November 2009

Several IAU Board Members and the Secretary-General attended the World Innovation Summit for Education hosted by the Qatar



Foundation in Doha, from 16 to 18 November. This large gathering brought together representatives from all levels and types of education from around the world to discuss three major themes: pluralism, sustainability and innovation. The Summit was opened by Her Highness Sheikha Mozah Bint Nasser al Missned. Ms. Irina Bokova, the new Director-General of UNESCO, delivered a keynote presentation. www.wise-qatar.org/

3rd Forum on Internationalization of Sciences and Humanities

Alexander von Humboldt Foundation, UK, 19 November 2009

The IAU Secretary-General took part in the 3rd Forum on Internationalization of Sciences and Humanities, which was organized by Alexander von Humboldt



Foundation and held at the Royal Society in London, UK, on 19 November. It brought together the Members of the Foundation's International Advisory Board and several speakers as well as Foundation staff. Papers will be published in 2010 by the Foundation www.humboldt-foundation.de/web/iab-forum-2009.html The Secretary-General's paper is available online on the IAU website.

DESD Reference Group Meeting

UNESCO, Paris, 19-20 November 2009

As part of the IAU on-going collaboration with UNESCO in the implementation of the UN Decade of Education for Sustainable Development, the IAU Director, Membership and Programme Development took part in the DESD Reference Group meeting held in Paris, from 19 to 20 November. UNESCO's leading role in the Decade on Education for Sustainable Development was debated and projects for the second half of the Decade were reviewed. www.desd.org



1st International Seminar of the CGBU

Salvador de Bahia, Brazil, 25-28 November 2009

IAU Director of Membership and Programme Development took part in the first International Seminar organized by the Coimbra Group of Universities in Brazil. The Seminar and the second General Assembly of the Group took place last November at the Universidad Federal de Bahia, in Brazil. The Programme of activities and projects developed by the CGBU Working Groups for 2010 are available online as are Dr van't Land and other papers presented at the above mentioned event (www.grupocoimbra.org.br/index.php).



Delegates at the first International Seminar of the CGBU

Global Higher Education Forum (GHEF)

Kuala Lumpur, Malaysia, 13-16 December, 2009

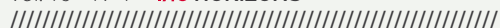
The Secretary General of IAU took an active part in the second edition of the **Global Higher Education Forum (GHEF)**, organized by the Ministry of Higher Education of



Malaysia and the University Science Malaysia in Penang, Malaysia on December 13-16, 2009. The focus was on current trends and future perspectives in higher education development with a particular emphasis on South-South collaboration and regional trends. Presentations addressed such issues as regionalisation, higher education as an import and export commodity, higher education in economically turbulent times and many other topics. Several organisations were co-sponsors of the event. IAU partnered with USM and the Ministry to organize the first edition of GHEF in 2007 and the series is beginning to assume a biannual schedule with the next GHEF proposed for 2011 (www.gheforum.usm.my/2009/).



Isabelle Turmaine, IAU's Director, Information Centre and Communication Services, was elected **Member of the NGO-UNESCO Liaison Committee**. For more information: www.ngo-unesco.org/english/



IAU COLLABORATION AND NETWORKING

International Exhibition for Higher Education

Riyadh, Saudi Arabia, 26-29 January, 2010

IAU Vice-President, Prof. Dzulkifli, together with Dr. van't Land, IAU Director, Membership and Programme Development took part in this international conference and exhibition and established new collaborative links with Higher Education Institutions in Saudi Arabia. www.iehe.mohe.gov.sa/



IAU Delegates at the IEHE, in SA

U-Multirank

The IAU Director, Information Centre and Communication Services, is a Member of the **Advisory Group of the Multi-dimensional Global University Ranking**. The project is funded by the European Commission and developed by the **CHERPA** (Consortium for Higher Education and Research Performance Assessment)-Network, composed of several European higher education organizations and led by the Center for Higher Education Policy Studies (**CHEPS**), The Netherlands and the Centre for Higher Education Development (**CHE**), Germany.

The **aim of the project** is to study the feasibility of an **alternative global ranking of higher education institutions** that would reflect the diversity of higher education provision and avoid the bias observed in existing ones (language, size, research intensive, etc).

The **CHERPA**-Network is planning to develop a ranking that compares only institutions which are similar and comparable in terms of their missions and structures. In this perspective, the European Classification of Higher Education

Institutions (U-Map) will be used to create comparable sets of higher education institutions. It will try to address the needs of different users and be more accurate and fair to all institutions by testing the methodology chosen on an institutional and two field-based (business and engineering programmes) rankings; by choosing indicators related to all sectors of activity of HEIs and not only to research; and by using a grouping approach (on the model used by the CHE) rather than league tables.

IAU's agreed to participate in the Advisory Group because rankings are gaining importance worldwide but they offer a very restrictive vision of the higher education sector. Participating in an initiative that is striving at offering a more diversified vision of the sector was interesting and a way to promote IAU's values and have indicators on the social/community engagement of HEIs considered and possibly included in the project.

Your comments are welcome. Contact: **Isabelle Turmaine**, Director, Information, Centre and Communication Services (i.turmaine@iau-aiu.net)

In co-operation with the European University Association:

EUA Bologna Handbook – Making Bologna Work



This handbook is designed to support you in every step of the Bologna process:

- It covers all aspects of the Bologna process by describing the elements of the process and guiding you through their implementation.
- Renowned practitioners and Europe's leading experts in the field of higher education reform guarantee the highest level of practical guidance.
- Access information helping to improve your implementation process by best practice studies and easy-to-use tools adaptable to your individual needs in print and digital format on CD-ROM and our handbook website.

Be always up-to-date with our quarterly supplements!

Further information and order form available at <http://www.bologna-handbook.com>

RAABE
NACHSCHLAGEN – FINDEN

MEMBERSHIP NEWS

New IAU Members

IAU is pleased to welcome the following new Members who joined and rejoined the Association since December 2009

INSTITUTIONS

High Institute for Architecture in 6th of October City, Egypt
www.hiinstitutearch.com



University of Eastern Finland, Finland
www.uef.fi/english/



Kalinga Institute of Industrial Technology, India
www.kiit.ac.in



Modern University for Business and Science, Lebanon
www.mubs.edu.lb



University of Balochistan, Pakistan
www.uob.edu.pk/

Ziauddin University, Pakistan
www.zu.edu.pk



Titu Maiorescu University of Bucharest, Romania
www.utm.ro



Linnaeus University, Sweden
http://lnu.se/?l=en



University Aberdeen, United-Kingdom
www.abdn.ac.uk/



Al Ghurair University, United Arab Emirates
www.agu.ae



Gannon University, USA
www.gannon.edu/



ORGANISATIONS

Catalan Association of Public Universities (ACUP – Associació Catalana d'Universitats Públiques), Spain
www.acup.cat/



Association of American Colleges and Universities, USA
www.aacu.org/



News from Members

The European Centre for Strategic Management of Universities (ESMU) organises two study tours in the context of its **Study Tour European Higher education Program (EU-STEP)** which is funded by the **EU Erasmus Mundus Programme**. EU-STEP aims to promote better understanding of European Higher Education and foster opportunities for exchange between the EU and Latin America, USA/Canada and Australia/New Zealand. **Calls are open** for the following Tours:

- EU-STEP European Higher Education Study Tour For Higher Education Leaders in the **USA and Canada** – 13-19 June 2010
- EU-STEP European Higher Education Study Tour For Higher Education Leaders in **Latin America** – 3-9 October 2010

These will bring you to Brussels (BE), Valencia (ES) and Glasgow (UK). They are of particular interest to all IAU Members. Please note that a 10% discount on the application fees applies for Members of IAU. For more information and to apply: www.esmu.be/studytours

Burton R Clark, 1921-2009

IAU mourns the passing of Burton R. Clark, Alan R. Cartter Professor Emeritus in Higher Education at the University of California Los Angeles, one of the Association's founding institutional members.

Clark's more than half a century *oeuvre* placed him amongst the key figures who shaped the study of Higher Education in the Western World. As an organisational sociologist, Clark's career began at UCLA where he completed his doctorate on Adult Education in 1954. Subsequently, his progress unfolded across two of America's great research universities – the University of California, Berkeley and Yale – before returning to his *alma mater* UCLA as holder of aforementioned Chair in 1980.

Clark's scholarship was rare, meticulous, and endowed with a clarity few of his contemporaries succeeded in rivaling. The nuance in his analyses and case studies to explore issues of national systems of higher education was inseparably grounded in the institutional cultures, beliefs and the structures that shaped and upheld them. The interplay between micro and macro level remains one of the outstanding and distinctive features of the "Clarkian" approach to the study of Higher Education.

For many, Clark's 1983 publication *The Higher Education System: Academic Organization in Cross-National Perspective* still remains a quintessential and basic conceptual route map across the field. IAU was singularly fortunate in his contribution to its research series, *Issues in Higher Education* with a study entitled *Entrepreneurial Universities: Organizational Pathways of Transformation*. It rapidly attained the status of a classic and path breaking work.

His loss is no less grievous to the world of scholarship in higher education than it is to his wife, Mme Adèle Clark, to whom IAU extends its heartfelt and deepest condolences.

By Guy Neave, former IAU Director of Research



In Focus:

IMPACTS OF THE GLOBAL ECONOMIC CRISIS ON HIGHER EDUCATION TODAY



Higher education and the global economic crisis

by **N.V. Varghese**, *Head of Governance and Management in Education at the International Institute for Educational Planning (IIEP/UNESCO), Paris, France*
(nv.varghese@iiep.unesco.org)



The Swiss and Dutch Governments do not plan to cut their budgets and intend to maintain the same level of funding in real terms.

The crisis is global

The leading economies are experiencing the worst crisis since the Great Depression. Output has shrunk, jobs are lost, and unemployment has been mounting in developed countries. This is the most synchronized recession of all times, spreading to developing countries which experience a decline in exports and commodity prices, trade flows, remittances, aid flows and foreign direct investment (FDI). The crisis may result in 51 million job losses, a drop in remittances by US\$40 billion and in aid by US\$20 billion in 2009. All of these may push an additional 57 million people below the poverty line.

The crisis and public funding of higher education

Government response to the crisis varied – some governments reduced public funding for higher education, some increased, and still others maintained the same level of funding.

Many of the Eastern European countries cut budgets for higher education – 3% was cut in Estonia, 7% in Hungary, 6-7% in Poland, 10% in Lithuania, etc. Italy in Europe and many states in the USA cut their higher education budgets for 2010.

Many countries increased budget support for higher education. The Mexican, Russian Federation and Spanish Governments allocated more for student scholarships and new structures and study programmes; the Norwegian Government for doctoral programmes and infrastructure; the German Government for infrastructure and science and technology; and the UK Government for research.

Crisis and institutional responses

A decline in public funding support, donations, voluntary contributions, the capacity of students to pay fees, and the loss of asset value affected the financial capacity of institutions. The Ohio State University endowment fell by 11%; the Universities of Oxford, Cambridge and Yale lost millions of dollars of their asset values. Further, many universities are restructuring study programmes, staff recruitment procedures and student support systems to cope with the crisis. Arizona State University eliminated 500 jobs; the University of Florida eliminated 430 staff positions; and the University of Nevada excused some 100 employees. Some universities move from tenured to temporary appointment of teachers.

The student fees form the main source of income for private institutions. During crisis periods households find it difficult to pay fees, scholarships decline, part-time jobs disappear, student loans dry up, and students substitute subsidized public institutions for fee-paying private institutions. Many governments introduced student support systems, as happened during the East Asian economic crisis, to help private institutions survive this crisis period.

The crisis and higher education enrolment

Despite all difficulties, enrolment in higher education is on the increase. Between 2008 and 2009, enrolment in the USA increased from 39% to 41%; in the UK by 8%; in Europe, too, enrolment is growing in higher education. India is going ahead with a massive expansion plan and China, too, envisages an increase in enrolment.

The cross-border student flow is also on the increase. Between 2008 and 2009, international student enrolment increased by 17% in the UK and 8% in the USA. The highest increases were from China (21%), the Middle East (17.7%) and India (9.2%). This is contrary to what happened during the East Asian economic crisis. A high household savings rate, a difficult domestic job market, and a fall in the dollar value keep study abroad programmes popular in the largest sending countries such as China and India. The overall contribution of international students to the US economy in 2008 was US\$17.8 billion.

However, it needs to be noted that the education sector, in general, suffers from 'hysteresis' during crisis periods. It may take a bit longer to see the effects of the crisis in education and it may continue to be felt even after economic recovery takes place. Therefore, the seemingly low adverse effect in the sector in the short-run should not make the sector complacent. If the crisis continues, the effect may be severe. Therefore, there is a need to influence decision makers to reinforce faith in investing in education as part of the solution to the crisis.

Concluding observations

Contrary to expectations, budget cuts were less widespread and enrolments continued to expand in higher education during the crisis period. Two factors seemed to help protect the sector. First, the voice opposing budget cuts in education was very strong. Many world leaders and funding agencies affirmed their faith in education and strongly argued for protecting the sector from the shocks of the crisis. Second, household savings were reprioritized to invest in the education of their children. The past savings of the middle class helped to sustain the financial capacity of households to support education in the short-run.

This article draws from:

- Varghese, N.V. 2001. *Impact of the economic crisis on higher education in East Asia: Country experiences*. Paris: IIEP/UNESCO.
- Varghese, N.V. 2009. "Running to stand still: Higher education in a period of global economic crisis". Paper presented at the Global Forum on High Education (GHEF), Penang, Malaysia, 13-16 December 2009 (www.gheforum.usm.my/2009/).



How the global crisis affected higher education in Brazil

by **Naomar Almeida-Filho**, Rector, Federal University of Bahia, Brazil
(naomarf@ufba.br)



The year before Brazil was hit by the global financial crisis, President Lula's government had launched an ambitious reform

plan for the 56 universities that form the federal network of higher education. This plan was called REUNI, an acronym that summarizes investment in personnel and infrastructure for expansion, re-structuring, academic renovation, and social inclusion. This was a radical change in policy, long overdue, since education has been a major part of the social debt inherited from colonial times, enhanced by two dictatorships, which consolidated an oligarchic social system using the State as an instrument for its hegemony.

Public universities, offering undisputed better-quality

teaching, free of tuition fees, were largely responsible for the professional and academic training of the ruling elite. In paradox, students from poor families, who struggled for upward social mobility, were forced to enroll in paid private institutions to acquire lower-quality instruction in socially disregarded professional careers. The target of the REUNI Plan was to overcome such a perverse situation, with incentives for efficiency and population coverage along with affirmative action programs. The 4 million students in higher education (only 1 million in public institutions), was projected to rise to 7 million in four years, with more than 2.5 million students in the public university system.

Then came the unannounced crisis. The hopes raised among progressive intellectual and political groups by the REUNI reform were suddenly replaced by the fear of having the 6 billion dollar investment plan halted. But the fears did not last long.



Although budget cuts were expected as an immediate response to the financial collapse, anti-critical economic measures were implemented in a somewhat unorthodox strategy, which soon revealed to be highly effective. No shrinking of the social revenue structure, but increases in the legal minimum wage and enlargement of the conditional cash transfer program for poorer families. Instead of more taxation, tax reduction for industrial goods that could generate positive effects in the economy. State-owned banks facilitated credit flow for small-business and other sectors strategic to strengthen the internal market.

Before the crisis, Brazil had an average 4% annual growth rate for five years, with steady improvements in Gini coefficients due to poverty reduction and the subsequent expansion of middle-income sectors. Although technically not being in a recession, an estimated GNP growth rate below 1% in 2009 was a break in the ascending pattern of economic growth with wealth distribution. Nevertheless, by the second semester, the economy gave signs of recovery, with industrial production reaching pre-crisis indicators and unemployment rates falling to historical lower records. Now, GNP projections for 2010 have been revised upward, approaching an estimate of 6% increase.

The context of higher education followed a similar pattern. During 2008-2009, investments and budget increases planned for the network of public universities were maintained and, in some cases, anticipated. Mass-scale construction of labs and classroom buildings, equipment acquisitions, faculty and personnel recruitment, all contributed to enhance economic activities and reinforced the government strategy to deal with the financial backlash.

Overall, the trend of more access to higher education for larger population groups was not at all affected by the

crisis, jumping the participation of the 18-25 year age groups from 9% to 13%. As an illustration, take the example of my institution, a middle-sized university located in the Northeast Region of Brazil. In ten years before 2007, one single lecture hall, less than 5,000 m², was built; in the past two years, more than 60,000 m² were built or are under construction. In 2007, 3,700 places were offered in 61 courses; in 2010, almost 8,000 students were admitted to 113 programs.

An optimistic point of view is that, in a certain way, crisis means opportunity, as far as it allowed our educational system to adjust better to the country's needs. By analogy, the same might have happened to infrastructure investments, particularly transportation and energy, which could hardly follow the pace required by the pre-crisis growth levels. Nonetheless, the demands of specialized manpower for the sustained economic development and for promoting social inclusion are still immense. Brazil has recently experienced a shortage of engineers, ICT experts, social workers, health personnel, teachers (at all levels), and other professionals. This indeed represents a real pressure on the country's system of higher education to form personnel faster and more effectively in the near future.

Last but not least, the global crisis seems to have raised among Brazilian universities a deeper awareness of the importance of internationalization to accomplishing their academic and social missions. Some of the current challenges we face could be better handled with partnership through institutional networks, operating on the basis of solidarity and sharing the historical values of the university culture, valid before, after and throughout contexts and crises.



UK universities: Responding to the global economic crisis

by **William Lawton**¹, UK Higher Education International Unit, London, UK
(william.lawton@international.ac.uk)



Higher education (HE) is a soft target. On 23 December 2009, the UK government announced its Christmas present to the HE sector: a £915 million cut in funding over three years, including £449 million for 2010-11. This just about wipes out the real income gains (£1.3 billion for 2006-08) realised by the introduction of fees in 2006.

As the global economic storm of the past two years now clears, governments are turning to their public-sector debts.

American universities can thank Wall Street rather than government for the extent of their dwindling riches. The value of Harvard's endowment fell by 30% – more

1. Dr Lawton writes in his personal capacity.

than \$10 billion – in the year to June 2009. This left it with a nest egg of \$25.7 billion. The next four largest lost between \$6.5 and \$3.7 billion. These numbers are on a scale that hardly bears thinking about.

Universities should be thinking about revenue diversification. The *Gazette* newspaper in Montreal bluntly spelled out one option on 12 February with the headline, 'Cash-strapped universities desperate to recruit foreign students', and went on to say that the economic outlook explained why institutions across Canada, the US, Australia and the European Union were 'madly jockeying for bright young minds, wherever they may be'.

Here in the UK, the sharp rises in international student applications in 2009 suggests little need for jockeying – mad or sane. For many universities, the problem is the opposite: because the number of international (non-EU) students is unregulated, at what point do you stop accepting them?

It is true, *de jure*, that no zero-sum game exists and that international students do not take university places away from UK and other EU students. But in an era of fiscal austerity, they become *de facto* linked because international students can help plug budget deficits. Even so, many universities would be loathe to inflate overall student numbers at the ultimate expense of the quality of education and the student experience.

A report for Universities UK in 2009² showed that international (non-EU) student fees provided the largest relative increase in income – 152% – for UK universities between 2001-02 and 2007-08 (i.e., before the recession). 'Endowment and investment' income also rose, but by 74%, which was also the overall size of the sector's income rise. It should be no surprise that the recession has not stemmed this trend: UUK's annual tuition fees survey in 2009 suggested that fees for international students in 2009-10 would be an average of 5% higher.³

And so to other revenue streams: for years UK universities have observed, with a mix of envy and wonder, the philanthropic propensities of Americans.⁴ Following a consultation with the sector, the UK government launched a three-year, £200-million matched-funding scheme for voluntary giving in April 2008 – in hindsight, just as the recessionary storm clouds were gathering. The scheme aims to achieve a 'step change' in voluntary giving; whether that is happening should be apparent soon, as payment of matched funds for the first year are due in March 2010.

Either way, US-style fundraising is not wholly foreign to the UK: Cambridge and Oxford universities are both running billion-pound fund-raising campaigns that have netted £940 million and £780 million, respectively (though Oxford has done this in only two years rather than the eight for Cambridge).

But it would seem that even these big numbers can fall short of requirements when cash is needed quickly. Cambridge, which is reported to have assets of £4 billion, announced in January that it would issue bonds for the first time in its history in order to finance a £300-million building project. This was portrayed as a novel means of fundraising, though press reports did point out that Lancaster University pioneered the method back in 1995.

Ivy League universities took this course a year before Cambridge, when they saw the size of their impending endowment losses. The *Chronicle of Philanthropy* reported in January 2009 that Harvard had raised a \$1.5 billion bond issue and Princeton had sold \$1 billion in bonds.

Revenue diversification by definition provides some resilience to risk. UK universities appreciated this before the global recession because governments have always been competent at lowering expectations when it comes to funding. The state's share of HE funding was decreasing even before the current cuts. International student recruitment is a form of revenue diversification but it might not be the most prudent one in the long term.

This global recession had no adverse impact on the UK's key recruitment markets. Such apparent good fortune may have been helped by a weaker pound but it most likely reflects a reputation for good quality and sustained brand strength. Even so, 'past performance is no guarantee of future results'. The future may well belong to those countries and universities that most successfully implement a partnerships strategy that brings education to where the markets are. Complacency is not a problem of UK universities. The problem is that they have not yet collectively been forced into a rethink of how to respond to financial risk.

2. Brian Ramsden, 'Patterns of higher education institutions in the UK: Ninth report', pp. 84-6 (Universities UK, 2009) – www.universitiesuk.ac.uk/Publications/Documents/Patterns9.pdf.

3. See www.universitiesuk.ac.uk/Newsroom/Facts-and-Figures/Pages/default.aspx

4. See, for example, Eric Thomas, 'Increasing voluntary giving to higher education: Task force report to government' (DfES, 2004) see: www.dfes.gov.uk/hegateway.



The financial crisis as an opportunity for tertiary education innovation and reform

by **Roberta Malee Bassett**, *The World Bank, Human Development Network, Education, Washington DC, USA*
(rbassett@worldbank.org)



Introduction

Over the past eighteen months or so, the impact of the financial crisis on tertiary education has been a topic of great interest. The specific situation in developing countries has been under-examined, however, most likely due to the lack of timely data. Addressing the challenges that developing countries face in their tertiary education sectors as a result of the crisis requires concerted efforts locally as well as on the part of donor organizations like the World Bank.

The crisis presents formidable challenges that need to be addressed both in the short- and long term including: diminished resources, personal and academic challenges for institutions and students, staffing problems, downward pressures on comprehensive tertiary systems, and much more. While acknowledging these significant negative impacts, which have been amply documented, this piece seeks to highlight the potential that education has both to spur and drive the recovery and to evolve and improve as a result of the crisis. It will focus therefore on both the opportunities that one might envision arising from a well-developed crisis response and on the role that the World Bank might have in assisting its members as they develop localized responses to the crisis. Recognizing the potential for education to serve as a tool for recovery, this piece will explore the implications of the crisis from a different and potentially positive perspective.

Opportunities for Tertiary Education Institutions and Governments

Among the opportunities for innovation or re-examination for tertiary education sectors are:

- *Tertiary education institutions reassess their funding strategies and labor market linkages*

To reduce their dependency on any single income source, tertiary education institutions need to reassess the balance among existing funding sources and intensify income generation activities.

- *Tertiary education institutions use the crisis to launch innovative projects and implement structural reforms*

Institutions may be in a position to capitalize on the downturn by investing (at lower costs or, in some cases

getting more for their money) in faculty and infrastructure improvements. Increased focus on international partnerships between institutions is seen as an opportunity for future economic and social development. Strategic partnerships amongst academic institutions are mechanisms that can drive innovation and support industry and business with capacity building to effectively compete in global and regional markets during times of crisis and beyond.

- *Governments reform financial aid programs and recognize the role of tertiary education in support of economic growth*

To protect low-income students and other vulnerable groups from cyclical downturns, governments need to increase the availability of scholarships and establish or expand student loan programs that are financially sustainable. Existing resource allocation mechanisms affected by the crisis such as loan programs for students need to be adapted rapidly and flexibly to offset the negative effects of the crisis on access to university. Reforms of grant and loan programs need to consider that strong governmental structures are needed to effectively address the administrative requirements of such programs.

In the future and the burgeoning global knowledge economy, skills, competencies and qualification requirements will increase across all types and levels of occupation. A stronger focus on school-university and the subsequent university-labor market transitions will be key areas of innovation for improving the relevance of education locally and globally. This crisis may offer an opportune moment to re-think and re-examine curricular and pedagogic foundations in a search for more efficient and effective mechanisms for high-quality tertiary education.

- *Governments promote reforms that would make tertiary education systems more innovative and entrepreneurial*

A crisis presents a unique opportunity for policy makers and university leaders to establish new criteria to evaluate the performance of academic institutions and their overall tertiary system. The economic and financial crisis is a good moment to highlight the role of tertiary education institutions as loci for research and development, capacity building and the preparation of entrepreneurs as reflected in the following cases. Economic downturns are ideal times for innovation. Governments could therefore encourage tertiary education institutions to think more creatively and build up entrepreneurship skills and motivation as part

of their contribution to their overall knowledge and skills agenda. International partnerships are a potential area of both innovation and economic buffering that tertiary institutions and systems are increasingly considering globally.

The global economic crisis has accelerated the need for Asian universities to engage internationally, and to create regional mechanisms through which students and faculty members can move more easily from one country to another, said Asian university presidents at a conference here this week.

...

The global recession, which has hit some Asian countries harder than others, was the talk of the conference, but many here viewed the downturn as an opportunity to promote the value of maintaining international connections.

"You could say that higher education has become more important because of the global financial crisis," said Hao Ping, a vice minister in China's Ministry of Education.

...

"To cut partnerships in international higher ed now would be a profound mistake," said Rick Trainor, principal of King's College London. "When the economic upturn comes, we will need such international collaboration. We all need each other to prosper."⁵

The crisis is an opportune time for governments, business, and academia to focus on fostering progressive ideas in science, technology and business. The crisis may trigger many structural changes, and new skill sets and attitudes will be crucial to effectively adapt to the needs of a post-crisis society.

Implications for the World Bank

With these potential responses to the crisis in mind, the Bank can envision ways in which it may assist its member states in weathering the storm of the financial crisis. The World Bank can help client countries in five complementary ways:

- *Funding for student aid programs*

To avoid further diminishing of tertiary education enrollment, especially among students from low income families and vulnerable groups, targeted subsidies are needed in the form of scholarships, grants and student loans. This involves mobilizing additional resources and conducting proper targeting.

- *Technical assistance on student loans*

In times of crisis, cost-sharing cannot be implemented equitably without adequate student support mechanisms

5. Hvistendahl, M. (April 17, 2009). "Presidents of Asian Universities call for more international partnerships." *The Chronicle of Higher Education*. 55 (34) p. 22

for academically qualified but needy students.

- *Financial support to low- and middle-income countries*

A Vulnerability Fund has been proposed by the World Bank to invite developed countries to pledge the equivalent of 0.7 percent of its stimulus package as additional aid the crisis. To help fight the effects of the crisis in low and middle-income countries on the social sector the World Bank is providing financial assistance to the education and health. Education financing reaches \$ 4.09 billion.⁶

- *Policy advice to protect public funding for tertiary education*

Past experience during economic recessions shows that governments tend to cut funding for social sectors (health, education, etc.) more readily than for other sectors. The Bank can assist counterpart Ministries and other relevant agencies in making the case for maintaining or even boosting the budget for teaching and research in tertiary education institutions. Through the training of well qualified graduates and the production of relevant research, tertiary education contributes to innovations and productivity increases that can, in turn, help countries in their efforts to accelerate growth and emerge from the economic crisis.

- *Policy dialogue on structural reforms*

Economic and financial crises should not be regarded only as times of increased difficulty, but also as opportunity windows to implement structural reforms that would otherwise be politically challenging. Through policy dialogue with governments and stakeholders, the Bank can facilitate the consideration of key changes in the way resources are mobilized, allocated and utilized, with a view towards putting in place more sustainable financing strategies for tertiary education.

Conclusion

It may seem counterintuitive to imagine the impact of the crisis on tertiary education as a potentially positive development. And, of course, the overall work the World Bank has done regarding the crisis has focused on the challenges and concerns. But, to quote Paul Romer (Stanford University): "A crisis is a terrible thing to waste." As a tool for recovery and for driving innovation and opportunities, education is a powerful counterpoint to crisis, and, thus, it is imperative that tertiary education stakeholders see opportunities as well as challenges in the response to the crisis. With the appropriate supports, tertiary education has the potential to emerge from the crisis more relevant and valued, particularly in lower- and middle-income countries, than ever before.

6. World Bank. (April 24, 2009). Global Crisis Prompts Big Rise in World Bank Health and Education Financing – AIDS Drugs Could Be in Short Supply. Press Release. Washington D.C. Retrieved August 18, 2009, from <http://web.worldbank.org/WBSITE/EXTERNAL/NEWS/0,,contentMDK:22155700~menuPK:34463~pagePK:34370~piPK:34424~theSitePK:4607,00.html>



Higher Education and the Global Financial Crisis: The Case of University of Ghana, Legon

by **Clifford Nii Boi Tagoe**, Vice-Chancellor, University of Ghana, Legon, Ghana
(cnbttagoe@ug.edu.gh)



Introduction

The continuing global economic crisis has touched every industry and every sector of the economies of all industrialized nations and produced very significant downturns in millions of lives. Higher education has not been immune to this recession. Both public and private universities have seen endowments shrink, decline in government funding and students' inability to secure education loans, which are vital to being able to attend most universities in North America, the United Kingdom, Australia and Europe. Naturally, University of Ghana could be expected to be affected by the recession given its size and complexity.

Established in Ghana, and fully autonomous since 1961, the University is the largest in Ghana, with a student population of 33,039, a teaching and senior administrative staff of 950 and a support staff of 4,600. It has two colleges, six faculties, two schools, a city campus, five institutes, over 90 departments and centres, and affiliated institutions.

This paper examines the effects of the Crisis on the University in the period from 2007, the year preceding the crisis and 2008 – 2009, the years when the crisis became manifest. The examination will involve the assessment of the effects, if any, on:

- The University's income
- Enrolment of sponsored (fee paying) students including foreign students in the University
- Recruitment of academic staff.

(I) The University's Income Sources

University of Ghana is funded significantly by the state. The Government provides funds generally for emoluments and infrastructural development. Other revenue sources include fees paid by foreign students, grants for research and gifts from external bodies and institutions.

The University's unaudited accounts from 2007-2009 shows no significant reduction in Government support over the period. The receipts rose from 65.8 percent of total income in 2007 to 68.1 percent in 2008, dropping by 1.7 percent in 2009.

(II) External Funding of Research Projects

Government support is not adequate to meet the University's needs. The shortfall, which is between 32 and 35 percent, is offset by tuition fees from students including foreign students and donations to support research and similar activities. Donations in support of research received from overseas during the period also did not show any significant decrease. On the contrary, donations actually showed increase, rising by 71.6 percent from 2007 and 2008 and 47.2 percent between 2008 and 2009, an indication that the University is improving its fund raising efforts.

(III) Sponsored Students

It is the intention of the university to admit 10 percent of its students from outside Ghana. Sponsored students pay full fees. The institution has not achieved that objective but there are indications as shown in the Table below that students from outside Ghana were not prevented from coming to Legon by the economic downturn.

(IV) Recruitment of Academic Staff

The crisis in Europe and North America resulted in high unemployment in organisations including universities. This again was not the case in the University of Ghana. During the period, Legon actually increased its academic staff strength; new staff increased from 4.2 in 2007 to 4.4 percent of the total academic staff in 2009.

The University still has vacancies. The challenge is to fill these positions when public sector salaries are not sufficiently competitive to attract qualified candidates. This is a task the University is pursuing.

How the University of Ghana can Use the Current Credit Crunch to Strengthen its Academic Programming

Fortunately, the university is well-positioned to use the current crisis to its advantage. Its debt ratios are low. It is not dependent on endowment earnings for operating costs. There is elasticity in demand for available spaces. Over the past five years, Legon could not admit more than 55 percent of all qualified applicants; it admitted 55 percent in 2008/2009. The University's fee structure has been kept low and has flexibility for modest increments without

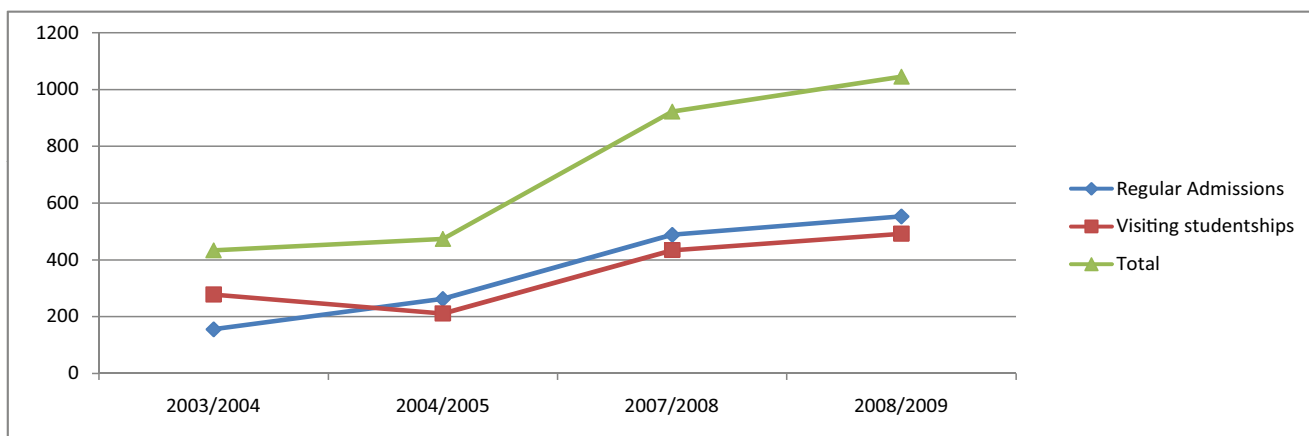
compromising the University's role as a national provider of high quality education.

In terms of being able to attract interest of potential new faculty, the University has a high reputation in the community of universities and a commitment to provide for lecturers with support for personal professional development in a sound teaching environment.

The crisis has changed the market for academics in both North America and the UK. A recent *New York Times* article shows that nearly three quarters of all lecturers in the US are either on contract or part-time faculty adjuncts. It indicates there are many highly trained, experienced academics

who are eagerly looking for places to teach in a university environment. Indeed, a recent advertisement by the University of Ghana in the *Chronicle of Higher Education* for teaching positions in the Department of Philosophy attracted more than 120 applicants, 74.6 percent of whom had PhDs from leading universities.

University of Ghana has not felt serious negative effects of the crisis. It has, instead, seen the potential of using the crisis to recruit well-qualified staff available outside its shores. The institution is now engaged in a major review of its programmes following a visitation of the institution in 2007. It is expected that the review will enable the institution to shape its opportunities and assets.



Enrolment of International Students at the University of Ghana: 2003 – 2009



The Impact of the Global Economic Recession on Diversity in the United States

by **Gailda Pitre Davis**, Associate Director of the Center for Advancement of Racial and Ethnic Equity, American Council on Education (ACE), USA, (gailda_davis@ace.nche.edu)



Headlines proclaiming “Diversity Takes a Hit During Tough Times”⁷ and “Recession Puts Another

Barrier Between College, Minority Students”⁸ are a call to action for those of us on the continual quest for racial equity in higher education. At a time when the United States is becoming increasingly diverse, campuses are scaling back efforts in many areas, and diversity efforts are no exception. History shows us that in unstable economic times, low-income populations and racial minorities (i.e.,

African Americans, Hispanics, Native Americans, and Asian Pacific Americans) tend to fare worse than others in terms of higher education access and attainment. However, before addressing this most important cause, we must first understand the national economic landscape for higher education.

Institutions have seen declines in several financial streams as a result of the global economic crisis. According to the National Association of College and University Business Officers (NACUBO)-Commonfund Study of Endowments, institutions saw a decline of 18.7 percent in their endowments for fiscal year 2009. Similarly, states have seen declines in available funding support for institutions, declines that the American Association of State

7. Gose, B. (2009, October 11). Diversity takes a hit during tough times. *The Chronicle of Higher Education*.

8. Simon, A. (2010, February 9). Recession puts another barrier between college, minority students. *The Greenville News*.



Colleges and Universities indicated would guide much of the policy action in state institutions within its Top 10 Higher Education State Policy Issues for 2010⁹. Declines in donations from alumni, individual donors, corporations, and foundations present further complications to institutions. The Council for Aid to Education reported that colleges nationwide saw a decline in donations of nearly 12 percent during the previous fiscal year.

These declines may force institutions to rely more heavily on tuition support. However, given the nation's current economic status, it would be highly problematic to attempt tuition increases. At a time when institutions are fraught with financial cutbacks, they are also being called upon to reach into the coffers to provide aid to more students because student loans have become less readily available, which is due in large part to the economic downturn. This untimely convergence of additional financial need and economic declines has created challenges for both institutions and students. The result is that those who have historically struggled to afford college – a population largely made up of low-income and racial minority students – will now have even more challenges in doing so.

With regard to attainment, an abundance of literature indicates the importance of culturally relevant programs and support services for minority students.¹⁰ Sadly, the economic crisis threatens to erode initiatives designed to increase the intercultural competence of all students as well as the programs created to support attainment by minority students – programs to which many people have attributed much of the increase in enrollment and retention of these students in recent decades. Individuals charged with safeguarding the access and attainment of minority students must brace for further changes and explore ways to continue the positive strides made in U.S. higher education by minorities.

9. American Association of State Colleges and Universities. (2010). Top 10 higher education state policy issues for 2010. Washington, DC: American Association of State Colleges and Universities.

10. For examples, see Gaither, G. H. (Ed.). (2005). What works: Achieving success in minority retention. New directions for institutional research (No. 125). San Francisco: Jossey-Bass; Ford, C. A. (Ed.). (1996). Student retention: Success models in higher education. Tallahassee, FL: CNJ Associates; Rendon, L. I., Garcia, M., & Person, D. (Eds.). (2004). Transforming the first year of college for students of color. Columbia, SC: University of South Carolina.

One way to ensure the continued success and viability of diversity efforts is by institutionalizing them within higher education. Strategic plans, retooled institutional mission statements, and expanded learning goals for students – all students – are mechanisms for advancing these efforts. Although the process to formulate and implement such change may be arduous, it is well worth it because it reinforces the notion that fully integrating diversity within the core academic mission of an institution adds value to the educational experience for all students.

We live in an increasingly diverse and globalized society. Our nation has become home to individuals representing cultures from all over the world, which creates a demand for further dialogue on the importance of intercultural competence and multicultural understanding for students, many of whom represent this very diversity within our institutions. We must find ways to ensure students become effective citizens of our 21st-century global society, including guaranteeing opportunities for exposure to multiple cultures and teaching the intercultural skills necessary for effective relationships with individuals different from themselves. Institutionalized and systematic efforts will not only create a welcoming and supportive environment for students from various racial backgrounds but also ensure that every student has a positive and productive educational experience.

U.S. higher education has been hit hard by this recession, and as a result, institutions have had to tighten their financial belts while promoting academic ideals. This, however, does not mean the end of diversity in higher education if institutions are willing to commit fully to sustained work in this area. Intentional efforts to institutionalize diversity are imperative if we are to maintain the gains achieved during the last 30 years in enrolling and graduating racial minorities. Given the changing U.S. demography, the ability to maintain forward momentum in producing diverse student populations will be a major contributor to the nation's success.



The Global Economic Crisis: Education International speaks out

by **Monique Fouilhoux**, Deputy Secretary General, Education International, Belgium
(Monique.Fouilhoux@ei-ie.org)

In the context of the current financial, economic and social global crisis, universities and its members of staff have

to deal with major constraints. There is a clear need for greater awareness of both the real impact as well as the future threats posed on universities as a result of the global crisis.

Education International (EI), the global union federation representing teachers and educators across all levels of education from early childhood education to higher education, has looked into the impact of the crisis across the education sector and thus on all teachers, professors and HE staff. Aiming to act against the negative consequences of the global economic crisis, EI launched its *Hands up for Education* campaign. This entails working hard to persuade governments to invest in education as a strategic response to the crisis, not to cut it. Investment in quality public education is, after all, a key element in post-crisis regeneration. Through *Hands up for Education*, EI has also helped its affiliate education unions in combating the effects of the crisis. Education International's member organisations have shared expertise and good practices on this issue to contribute to the campaign materials. On the basis of best practices across Central and Eastern Europe, they have devised a strategy for teachers' unions to emerge from the crisis.

Universities have a *key responsibility* and a *clear role* to play in designing solutions to the crisis. In particular, universities with a large number of financial and economic programmes – notably MBAs – that were somehow unable to predict that the crisis would take place now carry great responsibility to reform the mainstream assumptions and principles inculcated in its students. It is crucial that they instil in their students a sense of social responsibility and an awareness of the greater consequences of risks taken in the financial sector with the purpose of pure economic gain.

On a wider scale, universities have a key role to play in negotiating with government authorities to ensure continued and sustainable funding for higher education and access to all levels of higher education, in particular to students from poor socio-economic backgrounds. Universities are also responsible for safeguarding academic freedom and good working conditions for their teaching and research staff in order to ensure quality higher education for their students. Only by means of quality higher education that teaches the right set of skills for the post-crisis regeneration period can countries hope not to have to face another global crisis in the future.

It is crucial for universities to engage with teachers' trade unions, which are working steadily to find solutions to the crisis across the world. They aim to ensure societal recovery both as workers in the public sphere, as well as a group which is key in developing the critical capabilities of students and in advancing knowledge and innovation in society. Our teacher and higher education staff unions are eager to work with universities, both in developing research on the crisis and in advocating for sustainable funding of public higher education.

Within a wider societal framework, universities strive both to safeguard their own autonomy as well as individual academics' academic freedom. This is a central principle in the 1997 UNESCO *Recommendation Concerning the Status of Higher Education Teaching Personnel*, which recognises academic freedom both as a right and as a responsibility of academics in the wider context of societal development. Trends towards greater privatisation and the drive towards efficiency under the pretext of 'doing more with less,' which lies at the basis of the current crisis, leads to increased pressures on academics, in particular through restricted time and funds for research. When budget cuts have taken place and when alternative funds have been sourced for university funding, academics find themselves very often in a situation in which their right to academic freedom is violated.

In short, we have to be fully aware of the fact that the crisis is affecting higher education and universities as both victims of the situation and key drivers to its solution. Teachers' trade union organisations should work together with students and universities to ensure that the longstanding traditions of university autonomy, academic freedom and collegiate governance are not compromised by current economic constraints. Together they can ensure that current and future generations will have access to quality public higher education, which is crucial if we want to secure the prosperity and advancement of our societies in the future.

Finance Serving the Common Good The Manifesto for a finance that serves the common good of the Observatoire de la Finance

by **Paul H. Dembinski**, Director Observatoire de la Finance, Geneva, Switzerland, (dembinski@obsfin.ch)

The current crisis is not just economic or financial – it is system-wide. It is not simply a matter of the financial sector coming back into line with the 'real' economy. The crisis is the outcome of years of unremitting pressure that



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has seriously weakened the material, social, intellectual and ethical foundations of a socio-economic system



based on political and economic freedom. If this systemic meltdown is not swiftly and correctly tackled, it may end up discrediting the market economy, whose primary vocation should promote human dignity and happiness.

Accelerating during the last decades, the process of financialization has transformed the face of the world leading to the almost total triumph of transactions over relationships. Contemporary finance has prevailed because it has carried the pursuit of 'capital gains' – the use of transactions to realize projected future returns with immediate effect – to extreme lengths. At the same time, the patience, loyalty, sustainability and trust on which relationships depend have been undermined, and distrust has become more widespread. For a while this was concealed by the liquidity that was needed to perform the transactions, but in mid-2007 the less organized markets suddenly ran out of liquidity – and trust. The free market, based on players' sense of responsibility, is making way for a 'greed market' which will in turn require escalating controls, rules and procedures in both the public and the private sector. This will not only be very costly, but will make players even less willing to take responsibility for their actions.

Financialization, rapid spread of financial practices and techniques, together with the attitudes and values they engender, has been greatly facilitated by the political appeal of deregulation and by the 'laws', 'theorems' and so forth that Nobel prize-winners have put forward in support of financial rationality. The steamroller of the 'efficiency ethos', validated by supposedly scientific truths, has steadily crushed moral and ethical resistance. This sheds light on the underpinnings of the present crisis that reveals deeper systemic frictions.

This diagnosis suggests that the fundamental values of freedom of judgment, responsibility and solidarity – on which the common good depends, and without which a free and humane society cannot exist – are now under threat. This is not just a question of 'capitalism with a moral face'. The economy must be put back in its proper place, which includes its place in relation to government.

The full text of *Manifesto for a finance that serves the common good* – please visit www.obsfin.ch

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Social Science Research Grant Program

Understanding doping in sport and providing grounds for efficient prevention



Improving evidence-based doping prevention strategies through social science research

Understanding the fundamental differences between athletes who choose to compete clean and athletes who decide to dope – despite being well aware of the harmful effects of doping and of anti-doping rules – will assist in ensuring that doping prevention strategies are effective and efficient.

The World Anti-Doping Agency's Social Science Research Grant Program helps to ensure that preventive anti-doping education programs are designed using an evidence-based approach. Since the creation of the Program in 2005, **close to US\$1 million has been allocated to 32 projects.**

General Grant Program

The **General Grant Program** aims to encourage social science research in the field of anti-doping and provide evidence-based information for the development of WADA's Education Programs. The 2010 Program will focus on coaches, youth and anti-doping policy.

Target Research Program

The goal of the **Target Research Program** is to further ensure the development of effective doping prevention strategies. Through this program, WADA's Education Committee identifies specific areas that would benefit from improved social science research.

Young Investigator's Award

In order to encourage Masters students to focus their area of study on anti-doping issues, WADA has launched a **Young Investigator's Award Program**. Four prizes of US\$2,000 will be awarded every year for projects that will contribute to the development of effective doping prevention strategies.



NEW PUBLICATIONS

IAU New Publications

Higher Education Policy (HEP Volume 23.1 – March 2010)

The latest issue of HEP looks at various themes. *Goldstein's* paper examines academic entrepreneurship, comparing attitudes of faculty to those of technology transfer office directors, coming to the conclusion that commercialization of the university is far from being taken for granted. *Pribbenow et al* go on to take a look at the tenure process and extension policies that prevail at the University of Wisconsin-Madison, in the USA, for those faculty who require them due to special circumstances. Taking a series of interviews, they hypothesize that circumstances leading to the extension of the tenure clock exacerbated their dissatisfaction the tenure process. *Capano* in his paper looks at evaluation and institutional accountability in the Italian higher education system, analyzing how the evaluation has been implemented and how the institutional accountability has been managed and to what effects. Portugal is then the setting for *Horta's* examination of the state and the role it plays in internationalization, as he takes an analytical approach on the importance of state-led science and higher education internationalization initiatives. Executive master's programmes at Tel Aviv University are then discussed by *Yogev*, where a comparison between executive and regular master's programmes leads to the conclusion that double standards now exist within the institution. *Tham* then goes on to examine the pattern of trade in higher education services in Malaysia, in view of the fact that the country has recently emerged as an unexpected contender in the world market for international students, and is seeking to become a regional hub for higher education. This issue of HEP closes with the winning entry of the **IAU/Palgrave Prize – 2009 Essay competition**. *Jennifer Gidley et al*, from RMIT and Victoria University in Australia, look at equitable access, success and quality, foregrounding Australian higher education, while contextualizing it within European historical precedents and contemporary global issues.



Higher Education Policy – site licenses available

As a member of the IAU, you already receive a print copy of the association's scholarly journal, Higher Education Policy. But did you know that your library can arrange **online access to full text HTML or PDF articles**, from every recognized desktop, 24 hours a day. Online access for Institutions is available as a site license from Nature Publishing Group. For further information ask your librarian to contact your local sales representative: www.nature.com/libraries/contact_npg/index.html For more information about Higher Education Policy, and to read sample content, visit: www.palgrave-journals.com/hep/

IAU Annual Report 2009

The annual report of IAU has been released in February 2010 and provides a comprehensive overview of a twelve month period starting on 1 October 2008 and ending on 30 September 2009. This bilingual document reports on IAU projects and initiatives and also presents some of the Association's futures projects and upcoming events developed in collaboration with IAU Members, the Executive Committee and IAU Administrative Board Members, IAU Task Forces and Reference Groups, the Secretariat Staff, with a wide range of partners.



International Handbook of Universities

As a member of the IAU, you are entitled to a **50% discount** on the list price of the **International Handbook of Universities**.

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The World Higher Education Database 2010 CD ROM has just been released!

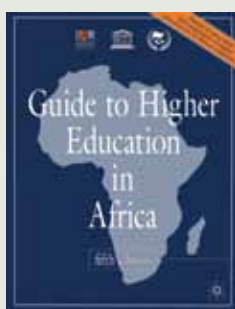


Measuring Success in the Internationalization of Higher Education

Hans de Wit, ed., published by the European Association for International Education (EAIE Occasional Paper 22), 2009, ISBN 978-90-7471-30-1 (www.eiae.org/publications)



The Guide to Higher Education in Africa 2010, finalized in collaboration with the African Association of Universities is now available.



As shown by the IAU 2006 Global Survey Report *Internationalization of Higher Education: New Directions, New Challenges*, the landscape of international higher education has changed over the past ten to fifteen years; the international dimension and the position of higher education in the global arena are given greater emphasis in national, international and institutional level than ever before. Amongst other things, this paper addresses the issue of assessment of internationalization and provides examples of different methods, tools, processes and experiences through a selection of many examples.

Other publications

Quality Assurance and University Rankings in Higher Education in the Asia Pacific – Challenges for Universities and Nations

Sarjit Kaur, Morshidi Sirat and William G. Tierney, eds., published by the Penerbit Universiti Sains Malaysia and the National Higher Education Research Institute, 2010, ISBN 978-983-861-444-3 (www.penerbit.usm.my)



Higher Education to 2030, Volume 2 – Globalisation

Stéphan Vincent-Lancrin and Kiira Kärkkäinen eds., published by the Organisation for Economic Co-operation and Development Centre for Educational Research and Innovation (OECD CER), Educational Research and Innovation Series 2009, ISBN 978-92-64-05660-2 (www.oecd.org/publishing/corrigenda)



Due to the increasing transnational character of higher education, higher education systems are faced with new challenges such as the massification of higher education, declining public funding, commercialization of higher education activities and increasing competition among universities on regional, national and international level. In this competitive era standardization and quality assurance became extremely important.

The primary scope of this book is to critically address current and emerging issues impacting methodologies used to measure quality of higher education in the Asia Pacific. The authors critique current world ranking systems and suggest sustainable ways to measure quality of higher education systems in specific countries and institutions.

Higher Education and research play a key role in countries' response to globalization, it is simultaneously an answer and a scene for global competition, collaboration, mobility and cross-cultural encounters. This book explores recent trends in tertiary education systems that relate to globalization and draws up future scenarios for their evolution. It reflects on three main problem-areas: cross-border higher education, the trends in governance of tertiary education as a result of globalization and the perceived and actual forces fuelling competition and collaboration at the global level. It focuses on the future role of market forces, mobility and quality assurance in higher education in the OECD countries, both from a quantitative and a qualitative viewpoint.



NEW PUBLICATIONS

University Research for Innovation

Luc E. Weber and James J. Duderstadt eds., published by Economica Ltd., Glion colloquium Series No. 6, 2010, ISBN 978-2-7178-5797-9 (www.glion.org/pub_2010_innovation.html)



Innovation has become the key to prosperity and social well-being not just in Europe and North America but also beyond. Today's economy requires not only leadership and innovation but also educated citizens capable of applying technology, talent and capital in new ways. The book states that Higher Education must co-operate with industry and government to create a climate that enables innovation to thrive. The first three parts of the book provide an introduction to 1. innovation in an economic, technological and social way, 2. to innovation generated by research universities, industry's and national innovation policies and 3. to university leaders' comparative opinion on how regional and institutional characteristics shape innovation strategies. The last two parts focus on innovation at national and institutional levels, and addresses the intellectual character of innovation and its relationship to the university's mission. The contributions are made by Authors from around the globe.

The Unchosen Me – Race, Gender, and Identity Among Black Women in College

Rachelle Winkle-Wagner, published by The Johns Hopkins University Press, 2009, ISBN 978-0-8018-9354-4 (www.press.jhu.edu)



Racial and gender inequities persist among college students, despite ongoing efforts to combat them. The book presents stories of 30 African American collegiate women who participated in a series of focus groups, called "sister circles," who struggle to define and maintain their identities during college. It examines their experiences and the identity-related pressures they encounter both on and off campus. It provides a new theoretical notion of identity, race and gender through the discussion and empirical application of its concept and finally offers an alternative theoretical foundation for student development.

Collaborative Doctoral Education – University-Industry Partnerships for Enhancing Knowledge Exchange

Lidia Borell-Damian, published by The European University Association, Doc-Careers Project, 2009, ISBN 978-9-0789-9713-9 (www.eua.be)



Collaborative Doctoral Programmes can be seen as working models of the "knowledge triangle" whereby education, research and innovation are brought together in a common framework of high skills and knowledge development by university and industry partners. To further amplify the universities' abilities in developing partnerships to help strengthen their missions in teaching, research and innovation activities. The "Doc-Careers" Project offers encouragement to Europe's universities on ways to reach this success. This report on the project offers an overall introduction to the topic and detailed data on the outcomes and the implementation of the processes undertaken.

Implementation of the Standards and Guidelines for Quality Assurance in Higher Education in the Central and Eastern-European Countries – Agenda Ahead

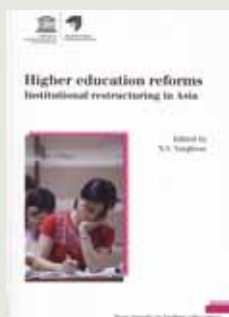
Jan Kohoutek (ed.), published by The UNESCO CEPES, Studies on Higher Education, 2009, ISBN 92-9069-189-1 (www.cepes.ro)



The quality of higher education has proved to be at the heart of the process of the establishment of the European Higher Education Area (EHEA), and has become a major topic in higher education research, as evidenced by the publications of major scholars in the field. However scholars have so far analyzed higher education policy and studies quality assurance mainly in Western Europe, and the region of Central and Eastern Europe has received considerably less attention. This book tries to narrow this gap: experts of quality assurance from Latvia, Hungary, Poland, Slovakia and the Czech Republic analyse quality assurance development between 2004 and 2008 in these countries with a focus on implementing the "Standards and Guidelines for Quality Assurance in EHEA".

Higher Education Reforms Institutional Restructuring in Asia

N. V. Varghese (ed.), published by the International Institute for Educational Planning, 2009, ISBN 978-92-803-1335-2 (www.iiep.unesco.org)



Higher education institutions have been introducing reform measures to improve their operational efficiency since higher education has become one of the fastest growing segments of the education sector. This expansion is accompanied by the diversification of providers, students, programmes and changing sources and modes of financing which all pose challenges to the management of the system. All these reforms have one thing in common – a move away from state control towards the market. This new orientation leads to institutional restructuring, defined as changes both in the government and in the management of the institutions. This book concentrates on institutional restructuring of higher education in Asia and is a product of a research programme initiated by IIEP. It focuses mainly on five countries: Indonesia, Malaysia, Mongolia, Thailand and Vietnam. The book reports on the studies carried out by national teams focussing on the implementation of the restructuring process.

The Council of Europe Higher Education Series – Publications of the Higher Education and Research Division of the Council of Europe (CoE)

This **Series** features books debating current issues of Higher Education in Europe. Launched in 2004, it was primarily developed for policy makers in ministries, higher education institutions and non-governmental organizations, and student representatives. It also targets a wider audience; the books will be of interest to all those involved in the development and future of higher education in Europe.

The diverse topics chosen for the series reflect the commitment of the Council of Europe to the basic values of democracy, human rights and the rule of law and its belief that education and higher education play a key role in developing the democratic culture without which democratic societies can not thrive, as well as the skills, knowledge and values that modern, complex societies require. The books cover topics connected to intercultural dialogue, higher education governance, the democratic heritage of European universities and the

public responsibility for higher education and research; they deal with topics related to student participation and the university as a site of citizenship, policy development. Additionally, the books address issues relating to the Bologna Process such as standards for recognition of qualifications, the Lisbon Recognition Convention and its subsidiary texts, the concept of qualifications and the legitimacy of quality assurance.

The following titles have appeared so far:

1. The university as res publica – Higher education governance, student participation and the university as a site of citizenship (2004)
2. The public responsibility for higher education and research (2005)
3. Standards for recognition: the Lisbon Recognition Convention and its subsidiary texts (2005)
4. Recognition in the Bologna Process: policy development and the road to good practice (2006)
5. Higher education governance between democratic culture, academic aspirations and market forces (2006)
6. Qualifications – Introduction to a concept (2007)
7. The heritage of European universities – (2nd edition; 2007)
8. Higher Education and Democratic Culture: Citizenship, Human Rights and Civic Responsibility (2008)
9. The legitimacy of quality assurance in higher education (2008)
10. New challenges in recognition (2008)
11. Intercultural Dialogue on Campus (2009)
12. Improving recognition in the European Higher Education Area: an analysis of national action plans; (2010)
13. Developing attitudes to recognition: Substantial differences in an age of globalisation (2010)
14. Advancing democratic practice. A self-assessment guide for higher education (2010)
15. Higher education for modern societies: competences and values (to be published in mid-2010)

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25-27	<i>ECER – Helsinki, Finland</i> Education and Cultural Change www.eera-ecer.eu/ecer/ecer2010
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17-18	<i>Kenyatta University, Nairobi, Kenya</i> IAU 2011 International Conference on: Strategies for Securing Equity in Access and Success in Higher Educations
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November 2012

12-18	<i>Interamerican University of Puerto Rico, San Jose – Puerto Rico, USA</i> IAU 14th General Conference Theme to be announced
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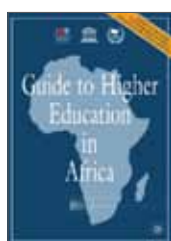
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