

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.**



### IN FOCUS:

IAU 14<sup>th</sup> General Conference  
*Higher Education and the Global Agenda –  
Alternative Paths to the Future*

Conference report

IAU plan of action 2012–2016

Elections of new IAU President and Administrative Board

Messages from incoming and outgoing IAU Presidents

Selection of papers

### ACTIVITIES

Reports on IAU Projects

### UPCOMING

IAU V<sup>th</sup> GMA – 24–26 April 2013, Manchester, UK

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# MESSAGE FROM THE SECRETARY-GENERAL



**HOW MANY TIMES HAVE YOU SEEN A PRESENTATION BEGIN WITH A VISUAL OF A CRYSTAL BALL,** and the speaker then claim to be unable to predict the future, only to proceed to do just that? Well, there is no crystal ball here, though reflecting on the future is inevitable – especially in higher education and research institutions. Who better to ask the hard questions of where society, indeed the world we live in is going and why? And, how could we neglect to question the direction that policies in higher education are taking, if we believe that higher education and research should be searching for solutions to major global challenges facing humanity?

The participants at the IAU 14<sup>th</sup> General Conference and the authors of papers in this issue of *IAU Horizons* have taken on this responsibility – they strive to identify the paths ahead, noting, as Simon Marginson does in his paper, that higher education systems and their capacity are not standing still but are expanding rapidly and in many new places. Pam Fredman questions, in her paper how best to educate students for employability, an important priority in nations experiencing economic crisis. She also looks to the future by urging employers not to be shortsighted in their search for new skills and expertise, but rather to consider what is needed to secure the four pillars of sustainable development: environmental, economic, cultural and social.

The Global Agenda, which was the focus of the General Conference, is simultaneously simple and complex – simple because our values and ethics demand that we focus on the basic goals of poverty eradication, basic education, shelter, peace, etc. But complex because there are no simple solutions and the role of higher education and research is often real, but indirect in addressing these challenges.

Furthermore, as Gilles Breton's book review underlines, if higher education becomes completely anchored, by necessity or by choice, in a highly utilitarian discourse, only striving to meet immediate needs, it may fail, or become incapable of meeting the more pressing but longer term objectives.

The IAU too has been looking towards the future, with a new leadership, and it is an opportune time to reinforce, refocus and/or redefine our strategy for the coming years. Within this issue, we share the overview of the Association's 2012-2016 Action Plan. But we encourage you to remain attentive, as all of our future activities offer opportunities for universities and the academic community to get involved.

As you will read in this issue, the Association now maintains three specialized Portals: on Higher Education and Education for All, on Doctoral Education in Africa, and on Sustainable Development. Each of these can be used to showcase your work, while also providing you with new ideas and connections. In the next few months, IAU will be asking you for data for its Global Survey on Internationalization but it is our intent to compensate those who participate in the survey by providing them with access to some or all of the results, so make sure you complete the questionnaire!

Finally, Calls for Expressions of interest to take part in our projects are placed online (on the IAU homepage) regularly. So please enjoy reading this issue of *IAU Horizons*, don't miss the IAU e-Bulletin each month and visit our website from time to time so that you learn about all the opportunities to work with IAU.

**Eva Egron-Polak**

*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.*

## IAU Horizons 18.3-19.1 – Highlights

### P3

#### IN FOCUS: IAU 14<sup>th</sup> GENERAL CONFERENCE

*Higher Education and the Global Agenda – Alternative Paths to the Future.*

IAU reports on both the Thematic Conference and the Business Sessions



### P11

#### IAU PRESIDENT AND ADMINISTRATIVE BOARD 2012-2016 ELECTED

IAU thanks the outgoing Members of the IAU Administrative Board for their valuable contributions to the work of the Association and welcomes the New President and New Board



### P19

#### REPORTS ON IAU PROJECTS: INTERNATIONALIZATION, DOCTORAL EDUCATION, SUSTAINABLE DEVELOPMENT, LEADHER, HEEFA IN THE SPOTLIGHT



### P26

#### NEW IAU MEMBERS

IAU is pleased to welcome 28 new Member Institutions and 4 Member Organisations, 1 Observer, 2 Affiliates and 7 Associates





# IMPORTANT IAU DATES

## + 2013

### IAU 5<sup>th</sup> GLOBAL MEETING OF ASSOCIATIONS (GMA V)

The Lowry, Salford Quays,  
Manchester (UK)

24-26 April 2013



University of  
**Salford**  
MANCHESTER

Global Meetings of Associations (GMA) are organized by IAU every two years and focus on topics of interest to associations of higher education institutions. **Open exclusively to leaders of national, regional and international associations/organizations and various networks of higher education institutions**, they offer a unique opportunity for association leaders to meet as a relatively small group of peers to exchange ideas, practices and to network.

## + 2014

### IAU INTERNATIONAL CONFERENCE ON BLENDING HIGHER EDUCATION AND TRADITIONAL KNOWLEDGE FOR SUSTAINABLE DEVELOPMENT

Universidad Científica del Perú (UCP),

Lima, Peru

19-21 March 2014



### GMA V ON: INSTITUTIONAL DIVERSITY IN HIGHER EDUCATION: STRENGTH OR THREAT FOR ASSOCIATIONS?

WEDNESDAY 24 APRIL 2013

#### Welcome Reception

A Welcome Reception will be hosted by Pr. Martin Hall, Vice-Chancellor of University of Salford, at University's MediaCityUK building from 18.00-20.00.

THURSDAY 25 APRIL 2013

#### Keynote Speaker

**Ellen Hazelkorn**, *Director of Research and Enterprise, Dean of the Graduate Research School, Dublin Institute of Technology, Ireland*

*Re-imagining Higher Education: Taking a Broader View on Diversity*

#### Plenary I - Institutional Diversity and Excellence

*To what extent is international competition, prestige, rankings and league tables driving a single idea of excellence and pushing towards uniformity? What other forces or processes are encouraging homogeneity and potentially undermining diversity of institutions?*

*On the other hand how can diversity become a valuable basis for excellence? And what is excellence after all? What role can Associations play?*

#### Plenary II - Institutional Diversity: a Tool for Collaboration in International Competition

*While on the one hand internationalization and globalization processes tend to favor harmonization, the higher education landscape is, on the other hand, also marked by the need for institutions to specialize to respond to diverse needs. The HE sector is asked to be more 'efficient' and when engaging with associations/organisations, institutions tend to look increasingly for 'direct return on their investment'. They thus become more and more selective when choosing to join specialized, national, regional or international organisations. In response to these trends, new organisations emerge; others question their mandates and programmes of activities. How do associations respond to the new needs of their membership? And how do they envisage future cooperation to counter potential or real competition.*

#### Breakout Sessions A - What public policy levers are driving HE towards diversity or uniformity?

FRIDAY 26 APRIL 2013

#### Plenary III - Developing Diversity and Distinctiveness: a Response to Downsizing and/or Expansion

*In highly industrialized countries, institutions are encouraged to rationalize and to focus on their distinctive features as a means to survive in a contracting higher education sector. In contrast, in countries where demand is on the rise, diversity offers an answer as it includes online, distance and specialized institutions. This session will as well touch on the growing role played by private for profit higher education institutions.*

#### Breakout Sessions B - Is diversity a treat or an advantage for associations?

Closing of the GMA at: 16:00 p.m

PRELIMINARY PROGRAMME

# IN FOCUS

## IAU 14<sup>th</sup> General Conference on: Higher Education and the Global Agenda – Alternative Paths to the Future

### ► IAU BOARD MET AT THE INTER AMERICAN UNIVERSITY OF PUERTO RICO, IN NOVEMBER 2012

The 77<sup>th</sup> Administrative Board meeting, held in San Juan in November just prior to the IAU 2012 General Conference, allowed to pass under review specific IAU activities since the board last met in Kenya, in 2011. The 2012 AB Meeting focused more specifically on the preparations of the General Conference and in particular on the business sessions to follow.



Meeting of the outgoing IAU Administrative Board

### 🌐 AROUND THE WORLD WITH THE IAU BOARD MEMBERS

At the IAU 2012 Board Meeting Prof Dzulkifli, who chaired the session in the President's absence, invited each member of the Board to report on major changes/policies that have taken place in their country or region. The following contributions were made:

- **Prof Oloyede**, *Former Vice-Chancellor, University of Ilorin, Nigeria*, highlighted the development of higher education at the regional level and stressed the need for quality assurance agencies in particular for evaluating cross-border education. In Nigeria, he announced the creation of 9 new universities and the adoption of a code of conduct for universities by the Vice-Chancellors' Committee. At the same time, he stressed that funding of HE in Nigeria was a real issue.
- **Prof Tagoe**, *Former Vice-Chancellor, University of Ghana*, reported the creation of 2 new universities in Ghana and highlighted the initiatives of harmonization among the higher education systems of the different African language areas. He expressed his pleasure regarding the nomination of a Francophone person as the new Secretary-General of the African Association of Universities (AAU), wishing that this would bring more Francophone HEIs into AAU. He also announced his nomination as Chairman of the National Council for Tertiary Education in Ghana.
- **Prof Mugenda**, *Vice-Chancellor, Kenyatta University, Kenya*, announced the passing of a new bill on higher education that changes the rules concerning the appointments of vice chancellors in Kenya. This will also bring the current two Ministries responsible for Education under a single Minister after the March 2013 elections, among other changes. She also announced the creation, under existing universities, of 10 new constitutional colleges expected to become full-fledged universities eventually.
- **Fr. Moussa**, *President, Université Notre Dame – Louaize, Lebanon*, announced that the Lebanese government was working on new laws for higher education that would include the establishment of a quality assurance agency. The Association of Lebanese Universities was fully involved in the discussions and was preparing a conference on scientific research. Prof Moussa is the President of the Association and announced that a Conference to focus on scientific research is being organised for June 2013.
- **Prof Bladh**, *Former Rector, Kalmar University, Sweden*, announced the implementation of a new, results-oriented, quality assurance system in Sweden. She also announced her appointment to the EU High Level Group reviewing the modernization of higher education in Europe. During the first year of its three-year mandate, the Group would be focusing on quality of teaching and teaching excellence. A Report on this is to be issued in June 2013.

- **Prof Asashima**, *University of Tokyo, Japan*, turned to IAU rather than to changes in the HE landscape in Japan and indicated that the work of the IAU is insufficiently known in Japan. He offered to identify new support for IAU projects and to make the case of the importance of the work of the IAU to the Japanese higher education community.
- **Prof Marques**, *Former Vice-Chancellor International Relations, University of Porto, Portugal*, reported on the impact of the financial crisis on higher education in Portugal and highlighted the exodus of scientists and graduates from Portugal, a trend he called a reverse brain drain from Portugal to other Lusophone countries and elsewhere.
- **Prof Mongkhonvanit**, *President, Siam University, Thailand*, highlighted the general trends in Asian higher education as focusing predominantly on improving quality and strengthening quality assurance processes; increasing the employability of students; the creation of university incubators; and the multiplication of business-university forums. He also reported that a regional policy for higher education should be implemented by 2015; including a focus on diversification of language learning in addition to English.
- **Prof Pol**, *Vice-Présidente, Université Paris 12 – Val de Marne, France*, explained that France had undertaken a national discussion on education, emphasizing higher education as a public service, focusing on success for all, new goals and plans for research and the national and regional restructuring of higher education.
- **Prof Freedman**, *Provost, Fordham University, USA*, highlighted cutbacks in State support for higher education and aid to students which are increasing the debt burden on families. He also indicated that there was growing concern with the low graduation rates (less than 50% in some institutions). Moreover, he said that HEIs in the USA will be unable to meet the needs for higher education degrees (in terms of number and type) as early as in 2018. He then pointed to the huge demand for US education through the so-called MOOCs and questioned their impact when and if access to these courses were to require payment.
- **Dr Escalante Semerena**, *Secretary General, Association of Universities of Latin America and the Caribbean, Mexico*, underlined the importance played by the State in Latin America, though he pointed out that the nature of the involvement was quite different in various countries. Brazil, for example, is investing vast amounts of money with the Science without Borders programme through which up to 100,000 students may study abroad; in Ecuador many private HEIs have developed and the State is establishing rules to guarantee quality in HE; in Venezuela, higher education is being highly politicized; etc. Yet, he pointed out that no explicit link has been made between higher education and economic development. In Mexico, he reported on the initiative to include the citizens' science and technology agenda in universities and in government policies.

### END OF MANDATE IAU ADMINISTRATIVE BOARD 2008-2012

IAU takes this opportunity to thank the outgoing Members of the IAU Administrative Board 2008-2012 for their valuable contributions to the work of the IAU over the past four years. Their tenure has spanned one of the most difficult period in recent history in economic terms and the fact that the IAU membership base has remained stable and that the Association's activities have gained increasing recognition are testament to the support and guidance provided by the Board members. We wish them all the very best in the future and hope that they will stay connected and involved in the future. Those who were eligible and were re-elected by the IAU Members to serve a second term on the 2012 – 2016 Administrative Board, we welcome back and look forward to collaborating with them again in the years to come.



Picture of the IAU Administrative Board 2008-2012



## IAU 14<sup>th</sup> GENERAL CONFERENCE REPORT

### IMPRESSIONS FROM THE IAU 14<sup>th</sup> GENERAL CONFERENCE, by Eva Egron-Polak, IAU Secretary General

Each participant attending the IAU 14<sup>th</sup> General Conference would most likely write a different report about the event, identifying different aspects of the event that they most appreciated, those that they felt were lacking and, most importantly, reporting on the diverse number of high points of what they heard and learned. Necessarily, reports are always subjective, and the following one is no less so. It is impressionistic and personal, but also draws heavily on the speakers' presentations which are available online on the IAU website. It also relies on the notes taken by several IAU colleagues who attended the concurrent sessions.

**The theme** chosen by the **IAU Administrative Board, Higher Education and the Global Agenda: Alternative Paths to the Future**, was broad enough to encompass debate of the multiple challenges facing humanity and facing higher education. It also served as a framework designed to help push forward a number of the IAU priority areas of work. This was not difficult since, as noted by IAU President Juan Ramon de la Fuente, the Association's priorities are closely linked to issues on the 'Global Agenda'. The General Conference aimed to be forward looking by seeking viewpoints and signposts that higher education could follow in the future in domains as varied as sustainable development, internationalization, fulfilment of the Millennium Development Goals in education and, more generally, equity in access and success in higher education, finding or adjusting to new funding models for growth in higher education and research and several others.

The General Conference also fulfils another purpose for the Association – it is the decision making body of the IAU and thus the Association's business part of the programme was essential as well: a new President and Administrative Board for the 2012-2016 period were elected, the direction in which the

IAU will move over the next few years was set and key policies concerning internationalization, on the one hand and ethics in higher education on the other hand, were presented and endorsed by the membership delegates who were attending.

Since some 35% of the 400 registered participants were not Members of the IAU, the General Conference helped to increase their knowledge of the various IAU projects underway, but almost more importantly, also familiarized them with the values, principles, priorities and ways of working of the Association. In fact, the focus on the important values that are quite universal in the academic world was strong throughout the event and was remarked upon by several participants as a unique and much appreciated feature of all IAU events.

IAU was honoured to be **hosted by the Inter American University of Puerto Rico and thus to be involved in their centennial celebrations. President Fernós and Chancellor Marilina L. Wayland** succeeded in making the IAU feel as part of their close academic community by involving many of the faculty, staff members and students of the University in all aspects of the Conference.

In this very brief overview of the 14<sup>th</sup> General Conference, I highlight a few of the topics that were introduced, identifying points or trends of convergence and divergence that I noted in the various policy areas that were addressed by the more than 60 speakers. I would urge all the readers of this issue of *IAU Horizons* to read **Prof Rafael Aragunde's** Concluding Remarks online, as they offer an excellent synthesis of the deeper, underlying issues that the Keynote presentations, most particularly, brought to light.

The increasingly economic role assigned to Higher Education around the world was underlined by many and, as noted in the **Opening Plenary** by Jo Beal of the British Council, set the first challenge: how can higher education institutions, expected to fulfil national economic and competitiveness needs, also ensure that they, and the public policy that guides their development in most nations, simultaneously respond to the global challenges. Despite her recognition that higher

education is an industry, subject to market pressures, she spoke eloquently in favour of protecting the social public good that higher education brings and not exacerbating the global inequalities when pursuing internationalization strategies. This sentiment was echoed by Pedro Guajardo, UNESCO representative and Director of IESALC, who cited the exponential growth in higher education globally and in Latin America, also noting its value in trade terms. He stressed the need for future developments to focus on quality and on providing education to groups of students who are at present under-represented. Citing demographic figures from Latin America, he pointed out how student demand is likely to grow in the next 15 years, especially as participation in pre-higher education improves. The final speaker in the Opening Plenary provided a visually stimulating look at the future which, in his view, remains both unknown yet present already. Prof Serageldin of the Library of Alexandria in Egypt underlined the speed of change, the capacity of machines to deal with most areas of knowledge with the exception of math and philosophy and a few others, and challenged universities to re-invent themselves. Though 'the cultural mission of the pursuit of knowledge will continue', he said, 'it will require that we rethink the institutions that serve that mission'. And, many aspects addressed by numerous other sessions during the General Conference were central to this re-invented vision of the university.

Etienne Ehil , Secretary General of the African Association of Universities (AAU), identified **improving quality of higher education, as a top priority for the African institutions** and an integral part of their effort to contribute to the achievement of the Millennium Development Goals. Increasing capacity of higher education in Africa to respond to growing demand, and improving equity in access, there as well as elsewhere in the world, was another dimension debated during several sessions.

With regard to the critical issue of how the expansion of higher education of quality would be financed, what role the public and private sectors, respectively, would have in the future, was discussed in several sessions. Howard Newby and Ernest Aryeetey focused on current trends in public investment in higher education and allowed for a better understanding not only of what was taking place in the UK and Ghana, but also in their respective regions as well. UK and EU appear to be adopting a far more top down approach to funding and to be deciding to strengthen inter/multidisciplinary research. In Ghana and Africa more generally, Prof Aryeetey deplored the dwindling investment in higher education by national governments leaving higher education highly dependent on external donors' capacity building projects or a variety of cost recovery approaches, including charging tuition fees at least for some students.

**That creativity, entrepreneurship, innovation and a greater participation from the private sector were required to meet the funding challenges and meet student demand in all regions** was confirmed by other presentations, including by Nigel Harris, VC of the University of West Indies who shared some of the ways that this regional university found to increase



revenue, such as offering extra places for courses in high demand on a fee basis, and creating a culture of philanthropy, amongst several others. As the expansion of private-for profit or commercial higher education is unlikely to be reversed, according to Sijbolt Noorda from the Netherlands, the issue is one of creating and maintaining fair treatment and conditions that will protect quality in both. In all the discussions of funding, including by the private sector, speakers pointed to the importance of a strong role for the State – since it is an important public responsibility to ensure equal chances and opportunities are available to all and this requires both investment and socially progressive policy in higher education.

Throughout the Conference, speakers and participants returned to the **issue of values** and first principles. In the session on **ethics** in higher education where the new IAU-Magna Charta Guidelines for an Institutional Code of Ethics were discussed, Goran Bexell, former rector of Lund University in Sweden stated that higher education can only become a more decisive partner in addressing the issues on the Global Agenda or take a more active role in shaping humanity's future if there is a renewed focus on academic values. He applauded the IAU and the MCO for taking the step to develop the Guidelines but urged the further articulation of the common values shared by the academic community globally. Interestingly, his compatriot, Pam Fredman, Rector, Gothenburg University, also stressed the ways in which the core academic values are challenged by **changing demands placed on universities by society** and by the threat to the welfare state which has a major impact on university funding.

Among the values that the academic community upholds is the **principle of equity**. And though it may be interpreted and enacted differently in different circumstances, it is a shared value, and was discussed not only in terms of access and widening participation but also in terms of gender in higher education since, and despite progress made, women remain too often unequal partners in decision-making in higher education institutions. In the presentations, both current actions, particularly those spearheaded by the IOHE in Latin America, and the rationale for more investment in girls' education and women's leadership were underlined. As stated





by Lorna Jean Edmonds, from the University of Ottawa, ‘when you invest in men, they benefit; when you invest in women everyone benefits’. Participants were also reminded that men’s participation in the discussion and action was essential to reach gender equity as their attitudes and self-image must also change for equality to be achieved.

Many speakers underlined the extent to which **local realities and context matter when discussing policies, challenges and solutions**. Yet, in focusing on some of the key priorities, there was also a substantial level of consensus that there are many topics where university leadership faces similar dilemmas. For example the Heads of three different organizations – African (AAU), Arab (AARU) and Latin American (IESALC) agreed that improving quality and quality assurance was a top priority in their respective regions. The Secretary General of the AARU, Sultan Abu Orabi, also pointed out, how through cooperation between African and Arab regions, universities may combat the reasons as well as the effects of continued brain drain driven by similar reasons in both regions.

Ranging from strongly theoretical presentations, as for example the insightful and thought-provoking presentation by the French philosopher Monique Castillo, to a more pragmatic, almost ‘how-to’ presentation by William Graves, a highly stimulating dinner speaker, the conference covered the waterfront of topics and styles of presentations. Castillo challenged participants to reflect on three distinct ways to view and interpret the impact of globalization. First, portraying globalization as bringing multi-polarity fraught with competition and inequality in development; second as irreversible technological homogenization with a strong managerial dimension and cosmopolitan world public culture and finally a third vision of globalization, as bringing a pluralist public culture with reciprocity and a universality of purpose as driving forces (see page 15 of this volume). Dr William Graves of Ellucian also presented a very rich reflection on the future of education focusing on IT, Cloud technologies and collective Commons solutions to what he called a leaky educational pipeline.

Though the **IAU General Conference** may not have outlined a clear roadmap to the future for humanity or for higher

education, by the diversity of perspectives and coverage of topics, it certainly **opened up numerous paths and avenues for future collaborations amongst institutions and organizations, and possible new areas for research** and also served to create many new connections.

The IAU is proud of the numerous encouraging and positive feedback comments it received through the post-conference online evaluation.

🔗 **All Conference presentations are available online at:**

[www.iau-aiu.net/content/iau-14th-general-conference-documents-and-presentations](http://www.iau-aiu.net/content/iau-14th-general-conference-documents-and-presentations)

**Concurrent Session Partners**

During the IAU 2012 General Conference, the IAU was pleased to work with organisations with which the Association has developed excellent longstanding partnerships. We would like to thank them for their support:

**European University Association (EUA)**



**Association of Catalan Public Universities (ACUP)**



**Association of American Colleges and Universities (AAC&U)**



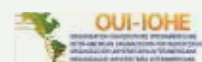
**The Observatory of the Magna Charta Universitatum**



**The American Council on Education (ACE)**



**OUI-IOHE**



**EMULIES**



## ➤ SPECIAL NETWORKING SESSION

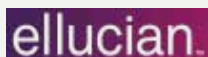
A special networking session was initiated at the 14<sup>th</sup> General Conference to allow special focus on three initiatives developed by the IAU over the past four years:

- **HEDBIB:** a interactive session was organised to allow participants to get acquainted with this database and to better learn how to use it;
- **IAU-ACUP Portal on Innovative Approaches to Doctoral Education and Training in Africa:** the portal was launched at the General Conference and participants were invited to test it in a session devoted to presenting the functionalities of the portal and to explain what HEIs in Africa and elsewhere can gain from it and contribute to it.
- **LEADHER Programme:** a session allowed participants to get to know this programme better.

## ➤ BUSINESS SESSIONS

Besides the thematic Conference, the General Conference also fulfils another purpose for the Association – it is the decision making body of the IAU. General Conference Business Sessions allowed to present a report of activities carried out over the last 4 years (the report is available online on the General Conference Webpages on the IAU website; the new President and Administrative Board for the 2012-2016 were elected; the IAU Work Plan 2012-2016 was as well submitted for discussion and approval. It sets the broad direction in which the IAU will move over the next few years. Finally key policy documents concerning internationalization, on the one hand, and ethics in higher education on the other hand, were presented and endorsed by the membership delegates who were attending.

### IAU would like to thank the following sponsors



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## IAU WORK PLAN 2012-2016

After an initial presentation of the Report on activities carried out over the last four years (see full presentation online on the IAU Conference pages), Eva Egron Polak, IAU Secretary General presented the IAU Work Plan 2012-2016 to the Conference. After discussion, the plan has been validated by the IAU 14<sup>th</sup> General Conference.

### OBJECTIVES

#### ➤ Membership

IAU institutional and organizational members are at the heart of the work and programme of activities of the Association

#### ➤ Research, Policy and Advocacy

Evidence-based policy development and advocacy on issues of importance to higher education

#### ➤ Global Networking Forum

Offer global platforms for policy and strategic networking and sharing of expertise and experiences among HEIs

#### ➤ Communications & Publications

Act as a clearing house for accurate, authoritative, comprehensive and relevant information on higher education worldwide

#### ➤ Collaboration and Partnerships

Monitor and raise awareness of the global challenges and individual as well as collective responsibilities of higher education institutions

#### ➤ Finances

IAU's financial resources are more diversified and sound financial management allows the maintenance of balanced budgets along with a modest reserve

The Work Plan includes 6 objectives. These are listed below, and include details of expected outcomes and related activities for each. IAU will update its Members on each throughout its various publications and other communication channels.

A more detailed version of the Work Plan is available on the IAU General Conference website.

## ACTIVITIES

In the next four year IAU will be even more representative and will have grown in numbers of members

- Membership development campaigns will continue to be undertaken regularly by the Secretariat, guided by the Membership Development Committee;
- Special efforts will be made to ensure that changes in Member leadership do not result in lapsing memberships;
- To improve retention of Members, communications about ways to get involved, the services and opportunities offered to Members and other incentives are continuously renewed and strengthened.

IAU Priority topics are identified through an open, consultative process

- Administrative Board determines topics for future actions, proposes new projects;
- Membership survey is undertaken to identify interests / needs and expectations.

IAU contributes new knowledge; raises awareness and makes good use of its global membership and international networks by promoting:

- Research and policy development on projects already underway (internationalization survey, doctoral programs, higher education research and links with EFA and MDGs, actions on sustainable development);
- *Higher Education Policy* journal continues to be published.

IAU International Conferences & Global Meetings of Associations (5<sup>th</sup> GMA – Manchester, April 2013) will be organised on an annual and biennial basis in order for key stakeholders interested in higher education to have opportunities to meet, share expertise, network and address issues of common interest;

- LEADHER Grant Competitions are organised so that IAU Members can collaborate and develop joint projects;
- Experts in IAU networks are asked to contribute to research and policy development such as for example: *IAU/MCO Guidelines for Institutional Code of Ethics for Higher Education* which will be disseminated, critically assessed by HEIs and implementation activities will be launched
- Capacity Building workshops will be held on doctoral education and in EFA-linked project;
- IAU services and advice are offered to help solve challenges at institutional level *Internationalization Strategies Advisory Service (ISAS)* will be offered and other self-funded services, including workshops, etc., will be planned;
- Partnerships will be pro-actively sought, for ex. with European Access Network (EAN) to organize World Congress on Access to Post-Secondary Education and others.

Accurate and up-to-date information and higher education policy news are collected, managed and disseminated by IAU regularly and widely using numerous communication instruments. To ensure this:

- A new contract with Palgrave MacMillan Ltd for the publication of the *International Handbook of Universities* and the *Guide to Higher Education in Africa* is being developed. A new approach for the maintenance of *World Higher Education Database (WHED)* is being envisaged;
- More user-friendly data collection system is offered in order to facilitate electronic data provision and correction by higher education institutions;
- Three distinct topical higher education portals are launched and further developed: EFA, Sustainable Development, Doctoral Education in Africa;
- Monthly Electronic Bulletins and the *IAU Horizons* are continued and enhanced;
- Social Media such as Facebook and Twitter, and Webinars will be used more thoroughly.

IAU will continue its efforts as a valued partner for numerous organizations working in the area of higher education worldwide; its collaboration and perspectives are sought by Member institutions and Organizations as well as by IGOs and the Association's research and policy documents are influential and used

- IAU will renew and enhance existing partnerships and remain open to other partnerships and collaborations linked to IAU priority activities;
- IAU staff and Administrative Board members will continue to accept playing a central role on numerous external Advisory Committees.

- Membership fees remain the major portion of IAU's operating budget – but resources will be diversified and reliance on fee revenues decreased;
- Project-based efforts to diversify sources of support will be continued, as will search for advertising for *IAU Horizons* and sponsorships for IAU Conferences. Marketing of IAU services (ISAS and information) will aim to generate revenue;
- IAU will manage its funds carefully, maintaining balanced budgets and building up its reserve;
- Before the end of the coming 4-year period IAU will develop a new proposal for Sida support as well seeking grants from other donors.

## ► IAU AND HIGHER EDUCATION TODAY AND FOR TOMORROW,

by Juan Ramón de la Fuente, IAU President (2008-2012)

(Adapted from the Opening Speech to IAU 14<sup>th</sup> General Conference)

Prof de la Fuente, IAU President 2008-2012 welcomed the participants to the IAU 14<sup>th</sup> General Conference and thanked all of those who made the Conference possible and in particular the local organizing committee and Prof Manuel Fernós, President of the Inter American University of Puerto Rico and his team.

“Since the IAU 13<sup>th</sup> General Conference in Utrecht in 2008, much has happened and a lots has changed. Four years is a long time for higher education. It represents the graduation of a new generation of students. It is marked by changing scholar and research priorities changing government policies, new social dynamics and constantly evolving economic conditions which impact on the treasured independence of the academic world; it is marked as well by the belief that universities are key to society and are central actors in the ensuring the pursuit of a better world for all through the creation of new knowledge and development of informed citizens with expert knowledge. We have all had to deal with the challenges of a global economic crisis affecting almost every economy; the effects of a spreading war on terror and drug trafficking; frequent social instability and natural disasters that seem to be more frequent than ever before.

In the midst of this complexity, IAU constantly strives to contribute to strengthening higher education through international cooperation and by offering a global forum for higher education leaders, helping institutions to promote, through teaching, research and services, the principles of freedom, justice, human dignity and solidarity.

Most of IAU’s thematic priorities focus on addressing issues pertaining to higher education and the global Agenda, which include:

- Internationalization
- Intercultural Dialogue
- Sustainable Development
- Equitable access and success
- The delicate issues on ethics and higher education, which the late Professor Pier Ugo Calzolari, our Treasurer, was so committed to, and a wide range of social responsibilities

As we look to the future at this marker in the life of the Association, key questions we should all be looking to solve should be:

- How can Higher education (HE) best address all challenges humanity has to face today?
- How can HE we be more useful to society?
- Is HE responding adequately to the expectations of the youth, for the future?

- What economic model would best suite HE today in order for it to contribute to improving the world in which we and future generation will have to live? ”

The IAU 14<sup>th</sup> General Conference dealt with these and other questions related precisely to the Global Agenda: pathways to the future and alternative pathways. Juan Ramon added “To best explore new pathways we need to dare, and we need to learn to dare.

- Higher education should speak up and to be a voice for values, and not be a silent observer
- Higher education should be a model for international cooperation, not for international exploitation
- Higher education represents the culture of dialogue and so should therefore stand for the best possible dialogue between cultures

But higher education goes beyond that. It has to tackle so many things, that it is very difficult to set priorities. Some have stated that the problems we are faced with today are too complex, that our resources are too modest, and that other tasks are too pressing. As Abraham Lincoln once said, *The occasion is piled high with difficulty, and we must rise with the occasion... so must we think anew...*”

The IAU 14<sup>th</sup> General Conference was devoted to thinking anew, to identify and debate alternative pathways to the future and through the stormy present.

Juan Ramon concluded “Universities existed throughout most of the last millennium and they will, I trust, through this one. But the crucial question we must all address is ‘how effectively does our work and that of our graduates contribute to the momentous challenges that now confront the world’s peoples?’.

If ever there was a need for a critical review and for creativity and for innovation, then it is within our own institutions that we should do this.

For those who are newcomers to the IAU, I trust you will find it to be a friendly Association, one that shares the principles of solidarity, respect for diversity and collaboration; one that is open, willing to share, learning to do better, be better and know better – especially in this rapidly changing world, where no definite answers to new and old problems seem to be at hand, but for which answers need to be explored jointly.

It has been an honor and a privilege for me to serve the IAU for 12 years now, and for the last four years as its President, and in collaboration with outstanding colleagues on the Board, on the Executive Committee and on the Secretariat.

The hospitality of our colleagues and friends from the Inter American University of Puerto Rico, in San Juan is fantastic; many thanks once again. We thank them and all the valuable speakers for a great, thought-provoking Conference”.

## ► ELECTIONS OF A NEW PRESIDENT AND ADMINISTRATIVE BOARD

### IAU is pleased to present the new IAU Administrative Board 2012-2016

The IAU 14<sup>th</sup> General Conference elected the President of the Association and the Members of the IAU Administrative Board who will serve from 2012 to 2016.

Chaired by the President of the IAU, the Administrative Board is made of twenty elected and two ex officio members as follows: eighteen executive heads of member institutions and two heads of member organizations, the immediate past President and the Secretary General. A number of deputy Board members, from different regions and both categories of members are also elected. The President and the Board members also agree on the composition of an Executive Committee, composed of the President, four Vice Presidents and the Secretary General. The Committee meets twice a year while the Administrative Board meets annually. Both groups steer the Association and advise the Secretariat, ensuring that decisions of the General Conference are implemented. The term of tenure is four years.



*Indies, Jamaica*

**Juan TOBIAS**, Rector, University of Salvador, Argentina

#### ASIA AND THE PACIFIC

**Anna CICCARELLI**, Deputy Vice-Chancellor and Vice-President, The University of Queensland, Australia

**Walid MOUSSA**, President, Notre Dame University – Louaize, Lebanon

**Khalid OMARI**, President, Jerash University, Jordan

**Yutaka TSUJINAKA**, Vice-President, University of Tsukuba, Japan

**Wei YANG**, President, Zhejiang University, China

#### EUROPE

**Howard NEWBY**, Vice-Chancellor, University of Liverpool, UK

**Patricia POL**, Policy Advisor for European and International Affairs, Université Paris-Est Créteil Val de Marne, France

**Angelo RICCABONI**, Rector, University of Siena, Italy

**Daniel Hernandez RUIPEREZ**, Rector, University of Salamanca, Spain

#### ORGANIZATIONS

**Marianne GRANFELT**, Secretary-General, Association of Swedish Higher Education (SUHF), Sweden

**Etienne E. EHILE**, Secretary-General, Association of African Universities (AAU), Ghana

## 🌀 ADMINISTRATIVE BOARD 2012-2016

### President

**Dzulkifli ABDUL RAZAK**, Former Vice-Chancellor University Sains Malaysia and Vice-Chancellor, Albukhary International University, Malaysia

### Vice-Presidents

**Manuel FERNOS**, Inter American University of Puerto Rico, Puerto Rico, (and IAU Treasurer)

**Olive MUGENDA**, Vice-Chancellor, Kenyatta University, Kenya

**Pornchai MONGKHONVANIT**, President, Siam University, Thailand

**Pam FREDMAN**, Rector, University of Gothenburg, Sweden

### Full Board Members

#### AFRICA

**Ernest ARYEETEY**, Vice-Chancellor, University of Ghana, Ghana

**Hope C. SADZA**, Vice-Chancellor, Women's University in Africa, Zimbabwe

#### AMERICAS

**Stephen FREEDMAN**, Provost, Fordham University, USA

**E. Nigel HARRIS**, Vice-Chancellor, The University of the West

### Immediate Past President

**Juan Ramón de la FUENTE**, Former Rector, National Autonomous University of Mexico, Mexico

### Secretary-General

**Eva EGRON-POLAK**, Executive Director, Ex-Officio, International Universities Bureau

### Deputy Members

#### AFRICA

**Sharon SIVERTS**, Vice-Chancellor, National University of Lesotho, Lesotho

**Abdul AMBALI**, Vice-Chancellor, University of Ilorin, Nigeria

**AMERICAS**

**Betsy Vogel BOZE**, *President, The College of the Bahamas, The Bahamas*

**Juan Remigio SALDAÑA**, *Rector, Scientific University of Peru, Peru*

**EUROPE**

**Victoria MARICH**, *Pro-Rector, St Petersburg University of Management and Economics, Russia*

**Remus PRICOPIE**, *Rector, National University of Political Studies and Public Administration, Romania*

**ORGANIZATIONS**

**Godehard RUPPERT**, *Chairman, Bavarian University Association, Germany*

**Roberto ESCALANTE SEMERENA**, *Secretary-General, Union of Universities of Latin America and the Caribbean (UDUAL), Mexico*

**Honorary Presidents**

**Guillermo SOBERON**, *President 1980-1985, Former Rector, National Autonomous University of Mexico*

**Blagovest SENDOV**, *Acting President 1984, Former Rector, University of Sofia, Bulgaria*

**Justin THORENS**, *President 1985-1990, Former Rector, Université de Genève, Switzerland*

**Hans VAN GINKEL**, *President 2000-2004, Former Rector, Utrecht University, Netherlands; Former Rector, United Nations University, Japan*

**Goolam MOHAMEDBHAI**, *President 2004-2008, Former Secretary-General, Association of African Universities (AAU), Ghana*

## ► MESSAGE FROM THE NEWLY ELECTED IAU PRESIDENT (2012-2016)

**Prof Dzulkipli Abdul Razak**, *IAU President, Vice Chancellor, Albukhary International University, Alor Setar, Malaysia*



Prof Abdul Razak, former Vice President of IAU (2008-2012), the Vice-Chancellor of Albukhary International University, Malaysia. Prior to this, he was Vice-Chancellor of Universiti Sains Malaysia (USM) where he held office from 2000-2011. He serves on a number of Boards and Committees in Malaysia, including the National Innovation Council;

the National Biotechnology Implementation Committee; the National IT Council and the Board of Trustees of MERCY Malaysia, MCKK Foundation and the Prime Minister's Fellowship Exchange Programme. He was made Chair of the Independent Review Panel on Education for Malaysia, beginning in 2012 and is the Co-editor of the People's Sustainability Treaty on Higher Education, launched in conjunction with the Rio+20 Conference, Rio de Janeiro, 2012. He is a Fellow of the Academy of Sciences Malaysia (FASc), the World Academy of Art and Sciences (FWAAS) and of the Malaysian Institute of Management (FMIM).

He was elected as IAU President at the 14<sup>th</sup> General Conference, in November 2012, and delivered the *following inaugural speech*

*on 30 November 2012 during the IAU 14<sup>th</sup> General Conference, at the Inter American University, San Juan, Puerto Rico, USA:*

"I would like first of all to express my heartfelt thanks for being given such trust and honour to head the IAU as its new President. I am humbled by the level of confidence and support of a group of friends who took the trouble to nominate me for the position. In 2004, when I joined IAU as a Deputy Board member, I was just too grateful to be included, and to contribute the little I could for higher education. Like some of you in these last few days, Prof Hans van Ginkel, the President at the time, was kind enough to request the signatures of the then board members who were not even aware of my existence. For that I would like to acknowledge Prof van Ginkel's effort which enabled me to begin anew in IAU today.

Unlike the previous IAU Conference days, this morning I woke up and felt a little weight on my shoulders. I was wondering if this has anything to do with the announcement by **Prof Juan Ramon de la Fuente** assigning me the new Presidency of the esteemed IAU. Heavy or not, it looks like this is something that I have to get used to for the next four years till 2016, working together with you and your elected representatives as members of the Administrative Board, as well as the Deputy Board members, aided by a top class Secretariat that Presidents of other organisations can only envy. Given the experience of the past 8 years, as a Deputy Board member, and later a full Board member cum Vice-President, I am convinced that together we can be a formidable team to collectively lead the IAU in ensuring not only its mission is met, but also several of the expectations that you have expressed for example in this Conference alone.

In the last 2 days, we have been inspired to look into the future to prepare a whole new generation of co-learners as we venture together with them to shape an emerging model of the

University of Tomorrow. Over the last 2 days, we have heard candid comparisons of what a 19<sup>th</sup> century university looked like as compared to what a 21<sup>st</sup> century version ought to be!

We have been challenged by Dr Ismail Seragaldin's vision of the University of the Future, and how wrong it is to copy the manufacturing process, as is happening today. Some compared today's university to that of human factories producing more human "goods" rather than the humans that we are all first and foremost. And that human dignity comes only second to human "capital"!

Yesterday, we listened intensely as Prof Monique Castillo teased out (in French) the 3 visions of globalisation (if I understand her correctly). Two of these follow the economic dimensions, obeying and adapting to the market needs leading to several unintended consequences that could be harmful to higher education in the long-run. Instead, she argued that we need a cultural common good for pluralistic public cultures to flourish as an answer to the challenges of globalisation which tends to be manipulative, irreversibly homogenising through the use of technology, and precipitating the advent of a marginalised world.

In short, these are urgent signs of what the future holds for an institution called the "university" such that if we are not responsive in the right way it will no longer be the vital nexus for humankind to prosper in sustainable ways as we go through the 21<sup>st</sup> century. I am reminded of a "dead university" scenario as one plausible outcome should we chose to remain complacent in our comfort zone.

This is where the subtheme 'Alternative paths to the Future' becomes a compelling motivation for me in seeking the very answer to the first question posed by this Conference: **"Are Higher Education Institutions Addressing the Challenges Facing Humanity?"** By "humanity" we simply refer to human beings collectively, all of us, and also the quality of being humane as a value and principle that ensure human dignity is protected and promoted at all cost. After all 60 per cent or 4 billion of the 7 billion of the world's population currently lives on US\$3 a day. In reality only one person in a global village of 100 get to go to a university. The future paths hence must take this into account if the notion of education for sustainable development is to have any useful meaning, let alone impact.

This brings me to the unique window of opportunity that we must urgently seize as several **pertinent Global Agendas** come to a conclusion in the next 4 years: namely, **Education for Sustainable Development in 2014, Millennium Development Goals in 2015, and so too Education For All!** In all these, education is vital as the consensus builder, problem solver, and shaper of the future. In fact we are the first generation to be faced with such enormous tasks on which the fate of humanity and human dignity depend.

For sure there remain still many things that must be contemplated, discussed, debated and advocated in the Post-

Rio + 20 era. And we must start somewhere, and quickly. We have to have the intellectual courage and professional honesty to do the best we can. This is where we as the new Board must consolidate our efforts and be single-minded on what we need to achieve within the next 4 years. Eva has succinctly outlined much of what we must elaborate in detail and implement as soon as we can. In the last board meeting, several other issues were raised, including our relationship with other organisations, not least UNESCO itself, the need for a roadmap and a new strategy, as well as connecting the disconnected. I am sure there is more as we move forward especially given the complexity that is plaguing higher education as many of you have elegantly articulated.

In anticipation of all these matters, I am sure that we are all fired up and excited to join hands and give our utmost for the sake of humanity, and be accountable for it. I congratulate you for being elected, and look forward to working closely with all of you.

I am very positive that the former Board members are more than willing to lend a helping hand; so too the Immediate-past President, and Honorary Presidents, three of whom are here with us today. Even the individual members worldwide would be happy to be called upon in their areas of expertise.

Before I end, let me thank all of them for what they have done to IAU, as well as the President of the Inter American University of Puerto Rico at San Juan, **Prof Manuel Fernos** for his able leadership in making this Conference a success alongside the 1<sup>st</sup> Centennial Celebration of the university. We are privileged to be part of this august celebratory event. Similarly, thanks are due to the Chancellor of the Metro campus, **Prof Marilina Lucca Wayland**, and all of her hardworking staff. Thank you all for the generosity, warm hospitality, and logistic support.

I would be failing in my duty if I did not mention the enormous leadership role that Prof Juan Ramon de la Fuente has demonstrated in bringing IAU to new heights over the last four years, and not forgetting the Secretary-General Eva Egron-Polak for her superb and agile management style, as well as each member of the team at IAU Secretariat for their dedication and unwavering, sincere effort.

Most of all to the members of IAU who have spent the last 2 ½ days making this Conference an unqualified success and a memorable one. We wish you a safe journey home! And hope to see you in the next IAU event, in Manchester, April 2013.

As a parting note, it is my privilege in line with the practice adopted by IAU, to nominate Prof Goolam Mohamedbhai as Honorary President in recognition of his contribution to the Association.

Thank you and may peace be with you."

# HIGHER EDUCATION AND THE GLOBAL AGENDA – ALTERNATIVE PATHS TO THE FUTURE

## A selection of papers

### ⊕ Future paths of international higher education



by *Simon Marginson*, Professor of Higher Education at the Centre for the Study of Higher Education, Melbourne Graduate School of Education, The University of Melbourne, Australia ([s.marginson@unimelb.edu.au](mailto:s.marginson@unimelb.edu.au))



The landscape of international higher education is constantly changing. Our task – as scholars of international education, as well as practitioners who need to understand international education – is to identify the most important and decisive paths to take. What are the trend lines in international education that will shape everything else?

In recent years, the trends that have been especially important in creating international education and internationalised education have been (1) study abroad/student mobility, (2) research collaboration and (3) university rankings. But internationalisation will not stand still and other trends are emerging which could shape the future of international education.

The following three trends or paths have been identified as becoming increasingly important:

#### The growing pluralisation of advanced higher education

More countries now provide higher education at advanced levels and the number will keep on rising. A total of 49 countries now maintain systems of higher education that publish more than 1000 journal papers per year in science and social science (as collated by Thomson). The threshold of 1000 journal papers is a useful indicator for the presence of local research and doctoral capacity. This number of 49 countries is an increase of almost 30% in the number of countries with their own capacity in research in just 15 years.

This trend indicates that there are now many more countries capable of attracting visiting students, scholars and researchers, and acting as collaboration partners, either among

neighbouring countries or across the world. In turn, this will increase the 'horizontal' aspect of student mobility, with a reduced proportion of mobility concentrated in a few dominant countries like the USA, UK, Germany, France and Australia; and with mobility patterns in the world as a whole beginning to look more like mobility patterns within Europe. In addition, as the capacity of higher education improves in emerging countries, we can expect more students and researchers from the long established systems to spend time in the emerging countries. We can already see this in the growth in the number of American students going to China.

#### A growing emphasis on hard-edged indicators of internationalisation

Within the administration of government programmes and also institutions' own strategies for building international awareness and engagements, a growing emphasis can be seen on hard-edged indicators of internationalisation. No one has 'nailed' the problem of developing a fully satisfactory set of indicators – one that both contains coherent numerical measures, and is sufficiently comprehensive to cover the many aspects of internationalisation – but there are several projects under development. This focus on hard-edged indicators shows that many systems, and some of their institutions, want to achieve more intensive and self-transformative international experiences. They want to bring an international dimension to the knowledge content of the curriculum, to enhance global skill-building and to improve intercultural relations in culturally mixed classrooms. They want to move from rhetoric and bland mission statements, to changing the nature of the education that everyone receives.

This is a very challenging task, and there is always a danger of placing too much emphasis on those elements that can be counted – so that internationalisation becomes limited, formulaic – but if the drive to achieve internationalisation is strong enough then progress is made. A strong example can be seen in those East Asian systems like China and Singapore that use targets and formal benchmarks to drive improved internationalisation.

#### The emergence of mass open online courseware

Mass open online courseware (MOOCs) is becoming accessible from leading universities with top brand value: Harvard-MIT



(Ed-X), Stanford (Coursera), plus many others. Many of these programmes have quickly gathered enormous enrolments worldwide. Because they are free at the point of delivery and offer social networking potentials, they are especially well attuned to the logic of the internet, attractive to users, thereby building a large demand pool that then becomes the platform for a range of activity, including potential commerce. MOOCs offer top rated content, assessment and certification from globally leading universities and they have the potential to operate as both supplements to, and substitutes for, conventionally delivery. The unknown question is whether employers and other institutions will place value on MOOC credentials. If MOOC qualifications are recognised, MOOCs might be especially attractive to potential international students, saving such students vast amounts in course fees and living expenses in English-speaking countries.

All three trends are paths into the future, though they are rather different to each other. The fact that we have these different paths before us, and that we will go down more than one of these paths (and others), shows how rich and varied internationalisation has become. It is larger and more ambiguous than any definition we might develop in order to understand it.

## ⊕ Higher Education and Globalisation: an Indissolubly Technical and Ethical Partnership



by **Monique Castillo**, Professor of Philosophy, Université Paris-Est Créteil, France ([castillo@u-pec.fr](mailto:castillo@u-pec.fr))



### First Vision of Globalisation: Multipolarity as a Division of the World

#### *Difference encourages competition between nations and continents*

In a world where everyone is looking out for him or herself, students are striving for a dominant place amongst the new elites of globalization, which for them represents a mass of opportunities there for the taking; they are devoting all their energy to contributing to the new achievements of the “information age”.

#### **Consequences for universities:**

- No public world culture;
- Manipulative elites;
- Achievement vs. ethics.

In an international context dominated by uncertainty, we have to accept change in order to turn it into opportunity; our utmost duty is to ensure that, as humans, we mobilise ourselves to keep up with change. The type of person who establishes him or herself as an elite inspires neither confidence nor envy, especially a ‘fighter’, unafraid of compromise, with a mercenary view of the knowledge economy.

### Second Vision of Globalisation: Irreversible Technological Homogenisation

#### *The race for diplomas and patents anticipates and precipitates the advent of a managerialised world*

Globalisation is seen as inevitable and irreversible cultural homogenization. Basic knowledge which lets students be part of this globalization is the sort of knowledge which needs no culture; knowledge is passed on thanks to its cultural anonymity. An exclusively utilitarian concept of knowledge leads to a generalised deculturalisation of the elite, with excellence being limited to the possession of what is known as “cognitive capitalism”, which integrates knowledge into the productive dynamic.

#### **Consequences for universities:**

- A public world culture founded on a general deculturalisation;
- Citizens of the world who have neither faith nor rules;
- Knowledge as cognitive technology.

Expert debates just bring together decultured individuals, with globalisation acting as a dispossessor of universal culture. The disengagement between professional success and culture favours inculture: the winners of this deculturalisation become indifferent world citizens (L'économie mondialisée, Reich).

### Third vision of globalisation: the need for common cultural good

#### *The promotion of a pluralist public culture becomes a universal goal*

At a time when fierce competition is dividing people, we need a public culture capable of favouring the creativity of each one of us within a climate of universal peace. Pluralism as a common good can become a universal goal, provided that we fight against both cultural homogenization and cultural tribalism (favouring one’s own culture, disdaining the other’s).

#### **Consequences for universities:**

- A public culture in answer to the challenges of globalisation;
- Treating skills as vocations: the choice of creativity;
- Plurality as a linguistic and symbolic condition for entry to the world.

In a globalised world, universities are responsible for universal access to symbolic power. Symbolic power is not simply a factor of domination, it is foremost a symbolic construction of reality,

introducing man into the symbolic reality of the world. This is why intercultural dialogue demands that a culture examines itself differently than an area of power: as an intention to produce sense, reasons for behaving, collective decisions. Within education, we should treat talent as a vocation and not as an instrument. Educating a person is not training an aptitude, but giving, on the contrary, that person the capacity to give set multiple, varied goals.

### Conclusion

Inequity in access to symbolic power creates cultural divides which increases division and dangerousness in the world. In order to enter into an intellectually habitable world for all, university culture should make knowledge into a source of inspiration and enrichment of all by all. Transforming specialised knowledge into a public good, worthy of being part of public culture, is making stakeholder mutual understanding the condition for a possible cultural solidarity. The task for universities is to make this knowledge publicly intelligible.

## ⊕ Tomorrow's Universities and the Seven Pillars of the Knowledge Revolution



by *Ismail Serageldin*, Director, Library of Alexandria, Egypt  
([is@bibalex.org](mailto:is@bibalex.org))



### The Seven Pillars of the New Knowledge Revolution

The ICT revolution and the globalization we are witnessing are also promoting what I call the "New Knowledge Revolution". This knowledge revolution can be characterised by seven key "pillars". These are:

**Parsing, Life & Organization** – Since the beginning of time, whether we were writing on scrolls or codexes, the accumulation of knowledge was based on parsed structures, with units put next to each other like bricks in a wall of an emerging structure. In addition each piece was "dead", or fixed, once published. The Internet changed all that. The web page became the unit of parsing, and it is constantly updated. Today, we witness fluid merging of text and image, both still and video, and 3D virtual reality and augmented reality. The structure, organization and presentation of knowledge will become one large interconnected vibrant global living tissue of concepts, ideas and facts that is growing exponentially and which will require new modes of thinking to interact with it.

**Image & Text** – Throughout history, we transmitted information mostly as text. The human brain can process visual information with incredible rapidity, but images were difficult to produce and to reproduce. Today everybody can record images and we can expect far larger reliance on image – in addition to text – in the future.

**Humans & Machines** – With the exception of pure mathematics and some aspects of philosophy, it will no longer be possible for any human being to search for, find and retrieve, and then manipulate knowledge in any field, without the intermediation of machines.

**Complexity and Chaos** – The world we live in is remarkably complex. Ecosystems, biological functions and the socio-economic transactions of a globalizing world are all exceedingly intricate and chaotic. Many of our models, based on the simple mathematics and analogies drawn from physics, are proving inadequate.

**Computation & Research** – Computing and information science will no longer be only for assisting in crunching large numbers. Today, Computational Science Concepts, tools and theorems will weave into the very fabric of science and scientific practice.

**Convergence & Transformation** – In simplest terms, once upon a time we had chemistry and biology as distinct and separate enterprises, now we also have biochemistry. Such moments of convergence, generating new sciences and insights, are extremely productive in the development of our knowledge and our technologies.

**Pluri-Disciplinarity & Policy** – The old academic "silos" of disciplines when functioning alone are counterproductive. Many of our real life problems, such as poverty, gender or the environment, are all multi-dimensional and complex and require a special way of organizing all the various disciplinary inputs. We need the wisdom of the humanities in addition to the knowledge of the natural sciences.

### Aspects of Higher Education in the 21<sup>st</sup> Century

**1. Part of a Reinvented Education System:** The ICT revolution and the transformation of knowledge manifested in the seven pillars are changing the concept and practice of education. On-Line education is a reality, and is growing fast. Education is likely to change profoundly in the coming decades, in terms of **content, participants, methods, and organizational setting.**

There will be an explosion in Content, beyond our imagination even. The flexibility of these combinations will allow people to learn continuously throughout their lives. And virtual Internet based communities will create a new form of peer group affecting the mental and emotional growth of the children and young adolescents of the future.

As to methods, formal instruction in classrooms will increasingly be supplemented by both guided learning and self-learning. While there will be virtual networks of learning on-line, the socialization function of schools and universities will continue.

**2. A Changed Higher Education Landscape:** The ICT revolution is already offering many more options than anyone would have thought possible. The **University of the People** ([www.uopeople.org](http://www.uopeople.org)), is a tuition free, on-line university, intended to democratize higher education. The Library of Alexandria, in collaboration with the University of Pittsburgh, offers the **Science Supercourse** (<http://ssc.bibalex.org/>), a collection of over 170,000 PowerPoint lectures that can be used as is, or from which individual slides can be taken to compose your own lecture. Others have moved into the area of Massive On-Line Open Courses (MOOCs). Two other Stanford professors have started a new start-up called Coursera that has been joined by a number of major research universities, with the purpose of offering MOOCs. And there are many other examples. Indeed the challenges to the classic model multiply every day<sup>1</sup>.

**3. University and Society:** The University will be the locus of change in society. With continuing education becoming a must, I expect that the University of Tomorrow will have a large presence of on-going adult learning programs. A major expansion of community outreach will be part of the University of Tomorrow, diminishing if not abolishing the old town/gown dichotomy.

**4. The University and the Economy:** We all know the dual role of the university: from preparing young people for the rapidly changing job market to driving research and innovation in a society. Both of these functions shall remain. The research universities will be extremely important in the years to come<sup>2</sup>.

**5. The Core Functions of the University:** Research, education and certification will remain the core functions of universities, but the certification function will change dramatically as continuing education, and upgrading of skills will become mandatory de-facto. The university will not be just a stage in everyone's life, but a lasting presence in our community, our society.

**6. Curricula for Tomorrow:** There will be multiple offerings on-line, not just at large but involving participants on campus as well. MOOCs and more specialized versions of it will also allow for "flipped classroom" instruction, where lectures are recorded and viewed by the students on their own and the classroom face-time is devoted to teachers and students working together on problem solving and enhancing skills.

The curriculum will probably emphasize streamlined but bedrock core programs. Entry into the job market will be followed by continuing life-long education, through formal instruction either on-line or in person, or a combination of both.

## ⊕ It Takes Two to Tango: Higher Education Institutions and the Employers



by **Pam Fredman**, IAU Vice-President and Rector University of Gothenburg, Sweden ([rektor@gu.se](mailto:rektor@gu.se))



Tomorrow's society will be formed by the on-going globalization. There are many definitions of the word globalization, but the one given by Dr Nayef R.F. Al Rodhan and Gérard Stoudman (19 June 2006), "Globalization is a process that encompasses the cause, course, and consequences of translational and transcultural integration of human and non-human activities", is well in line with the topic of the 14<sup>th</sup> IAU General Conference, in San Juan, Puerto Rico in 2012, "Higher Education and the Global Agenda: Alternative Paths to the Future". Globalization will continue with its positive and negative consequences and the future challenges have to be met with the perspective of a sustainable development of society, encompassing environmental, economic, cultural and social aspects.

It is generally held that the development of tomorrow's society will require large numbers of knowledgeable and engaged individuals. This need is reflected in an increase of HEIs around the world and national goals concerning HE. The attitude to and the knowledge and recognition of sustainable development perspectives carried by these students will have a great impact on our future society.

That HEIs have a crucial role and responsibility in the development of a sustainable society is obvious. **New knowledge has to be created and developed through disciplinary depth and interdisciplinary challenges.** Global challenges like environmental destruction, economic crises, social exclusion, ageing populations and transmission of diseases all have to be approached from a range of different perspectives. This demands multidisciplinary knowledge and a holistic view that must be transferred to all parts of society through our students, the future workforce and our future leaders.

We have a responsibility to educate for tomorrow's needs – needs that will change more rapidly and unpredictably than ever before. It is thus equally important to ensure opportunities for and encourage studies in all disciplines and with a disciplinary depth

1. See Laura Pappano, "Suddenly, millions have started taking U.S. university classes online", in *International Herald Tribune*, Monday, November 5, 2012, p.15

2. The US Academies recently produced a report recommending ten specific actions that should be taken to maintain the pre-eminence of American research universities. See *The National Research Council, Research Universities and the Future of America*, The National Academies, Washington DC, 2012.

as it is to provide students with more generalist competences. This will improve their creativity and critical thinking and hopefully also their grasp of the four pillars of sustainable development – the environmental, economic, cultural and social aspects. At some HEIs, it is today mandatory for students in vocational programs – i.e. medicine and engineering – to take courses in the humanities and the social sciences. HEIs are responsible for ensuring that the curricula include all four pillars of sustainable development. Many obstacles must be overcome to truly integrate the perspective of responsibility for sustainable societal development in HE. Success in this respect will require HE leaders to focus on sustainable development – one of the focus areas for IAU work.

However, it takes two to tango. The responsibility for a sustainable development of society can never be assumed by only one part. Rather, it has to be shared between the HE sector and the employers. They have to recognize their future needs for different skills, disciplinary variety and generalist competence, and together we have to determine how to share the perspective on sustainability to include economic environment as well as social and cultural aspects.

The HE funding systems of today promote employability. This often favours HE that harmonizes with the traditional job market

and not necessarily with the perspectives of the future. However, I do believe that we have a common goal – to take responsibility for a sustainable future by providing HE that will meet the competence needs not only of today but also of the future.

The management of many companies, in particular the larger ones, express an important need for diversity and generalist competence in HE. The special competence needed is provided for within the company. The health care sector is changing, with more technology, cultural and social aspects and increased budgetary challenges, reflecting a need for multidisciplinary competence.

Together we can tango. As two individual partners with respect for each other's areas of responsibility and competence, we can collaborate. We need to get closer in order to help our students to promote contacts with the job market and to increase mobility of staff between the sectors.

Finally, to achieve true sustainable development, we need to have the politicians and decision makers on board. If we provide them with a robust groundwork that shows our joint responsibility, it may have a strong influence on their willingness to take responsibility for sustainable development and for consequent funding of HE.





## REPORTS ON IAU PROJECTS

### ► INTERNATIONALIZATION

#### ⊕ IAU 4<sup>th</sup> Global Survey on Internationalization of Higher Education

As the Association prepares for the 4<sup>th</sup> Global Survey on Internationalization of Higher Education, IAU has been benefitting from the expertise of its newly established international Advisory Committee for the survey. The Committee has representatives from every region of the world who have accepted to provide advice and feedback to IAU during the development of the new questionnaire, guide the overall survey process and help IAU to ensure that the 4<sup>th</sup> Survey has the largest possible sample of responding Higher Education Institutions. The Members of the Committee are listed below.

#### Partnership agreements signed!

In addition the IAU is very pleased to announce that it has signed partnership agreements in support of the Survey with four different groups. These sponsoring partners are:

- British Council
- NAFSA
- European Commission
- EAIE



These various agreements which provide either monetary and/or in-kind support for the production of the 4<sup>th</sup> Global survey will help IAU to undertake the survey, ensure that as many institutions as possible take part, and firm up the long term viability of these IAU global surveys.

In a relatively short time, the IAU Global Surveys on Internationalization have developed into a recognized and much valued source of information and analysis on this important area of higher education policy, offering data and insights on trends and developments from around the world.

The IAU 4<sup>th</sup> Global Survey will be launched in early 2013. The Association hopes to see many more universities complete the questionnaire, so when invited to do so, please ensure that your institution takes part in the survey.

### 🔄 ADVISORY COMMITTEE MEMBERS – IAU 4<sup>th</sup> GLOBAL SURVEY ON INTERNATIONALIZATION OF HIGHER EDUCATION

Name	Title	Country
Madeleine Green	IAU Senior Fellow	USA
Denis Murray	Executive Director, International Education Association of Australia (IEAA)	Australia
Francisco Marmolejo	Coordinator of Higher Education and Lead Tertiary Education Specialist, World Bank	USA
Georges Nahas	Dean of Institute of Theology, Vice President for Planning and Educational Relations, University of Balamand	Lebanon
Hans de Wit	Professor of Internationalization, Amsterdam University of Applied Sciences	The Netherlands
James Jowi Otieno	Secretary, African Network for Internationalization of Education	Kenya
Jane Knight	Adjunct Professor, University of Toronto	Canada
Jocelyne Gacel Avila	General Coordinator of Cooperation and Internationalisation, University of Guadalajara	Mexico
Jose Celso Freire Junior	Head, International Relations – UNESP-APEX	Brazil
Masayuki Kobayashi	Professor of Centre for Research and Development of Higher Education, University of Tokyo	Japan
Patricia Pol	Policy Advisor for European and International Affairs, AERES	France
Robert Stableski	Senior Adviser for Planning and Service Development, NAFSA	USA
Michael Peak	Higher Education Research Manager, British Council	U.K
Hans-Georg van Liempd	President EAIE	Belgium / The Netherlands
<b>IAU Secretariat</b>		
Eva Egron-Polak	IAU Secretary General	International
Ross Hudson	IAU Programme Officer	International



## REPORTS ON IAU PROJECTS

### ⊕ SARUA Leadership Dialogue on Internationalization in Partnership with IAU



IAU collaborated with SARUA, an IAU Member organization whose CEO, Piyushi Kotecha, was an IAU Board Member (2008 – 2012), in organizing this VC Dialogue from 21 to 22 June 2012 in Maputo, Mozambique. The topic was Internationalization of higher education: Implications for the knowledge project in the Global South. Prof Dzulkifli, newly elected IAU President and Eva Egron-Polak, IAU Secretary-General both spoke during the event (see: [www.sarua.org](http://www.sarua.org)). The focus of the IAU presentation was on the recently approved *Call for Action: Affirming Academic Values in Internationalization of Higher Education*.

### ⊕ EAIE International Student Mobility Charter released

During its 24<sup>th</sup> Annual Conference, the European Association for International Education (EAIE), an IAU partner, released its International Student Mobility Charter. This was developed in response to the significant increase in the number of students moving abroad to study and their ensuing need for improved rights and welfare.

To read the full text of the Charter, please visit [www.eaie.org](http://www.eaie.org) or directly at [www.eaie.org/home/in-the-field/policy-advocacy/international-student-mobility-charter.html](http://www.eaie.org/home/in-the-field/policy-advocacy/international-student-mobility-charter.html)

#### REACTION TO IAU CALL FOR ACTION

### DO HEIS HAVE GLOBAL RESPONSIBILITIES?

by **Colin Riordan**, *President and Vice-Chancellor, Cardiff University, Wales, U.K*

(For the full text, please contact the author, Colin Riordan at: [riordanc@Cardiff.ac.uk](mailto:riordanc@Cardiff.ac.uk))

*The IAU statement **Affirming Academic Values in Internationalization of Higher Education: A Call for Action** (see: [www.iau-aiu.net/](http://www.iau-aiu.net/)) has attracted much attention and discussion. It has been presented in the media and at conferences as well. During the International Education Association of Australia (IEAA) Conference (Melbourne, October 2012) on Education in the Asian Century, a panel discussion debated the Call for Action. The following text is an excerpt from the presentation by Prof. Riordan. May this contrary perspective, which we publish in the interest of open debate, insight others to send in their comments for future dissemination!*

Do HEIs have global responsibilities? The short answer to the question is yes. But it is narrowly framed. Our social responsibility with respect to international activity is part of a much bigger picture. All universities have a range of accountabilities, from research ethics to student welfare, from environmental responsibility to financial probity.

I therefore want to question the utility of publicly affirming the academic values underlying internationalisation in this way. All the values that universities rightly uphold, and all the responsibilities they discharge, have to be seen in the context of the overall aims of the institution. The danger with affirming wide-ranging values that relate to particular areas, such as internationalisation in this case, is that we pick and choose among the values to suit our own agendas.

For example, a glaring omission from the statement on academic values in internationalisation is environmental responsibility. Internationalisation encourages the burning of irreplaceable, carbon-heavy fossil fuels through long-distance air travel [...]. Tacitly we accept that cost as the price we have to pay for internationalisation, even though it runs absolutely counter to one of the core values upheld by most reputable universities. But why accept that contravention of a deeply felt value and not others?

Why, then, do we need a declaration affirming values that are already firmly embedded in every reputable institution? It is the responsibility of every university to uphold standards, treat students fairly and pursue research in an ethical manner. Making a separate declaration affirming the academic values underlying one portion of this activity runs the risk of looking both defensive and self-serving.

Far better to take the time and trouble to understand fully the cultural, political, social and economic context within which the various higher education systems across the world operate. Then we will better be able to understand each other's constraints and freedoms without appearing to take the moral high ground for our own.

None of us has all the answers. We must be clear about that, but at the same time confident that as reputable higher education institutions we uphold vital, even noble values in an imperfect world. We do stand for freedom of enquiry, for fairness, inclusion and opportunity. We do, in short, exist to make the world a better place. But if we feel the need to make public statements affirming something that should be readily apparent through all our behaviours, it seems to me that we are already conceding defeat, something which I'm sure none of us would want to do.

## ▶ DOCTORAL EDUCATION AND TRAINING

### ⊕ IAU-ACUP International Seminar on Innovative Approaches to Doctoral Education and Research Training in Africa

Hosted by the Ethiopian Institute of Architecture, Building Construction and City Development (EiABC), Addis Ababa University, Addis Ababa, Ethiopia from 12 to 13 July 2012 the



IAU meets in Addis Abeba

Seminar brought together participants from 19 higher education institutions, representing 14 countries, and 8 higher education associations and organizations. It debated the importance of doctoral education today; the current status of doctoral education in Africa; the challenges faced by African higher education institutions in developing their doctoral programmes and research training and concluded with an afternoon brain storming session on recommendations and future action to improve doctoral education and research training. The Report on the **IAU-ACUP International Seminar on Innovative Approaches to Doctoral Education and Research Training in Africa** is available online in both English and French and presents the outcomes of the debates. The webpages also provide updates on work undertaken in the context of the IAU project on Doctoral programmes [link: [www.iau-aiu.net/content/iau-acup-international-seminar-doctoral-programmes](http://www.iau-aiu.net/content/iau-acup-international-seminar-doctoral-programmes)]

⇒ **Contact:** Dr. van't Land, *IAU Director Membership and Programme Development*, [h.vantland@iau-aiu.net](mailto:h.vantland@iau-aiu.net)

### ⊕ Interactive Web-based Portal on Innovative Approaches to Doctoral Education and Training in Africa (IDEA-PhD)

In cooperation with the *Association of Catalan Public Universities (ACUP)* and thanks to logistical support from the *Open University of Catalunya (UOC)* both Members of the IAU, the Association developed a portal on doctoral education and training in Africa. Providing direct links to policy papers, reference documents, tools and



others documentation on the management, coordination, development of doctoral education and training the Portal is to assist higher education institutions (HEIs) to gain easy access to information the representatives of African HEIs, which took part in the successive IAU international Seminars on doctoral education, indicated they could use to improve the way doctoral education is developed at their institution. The Portal was successfully launched at the IAU 14<sup>th</sup> General Conference and the initial draft is available online for all. Thanks to comments it will trigger, IAU will improve it over the next few months.

**To access the portal:** [www.idea-PhD.net](http://www.idea-PhD.net)

⇒ **Contact:** Dr. van't Land, *IAU Director Membership and Programme Development*, [h.vantland@iau-aiu.net](mailto:h.vantland@iau-aiu.net)

## ▶ HIGHER EDUCATION AND SUSTAINABLE DEVELOPMENT

### ⊕ New IAU Portal on The Role of Higher Education in promoting sustainable Development (HESD)

As a contribution to the UN-Decade on Education for Sustainable Development (UN-DESD), IAU developed a portal on HESD. It maps out actions and initiatives developed by Higher Education



institutions and Associations of Higher education, Member of the IAU, to promote sustainable development. Providing detailed contact information on where actions are undertaken, the portal aims at better networking between initiatives. The initial draft of the portal was launched at the IAU 14<sup>th</sup> General Conference.

The test phase is now available online and will be improved further in the next few months thanks to comments that will be received. **To access the portal:** [www.iau-hesd.net/en](http://www.iau-hesd.net/en)

**IAU Members are invited to** visit the portal and test it with the IAU and to help turn it into an instrument of use to all. All comments, suggestions for improvement, information on initiatives that could or should be featured can be sent to: [iau4@iau-aiu.net](mailto:iau4@iau-aiu.net) and [h.vantland@iau-aiu.net](mailto:h.vantland@iau-aiu.net).

The IAU Project and activities on Doctoral Education in Africa and the IAU HESD Project are undertaken with financial support from the Swedish International Development Cooperation Agency (Sida).





## REPORTS ON IAU PROJECTS

### ► IAU HIGHER EDUCATION/ RESEARCH FOR EDUCATION FOR ALL (AND MDGS) – HEEFA PROJECT



Colleagues from different HEIs and related stakeholders meet at the IAU EFA workshops in Kathmandu (December) and Nairobi (January).

The IAU Project on increasing involvement of higher education (HE) and research in achieving the Education for All (EFA) Goals, otherwise known as HEEFA, comprises three types of activities related to Community Building (HEEFA Portal and

Newsletter); Commitment Building (Reference Group); and Capacity Building (Workshops).

Over the past two months, the IAU in partnership with IAU Member institutions conducted, two collaborative workshops to contribute to institutional capacity building and to strengthen links between higher education and EFA. The first one took place in December 2012 in Kathmandu, Nepal, the second one in Nairobi, Kenya in January 2013.

#### ⊕ IAU HEEFA Collaborative Workshops

Aim of the IAU Workshops: *A three-step activity to envision higher education for EFA locally* is to strengthen local capacity through reinforcing the engagement of higher education – as a sector – in achieving EFA goals locally. The workshop concept was developed based on outcomes from two pilot workshops conducted in Cuernavaca, Mexico and Ouagadougou, Burkina Faso in 2010. The module was then validated by the IAU Reference Group on higher education for EFA which is composed of 30 Members, representing all regions of the world.

The Workshops are designed to increase awareness among the higher education community of EFA, and inversely, to increase awareness of work accomplished by higher education institutions in EFA by other EFA stakeholders, including those of the higher education sector. Participants are challenged to think ‘out of the box’ on how to better and concretely engage higher education in EFA within their respective countries and to produce a document on how to move forward in this domain.

Following suggestions from members of the IAU Reference Group on higher education for EFA, IAU invited the Tribhuvan University in Nepal and the University of Nairobi in Kenya (both IAU Member institutions) to partner up with IAU for the organisation, planning and holding of the IAU Workshops.

**In Kathmandu, Nepal**, the Workshop brought together some 60 high-level representatives who came from five universities from across Nepal, including representatives of the Ministries of Education and Finance, UNESCO, and various local NGOs working in EFA. Amongst the dignitaries were the Minister of Education, four Vice-Chancellors and the Director of the National Planning Commission. Two members from the IAU Reference Group participated, coming from the University of Liverpool (UK) and the University of Delhi (India). The Workshop ended with the adoption of recommendations for a better participation of the higher education sector for EFA. It was the first Workshop to be held in Asia.



**The Workshop held in Nairobi, Kenya**, brought together 30 participants. It included the participation of faculty from the University of Nairobi and Kenyatta University with a strong presence from civil society and UN agencies (UNESCO and UNICEF). The Ministry of Higher Education, Science and Technology and the Ministry of Education were both represented at Director's level. The Workshop ended with the validation of an action plan composed of three parts, proposing new ways for collaboration, mobilisation and follow-up. The Director for Basic Education agreed to convene a meeting of all participants at the Ministry of Education once the IAU Workshop Report will be completed. It was the second Workshop to be held in Africa.

## Workshops in 2013

The IAU will organise two Workshops in 2013 in collaboration with IAU Members. A call for expressions of interest to host one of these Workshops will be published in the upcoming weeks. Please check the IAU website for information periodically.

➔ **Contact:** Nadja Kymlicka ([n.kymlicka@iau-aiu.net](mailto:n.kymlicka@iau-aiu.net)) and Isabelle Turmaine ([i.turmaine@iau-aiu.net](mailto:i.turmaine@iau-aiu.net))

*The HEEFA Project is undertaken with financial support from the Swedish International Development Cooperation Agency (Sida).*



More information at: [www.iau-aiu.net/content/efamdgs](http://www.iau-aiu.net/content/efamdgs)

## ► STRENGTHENING RESEARCH CAPACITY AND RESEARCH MANAGEMENT IN UNIVERSITIES THROUGH THE IAU LEADHER PROGRAMME

In January 2013, thanks to continued Sida funding the IAU launched a new competition for LEADHER grants focusing on the reinforcement of the research function in universities. The objective of the 2013 programme is once again to increase and improve South-South as well as South-North cooperation among higher education institutions, targeting research capacity and research management. The programme is open only to IAU Members in Good Standing (no arrears in the payment of membership fees). Six projects have been selected for 2013.



### ⊕ Report on projects carried out in 2012

As a result of the second 2012 call for proposals, three joint-projects were carried out. They focused on the following:

- The **Federal University of Agriculture Abeokuta** (Nigeria) worked in partnership with the **College of Agriculture & Consumer SCI** of the **University of Ghana** (Ghana). These two IAU Members are the only two running programmes in agricultural administration in Africa. As mentioned in their activities' report, the LEADHER grant "provided opportunities to communicate and interact with all faculty members of both departments [of Agricultural Administration] in the two institutions". It allowed "the two universities to



The University of Ghana visits the Federal University of Agriculture Abeokuta; the Federal University of Agriculture Abeokuta visits the College of Agriculture & Consumer SCI of the University of Ghana.

develop a joint work plan. [...] The LEADHER Project has assisted both institutions in enriching [their] Agricultural Administration curricula. Some soft issues identified as core to the Agricultural Administration curriculum include: conflict management, human resource development, training,



## REPORTS ON IAU PROJECTS



From top to bottom: An interactive session at the University of Ghana; DIU team meeting the Vice Chancellor of USM Professor Datuk Dr Omar Osman in his office at USM on October 5, 2012; Dr Faridah's Workshop at DIU, "Social Media Action Research" Photo taken on Nov 29<sup>th</sup>, in Conference Room, Prince Plaza Building.

motivation, farm employees behaviour, evaluation of agricultural projects, policy analysis, biotechnology courses. The LEADHER project was timely because it coincided with the general review of academic curricula of both institutions for both undergraduate and postgraduate degrees."

■ **Daffodil International University** (DIU, Bangladesh) worked in partnership with Universiti Sains Malaysia (USM, Malaysia). The goals of the project were to (i) initiate research training for doctoral programs and (ii) launch research capacity building initiatives through cooperation. Two reciprocal learning visits were organized and focused on the following challenges: "inculcating a culture of research" for Daffodil International University and "working with people of a different culture and background, i.e. with people who have little or no grounding in doctoral research" for USM. The project report stresses that "the LEADHER grant enabled practical visits and networking as well as the conducting of doctoral research workshops. The physical visits enabled for better understanding between the two institutions. Both professors from USM plan to present keynote papers at the January 2013 DIU International Conference. USM funds the travel while DIU provides local hospitality during the conference."

■ **Bahria University Islamabad** (Pakistan) in partnership with **University of Salford** (UK) worked on the development of their respective research mission, research policy and research development strategy; research planning, Organization and management; Collection, Maintenance and dissemination of research results; Research capacity building through internationalization. By the time this volume of *IAU Horizons* was edited, the second learning visit was held in Pakistan.

In spring 2013, **Moi University** (Kenya) in partnership with Alexandria University will work on *Research training, in particular innovative doctoral programmes and Research capacity building through internationalization*.

The **University of Salford** (UK) in partnership with the **University of Ilorin** (Nigeria) will work on *Research training, in particular on innovative doctoral programmes*. The results of these exchanges will be presented in the next issue of *IAU Horizons*.

The next Grants' competition (10,000 Euros maximum each) will be launched in spring 2013.

Each project must involve at least one institution located in a low income country (see: [www.iau-aiu.net/sites/all/files/GNP\\_Country\\_Categories.pdf](http://www.iau-aiu.net/sites/all/files/GNP_Country_Categories.pdf)). Guidelines, application form and other information will be available on the IAU website ([www.iau-aiu.net/node/132](http://www.iau-aiu.net/node/132)). For further information, please visit the IAU website regularly and/or contact Ms Elodie Boisfer, *IAU Programme Officer* ([e.boisfer@iau-aiu.net](mailto:e.boisfer@iau-aiu.net)).

# IAU COLLABORATION AND NETWORKING

Since the latest issue of *IAU Horizons* went to press, IAU was represented at the following events:

## 2012

Association québécoise de Pédagogie collégiale, CEGEP International www.aqpc.qc.ca	Quebec, Canada	June
ENIC-NARIC Meeting www.educacion.gob.es	Toledo, Spain	June
First World Open Educational Resources Congress, UNESCO www.unesco.org	Paris, France	June
SIS catalyst Policy Practice Interface Conference and the 21 <sup>st</sup> EAN annual Conference www.ean-edu.org – www.siscatalyst.eu/calendar/zagreb-conference	Zagreb, Croatia	June
International Conference on Media and Information Literacy for Knowledge Society, UNESCO Information for all Programme (IFLA) – www.ifla.org	Moscow, Russia	June
European Commission meeting: Global Strategy on Internationalization of Higher Education – <a href="http://ec.europa.eu/">http://ec.europa.eu/</a>	Brussels, Belgium	July
16 <sup>th</sup> Annual International Accreditation of South Africa (IEASA) Conference – <i>Promoting Higher Education Internationalization through International Research Collaborations, Partnerships and Innovative Teaching</i> – www.ieasa2012.cmc-uct.co.za	Cape Town, South Africa	August
Magna Charta Observatory's 24 <sup>th</sup> anniversary conference – Conversation on Intellectual Freedom: the Magna Charta Universitatum Then and Now www.magna-charta.org	Bologna, Italy	September
University of Luxembourg – Start of the Academic Year www.fr.uni.lu/	Luxembourg	September
European Association for International Education (EAIE) 2012 Conference www.eaie.org	Dublin, Ireland	September
EUA Doctoral Week – <i>Global perspectives, Funding of Doctoral Education and Quality Assurance, Karolinska Institute</i> – www.eua.be	Stockholm, Sweden	September
ARDE (Accountable Research Environments for Doctoral Education) Workshop www.eua.be	Stockholm, Sweden	September
International Education Association of Australia and Universities Australia – First UK-Universities Australia Policy Dialogue – <i>Beyond competition: policy dialogue on cooperation between the UK and Australia in international higher education</i> www.universitiesaustralia.edu.au/	Melbourne, Australia	October
Australian International Education Conference – <i>International Education in the Asian Century</i> www.aiec.idp.com/home.aspx	Canberra, Australia	October
International Conference on University Leadership for Integrating Knowledge Diversity for Sustainability – <a href="http://multiworldindia.org/aiu-conference/">http://multiworldindia.org/aiu-conference/</a>	Alor Setar, Malaysia	October
OECD's AHELO Stakeholders' Meeting www.oecd.org	Paris, France	October
46 <sup>th</sup> Annual Conference of the Canadian Bureau for International Education www.cbie-bcei.ca	Montreal, Canada	November

## 2013

International Higher Education Teaching and Learning Association (HETL) 2013 Conference – <i>Exploring Spaces for Learning</i> <a href="http://hetl.org/">http://hetl.org/</a>	Orlando, USA	January
EU / Romanian Government Mutual Learning Workshop (MLW) “ <i>Developing a multi-dimensional analysis of Romanian higher education institutions: internationalization, equity and social cohesion</i> ”	Bucharest, Romania	January
High level Conference on “ <i>Competences for a Culture of Democracy and Intercultural Dialogue: a political challenge and values</i> ” – <a href="http://hub.coe.int/en/andorra-november-2012-to-may-2013/">http://hub.coe.int/en/andorra-november-2012-to-may-2013/</a>	Andorra	February
2 <sup>nd</sup> meeting of the Steering Committee for Educational Policy and Practice (CDPPE) – Council of Europe – <a href="http://hub.coe.int/">http://hub.coe.int/</a>	Strasbourg, France	February



# MEMBERSHIP NEWS

IAU is pleased to welcome new Members who joined and re-joined the Association since June 2012.

## INSTITUTIONS

**Management Center Innsbruck,**  
Austria  
[www.mci.edu](http://www.mci.edu)



**Helderberg College,**  
South Africa  
[www.hbc.ac.za](http://www.hbc.ac.za)



**Ecole Supérieure Panafricaine de Management Appliqué,**  
Benin  
[www.espam-formationue.org](http://www.espam-formationue.org)

**Nelson Mandela Metropolitan University,**  
South Africa  
[www.international.nmmu.ac.za](http://www.international.nmmu.ac.za)



**University of Cape Verde,**  
Cape Verde  
[www.unicv.edu.cv](http://www.unicv.edu.cv)



**General Sir John Kotelawala Defence University,**  
Sri Lanka  
[www.kdu.ac.lk](http://www.kdu.ac.lk)



**University of the Caribbean,**  
Dominican Republic  
[www.unicaribe.edu.do](http://www.unicaribe.edu.do)



**National College for Medical and Technical Studies,** Sudan  
[www.nc.edu.sd](http://www.nc.edu.sd)



**Nelson Marlborough Institute of Technology,**  
New Zealand  
[www.nmit.ac.nz](http://www.nmit.ac.nz)



**Dalarna University,**  
Sweden  
[www.du.se](http://www.du.se)



**Federal Polytechnic, Oyo,**  
Nigeria  
[www.federalpolyoko.edu.ng/](http://www.federalpolyoko.edu.ng/)



**Hasan Kalyoncu University,**  
Turkey  
[www.hku.edu.tr](http://www.hku.edu.tr)



**Redeemer's University,**  
Nigeria  
[www.run.edu.ng](http://www.run.edu.ng)



**Borys Grinchenko Kyiv University,**  
Ukraine  
<http://kmpu.edu.ua>



**Air University,**  
Pakistan  
<http://au.edu.pk/>



**Kharkiv University of Humanities "People's Ukrainian Academy",** Ukraine  
[www.nua.kharkov.ua](http://www.nua.kharkov.ua)



**National University of Political Studies and Public Administration,** Romania  
[www.snsps.ro](http://www.snsps.ro)



**National Pedagogical Dragomanov University,** Ukraine  
[www.npu.edu.ua](http://www.npu.edu.ua)



**Admiral Ushakov Maritime State University,**  
Russian Federation  
[www.nsma.ru](http://www.nsma.ru)



**St. Cloud State University,**  
USA  
[www.stcloudstate.edu](http://www.stcloudstate.edu)



**Effat University,**  
Saudi Arabia  
[www.effatuniversity.edu.sa](http://www.effatuniversity.edu.sa)



**Wheelock College,**  
USA  
[www.wheelock.edu](http://www.wheelock.edu)



## RE-JOINING INSTITUTIONS

**Université de Yaoundé I,**  
Cameroun  
[www.uy1.uninet.cm](http://www.uy1.uninet.cm)



**Université d'Antananarivo,**  
Madagascar  
[www.univ-antananarivo.mg](http://www.univ-antananarivo.mg)



**Ca' Foscari University of Venice,**  
Italy  
[www.unive.it](http://www.unive.it)



**Philippine Women's University,**  
Philippines  
[www.pwu.edu.ph](http://www.pwu.edu.ph)



**University of Siena,**  
Italy  
[www.unisi.it](http://www.unisi.it)



**Lund University,**  
Sweden  
[www.lu.se](http://www.lu.se)





## IAU OBSERVER

**Ambedkar University,**  
India  
[www.aud.ac.in](http://www.aud.ac.in)



## IAU ORGANISATION

**Association of Swedish Higher Education (SUHF),** Sweden  
[www.suhf.se](http://www.suhf.se)



**Réseau Africain Francophone de la Formation Supérieure et de l'Enseignement Technique (RAFSET),** Togo



**Association of International Education Administrators (AIEA),** USA  
[www.aieaworld.org](http://www.aieaworld.org)



**Consortium for North American Higher Education Collaboration (CONAHEC),** USA  
[www.conhac.org](http://www.conhac.org)



## AFFILIATES

**The UNESCO Network of Associated Libraries (UNAL) of the Republic of Congo**

**International Identity Card (ISIC) Association**



## IAU ASSOCIATES

**António Marques,**  
*Vice-Rector for International Relations, University of Porto, Portugal*

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*Former Vice-Chancellor, University of Ghana*

**Janyne Hodder,**  
*Past President, The College of the Bahamas*

**Is-haq Oloyede,**  
*Former Vice-Chancellor, University of Ilorin, Nigeria*

## IAU by numbers

IAU is pleased to report that as of January 31, IAU counts 619 Institutional Members and 4 Observers from 119 countries from around the world; 29 Member Organisations, 13 Affiliates and 18 Associates from around the world.

## In Memoriam

IAU is sad to announce the death of **Prof. Pier Ugo Calzolari**, former Rector of the University of Bologna. Prof Calzolari was elected to the IAU Administrative Board in 2008. He accepted to act as the Vice President and Treasurer of the Association and took on the Chair of a joint IAU-MCO Working Group which, over the past 2 years worked to draft Guidelines for an Institutional Code of Ethics in Higher Education. Prof Pier Ugo Calzolari was deeply committed to promoting excellence and integrity in higher education and worked diligently with IAU to promote these ideas. He brought not only expertise but also wisdom and generosity of spirit to the work he undertook and he will be sorely missed by all who knew him. Our heartfelt sympathy goes out to his wife and family as well as his friends and colleagues. He was much loved and appreciated by all. He passed away on October 11, 2012. The University of Bologna has more information on Prof Calzolari's outstanding career (see [www.magazine.unibo.it](http://www.magazine.unibo.it)).



## Sir Albert Sloman (1921-2012)

Sir Sloman played an important role in the life of the IAU, initially as member of the Board (1965 to 1970), and later as Vice-President of the Association (1970 to 1975). Fighter pilot in the RAF during the War, he became a distinguished Hispanicist and worked at the University of California, Berkeley, at Trinity College Dublin and then the University of Liverpool before becoming Vice-Chancellor of the University of Essex, where he is known as having contributed significantly to its reputation by promoting research of Excellence, expanding graduate numbers and attracting students from overseas. His dedication to higher education marked his valuable contributions to the development of IAU. IAU sends its condolences to his family and colleagues.

## ➔ WANT TO ENHANCE YOUR VISIBILITY?

Bring your programs, projects and other activities to the attention of the broader higher education community in *IAU Horizons!*

For advertising options, please contact [r.hudson@iau-aiu.net](mailto:r.hudson@iau-aiu.net)

## MEMBERSHIP NEWS

### ✚ ANGLE AND BABEL – TWO RECENT ERASMUS MUNDUS ACTION 2 PROJECTS COORDINATED BY THE UNIVERSITY OF PORTO AND IN WHICH IAU IS PLEASED TO BE INVOLVED

Since 2008, the University of Porto developed 7 Erasmus Mundus Action 2, EU-funded cooperation projects, including BABEL: Building Academic Bonds between Europe and Latin America and ANGLE: Academic Networking, a Gate for Learning Experiences. IAU has been involved as 'Associated organisations' in 4 out of the 7 projects.

The **Projects** (supported financially by the European Commission through the Erasmus Mundus Programme) grant scholarships to students and staff members from African, Caribbean and Pacific (ACP) and Latin American (LAC) countries to undertake a mobility period, or full degree, in partner universities in Europe. Scholarships are available for undergraduate, master and doctorate students and also for staff members (academic and administrative) and include a monthly allowance, travel, insurance costs and tuition fees.

Aimed at intensifying dialogue and cooperation between European and ACP higher education institutions and regions, these projects facilitate the exchange of expertise and knowledge and actively contribute to institutional capacity building. So far, the projects have contributed to strengthening internal infra-structures (IOs, academic and financial services, etc.) and have also helped to enhance the visibility of partner institutions in LAC, the ACP and European regions. By improving institutional management structures, including ICT infrastructures, partners are now better organized to face the future of EU-ACP cooperation projects developed as part of the new Erasmus for All programme. Besides 2-year mobility schemes, training of ACP and Latin American academic and administrative members of staff was given a special focus in all these projects. Both dynamics have resulted in the strengthening of cooperation links between both home and host institutions.

Two students involved in the projects report back on their experience:

- **Joseph Aloo**, a **Kenyan** citizen who benefitted from a one year scholarship to undertake a master's programme at **Malmö University** in **Sweden** and who received the Global Swede Award from the Swedish Government in recognition for his significant contribution to innovation and entrepreneurship in Sweden, stressed that "The mobility



Photos of some recent ANGEL and BABEL projects

period has been one of the best experiences I have ever had in my life; it has been very exciting, enlightening and memorable. I hope to use the knowledge and skills acquired to contribute positively to the capacity building of my community, country (Kenya) and continent (Africa). In addition, my year abroad has been instrumental in shaping the global citizen I have become".

- **Serupepeli Tagivakatini**, a Master student from the **Fiji Islands** enrolled in a full degree programme at the **University of Porto**, in **Portugal** commented that "When I got to Porto, not only did I see all that I was expecting, I was taken aback by the exquisite beauty of the place, the *not too-fast* daily rhythm of life and the warm personality of the Portuguese people I met." "Despite the challenges, this once in a life time learning opportunity is one that I will never ever regret taking up. It is an up-skilling and capacity building experience for me both personally and professionally." "It also provided me with a unique opportunity to be an exemplary ambassador of the University of the South Pacific, of Fiji and of the Pacific region by showcasing our rich geography and culture."

It is next to be hoped that the new Erasmus for All programmes will as well help foster EU mobility towards ACP and Latin American countries in order for mobility flows to be even better balanced out in the future.

For more information and **to take part in one of these projects:** <http://babel.up.pt/> and <http://angle.up.pt/>



## IAU Calls

### + HEP – DECEMBER 2013

⇒ Call for papers



To celebrate the *Higher Education Policy's* anniversary, the last issue of 2013 – HEP 26/4, to be released in December 2013 – will be entitled ***From the Vaults: Revisiting, Revising and Reflecting on Higher Education Policy Research***. For this special issue, contributors are invited to select a seminal article from the Higher Education Policy archives and reflect on

that paper, or on a couple of papers on the same theme.

For more information, please contact: [n.poulton@iau-aiu.net](mailto:n.poulton@iau-aiu.net).

### + SPECIAL ISSUE HEP ON DOCTORAL EDUCATION IN AFRICA

⇒ Call for papers

A special issue of *Higher Education Policy* on doctoral education in Africa is being prepared. Papers on **management issue, challenges and opportunities, networking initiatives, innovative approaches to doctoral education and training, supervision** will be considered.

Interested authors are invited to submit an abstract of no longer than 700 words to:

[h.vantland@iau-aiu.net](mailto:h.vantland@iau-aiu.net) and [n.poulton@iau-aiu.net](mailto:n.poulton@iau-aiu.net).

Seven papers will be retained.

**Deadlines: 30 April 2013**, for proposals; final versions expected by **30 September 2013**.

## IAU Highlights from the Press

### NEW SERVICE AT IAU!

***IAU Highlights from the Press*** is a new service developed and offered by IAU to all its Members. It provides an overview of articles on higher education topics as they have appeared in the press worldwide over the course of one month.

Articles in French and English are itemised and presented in a table under the following headings: theme; country; region; subject; source; date; language; and link. The articles are selected on the basis of frequency of occurrence of the subject they tackle, as well as their geographical (information covering all regions) and thematic relevance. The themes covered are taken from the UNESCO thesaurus, together with the IAU priority themes.

The objective of ***IAU Highlights from the Press*** is to assist leaders of IAU Member institutions and organizations in keeping track of **trends** in higher education worldwide and to note **subjects of high interest** to the press.

Each issue covers a month. It is sent by e-mail to all IAU Members each month and made available to all on the IAU Website a few days later.

This new service will be monitored carefully and adapted based on feedback you are invited to send in until June 2013. Please do not hesitate to make suggestions on how we could make the ***IAU Highlights from the Press*** as useful as possible to your needs.

**Director of Publication:** Isabelle Turmaine, *Director, Information Centre and Communication Services*

**Editorial Board:** Béatrice Inglisian, *Manager, Reference Publications & Amanda Sudic, Librarian and Documentalist*

**Contact:** [centre@iau-aiu.net](mailto:centre@iau-aiu.net)

**Website:** [www.iau-aiu.net](http://www.iau-aiu.net)

## Changes at the IAU Secretariat

After more than 19 years of service to IAU, **Christiane Oberlin**, IAU Office Manager, retired on December 31, 2012. All her colleagues at the Association wish her the very best in her new life. Christiane's contribution to IAU has been invaluable as she played a central role in the work of the Secretariat. She will be missed by the IAU Administrative Board, Secretariat and Members.

Christiane has been succeeded by Ms **Angella Nino**, who began her work at the IAU in January.

In addition IAU has also said goodbye to **Karine Bourgelas**, IAU Secretarial Assistant, who left the IAU in January after almost three years of service to the Association. With our thanks we wish her all the very best as she returns to Martinique.

Finally, IAU thanks Ms. **Maren Larsen** for all her contributions to the IAU Doctoral Programmes project during her internship at the IAU. Maren is now finalising her Master's Programme in city development at Science Po – Paris.



## NEW IAU AND OTHER PUBLICATIONS

### HIGHER EDUCATION POLICY (HEP) NEWS



Articles published in Higher Education Policy are now available online up to four months before they appear in a formal paper Volume and Issue. These articles are

final: they are fully typeset, paginated, copy-edited and, crucially, are citable as well. The articles are made available on our publisher Advance Online Publication (AOP) system. Please see [www.Palgrave-journals.com/hep/journal/vaop/ncurrent/index.html](http://www.Palgrave-journals.com/hep/journal/vaop/ncurrent/index.html)

#### HEP 25/3 – SEPTEMBER 2012

HEP 25/3 is a special edition entitled Collaboration and Competition in Research. Articles include *Determinants of Success in Academic Careers*, *Collaboration in Life Science Research Groups*, and *Managing Individual Performance in University Research*. To order your copy, or to subscribe, please go to: [www.palgrave-journals.com/hep/journal/v25/n3/index.html](http://www.palgrave-journals.com/hep/journal/v25/n3/index.html)

#### HEP 25/4 – DECEMBER 2012

This edition of HEP contains articles that analyse graduate employability, students' experiences in China's move to mass higher education, English as the *lingua franca* in Saudi higher education, academic culture and the built environment, internationalization in Latin America, university leadership in Malaysia, and admission policies in Jordan. It also features a reply to an article which appeared in the previous edition of HEP, *The Selection of Scientific Talent in the Allocation of Research Grants*.

### REPORT, IAU-ACUP INTERNATIONAL SEMINAR DOCTORAL EDUCATION AND TRAINING

The IAU-ACUP International Seminar on Doctoral education which took place in Addis Ababa, Ethiopia, last July, brought together participants from 19 higher education institutions, 14 countries, and 8 higher education associations and organizations. Recalling the debates that took place on the state of doctoral education in Africa today, the document reports on the outcomes and recommendations that were issued at the Seminar and summarises the suggested steps for future action to improve doctoral education. These outcomes were presented in San Juan during the IAU General Conference.

The report is available online in both English and French at [www.iau-aiu.net/content/activities-0](http://www.iau-aiu.net/content/activities-0) or [www.idea-phd.net](http://www.idea-phd.net).

Contact: [h.vantland@iau-aiu.net](mailto:h.vantland@iau-aiu.net)

### ► CODE OF ETHICS IN HIGHER EDUCATION

#### IAU-MCO DRAFT GUIDELINES FOR AN INSTITUTIONAL CODE OF ETHICS IN HIGHER EDUCATION

The *IAU-MCO Guidelines for an Institutional Code of Ethics in Higher Education* were approved by the IAU Administrative Board and the Magna Charta Council and, after wide dissemination to IAU Members, also approved at the IAU 14<sup>th</sup> General Conference, held at the Inter American University of Puerto Rico, USA in November 2012. The final version is now available online.

IAU welcomes all examples of institutional codes of ethics that may already exist. can be sent to Nicholas Poulton.

For more information, or to send comments, or to send in copies, in English or French of examples of institutional codes of ethics, please contact Nicholas Poulton ([iau@iau-aiu.net](mailto:iau@iau-aiu.net)).

**REIMAGINING DEMOCRATIC SOCIETIES: A NEW ERA OF PERSONAL AND SOCIAL RESPONSIBILITY**, by Sjur Bergan, Ira Harkavy and Hilligje van't Land (eds.) (2013): Strasbourg, Council of Europe Publishing – Council of Europe Higher Education Series No.18, ISBN: 978-92-871-7537-3



Reimagining democratic societies, although a demanding task, is one in which higher education must engage. As societies change, our understanding of democracy must also evolve. We

need democratic institutions, but also democratic culture and democratic innovation. Citizen participation, as a cornerstone of committed citizenry deeply involved in creating and sustaining diverse democratic societies is essential for human progress democracy, must go beyond citizen mobilisation on just a few issues. The authors – academics, policy makers and practitioners from Europe and the United States – argue this point, making the case for why democratic reimagination and innovation cannot succeed without higher education and why higher education cannot fulfil its educational, academic and societal missions without working for the common good. Case studies provide examples of how higher education can contribute to reimagining and reinvigorating democracy. The book can be ordered from: <http://book.coe.int/EN> Members in good standing can order a free copy of the book by writing to: [h.vantland@iau-aiu.net](mailto:h.vantland@iau-aiu.net)

The February 2013 edition of *New in Hedbib* has been released. Containing references and abstracts of the latest higher education research articles and publications worldwide and links to online publications, this resource is produced from HEDBIB, the IAU International Bibliographic Database on Higher Education: <http://hedbib.iau-aiu.net/>



## SELECTED ANNOTATED LIST OF PUBLICATIONS RECEIVED AT IAU



### What are Universities for?<sup>1</sup>

by **Gilles Breton**, Graduate School of International and Public Affairs, University of Ottawa, Canada  
(Gilles.Breton@uottawa.ca)



This is the question to which Stefan Collini replies in his latest publication. An original, and not only brilliant but enlightening reply based upon an in-depth knowledge of the university world and which sets itself apart from dominant discourse. The author teaches intellectual history and English literature at the University of Cambridge, which, along with

the fact that he has witnessed the many changes to and attacks upon English universities over the last decades, contribute much to this reply.

We can currently observe the emergence of a discourse highlighting the central importance of universities. The quality of the university system, its capacity to attract the best talents, to train PhD students, to develop research centres of international renown, would henceforth be indispensable for the competitiveness of national economies on international markets. So much so that our economic, political, and university leaders seem to have adopted the rhetoric of the knowledge economy and competitiveness which demands that the economic future of a country depends on the quality of its university system.

Universities should normally be delighted with their new-found fame, but this is not really the case, as the economic reading of the university is not without its impact on the definition of the university mission, on its autonomy, on the restriction of research to national priority areas, as well as on teaching, now utilitarian, market-oriented and a consumer good. All of this wrapped in public debate seemingly wanting to limit itself to the question of universities being financed by citizens, reduced to the status of tax-payers.

The great strength of this work is to take into account the recent changes of the university seen as a global “multiversity”, based on the boom in student numbers, the globalization of higher education, the remarkable growth in research and the end of the welfare state model of funding upon which university funding was based until the end of the 1970s.

To this we can of course add the policies recently implemented by the Cameron government pursuant to the Browne Report, where the university is seen as providing services which students, as consumers, decide to buy, and where the state is limited to its role as regulator. This, in turn, leads to a huge increase in fees as well as cuts in government spending on the arts and humanities and social sciences, while funding remains available for so-called ‘useful’ disciplines, i.e. science and technology. From a system of government funding, we have passed to targeted and indirect finance from tuition fees.

Refusing an analysis of the university sector from the triple aspect of financing, impacts and access, proposes that we stop comparing the university to a business, instead preferring the metaphor of a museum which, like universities, makes an individual capable of situating him or herself in a place and time. Thus teaching and research then has the mission of conserving and extending the intellectual, scientific and artistic heritage of society, as well as passing it on to future generations. Similarly, the author argues that if scientific research produces new knowledge, then research carried out in the arts and humanities, which is based upon cooperation and not competitiveness, produces explanations and ways of apprehending and understanding societies and the world at large. This is presented as experience + reflection = explanation. Finally, the university is a social space which should be conserved as it constitutes one of the only places where society can pose such fundamental questions such as, going back to the author’s example, questioning economic growth and prosperity. How much, why, how, and for whom?

If we believe that universities, over the coming years, will be subject of debate on their role, their relevance, and their purpose, a work such as Collini’s, which permits us to leave behind utilitarian and economic notions of the university, shows us that humanities and social sciences can make a great contribution to this debate.

1. Stefan Collini, *What Are Universities for?* Penguin Books, London, 2012, 215pp



# NEW IAU AND OTHER PUBLICATIONS

## SELECTED ANNOTATED LIST OF PUBLICATIONS RECEIVED AT IAU

**EUROPEAN HIGHER EDUCATION AT THE CROSSROADS: BETWEEN THE BOLOGNA PROCESS AND NATIONAL REFORMS** – Adrian Curaj, Peter Scott, Lazar Vlasceanu, Lesley Wilson, Eds. – Dordrecht: Springer, 2012  
ISBN 978-94-007-3936-9



This 2 volume publication contains over 50 articles focusing on vital issues in European higher education. Based on the results of the Bologna Process Researchers' Conference held in Romania in 2011, the articles are arranged in sections addressing the European Higher Education Area (EHEA) principles; teaching and learning; quality assurance; mobility; higher education governance in the EHEA; funding of higher education; diversification of higher education missions; higher education futures and foresight.

**THE SAGE HANDBOOK OF INTERNATIONAL HIGHER EDUCATION** – Darla K. Deardorff, Hans De Wit, John Heyl, Tony Adams, Eds. / Association of International

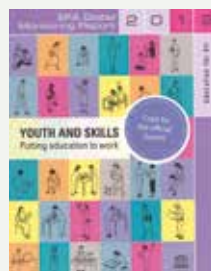
Education Administrators [AIEA] – Los Angeles: SAGE Publications, 2012  
ISBN 978-1-4129-9921-2



This book brings together contributions from leading experts on internationalization and covers five broad themes: internationalization of higher education in a conceptual and historic context; strategic dimensions; internationalization 'at home' including curriculum, teaching and intercultural competencies; internationalization 'abroad' comprising student and scholar mobility and transnational partnerships; A concluding section on regional trends includes a chapter co-authored by Eva Egron-Polak, Secretary-General of the IAU, Madeleine Green and Francisco Marmolejo, examining global trends and critical questions for the future of internationalization. Vignettes throughout the book summarise research, initiatives and projects both at national and institutional levels.

**YOUTH AND SKILLS: PUTTING EDUCATION TO WORK, EFA GLOBAL MONITORING REPORT,**

**2012 – UNESCO, Paris: UNESCO Publishing, 10<sup>th</sup> Ed., 2012**  
ISBN 978-92-3-104240-9



The 2012 edition of the EFA Global Monitoring Report focuses on the third goal of Education for All: ensuring that all young people have the opportunity to acquire skills. The report is divided into two parts. Part 1 provides a snapshot of progress towards the six EFA goals, and towards spending on education to finance the goals, across more than 200 countries and territories. Part 2 pays particular attention to the skills needs of young people, the third EFA goal. (Online version at: <http://unesdoc.unesco.org/images/0021/002180/218003e.pdf>)

**THE EVALUATIVE STATE, INSTITUTIONAL AUTONOMY AND RE-ENGINEERING HIGHER EDUCATION IN WESTERN EUROPE: THE PRINCE AND HIS PLEASURE** – Guy Neave – New York, Basingstoke: Palgrave Macmillan, 2012 (Issues in Higher Education)  
ISBN 978-0-230-34803-5



This study provides an alternative framework for reflecting on the changes in Western Europe's higher education systems. Building from two basic concepts – the rise of the evaluative state and the shifts in definition of positional and institutional autonomy – it dissects the changes in the external relationship between higher education, government and society. This book also examines recent higher education policy in higher education in Portugal – a particular focus of the book, France and Spain.

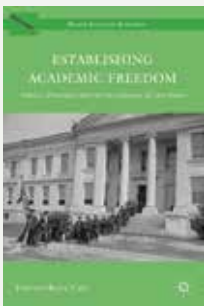
**MANAGING REFORM IN UNIVERSITIES: THE DYNAMICS OF CULTURE, IDENTITY AND ORGANISATIONAL CHANGE** – Bjorn Stensaker, Jussi Valimaa, Cláudia S. Sarrico, Eds. – New York, Basingstoke: Palgrave MacMillan (Issues in Higher Education)



This book analyses the functioning of higher education and institutions in the context of an accelerating speed of reforms. The different contributors underline the ambiguity relating to how reforms are adapted in universities, where changes are often coped with rather than strictly controlled. One of the key findings throughout the book is that reforms have opened up new practices and new identities in higher education institutions, in relation to the organisation of research and education, in how strategic decisions are taken and how performance is measured and analysed.

#### ESTABLISHING ACADEMIC FREEDOM: POLITICS, PRINCIPLES, AND THE DEVELOPMENT OF CORE VALUES

– Timothy Reese Cain – New York, Basingstoke: Palgrave Macmillan, 2012  
ISBN 978-1-137-00953-1

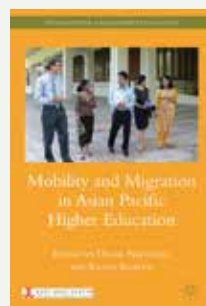


This book examines the development and experiences of academic freedom and tenure in the United States prior to World War II, culminating in

the 1940 Statement of Principles on Academic Freedom and Tenure. Detailing the activities of the professional, voluntary, and labour organizations that sought to defend academic freedom, this book provides the historical context for understanding modern debates over academic freedom, tenure, and the widespread casualization of academic labour.

#### MOBILITY AND MIGRATION IN ASIAN PACIFIC HIGHER EDUCATION

– Deane E. Neubauer, Kazuo Kuroda, Eds. – New York, Basingstoke: Palgrave Macmillan, 2012 (International and Development Education Series)  
ISBN 978-0-230-11818-8

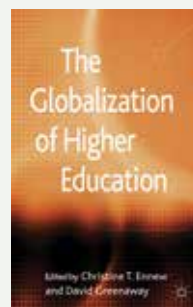


Through case studies situated in Japan, China, Taiwan, Singapore, Korea and Malaysia as well as examination of strategies in receiving countries outside Asia, this book explores the range and consequences of increased mobility within Asia-Pacific higher education and the emerging patterns of migration of students, faculty, and institutions. Newer phe-

nomena, such as the growing number of inbound 'Asia to Asia' mobile students are explored and recent statistics provide comparative data.

#### THE GLOBALIZATION OF HIGHER EDUCATION

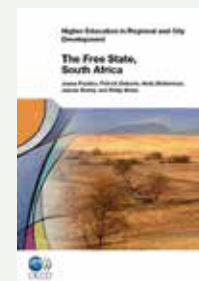
– Christine T. Ennew, David Greenaway, Eds. – Basingstoke: Palgrave Macmillan, 2012  
ISBN 978-0-230-35486-9



This book addresses the changing patterns of provision in international and transnational higher education. Many of the essays are based on papers presented by academic researchers, policy makers and practitioners at the Second Dearing Conference on Higher Education held at the University of Nottingham, UK, in February 2011. The topics addressed range from policy to provision, teaching, research, business and industry engagement and regional perspectives and include research and case studies from East Asia and Europe.

#### HIGHER EDUCATION IN REGIONAL AND CITY DEVELOPMENT

– Organisation for Economic Cooperation and Development [OECD] – Paris: OECD, 2011, 2012.



Three recent reports from the OECD's Higher Education in Regional and City Development series provide a spotlight on how the higher education systems and institutions in **The Free State, South Africa** ISBN 978-9-26416914-2 – **Antioquia, Colombia** ISBN 978-9-26417902-8 – and **Southern Arizona, United States**

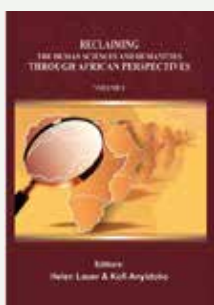


# NEW IAU AND OTHER PUBLICATIONS

## SELECTED ANNOTATED LIST OF PUBLICATIONS RECEIVED AT IAU

ISBN 978-9-26402803-6 – impact on development in their respective regions and cities. They examine higher education institutions’ contribution to human capital and skills development; technology transfer and business innovation; social, cultural and environmental development; and regional capacity building. The reports are the result of a review process which brings together higher education institutions and stakeholders to identify strategic goals and works towards them.

**RECLAIMING THE HUMAN SCIENCES AND HUMANITIES THROUGH AFRICAN PERSPECTIVES** – Helen Lauer, Kofi Anyidoho eds., Sub-Saharan Publishers, Ghana ISBN 978-9988-647-339



Released by The University of Ghana, this book was inspired by an international symposium held on the Legon Campus in September 2003 on the theme: “Canonical Works and Continuing Innovation in African Arts and Humanities”. The two-vol-

ume publication comprises 85 papers and is broken into nine sections: Examining Knowledge Production as a Social Institution; Explaining Actions and Beliefs; Reappraising ‘Development’; Measuring the Human Condition; Recalling History; ‘Africa’ as a Subject of Academic Discourse; Debating Democracy, Community, and the Law; Revisiting Artistic Expression; and Regaining the Voice of Authority.

**LEARNING FOR SUSTAINABILITY IN TIMES OF ACCELERATING CHANGE**

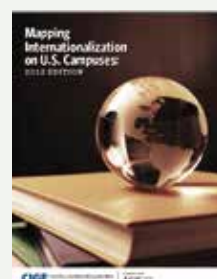
– Arjen Wals and Peter Blaze Corcoran, Wageningen Academic Publishers, the Netherlands ISBN 978-90-8686-203-0



After “Social Learning towards a Sustainable World” (2007) and “Young People, Education and Sustainable Development” (2009) Arjen Wals and Peter Blaze Corcoran edited this new Volume in the ESD-series of Wageningen Academic Publishers. This book explores the possibilities of design-

ing and facilitating learning-based change and transitions towards sustainability. In 31 chapters contributors from across the world discuss (re)emerging forms of learning that not only assist in breaking down unsustainable routines, forms of governance, production and consumption, but also can help create ones that are more sustainable. The book is divided into three parts: re-orienting science and society, re-connecting people and planet and re-imagining education and learning.

**MAPPING INTERNATIONALIZATION ON U.S. CAMPUSES: 2012 EDITION** – The American Council on Education (ACE) – June 2012 – [www.acenet.edu](http://www.acenet.edu)



This publication assesses the current state of internationalization at American higher education institutions, analyzes progress and trends over time, and identifies future priorities. Survey data from U.S. institutions were collected in 2001, 2006 and most recently in 2011, when ACE surveyed

3,357 accredited, degree-granting institutions. This report data on internationalization from all sectors and includes two- and four-year, public and private, degree-granting institutions. The survey assessed many aspects of campus internationalization, including: Articulated institutional commitment; Administrative structure and staffing; Curriculum, co-curriculum and learning outcomes; Faculty policies and practices; Student mobility; Collaboration and partnerships.

**INNOVATION AND KNOWLEDGE TRANSFER IN AFRICA – A PRACTICAL GUIDE** – The Catalan Association of Public Universities (ACUP) ISBN 978 84 615 9054 4



This publication is one of the results of the interuniversity cooperation project Innovation and entrepreneurship in Africa –TECHNIPEDIA, that promotes innovation and knowledge transfer from African universities to society.

The guide highlights the role of universities as driving force behind social and economic development, offering practical tools and methodologies to enhance university – industry partnerships and to foster knowledge transfer from higher education institutions to society. Through a self-study of the current situation of knowledge transfer in one's country, the guide facilitates universities to analyse the challenges and opportunities related to the main actors in this area – higher education institutions, governments and enterprises – and thus to start developing a joint strategy in order to improve the relationship between these actors and improve the role of universities in society. The initiative involves the Universitat de Barcelona, Universitat Autònoma de Barcelona, Universitat Politècnica de Catalunya – Barcelona Tech, Universitat Pompeu Fabra, Universitat de Girona, Universitat de Lleida, Universitat Rovira i Virgili, and Universitat Oberta de Catalunya on the Catalan side and the University of Yaoundé I (Cameroon), the University Cheikh Anta Diop (Senegal), the University of Antananarivo (Madagascar), the University Eduardo Mondlane (Mozambique), and the National University of Equatorial Guinea from Africa. The Guide is available in English, French and Spanish at [www.acup.cat](http://www.acup.cat) and from Nadja Gmelch ([nadja@acup.cat](mailto:nadja@acup.cat)).

## ✚ MAGNA CHARTA OBSERVATORY



Last September 2012, the Magna Charta Observatory convened a “**Conversation on Academic Freedom**” at the University of Bologna. More than one hundred university leaders, academics, students and higher education professionals debated the role and relevance of fundamental principles such as academic freedom and institutional autonomy in the context of national and regional reforms, especially the Bologna Process, intensive internationalisation of higher education globally. In addition to the usual stakeholders at such conferences, interested members of the employment sector and intellectuals concerned with the social role and impact of higher education took part in the Conversation. The full audio recording and proceedings of the Conference are available at: [www.magna-charta.org](http://www.magna-charta.org)

## RAABE

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⇒ **26 renowned experts from 14 countries contribute to the new Handbook**

⇒ **“Leadership and Governance in Higher Education”**

Higher education leaders face numerous challenges today, including continuously growing expectations, ever stronger competition for core resources and project funding, and the need to balance academic aspirations, accountability and responses to market forces. Moreover, there is increased competition for students and the best staff and greater demands for performance and accountability by authorities and the general public. All of these and other challenges are calling for new governance approaches and structures in higher education in many countries.

The Leadership and Governance Handbook is a practical publication designed to support and assist higher education leaders, both academics and administrators, in responding creatively to these challenges.

This handbook covers the full range of current trends and developments; analyses examples of good practice; contains contributions by leading practitioners and experts; can be used individually or by a leadership team in self-paced group training.

The publication has a clear overall structure that examines modern leadership and governance from the perspective of higher education institutions and is geared to meet the needs of academic leaders and administrators in their daily work.

The Leadership and Governance Handbook is a “must” for all those planning, managing and implementing the historical reforms taking place within higher education institutions and systems – from governing bodies and senates or academic boards to the core organs of governance at faculty and departmental levels.

**Sjur Bergan**, Editor, Council of Europe, Strasbourg

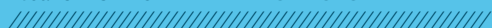
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**Prof. Jürgen Kohler**, Editor, University of Greifswald

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### Special offer for IAU Members!

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## February 2013

**27-01** *National Convention Centre Canberra, Australia*  
**March Universities Australia Higher Education Conference 2013**  
[www.universitiesaustralia.edu.au/conference](http://www.universitiesaustralia.edu.au/conference)

**27-01** *San Antonio, Texas*  
**March Hispanic Association of Colleges and Universities (HACU) 10<sup>th</sup> International Conference**  
[www.hacu.net/hacu/International\\_Conference.asp](http://www.hacu.net/hacu/International_Conference.asp)

## March 2013

**02-05** *Washington, DC*  
**The American Council on Education (ACE) 95<sup>th</sup> Annual Meeting – Leading Change**  
[www.aceannualmeeting.org/](http://www.aceannualmeeting.org/)

**04-06** *Dubai World Trade Centre*  
**British Council – Going Global 2013**  
<http://ihe.britishcouncil.org/going-global>

**11-12** *OECD Conference Centre, Paris*  
**OECD – AHELO Conference: Measuring Learning Outcomes in Higher Education: Lessons Learnt from the AHELO Feasibility Study and Next Steps**  
[www.oecd.org/edu/imhe/](http://www.oecd.org/edu/imhe/)

**11-14** *Chinese University of Hong Kong in Hong Kong*  
**Asia-Pacific Association for International Education (APAIE) APAIE Conference & Exhibition 2013**  
<http://apaie.org/conference/2013/>

## April 2013

**08-11** *Taipei, Taiwan*  
**International Network for Quality Assurance Agencies in Higher Education (INQAHE) 2013 Conference – Managing Diversity: Sustainable quality assurance processes**  
<http://inqahe.heeact.edu.tw/index.php>

**09-11** *Las Vegas, USA*  
**The Sloan Consortium – 6<sup>th</sup> Annual International Symposium for Emerging Technologies for Online Learning**  
<http://sloanconsortium.org/conference/2013/et4online/welcome>

**11-12** *Ghent University, Ghent, Belgium*  
**EUA Annual Conference on ‘European Universities – Global Engagement’**  
[www.eua.be/ghent.aspx](http://www.eua.be/ghent.aspx)

**14-17** *San Francisco, USA*  
**American Association of Collegiate Registrars and Admissions Officers (AACRAO) 2013 Annual Meeting – Bridges to the Future**  
[www.aacrao.org/Professional-Development/2013AnnualMeeting.aspx](http://www.aacrao.org/Professional-Development/2013AnnualMeeting.aspx)

**22-24** *St. Petersburg, Russia*  
**Eastern European University Association (EEUA) – 2<sup>nd</sup> Annual International Universities Conference**  
[http://eeua.ru/articles/article\\_layout/id/1](http://eeua.ru/articles/article_layout/id/1)

**24-26** *Manchester, UK*  
**IAU 5<sup>th</sup> Global Meeting of Associations (GMA V) – Institutional Diversity in Higher Education: Advantage or Threat for Associations**  
[www.iau-aiu.net/civicrm/event/info?reset=1&id=273](http://www.iau-aiu.net/civicrm/event/info?reset=1&id=273)

## May 2013

**01-03** *Alberta, Canada*  
**Consortium for North American Higher Education Collaboration (CONAHEC) 15<sup>th</sup> North American Higher Education Conference – Towards a Sustainable Future: The Role of International Education**  
[www.conahec.org/conahec/Conferences/Edmonton2013/en/Description.html](http://www.conahec.org/conahec/Conferences/Edmonton2013/en/Description.html)

**13-15** *Barcelona, Spain*  
**Global University Network for Innovation (GUNI) – 6<sup>th</sup> International Barcelona Conference on Higher Education**  
[www.guninetwork.org/guni.conference/2013-guni-conference/presentation](http://www.guninetwork.org/guni.conference/2013-guni-conference/presentation)

**20-22** *Copenhagen, Denmark*  
**2013 International Student Identity Card (ISIC) Event Copenhagen**  
[www.isicevent.org/2013/](http://www.isicevent.org/2013/)

**13-14** *Kuala Lumpur, Malaysia*  
**Asia – Europe Foundation – 4<sup>th</sup> Asia-Europe Meeting of Ministers for Education (ASEMME4)**  
<http://asef.org/>

**26-31** *St Louis, USA*  
**NAFSA 2013 Annual Conference & Expo – Ideas and Impact on International Education**  
[www.nafsa.org/Attend\\_Events/Annual\\_Conference/](http://www.nafsa.org/Attend_Events/Annual_Conference/)



## May 2013

27-29 *Amsterdam, the Netherlands*  
**2013 University-Industry Interaction Conference – Challenges and Solutions for Fostering Entrepreneurial Universities and Collaborative Innovation**  
[www.university-industry.com/](http://www.university-industry.com/)

28-31 *Libreville, Gabon*  
**13<sup>th</sup> Association of African Universities (AAU) General Conference – Transforming African Higher Education for Graduate Employability and Socio-Economic Development**  
[www.aau.org](http://www.aau.org)

## June 2013

03-05 *Lexington, USA*  
**Association for the Assessment of Learning in Higher Education (AALHE) Third Annual Assessment Conference**  
[www.aalhe.org/content/third-annual-assessment-conference-2013](http://www.aalhe.org/content/third-annual-assessment-conference-2013)

09-13 *Ottawa, Canada*  
**CANHEIT 2013 – Canada's premier Higher Education IT Conference**  
<http://canheit.uottawa.ca/>

11-13 *Glasgow, UK*  
**International Enhancement Theme Conference – Enhancement and Innovation in Higher Education**  
[www.enhancementthemes.ac.uk/enhancement-themes-conference](http://www.enhancementthemes.ac.uk/enhancement-themes-conference)

11-13 *Singapore*  
**2013 Global Internship Conference**  
<http://globalinternshipconference.org/>

27-28 *Paris, France*  
**World Academy of Science Engineering and Technology 2013: International Conference on Higher Education**  
[www.waset.org/conferences/2013/paris/iche/](http://www.waset.org/conferences/2013/paris/iche/)

## September 2013

10-13 *Istanbul, Turkey*  
**European Association for International Education (EAIE) 2013 Annual Conference – Weaving the future of global partnerships**  
[www.eaie.org/home/conference/istanbul.html](http://www.eaie.org/home/conference/istanbul.html)

## October 2013

07-10 *Montreal, Canada*  
**European Access Network (EAN) – First World Congress on Access to Post-Secondary Education**  
[www.eanworldcongress.org/](http://www.eanworldcongress.org/)

16-18 *Monterrey, Mexico*  
**Conference of the Americas on International Education (CAIE) 2013 International Conference**  
[http://caie-caei.org/?page\\_id=5468](http://caie-caei.org/?page_id=5468)

## 2014

19-21 *Iquitos, Peru*  
**March IAU International Conference on Blending Higher Education and Traditional Knowledge for Sustainable Development organized in collaboration with the Universidad Científica del Perú**

This 'Calendar of events' is only an extraction of the **IAU online Global Calendar of Events**. The online version provides an overview of all conferences on HE organized around the world see: [www.iau-aiu.net/content/global-calendar](http://www.iau-aiu.net/content/global-calendar). To include other events, please write to: [iau@iau-aiu.net](mailto:iau@iau-aiu.net)

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# The International Association of Universities & The Northern Consortium of UK Universities co-organise

## IAU 5<sup>th</sup> Global Meeting of Associations (GMA V)

### Institutional Diversity in Higher Education: Advantage or Threat for Associations?



Photography by Len Grant

**Dates:** 24 - 26 April 2013

**Venue:** The Lowry, Salford Quays,  
Manchester (UK)

**Contact:** [iau@iau-aiu.net](mailto:iau@iau-aiu.net)

### Participants

IAU Global Meetings of Associations are held once every two years. They are organized **exclusively for leaders** of national, regional and international **associations/networks of HEIs**. The GMAs offer a unique opportunity for representatives of a variety of university associations to come together to share their expertise, learn from each other and generally network around shared issues of interest.

### Theme

This 5<sup>th</sup> edition of the GMA focuses on the impacts of diversification of higher education today. Participants will discuss whether and how diversity and diversification – in response to the diversification of demand on the HE sector by student, by government, by society in general – impact on the functioning of and the work and programmes of associations/networks around the globe.

Association leaders will be asked to assess whether diversity of all kinds is perceived as an opportunity or a threat or a combination of both. They will compare notes on how associations and organisations develop their strategies to meet these challenges.

### Three main topics will serve to frame the discussion:

1. Institutional Diversity and Excellence
2. Institutional Diversity: a Tool for Collaboration in International Competition
3. Developing Diversity and Distinctiveness: a Response to Downsizing and/or Expansion.

*A preliminary version of the programme is available on p. 2 of this issue.  
For regular updates, including practical information and to access the registration form, visit [www.iau-aiu.net](http://www.iau-aiu.net)*

**Don't hesitate any longer, register now and join us in Manchester!**



### VENUE

Two miles from Manchester and set in the magnificent waterside location of Salford Quays, The Lowry is an architectural flagship that offers an outstanding conference location. Rising from the regenerated dockland site which now includes Media-CityUK, the UK's new hub for media and digital technology industries, the award-winning venue provides a unique setting that is easily accessible by road, rail and from Manchester International Airport.