IAU Horizons

IAU, founded in 1950, is the leading global association of higher education institutions and university associations. It has Member Institutions and Organisations in 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**.

LEADING GLOBALLY ENGAGED UNIVERSITIES (LGEU)

IN FOCUS
Social Innovation: Challenges and Perspectives for Higher Education

IAU
INTERNATIONAL ASSOCIATION OF UNIVERSITIES
INTERNATIONAL UNIVERSITIES BUREAU

CONTENTS

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Cover Image: shutterstock / tovovan
left: Campus University of Siena, Center: Campus Université de Montréal; Right: logo LGEU, new IAU programme, see page 21

MESSAGE FROM THE SECRETARY-GENERAL

BY FOCUSING THIS ISSUE OF *IAU HORIZONS*, AS WELL AS THE 6th GLOBAL MEETING OF ASSOCIATIONS ON THE CONCEPT OF SOCIAL INNOVATION, we hope to stimulate a discussion among university associations and their member institutions about this increasingly popular, but still ambiguous concept. Almost every article in this issue begins by presenting a few definitions of social innovation before stating that there is no real consensus on what it means exactly, how to examine its impact critically, what key characteristics must be present to qualify a change in practice or a new product or service as a social innovation. Furthermore, with the growing popularity of the idea of Social Innovation, scepticism also surfaces, with some arguing that social innovation is not positive, on the contrary, some aspects can be downright negative, especially if social innovation comes to be seen as a way to avoid addressing power imbalances and a substitute for real political change.

From issues of definition, to case studies and examples, to warnings not to be lulled into thinking that social innovation is the panacea for all societal ills, the authors in this issue start the debate that we hope to have in Montreal, during the GMA, where an additional dimension is, of course, the exploration of what the universities' role might be in this area. A key aspect of social innovation is to empower people to improve their own and others' lives in an enduring and sustainable manner. Higher education contributes to such a process is both direct and indirect ways, not least of which is by studying, critically assessing and disseminating findings about these processes so that they can be either replicated, scaled up or, on the contrary, abandoned.

Since innovation – in all domains – is a perpetual process in which education and research are central, and as the concept of social innovation grows in importance and popularity, universities and their associations will be expected to engage actively in defining and contributing to these processes.

In the following pages you can also read about the newest IAU programme entitled **Leading Globally Engaged Universities**, the on-going expansion of the IAU Internationalization Strategies Advisory Services (ISAS) projects, a report on the recent Seminar on Doctoral education in Sub-Saharan Africa and many other activities.

As the 2015 International Conference nears, we are also pleased to present more information about the conference programme planned for Siena, Italy and to remind you about the IAU-Palgrave MacMillan Research Essay Competition which is in line with the October 2015 Conference theme: **Internationalization of higher education: moving beyond mobility**.

Rounding out the issue, you will once again find a list of new IAU Members, some selected new publications and other regular sections.

We hope you enjoy reading *IAU Horizons* and invite you to suggest themes and offer contributions for future editions!

Eva Egron-Polak

IAU Horizons 21.1 – Highlights

P3

IAU 2015 INTERNATIONAL EVENTS: IAU GMA-6 AND IAU 2015 INTERNATIONAL CONFERENCE

Come and join us in Montreal and in Siena in May and or in October. The preliminary programmes of both distinct events will offer you a glimpse into what you will be able to engage in when attending. As well, do not hesitate to take part in the other IAU events and initiatives presented in this issue.

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IAU COLLABORATION AND NETWORKING

IAU joins forces with partner institutions and organisations to address key higher education issues and challenges. Read more about this on page 19 and as well in the IAU Report on activities section, p. 8-17.

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LGEU

IAU launches a new and unique leadership programme. Don't miss it and register for the first edition to take place in Kuala Lumpur in November!

LEADING GLOBALLY ENGAGED UNIVERSITIES (LGEU)

P23

IN FOCUS: SOCIAL INNOVATION: CHALLENGES AND PERSPECTIVES FOR HIGHER EDUCATION

This issue provides you with a collection of 16 papers from authors from around the world sharing their views on the role of higher education institutions and associations in fostering social innovations. These papers open the debates to take place at the GMA 6 in Montreal!

IAU CALLS

www.heefa.net

www.idea-PhD.net

www.iau-hesd.net

Get involved and bring your actions to the attention of the broader higher education community!

📅 IMPORTANT IAU DATES – MARK YOUR CALENDAR !

⟳ 2015 CONFERENCES AND SEMINARS

⊕ **5-6 May:** 80th IAU ADMINISTRATIVE BOARD MEETING, Montreal, Canada.

⊕ **7-8 May:** IAU GLOBAL MEETING OF ASSOCIATIONS (GMA 6), ON SOCIAL INNOVATION: CHALLENGES AND PERSPECTIVES FOR HIGHER EDUCATION. See pages 3-5.
Co-organised with the Inter American Organisation of Higher Education (IOHE-OUI) and the host institution, the University of Montreal, GMA 6 will take place in Montreal, Canada.

⊕ **9-10 June:** The IAU partners with the Centre for ASEAN Regionalism (CARUM) at the University of Malaya to organize an INTERNATIONAL FORUM ON: THE ROLE OF HIGHER EDUCATION IN BUILDING AN ASEAN COMMUNITY, Kuala Lumpur, Malaysia.

⊕ **26-27 October:** 81st IAU ADMINISTRATIVE BOARD MEETING, Siena, Italy

⊕ **28-30 October:** IAU INTERNATIONAL CONFERENCE 2015, ON INTERNA-TIONALIZATION OF HIGHER EDUCATION – MOVING BEYOND MOBILITY, organized in partnership with University of Siena, Italy. See page 6.

⊕ **15-20 November:** University of Malaya, Kuala Lumpur, Malaysia: FIRST SESSION OF THE LEADING GLOBALLY ENGAGED UNIVERSITIES (LGEU) PROGRAMME. More information at:
www.iau-aiu.net/content/leading-globally-engaged-universities-lgeu
Registration: Trine Jensen at t.jensen@iau-aiu.net

⟳ 2016

⊕ **14-16 November 2016:** Bangkok, Thailand, IAU 15th GENERAL CONFERENCE on: HIGHER EDUCATION – A CATALYST FOR INNOVATIVE AND SUSTAINABLE SOCIETIES. The IAU General Conference 2016 will be hosted by the Consortium of Thai Universities led by Siam University.

IAU VIth GLOBAL MEETING OF ASSOCIATIONS (GMA 6 – 2015)

Social innovation: challenges and perspectives for higher Education

HEC Montréal, Canada, 6-8 May

The IAU Global Meetings of Associations (GMAs) are held every two years and organised exclusively for leaders of national, regional and international higher education associations/organizations and networks. They offer a unique opportunity for them to meet as peers and colleagues to discuss important developments, exchange ideas, practices and to network.

For this edition, IAU is pleased to partner with the **Inter-American Organization for Higher Education (IOHE)** and the **Université de Montréal**, longstanding Members of the IAU.

THEME

The theme chosen for this edition is of growing importance to society and thus to higher education: *Social innovation: challenges and perspectives for Higher Education.*

The global and local challenges faced by societies and by our shared planet, require **innovation** in all domains. Usually associated with technology, it is often forgotten that **social innovation** is also continuously taking place and that it can have an even more lasting impact. Definitions of this concept vary but, generally speaking social innovation is described as a "dynamic that, in response to current clearly defined social needs, offers more appropriate and more sustainable solutions Social innovations taken up by an institution, an organization or a community offer measurable benefits for the collective, rather than simply for certain individuals. The impact of social innovation is transformative and systemic. By its inherent creativity, social innovation represents a break from what is."

As the need for innovation increases and the expectation that higher education must contribute to it, the theme is of growing interest to all stakeholders in society including universities. *Higher education associations are well placed as actors of social innovation and to stimulate discussions about social innovation. The GMA is thus an opportunity for exploring ideas, strategies and success stories about higher education's involvement in social innovation.*

To start debating and to fuel the discussions, please read the papers taken up in the *In Focus* section of this issue pp. 23-39.

PROGRAMME OF GMA-6

DAY 1 - **THURSDAY 7 MAY 2015**

MORNING SESSIONS

WELCOME SESSION
- **Guy Breton**, Recteur, Université de Montréal, QC, Canada
- **Denis Coderre**, Maire de Montréal, QC, Canada
- **Allan Cahoon**, President, Inter-American Organization for Higher Education (OUI-IOHE)
- **Eva Egron-Polak**, Secretary-General, International Association of Universities (IAU)

OPENING PLENARY
SOCIAL INNOVATION : THE CONCEPT, THE PRACTICE, THE PLACE OF HIGHER EDUCATION
- **Manuel J. Fernós**, Inter American University of Puerto Rico – IAU Vice President
- **Dzulkifli Abdul Razak**, International Association of Universities (IAU)
- **Juan-Luis Klein**, Centre de recherche sur les innovations sociales (CRISES), QC, Canada

Concurrent sessions Series 1 – Social Innovation, governance, impact, accountability

Workshop A : Actors and governance
- **Nigel E. Harris**, UWI, Jamaica
- **Louis Lévesque**, Sous Ministre des transports, Canada
- **Beer R.E.V.M. Schröder**, NUFFIC, the Netherlands

Workshop B : Impacts of social innovation
- **Sijbolt Noorda**, Observatory of the Magna Charta
- **Xavier Grau**, GUNi/ACUP, Spain
- **Mireille Mathieu**, UdeM, Canada

AFTERNOON SESSIONS

Plenary sesssion: follow-up on workshop discussions
- **Khalid Omari**, Jerash University, Jordan
- **Abdul Ganiyu Ambali**, University of Ilorin, Nigeria
- **Marianne Granfelt**, Association of Swedish Higher Education, Sweden

Interactive workshop: Social impact of innovation or Impact of Social Innovation?
- **Ernest Aryeetey**, University of Ghana
- **Johanne Turbide** and **Luciano Barin-Cruz**, IDEOS, HEC Montréal, Canada

DAY 2 - FRIDAY 8 MAY 2015

MORNING SESSIONS

HIGHLIGHTS OF IAU ACTIVITIES AND SPECIAL INITIATIVES

Panel: Universities and university associations as actors in Social Innovation

- **Juan Ramón de la Fuente**, National Autonomous University of Mexico, Mexico; IAU Immediate past President
- **Pam Fredman**, University of Gothenburg; (SUHF), Sweden
- **Etienne Ehilé**, Association des Universités Africaines (AUA), Ghana
- **Patricia Gudiño**, Inter-American Organization for Higher Education (OUI-IOHE), Canada
- **Robert Proulx**, Université du Québec à Montréal (UQAM) ; Réseau des Universités du Québec, Canada

Concurrent sessions Series 2 – University and university associations as actors in Social Innovation

- **Guy Lefebvre**, Université de Montréal, QC, Canada
- **Pornchai Mongkhonvanit**, Siam University, Thailand

AFTERNOON SESSIONS

Concurrent sessions Series 3 – Case Studies and Models of Social Innovation

Workshop A : University in its social milieu

- **Christina Cameron**, Canadian Commission for UNESCO
- **Budd Hall**, UNESCO Chair, University of Victoria, Canada
- **Olive Mugenda**, Kenyatta University, Kenya

Workshop B : University and its economic partners

- **Rachida Azdouz**, Université de Montréal, QC, Canada
- **Yves Beauchamp**, UdeM, QC, Canada
- **Roberto Escalante Semerena**, UDUAL, Mexico

Plenary Session: summary feedback from the concurrent sessions Series 2 & 3

- **Abderrahmane Rida**, Agence Universitaire de la Francophonie (AUF)
- **Jenifer Cushman**, Association of International Education Administrators, USA
- **Zoltán Dubéczi**, Hungarian Rectors' Conference, Hungary

THE FUTURE OF SOCIAL INNOVATION: TAKING STOCK AND PROMISING ORIENTATIONS

- **Rémi Quirion**, Fond de recherche du Québec, Canada

CLOSING SESSION

- **Guy Breton**, Université de Montréal, QC, Canada
- **Patricia Gudiño** and **Allan Cahoon**, Inter-American Organization for Higher Education (OUI-IOHE)
- **Eva Egron-Polak** and **Dzulkifli Abdul Razak**, International Association of Universities (IAU)

IAU GMA-6 BY NUMBERS

37 PANELISTS, MODERATORS AND RAPPORTEURS

16 COUNTRIES REPRESENTED

10 WOMEN

28 MEN

CONTACT:
Élodie Boisfer (e.boisfer@iau-aiu.net);
Phone: +33 1 45 68 48 06

The full programme is available online at: www.iau-aiu.net
Reports will be published online as well after the event.

GMA 7 will take place in Ghana in 2017. Co-organised with the Association of African Universities (AAU) and the University of Ghana, it will focus on *'Private participation in higher education today and tomorrow?'*.

IAU 2015 INTERNATIONAL CONFERENCE

The Internationalization of Higher Education: Moving Beyond Mobility

University of Siena, 28-30 October

THEME

Internationalization of higher education (HE) is an important priority for university leaders and other HE stakeholders, including governments themselves. It has been on the IAU agenda for many years and has led the Association to develop policy, research and related services in support of institutional efforts in internationalization. Though it is a frequent theme of conferences, our programmes aims at offering new insights and at inspiring new strategies, initiatives and projects.

Institutional, national and regional policies remain highly focused on only one aspect of the process – *mobility*, and such a singular focus can overshadow broader long-term goals and the numerous other ways that internationalisation can address them by improving the quality of the different dimensions of HE, and by fully integrating many broader, global challenges into the internationalized curriculum, research, campus life, management, the third mission, etc.

It is likely that internationalization efforts with the greatest potential impact lie with the 'other' aspects/activities that promote internationalization. This is why the IAU 2015 International Conference will primarily focus on the *internationalisation of higher education beyond mobility*.

IAU 2015 INTERNATIONAL CONFERENCE BY NUMBERS

48 SPEAKERS AND CHAIRS

23 COUNTRIES REPRESENTED

16 WOMEN

32 MEN

17 SESSIONS

CONFERENCE PROGRAMME

DAY 1 - THURSDAY 29 OCTOBER 2015

09:00 - 09:30	**Opening Ceremony**
09:30 - 10:30	**PLENARY I - INTERNATIONALIZATION: A PATH TO MORE QUALITY AND CAPACITY?**
11:00 - 12:30	**Breakout sessions - Series I** a - Internationalization of the curriculum b - e-Learning and Cross-Border Higher Education Impacting Internationalization c - Partnerships and Networks of Quality
14:00 - 15:30	**Breakout sessions - Series II** a - The place of revenue generation in internationalization b - Understanding and monitoring impact of internationalization c - Global, international, intercultural learning outcomes or graduate competencies
16:00 - 17:30	**PLENARY II - CAN INTERNATIONALIZATION CHANGE THE STUDENT EXPERIENCE WITHOUT MOBILITY?**

DAY 2 - FRIDAY 30 OCTOBER 2015

09:00 - 10:30	**PLENARY III - INTERNATIONALIZATION AS A KNOWLEDGE CHANGE AGENT**
11:00 - 12:30	**Breakout sessions - Series III** a - Internationalization and local community- mutual benefits and interests b - Diploma recognition issues c - Internationalization of Research / Doctoral Programmes
13:30 - 15:00	**MINISTERIAL ROUNDTABLE – INTERNATIONALIZATION OF HIGHER EDUCATION: A NATIONAL PRIORITY?**
15:00 - 16:00	**Reports from Workshops & Conference wrap up**

TO LEARN MORE ABOUT THE PROGRAMME, to access the brief presentations of the sessions, the names and bios of the speakers and to register on line please go to: www.etouches.com/ehome/iau2015siena

IAU CALL

IAU – Palgrave Prize in Higher Education Policy Research 2014-15
Theme: Internationalization of Higher Education: Moving beyond mobility
Value: £2000
Deadline: 15 June 2015

palgrave
macmillan

Thanks to, and in partnership with, Palgrave Macmillan Ltd, the **International Association of Universities** (IAU) is pleased to announce the **2014-2015 IAU/Palgrave Prize in Higher Education Policy Research.**

The aim of this Prize is to promote research in the field of higher education policy by recognizing outstanding work on a particular theme by a scholar from an **IAU Member Institution or Organization.**

The theme of the 2014-15 competition is *"Internationalization of Higher Education: Moving beyond mobility"*, and is linked to the theme of the **IAU 2015 International Conference** taking place at the University of Siena, in October 2015.

As the process of **internationalization in higher education** takes on growing importance, it is essential to understand its various dimensions and to focus on its transformational impact on **curriculum, management, research and outreach**. Too often focused on the quantitative aspects of mobility, the IAU is promoting a more comprehensive approach to understanding internationalization and encouraging research and analysis in this direction.

The research-based essays may take the form of an **analytical case study, an** **analysis of trends, provide an overview of relevant policies or offer the results of impact assessment.** They may also look at partnerships in internationalization, innovations in the process, showcase good-practice or evaluate/analyse institutional or government policies or approaches in internationalization.

Submissions must be research and analysis-based; articles that are purely descriptive will not be retained.

Please send all queries and essays to:
Nicholas Poulton
Editorial Assistant, IAU
hep@iau-aiu.net

REPORTS ON IAU PROJECTS

INTERNATIONALIZATION

Activities relating to the field of the internationalisation of higher education intensify once more. Besides a series of ISAS projects, the IAU continues its work in Romania, and now in Malaysia and Russia.

▶ IAU INTERNATIONALIZATION STRATEGIES ADVISORY SERVICE (ISAS)

The IAU offers the Internationalization Strategies Advisory Service (ISAS) to institutional leaders and teams interested in developing or reviewing their internationalization policy, strategy and various programs.

Having become renowned for its longstanding history of promoting, studying and documenting trends in internationalization of higher education and for sharing this knowledge globally, and as IAU Members and others seek to increase the level of preparedness of their students for a

more globalized world, to offer new mobility opportunities for faculty and staff, to review their curriculum for improved internationalization 'at home'; to strengthen their strategic research alliances or to develop marketing approaches to attract more exchange or fee paying international students, they have asked IAU for assistance so that they can benefit from the best thinking and practice from institutions around the world, the IAU launched this *Internationalization Strategies Advisory Service (ISAS)* for institutional internationalization planning and development. Many projects have been completed and new ones are developing.

⊕ New ISAS project in Ghana (2015)

Following an open call for proposals, the University of Ghana (UG) and University of Cape Coast (UCC) were selected to benefit from a joint Internationalization Strategies Advisory Service (ISAS) project, funded by the Swedish International Development Cooperation Agency (SIDA). The two universities have now started their preparations, with Prof. Leapetswe Malete, Associate Professor of Sport, Psychology and Former Director of International Education and Partnership at the University of Botswana, acting as the IAU_ISAS Panel Chair.

The University of Ghana (www.ug.edu.gh), founded as the University College of the Gold Coast by Ordinance on August

Top: Main campus, University of Ghana;
Bottom: Entrance gate, University of Cape Coast.

11, 1948 for the purpose of providing and promoting university education, learning and research, aims in its Mission Statement: "To develop world-class human resource and capabilities to meet national development needs and global challenges through quality teaching, learning, research and knowledge dissemination". A much younger university, the University of Cape Coast (www.ucc.edu.gh) was established in October, 1962 as a University College in a special relationship with the University of Ghana, Legon and attained the status of a full and independent University, with the authority to confer its own degrees, diplomas and certificates in 1971. Given their historical ties, it is not surprising that both UCC and UG share a vision to provide academic leadership in Ghana and the African continent. It is therefore logical for the institutions to reflect on how they may achieve this vision. The ISAS project may assist them in their reflection on intentionality and comprehensive internationalization.

Both universities have now set up a Steering Committee which is working closely with prof. Leapetswe Malete as the chair of the expert panel which will work with the two universities as they assess and reflect on their internationalization strategies.

During **an initial site visit** to both institutions in February, 2015, Prof. Malete discussed UG's and UCC's needs and aspirations relative to this exercise and met a broad spectrum of representatives of the two universities community including the Vice Chancellors and their executive teams, academic leadership, leadership of the various support units on campus including research, academic quality assurance, international programs, institutional planning, students services, finance and Administration, as well as others. Prof. Malete also met with academic and support staff (local and international), as well as local and international students and their leaders. At UCC he had a full session with the Academic board.

Both universities are now collecting data and running some stakeholder workshops/focus group discussions to obtain some qualitative feedback for the ISAS self-assessment exercise. In the meantime IAU has confirmed two additional Panel members who will take part in the project. They are Dr. Donna Scarboro, Associate Provost for International Programs, The George Washington University, Washington DC, United States and Dr. Anna Glass, Organisation for Economic Co-operation and Development (OECD), Paris, former Secretary General of the Magna Charta Observatory.

The **second and final site visit** to Ghana by the Panel took place from Monday 27 April to Friday 1 May. A half-day workshop for a wider academic community was prepared in conjunction with the visit; it was hosted by UCC.

IAU ISAS project in Vietnam (2014-2015)

The Sida funded ISAS project at Ho Chi Minh City University of Transport (UT-HCMC), Vietnam, (also selected as a result of

Prof. Cicarelli meets with UT-HCMC International Relations' Staff.

an open call to institutions in Asia) is also proceeding well. After the initial visit to the university by Dr. Anna Cicarelli, IAU Board Member from Australia in December 2014, the university undertook its self-assessment whose results are being at present analyzed by the panel of experts lead by Dr. Madeleine Green and composed of Prof. Anna Ciccarelli, former Deputy Vice-Chancellor (International) at The University of Queensland, Australia, and Steve Woodfield, Senior researcher (higher education policy and management), Kingston University London, United Kingdom.

The **panel members visited the university** from Monday 13 April until Thursday 16 April. The first two days were devoted to meetings with the President, vice presidents, deans, steering committee members, international staff, faculty members, students. Conversations focused on their perceptions of internationalization at UT-HCMC and their hopes for the outcomes of this exercise. During the third day the panel met to review findings, develop recommendations and outline the report. Finally on the fourth day a workshop on the self-study, panel findings and future steps was organized.

A new ISAS launched at Toyo University, Japan (2015)

On 13 and 14 February, Toyo University in Tokyo, Japan, the most recent Japanese university to join IAU, celebrated being selected as recipient of the Japanese governments' most recent support programme for universities, the grant in the B Category of the Top Global University programme and organized a Symposium to kick-off its project and invited IAU Secretary-General to speak on this occasion. Eva Egron-Polak spoke about trends in internationalization based on the 4th Global Survey on this topic.

This visit to Toyo University also served to **launch IAU's Internationalization Strategies Advisory Service (ISAS)** project which will be led by IAU Senior Fellow, Dr. Madeleine Green. The other panel members are presently being identified

Toyo University celebrating the academic year.

and the university is in the process of signing the Memorandum of Understanding with IAU.

✚ ISAS is foeryone

INTERNATIONALIZATION STRATEGIES ADVISORY SERVICE

Should your institution be interested in developing or enhancing its internationalization strategies, please contact Giorgio Marinoni, Manager, HE and Internationalization policy and projects at g.marinoni@iau-aiu.net and consult the ISAS webpages of the IAU website: www.iau-aiu.net/content/internationalization-strategies-advisory-service-isas

▶ A SERIES OF "INTERNATIONALISATION OF HIGHER EDUCATION" WORKSHOPS ARE BEING ORGANISED

✚ Internationalization Workshop in Malaysia
1 to 5 December 2014

Norpisah Mat Isa speaking during the workshop.

Late in 2014, IAU held two professional development workshops on internationalization of higher education designed for Malaysian university representatives. Two distinct groups were

brought together at the Higher Education Leadership Academy (AKEPT) where international and local experts addressed issues such as global and regional internationalization trends, strategies for internationalizing the curriculum, and learned about the new Malaysian higher education strategy and its international component. Working in small groups and in the second workshop in an Action Learning format, participants learned a great deal from one another and once again called for the creation of an association that would bring them together more regularly. IAU hopes to offer similar workshops at AKEPT in 2015.

Contact: Giorgio Marinoni, *Manager, HE & Internationalization policy and projects* (g.marinoni@iau-aiu.net)

✚ Internationalization at RANEPA, Moscow Campus
3-5 February 2015

Contributing to a **World Bank project** underway at one of the IAU Member institutions, RANEPA, the IAU Secretary-General, together with Dr. Madeleine Green, IAU Senior Fellow and Ms. Trine Jensen, IAU Programme Officer visited the Moscow campus to launch an ISAS-like project. RANEPA has adopted the model of IAU's Internationalization Strategies Advisory Service (ISAS) in order to reflect on its current and future policy for internationalization as part of a broader reform and restructuring, post-merger project in which the institution has been using World Bank support and advice on a number of different fronts. The RANEPA Steering Committee will start the project in earnest in April after a first, day-long workshop to be led by IAU and the World Bank staff.

✚ Internationalization of Romanian Higher Education system

IAU is a lead partner for the internationalization component of the project entitled: *"Internationalization, Equity and Management in Universities (IEMU)"* implemented with the Romanian agency UEFISCDI.

20 universities in Romania are participating in the project with a view to analyze the current state of internationalization in the institutions and committed to developing an internationalization strategy to set the direction forward. They have all participated in strategic planning meetings where each university received a team of 2 national and 2 international experts for a 3-day meeting. The purpose of the meetings was to share experiences and discussing how to improve or scale-up international activities in the respective universities. The institutions are currently in the phase of developing or reviewing the strategies informed by the meetings and the recommendations provided by the team.

Fiona Hunter giving a presentation during the strategic planning meeting.

In parallel with the activities taking place at the institutional level, a steering committee was set up in order to develop a national strategy for internationalization in order to create an enabling environment for internationalization of higher education in Romania. The feedback received from the universities and an extensive consultation process with stakeholders in Romania will inform the development of the national strategy. The next meeting of the Steering Committee will be held in Paris where the group will meet with representatives of the Ministry of Education and Research in France in order to learn from the experiences in France.

The project also includes other activities, such as the development of a Study in Romania portal; developing a structure for promoting Romanian higher education abroad and developing indicators to monitor the state and development of internationalization of higher education in Romania.

The project in scheduled to end in September with a conference on 24-25 September in Bucharest.

Internationalization, Equity and University Management (Romania)

The second meeting of the Steering Committee for the project took place in Bucharest, Romania on January 10 and 11 to take stock of progress made so far and move forward on the development of a proposal for a national strategy for internationalization. In addition to reviewing a number of national policies that can serve as case studies for Romania, the Committee, co-chaired by the IAU Secretary-General, also prepared a Delphi exercise that would invite Romanian stakeholders to develop an internationalization vision for the country. More than half of the 20 universities taking part in the project have now taken part in the Strategic Planning Meetings with Romanian and international experts and are developing their institutional internationalization strategies which will also influence the proposal for the national strategy.

Contact: Giorgio Marinoni, *Manager, HE & Internationalization policy and projects* (g.marinoni@iau-aiu.net)

IAU WORK ON HESD AND HEEFA
THE ROLE OF HIGHER EDUCATION IN THE POST 2015 DEVELOPMENT AGENDA

IAU represented its members and took an active part in the **UNESCO World Conference on Education for Sustainable Development** which took place in Nagoya in November 2014, achievements of the last Decade on education for sustainable development passed the review and new plans have been made to address the challenges we face today. Work is not finished and new initiatives have been launched to support the post 2015 agenda that is currently shaping up (see below).

Next IAU will contribute to UNESCO's reflection on education beyond 2015: World Education Forum (WEF)

The **World Education Forum 2015** (19-22 May 2015) will gather education leaders from across the world to develop and agree on a joint position for the post-2015 education agenda. The Forum will take stock of the achievements and shortfalls in the implementation of the Education for All (EFA) goals and education-related Millennium Development Goals. IAU will be represented, by both the IAU President, Dzulkifli Abdul Razak, and the Director, Information Projects and Services, Isabelle Turmaine.

More on the WEF at: www.unesco.org/new/en/World-Education-Forum-2015/
More on IAU's work for EFA at: www.iau-aiu.net/content/heefa-projects

The **Sustainable Development Goals** to replace the Millennium development goals are being finalized. The Post 2015 agenda will be shaped around these and new commitments will be made for the future.

Following up on the *UNESCO World Conference on Education for Sustainable Development,* taking into consideration debates shaping up for Incheon, IAU is pleased to announce that it has been invited officially currently developing projects to fully engage in the **Global Action Programme**.

As well IAU is developing a new series of activities which will combine efforts put into the work on higher education for sustainable development (HESD) and higher education for education for all (HEEFA) to effectively support its Member institutions in the post 2015 agenda.

▶ HESD – CONFERENCES AND SEMINARS

➕ International Conference on Higher Education for Sustainable Development and UNESCO World Conference on Education for Sustainable Development

Both Conferences were successfully held in Japan at the beginning of November 2014 and saw 700 delegates from higher education institutions, 76 Ministers and Deputy Ministers and 1100 delegates from 148 countries, as well as young people. Both conferences saw a large IAU delegation, including the IAU President, Dzulkifli Abdul Razak of Malaysia, Angelo Riccaboni, University of Siena and Chair IAU Working Group on Higher Education for Sustainable Development, who played very active roles as co-organisers and speakers at high level panels and workshops.

The events integrated the innovative programmes and initiatives focusing on ESD from around the globe. **Both Conferences reaffirmed the need to pursue work to foster sustainable development through education, and particularly higher education.**

The Declarations are available on the UNU and on the UNESCO conference websites and should be used to support work at all education levels, www.c-linkage.com/for/hesd/declaration.html / www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ERI/pdf/Aichi-Nagoya_Declaration_EN.pdf

The Conference saw the launch of the global report on the Decade on Education for Sustainable Development *'Shaping the Future We Want'* and the Global Action Programme in support of the post-2015 agenda which also features the IAU commitment. http://unesdoc.unesco.org/images/0023/002301/230171e.pdf / www.unesco.org/new/en/unesco-world-conference-on-esd-2014/esd-after-2014/global-action-programme/launching/

➕ From discussion to action – How higher education institutions can actively contribute to sustainable development

The latest edition of *IAU Horizons* (20.3) focused on the question "Where in the world is higher education in the Post-2015 Development Agenda?" The majority of the authors who contributed to that issue of *IAU Horizons* noted a notorious absence of the voice of universities in the definition of the new development agenda. One reason for this might be that higher education and higher education institutions were not really invited to the table when the UN Open Working Group on the SDGs defined the Sustainable Development Goals (SDGs) and the Post-2015 Development Agenda.

Last December, the Global University Network for innovation and the Catalan Association of Public Universities invited the

IAU and the Association of Commonwealth Universities (ACU) to **jointly organise a Seminar on the role of higher education in the defining a clearer role for higher education in the post 2015 agenda**. This Seminar took place last December in Barcelona. The speakers form the UK, France, Norway, the Netherlands, Spain and China engaged in a stimulating exchange of views and involved higher education leaders, academics, representatives from civil society organisations and international organisations as well as from the industry sector to explore how higher education institutions do or can contribute actively to sustainable development and how they can position themselves strategically, acting as agents of change for a sustainable future.

One of the main conclusions of the seminar is that the work of the universities to actively contribute to the SDGs, independently of whether they had been present or absent in the discussions, is only just beginning. Academia has to be a core player in providing answers and solutions to key problems the world is facing today, both on a local and on a global scale.

During the working groups, participants were asked to define the university they would envisage in 30 years from now. All argue for a holistic approach to higher education, with sustainable development fully integrated in the universities' DNA; they called for inter- and transdisciplinarity to be fostered in teaching, training and research and for transversal competencies to be acquired by all students. It was argued that curricula aiming at analysing important contemporary societal problems contribute to educating responsible citizens. The audience identified the current evaluation system as one of the main barriers to achieve this.

The GUNi Report on Higher Education in the World 6 will analyse how universities can or do commit to both local and global sustainable development.

▶ HESD – NETWORKING AND COOPERATION

➕ GUPES, HESI and PRIME

A Memorandum of Understanding has been signed with UNEP for IAU and GUPES to work more closely together; IAU has been invited to join the Advisory Board of the Sustainability Literacy Test to draft a second version of the tool (see below on same page); renewed commitment is made to HESI and discussions are underway to cooperate with the PRIME initiative.

▶ HESD – IAU SITS ON THE SENIOR ADVISORY BOARD FOR THE SULITEST

✚ The IAU gets involved in the development of the Sustainability Literacy Test – version 2!

What knowledge, skills and attitudes are required to build a sustainable world? This is what the English-speaking communities call "sustainability literacy" and what the **Sulitest** aims to measure (see *IAU Horizons* article, November 2014, page 42).

The first progress report, presented at the *UNESCO World Conference on Education for Sustainable Development*, which was held in Aichi-Nagoya, last November, showed enthusiasm on the part of the academic community about this project. 315 universities have now registered to organize examination sessions (some fifty new ones since November) and more than 27,000 students have already taken the test.

Version 2, which should be online by next September, should also be in the spotlight because, if – in its start-up phase – the test was used "merely" to measure knowledge, the new version should begin to incorporate questions about skills and attitudes.

Let us recall that this test, which is supported by many UN agencies (UNEP, UNDP, UN DESA, UNESCO, PRME), is available free of charge to universities all over the world.

The compilation of user feedback will soon allow the *Senior Advisory Board* (on which sits the International Association of Universities) to validate the new architecture developed by an international group of experts.

The objective of Version 2 is not only to reach 50 countries and 50,000 students but also to make it accessible to businesses and communities.

For more information: www.sulite.org/en/substainability_home
Contact: contact@sustainabilitytest.org

WORK ON THE IAU HESD PORTAL CONTINUES!

Get involved: www.iau-hesd.net
Contact: Dr. Hilligje van 't Land, IAU Director Membership and Programme Development (h.vantland@iau-aiu.net)

▶ HEEFA

✚ IAU Higher Education for EFA (HEEFA) Project: Final report of the Ankara Workshop now published

In November 2014, the IAU Project for better inclusion of higher education (HE) and research for achieving the Education for All (EFA) Goals, otherwise known as **HEEFA**, discussed its future and provided feedback on the ICT for information accessibility in learning (ICT4IAL) project in which the IAU is a partner at a Workshop held at Hacettepe University, Ankara, Turkey.

The workshop brought together **32 representatives** from higher education and the IAU Reference Group on HEEFA who were involved in IAU HEEFA capacity building sessions; representatives from ICT4IAL partners; e-accessibility experts from the higher education sector; faculty/students from the Hacettepe University; and representatives from UNESCO National Commission. They represented **22 countries** from Africa, Asia and Europe.

The **first day** of the Workshop focused on the outcomes of IAU HEEFA Project:

- 5 capacity building sessions (Burkina Faso, India, Kenya, Mexico, and Nepal) with in each case if not results at national level, better acknowledgment and recognition of the role of higher education for EFA by universities and other EFA stakeholders,
- a trimestral e-Newsletter, and
- a collaborative Portal where academics and students can provide information on their expertise, projects and publications in the field.

During that day, participants were also asked to provide feedback on the **post-2015 education agenda** from a higher education's perspective.

The **second day** introduced the subject of accessibility of online learning content to people with disabilities to the IAU Reference Group on HEEFA. As the inclusion of students with disabilities forms part of the provision of Education for All, they were asked to comment on the guidelines prepared by the ICT4IAL project to help providers of learning content to produce e-accessible content from the start.

The IAU HEEFA Project in its current form is coming to an end by mid-2015, in the year when the EFA initiative will be replaced by new activities (see UN Post-2015 Development Agenda). This also marks the end of N. Kymlicka's consultancy at IAU for this project. IAU warmly thanks her for her excellent work on the project.

The report is available at www.iau-aiu.net/content/outcomes-1

For more information on HEEFA, see IAU HEEFA Portal at www.heefa.net and the IAU Portal at www.iau-aiu.net/content/efamdgs The Ankara Workshop was organised by Serap Kerbanoglu (Hacettepe University); Nadja Kymlicka and Isabelle Turmaine (IAU).

For more information on the ICT4IAL Project, see the project's portal at www.ict4ial.eu or contact Isabelle Turmaine, IAU Director, Information Projects and Services (i.turmaine@iau-aiu.net)

IAU WORK ON INNOVATIVE APPROACHES TO DOCTORAL EDUCATION IN AFRICA (IDEA-PHD)

⊕ IAU Expert Seminar on Innovative Approaches to Doctoral Education in Africa
November 2014

The IAU convened 25 African and other international experts to brainstorm and issue recommendations on *Making Doctoral Education work in Africa and for Africa – What Role for IAU?* The Seminar was held at UNESCO, in Paris from 26 to 28 November 2014.

The workshop allowed presenting and analysing the results of the work undertaken by IAU in the field of doctoral education in Africa since 2009, the subprojects on the state of doctoral education and research training in Sub-Saharan Africa; on data gathering and strategic planning in Douala, networking and planning in Ilorin, on e-supervision in Nairobi, on innovative approaches to doctoral education in Addis Ababa; the development of research and reports; the development of the IDEA-PhD portal, etc.

The experts strongly recommend that IAU develops further projects and initiatives on innovative approaches to doctoral education in Africa. It recommends that the main areas of focus should be: the development of an advisory service on strategic development of doctoral education at African HEIs, Comparative research on models of doctoral programmes; e enhanced-supervision and the role of the African diaspora; Mobility scheme and quality. The further development of the IDEA-PhD Portal (www.idea-phd.net) will as well be one of the priority focus areas.

The Report of the workshop is available upon request. To receive your copy and to get involved, please contact: Hilligje

van't Land (h.vantland@iau-aiu.net) and Nicolas Poulton (n.poulton@iau-aiu.net).

⬐ Get involved and submit information for publication on the portal on Innovative Approaches to Doctoral Education in Africa: www.idea-phd.net!

⊕ African Higher Education Summit

A three-day continental summit on *Revitalizing Higher Education for Africa's Future* was held at the King Fahad Palace Hotel, in Dakar, on 10-12 March 2015.

The summit's objectives were to:
1. Build a constituency for transformation and investment in Africa's higher education.
2. Create a shared vision for the future of African higher education.
3. Harness and highlight exemplary efforts and initiatives in African higher education.
4. Harness disparate efforts and interventions in African higher education.
5. Spur and sustain innovation in African higher education.

The African higher education summit offered a unique platform for stakeholders to collectively define the way forward for the sector.

The summit was attended by 500 delegates, including prime ministers, presidents, and ministers of state from across Africa, students and academics as well as by Kofi Annan, former Secretary General of the United Nations, Dr. Nkosazana Dlamini Zuma, Chairperson of the African Union Commission.

The Summit concluded with an action plan to dramatically increase higher education participation across the continent over the next 50 years. Accompanying this plan is a call for a dramatic increase in African investment in higher education, greater research spending, strong links to African scholars in the diaspora, and more effective coordination of planning and delivery of higher education programmes at the institutional, national, and continental levels.

The action plan is the result of a landmark summit on higher education hosted in Senegal last week. It was convened by TrustAfrica, in partnership with several other groups, including the African Union Commission, the African Development Bank, the UN African Institute for Economic Development and Planning, the Association of African Universities, ADEA, the Carnegie Foundation.

To read the Declaration and action plan, the summit framing and the concept paper, the policy papers and briefs and other summit related documents, please go to:
http://summit.trustafrica.org/

✪ Idea Puzzle software

On month free trial for students studying at an IAU Member institution!

Discover more online HYPERLINK www.ideapuzzle.com

Idea Puzzle is online software that helps students **evaluate the strengths and weaknesses of their research project** in any phase of their PhD. The software asks **21 questions** about the research project based on Philosophy of Science, helps to answer them, and allows the **self-evaluation** of each answer. The **result is a research design** of about 3 pages which includes an overall score, a visual map, and the 21 answers.

The research design can be submitted for an **international award of 1000 Euros** granted by Santander Universities, until the **31st of May** each year. IAU Member HEIs are eligible for a one-month free trial of the software.

Contact: Ricardo Morais, Catholic University of Portugal (Porto) ricardo.morais@ideapuzzle.com

OER AND THE ACADEMIC LIBRARIANS

On 11 March 2015, the IAU hosted an online mini-seminar as part of Open Education Week. The event was organised with those who participated in the Validation Workshop for the IAU Training and Support Programme for Academic Librarians on Open Educational Resources (OER), in Accra, Ghana in 2013. It provided an opportunity to discuss recent developments in OER in libraries and universities in Africa.

www.openeducationweek.org/

LEADHER: IAU LEADERSHIP FOR HIGHER EDUCATION REFORM PROGRAMME

The **IAU Leadership for Higher Education Reform Programme** (LEADHER) creates opportunities for learning partnerships and collaboration among IAU Member Institutions. It gives expression to the IAU mission to **strengthen higher education worldwide** by facilitating exchange among its Members.

Funding for this programme is made available through the grant that IAU has obtained from the Swedish International Development Agency (Sida). The programme aims to increase and improve South-South as well as South-North cooperation among higher education institutions with a view to strengthening research capacity and research management in developing country universities.

✪ 2014 LEADHER competition

On the occasion of the 2014 competition, 6 projects were selected. The achievements of three of them were presented in the latest issue of *IAU Horizons*. Since then, the following activities have been carried out:

Results of the 2014 Competition

INSTITUTIONS	COUNTRIES	RESEARCH AREAS
Institute of business Management	Pakistan	• Research training, in particular innovative doctoral programmes
Caucasus University	Georgia	• Research capacity building through internationalization
University of Petroleum and Energy Studies	India	• Research training, in particular innovative doctoral programmes
Kwame Nkrumah University of Science and Technology	Ghana	• Innovative approaches to research capacity building via cooperation
James Madison University (JMU)	USA	• Innovative approaches to research capacity building via cooperation
University of Dar es Salaam	Tanzania	• Research capacity building through internationalization

From left to right: Dr. Nadia Ayub (In charge of MPhil Business Management Program, IoBM), Dr. Kakha Shengelia (President CU) & Dr. Syed Irfan Hyder (Dean, CBM, IoBM).

1. **Institute of business Management** (Pakistan) and **Caucasus University** (Georgia) worked together on a project aiming to increase reciprocally their abilities in terms of Research training, in particular innovative doctoral programmes, and research capacity building through internationalization. Mutual learning visits were held in April (in Georgia) and September (in Pakistan) 2014. In their join report, partners explained that **the LEADHER project acted as a catalyst for larger collaborative partnerships.** *"LEADHER project visits of CU and IoBM have enabled us to identify the concrete initiatives that we need to pursue*

with over 40 foreign universities with which we signed a Memorandum of Understanding (MoU). We [at IoBM] feel that for many of these MoUs, we have not been able to go beyond the stage of student exchange at the undergraduate level. This project has enabled us to discuss and develop frameworks for stronger coupling with the collaborating universities. It has identified for us avenues of exploring joint research projects, exchange of PhD students, joint degree programs, short-term crash courses conducted by visiting faculty from abroad, faculty exchange, joint research supervision, strengthening of the research and other programs and so on."

2. **James Madison University** (USA) and **University of Dar es Salaam** (Tanzania) carried out a project entitled: *Building Research Capacity with a Focus on Semi-arid Regions.* This project emphasized research capacity building via cooperation and internationalization. JMU and UDSM have successfully completed the LEADHER grant exchange and outlined plans for future collaborations addressing the important and timely topics. *"The LEADHER grant enabled representatives from JMU and UDSM to lay the foundation for a longer-term research and teaching collaboration focusing on issues of resource scarcity, with special attention to semi-arid regions and access to clean water. We anticipate applying for additional grants to pursue research and teaching in collaboration with one another, as well as another IAU Member institution, Kenyatta University."*

On the left: James Madison University exchanges with University of Dar es Salaam. On the right: colleagues from Ghana visited the University of Petroleum and Energy Studies.

3. **University of Petroleum and Energy Studies** (India) and **Kwame Nkrumah University of Science and Technology** (Ghana), collaborated on a project aiming to improve Research training, in particular innovative doctoral programmes and develop innovative approaches to research capacity building via cooperation. The main objective of the project was to build/strengthen research capacity in renewable energy. A first learning visit was carried out in India in July 2014, but due to the health situation in West Africa last summer, the colleagues from India decided to not go to Ghana. Thanks to several rounds of emails, telephone and video conversations the two institutions managed to finalize their project. In conclusion of their report, the partners indicated that *"there is a high likelihood of future collaboration between UPES and KNUST. "* They also indicated that *"the LEADHER project worked as a catalyst in introducing relevant changes in research management at both UPES and KNUST. [...] Thanks to the LEADHER funding, increased*

priorities in research were given to joint development of new areas in renewable energy and joint access to national and international funding (with a focus on South –South collaboration) through networking."

✚ LEADHER competition

The **2015 LEADHER competition** was launched in **late July 2014**, for projects to be carried out and finalized by **30 June 2015**. As usual, 6 projects were selected, as per the table below. Results and achievements will be presented in the next issue of *IAU Horizons*!

To learn more about the LEADHER opportunities, please consult www.iau-aiu.net/content/leadher and/or contact Élodie Boisfer, IAU Programme Officer (e.boisfer@iau-aiu.net).

Results of 2015 Competition

INSTITUTIONS	COUNTRIES	RESEARCH AREAS
University of Porto	Portugal	• Research training, in particular innovative doctoral programmes • Policies and programmes for funding of research (public/private) & revenue generation, diversification of funding sources
Universidade de Cabo Verde	Cape Verde	
Jimma University	Ethiopia	
Masaryk University	Czech Republic	• Developing research mission, research policy and research development strategy • Research capacity building through internationalization
Jimma University	Ethiopia	
Islamic University of Gaza	Palestine	• Innovative approaches to research capacity building via cooperation • Research capacity building through internationalization
University of Sassari	Italy	
University of Malaya	Malaysia	• Building linkages between the university research system and national/regional research systems (if applicable)
The American University of Cairo	Egypt	
Alexandria University	Egypt	• Innovative approaches to research capacity building via cooperation • Research capacity building through internationalization
Moi University	Kenya	
Institute of African Studies, University of Ghana	Ghana	• Research planning, organization and management • Research training, in particular innovative doctoral programmes • Innovative approaches to research capacity building via cooperation • Collection, maintenance and dissemination of research results (publications, patents, products etc.) • Alternative modes for research production (including cooperation with the private sector) • Research capacity building through internationalization
University of Kassel	Germany	

IAU COLLABORATION AND NETWORKING

9-10 JUNE 2015 ▶ KUALA LUMPUR, MALAYSIA

The IAU partners with the Centre for ASEAN Regionalism (CARUM) at the University of Malaya to organize an International Forum on *"The Role of Higher Education in Building an ASEAN Community"*.

Attendance: *by invitation only*

Invited speakers and participants will discuss the following sub-themes:

a) Changing and new demands in higher education in ASEAN countries

b) Innovation in governance and leadership of higher education to respond to needs of knowledge economy, social engagement and regional integration

c) Higher education's role in consolidating a sense of regional identity

d) Intercultural learning and dialogue to explore regional cultural richness, and to optimize regional development.

Contact: Azirah Binti Hashim, Dean, Humanities Research Cluster, University of Malaya, Kuala Lumpur, Malaysia (azirahh@um.edu.my).

5-8 OCT 2015 KUALA LUMPUR – ACCESS TO POST-SECONDARY EDUCATION IN THE 21st CENTURY: MEETING THE GLOBAL CHALLENGE

The IAU, one of the partners supporting the Global Access to Postsecondary Education (GAPS) initiative, is pleased to announce the Kuala Lumpur Meeting to be held at Sunway University in Malaysia. Kuala Lumpur 2015 will address the role of access to post-secondary education in Asia and the South Pacific. It will bring together participants form all around the world, interested in the issue of access to post-secondary education and aiming to foster new collaborations and innovation. Professor Dzulkifli Abdul Razak will be one of the keynote speakers.

For more information : www.gaps-education.org/world-congress-kuala-lumpur-2015/

IAU INVOLVED IN PIONEERING WORK ON DEMOCRATIC COMPETENCES TO TRANSFORM THE WAY WE LIVE AND WORK

by **Snežana Samardžić-Marković**, the Council of Europe's Director General of Democracy

We assume our family doctor has a degree in medicine, that the history teacher in the local school passed his history exams and that the producer of our favourite TV chat show has been trained to make television programmes. Rightly, we expect professionals to be qualified for the work they do. Technical expertise is vital for the job.

But it is not enough. The doctor, who does not listen to her patients, will base her diagnosis on partial information. The history teacher, who ignores the Roma girl being bullied in class, contributes to her suffering and failure at school. The producer, who selects three well-known male experts and a good-looking woman for his show, limits the scope of the debate and reinforces existing stereotypes.

We do not all necessarily need to leave school or university with qualifications in biology, history or journalism, but we all need democratic and intercultural competences; that is, the values, attitudes, skills, knowledge and critical understanding that enable us to participate effectively in today's diverse democracies.

The Council of Europe has been actively promoting human rights and citizenship education for many years, providing comprehensive training programmes, manuals and educational materials both in schools and universities and through youth work and non-formal education. But what has been lacking up to now is a universal and objective system to help instil, define and measure the democratic competences required.

This is exactly what the Council of Europe is working on today. It is a Herculean task. After analysing more than 90 existing

schemes, the group of experts working on this project (including a representative of the International Association of Universities) has defined 20 core competences, including: responsibility, tolerance, conflict resolution, listening skills, linguistic and communication skills, critical thinking, empathy and openness.

The group is now identifying 'descriptors' for each competence, which describe what an individual knows, understands and is able to do or refrain from doing. A descriptor for 'autonomous learning skills' might be 'judging the reliability of the various sources of information or advice and selecting the most reliable sources from the range available'.

Around 2,000 possible descriptors are to be rigorously tested by teachers in schools and higher education institutions in a wide range of cultural settings and at all levels of education across Europe, starting with the Council of Europe's teacher-training Pestalozzi Programme and its summer academies, run with the European Wergeland Centre in Norway. On the basis of these tests, a questionnaire will be created and sent out to teachers Europe-wide. The resulting data could then be used to define levels of attainment for each competence. No other organisation has embarked on such extensive testing in this field of work.

Gradually, this new system for measuring intercultural competences will be ready to be incorporated into teacher/professor-training programmes, recruitment tests and the education curriculum, across Europe and beyond.

Once the competences become part of the skill set pupils and students are required to master, they will leave education properly equipped, as responsible citizens, to contribute to our modern, intercultural democracies. When applying for jobs or training, they will be able to cite their level of attainment for 'empathy' and 'critical thinking', alongside their academic qualifications and language skills. Most importantly, I hope we will see a continuing reduction in discrimination, bullying, violence and – of great concern to us all at the moment – radicalisation, both in schools, higher education institutions and in our societies.
This paper in its original version was first published in 'New Europe' on 16/03/2015.

In memoriam

Germain Dondelinger
IAU is deeply saddened to learn that Germain Dondelinger passed away this March. Higher education Coordinator at the Ministry of Education in Luxemburg, instrumental in the establishment of the University of Luxembourg, he was very active at European level, at the Council of Europe, and played a fundamental role in the development of the Bologna Process. He was deeply committed to the concerns of universities, their missions and roles in society. He was a highly respected colleague, with a wonderful sense of humour. We will miss him.

NEWS FROM SECRETARIAT

➕ IAU WELCOMES NEW MEMBERS OF STAFF

Giorgio Marinoni joins the Secretariat as Manager, Higher Education and Internationalization Policy and Projects. Graduate of the Università degli Studi di Milano, he previously worked as project manager at UNICA – a network of European universities located in capital cities. His experience includes work with student organizations as president of the Erasmus Student Network, research at the University of Amsterdam and project management in the private sector. Giorgio will be responsible for IAU's internationalization initiatives.

Carine Sébast joins the Secretariat as Manager, Reference Publications a position previously held by Béatrice Inglisian who now works for a French organisation. Under the supervision of the IAU Director, Information Projects and Services, Carine Sébast is in charge of the World Higher Education Database (WHED)'s section on higher education institutions and will work on IAU Information tools, such as the IAU e-Bulletin and IAU Highlights from the Press. She holds a post-graduate degree in information sciences and previously worked for the publishing sector.

➕ IAU THANKS

Ross Hudson, former IAU Coordinator Internationalisation and IAU Horizons assistant editor accepted new challenges and opportunity by taking up position at the Higher Education Funding Council for England, in the Learning and Teaching Team. He is currently leading a multi-million pound project that is focused on assessing and measuring students 'learning gain' in HEIs in England. The IAU secretariat and Board expressed regret to see him go but wishes him all the best in this new position.

Miriam Sanfilippo, has completed her internship on internationalization of higher education. IAU thanks her and wishes her all the best with the development of a strategic plan for the internationalization of the Tuscan University network TUNE.

MEMBERSHIP NEWS

IAU is pleased to welcome new Members who joined and re-joined the Association since November 2014.

HIGHER EDUCATION INSTITUTIONS

Ahlol beyt international university,
Iran
www.ahlulbaitonline.com/

Alliance International University,
Zambia
www.aiuni.org

Alzahra University,
Iran
www.alzahra.ac.ir

American University,
USA
www.american.edu

Balochistan University of Information Technology, Engineering and Management Sciences (BUITEMS),
Pakistan, www.buitms.edu.pk

International University of Sarajevo (IUS),
Bosnia and Herzegovina
www.ius.edu.ba

Iran University of Medical Sciences,
Iran
www.iums.ac.ir

Kursk State Medical University,
Russia
www.kurskmed.com

Moscow State Technical University of Radioengineering, Electronics and Automation,
Russia, www.mirea.ru

National University of Public Service,
Hungary
www.uni-nke.hu

Regent's University London,
UK
www.regents.ac.uk

Technological University of the Mixteca,
Mexico
www.utm.mx

Universiti Sultan Zainal Abidin Kuala Terengganu,
Malaysia
www.unisza.edu.my

University of Palestine,
Palestine
www.up.edu.ps/en

University of Puerto Rico,
Puerto Rico
www.upr.edu

Yazd University,
Iran
isco.yazd.ac.ir

IAU OBSERVER

Nazarbayev University,
Astana, Kazakhstan
www.nu.edu.kz

IAU AFFILIATE

Africa Asia Scholars Global Network,
UK
http://aasgon.net

IAU by numbers

As of 1 April 2015, IAU counts

➡ 608 Institutional Members (including 5 observers),

➡ 28 Member Organisations,

➡ 17 Affiliates and 19 Associates.

🔻 Benefit from all IAU services and other opportunities

🔻 Enhance your networking, partnership activities and global visibility

MAKE SURE YOU ARE THERE

JOIN THE IAU!
www.iau-aiu.net/join

Contact: Trine Jensen at t.jensen@iau-aiu.net

IAU
INTERNATIONAL ASSOCIATION OF UNIVERSITIES
INTERNATIONAL UNIVERSITIES BUREAU

NEW!

LEADING GLOBALLY ENGAGED UNIVERSITIES (LGEU)

The IAU is very pleased to launch a unique leadership programme entitled: **Leading Globally Engaged Universities (LGEU). The first session will be hosted by the University of Malaya** in Kuala Lumpur, Malaya, from 15-20 November 2015. The programme will take place two times a year and will move from region to region, hosted by the IAU Members.

The quality of higher education leadership is essential to the well-being of universities but expectations and responsibilities of higher education institutions are expanding while the local and global context is continuously changing, making leadership more complex. Recognizing the challenges, IAU has developed the LGEU programme to support new and future leaders of Higher Education Institutions building on its unique capacity to bring together experts and peers from different parts of the world.

The programme will provide information about global challenges and examples of how national higher education systems respond to global challenges. It will provide concepts and tools for leading a globally engaged university. The programme is built on peer-to-peer learning and participants will be able to analyze different aspect related to leadership and exchange with peers providing perspectives and experiences from different parts of the world. The programme is limited to maximum 25 persons which allow building an important network of peers beyond the programme.

The programme is designed for recently appointed or upcoming senior higher education leaders:

- Recently appointed Rectors, Vice Chancellors, Presidents
- Deputy, Pro Vice Chancellor, Vice Provost, Vice President, Vice Rector or equivalent.
- Senior professional service leaders at Registrar, Chief Operating Officer level or equivalent.

The IAU will carefully examine all applications received with a view to creating a diverse cohort of participants who will benefit from learning collaboratively, and who are likely to fit well together as a group. To apply please send a brief bio-note and a letter explaining the rationale for your application to the **LGEU programme** to Ms. Trine Jensen at t.jensen@aiu-aiu.net.

REGISTRATION FEE	
IAU Member:	5,800 € per person
Non Member:	8,700 € per person

For more information please consult:
www.iau-aiu.net/content/leading-globally-engaged-universities-lgeu

BY THE END OF THIS EVENT THE PARTICIPANTS WILL HAVE DEVELOPED:

- A **global network** of higher education colleagues in similar leadership positions;
- Appreciation of **how institutions in different countries are responding** to common challenges;
- Alternative perspectives on the different conceptions of leadership and in particular **values based and global leadership**;
- Practical insights into how the host country is **enhancing global engagement – at system, region and institutional levels**;
- Greater awareness of your preferred style of leading and your personal **strengths as an effective senior team member and globally adaptive leader**;
- Specific ideas and opportunities to extend your university's approach to **global engagement** & collaboration;
- An **outline plan** to take forward in your own institutional context; and
- An extended suite of **practical tools, resources and models** to aid you and your institution become even **more globally engaged**.

GET INVOLVED FURTHER IN THE LIFE AND WORK OF THE INTERNATIONAL ASSOCIATION OF UNIVERSITIES BY BENEFITTING FULLY FROM THE SERVICES AND OPPORTUNITIES OFFERED, INCLUDING:

IAU CONFERENCES & SEMINARS

⤷ **For Full list and list of Calls please see page 2 "IAU Calls" and "Important dates!"** for the list of upcoming Seminars, expert group meetings, the 2015 Global Meeting of Associations (Montreal in May), IAU 2015 international Conference (Siena in October) and more.

NETWORKING & SHARING

Higher Education and Sustainable development (HESD)
⤷ **Register your University and showcase the actions it is undertakin**g to response to the need for innovative approaches to be developed to ensure a better future for all, through education, teaching, research, or community engagement. Register your actions and initiatives on the **IAU global portal on Higher Education and Sustainable Development at:** www.iau-hesd.net

Education for All (EFA)
⤷ Contribute information on higher education projects, documents and experts active in EFA on the **IAU Portal on Higher Education for Education for All** (HEEFA) at: www.heefa.net/

Innovative approaches to doctoral education in Africa (IDEA-PhD)
⤷ Profile your doctoral education programmes, initiatives and opportunities online on the **IAU portal on IDEA-PhD** (www.idea-phd.net). Focusing mainly on Africa, the portal as well showcases collaborative projects with African HEIs; list and presents key policy documents of use to the development of doctoral programmes from around the world, etc.
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⤷ *Equitable Access, Success and Quality in Higher Education (2008)*
⤷ *Sharing Quality Higher Education Across Borders: A Statement on Behalf of Higher Education Institutions Worldwide (2005)*
⤷ *Universities and Information and Communication Technologies (ICTs) (2004)*
⤷ *Towards a Century of Cooperation: Internationalization of Higher Education (2000)*
⤷ *Academic freedom, Institutional Autonomy and Social Responsibility (1998)*
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IN FOCUS

The Role of Higher Education in developing and fostering Social Innovation

by **Hilligje van't Land**,
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Universities are at the heart of knowledge generation, it fosters and values curiosity and critical thinking - or at least should do so; they trigger research, and contribute in essence to the improvement and well-being of societies: they foster innovation and social innovation. Yet how do they do it?

This is the theme of the IAU GMA6 to take place in Montreal in May: **Social innovation: challenges and perspectives for higher education.**

Definitions of the concept vary, but all focus on its 'innovative' dimension by insisting on the association of the concept with 'new' knowledge generation, provision of 'new' solutions to address 'new' and less new but more pressing societal problems; definitions also insist on the fact that social innovation provides 'better' answers, financially 'more' sound (read 'less costly') 'more' efficient, 'more' sustainable etc. Better, cheaper and now finally providing the real answers society is waiting for? As if solutions to societal problems were not sought by HEIs earlier on? No; but what the papers show is how social innovation is associated with change of mission and vision of higher education more broadly speaking. It is associated with new approaches to how universities used to do what they are supposed to do: teach, educate, research, manage; authors insist on the 'synergetic' and cooperative approaches to these.

The Nagoya end of UN Decade on Education for Sustainable Conference recommends holistic approaches to higher education and research, insists on the need for transformative teaching and research, on rethinking thinking itself.

Rethinking does not mean that the way education and research was provided and practiced in the past needs to be discarded all together; yet it means that constant reflection on how things are done is necessary in order to create the appropriate conditions needed to generate the new knowledge required time and again to address problems, issues, challenges that current and future generations face.

Transdisciplinarity, social/community engagement, bridges between public and private sectors, lifelong learning, leadership, social responsibility, etc are all facets of the same dice higher education leaders have to use if they want to fully play their role and if they want that the institutions and the HE stakeholders they lead contribute adequately to the post 2015 (sustainable) development goals that are being drafted.

The papers that follow debate the concepts, provide examples of good practices from Montreal, Gothenburg, University Roviri I Virgili, Canada, UNISA, the USA, UMT in Malaysia, Mexico and Latin America broadly speaking; they look at how social innovation is fostered, what mechanisms are put in place by departments, institutions, research councils, countries and regions, including financial incentives, prizes, contests, rewards, etc.; they look at how they contribute to addressing social issues and how impact of initiatives is measured and evaluated.

We hope you'll enjoy reading these papers, and invite you to send us your reactions and comments.

01 Future of universities and the need for social innovation

by **Dzulkifli Abdul Razak**, President IAU (iau@iau-aiu.net)

University essentially can be viewed as no more than a platform or a vehicle to organise and deliver "education" as a public good, just like a hospital delivers health care services. Taken this way, there are social institutions creatively designed for the advancement of the community as the overarching worldview. In other words, they are social innovations intended to cope with the changing environment as well as the challenges it poses. For this reason, they are deeply committed to the well-being of members of the community and base the values and norms that they acculturated to enable quality of life to emerge from them in meeting the need of the generations to come. In that sense, they are "whole", "universal" and "forward-looking" in conjecturing up the idea of learning with the framework of education. The aspiration is to minimally meet the Delors' four pillars of learning, namely: *learning to know, learning to do, learning to be and learning to live together.*

Succinctly, the four pillars could be construed as the roles of a university and institution of higher education in continuously advancing the community across civilisations, people and cultures. It is imperative that the world of knowledge remains unified by recognising its diverse sources and interpretations over an extended historical time period. The ultimate purpose is to build a peaceful and harmonious world in the most sustainable and balanced way possible.

This is how "education" was perceived and how centres of learning were organised to deepen this understanding in experiential ways as part of living. It may not be perfect but it is not out of control either as it is today.

Learning and living are never separated but mutually reinforcing where knowledge and practice go hand in hand. At the same time, the microcosm and macrocosm are linked as "one". Thus to understand the idea of the university as a form of social innovation is to deeply embrace the very purpose of education and its ethos with the goal to sustain the close relationship between humanity and nature by advocating the right values practised in the right ways.

To use the jargon of today, education is always for sustainable development of the human beings vis-a-vis its surrounding as the larger part of a shared global community of various species. Unfortunately, this is now not the case, and the university itself is becoming unsustainable let alone the complex

relationship with the surrounding and across humanity, what is more other inhabitants.

Over the last decade, under the banner of UN Decade of Education for Sustainable Development (2005-2014), education for sustainable development had to be reintroduced. This is where social innovation becomes a very important concept as well as a tool that must be mobilised in the effort to mainstream sustainability as the cross-cutting pillar of learning.

Clearly, learning to know and to do alone is not adequate to achieve the goal of sustainable development – that is, to meet the present needs without compromising the needs of future generations. More so, as in the case today, when learning to be and to live together are by and large left out as "universities" and "knowledge" are retooled for wealth creation, feeding frenzy on human greed leading to numerous crises that the world is simultaneously facing.

Instead, "education" (like health care services too) has become yet another tradable commodity (private good) shaped largely by the market place. More than a century ago, as early as 1901, Harold Edward Gorst wrote a book, The Curse of Education (London: Grant Richards) in which he states that:

> 66 *Humanity is rapidly becoming less the outcome of a natural process of development, and more and more the product of an organised education plan. The average educated man possesses no real individuality. He is simply a manufactured article bearing the stamp of the maker.* 99

In his prefatory note he argued *"that the foundations of all existing education systems are absolutely false in principle; and that teaching itself, as opposed to natural development and self-culture, is the greatest obstacle to human progress that social evolution has ever had to encounter."* It is with this in mind that we contemplate as to the role of social innovation in advancing the future of universities into the next century and beyond.

02 Social innovation at the University of Gothenburg

by **Pam Fredman**, Rector, University of Gothenburg, Sweden, iau@iau-aiu.net

Universities play a key role in creating and developing knowledge and in ensuring that knowledge is disseminated and utilized in society. At the University of Gothenburg, students are given a research-based education

and are provided with academic skills to be critical, analytical and creative, making them key players in transformation of knowledge and promotion of innovation in all sectors of society. The University's responsibility to transfer research results to society also includes innovation. In the areas of medicine, the natural sciences and technology, commercialization and technology transfer have long traditions, and innovation models are well established. However, with the ongoing globalization, climate threats, urbanization, digitalization, social segregation and demand on health care, to name some of the challenges society is facing, it is obvious that innovation processes beyond commercialization and technology transfer are required.

The University of Gothenburg is vastly comprehensive and boasts strong research in many disciplines. Our primary steering document, Vision 2020, provides that we are to promote and facilitate dissemination of knowledge, not only from medicine and the natural sciences but also from, for example, the arts and humanities, social sciences and law to society at large. With strong research and education in the area of innovation and entrepreneurship and in line with our vision, we keep exploring models for social innovation.

The University of Gothenburg's master's course Social Innovation and Entrepreneurship, aims to provide the students with the knowledge and skills that will prepare them for being part of the development of a sustainable society through social innovation. Some students work on projects with the local community, for example by helping individuals who have fallen outside the state welfare system, to improve their economic and other capabilities. The experience from this master's course is that students see the future in social innovation and generally – not only these master's students – want to make a difference in society. In essence, the students are society's agents of change.

How do we encourage the University's researchers to participate in social innovation? The University has a **joint research and innovation office** supporting the researchers. At the University of Gothenburg, social innovation support takes its starting point in understanding societal challenges. The University's researchers have a long tradition of cooperating with various stakeholders in society, yet this cooperation is often carried out at an individual level. Social innovation requires new forms of interaction between academia and stakeholders, including private and public actors, non-profit and for-profit. At the University, we therefore work actively to find models that will bridge the gap between external stakeholders and research and academia, in order to generate societal benefits that are meaningful and sustainable.

The basis for finding **models for social innovation** is that the projects 1) are research and knowledge intensive, 2) address a societal problem or otherwise may generate social impact, 3) can be packaged for or developed together with external stakeholders, 4) can be sustainable overtime, and 5) are not otherwise suitable as traditional commercial offerings.

One pilot project the University of Gothenburg Centre for Person-centred Care (GPCC) Our research and innovation office became involved in order to assist the center in implementing person-centered care in practice, thus reducing costs and improving the quality of care. The now established model is a non-profit organization, owned by the university holding company. Any profits generated are re-invested in the operations or in future research efforts to further develop tools, processes etc. The model provides a professionally packaged offering that can be of benefit for health care organizations and the research center may also be given practical feedback for the purposes of research and further development. The person-centred care has resulted in improved quality for the patients and an up to 25 percent reduction in care time. This is a success story of social innovation that clearly points to the impact both for the individual and in terms of societal costs.

03 Contributing to the conceptual and methodological development of social innovation: a role for universities

by **Fernando Daniels**, Executive Director, College of the Americas, Inter-American University Organization (danielsf@oui-iohe.org)

Social innovation can be defined as any new idea, approach or intervention, a new service, a new product or a new law, a new type of organization that responds more effectively and sustainably than existing solutions to a well-defined social need[1].

Social innovation is a creative process of value for society, by which one seeks to respond to a social need identified by the stakeholders, often supported by scientific or experimental data, which generates new institutional and social frameworks, profound changes in the behaviour and attitudes of society, builds alliances and restores power to the communities.

Currently, social innovation is a field in full expansion because it is perceived as an effective and long-lasting means of

1. Definition developped by the Réseau québécois en innovation sociale (2011) in its *"Déclaration québécoise pour l'innovation sociale"*, April 2011 (www.rqis.org/wp-content/uploads/2014/08/Declaration_quebecoise_pour_linnovation_sociale1.pdf)

providing a solution to complex problems that affect society, and for which no satisfactory response has been found. However, although the practice of social innovation is not new, since one can find innovative social practices as of the nineteenth century, considerable conceptual and methodological confusion still restricts its development and its practice.

Among the major limitations there are:

- *Characterization of social innovation.* What are the common elements of any practice, which is considered as a "social innovation"? Several features stand out in case studies, such as, for example, the intersectional approach, leadership, community involvement, ownership by stakeholders, the sustainability of the actions undertaken, the systemic approach, etc., but no uniform criteria yet characterize a social innovation.

- *Measuring and evaluating social innovation.* Social innovation occurs in specific contexts (social, cultural, economic, geographic, etc.). Unlike the classical concept of innovation (economist), which considers innovation as a source of productivity, its social application has, in many cases, a non-tangible nature whose assessment of progress is rather related to the service received by the citizen[2]. For this reason, it is difficult to define universal indicators to measure the effects of social innovation. Often the indicator must be adapted to the specific context in which the social practice of innovation occurs, which limits the comparison between the experiments and the application of the results in other contexts (reproducibility).

- *Reproducibility.* The other major impediment to the development of social innovation is the ability to be replicated in other contexts (scaling up). Reproducibility in social innovation has become one of the biggest concerns and one of the objectives of stakeholders. However, "under similar conditions, similar results" does not apply to social innovation. The main source of knowledge on social innovation comes from case studies. Nevertheless, although case studies are important to understand the context and processes that make the emergence of social innovation possible, they are limited when time comes to orient the introduction of these same processes in other contexts. Thus, we need to unravel more components of social innovation to work in a more operative manner; to identify what is and what is not "social innovation" in a successful experiment; to prioritize the factors of success, etc.

Social innovation is a term in fashion, but several interventions, regarded as innovations, are not. On the other hand, several entrepreneurs and social players perform numerous social innovation interventions, which are not even labelled as such. We are facing a new disciplinary field for which development

2 Cf. Bouchard, MJ, 2010, *"L'innovation sociale en économie sociale"*, in Klein, JL, and Harrison, D (dir.), *"l'innovation sociale: émergence et effets sur la transformation des sociétés"*, Montréal, Presses de l'Université du Québec, p. 131-134.

is achieved by trial and error. There is a body of knowledge, which is yet to be developed to understand and predict social innovation. Very few research groups are dedicated to the generation of knowledge on social innovation, and training programmes aimed at the development of skills for the design, planning and evaluation of social innovation are lacking. Of course, universities have a very important role to play in the development of social innovation.

04 Innovation in higher education: A Modality Or An End?

by **Guy Breton**, Rector, Université de Montréal, Qc, Canada, Host of the GMA 6 in May 2015 (recteur@umontreal.ca)

Université de Montréal

> *No matter that everything is well, as long as we ensure that everything is better than it was before us.* Condorcet

In 2010, the OECD released its *Strategy for Innovation*, the result of a process initiated in 2007, which mobilized about fifteen committees of experts, responsible for proposing guidelines to address a range of political, economic, demographic and social issues with a global dimension, and which consequently called for answers on a worldwide scale.

The five priority axes around which this strategy is built affect universities in each of their three fundamental missions: research, education and social function.

These priorities of action are set out as follows:

- Endow individuals with the ability to innovate;
- Foster innovation in companies;
- Create knowledge and put it into practice;
- Rely on innovation to meet global and social challenges;
- Improve governance policies in favour of innovation.

Admittedly, the guidelines laid out by the OECD involve as much the responsibility of the educational network and the political, economic and social players as that of the citizens.

But the theme of innovation in the broad sense, and social innovation in particular, leads us to question ourselves, as institutions of higher education, on our very identity and on our role as agents of progress and social transformation.

For, to what use are scientific, technological and social innovations if they do not contribute to the improvement of the human condition?

If social innovation is characterized primarily by its function, namely the search for answers to new social needs, progress, for its part, pursues an end.

Progress is justified by the quest for meaning, innovation by the quest for means.

Nevertheless, both are inseparable and an integral part of the vocation and mission of universities.

As I write these few lines, Université de Montréal is preparing to host the sixth edition of the largest gathering of university associations, under the theme *"Social Innovation: Challenges and Opportunities for Higher Education"*.

This is a unique opportunity to clarify concepts, to identify common challenges, but also local and regional specificities, to share our expertise and our practices, to raise the sensitive issues of assessment and accountability, in an emerging field, still marked by experimentation and exploration, which expresses two expectations with respect to universities: that they provide measuring instruments which would give to the field all its scientific legitimacy, without however adopting a scholarly stance, knowing that social innovation is a process of co-construction of knowledge, which brings together, in an egalitarian relationship, academic, associative, economic, political and other players.

But it is also a time for reflection on the University of the 21st century, where, I hope, social innovation will serve us as a pretext for an exercise of introspection and anticipation on our social responsibility.

Historically, we have asked universities to be rooted in society while being at the forefront, to be in sync with the labour market without being at the trailer of employers, to do useful work without falling into utilitarianism, to transmit knowledge without striking truths.

For this reason, social innovation is an excellent laboratory, somehow testing, to some extent, our resistance to paradoxical injunctions.

By its very nature, social innovation is a process fraught with discussions, efforts of adaptation, of transformations, a process that requires flexibility, which authorizes doubt and which requires repetitions.

For universities, this is also another opportunity to fully play their role in the state and a natural extension of their fundamental mission.

05 A Regional University's journey from Social Engagement to Social Innovation

by **E. Nigel Harris**, Vice Chancellor, The University of the West Indies, Jamaica (enigel.harris@uwimona.edu.jm)

In framing its 2012-2017 Strategic Plan, the University of the West Indies (UWI) amended its Mission statement to spell out more specifically the areas of societal development – social, economic, political, cultural, environmental— which as an institution, it would address. The statement reads:

> *To advance education and create knowledge through excellence in teaching, research, innovation, public service, intellectual leadership and outreach in order to support the inclusive (social, economic, political, cultural, environmental) development of the Caribbean region and beyond.*

This statement and the accompanying Strategic Plan emphasised the university's intention to pursue a more pro-active and interventionist approach in societal development. It is true that the essential features of the statement may not differ from that of many other universities – a commitment to teaching, research and service – but specifying areas of engagement enables better documentation of the university's contribution to the transformation of the countries it serves.

Demonstration of the transformational role of the UWI in the region it serves is not as difficult as it would be for some other universities because it was the first and still is the largest university serving 16 English-speaking, mostly island nations. Its most notable contribution has been to human resource development in the region – 18 prime ministers and countless government ministers over the past 30 years; members and current leaders in nearly all major professions – medicine, nursing, law, education (primary, secondary, tertiary); engineering, religion, etc.; as well as broad representation of graduates at all levels of the private sector and civil society.

A second major contribution has been in knowledge development. Because English speaking Caribbean countries were colonised until 50 years (or less) ago, much of what was known about them was limited to the interests and narratives of colonising powers. The birth and growth of an indigenous university has enabled numerous studies and descriptions of

the history, social and economic features, flora, fauna, topology and environmental factors of these island nations and of the (Caribbean) sea in which they are posited.

Despite the above achievements, political, private sector and civil society leaders often question the degree to which the UWI contributes to solving the many challenges facing these countries – poverty, crime and gun violence, low economic growth, susceptibility to destruction by natural hazards (hurricanes, earthquakes, volcanoes), the effects of climate change (e.g. sea level rise), environmental degradation, chronic non-communicable diseases and others. It is true that members of the university either individually or in groups have been engaged with their communities over several decades for scholastic, altruistic or personal political reasons. Their involvement included leadership and participation in struggles for social justice and empowerment of poor communities; conduct of countless conferences, symposia and lectures addressing the many challenges of the society; formation of centres and institutes to investigate and offer solutions for the myriad of social, economic, health and other problems that beset their own and other like developing nations. In addition, many academics have engaged in consultancies to investigate and offer solutions for many of the region's myriad challenges.

While the above suggests a university engaged in community it serves, the formal involvement of the institution in social innovation as a matter of policy and strategy is less readily documented. In a comprehensive review of universities contributing to social innovation, Jorge Cunha and Paul Benneworth report several definitions of social innovation. In my opinion, one of the most persuasive was that offered by Caulier-Grice et al:

> *Social innovations are new solutions (products, services, models, markets, processes etc.) that simultaneously meet a social need and lead to new or improved capabilities and relationships and better use of assets and resources. In other words, social innovations are both good for society and enhance society's capacity to act.*

Social innovation involves a process that defines and analyses a social problem, identifies one or more alternative solutions, mobilises one or more communities to collaborate in selecting the best solution and constructs a plan to address the problem that can be implemented and is sustainable.

Universities are uniquely endowed in terms of identifying social problems, mobilising intellectual resources to analyse and propose solutions and collaborating with various communities to implement and sustain solutions. That universities undertake such initiatives as an institutional imperative is important in any setting, but it is particularly important in developing regions such as our own where a critical mass of intellectual and knowledge capacity primarily exist in the University.

Recognition of this reality prompted our University to spell out areas of intervention in its Mission statement and strategic plan thereby signalling a more pro-active institutional approach to social innovation rather than relying primarily on engagement based on initiatives by single individuals or groups in the institution. Thus, within the last decade, our university has established or strengthened a number of regional Centres and Institutes that address areas such as Disaster Risk Reduction; Crime, Justice and Security; Sustainable Development in Small island States; Gender; Agricultural Innovation and Food Security; Environmental and Marine Studies and others, all intended to assess and propose solutions as well as guide implementation of sustainable plans for major regional challenges. These efforts are undertaken by the institution in collaboration with one or more sectors of the society as well as with regional and international agencies.

In summary, while the UWI has a long history of contributions to our 16 (now 17) countries it serves, these have often been undertaken by individual or small groups of academics. In more recent times, the University has become more pro-active in identifying and enacting social change as an institutional imperative. This has been achieved by mobilising academics across disciplines and linking with governments, international agencies, private sector and/or civil groups to address specific societal challenges. While not discussed here, the University remains attentive to its role in technical innovation, namely encouraging creative and innovative ideas and products that can be translated into commercial enterprises for the economic benefit of the inventor, university and related entities, since this too contributes to the economic and social growth of our countries.

For References please go to page 39.

06 Social innovation, Roles, Challenges and Perspectives for Higher Education

by **Pornchai Mongkhonvanit**, President, Siam University and Vice President, IAU (pornchai@siam.edu) and **Ms. Yhing Sawheny**, Assistant Director for International Affairs, Siam University (yhing@siam.edu)

Social Innovation is the new approach that permeates the ideas and concepts developed by all organizations (education, businesses and NGOs) to

meet the social needs; these concern working conditions and education to community development and health care and aim at extending and strengthening the community living.

Social Innovation can be used as the advanced method in which the role of educational institutions can evolve the collaboration from society which is through engagement with communities that will allow academics and students to explore surrounding communities as a laboratory for their education in a real life environment. This will in turn create more linkages between academics and students and people in communities, whereby knowledge and skills are transcended into all stakeholders. Ultimately, educational institutions and communities can move together towards a more sustainable development that can provide momentum for social movement to drive social change for the betterment of the society.

Similar with other districts in Bangkok, Siam University is located in Phasicharoen district, southwest of Bangkok, within 200 meters from Bangwa sky train station; the MRT line is under construction and it shall be operational by 2016. After the completion of MRT and BTS lines, this district is expected to be very much modernized and may be revolutionized from the suburb into one of the many city centers of Bangkok. As often happens in other modernized districts, the transformation leads to the destruction of social bonds and loss of our community wisdom. Therefore we might need social innovation in order to make social cohesion go hand in hand with modernization. Siam University initiated one such interesting social innovation project: Phasicharoen Communal Healthy Space project is one such example. Siam University's innovative idea is to extend the boundaries of education beyond the classroom environment and to develop of communal healthy space project which won over 28 Million Baht of support from the Thai Health Foundation. Siam University has undertaken the initiation to convert the harmful area to safer community area under the following engagement action by building four sustainable networks within the community:

- **Healthy Network:** Involving family doctor, family pharmacist and nurses to prevent people from disease and poor health conditions by providing nutrition and food safety and creating a food security group.

- **Clean and Green Environment Network:** Green Market and Green Community Group by using pantheon leaf lying on pillow for five star hotels in Bangkok which is good for healthy sleep and environment.

- **Healthy Sport and Exercises Network:** Conversion of the trash dumps area in to the aerobic and exercise playground for the community.

- **Sufficiency Economy Network:** Developing the learning center for Sufficiency Economy network in the dangerous area near the University. Using substitute gasoline, students will have more benefits and learn to adapt themselves

with their fellow students. Both will get the benefit by this implementation we can create sustainability and more economic growth. Also the development of weekend market forms part of the social innovation project.

This outcome has also leveraged the quality of living and embracement for people in the community. Since Siam University has high social return impact within this project, the Thai Health Promotion Foundation requests Siam University to emulate the same kind of activities for 10 Universities so that each University will be responsible for each of these ideas. This projects aims at enhancing the modernization process and, in parallel, to preserve identities and a true sense of community.

Through this social innovation initiative and engagement process, students can benefit from action based learning that embraces both theory and practice; this also helps sharpen the critical thinking process. As a final reflection on the actual events and aftermath of the case studies, while the university-community engagement can act as a catalyst for social movement and social change towards sustainable development, it also yielded unexpected results for the way the University carries out its mission. In short, through engagement with the community, the University extends its education sphere beyond the campus as well as reinvents its approach to education with a heightened sense of responsibility and purpose.

07 Social Innovation and University Curricula
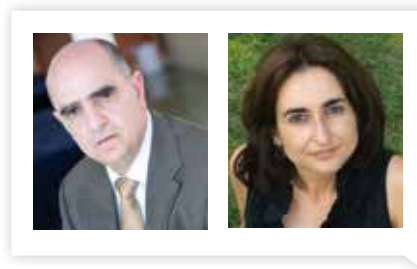
by **Francesc Xavier Grau**, Non-Executive Director of Global University Network for Innovation and former Rector of Universitat Rovira i Virgili (francescxavier.grau@urv.cat) and **Maria Marques**, Lecturer of Criminal Law and former Vice-rector for Teaching and European Higher Education Area, Universitat Rovira i Virgili (maria.marques@urv.cat)

Social Innovation is a concept that is still in search of a consolidated definition. The European Union uses the definition given by Murray, Caulier-Grice and Mulgan in the *Open Book of Social Innovation* (March, 2010): "Social innovations are new ideas (products, services and models) that simultaneously meet social needs (more effectively than alternatives) and create new

social relationships or collaborations". Recently, on the blog he developed in the context of his UNESCO Chair in Community Based Research and Social Responsibility in Higher Education, Budd Hall questioned the definition used by the Stanford Center for Social Innovation: "a novel solution to a social problem that is more effective, efficient, sustainable or just, than present solutions and for which the value created accrues primarily to society as a whole rather than private individuals." In fact, the worries Budd Hall expresses show that there is a risk in only using a new name for an old concept whereas we embrace and consolidate the status quo, and lose an opportunity to make a difference, of effectively acting for a more just and sustainable society.

Universities can have a unique role in avoiding this "gentrification" risk of the movement of social innovation, by promoting the movement of social innovation and contributing to substantial change through its core activities, especially in the area of training. More than by offering specific diplomas or creating specific research centres, this can be achieved through the introduction of activities related to social innovation into their curricula as well as through the development of an overall institutional strategy and agenda for social innovation. The Global University Network for Innovation (GUNi) has contributed to analysing the social responsibility of higher education, through the publication of its previous *World Higher Education Reports*; it is committed to further advance and to contribute to the development of a global culture of social innovation, with the dissemination of good practices and the development of common toolkits and procedures, among which those devoted to the necessary measurement of impact and monitoring.

An example of good practice

The Universitat Rovira i Virgili (URV) based in Tarragona, one of the universities belonging to the Catalan Association of Public Universities (ACUP), which hosts the GUNi Secretariat, can serve as an example of how to embed the concept of social innovation into the curricula. Through the so-called "Market of Social Projects", an activity organized in the context of its Service Learning Program, URV promotes direct contact between local communities, faculty and students in order to identify social needs that can be addressed in the framework of final degree projects in all fields and disciplines, on the basis of a mutual understanding.

To achieve this aim, the 1st Market of Social Projects, held in 2014 and organized in collaboration with the city of Reus, was carefully designed to provide social innovation effective opportunities. On the basis of several interviews between the Service Learning program managers and Reus community organizations representatives, a list of potential projects was drawn and made available in advance to all registered students and faculty. Project presentations by the community organizations were scheduled during the "Market Day" and a meeting point where each social organization had a booth was setup to foster direct contact between participants from both sides.

Some of the most outstanding results of this first edition of the "Social Market Projects" are:

- 58 projects addressing issues such as the needs of groups with different types of disability, health promotion, animal rights, legal frameworks of social movements, environmental protection or promotion of local culture were presented at the market. 20 of them found a partner in the university and are currently being developed.

- 32 community organizations participated in the market, 15 reached an agreement with a university department (there were organizations with more than one project).

- The projects imply 16 bachelor and 3 master programs (31 bachelor and 19 master programs projects were potentially addressed).

- Projects involve 23 bachelor/master final degree projects and, additionally, 4 specific courses.

- 33 students and 22 faculty are involved in the 20 projects that came out from this first experience and keep working with the communities in their development

The initiative has been highly valued by the community organizations and the city of Reus. The Board of Trustees of the URV, which included the Market of Social Projects in its Strategic Plan, provides support to the 2nd and enlarged edition to take place in 2015 in the city of Tarragona.

08 Social Innovation, Power and Transformation: A Disquieting Conversation

by **Budd L Hall**, Co-Chair UNESCO Chair in Community Based Research and Social Responsibility in Higher Education, Victoria, Canada (bhall@uvic.ca)

University of Victoria

The fog bank of social innovation has been moving inalterably from the oceans of social thought towards the shores of community organisations, local governments, and now to institutions of higher education. My concern is that both the discourse and the practice of social innovation seem to have found a breeze that carries them into our organisational lives in a largely unexamined and uncritical manner. I mean it all sounds so wonderful. The Stanford Center for Social Innovation defines social innovation as "a novel solution to a

social problem that is more effective, efficient, sustainable, or just than present solutions and for which the value created accrues primarily to society as a whole rather than private individuals." (csi.gsb.stanford.edu). What could be more desirable? Surely we all want a more just and sustainable society. But can a concept and a practice that does not deal with power imbalances, the usefulness of organizing and political action, or the dominance of colonized knowledge systems really bring about world that is more just and sustainable? What value can the theory and practice of social innovation bring to the world of higher education? Seelos and Mair in their *Stanford Social Innovation Review* article, "Innovation is Not the Holy Grail" note that the "social sector has generated a bewildering and confusing set of descriptions of what innovation is and how to achieve it" (2012: 9)

Remko Berkhout has raised a number of concerns in his blog, *"Irresistibly biased? The blind spots of social innovation"* (2014: 2). In the aftermath of a conference on social innovation, the Unusual Suspects Festival in September 2014 in London, he wrote that he could identify four ways that the concept is biased towards the status quo. Social innovation, he notes, has a bias towards co-optation rather than collaboration and to solving problems rather than building community capacity to find solutions. Social innovation, he adds, also exhibit a serial avoidance of politics. The practice of social innovation, in my experience in Canada seems to consist most often of creating new spaces for collaboration between the state, community organisations and businesses. Ideas such as social entrepreneurship, impact investing, new forms of volunteering and more business type solutions abound. The theory of change that underlies social innovation is one that sees the obstacles to a just and sustainable society as the lack of creative collaborations across the silos of business, civil society and government. Social innovation is largely silent on issues of power, existence of systemic violence and exclusion, the underfunding of social services dealing with the poor, colonial knowledge systems, the value of disruptive actions or the role of social movements.

And all this is further exacerbated by nature of our challenges. The recent Oxfam study on inequality, shows that by 2016, 80 people will have the same amount of wealth as the poorest 3.5 billion people in the world (2015). Thomas Piketty, has produced an exhaustive historical study on capitalism and inequality that provides irrefutable evidence of the tendency of global capitalism to produce ever more inequality (2014). These are not issues that will be remedied by more creative collaboration in our communities in the absence of a political framework.

What does the concept of social innovation bring to higher education? If the challenge of our times is seen as one of increasing efficiency, which means keeping costs down, and facilitating further integration of the market, the state and higher education, then by all means let's welcome the rolling in of the fog bank. If however higher education takes its role

seriously as an instrument of knowledge democracy, of studying the deep obstacles to global well-being and of understanding the processes of challenging injustice, environmental pillage and greed, then we should hope that the sun will break through the fog and release our genuine energies for change.

09 Science, technology and innovation. Universities and the social appropriation of science – the example of Mexico

by **Roberto Escalante Semerena**
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The echo of citizens' participation goes beyond politics and its actors. It is not only interested in choosing candidates, to define the items to be taken up in the legislative agenda or to give an opinion about the urban priorities. There are other things in which citizens are interested. Despite the fact that on many occasions they are never consulted, citizens are also interested in science and technology.

Despite the fact that public universities and the Mexican Academy of Science share scientific research outcomes with the public, on specific topics related to Research, Development and Innovation, this results in low impact on the public. The Mexican national poll on public perception of science 2009, showed a bias related to what participants understand by science. It said: "It helps to live artificially and in an inhuman way".

Facts of this kind showed the urgency to carry out a query in order to detonate people's interest on science and deploy more resources to enhance the scientific and technological awareness of the importance on Mexico's development.

Different bodies amongst which we find the Mexican Senate, the National Council on Science and Technology, the Mexican Academy of Science and the Association on Latin America and Caribbean Universities decided to carry out a national survey entitled "Citizens Agenda for Science, Technology and Innovation" (CASTI).

Prior to the survey, the agencies involved in organizing it asked experts to write White Papers on each of the ten challenges selected. Each of those White Papers offered a basic diagnosis of the state of the art of the challenges. After the survey, these papers were published as books and sent to decision makers related to science and technology.

This exercise consisted in people choosing three challenges out of ten that experts considered crucial in Mexico and that those involved in science and technology should look at. The ten challenges were: Water, Energy, Education, Climate Change, Health, Mental Health and Addictions, Space Research, Environment, Migration and Food Security.

The query generated 365,000 votes and three main preferences were pointed out. People thought that in Mexico the three most important challenges scientists should look at were: Education, Water and the Environment.

The survey was an unprecedented exercise in Mexico and Latin America. It also initiated a dialogue between scientists and society which is of utmost importance. The query lead to incorporate the idea that science live with everybody in every part of the day by day life in people`s minds. Science is part of our lives.

A second phase of the Citizens Agenda for Science Technology and Innovation was a second exercise entitled *Vive conciencia* (Live with Science and Live consciously). *Vive conciencia* consisted of a public competition directed to students of public and private universities of Mexico. The objective was to foster the participation of students to present projects to solve one or more challenges considered during CASTI. The idea was also to capture social innovation into the public policy debate related to science, technology and innovation.

Winners would receive a prize and the promise to finance the project so it could go onto the market. To evaluate the projects, the jury took into consideration several aspects of the projects. For example, 'how much the projects would impact the quality of life of its users and on society' was one the criteria taken into consideration. Another was 'the scientific content of the project'.

It is important to mention that many of the proposals were social innovation projects which were related to local demands such as, migration, access to potable water and sustainable use of natural resources.

Through universities and private entities, acting as articulators and promoters of scientific and technological development, it was possible to reveal creativity locked up in laboratories and classrooms. It was possible to detonate the juvenile innovation to solve a national problem. It allowed to connect scientific knowledge with people`s lives.

10 Driving Social Innovation in Universiti Malaysia Terengganu (UMT)
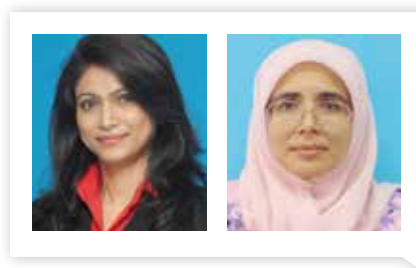
by **Norzaini Azman**, Professor of Adult & Higher Education, Centre of Academic Talent Management, Universiti Malaysia Terengganu (zaini.azman@umt.edu.my) & **Fauziah binti Haji Abu Hasan**, Associate Professor (fauziah@umt.edu.my)

To maximise the impacts of research, universities must develop institutional capacity to support the transfer of knowledge to individuals and organisations outside of the academy. This transfer of knowledge is seen in a wider context at Universiti Malaysia Terengganu (UMT). It involves the process of transferring knowledge from research and scholarly work to relevant stakeholders. Specifically the transfer of knowledge in UMT is defined from the perspective of how knowledge is translated into "innovative products, processes and tools" and how they are made useful for the society. These "innovative products, processes and tools" can further be differentiated into three different forms: knowledge innovation; technological innovation and Social Innovation.

Social Innovation is indeed a burgeoning field in higher education. Although there are several definitions of the concept, social innovation initiatives all stand on a common ground, which is of addressing social needs and issues through innovative means. A social innovation is defined as an initiative, a new idea, approach, strategy, product, process or program that profoundly changes the basic routines, resources and authority flows or beliefs of any social system. It solves problems and serves public goods leading to transformative and social change. In 2013, UMT has included social innovation as one of the key strategies for scaling university knowledge transfer and innovation. The aim is to provide greater impact on and interaction with its local community as well as to promote sustainable development of the Malaysian East Corridor Eastern Region (ECER). The university believes that investments in research and development can be leveraged through social innovation and knowledge mobilization which can help strengthen the local government, industry, community organizations and members of the community. As a small public university located in the eastern part of Malay Peninsula, UMT is considered an early adopter of the term 'social innovation' in Malaysia, with its incorporation into the 2013-2017 Strategic Plan.

Apart from the newly set up center – Centre of Knowledge Transfer and Innovation in 2013, the university has carried out various projects to initiate social innovations from, within and around the UMT community. The Social Innovation activities carried out by the academics and students have explicitly been focused on the niche area of the university which is marine science and aquatic resources. Thus far, some of the activities conducted under the social innovation programmes are outputs from research conducted by the university's academic staff. They include: cultivation of prawns in tanks; cultivation of ornamental fish as an entrepreneurship venture; and educating community and nature guides about horseshoe crabs.

In 2014, the university funded its first project on social innovation called the 'Nurturing Young Researchers Project' which involved 120 undergraduates working with fisherman community on pressing economic, environment and social issues. Operating under the University's strategic plan to provide a discovery-enriched research experience to students, the project enables the students to contribute to the local community as change-makers, adds value to their educational experience, and develops positive mind-sets and skills in social innovation, creativity, entrepreneurship, and solution-seeking across disciplinary boundaries. Other relevant initiatives include the Setiu Wetland Ecosystem and Tasik Kenyir Geopark which emphasize the commitment of UMT on Social Innovation through multidisciplinary research to solve heritage conservation, environment, socio economic and livelihood issues of the Setiu and Kenyir community.

In 2015, the university further allocated a social innovation fund of US 200,000 for academic schools and research institutes to bid for their own flagship social innovation projects around issues of importance to the local communities. All the academic schools and research institutes were required to plan and conduct socially innovative activities that are forward looking and able to deliver high impact and outcomes to the communities. The proposals need to show how innovation and academic expertise of the school is pulled together to address community-based problems and create partnerships between UMT and non-university organisations from government, industry and civil society. This is one of the latest approaches that the university is delivering on its aim of social innovation as articulated in the strategic plan.

The above initiatives by a Malaysian regional public university with marine and aquatic resources as its niche, serve mainly to develop UMT's institutional capacity to support knowledge mobilisation and social innovation in order to maximise the impacts of research. The university's strategy and initiatives are part of a movement of the new university civic attitudes toward co-responsibility and the resolution of societal problems. The opportunity lies on the academics, staff and students being aware of the importance of social innovation activities as a continuous chain of research and development, empowering, connecting them and providing a fertile environment in which to develop and create a lively community of social innovation, in UMT and in the state of Terengganu, Malaysia.

11 Realizing STEM Equity and Social Innovation through Higher Education-Community Engagement

by **Ira Harkavy**, Associate Vice President, Founding Director, Netter Center for Community Partnerships, University of Pennsylvania (harkavy@upenn.edu), **Nancy Cantor**, Chancellor, Rutgers University-Newark (nancy.cantor@rutgers.edu), and **Myra Burnett**, Interim Provost and Vice President for Academic Affairs, Spelman College (MBurnett@spelman.edu)

Universities are key partners for generating knowledge, building intellectual capital, spurring innovation, and improving societal well-being. They are knowledge-advancing and problem-solving institutions that are charged with successfully educating leaders who will be at the cutting edge of innovation and change. Social innovations are certainly needed for promoting equity and diversity in science, technology, engineering, and mathematics (STEM) in the United States and around the globe.

A white paper on **"Realizing STEM Equity and Diversity through Higher Education-Community Engagement,"** supported by the National Science Foundation, was recently produced as part of an international project designed to reduce inequalities in STEM.

In 2012, the Netter Center for Community Partnerships at the University of Pennsylvania (Penn) was awarded a grant by the National Science Foundation (NSF) to host "The First International Workshop on the Role of Higher Education: Fostering P-20+ Community Engagement through Knowledge Production, Human Capacity Building, Innovation and Social Cohesion, a U.S. – China – South Africa Collaboration." The workshop was held February 20-24, 2012 on Penn's campus.

This workshop was a result of collaboration between university and research foundation representatives from the U.S., China, and South Africa around STEM research and education. It was

designed to be the first in a series of collaborative workshops, to be continued with meetings in each country. White papers from the U.S., China, and South Africa, as well as several presentations from the U.S. and the South African delegations, were produced in preparation for the U.S. workshop held at Penn. Workshop participants found that many of the challenges for effectively engaging universities with their communities, as well as for reducing STEM inequalities, were similar across the three countries. The U.S. workshop helped to further specify these challenges, as well as to identify joint strategies to effectively address them.

A second international workshop, supported by the National Research Foundation of South Africa, was held December 11-13, 2012 at the Durban University of Technology in South Africa. The U.S. and South African workshops both revealed shared experiences and significant global interest in improving STEM equity, diversity, and inclusion, while promoting the role of higher education-community engagement in realizing these goals.

s noted above, a white paper was produced that summarizes the learning and knowledge generated through these international workshops. Among the significant conclusions was the development of a recursive, iterative approach based on the following propositions:

- Significant societal problems cannot be solved without full inclusion.

- Inclusion, in turn, will result in better science and a better society.

- Higher education-community engagement focused on locally manifested universal problems is an effective strategy for realizing full inclusion and for producing better science and a better society.

- Issues of knowledge generation, STEM equity, and social cohesion are faced by societies all over the world; they are universal problems that are manifested locally, which no single society can solve. An ongoing, global learning community focused on higher education-community engagement and STEM equity is needed to produce better science, broaden participation, reduce inequalities, and improve societies.

The white paper also argued that challenges in STEM demand a global and community engagement-driven approach. STEM research and development issues and the complexities of science as a means to contribute to economic growth, career opportunities, knowledge generation, and overall social well-being were identified as compelling reasons for a global partnership. STEM diversity is affected by global, as well as national, conditions. Moreover, the paper concluded that opportunities to learn across cultures and societies increase understanding of global conditions and national experiences.

The U.S. and South Africa workshops served as promising examples of such international collaboration and the sharing of information and knowledge. The two international workshops also resulted in a deeper understanding of STEM challenges and opportunities and the potential for broadening participation, advancing STEM equity, and producing better science through a higher education-community engagement strategy. The specific findings derived at the workshops and detailed in **the white paper**, we believe, illustrate that higher education-community engagement is an innovative strategy for significantly reducing inequalities and increasing diversity in STEM in communities and societies throughout the world.

12 Social Innovation: Challenges and Opportunities for Higher Education – Lessons from a Québécois Spring

by **Michel Venne**, Chief Executive Officer, Institut du Nouveau Monde (INM) and President, Réseau québécois en innovation sociale (RQIS); member of Ashoka and the Carold Foundation; journalist at Le Devoir from 1999 to 2002, he served as parliamentary correspondent, columnist and chief information officer. www.rqis.org/, www.inm.qc.ca/, michel.venne@inm.qc.ca

Universities will not be able to survive the pressures of the demands from society if they do not adapt their educational services and their relationship with the communities they serve.

In the spring of 2012, Québec was shaken by a social crisis triggered by the students' protest movement about tuition fees. From the disorder created by the nightly events and the monster rallies in downtown Montréal arose a much broader reflection.

Young and old spoke on the subject at the *Summit on Higher Education*, convened in the following months by the new government. Beyond the exchanges on university funding and management, emerged a vision of the betrothed university.

Citizens want institutions that are accessible to their communities, that promote the dissemination of knowledge,

that contribute, through research and teaching, to the well-being of the community, not only to economic, industrial and technological development, but also to social innovation, namely the implementation of sustainable solutions to the major problems of our civilization such as school dropout, the malfunction of the health system, climate changes, corruption, poverty and exclusion.

People wish that higher learning institutions contribute to the dissemination and to the democratization of knowledge and promote the intersection of popular knowledge with the expertise developed and preserved in laboratories and research chairs. "Professors and students must take to the streets, get involved in the community and community organizations, to contribute to the discussions that take place and above all to learn in their turn." People suggest the establishment of a compulsory civic service (or service to the citizens) during studies, completed by citizen guidance, intended to arouse commitment and responsibility.

Two thirds of the inhabitants of the province of Québec will never set foot in a university because they will never study there. For them, the university is an abstraction, even if it is their taxes that finance it largely. If we want the whole of society to feel bound to these institutions, we must make them more visible and more useful immediately to the communities where they are established.

In the United States, there is a certification programme for universities that contribute to the training of agents of change within their communities (see the Ashoka U programme at http://ashokau.org/). Here even, senior citizens' universities are mobilizing thousands of retirees who return to university certainly to learn, but also to share their knowledge and their experience. All over the world, we speak about 'popular universities', which are interfaces between scholars and citizens and make knowledge accessible while promoting better communication between researchers and citizens.

One of their concerns relates to all that takes place in the classroom: professor and student relationships, teaching methods, pedagogy, the dynamics between students, the use of communication technologies, on-site or remotely. Universities are facing stiff competition: knowledge is now more easily accessible. One can take courses on the web, or enrol in various custom-tailored trainings, at one's own pace, at any time of the year or at any time of the day. One can create a course to measure. And all this, at a low cost.

These challenges are also opportunities for universities. Because if students, of all ages, want flexibility, they also want to be accompanied by renowned professors committed to the institutions, to meet and to take part in a lively intellectual life on a vibrant campus, and to have access to sources of knowledge, preserved in these institutions. One simply needs to capitalize on institutional strengths while accepting that time's and society's expectations change.

[13] For a perspective of social innovation focused on transformation: towards knowledge that changes the world

by **Juan-Luis Klein**, Director of the Centre for Research on Social Innovations (CRISES), Professor at the Department of Geography, Université du Québec à Montréal (klein.juan-luis@uqam.ca)

Pondering on social transformation through social innovation means thinking about how experiments, which take place in civil society, in agencies, sometimes marginally, result in the transformation of society. It is a reflection on the practices of citizens and organizations working for the wellbeing of communities by experimenting with solutions to problems, which have not been resolved by the existing institutional structure, and, in some cases, caused by the existing institutional structure. Are these practices confined only to the provision of a timely solution to the problems experienced by the communities or do they fall within broader, more comprehensive processes that transform society?

Today, we are experiencing a widespread crisis – financial crisis, crisis of confidence in institutions, political disaffection, increasing inequalities, loss of direction, etc. This crisis gives to see new aspirations. As well, the eradication in progress generates social reinvention through collective actions that seek to redefine society on more ethical and equitable bases, solidarity, the community, ecology and citizenship. Therefore, researchers on social innovations must be attentive to what is emerging and must take into account not only the breaches, but also the new opportunities and the alternatives.

Our vision of social innovation fits into this perspective. It seeks to understand social reconstruction at work, just as it captures the effects of social change on the emergence of socially innovative experiments. Social innovation is primarily based on a collective learning process. It thus appears as a required ingredient in an alternative development strategy with new values. Increasingly frequent references to social innovation testify that it is not simply the reflection of a trend, but a prominent feature of a new model.

However, the mere multiplication of social innovations cannot be conducive to a new model of development; it is their anchoring within a new way of seeing and of solving problems. Social innovation embodies the emerging paradigm while

giving to see successful experiments, which testify to the new representations of society. This reveals all the importance of their study. We note however that certain innovations are more permanent. We also find that their effect may vary depending on the specific institutional configurations, the periods, the sectors and the territories.

The challenge for researchers is to generate relevant knowledge for the comprehension of this process of innovation and transformation, but, also, useful information for the inclusion of the academic institutions in this process. For this purpose, researchers must also innovate in how to conduct their research. Not to mention the traditional methods, we emphasize the importance of research partnerships (or collaborative research) with the players.

This responds to the challenge of connecting with the great social movements of our time, to bridge the gap between theory and practice. That is why we advocate for the merging of academic knowledge and experimental knowledge. For this reason, it is essential to put in place tools, which make it possible to better analyse and understand reality and to better contribute to the action, tools, which facilitate the co-construction of knowledge in order to legitimize both research on social innovation and social innovation itself.

I recall a working session where there was a discussion about research with the players, about the transfer of knowledge. We had invited a Chilean militant-researcher, who had fought against the dictatorship and who, for more than 25 years, had fought for democracy. We had asked him to tell us what the players in the field needed. We thought he would talk to us about tools, about expertise, about training. He spoke to us about all this, but his conclusion was: *"you know, beyond all this, what we need most is 'a powerful theory' "*. A theory that helps to understand how, what we do on a daily basis has a meaning, how all these innovations and experiments are components of a process and how processes can transform the world so that alternatives remain alternatives. This is the challenge that arises for research on social innovation.

TO LEARN MORE

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14 For social and corporate excellence

by **Bernard Hugonnier**, Professor Emeritus at the Research Department of Institut catholique de Paris and researcher at the Collège des Bernardins (hugonnierb@gmail.com)

A large number of educational establishments now have the ambition to be part of the higher education institutions, which are recognized as "excellent" in their country and the world. But what does this mean? For example, is it a question of recruiting the best professors and of selecting the best students? of offering the best courses? of developing the best research? of obtaining the best results in exams? of better preparing students to quickly get a job after graduation? or of facilitating the success of the largest number?

For the time being, we increasingly witness the development of a kind of 'elitist excellence' consisting in:

1. For the students: a strong selection at the entry, a high-level competition between them, important personal work, a very dynamic system aiming at assessing knowledge, strict monitoring of attendance, a strong participation of the students during courses, a certain international mobility (often an academic year spent abroad).

2. For the professors-researchers: a selection of the 'best' on the basis of their research work or of their professional functions, an important obligation to publish, a fixed-term contract with an obligation of show 'results' (usually translated in terms of number of publications), a strong competition between them, an external evaluation based on bibliometrics and scientometrics.

In this situation, there are some benefits for all parties: for the professors, because they teach to students who have been handpicked and who can enrich their research; for the students, because having the best professors raises the reputation of their university and therefore the value of their diploma; for the professors and the students, as they benefit from premium quality studies and top-quality research contexts.

This practice is strengthened by the international rankings, which are often based on the performances of university researches. So that, from now on, many countries intend to develop new international level universities or to help

those universities that already exist to become world-class universities. Excellence has thus become the expected standard to qualify the value of diplomas in professional sectors with strong competition. In addition, companies tend to recruit at first the students stemming from institutions of higher education, which are recognized as excellent, namely those that are well placed in international rankings.

Yet "excellence" also comes with many "risks", such as, for example:

■ the multiplication of universities targeting uniquely an elitist excellence will take place at the detriment of the other universities and of a considerable number of students who will be considered to have benefitted from a second-class education if not attending the above mentioned institutions;

■ increased competition among universities will lead to a significant increase in tuition fees, thereby preventing numerous students from enrolling in top universities;

■ public grants will be focused on the excellent universities at the disadvantage of the other universities, which possibilities of becoming "excellent" will be even smaller;

■ consulting companies or research undertakings will initially turn to the "excellent" universities at the expense, once again, of other universities, which finances will be affected;

■ less importance will be given to the intrinsic value of training professors;

■ institutions will, increasingly, turn to programs enabling them to better position themselves in international rankings at the expense of other programs, which are undervalued, even if they may at times be equally or more important in terms of the development of knowledge and research itself;

■ the multiplication and complexification of evaluations will impinge even on the time allocated to research and will reduce it.

Considering these risks, the question arises as to whether another type of excellence should not be favoured, complementary to the first, and which would have both a social objective and a corporate goal.

A social excellence that:

■ aims to provide all students, as well as the components of the university (faculty, laboratories, credits...), which have the potential and the motivation, and without excluding anyone in theory, the means to reach their own level of excellence for the benefit of public interest and the common good;

■ is not based on selection in principle and offers to all, not just to some, the best education and the possibility of excelling at their level;

■ does not allow financial, social or cultural conditions or methods (such as the selection of students) to become a barrier for the excellence of anyone;

■ results from a real commitment of the persons and of the institutions in achieving high standards in teaching, learning, research and expertise.

A corporate excellence that:

■ works toward individual emancipation in the objective of general interest and the common good;

■ endeavours to train responsible citizens who are aware of the major challenges in society (sustainable development, social inequalities, environmental protection...).

It is this social and corporate excellence that some twenty international experts from 13 countries intend to support and develop within universities from Germany, England, Austria, Belgium, Canada, Brazil, Spain, France, Italy, Lebanon, Morocco, Senegal, Switzerland. Concerned about the current situation, they have created the *Network for Excellence In Higher Education (NEHE)*.

15 Rethinking Social Innovations in Practice- the Case of the DST/NRF SARChI Chair in Development Education

by **Catherine A. Odora Hoppers**, University of South Africa (Unisa), Pretoria, South Africa (Hoppeco@unisa.ac.za)

UNISA | university of south africa

Since its inception, higher education in sub-Saharan Africa has made significant strides, but also faced major challenges in particular in knowledge production paradigms, and developing methodologies to rethink thinking itself. To some, the solution to the crisis lies in Africanisation as part of a radical visioning of the university. To others, the solution is in reform of existing institutions. The Chair combines both theories and takes it further. It sees beyond the regulatory rules, to the social, legal and ethical innovative reforms of the **constitutive rules governing the university** as offering the best way out of the current crisis.

The DST/NRF (Department of Science and Technology / National Research Foundation) South African Research Chair

in Development Education is a national chair funded by the Department of Science and Technology, managed by the National Research Foundation and hosted by Unisa. The DST/NRF South African Research Chair in Development Education introduces a new pedagogy in academic research and citizenship education which takes development and the acute lessons learnt from it as a pedagogic field and **human development as the goal.** Its exploration through research, post-graduate teaching, and community engagement seeks answers to some of the most taxing and exciting questions about development, knowledge production and science.

The SARChI Chair asks:

- What kind of transformative actions must be brought to bear to enable both restorative action and sustainable human development to occur in Africa and elsewhere?

- How can key areas of disciplinary knowledge production (such as science, economics, education and law) be reconstituted in order to bring about a just and human-centred development on the continent?

Development Education reframes human development and systems transformation within a paradigm of restorative action and cognitive justice through meta-capacity building for systems level transformation, transdisciplinarity, exploring the methodologies in second level indigenization and postgraduate training which addresses the serious capacity chasms in detecting social and knowledge capital of African people, strengthen their capability to conceptualize and contextualize these into policy issues; and translate them pragmatically at the point of implementation.

Higher education is questioned as a *knowledge production system*, and its indifference to context, to community based epistemologies and science within them, and overall, denying content to local knowledges. In other words, whose knowledge, whose values, whose reality is being so comfortably and benignly promoted in university systems?

As a *knowledge legitimation system*, questions are being asked about the basis upon which permission to "know", or be declared knowledgeable is determined, and about the rules and regulations, as well as protocols that this level uses not only to legitimize knowledge. What have universities got to say about cognitive justice, or about the link between epistemology and democracy? What have they been thinking about legitimization of scientific, philosophical, artistic, sociological knowledge in the non-western framework?

As a *system in transforming context*, there is also the challenge of creating new visions of society. For Africa, the unfinished struggle is still to find a framework within which new shared national, continental, and hence global morality can co-exist with the new industrial technologies. But how, in a capitalist society based on inequalities of reward and status are

social cohesion and order to be maintained? Should cohesion be left to be predicated upon the free market eventually eroding the foundations on which it has been created?

Rethinking Thinking and Development Education for the C21st

This Chair reframes transformation by introducing African metaphysics (Ubuntu) and arguing that transformation in order to solve the **problem of modernity** *we must bring in what modernity left out*. It identifies the university as a quintessential modern institution which has 2 conflicting traditions. The first is the **dialectic** (i.e. questioning all assumptions), dialogue. The second is **modernising the savages**, indoctrination into European way of life – i.e. dehumanization of other ways of living.

To this end, the Chair robustly proposes that:

- This dialectic tradition must be expanded to include what modernity left out- **Democratic Imperative**. Before this century, the dialectic existed within a western frame. Presently, the neo-liberal agenda has adopted the dialectic position allowing economists to take over education. Reform of education therefore, must go hand in hand with reform of livelihood and all the social and knowledge capital that goes with it.

- Confront the neo-liberal economic meta-frame with the epiphany of its effect – **Pragmatic Imperative**.

- Rehumanisation of the knowledge production system, ethos, culture, architecture, etc. – **Ethical and Epistemological Imperative**.

- Ecology – change ways of living to be in harmony with nature – **Livelihood Imperative**.

Social Innovations to this Chair is about creating institutional methodologies for turning these deficit perceptions into a "life force".

For more information: www.researchoffice.uct.ac.za/strategic_initiatives/sarchi_chairs/

⯈ PLEASE SHARE YOUR VIEWS ON THE PAPERS PRESENTED IN THIS ISSUE and thank you for sharing your views on the role you see higher education play in social innovation.

Contact: iau@iau-aiu.net

SELECTED BIBLIOGRAPHY ON THE ROLE OF HIGHER EDUCATION IN SOCIAL INNOVATION

IN FOCUS

MONOGRAPHS

An assessment model for responsible social innovation (RUSI): summarized version, Aurelia Villa, Ed. Bilbao: Duesto University Press, 2014. – 96 p.

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Global trends in support structures for community-university research partnerships: survey results, Crystal Tremblay, Budd Hall, Rajesh Tandon, UNESCO Chair in Community Based Research and Social Responsibility in Higher Education. – Victoria B.C, Canada, New Delhi, India: UNESCO Chair in CBR, 2014. – 27 p.

Higher Education in the World 5: Knowledge, engagement and higher Education: contributing to Social Change, Global University Network for Innovation [GUNI]. Basingstoke: Palgrave Macmillan.– 368 p. (GUNI Series on the social commitment of universities, 5).

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Social innovation research in the European Union: approaches, findings and future directions: policy review, European Commission. Directorate General for Research and Innovation. – Luxembourg: Publications Office of the European Union, 2013. – 60 p. ISBN 978-92-79-30491-0

The contribution of universities to innovation, (regional) growth and employment, European Expert Network on Economics of Education [EENEE]. Munich: EENEE, 2014. – 70 p. (EENEE Analytical Report, 18)

Universités et territoires : un état des lieux des pratiques en termes de responsabilité sociétale des universités, Observatoire de la Responsabilité Sociétale des Universités [ORSU][France]. Paris: ORSU, 2013. – 23 p.

Universities' contributions to social innovation: towards a theoretical framework, Jorge Cunha, Paul Benneworth. EURA conference, Enschede, The Netherlands, 3-6 July 2013. Enschede, Netherlands: University of Twente, 2013. – 31 p.

University engagement and regional innovation, European Centre for Strategic Management of Universities [ESMU]; European Union. European Platform Higher Education Modernisation [MODERN]. Brussels: ESMU, 2010. – 42 p.

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PERIODICAL ARTICLES

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Knowledge mobilization, collaboration, and social innovation: leveraging investments in higher education, Naomi Nichols, David J. Phipps, Johanne Allyson Hewitt Provençal. – **In:** Canadian Journal of Nonprofit and Social Economy Research = Revue canadienne de recherche sur les OBSL et l'économie social, v. 4, no. 1, pp. 25 - 42, Spring 2013.

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➡ **CALL FOR SUBMISSIONS!**

IAU invites its members from around the world to submit books and other publication to our attention so we can take it up in HEDBIB and in IAU Horizons and thus bring it to the attention of the broader higher education community.

Looking forward to receiving your contributions

iau@iau-aiu.net

GILLES BRETON'S COLUMN

UNIVERSITIES, CITIZENSHIP AND DEMOCRACY

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

When listening to what is being said and reading what is being published, one comes to wonder if universities can be considered in terms other than, for example, the merchandizing (marketization) of higher education, the international rankings – 500 of 17,000 need we recall -, the contribution of universities to economic activity and to competitiveness, tuition fees and underfunding. If this type of discourse, with an economic and financial consonance, is hegemonic, fortunately, it is not unique. This is what rapidly comes to mind after reading the book entitled *Reimagining Democratic Societies: a new era of personal and social responsibility*.* Finally a puff of fresh air! Finally a work which demonstrates that if universities can obviously be considered as key economic players in the knowledge economy and in training the labour force, they can also contribute to the renovation and even the re-imagining of democracy in our societies.

How can universities enrich democracy? On the one hand, by taking a measure of the challenge, which is obviously not the same if one is in a stable and confirmed democracy, in a society in transition towards democracy, in a society searching for democracy or still in a hybrid democratic society. This book is based on a conception of democracy that does not reduce it to the formal mechanisms of electoral democracy and parliamentary government. It offers a more substantial interpretation. Democracy is first and foremost a "dialogical" space, which makes society understandable and action possible. In the terms of the work, the essence of democracy is "a commitment to public debate and to working in the public space for the greater common good, whatever our perception of that common good may be "(p.23).

As the sub-title of the book suggests "a new era of personal and social responsibility", universities may, at a first level, contribute to the re-imagining of democratic societies by training individuals who are more responsible socially and politically, citizens who are more informed and more engaged either in their community, civil society or direct political action and, of course, by training more open and tolerant citizens. All things that can be achieved partly through redesigned training programs, which are reorganized around

the notion of a democratic culture, planned or hands-on democratic experiences, continuing education programmes, and international mobility; and also through strategies of involvement in local communities, as well as student engagement in these communities; and, finally, strategies of openness to university studies and accessibility for groups who scarcely attend universities. In short, universities can play a major role in the emergence of a more active and participatory citizenship that makes the involvement and mobilization of members of society in the decisions that affect them a central component of democracy.

Starting from the premise that we have seen all too often in recent years, some people with a university education have made a bad use of their training by committing terrorist acts such as the attack on the World Trade Centre (9-11) or still the events of the summer of 2011 in Norway, it is proposed that university education be more insightful, ethical, and analytical in order to train individuals who will be able to cope with the uncomfortable dilemmas that our societies will inevitably encounter. To this end, the authors propose a teaching approach based on the principles of thought through and all-encompassing democracy and a culture of research and investigation.

Finally, in view of the threats lurking on the democracy of the European and American countries, a number of authors insist that universities work on all the societal problems by participating massively in the public debate and investing the public space to defend the principles of democracy, social justice and higher education as a public good.

As can be seen, the levels at which universities can participate in redefining democratic societies are diverse. Given the strategic position that educational systems occupy in our democratic societies and the central role played by universities in the structuring of these educational systems, one understands with the reading of this work, that if innovation in the university world is scientific and technical, it may also be political, social and democratic.

For those who, like me, are wondering what the 16 500 universities – which are not part of the group of 500 listed in international rankings – may well have as project, this book provides a very simple and clear response: some are simply trying to enhance citizenship and democracy, and that ennobles them.

* Sjur Bergan, Ira Harkavy and Hilligje van't Land (eds) *Reimagining Democratic Societies : a new era of personal and social responsibility*, Council of Europe Publishing, Council of Europe Higher Education Series No 18, 2013.

NEW IAU PUBLICATIONS

2014 ANNUAL REPORT

Summarizing the main actions and achievements of the IAU in 2014, the Annual Report offers a useful guide to the Association's diverse projects and reports on their outcomes. The Annual Report also provides a glimpse of the numerous ways in which IAU participates or represents the interests of its membership at various meetings, seminars and in the projects of its partners. It is available online.

HIGHER EDUCATION POLICY (HEP) 28/1

The first edition of 2015 is a special issue entitled *Higher Education Transformations for Global Competitiveness in Asia*. Articles look at, amongst others, the massification of higher education in Taiwan, graduate employment in China, and the promotion of the entrepreneurial university in Singapore. For more information and abstracts, please visit: www.palgrave-journals.com/hep/journal/v28/n1/index.html

HEDBIB

HEDBIB
International Bibliographic Database on Higher Education

Containing references and abstracts of the latest higher education research

articles and publications worldwide and links to online publications, the International Bibliographic Database on Higher Education lists documents from all world regions with a focus on IAU's priority themes – Equitable access and success in higher education, Education for All; Information and communication technologies; Intercultural dialogue; Internationalization; Research and doctoral education; and Sustainable development.

Contact: Amanda Sudic, Librarian/ Documentalist (a.sudic@iau-aiu.net)

WORLD HIGHER EDUCATION DATABASE (WHED) – NEW DEVELOPMENTS

The *IAU WHED Portal* is the new service offered by the **International Association of Universities (IAU) to the education community and beyond that provides detailed information on higher education worldwide. Today, the Portal** comprises comprehensive and comparable information on higher education systems and main credentials in 184 countries and on over 18,000 higher education institutions offering at least a 4-year diploma or a post-graduate degree.

It is the latest tool in a series starting back in 1950 with the publication of the book entitled *Universities of the World – Les universités dans le monde – Las universidades en el mundo* and replacing the WHED CD-ROM which production was stopped in 2014.

It is available online and free of charge in its basic features to everyone. IAU Members benefit from additional features such as full access to all data available in the portal (emails for example), and advanced search, print and extraction options. They are given prominence in the database with the addition of 🌐 to their information. They are also given the opportunity to

add photos of their institutions to their entry.

While now online, IAU's publisher – Palgrave Macmillan – has agreed to continue publishing the *International Handbook of Universities*, an annual three-volume print publication of part of the data contained in the WHED Portal (all information on institutions + a brief description of the education system of each country with university-level education). The buying of a Handbook includes an access to the *IAU WHED Portal*.

The IAU is in the process of finalizing a **partnership agreement with UNESCO** that would associate UNESCO to the production of the IAU WHED Portal. This partnership relates to UNESCO's on-going discussions on the possibility and interest of setting up a global convention on the recognition of degrees and diplomas and commitment to the creation of a database on higher education worldwide.

Being online is giving more visibility to IAU's work in collecting information on higher education and to higher education worldwide. The IAU is in the process of drafting the terms of reference of an international high level Advisory Editorial Committee that would help the IAU team in dealing with problematic issues that may arise from this additional visibility and that through its existence would increase the credibility of the content of the Portal.

Contact: Carine Sébast, *Manager, Reference Publications* (c.sebast@iau-aiu.net) Isabelle Turmaine, *Director, Information Projects and Services* (i.turmaine@iau-aiu.net)

SELECTED ANNOTATED LIST OF PUBLICATIONS

RESPONSIBLE LIVING : CONCEPTS, EDUCATION AND FUTURE PERSPECTIVES, Robert J. Didham, Declan Doyle, Jørgen Klein, Victoria W. Thoresen. – Heidelberg, New York, Dordrecht, London: Springer International Publishing, 2015. 283 p. – ISBN 978-3-319-15305-6

Focusing on the challenges of the transition to responsible, sustainable lifestyles, this book examines developments over the last decade, and specifically in the context of global development agendas: Education for Sustainable Development (ESD); Education for All (EFA) and the forthcoming Sustainable Development Goals (SDGs). Contributors focus on the creation and implementation of relevant teaching methods and materials and examples of ESD projects with teacher education in Southern Africa and Southern Asia; the development of responsible interdisciplinary 'Living Curricula'; policies on education for sustainable consumption and lifestyles; and global processes for education on sustainable development. The book also looks at the roles that central actors such as PERL (The Partnership for Education and Research about Responsible Living) play in this process.

BUILDING A SMARTER UNIVERSITY: BIG DATA, INNOVATION, AND ANALYTICS, Jason Lane, Ed. – Albany, New York: SUNY Press, 2014. 318 p. (Critical Issues in Higher Education – ISBN 978-1-4384-5452-8

Abstract : This book examines higher education institutions in the digital era and specifically the new opportunities and challenges of using 'Big Data'. The book has three sections.

Part 1 provides an overview of what big data is and how it differentiates from traditional data. Legal issues of using big data are explored, particularly as related to privacy of educational records, intellectual property and data security. The second section explores access, completion and success. The papers analyse the use of big data to improve admissions and recruitment; using 'technology nudges' to motivate students; and quantifying students' online learning to modify learning materials. A case study highlights the use of data analysis to inform policies and administration of student campus mobility. The book's third section examines how higher education institutions can capitalise on existing data to inform strategy and policy. Contributors detail the adoption of data analytics by academic leaders and the use of international data by institutions to develop global engagements.

BUILDING THE KNOWLEDGE ECONOMY IN EUROPE: NEW CONSTELLATIONS IN EUROPEAN RESEARCH AND HIGHER EDUCATION GOVERNANCE, Meng-Hsuan Chou, Åse Gornitzka, Eds., Cheltenham, Northampton, Mass: Edward Elgar, 2014. 249 p. (New Horizons in European Politics) – ISBN 978-1-78254-528-6

Abstract : This comparative volume examines two central pillars of the 'Europe of Knowledge"- European research and higher education policies. It investigates the integration of emerging knowledge policy domains on the European political agenda, and the dynamics of this in relation to knowledge policies and governance. Case studies from researchers in different national arenas address the development of the European Research Area, sustainability of the Bologna Process,
institution building, the application of the European Charter for Researchers, the impact of quality agencies on institutional quality assurance practice, and the national impact of EU level initiatives.

GLOBAL OPPORTUNITIES AND CHALLENGES FOR HIGHER EDUCATION LEADERS: BRIEFS ON KEY THEMES, Laura E. Rumbley, Robin Matross Helms, Patti McGill Peterson, Philip G. Altbach, Eds. Rotterdam, Netherlands: Sense Publishers, 2014. 251 p. (Global Perspectives on Higher Education, 31) – ISBN 978-94-6209-861-9
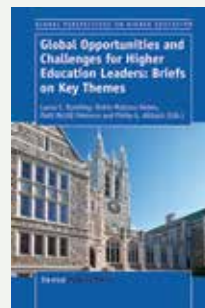
**Abstract :** this book aims to assist higher education leaders in developing international strategies. It is based on the joint American Council on Education (ACE) and Boston College Center for International Higher Education (CIHE) series entitled 'International Briefs for Higher Education Leaders'. The first section, 'Global Engagement – new modalities' examines how global engagement is defined and where it fits into institutions missions and ethos. It looks at how global engagement plays out across various types of institutions in the United States (Research universities, Community Colleges, Liberal Arts institutions) examining both successful as well as unsuccessful cases of international engagement. The subsequent three sections focus on China, India and the 'southern cone' of Latin America – Argentina, Brazil and Chile, countries and regions with rapidly developing higher education systems. Issues covered include current higher education trends, government policies related to internationalization, student and scholar mobility and strategies for institutions seeking to engage with partners in these countries.

RECEIVED AT IAU

MERGERS AND ALLIANCES IN HIGHER EDUCATION: INTERNATIONAL PRACTICE AND EMERGING OPPORTUNITIES, Adrian Curaj, Luke Georghiou, Jennifer Casingena Harper, Eva Egron-Polak, Eds. – Heidelberg, New York, Dordrecht, London: Springer, 2015. 347 p. – ISBN 978-3-319-13134-4
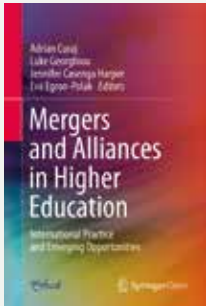
Abstract : This book explores recent experiences of mergers and alliances in higher education. Part 1 contains perspectives from the level of national higher education systems in France, Sweden, Romania, Wales, Ireland, China and South Africa and is illustrated by specific examples. Section 2 contains individual case-studies analysed in depth in France, UK, Romania, Spain, and Australia, allowing a more detailed insight into the specific rationales and the implementation issues involved in effecting a university merger.

NEW DIRECTIONS FOR EDUCATION IN CHINA, Steven Cowan, Tinghe Jin, Lucia Johnstone Cowan, Zimeng Pan. London: IOE Press. 211 p. – ISBN 978-1-78277-103-6

Abstract : this book examines contemporary issues in Chinese education. An example of cross-cultural collaboration, contributions from Chinese and British researchers demonstrate a range of research and research methodologies. Chapters include teachers' perspectives of English-language learning in Chinese universities; the role of the state in Chinese education; a life-history study of working class students in elite higher education institutions in China; an examination of educational research at a leading Chinese university; and research on Chinese students' civic learning in the digital age. The book also contains a detailed research bibliography.

REGENERATIVE SUSTAINABLE DEVELOPMENT OF UNIVERSITIES AND CITIES: THE ROLE OF LIVING LABORATORIES, Ariane König, Ed. – Cheltenham, Northampton, Mass: Edward Elgar, 2014. 321 p. – ISBN 978-1-78100-363-3
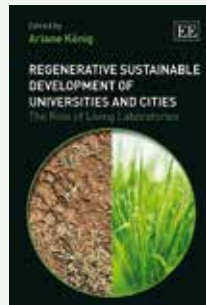
Abstract : this book brings together diverse examples of how universities from around the world are establishing "living laboratories" for sustainable development. Living laboratories, it is argued, have the potential to integrate research, curricula, pedagogical method and community engagement. Part one of the book presents seven case studies of universities developing the campus as a site of knowledge production and sustainability initiatives across disciplinary boundaries. The role of these initiatives in institutional culture change as a starting point for mainstreaming sustainable goals and strategy within the university are detailed. Part two of the book presents case studies in which universities are engaging in joint knowledge production, research and sustainable transformation beyond the campus, in the community, within the city or region. The case studies are from mainly urban universities in Canada, Japan, Sweden, Australia, Hong Kong, Luxembourg, United States, Denmark and Croatia.

THE GLOBALIZATION OF HIGHER EDUCATION, ROGER KING, Simon Marginson, Rajani Naidoo, Eds. Cheltenham, Northampton, Mass: Edward Elgar, 2013. – 762 p. ISBN 978-1-78100-169-1
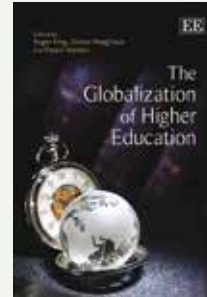
Abstract : this book brings together a large set of key papers originally published from 1998 to 2011 on the globalisation of higher education. Taken together, the papers, by leading scholars in this field, chart both the underlying concepts, trends and developments that are reshaping the structure of higher education. They shed some light on the interrelation between "massification," internationalization and globalisation in higher education.

THE HALLMARK UNIVERSITY: DISTINCTIVENESS IN HIGHER EDUCATION MANAGEMENT, Paul Temple. London: IOE Press, 2014. – 133 p. ISBN 978-0-85473-888-5

Abstract : What is special about university management? Is there something about them, a hallmark that makes the management task in higher education distinctive? This book argues that effective university management needs to take account of the hallmark. It needs to consider the multiple purposes that the modern university is required to serve for example, academic excellence and widened participation; economic growth and social justice and its distinctive role as a vital part of a local and regional community but also a part of a global knowledge-based network. The author asserts that university management should be 'integrative', reflecting the diverse academic compositions of most universities and the decision-making issues that arise from this.

Calendar of Events
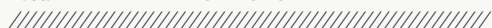
May 2015

07-08 *Montreal, Canada*
6th IAU Global Meeting of Associations (GMA VI): Social innovation: challenges and perspectives for higher Education, Université de Montréal, Québec, Canada
www.etouches.com/iaugma6

19-22 *Incheon, Republic of Korea**
World Education Forum 2015 (WEF)
www.unesco.org/new/en/World-Education-Forum-2015/

20-22 *Addis Ababa, Ethiopia*
10th eLearning Africa Conference: Enriching Tomorrow
www.elearning-africa.com

22-24 *Isfahan, Iran*
Association of Southeast Asian Institutions of Higher Learning (ASAIHL) 2015 Conference
Toward 2020: International and Regional Collaboration in Research, curriculum and student Experience
http://iau-asaihl.com

24-29 *Boston, MA, United-States**
NAFSA 2015 Annual Conference & Expo: New Horizons in International Education
www.nafsa.org/

25-26 *London, United Kingdom*
ICHE 2015: 17th International Conference on Higher Education
http://waset.org/conference/2015/05/london/iche

27-29 *Strasbourg, France*
Colloque annuel de la CPU: Université 3.0 : nouveaux enjeux, nouvelles échelles à l'ère numérique
www.cpu.fr

June 2015

01-02 *London, United Kingdom**
Going Global 2015: Connecting cultures, forging futures
www.britishcouncil.org

02-05 *Kigali, Rwanda**
COREVIP 2015: Internationalisation of Higher Education in Africa
www.aau.org

07-09 *Oslo, Norway*
24th EAN Annual Conference: Advocating for access, equity, inclusion and diversity in higher education: Politics, Policies, Power and Persuasion
www.ean-edu.org

08-10 *Nairobi, Kenya*
Education Innovation Africa: Innovative partnership and delivery models improving teaching and learning outcomes in Sub-Saharan Africa
www.educationinnovationafrica.com

09-12 *Barcelona, Spain*
European Distance and E-learning Network (EDEN) 2015 Annual Conference: Expending Learning Scenarios
www.eden-online.org

11-12 *Aalborg, Denmark*
IREG Observatory on Academic Ranking and Excellence – Forum: A More Inclusive Approach to University Performance
http://ireg-observatory.org

14-15 *Brussels, Belgium**
Academic Cooperation Association (ACA) – Annual Conference 2015: Internationalization: from strategy to implementation
www.aca-secretariat.be

17-19 *Singapore*
10th E-learning Forum Asia (eLFA 2015): Innovation in education: Responding intelligently to diverse learning needs
http://elfa2015.unisim.edu.sg

17-19 *Hong Kong, China*
International Sustainable Campus Network (ISCN 2015): Expanding the Dialogue: Sustainability in a Connected World
www.international-sustainable-campus-network.org

22-26 *Bahamas, Atlantis Resort, Paradise Island*
19th Conference of Commonwealth Education Ministers (CCEM): Quality Education for Equitable Development: Performance, Paths and Productivity
www.bahamas.gov.bs//19ccem

29-02
Jul. *Gothenburg, Sweden**
8th World Environmental Education Congress – WEEC: Planet and people – how can they develop together?
http://weec2015.org

IAU – Calendar of Events

July 2015

01-03 *Treforest, SW, Australia*
22nd Annual Forum for Access and Continuing Education Conference: Closing the Gap – Bridges for Access and Lifelong Learning
http://face2015.org

13-18 *St Paul, MI, United States*
38th Conference of the Association on Higher Education And Disability: AHEAD 2015 – Diverse Perspectives Creating a Vision for the Future
www.ahead.org/meet/2015-cfp

August 2015

19-21 *Port Elizabeth, South Africa*
19th Annual IEASA Conference: Knowledge Generation across Borders
www.ieasa.studysa.org/#!2015-ieasa-conference/cdfv

30-02 Sept. *Krems, Austria*
37th Annual EAIR Forum: From here to there – Positioning Higher Education Institutions
www.eairweb.org/forum2015/

September 2015

07-09 *Lisbon, Portugal*
CHER 28th Annual Conference: Global Challenges, National Initiatives, and Institutional Responses – The Transformation of Higher Education
www.cher2015.org

15-18 *Glasgow, United Kingdom*
27th Annual EAIE Conference: A wealth of nations
www.eaie.org/home/conference/glasgow.html

21-23 *Durban, South Africa*
9th Annual Teaching & Learning in Higher Education Conference: Re-Imagining Higher Education Policy Implementation: Can Policy Learn from Practice? Complexities, Challenges and Possibilities
http://tlhec.ukzn.ac.za

October 2015

05-08 *Kuala Lumpur, Malaysia**
Global Access to Postsecondary Education (GAPS): Kuala Lumpur 2015: Meeting the global challenge of building equitable knowledge economies
www.gaps-education.org

14-15 *Singapore*
OECD Higher Education Programme: Higher Education Futures
www.oecd.org/edu/imhe

28-30 *Siena, Italy*
IAU 2015 International Conference: Internationalization of Higher Education: Moving Beyond Mobilty
www.etouches.com/ehome/iau2015siena

* IAU is involved in the conferences marked with a '*'. To meet with IAU there please contact: iau@iau-aiu.net

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. To include other events, please write to: iau@iau-aiu.net

IAU 2015
INTERNATIONAL CONFERENCE

Internationalization of Higher Education:
moving beyond mobility

28-30 October
University of Siena, Italy

Internationalization of higher education is an important priority for many governments, for university leaders and other higher education stakeholders. It has been on the IAU agenda for many years and has led the Association to develop policy, research and services in support of institutional efforts in internationalization.

This Conference will address:

❱ **Internationalization: a path to more quality?**

❱ **Can internationalization change the student experience without mobility?**

❱ **Internationalization as a knowledge change agent**

❱ **How can internationalization help overcome disparities and inequalities?**

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