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.**

IN FOCUS
Leadership challenges and strategic management

INTERNATIONAL ASSOCIATION OF UNIVERSITIES

INTERNATIONAL UNIVERSITIES BUREAU

CONTENTS

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

Cover Image: © shutterstock / Rafal Olechowski
Left: Siena, Italy, Center: GMA in Montreal

MESSAGE FROM THE SECRETARY-GENERAL

2015 IS MARKED BY MANY MILESTONES ON THE INTERNATIONAL AND ESPECIALLY THE UN AGENDA: the end of the Millennium Development Goals; of the UN Decade on Education for Sustainable Development but more importantly also by a number of beginnings as the UN traces the path to new Sustainable Development Goals and UNESCO elaborates a Framework for Action Education 2030 and the Global Action Plan for Education for Sustainable Development. The objectives being pursued by these various and numerous other processes are humanity's and the planet's grand challenges which cannot be ignored by the academic community in any corner of the world. These goals and objectives require solutions that Higher Education and research can offer; they also require a mindset and a sense of responsibility that educational institutions must nurture.

Much, if not all of IAU's work is aligned with the preoccupation about creating a better, more just, more peaceful and more sustainable world through both daily and long-term actions, based on ever-improved understanding of the impact of various economic developments, technological innovations and/or political and social trends in society.

The 6th IAU Global Meeting of Associations which focused on Social Innovation is a case in point. We were pleased to collaborate with IOHE and the Université de Montréal on this emerging theme, but it also demonstrated the complexity of the role of universities in society and thus the major challenges faced by higher education leaders. It was, more than ever, and for all participants, a wonderful opportunity for mutual learning since the field of social innovation is both rich and expanding, but it is certainly not uniform.

The 2015 IAU Conference is focusing on a much more familiar theme – internationalization, but here too, IAU and its host University of Siena, want to move away from the well-trod path, by focusing on the too often neglected dimensions of internationalization such as – curricular change, knowledge transformation, the ways in which ICTs are, or are not, enhancing internationalization efforts, among other topics. Of course, academic mobility will form part of the debate, it is essential, – but 'internationalization at home' and other dimensions need a place in the limelight too, if we are really to achieve the goals of enriching the student experience, opening up learners' minds to other approaches and conducting international research with partners whose interests, needs are resources are different, in short using internationalization to improve the quality of higher education and research and serve society.

Internationalization is fundamentally about learning from, with and about others – from other cultures, from other parts of the world, from other linguistic and ethnic groups. It challenges us to learn to collaborate and build partnerships – another element that is central to IAU's work. This edition of the *IAU Horizons*, covers both the challenge of leadership (in Focus section), showcases our partnerships and collaborations in various fields, and as usual, invites you to learn more about the work of the Association.

I hope that you will enjoy this edition.

Eva Egron-Polak

IAU Horizons 21.2 – Highlights

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THE IAU 2015 INTERNATIONAL CONFERENCE ON THE INTERNATIONALIZATION OF HIGHER EDUCATION: moving beyond mobility will start on 28 October

We hope that you'll be able to take part. Information on sessions and themes is available in this issue and online. The Conference report will be made available after the Conference.

IAU2015
INTERNATIONAL CONFERENCE

Internationalization of Higher Education: moving beyond mobility

28-30 October – Siena, Italy

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IAU MEMBER INITIATIVES IN THE SPOTLIGHT

Various IAU and IAU Member initiatives and projects related to the Internationalization of Higher Education, to Higher Education and Sustainable Development and the IAU LEADHER Programme are showcased in this issue.

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IN FOCUS SECTION: LEADERSHIP CHALLENGES AND STRATEGIC MANAGEMENT

Leadership and Governance are high priority areas for reflection and work at the IAU and even more so in the upcoming IAU strategic plan 2016-2020. Hence the theme of this In Focus section. To fuel the debate, we have invited Board Members and other experts to share their points of view on various aspects relating to leadership and governance. This issue collects a series of papers from Sweden, Italy, Japan, USA, India, West Indies and the UK.

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IAU WELCOMES NEW MEMBERS

IAU CALLS

⟳ ISAS PROGRAMME

INTERNATIONALIZATION STRATEGIES ADVISORY SERVICE

Call for expressions of interest: ISAS open to IAU Members and beyond.

Information online at:
www.iau-aiu.net/content/isas

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

⟳ CALL FOR INPUT

IAU dedicated portals on HESD, Doctoral education in Africa (IDEA-PhD) and WHED:

www.iau-hesd.net

IDEA Innovative Approaches to Doctoral Education in Africa

www.idea-PhD.net

WHED

www.whed.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

➕ **8-9 October:** **FROM HEEFA TO SDG4: BUILDING ON ACHIEVEMENTS**, IAU and Jaume Bofill hosted event, Barcelona, Spain. Reports will be available online after the Workshop.
Contact: a.sudic@iau-aiu.net – For more information: www.heefa.net

➕ **14-16 October:** **COP21 REGISTERED CONFERENCE – ECO CAMPUS 3**, Paris: IAU sponsors the event and the IAU president will be one of the keynote speakers. Outcomes of the Conference will be shared online. www.cpu.fr/actualite/eco-campus-3-lenseignement-superieur-sengage-pour-le-climat/

➕ **27-28 October:** **81st IAU ADMINISTRATIVE BOARD MEETING**, Siena, Italy

➕ **28-30 October:** **IAU 2015 INTERNATIONAL CONFERENCE, ON INTERNATIONALIZATION OF HIGHER EDUCATION: MOVING BEYOND MOBILITY**, organized in partnership with University of Siena, Italy. See page 3.

➕ **15-20 November:** The first session of the **LEADING GLOBALLY ENGAGED UNIVERSITIES (LGEU)** programme will take place at the University of Malaya, Kuala Lumpur, Malaysia. For more information:
www.iau-aiu.net/content/leading-globally-engaged-universities-lgeu

➕ **24 November:** **COPERNICUS ALLIANCE CONFERENCE**, Madrid, Spain
IAU will take part and sign a cooperation agreement at this event.
Contact: office@copernicus-alliance.org

⟳ 2016

➕ **10-15 April:** The second edition of **LEADING GLOBALLY ENGAGED UNIVERSITIES (LGEU)** will take place in Dublin and will be hosted by the University College Dublin
Registration is open: j.becker@iau-aiu.net

➕ **14-17 November:** **IAU 15th GENERAL CONFERENCE, ON HIGHER EDUCATION – A CATALYST FOR INNOVATIVE AND SUSTAINABLE SOCIETIES**, Bangkok, Thailand

Internationalization of Higher Education: moving beyond mobility

28-30 October – Siena, Italy

THEME AND SUB-QUESTIONS

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 related services in support of institutional efforts in internationalization. Though it is a frequent theme of national and international conferences, we hope that the IAU 2015 programme offers new insights into the internationalization of higher education and inspire new strategies, initiatives and projects.

The expectations with regard to the benefits of internationalization are continuously expanding, as is the range of activities carried out in the name of internationalization. As globalization touches on all aspects of economic, social and cultural life in all corners of the world, ideally, internationalization of higher education offers a research and education response by preparing graduates for this new context, by conduction research on global issues and in cooperation, and by strengthening intercultural understanding and appreciation of diversity and difference. The conference will question whether the internationalization strategies achieve these ideals, or if on the contrary in some respects they may produce a negative impact – cultural and linguistic homogeneity, brain drain instead of brain circulation and benefiting the spread of some knowledge at the expense of knowledge created elsewhere.

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

These are all the topics that IAU addresses in Siena, since no matter how much international student mobility flows may increase in the future, it is unlikely that they will ever include all learners in higher education. Thus 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 internationalization beyond mobility.

Four Plenary sessions and thirteen breakout sessions have been scheduled for the Conference. The topics retained to frame the discussions are listed below. Some ninety experts from around the world and from as many horizons will open the debates on the many facets of the internationalization of higher education today.

THE FOLLOWING MAIN TOPICS FRAME THE CONFERENCE DISCUSSIONS:

- 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?

Reports will be drafted after the various sessions and the General Rapporteur is tasked with drafting a **Conference Report** that will be shared with all in its draft form at the end of the Conference and finalised to be shared online after the Conference.

PLENARY SESSIONS

PLENARY I - INTERNATIONALIZATION: A PATH TO MORE QUALITY AND CAPACITY?

It is generally assumed that internationalization leads to improved quality of higher education and, that it strengthens capacity for knowledge production in developing countries. These assumptions are in large measure the reason for the importance given to the process. In some respects, it has also been generally taken for granted that this is so, while in some circumstances, especially with respect to continued brain drain, increased capacity is not really achieved, benefits are not shared by all, nor are opportunities available to all. This session will focus on how HEIs, faculty members and others can demonstrate the benefits of internationalization, show how quality of education – especially given the variety of institutional contexts is enhanced, and examine whether capacity is increased in all institutions especially the capacity to address key societal and global issues. Speakers will be asked to consider the internationalization process in a comprehensive manner, share their ideas about relevant indicators and especially look at how quality and capacity are affected by internationalization that does not necessarily involve mobility.
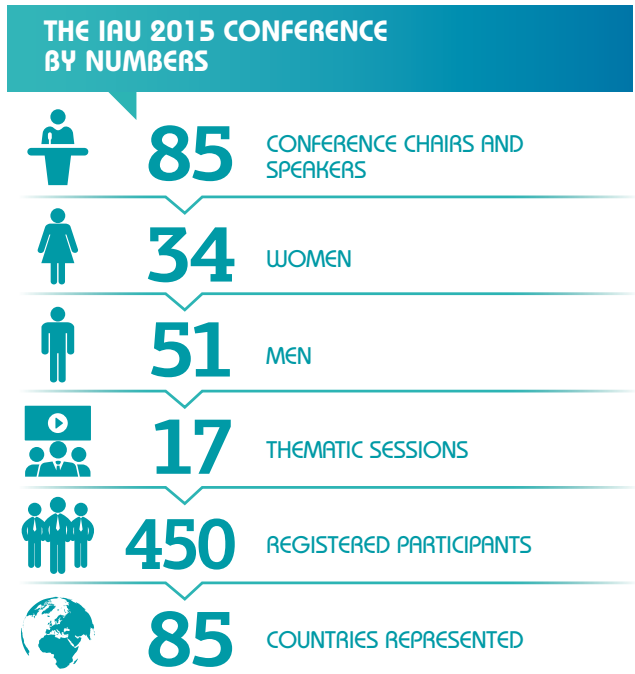
PLENARY II - CAN INTERNATIONALIZATION CHANGE THE STUDENT EXPERIENCE WITHOUT MOBILITY?

Much of the rationale for internationalization revolves around preparing students for life and work in a more globalized world. For this reason, having an opportunity to go abroad during the study period is seen as an important aspect of the student experience. Yet only a minority of students can benefit from such mobility. So what are universities doing for those who stay at home? What are ways in which internationalization without mobility can change the student experience? More importantly, beyond considering how graduates will succeed on the labour market in a more globalized context, how do we prepare students to life in a context that is more multicultural and multi-ethnic, and in which global challenges – poverty, climate change, and health epidemics can easily affect their daily life locally.

PLENARY III - INTERNATIONALIZATION AS A KNOWLEDGE CHANGE AGENT

The pursuit, dissemination and application of knowledge are the key and unique functions of higher education institutions.

When these are undertaken in the context of deliberate internationalization, new knowledge is created and pedagogical approaches are often modified. Exploring how knowledge may be altered, enriched and co-created through international collaborations is rarely explored or documented and yet, it is at the heart of why internationalization is so important in today's globalized world. Exploring how internationalization can and does change knowledge, whether these changes are similar or different when comparing different disciplines, particularly social sciences and humanities with sciences and engineering, whether the process leads to mutual learning and enrichment or whether instead it consolidates the dominance of Western epistemology are the various questions that will be the focus of this session.

THE IAU 2015 CONFERENCE BY NUMBERS

85	CONFERENCE CHAIRS AND SPEAKERS
34	WOMEN
51	MEN
17	THEMATIC SESSIONS
450	REGISTERED PARTICIPANTS
85	COUNTRIES REPRESENTED

POLICY MAKERS' PERSPECTIVES: HIGHER EDUCATION INTERNATIONALIZATION: A NATIONAL PRIORITY?

The number of nations developing a national strategy for internationalization of higher education is growing. The reasons for this interest in this process are multiple and varied. Some are linked to the quality of education, others

IAU 2015 INTERNATIONAL CONFERENCE SPONSORS

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Gold Sponsor

Kalinga Institute of Industrial Technology (KIIT) University is a premier University in India, accorded Category "A" by the Ministry of Human Resource Development, Government of India. As a centre of Excellence in various streams of Engineering, Bio-Technology, Business Management, Law, Languages, Medical Sciences, Dental Science & Nursing, Fashion Technology, Films, Sculpture, Buddhism, etc. to more than 25,000 students from India and 22 different countries. KIIT continues to forge ahead in Academic excellence and research.

Kalinga Institute of Social Sciences (KISS), a protégé of KIIT University, was recently accorded **Special Consultative Status by the United Nations Economic and Social Council (UN-ECOSOC). At present 25,000 poor indigenous children are provided with food, accommodation, healthcare absolutely free to pursue their education from Kindergarten to Post Graduation, all under one roof.** World class bodies like UNFPA, UNICEF, UNESCO, US Federal Government, Australian Embassy, British Council and Bernard van Leer Foundation are associated with KISS in various projects.

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The world's largest open conference for leaders of international education

3-5 May 2016, Cape Town International Convention Centre, South Africa

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Going Global is the British Council's annual conference offering the world's largest open forum for global leaders of tertiary education to discuss issues facing the international education community.

Through the conference theme of 'Building Nations, Connecting Cultures', the conference will explore the relationship between nation building, internationalization in higher education and the increased emphasis on tertiary education in international development cooperation.

More than 1,000 leaders from across 80 countries will gather in Cape Town, to answer some key questions:

- How to build stronger, more resilient, socially active and engaged nations?
- How to balance academic autonomy with the needs of the state?

- How to balance the needs and aspirations of individual students and the desire for states to grow economically & socially?
- How can the international community and sustainable development goals support these changes?

Registration opens in January 2016, see: www.britishcouncil.org/going-global

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Revenue at the end of 2014 was € 320 million and the total number as consolidated of employees is 2,185. www.bassilichi.it/

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focus on the future of the labour market, yet in other nations internationalization of higher education is a matter of economic positioning and of diplomacy. For the most part, increasing mobility is central but other dimensions, especially international research collaborations are often underlined as well. This Roundtable will explore these rationales, the expectations and commitments that decision-makers and elected officials are making, while comparing and contrasting them with those of higher education institutions.

⬂ IAU – Palgrave Prize in Higher Education Policy Research 2014-15 Essay Competition

"Internationalization of Higher Education: Moving beyond mobility"

The IAU – Palgrave Prize in Higher Education Policy Research 2014-15 Essay Competition is launched every second year with a view to promote research in the field of higher education policy by recognizing outstanding work by a scholar from an IAU Member Institution or Organisation. This year's competition was linked to the theme of the IAU 2015 International conference.

IAU received very valuable contributions from researchers from Member universities. After a careful selection process IAU is pleased to announce the winning paper entitled: *"Super-diversity and cultural mobility"*, by Ludovic Beheydt, Université catholique de Louvain – Louvain-la-Neuve, Belgium. The winner of the competition receives a prize of £2,000, which will be awarded during the gala dinner of the conference in Siena on Thursday 29 October 2015.

⬂ Super-diversity and cultural mobility in European Higher Education: A Case Study in Cultural History, *by Ludovic Beheydt (Faculté de philosophie, arts et lettres, Université catholique de Louvain)*

The changing societal European context imposes reshaping internationalization in higher education. Up till now internationalization has mainly focused on intensifying mobility of students and staff, but has neglected the drastic change in European society brought about by the 'diversification of diversity' (Vertovec, 2014) that in a couple of decades has transformed the population of Europe into a highly complex mixture of people from different places, with different languages, religions and cultures. The consequence of this sudden change is that there is an urgent need now to reshape internationalization through 'cultural mobility' (Greenblatt, 2010) in course content and learning styles. The article is an elaboration of a concrete course in Cultural History, in line with Greenblatt's proposals to modify conventional ways of thinking about mobility, creating a balance between cultural persistence and cultural change, by introducing international content and interculturalism. The case study thereby highlights possible directions for future internationalized course development.

About the author: Professor dr. Ludovic Beheydt graduated cum laude as a doctor in Philosophy and Letters at the KULeuven. He then went to the Université catholique de Louvain to become a full professor of Dutch linguistics and Dutch civilization. He has, moreover, been an extra-ordinary professor for 'Dutch culture' in European Studies at the University of Amsterdam and for the 'Culture of the Netherlands in the World' at the University of Leiden. His major publication is *Eén en toch apart*, a comprehensive study on language, art and culture of the Low Lands. In 2005 he was awarded the order of European Honorary Senator for his contribution to European culture. He has been a much demanded conference speaker all over the world and also a visiting professor for Dutch culture at the Universitas Indonesia and at the Johan Wolfgang Goethe Universität in Frankfurt. In 2014 he was made *Officer in de Orde van Oranje-Nassau*.

⬂ The runner-up in the competition was Milena Yumi Ramos, Researcher at the Brazilian Agricultural Research Corporation (Embrapa), Brazil, who submitted the paper: *"Internationalization of graduate education in Brazil: Rationale and mechanisms"*

Abstract: In this article, the internationalization model adopted by the top graduate programs in Brazil is examined. Based on survey data, the prevalence of an activity-oriented conception of internationalization was detected. International mobility, particularly the movement towards abroad, is seen as the main mechanism to boost international experience, network building, and research collaboration. The presence of faculty members trained abroad who can mobilize their networks is considered a key condition. However, the lack of a national strategy and appropriate administrative systems and institutional policies in most of Brazilian institutions hamper the development of those connections into more meaningful and sustained cooperation.

⬂ IAU GENERAL CONFERENCE 2016

The next IAU General Conference will be held in Bangkok, Thailand from **14-17 November 2016**. Organized in partnership with a Consortium of Thai universities led by Siam University, this 15th General Conference will focus on **Higher Education: a catalyst for innovative and sustainable societies.**

IAU ELECTIONS

It will as well be time for election of the members of the IAU Administrative Board 2016-2020 and the new IAU President.

Please mark the dates in your agenda!

We sincerely hope that many of you will have the opportunity to attend this major event in the life of the Association.

OUTCOMES OF THE IAU 6th GLOBAL MEETING OF ASSOCIATIONS

Organised in cooperation with Inter-american Organization for Higher Education and hosted by the University of Montreal, Québec, Canada, the 6th edition of the GMA took place in Montreal last May; it focused on *"Social innovation: challenges and prospects for higher education"*

IAU is pleased to report that the IAU 6th GMA attracted a large audience made up of higher education representatives from all regions of the world and that it offered the opportunity to present comparative approaches to the concept of social innovation.

Presentations on key sub-themes such as: *Social Innovation: the concept, the implementation, the role of higher education; Social innovation, governance, impact and accountability; The social impact of innovation or Impact of social innovation?* are available online. Each presentation is attached to the speakers names in the Conference Programme at: www.iau-aiu.net/civicrm/event/info?reset=1&id=616

As well a selection of photos taken during the event is available on the conference website. To learn more about the event and the discussions that took place, please note that the website remains available: www.etouches.com/iaugma6

SOCIAL INNOVATION: WHAT IS THE ROLE OF HIGHER EDUCATION? – SOME CONCLUSIONS
by Eva Egron-Polak, Secretary General, International Association of Universities (IAU)

How are higher education institutions (HEIs) participating in social innovation within their communities and civil society? This theme was addressed by the IAU 6th GMA held in Montréal

in early May, organized in partnership with the Inter-American Organization for Higher Education (IOHE) and hosted by the Université de Montréal.

The IAU proposed, as a shared conceptual starting point, a relatively broad definition: "social innovation 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 offers 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[1]". The past issue of *IAU Horizons* (vol. 21.1, April 2015, focuses on this theme and offers multiple views and case studies (www.iau-aiu.net).

GMA speakers and participants focused on the role of HEIs in serving society, in improving people's lives, fostering connections with stakeholders in new and more sustainable ways. Clearly science and technology do not have a monopoly on innovation. Innovation is present in the service, health, education and agriculture sectors, to name just a few. Innovation is not just about introducing new technologies

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1. This definition is taken from the Réseau québécois en innovation sociale, see: www.rqis.org/evenenements/social-innovation-challenges-and-perspectives-for-higher-education/

but also about changing processes, creating new types of relationships with social groups, transforming the way problems are identified and solved collectively. The major global challenges are social and cannot be solved by technology. Poverty, unsustainable economic development, social unrest and ethnic and religious tensions persist. Participants pointed to numerous successful experiments in social innovation and discussed the challenges of developing new measures of impact in order to ensure both sustainability and scaling up of these initiatives, which remain marginal for many institutions.

The discussion considered the important role that students play in challenging accepted practice and the ways in which their interaction and engagement with communities can be a key element in social innovation. Models from business schools that serve the not- for- profit, social economy sector and NGOs, to growing number of social innovation labs and networks in Latin America were presented by speakers from Chile, Canada, Sweden, Kenya, and more. The continued need to promote a balance between the STEM disciplines and social sciences, humanities and the arts was stressed along with the continued call for more inter- or multi-disciplinary learning opportunities and research that can address real world problems.

Who could argue against social innovation? Yet some questioned whether it was actually new, or simply a new concept applied to long-standing practice of university-community outreach. And not all agreed on the specific role that HEIs should play or where exactly their role ended and that of social entrepreneurs and NGOs began.

True to form, participants were challenged and challenged themselves to remain analytical and self-critical of trends and developments including accepted views of where and how knowledge is created. Most importantly, there was a strong call for respect and listening – to people from other cultures, from other social institutions, from other linguistic groups and traditions and to ensure that rather than focusing on what divides us and building silos we find ways to connect and build bridges to solutions.

IAU BOARD MET IN MONTREAL IN MAY 2015 AND WILL MEET NEXT IN SIENA

The IAU took the opportunity of its 6th GMA to organize its annual Administrative Board meeting at the same time. During this 80th IAU Board meeting, a significant amount of time was spent envisioning the future of the Association. **Is IAU on the right track** in pursuing the thematic priorities which the Board has identified during past discussions? For example, is **leadership and good governance**, or the place and role of higher education and research in the **post-2015 development agenda**, just to name two, themes that are of utmost interest to the membership? Are they well-suited to be addressed by a global association? Shall IAU focus more on its proven track-record which is, after all, related to **internationalization**

of higher education and the maintenance of the most comprehensive database on higher education – the **World Higher Education Database**? How much attention should be given to the essential topics such as equitable **access and success, ethics or information and communication technologies** and their impact on higher education in the future work of the IAU?

In addition to the importance of each theme – and there was no doubt in anyone's mind that each, and many more of these topics are of high importance, the Board also discussed what other considerations must be taken into account when designing the strategy for the next four years of the Association. IAU's small but highly dedicated staff is taking on numerous activities designed to achieve two essential goals: first, offer **valuable and high quality benefits** to its Members and second, **advocate for a vision** of higher education which reflects the origins of the Association when higher education leaders saw their institutions' role as transmitting values of cooperation, peace, solidarity and respect for human dignity as well as serving other purposes.

This commitment to **fundamental values** that goes well beyond the important academic pursuit if knowledge, and certainly beyond the well-understood economic purposes of higher education and research, remains quite strong in the IAU Board. As leaders of their own universities, however, the Board members know that they cannot be pursued without due attention to the day-to-day preoccupations that dictate their priorities as well. Some of those concerns, as expressed by the IAU Board members are summarized in the section **Around the World with IAU Board**. So the dilemma is as much about which priorities IAU must choose, as about finding those areas where the IAU can be most effective either by developing services and actions of interest to Members, or by influencing the course of higher education development in key policy areas. Achieving both objectives simultaneously is in fact what we are after, while asserting loudly and clearly that no solutions to the challenges facing humanity today and in the future can be found without a strong involvement of higher education and research.

To be continued...

Of course the IAU Administrative Board will resume and hopefully conclude their deliberations during their meeting in Siena, Italy, just prior to the IAU 2015 International Conference. Their approval of the IAU draft Strategic Plan for 2016-2020 will lead to a wide membership consultation about the path the Association should adopt in the years to come. One thing is clear IAU will continue to advocate that **Higher Education and research are not a luxury in any society**; on the contrary they are indispensable everywhere.

AROUND THE WORLD WITH THE IAU BOARD

VIEWS FROM AFRICA

Abdul Guanju Ambali, *Vice Chancellor, University of Ilorin*, **Nigeria** noted the increasing demand for higher education in the country and on the continent, which the current infrastructure cannot accommodate. The system now counts 140 universities (40 federal ones, 40 states institutions and 61 private institutions). HE accreditation is carried out by the Council on higher education. Full accreditation lasts for 5 years; interim accreditation 2 years. The Nigerian government has allowed the creation of new universities and commanded further expansion. The government pays more attention to the funding of universities and other higher education institutions with a view to improving the quality overall. Still in this constantly changing landscape the country witnesses high mobility of staff. Insecurity is also an issue in Nigeria.

Ernest Aryeetey, *Vice Chancellor, University of* **Ghana** started by stressing how hard the Ebola crisis has hit the country and the continent. Ghana counts 10 public universities and 58 accredited private universities. The arrival of UK and US campuses translates into further competition between institutions. The University of Ghana plans on opening branch campuses in each of the four regions. It has been invited to join the Alliance of Research Universities in Africa.

Olive Mugenda, *Vice Chancellor, Kenyatta University (KU)*, **Kenya**, is on course with education reforms especially as regards higher education where the Ministry of Education Science and Technology together with partners has put mechanisms to train Masters and PHDs in various relevant areas. The training which is a regional initiative is being undertaken in various universities depending on the disciplines. Kenyatta University is training the group undertaking sciences particularly physics and chemistry. This, she thinks, is a good trend in KU's effort to create the next generation of researchers and academicians. On a sad note Kenya lost too many students through terrorism, recently in Garissa, but the government and the universities are trying to put mechanisms in place to ensure such a tragedy does not happen again. However she thinks that university leaders and other stakeholders need to start thinking about the serious measures to be put in place to address security issues in universities globally caused by derailed individuals who may target students and sometimes caused by students who are emotionally unstable.

Hope Sadza, *Vice Chancellor, Women's University in Africa*, **Zimbabwe** mentions the expansion of the student body (80:20% women/men). Women who are left out are given priority access to higher education. WUA is also building a conference center. To face the loss of government funding, the army is called in to assist with building new facilities. Outward mobility flows are constrained today by the xenophobia that currently rages in South Africa when South Africans accuse foreigners of taking their jobs.

Etienne Ehile, *Secretary General, Association of African Universities* **(AAU), Ghana**. Africa is entering the second phase of the Tuning project: 60 more universities will take part which raises the total number of universities up to 120. A statement has been issued to react to the Garissa Killings. Next AAU will organize the COREVIP, to take place in Kigali and to focus on the Internationalization of higher education in Africa.

VIEWS FROM THE AMERICAS

Manuel Fernós, *President, Inter American University of* **Puerto Rico**, talked to the financial and political crisis the country and hence the higher education system is facing today. Taxes on education and budget cuts combined with high 'un-employability' create a difficult climate for development. To avoid brain drain, the university created a campus in Orlando to ensure quality higher education for Puerto Ricans.

Betsy Vogel Boze, *Former President, College of the Bahamas*, **Bahamas** mentioned the government funding cut of 25% which is met by a World Bank grant. As well she stressed that in the USA many private-for-profit universities are closing, which impacts on students who have contracted loans and can no longer enroll in their institutions. The Student loan depth is higher than the credit card depth, which will be an issue in the presidential campaign. President Obama has announced that community college education would be free but the feasibility of this promise is being questioned.

Stephen Freedman, *Provost, Fordham University*, **USA** concurred with Betsy Boze and added that the following three other issues are high on the agenda as well: the sexual abuse of women on campus; gender identity and identification and the changes in the liberal arts and the humanities – three issues that are being discussed widely.

E. Nigel Harris, *Former Vice Chancellor, The University of the West Indies(UWI)*, **Jamaica**, highlighted that UWI the largest university in the English speaking Caribbean receiving students and support from 17 different governments. In addition to this regional university, there are several national universities and community colleges. Enrolment has expanded considerably in all these entities, but Caribbean governments are finding it increasingly difficult to fund expansion. These universities have increasingly sought additional means of funding including charging fees, pursuing national and international funding sources for research and engaging in commercial ventures. Utilizing these approaches, the UWI has reduced government funding from 80% to 45% of its total revenue. The UWI is increasingly reaching out internationally to institutions in the Americas, Europe and more recently to China to forge research and educational relationships to provide mutual value to themselves and partners. Some of the following thematic areas are being pursued: climate change; marine studies,

biotechnology and food security, quality assurance and accreditation, Online education and learning.

Juan Tobias, *Rector, University of Salvador in* **Argentina**, notes the creation of a Ministry of Science and Technology in the country and the creation of a new university. The university is looking at its social mission and revisits its curricula.

Roberto Escalante Semerena, *Secretary General, Association of Universities of Latin America and the Caribbean (UDUAL),* **Mexico** presented advancements of the Enlaces programme which is similar to the European Erasmus programme. 10 of the most important universities are involved with a majority being public and some being non-governmental. He then stressed the worrisome situation prevailing at Venezuelan universities and announces a coming UDUAL Meeting to discuss the issue of university autonomy.

VIEWS FROM EUROPE

Pam Fredman, *Rector, Gothenburg University*, **Sweden**, indicates that the newly elected government is focusing on increasing access to higher education. Today too many students cannot enroll due to lack of space. A new Quality assessment and evaluation model is being validated and will be in place as of 1 January 2016. Moreover, a national strategy for the internationalization, including HE, will be developed. It is also positive to notice that the government as long as the policy is not limited to only looking at mobility and at numbers of incoming and outgoing students. Prof. Fredman expressed hope for the next bill for research to devote more money to humanities and social sciences. The Government commissioned a mapping of big research infrastructures and a university leadership and governance report to be issued in October. *Read more about the latest in the In Focus section of this issue.*

Patricia Pol, *Policy Advisor for European and international affairs / Université Paris Est-Créteil Val de Marne* **France** stressed the importance of the 'merging' of higher education institutions into 25 Higher education and research clusters (Universities, Grandes écoles and Research institutes). The idea is to 'integrate' different higher education poles under single denominations and a stronger international attractiveness. These are called 'COMUES'- Communities of universities and higher education institutions. She mentioned as well that France will hold the Ministerial Bologna conference in 2018 and the Bologna secretariat from July 2015. Within this framework, a collaborative work will be done to prepare the Bologna Policy Forum and IAU could be involved in this process.

Daniel Hernandez Ruiperez, *Rector, University of Salamanca*, **Spain**, indicated a 1,500 million euros loss in the Spanish HE system. Over the last few years, only 1 out of 10 Members of staff have been replaced when vacancies were opening; this year for the first time things are improving with 1 out of 2 being replaced. The difficult situation has generated a situation of worrying brain drain.

Remus Pricopie, *Former Rector National University of Political Studies and Public Administration and Former Minister of Higher Education*, **Romania** mentioned that during his time as minister he managed to increase the budget for Education, negotiating unspent funds from other ministries. He negotiated a new agreement with the World Bank (2022) to address the whole system approach, from kindergarten to HE. The highest challenge is the decrease of population growth which is now impacting on the enrollment rates. Non performing programmes were closed other opened. Resources have been invested in clusters and universities are asked to share their research infrastructure. He finally mentioned a broad new 'Laser project' aiming at mobilizing and retracting back Romanian experts to Romania.

Marianne Granfelt, *Secretary-General, Association of Swedish Higher Education (SUHF),* **Sweden**, as well stressed the push for better access to higher education for all, the new QA model to be released in 2016 and indicated that Universities and SUHF are working on their inputs to the next Research Bill to be issued in 2016. SUHF will advocate for a common grant for education and research and for a push for basic funding to be guaranteed.

Godehard Ruppert, *Bavarian University Association*, **Germany** indicates that financing is the key issue in Germany. The funding grant from the government's excellence initiative will end in two years' time and the universities have no information about what will next happen in terms of financing. HE is not high on the political agenda. Currently, the government can only provide funding through projects and a project can last for 10 years. Regional Parliaments have decided that HE has to be more international and this should apply to students; staff and curricula as well as to the administrative staff. The situation of post-docs is a precarious one there is a 60 to 40 women/men ratio and there is no tenure track system in place that would guaranty an employment. This again fragilises the system.

VIEWS FROM ASIA AND THE PACIFIC

Dzulkifli Abdul Razak, *President IAU*, **Malaysia** talked to the new Malaysia blueprint for Education, the new developments in the ASEAN community (integration, internationalization, quality assurance, recognition). He suggested that IAU be involved in building capacities for the ASEAN community. He also talked about the new Leadership service developed by the IAU and which was tested first in Malaysia in the Fall.

Khalid Omari, *Former President Jerash University*, **Jordan**, commented the following: Jordan has 30 universities, 10 public and 20 private. This large number compared to its 6 million population came as a result of high public demand on higher education due to the fact that Jordan highly depends on human resources development. For the last four years, the government prohibited
Establishing new universities, public or private, claiming that the existing number is enough and that universities should

pay more attention to quality education in response to public complains about their output. However, this policy contradicts itself when the government, for political reasons, obliged the public universities to enroll more students than it could. This policy led to more Jordanian students seeking higher education outside Jordan, thus, harming the already – weak economy of the country. Besides, the education system has to accommodate hundreds of thousands refugee students; more than two million refugees have come to Jordan from Iraq and Syria because of war. More than 500 schools were opened under difficult conditions, but no new universities were allowed to open; existing universities have to adjust themselves to the new situation. Another burden was to accommodate Jordanian students fleeing from war in Yemen, Syria, Iraq and Egypt. The Government has been trying to develop and adopt a strategy for higher education, but it failed so far due to government engagement in other priorities to deal with economic hardship and national security.

Lately, the Council of Higher Education decided to raise the minimum grade point average required to enroll in university studies, which means depriving thousands of students to continue university education. This decision was faced by reluctance by the Members of the House and by people; the controversy about this decision is still hot. To conclude, higher education in Jordan is suffering from unstable policy, lack of strategy, limited resources, overwhelming enrollment and shortage of faculty.

Pornchai Mongkhonvanit, *President, Siam University*, **Thailand**, presented the plans for the upcoming IAU General Conference 2016. Next he indicated that the country benefits from two Ministries. One for education and one for HE and that much is being undertaken to strengthen higher education in Thailand and as well in the region.

Sharon Siverts recently took up a new position as *President of the American University of Phnom Penh in* **Cambodia** and mentioned that the country is facing a huge issue of developing talent. Out of 106 universities only 16 are public institutions. All face issues of low quality, low staff salaries, corruption (only 25% of students passed their high schools degree). A new academic accreditation commission is being created to assist with the development of better institutions.

Top from left to right: Prof. Thorens, IAU Honorary President, Prof. de la Fuente, Immediate Past President of IAU, Prof. Abdul Razak, IAU President Prof. Sadza, Vice Chancellor, Women's University in Africa, Zimbabwe
Below from left to right: Prof. Fernós, President, Inter American University of Puerto Rico; Prof. Mongkhonvanit, President, Siam University, Thailand

Yutaka Tsujinaka, *Executive Advisor to the President, University of Tsukuba,* **Japan**, indicated that, considering the severe budgetary and demographic constraints the country faces, the Japanese government started implementing a University Reform Plan since 2013. It emphasizes: 1) need for increased internationalization (high mobility); 2) Quality assurance in higher education; and, 3) Innovation both in science and technology as well as society. Along this policy line, national universities are classified into three types, according to their roles and objectives: World Class Universities, Universities of Global Excellence according to their specialized subject fields, and Universities as local hubs for community development. Depending on their category, universities have to develop their own innovative strategies and governance reforms for the next mid-term plan for the period 2016-2020. To enforce the plan, the government awards competitive funding such as for the recent *Top Global University Project*, launched in 2014. Under these circumstances, respective universities need to undertake reforms to maximize their capacities. Reforms such as drastic leadership and governance, "rationalization" of salaries, positions, research funding, etc. are required as well as flexible adjustments. Internationalization is the key to mobilize resources for the optimization of universities in Japan. In a way, this critical situation is an opportunity for Japanese universities to innovate the system as a whole.

REPORTS ON IAU PROJECTS AND INITIATIVES

On the following pages, we are pleased to report on various IAU initiatives and projects related to the following IAU thematic areas: most specifically on the Internationalization of Higher Education, due to the fact that this is the theme of the IAU 2015 International Conference; Higher Education and Sustainable Development (the new SDGs are about to be adopted as we go to print); and the IAU LEADHER Programme with end of project reports showcasing dynamic cooperation projects.

IAU Members have been invited by mail to contribute briefs on work they undertake in the different fields. Happy reading!

INTERNATIONALIZATION

▶ IAU ACTIVITIES IN INTERNATIONALIZATION

International cooperation between Higher Education Institutions has always been core to the very essence for being of the International Association of Universities and it is not surprising that internationalization constitutes one of IAU's priorities in the strategic plan 2016 – 2020; especially nowadays when internationalization is on the rise almost everywhere in the world and a central topic of debate in the international higher education scene.

IAU's actions in internationalization are diverse and follow the IAU's missions and values. They range from advocacy through the production of policy statements and guidelines, to research through the conduct of global surveys, to information sharing and provision through printed and online publications, to direct support to HEIs through services as the Internationalization Strategies Advisory Service (ISAS).

Recently IAU has accomplished a restyling of the pages dedicated to internationalization on its website, in order to improve the information sharing through the creation of the *"Internationalization of Higher Education Virtual Resource Center"*, a collection of national and institutional strategies, policy statements, examples of good practice, scientific articles, list of relevant actors and information sources on internationalization of higher education; and the renewal of the *pages dedicated to ISAS*, with the inclusion of the list of all higher education institutions that undertook the ISAS with the names of the relevant international and local experts, contact persons at the institutions and the highlights of the outcomes of the different projects.

Updates on the ISAS projects are given in each edition of IAU Horizons and once an ISAS project comes to an end, IAU invites the institution to write an article to share its experience with the whole higher education community.

In this IAU Horizons edition you can read about the experience with ISAS of three universities: Ho Chi Minh City University of Transport in Vietnam, University of Ghana and University of Cape Coast in Ghana.

⊕ Internationalization of Higher Education in Ho Chi Minh City University of Transport, Vietnam: before and after the ISAS project
by **NGUYEN Thuy Hong Van** – Director of International Relations (hongvan@hcmutrans.edu.vn)

Internationalization of higher education is a new trend in Vietnam. The Resolution 29 passed by the 8th plenum of the Communist party of Vietnam Central Committees, emphasized the important role of educational reform in the international integration process in order to develop human resources with good qualifications and skills meeting the demand of the nation and the world. By end of 2015, Vietnam will officially join the ASEAN Economic Community (AEC). This milestone is likely to be a great challenge for Vietnamese higher education institutions. In addressing the Resolution 29, Ho Chi Minh City University of Transport (UT-HCMC) decided to focus on the important role of internationalization for the institutional development to compete in the region and in the world. However, the question of how to internationalise was unanswered until the university successfully applied for IAU's *International Strategies Advisory Service* (ISAS).

Ho Chi Minh City University of Transport (UT-HCMC) before the ISAS project:
Established on May 18th 1988, with the mission of developing human resources for the transport sector in order to industrialize and modernize Vietnam, the university is the key multi-disciplinary university in Vietnam and strives to become a prestigious centre of education, training, research and technological exchange in the transport sector. UT-HCMC was in the early stage of internationalization and needed expertise to develop an appropriate internationalization strategy for its development.

Figure 1. Different pressures on UT-HCMC
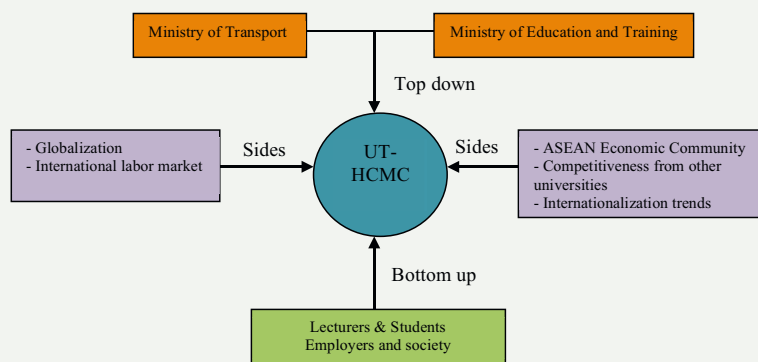
Like other public universities in Vietnam, UT-HCMC has limitations on institutional autonomy and has to cope with pressures from different directions, as can be seen in Figure 1.

Outcomes of the ISAS project:

In 2014, UT-HCMC was selected to benefit from the IAU Internationalization Strategies Advisory Service (ISAS). The goals were to review the current internationalization policy and activities and to make recommendations on how to adapt the process to the local context. Thanks to ISAS, the institution proceeded to a fruitful self-assessment exercise.

In the context of ISAS, a first site visit was undertaken in December 2014 by Dr. Anna Ciccarelli, IAU Board member.

Wrap up workshop in internationalization

Dr. Ciccarelli had two effective working days with UT-HCMC's managers, lecturers, and students. It was the first time the topic of internationalization had been discussed widely from the highest management level to the students. Dr. Ciccarelli also helped UT-HCMC prepare its self-assessment. The immediate effect of the visit was the improved awareness of the importance of internationalization at the university.

During the second visit in April 2015, the panel, chaired by Dr. Madeleine Green, *Senior fellow, IAU and NAFSA*, including Dr. Anna Ciccarelli, *Australia*, Dr. Le Quang Minh, *Former President of Can Tho university, Vietnam*, and Dr. Steve Woodfield, *Associate Professor at Kingston University, UK*, spent 4 full days to have deeper discussions with the representatives from Vietnam Ministry of Transport as well as the university's senior managers, lecturers, and students. Their findings, together with the institutional self-assessment report, were presented in a wrap up workshop on the last day of their visit. An open discussion was made between the panel and the participants. A clear picture of UT-HCMC internationalization was drawn out, recommendations were raised, and the university's managers and lecturers understood what they should do to internationalize the university.

UT-HCMC after the ISAS project: moving forward internationalization

The final IAU report has provided UT-HCMC with constructive findings and recommendations which will be the valuable assets for the university to develop its own internationalization strategy. Positive changes have been observed since the panel visits. An incentive policy for lecturers to attend international conferences has already been created together with a higher budget for international researches and conferences. With better engagement on internationalization from the top leaders to the lecturers and students, we strongly believe that the recommendations will be activated effectively and efficiently for the institutional sustainable development.

We will be pleased to provide more information on our future work.

✚ The University of Ghana and the University of Cape Coast both undertake a successful ISAS

by **Dr. Gordon Chris** – Director, Institute for environment and sanitation studies (gordon@ug.edu.gh)

University of Ghana

Established in 1948, the pace setting University of Ghana is the oldest, highest ranked and the largest of all the universities in Ghana. The University enjoys considerable national and international prestige due to quality of its research and student output. In the first week of February this year, the Vice-Chancellor, Prof. Ernest Aryeetey inaugurated the University of

ISAS in Ghana

Ghana Institutional Review Steering Committee. The Committee was to assist the Internationalization Strategies Advisory Service (ISAS) of the International Association of Universities (IAU) produce a report on how to enhance internationalization. This is in line with the University's current strategic plan, which has internationalization as part of its core values. The 15 persons committee was made up of Deans, representatives from each of the four Colleges of the University, students, both Ghanaian, international and graduate level as well as staff actively involved with internationalization.

The Steering Committee members, over a four month period, used their own knowledge and experience, discussions with key stakeholders including University senior management, students and external stakeholders (such as the security and immigration services, bodies in higher education and some non-Ghanaian institutions) to produce a draft report. These discussions and the discussions that took place during the visit of the IAU panel were supported by data gathered through the administration of about 1,000 questionnaires sent to all the main actors in the University. The results were subjected to statistical, content analysis to ascertain the strengths, weaknesses, opportunities and threats that the University has in relation to internationalization.

The findings of the self-assessment and previous indicate that there are six main areas where internationalization can be enhanced at the university. These are systems (including financing); staff experience and mobility; student experience

and mobility; international research needs; teaching to international standards and the need to change attitudes and perceptions. It is clear that more students would be attracted to the University if appropriate and realistic expectations are set to attract students. Currently, international student fees are not a major component of University of Ghana budgets but they do contribute to internally generated funds. The University of Ghana will assess critically the three way trade-off between

(i) commercial value of international students,
(ii) hosting international students and
(iii) internationalising the University to become world-class research university.

To do this effectively, the University of Ghana International Programmes Office will have clear budget lines and resources dedicated to the implementation of activities and more staff to deliver on its mandate.

The self-assessment also strongly suggested that international partnerships based on mutual interests, reputation and possibly rankings should be established, and that these partnerships will give Ghanaian staff international exposure. Such collaborations could be an element in the staff assessment procedure, especially if linked with faculty development and promotions. More attention will be given to University of Ghana students to have mobility outside the country, as these returning Ghanaian students will act as ambassadors for internationalization helping to create greater awareness that it is an international institution. Finally, actions to change attitudes and perceptions through discourse platforms and ICT to give opportunities for students to share their perceptions and serve as a reality check.

The assistance and contributions of the Internationalization Strategy Advisory Service of the International Association of Universities in this process is recognised and appreciated by the University of Ghana, especially the inputs of the IAU panel made up of Prof. Leapestwe Malete (Chair), Prof. Donna Scarboro, Dr. Anna Glass and Giorgio Marinoni.
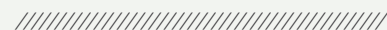
⊕ University of Cape Coast undertook an ISAS with an IAU expert team

Introduction
The University of Cape Coast (www.ucc.edu.gh) was established in 1962 as a University College specializing in teacher education. UCC attained the status of a fully independent University in 1971 with education as one of its niche areas. The University became a national leader in this area with a very strong Faculty of Education (now college of Education Studies) that offers various programmes, including educational planning and administration, as well as overseeing all pre-tertiary Colleges of Education in Ghana through the Institute of Education. Over the years, UCC has transformed itself into one of Ghana's leading comprehensive universities, with programmes in the Arts, Physical, Biological, Medical and Social Sciences, Agriculture and Business.

Background

In late 2014, the University sought the assistance of the International Association of Universities (IAU) which culminated in the establishment of an Internationalization Strategies Advisory Service (ISAS) in 2015. In February 2015, the University formed a 9-member Institutional Steering Committee to facilitate the internal process of developing strategies on how to enhance internationalization at UCC. The Steering Committee was composed of Directors and representatives from various units of the University and was led by Prof. K. Awusabo-Asare, Director, Academic Planning and Quality Assurance.

The Steering Committee collected data using various tools including a questionnaire, structured interviews, and focus group discussions, as well as meetings with internal stakeholders of the University, namely students, academic, administrative and support staff. There were also consultations with external stakeholders including government departments, donor agencies and foreign missions in Ghana. The Steering Committee also held reflective sessions on campus as part of the process of data collection. The whole process culminated in a Self-Assessment Report that was submitted to the Expert Panel.

As part of the process, the IAU set up an Expert Panel made up of Prof. Leapestwe Malete (Chair), Prof. Donna Scarboro, Ms. Anna Glass and Mr. Giorgio Marinoni. The Panel visited UCC on 29th and 30th April 2015. Based on the self-assessment report, and complemented with observations, consultations, open forum and review of documents, the panel produced a report which was submitted to the University.

Some observations from ISAS Report

The visit offered UCC an opportunity to review itself and develop an internationalization policy and an agenda that will drive its Vision, Mission and Goals towards high quality learning, teaching, research and outreach. The expert panel took cognizance of the Vision of the University 'to become an institution with a worldwide acclaim'. It also acknowledged that UCC had established itself as Ghana's foremost institution and regional center of excellence in pedagogy. At the same time the expert panel noted that, given the existing infrastructure, reputation and level of enthusiasm across the University, UCC has what it takes to develop an institution-wide culture of internationalization. The University is also in a position to leverage further resources based on its legacy and institutional philosophy, to advance its internationalization strategy. The report provides the basis for the University of Cape Coast to focus on initiatives which will transform the institution to achieve the goals it has set for itself.

The report notes that UCC should:

- Utilise and leverage further its best resources, such as its education legacy and the use of different teaching approaches (e.g. problem-based learning, community-based experience) to enhance internationalization of the curriculum and attract faculty and students.

- Vigorously pursue visibility of its programmes in existing niche areas in the Arts, Social Sciences, Sciences and Medicine. There are many international research activities taking place at UCC and that there should be visibility of these activities and recognition of the staff involved.

By placing internationalization as a priority for the University, the institution will be making a commitment to rewarding efforts in internationalization, including international research.

For further information please write to: Giorgio Marinoni (g.marinoni@iau-aiu.net); to contact the University please write to: Samuel Annim (sannim@ucc.edu.gh).

⊕ Workshop "Internationalization of Universities in Ghana"

Workshop "Internationalization of Universities in Ghana"

On 30 April 2015, UCC hosted a half-day workshop on internationalization, co-organized with the University of Ghana (UG) and IAU. The two Universities invited key stakeholders in Ghana's higher education including other universities, the Ministry of Higher Education, the Immigration Department in the Ministry of Interior, some foreign Missions in Ghana, Donor agencies, and the Secretary General of the Association of African Universities (AAU), Professor Ehile. The workshop was attended by 100 participants. The purpose of the workshop was to discuss the meaning and purposes of internationalization and explore ways in which Ghana's higher education sector could use internationalization to grow the quality of academic programs, enhance greater staff and student mobility, and elevate the international profile of universities. The idea was to take advantage of the presence of international experts on higher education to share experiences, explore concepts and mechanisms of building global education. The forum featured presentations by members of the Expert Panel, the AAU Secretary General, representatives from UG and UCC, including the UCC Vice Chancellor, Professor Kuupole, who chaired the

whole workshop. IAU and the Expert Panel commend UG and UCC for this initiative, a first for an ISAS initiative, with the possibility of replication in future ISAS projects. Through this workshop, UCC and UG ensured that their joint ISAS project benefited the broader Ghanaian higher education system.

⊕ New joint ISAS in Bangladesh!

IAU is pleased to announce that with partial support of UNESCO's Participation Programme, the Association will work with two IAU member institutions in Bangladesh on a joint ISAS project involving the American International University in Bangladesh and Daffodil International University, both located in Dhaka. IAU and the two universities have already signed a Memorandum of Understanding and the project officially started with a first on-line meeting on Thursday 18 June. The two universities will be undertaking a self-review over the next few months; a site visit and a joint workshop are scheduled on 24-28 January 2016. The expert panel will be chaired by Eva Egron-Polak, IAU Secretary General, and Prof. Anna Ciccarelli, IAU Board Member, will be part of it.
Contact: Giorgio Marinoni (g.marinoni@iau-aiu.net).

⊕ IAU partner in study undertaken for the European Parliament

The Future of Internationalization of higher education in Europe, by **Hans de Wit**, Director of the Center for International Higher Education (CIHE) at Boston College and former Director of the Centre for Higher Education Internationalization (CHEI) at the Università Cattolica del Sacro Cuore in Milan and leader of the Study.
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In a study for the European Parliament, IAU was partner in a project of the Center for Higher Education Internationalization (CHEI) together with the European Association for International Education (EAIE) to analyse the current state of internationalization of higher education, including 17 country reports, ten from Europe and seven from the rest of the world, and identified key trends in current national strategies and for the future of internationalization in Europe.

Ten key developments for Europe and the rest of the world can be identified:

1. Growing importance of internationalization at all levels (broader range of activities, more strategic approaches, emerging national strategies and ambitions);
2. Increase in institutional strategies for internationalization (but also risks of homogenisation, focus on quantitative results only);
3. Challenge of funding everywhere;

Top: Daffodil International University
Below: American International University in Bangladesh

4. Trend towards increased privatisation in IoHE through revenue generation;
5. Competitive pressures of globalisation, with increasing convergence of aspirations, if not yet actions;
6. Evident shift from (only) cooperation to (more) competition;
7. Emerging regionalisation, with Europe often seen as an example;
8. Numbers rising everywhere, with challenge of quantity versus quality;
9. Lack of sufficient data for comparative analysis and decision-making;
10. Emerging areas of focus are internationalization of the curriculum, transnational education and digital learning.

Internationalization is now becoming mainstreamed at the national and institutional level in most countries of the world, and in particular in Europe. The rhetoric speaks of more comprehensive and strategic policies for internationalization, but in reality there is still a long way to go in most cases. Even in Europe, seen around the world as a best-practice case for internationalization, there is still much to be done, and there is an uneven degree of accomplishment across the different countries, with significant challenges in Southern and, in particular, Central and Eastern Europe.

A scenario and definition for the future

A Delphi Panel exercise among key experts in international higher education around the world confirmed this picture and resulted in a scenario for the future of internationalization of higher education in Europe.

As an outcome of this Delphi Panel exercise, this study has revised Jane Knight's commonly accepted working definition for internationalization as *'the **intentional** process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, **in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society'.***

This definition reflects the increased awareness that internationalization has to become more inclusive and less elitist by not focusing predominantly on mobility but more on the curriculum and learning outcomes. The 'abroad' component (mobility) needs to become an integral part of the internationalised curriculum to ensure internationalization for all, not only the mobile minority. It re-emphasises that internationalization is not a goal in itself, but a means to enhance quality, and that it should not focus solely on economic rationales.

The study will become available for free on line and can be found under the following reference: "European Parliament, Directorate-General for Internal Policies (Ed.). 2015. *Internationalization of Higher Education*. Brussels."

MEMBER'S ACTIVITIES RELATED TO THE INTERNATIONALIZATION OF HIGHER EDUCATION

➡ Yazd University

by **Shahrabanu Bayagon**, *Officer of International & Scientific Cooperation Office, Yazd University, Yazd, Iran (mbayagon@yahoo.com)*

The initial establishment of Yazd University dates back to 1987. The university has been improving overtime to the point that at present about 15.000 students are educated at this university.

Yazd University as one of the comprehensive universities in Iran provides research and training services for domestic and international students. Having all fields from humanities and engineering to arts and science, Yazd University is now one of the best institutes for multidisciplinary programs. It has been structured to meet the following goals and objectives:

- to respond to the society's need in different industries;
- training future researchers and lecturers for other universities in the country;
- internationalization through improving the standards of research and teaching;
- to become a top knowledge based university.

Yazd University has 12 departments covering all aspect of science, engineering, humanities, art and life sciences. The academic members and students of the Yazd University have opportunities for international gatherings, joint research and programs both at the national and international levels. This is performed through facilitating links with international organizations both in Iran and abroad, inviting international guests, and easing national and international gatherings.

➡ AUE goes international

by **Dr. Abhilasha Singh**, *Dean, College of Education, Director, International Office*

الـجامعـة الأمـريكية في الإمارات
American University in the Emirates

Since its inception in 2006, the American University in the Emirates (AUE) has envisioned itself as an institution providing academic degree programs that encourage students to pursue significant academic accomplishments, as lifelong learners. To pursue its mission vigorously, AUE strengthens the capacities of its students, develops their leadership potential and makes them productive leaders of the global society.

The university focuses on continuously expanding its reach for the benefit of its staff, students and the community in which it operates, the goals that are set out in AUE's vision and mission are realized thanks to the establishment of facilities that can aid in the process of strengthening the University's name and reputation, and guarantee the fulfilment of our students' aspirations and aims. The International Office (IO) at AUE plays a major role in achieving the said goals. While the IO plays a role in shaping the career paths of the students it is also responsible for exploring the arising challenges that may be encountered by our students. Hence it is also in charge of setting the way towards new horizons, for the University, and all those connected to it.

At AUE, we emphasize the development of soft skills that is undoubtedly much needed in the global market. The international efforts at AUE also focuses on employability and offers a number of training programs that invites professionals from partner and non-partner institutions to develop the talent of the students. More information at: www.aue.ae/

➡ **New strategies for traditional practices: internationalization with technology**

The rapid technological advances and the emergence of the globalized society have generated significant challenges for education. For this reason, the University of Guadalajara, Mexico, is integrating a broader approach to internationalization taking into account the use of innovative technology, in order to develop intercultural competencies and expose students to a large spectrum of learning activities which includes contact with different cultures.

Outstanding experiences of this new internationalization approach is the internationalization of the curriculum through Collaborative Online International Learning (COIL) courses, a new approach to teaching and learning which promotes the development of intercultural skills through online learning environments. This year, two teachers developed their COIL courses in collaboration with a SUNY partner. The university also conducted a pilot program including technology in language learning trough e-Tandem methodology and this summer plans to implement one more pilot in which 50 students will take a MOOC with revalidation of credits as an international learning.

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➡ **Regional Observatory on Internationalization and Networks in Tertiary Education for Latin America and the Caribbean (OBIRET)**

University of Guadalajara and IESALC

UNESCO's International Institute for Higher Education in Latin America and the Caribbean, IESALC-UNESCO (www.iesalc.unesco.org.ve) has established four regional specialized observatories, which contribute to its mission of linking the higher education sector with the needs of stakeholders and other relevant actors within the region. OBIRET is the most recently appointed observatory and operates under the institutional support of the University of Guadalajara and the Autonomous University of Puebla, both based in Mexico.

OBIRET is an online information system and a virtual space promoting studies, analysis, reflections and debate on the internationalization process of tertiary education in Latin America and the Caribbean. OBIRET pretends to be a tool for decision making, planning, implementing and evaluating institutional strategies and programs for internationalization, as well as for designing related public policies in the region.

OBIRET's website provides information on its structure and strategic alliances, current research and study projects, a detailed list of workshops and seminars available upon demand, as well as a variety of relevant publications and research papers on topics related to internationalization and tertiary education networks, among other things.

The website of the Regional Observatory on Internationalization and Networks in Tertiary Education for Latin America and the Caribbean (OBIRET) is available at: www.obiret-iesalc.udg.mx

You can contact OBIRET's team through the website or by email at the following address: obiret-iesalc@redudg.udg.mx

The general coordination of OBIRET is assumed by **Dr. Jocelyne Gacel-Ávila**, Professor and Researcher and Director of the Division of Study of State and Society of the University Centre for Social Sciences and Humanities of the University of Guadalajara.

➡ **SMiLE:** *Mobility Students in Learning English*

In 2009 Universitat Rovira i Virgili launched SMiLE: Mobility Students in Learning English. SMiLE is a program that makes it possible for URV incoming mobility students to improve their curriculum through a pedagogical internship in high schools of the region. These students become language assistants in different courses -be it in English, French or German- and by doing so, they help high school students improve their communication skills in a foreign language. This program was originally conceived to transfer the internationalization resources and know-how of the university onto the region and has become one of the most important projects of the university's third mission.

SMiLE began as a joint pilot project launched by the URV Department of English Studies and a High School, IES Martí i Franquès, and it counts with the support of the Department of Education of the Catalan Government, Generalitat de Catalunya. In the future, it will broaden its activities to primary schools.

More information:
www.urv.cat/en_noticies/120/the-smile-programme-takes-erasmus-students-into-school-classrooms
wwwa.urv.cat/deaa/lista/l2c.html
http://smileprogramme.blogspot.com.es/p/welcome-to-smile.html

The impact of staff training courses in universities' change towards internationalization

The European Commission believes that a systemic change can be achieved through staff mobility. But is mobility the only way? Or even the best way?

Since 2011 Universitat Rovira i Virgili (URV) gives internationalization training courses to administrative staff in their own language and at their home institution. This way, administrative staff, who have not yet opened their minds to internationalization, can be targeted (without the need for English or leaving their homes) and, in time, this will change the institutional mindset of universities. This course can be given as an alternative or in addition to international staff mobility. The positive results achieved have led the university to export this "best practice" to other institutions in Spain and abroad.

This project also includes a system by which the effect that this training is having on an institution's mindset can be analyzed.

For more information on this project: https://suctiproject.wordpress.com/

USEK is bringing the world on its campus!

August 2014 is considered by the Holy Spirit University of Kaslik as the time in which the university had the prime opportunity to reach a new stage in its internationalization journey. On this landmark date, USEK was selected to participate in the 12th cohort of the Internationalization Laboratory of the American Council on Education (another Member of the IAU), an all-time first for a university outside the Americas!

Within this framework, USEK worked on the integration of internationalization within its curriculum and research and on enhancing its collaborations. This further advanced the international dimension of USEK strategic plan with the aim

of ensuring a maximum international exposure of students, in order to empower them to become more accomplished global citizens.

USEK is pleased to announce that its first international university week will be held at the end of 2015.

For more information: www.usek.edu.lb

Double degrees – the pilot project of St. Petersburg University of Management and Economics (UME)

From international relations to internationalization is the slogan of UME. The university has made a long way from occasional contacts to active cooperation with more than 50 European and American universities that became the basis for students and staff mobility, internships, different projects.

The crucial step in UME internationalization is the double degree programs allowing students to get both Russian and European degrees. These projects provide young specialists with opportunity to adapt to new conditions of the global world: widen their knowledge, give practical experience through international trainings, and increase their employment prospective. UME most reliable partners in double degree cooperation are Turku University of Applied Sciences (Finland), Coventry University (GB), University of Applied Sciences Würzburg-Schweinfurt (Germany), Université du Littoral Côte d'Opale (France).

We invite the IAU members to participate in the double degree programs with UME!

Contact International Office: inter@spbume.ru
Website: http://spbume.ru/en/index.php?dn=article&to=art&id=85

When the internationalization of higher education becomes a matter of national strategies…

by **Patricia Pol**, *Université Paris-Est Créteil, IAU Board member*

It is only recently that the national authorities of the main host countries of international students, US (2012), UK (2013), Germany (2013) have presented for the first time a National Strategy on the internationalization of higher education institutions. A new strategy for the public authorities of these great university countries that is part of a decision to stimulate or carry out international activities in higher education institutions in order to position themselves as best as possible in the world competition.

In the European countries, this national movement is widely encouraged by the European Commission which also published

a strategy for European higher education in the world in 2013"[1] to confirm that internationalization must not limit itself to mobility, since it only concerns 15% of the students. Developing an international training offer and targeting strategic partners are at the heart of the proposals. Many countries are following suit (Poland, Estonia, Romania, France).

In France, internationalization is a priority of the national higher education strategy (STRANES[2]) that the government made public in September 2015. Choosing a "humanist model" of welcome and attraction of talents, the universities are encouraged to develop a training offer that is conceived to build up a dynamic of competences for a "globalized and multicultural world".

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1. http://ec.europa.eu/education/policy/international-cooperation/world-education_en.htm
2. www.enseignementsup-recherche.gouv.fr/cid92442/pour-une-societe-apprenante-propositions-pour-une-strategie-nationale-de-l-enseignement-superieur.html

One must admit that, in practice, the universities did not wait for this national strategy to act. In the framework of it strategic training and research orientations, the Université Paris-Est Créteil (UPEC) has developed over more than ten years, masters in foreign languages, joint degrees, studies abroad in targeted countries, international developments to better meet the Call for proposals and insert itself more actively in the European Higher Education and Research Area. A language and international relations house symbolizes this international dynamic at the heart of the cultural mission of this university. The STRANES should thus be able to consolidate this dynamic, hoping that a national coordination of the means will offer new development opportunities in countries and around priority themes for the institution, without putting these means at the sole service of an economic diplomacy.

All these national strategies that are blossoming worldwide must not overpower the vital academic freedom and lead to a new form of nationalisms in the internationalization of higher education.

HIGHER EDUCATION FOR SUSTAINABLE DEVELOPMENT AND THE TRANSITION TO THE SDGs AND THE POST-2015 DEVELOPMENT AGENDA

Higher Education has today more than ever -with the MDGs coming to an end and being replaced by the SDGs- a key role to play in achieving the challenging goals set for the post-2015 Development Agenda. Leaders of universities and other Higher Education institutions, the academic and administrative communities, the students and other HE stakeholders are driving the processes to lead up to a more sustainable present and future.

Recently, IAU mobilised its membership through the UN Decade on ESD. The Association reaffirmed this recently in Iquitos, Peru, where the HE community adopted the *IAU Iquitos Statement on Higher Education for Sustainable Development* which today informs IAU's work on HESD. In 2014 as well IAU was invited to assume a leading role in the **UNESCO's World Conference on Education for Sustainable Development**, in Nagoya, Japan. 2015. Today, IAU is an official Partner Network of the **UNESCO Global Action Programme on ESD**. UNESCO's Roadmap for Implementing the GAP explains the five Priority Action Areas of the Global Action Programme and its implementation mechanisms which includes the setting up of Partner Networks to help implement the GAP. They consist of strategically selected key ESD stakeholders which actions are expected to have a catalytic effect. IAU is a Member of the Network on Priority Action Area 2: Transforming learning and training environments on the basis of the Launch Commitment submitted before the World Conference, and contributes as well to the other networks, in particular to the one on Policy.

In this context IAU continues to develop the **IAU global Portal on Higher Education for Sustainable Development:**

www.iau-hesd.net. With the aim to focus specifically on the higher education and research in the post-2015 development agenda, IAU builds bridges between the former HEEFA and HESD initiatives. The portal will focus more substantially on HE actions to address the SDGs and to showing contribution to the post-2015 development agenda. The representativity and connectivity of the portal is increasing exponentially: the portal lists more than 450 HEIs from 100 countries, 140 organisations, 375 actions, 153 HESD contacts, 198 websites and it is growing. The portal provides support to some 1,500 visitors per month and 375 single visitors per week. Online assistance is provided to help the users in order for the tools listed to be used to the full.

IAU develops initiatives and projects, contributes to key international events and focuses its international conferences entirely or in part on this topic. IAU represented its Members on several committees, including: the UNESCO GAP partner network meetings and working groups; the Ubuntu Committee of peers; the Regional Centres of Expertise (RCEs) selection committees; UNEP's Global Survey on Sustainable Lifestyles (GSSL) project and the 10 YFP; The UNEP Nairobi GUPES initiative; IAU is one of the HESI endorsers; we support SULITEST to name but a few. New agreements are to be signed to enhance synergies between organisations and initiatives and to achieve the goals set jointly.

IAU Members have been invited to contribute to the portal and as well to submit briefs for publication in this issue. A selection is presented below.

MEMBER'S ACTIVITIES RELATED TO HESD

➡ Kalinga Institute of Social Sciences (KISS)/KIIT University, India

Kalinga Institute of Social Sciences (KISS) provides free education from Kindergarten to Post-Graduation with vocational training, lodging and boarding, state-of-the-art infrastructure and facilities for 25,000 indigenous children. KISS represents all the 62 indigenous communities of Odisha including the 13 *Particularly Vulnerable Tribal Groups* (PVTG). The KISS model is replicated in Delhi, Chhattisgarh, Jharkhand, Bhutan, Afghanistan, Cambodia and Nepal.

Contact Point: Dwiti Chandragupta Vikramaditya (dwiti. vikramaditya@gmail.com and dwiti.vikramaditya@kiss.ac.in) www.kiss.ac.in and www.kiit.ac.in

➡ Inclusive University Education through Knowledge Based Area Development: A Step Towards Community Self-Reliance Approach in Bangladesh

by **Prof Dr M Alimullah Miyan**, *Vice-Chancellor and Founder, IUBAT– International University of Business Agriculture and Technology (www.iubat.edu; miyan@iubat.edu)*

Higher education can be the vehicle for growth and social mobility when it is accessible and inclusive. This is a difficult challenge in a developing country like Bangladesh where only 10.6% of the aspirants get access. The factors that constrain access include poverty, affordability, motivation and elitist perception of higher education. IUBAT is pursuing the Knowledge Based Area Development: A Step Towards Community Self-Reliance (KBAD) approach to address the issue of inclusion. The KBAD is an outreach individual-to-community based program for achieving inclusive higher education by providing access to every qualified young person regardless of the financial standing of his/her family.

This program has enabled the university to extend coverage to every region (60 districts) and 504 out of 508 upazillas (sub-districts) of Bangladesh over last decade (www.iubat. edu/kbad/kbad.jpg). This has helped many impoverished families to achieve social mobility through improved economic prosperity. Through an extension model, KBAD envisions giving access to at least one young person, particularly woman to professional higher education from each of the 87,963 villages of Bangladesh (www.iubat.edu/kbad). The KBAD concept is receiving recognition in international forums and developing country universities may consider adopting this model to achieve inclusive higher education.

➡ Efforts towards Sustainable Developments at Assam Don Bosco University, India

In its endeavor to address rural poverty reduction and conservation of healthy ecosystems, the University has embarked on a plantation drive spread over 190 acres. The variegated cropping of tea, coconut, rubber and cocoa will be established as livelihood projects within the scope of demonstration farms and nurture the setting up of Farmers' Cooperatives in the surrounding 42 villages. Seed gardens have been established to augment scientific research in crop development, inter-cropping and community cooperation. This is further expected to develop marketing strategies and value addition to existing agricultural products. Self sufficient water reservoirs in lakes created by the University over 18 acres will help to sustain the ground water table. An agreement with a public sector undertaking within the Ministry of Energy, Government of India has enabled the University to establish a 2 Megawatt solar power plant and initiate energy access for the campus and its rural vicinity.

Contact: James Famkima, OSD to Vice Chancellor, Assam Don Bosco University, Guwahati, Assam, India (james.famkima@ dbuniversity.ac.in)

Website: http://dbuniversity.ac.in/Eco-Friendly-Campus.php

➡ The Role of HE and Research to Address the New Sustainable Development Goals

As proposed by the United Nations (UN) in June 2012 and drafted in 2014, the seventeen new *Sustainable Development Goals (SDGs)* with 169 targets covering a wide range of sustainable development issues, shall start in late 2015 and will replace the *Millennium Development Goals*.

Higher education and research are key to achieving these goals. Global partnership and internationalization of universities and research institutes will be the first step on this road. The University of Alexandria calls for proposals to develop such partnerships

Contact: Prof. Dr. Seddik Abdel Salam, Vice-president for graduates and research, Alexandria University (seddiktawfik@hotmail.com)

➡ Big issues and next steps: where we go from 'Beyond 2015'

by **Liam Roberts**, Acting Programme Manager (Liam.Roberts@acu.ac.uk) and **Patrice Ajai-Ajagbe**, Programme Officer (Patrice.Ajai-Ajagbe@acu.ac.uk), the Association of Commonwealth Universities - www.acu.ac.uk

It has been 15 years since world leaders convened at the UN General Assembly to establish the far-reaching MDG framework of international development targets. This September, the General Assembly meets again, to formally launch the new Sustainable Development Goals (SDGs).

It may seem surprising that tertiary education does not receive a more concerted focus in the SDG framework. But, as the ACU has advocated over the 18 months of 'The world beyond 2015 – Is higher education ready?' campaign, the prominence of higher education within specific UN brokered goals is not actually of primary importance. Much better that governments, research funders, and universities themselves recognise that higher education underpins the achievement of all goals, within both the old MDG and the emerging SDG frameworks.

The Beyond 2015 campaign has provided a platform for hundreds of voices from across and outside the sector, all speaking to how higher education has supported (and can further support) development processes in a global context. From these diverse comments and voices, recurring cross-cutting themes have emerged around *engagement, access, employability* and *mobility*, highlighting that:

■ Higher education already plays a leading role in socioeconomic development. In light of emerging challenges and technologies, the scale and modality of efforts from the sector requires new thinking.
■ Universities need to be able to accommodate growing cohorts of skilled secondary school leavers to support a new generation of leaders and job creators. HEIs must strive for both accessibility and quality.

■ Universities are expected to generate highly-skilled workers and future employers. Employability, however, requires that graduates have skills that are in demand – including developmental demand as well as the demands of the market.
■ The increasing internationalization of higher education places academics and students in a strong position to address transnational challenges.

Upon distilling these themes, the ACU was invited to table a briefing paper at the 19th Commonwealth Conference of Education Ministers (19CCEM) in The Bahamas in June 2015. Our recommendations were simple: without strong higher education systems, the targets identified in the MDGs and the emerging SDGs will remain far ahead of us. When we speak of going 'beyond 2015', we would prefer to address meeting our goals, rather than always chasing them.

A wider paper on our findings from the campaign will be published to time with the UN General Assembly meeting this September. For more information, visit www.acu.ac.uk/beyond-2015

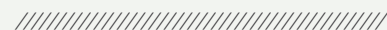### ➡ 8th World Environmental Education Congress

World Environmental Education Congress – WEEC – is an international congress addressing education for environment and sustainable development.

WEEC2015 was the 8th congress and took place in Gothenburg, Sweden, between the 29 of June and 2 of July 2015. University of Gothenburg and Chalmers University of Technology were hosting the congress through the Centre for Environment and Sustainability together with the WEEC permanent secretariat. With 800 delegates from 73 countries the congress represented a big part of the world. The congress was very successful and highly appreciated among the delegates. With 120 parallel sessions during 4 days the congress managed to cover the 11 subthemes following the main theme "Planet and People – How can they develop together?"

Outside of the regular congress activities several other activities also took place during WEEC such as a sustainable recipe contest among school children, sustainable art exhibitions, sustainability pledges with #greenhackgbg, public sustainability lectures, a collaboration with Young Reporters for the Environment (YRE) from Sweden, Slovakia and Turkey and the Swedish launch of "tap water certification" of the congress with free bottles and set up taps for people to fill their bottles. Through the many activities the congress aimed to inspire the delegates to bring home new ideas.

The IAU took part in WEEC and related events, in particular the Global Universities Partnership on Environment for Sustainability (GUPES) Forum, and a parallel event organized by the International Intergenerational Network of Centers.

During the Opening Ceremony of the WEEC, **Pam Fredman**, *Vice-chancellor of the University of Gothenburg and First Vice President of the International Association of Universities* inaugurated the Conference and spoke on behalf of the IAU. She used the work of the IAU on HESD as an accomplished example, highlighting the efforts of the IAU in the UNESCO's Global Action Programme (GAP) and the post-2015 development agenda. A fruitful network of partners has been established at WEEC and IAU will continue to build synergies between initiatives, towards a more sustainable future.

For more information: the website: www.weec2015.org
Contact: Rebecka Hallén, Project Manager WEEC2015: Rebecka.Hallen@gu.se

➡ Centre of Environment and Sustainability

is a member of Sustainable Development Solutions Network (SDSN) since 2013.

The vision of SDSN Northern Europe is to offer a solid platform for multi stakeholder collaboration and action. It will be developed into an arena for transformative solutions in collaboration where existing knowledge and technology is utilized and developed for knowledge transfer, where the solutions are put into practice, and where collaborations for sustainability initiatives at local, regional as well as global level will contribute to the implementation of the sustainable developments goals, as visualized in the UN post-2015 agenda.

Added values for members in the SDSN Northern Europe include increased visualization through:

■ Action driven public-private partnerships that create innovation, production of solutions and services, training and education;
■ Effective communication to mobilization and setting the agenda;
■ Multi stakeholder interaction, commitment and engagement to create new ways of orchestrating capability and talent;
■ Active dialogue on the post-2015 agenda, via regional and global SDSN UN consultations, including on the sustainable development goals (SDG), financing for sustainable development and regional and global indicators and monitoring frameworks for sustainable development.

For more information about SDSN Northern Europe, please contact Katarina Gårdfeldt, Director at the Centre for Environment and Sustainability (GMV) at Chalmers University of Technology and University of Gothenburg: Katarina.Gardfeldt@gu.se - www.gmv.chalmers.gu.se

➡ A Nordic sustainable campus network

The Nordic Sustainable Campus Network, NSCN, was established in 2012 to strengthen the sustainability efforts already undertaken in the Nordic universities. The network is targeted to sustainability/environmental staff working in the Nordic higher education institutions – both in administration and teaching.

NSCN objectives:

■ improving sustainable development through Nordic universities
■ committing top management and involving all university stakeholders
■ supporting sustainability activities within Nordic universities by creating a platform for communication
■ strengthening Nordic visibility in global networks like ISCN
■ sharing experiences and best practices.

During 2014-2015 the NSCN supports the Rio + 20 commitments through a project with the targets:

■ to inventory the steering mechanisms used in guiding sustainability work in Nordic higher education institutes (HEIs)
■ to find central drivers and barriers in the sustainability work in Nordic HEIs
■ to find measures to overcome the most severe barriers and ways to improve the steering measures
■ to create joint Nordic recommendations for enhancing sustainability in HEIs

The results from the Rio +20 project will be presented in November 2015.

For more information: E. Omrcen eddi.omrcen@gu.se or U. Lundgren ullika@gu.se

NSCN website at: https://nordicsustainablecampusnetwork.wordpress.com/

➡ IAU gets involved in a one-year professional training programme: Piloting blended professional training on education for sustainable development in higher education – open access material available

by **Clemens Mader**, *Linde Grießhaber, Lorenz M. Hilty, University of Zurich, Switzerland*

Blended learning offers benefits for capacity building through the hybrid combination of local interactive workshops and online learning opportunities providing room for intercultural and cross-institutional exchange. In October this year, the Sustainability Team at University of Zurich (Switzerland) will pilot, in partnership with **IAU**, a one-year professional training

programme on education for sustainable development (ESD) based on such a blended learning approach. The programme aims to increase ESD capacity among educators and to support them in integrating sustainability practices into educational and institutional environments (priority action areas in the UNESCO Global Action Programme on ESD).

The programme entitled: "ELTT – Enabling Leadership for Transformational Teaching and Learning for Sustainable Development" is to enable participants to increase the impact of their teaching and research on sustainable development. This does not only relate to content, but also to methods and approaches of education. The ELTT programme combines eight modules of ELTT workshops taking place at the University of Zurich and ELTT online panel discussions with internationally outstanding experts from science, policy and practice in higher education for sustainable development. Peer exchange shall be facilitated throughout the programme. The eight concerted modules, each of them including a workshop with hand-out and an online panel, build upon each other and focus on the following topics:

1. Setting the frame: from global programmes on ESD to local implementation in higher education
2. Taking leadership for implementing transformative ESD
3. Competences for ESD
4. Methods for teaching ESD
5. Learning through assessment
6. Multi-stakeholder learning
7. ICT for ESD and sustainability research
8. Scaling up ESD practices and initiatives

ELTT hand-outs and ELTT online panels will be openly accessible. Thus, institutions from around the globe can organise own local workshops at their institutions taking advantage of the ELTT open access materials.

Close cooperation with international networks provides additional opportunities for participants to exchange experiences with peers from other institutions and cultures.

Partner networks are:

- IAU – The International Association of Universities
- COPERNICUS Alliance – European Network on Higher Education for Sustainable Development

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h.vantland@iau-aiu.net

- GUPES – UNEP: Global University Partnership for Environment and Sustainability
- United Nations University, Institute for the Advanced Studies of Sustainability (Global Service Centre for Regional Centres of Excellence)

The pilot programme is supported by the partners and funded by the "Sustainable Development at Universities Programme" of the Swiss Academies of Arts and Sciences, Mercator Stiftung and the University of Zurich. After this pilot implementation, experiences with blended learning formats as well as the feedback from participants and international partners shall lead to the development of a periodical professional training programme intended to continuously enhance ESD capacities among university educators.

If you are interested in the ELTT programme, please contact us: Dr. Clemens Mader, ELTT Programme Lead, University of Zurich, mader@sustainability.uzh.ch

For further information: www.uzh.ch/about/basics/sustainability/team/projects_en.html

➡ **The collective voice of the world's universities and colleges will be heard at COP21 when the United Nations Climate Change Conference takes place in Paris, France during the first week of December**

A **global alliance of tertiary and higher education sustainability networks**, in which IAU takes part, representing more than 3,000 universities and colleges worldwide, jointly issued an **open letter** urging Ministers and Governments to acknowledge and strengthen the research and education role that Universities and Colleges play in addressing climate change. You can download the letter from the IAU website www.iau-aiu.net.

Addressed to COP21 Ministers and Governments the letter calls for more specific measures to be taken such as showcasing universities and colleges as living laboratories for climate change adaptation and mitigation, increasing support for transdisciplinary learning, teaching and research approaches, and using University and College campuses and operations as a leverage agent to accelerate the transition to clean energy sources.

The Open Letter from the global alliance will be handed to COP21 General Secretary Pierre Henri Guignard on 14 October at the UNESCO Headquarters during the Higher Education for Climate Change Action Event. The event is hosted by The Higher Education Sustainability Initiative- HESI.

If you represent a university or college sustainability related network and wish to become a signatory of the open letter, please email ipatton@eauc.org.uk or john.north@grli.org

LEADHER: IAU LEADERSHIP FOR HIGHER EDUCATION REFORM PROGRAMME

The IAU Leadership for Higher Education Reform Programme (LEADHER) creates opportunities for learning partnerships and collaborations 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 a special grant that IAU has received 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.

2015 LEADHER competition
On the occasion of the 2015 competition, 6 projects were selected. The achievements of these projects are presented here below.

1. **University of Porto** (Portugal), **University of Cape Verde** (Cape Verde) and **Jimma University** (Ethiopia) worked together on a project intended to exchange ideas, best practices and expertise, with a view to improving research planning, develop and manage structures of each institution. Additionally, a further goal was the building up of a strategic cooperation alliance between the three institutions. Finally, the project intended to bring the University of Cape Verde and Jimma University to constitute institutions of reference in Western and Eastern Africa, respectively. In order to achieve these objectives, three learning visits took place. The University of Porto and the University of Cape Verde visited Jimma University in February; the University of Porto visited the University of Cape Verde in May; Jimma University and the University of Cape Verde visited the University of Porto in June.
"The LEADHER grant has been instrumental in bringing the three partners together. In the case of Jimma University there was scarce knowledge of each other and it was a particularly good surprise, the fact that we all thought that we had much to collaborate on. In the case of Cape Verde University there were more collaborations between both universities already established, but there are far more now that can be established as soon as we get some money to back the process."

2. The LEADHER project enabled **Masaryk University** (Czech Republic) and **Jimma University** (Ethiopia) to set up groundwork for closer cooperation. The main goal of the project was to foster institutional cooperation, share best practices and develop management and research capacity. In order to achieve this objective two learning visits were organised; one in March at Jimma University and one in May at Masaryk University.

Top: From LEADHER project 1 – **Below:** From LEADHER project 2

"So far there was no cooperation between MU and any university in Ethiopia thus LEADHER provided a unique opportunity to do so. The LEADHER grant was quite instrumental to further our discussion and getting to know each other. At this point, there is a wider range of possibilities to work together in the near future as potential areas are discussed. Thanks to the LEADHER grant, there are plans now for a grant application from the EU [...] and other funding opportunities."

3. The objective of the LEADHER project undertaken by the **University of Sassari** (Italy) and the **Islamic University of Gaza** (Palestine) was: "Improvement of Higher Education Institutions Capacity and Competency to engage in collaborative research projects for poverty alleviation". Because of the situation is Gaza, the boarder closure at the only two possible crossing points, the project team could not travel neither from Gaza to Italy nor from Italy to Gaza. Two Skype meetings were organised instead in May and June.
"[Thanks to the LEADHER grant] IUG and UNISS are now developing an MOU to be signed and to provide the required framework to participate in a next open Call for proposals from the E+ and HORIZON 2020. As result of the project, IUG will concentrate more on reforming its policies and strategies towards the internationalization of scientific research."

4. The main goal of the collaboration in the LEADHER project between **University of Malaya** (Malaysia) and the **American University in Cairo** (Egypt) was to strengthen and promote cooperation between the two institutions in sharing knowledge and information through an effective university research management system. Two learning visits were carried out in this project, in January in Egypt and in April in Malaysia. As a result of the project the University of Malaya (UM) decided to restructure its research management to better manage sponsored research. The grant management practice especially in international grants in the American University in Cairo were found very good to UM.

"The LEADHER project does act as a catalyst for other collaboration partnerships especially in research projects. Apart from a discussion on research management systems, the host institutions also arranged visits to research centres to promote the research activities in respective institutions during the two learning visits."

5. The LEADHER project between **Alexandria University** (Egypt) and **Moi University** (Kenya) had three main goals: support for research capacity building mainly through training in management of common health problems, support of internationalization of both parties and opening of the field for collaboration with other Nile Basin and international universities. Two learning visits were organised, in April in Egypt and in May in Kenya.

"[The LEADHER grant] was a great opportunity for both

partners to meet and plan for joint research and training. Moreover a long term plan for developing a joint degree is being designed."

6. The objective of the cooperation between the **University of Ghana's Institute of African Studies (Ghana) and University of Kassel's International Centre for Decent Work and the Department for Development Policy and Postcolonial Studies (Germany)**, facilitated by a LEADHER grant, was to further different avenues of collaboration ranging from joint conferences and internationalization through student exchanges to research collaboration. The main activities undertaken as part of the LEADHER grant were centred on two visits: A delegation of the University of Kassel visited the Institute of African Studies in April, and a return visit of a delegation from the Institute of African Studies to Kassel took place in May.

"The LEADHER grant served as an important catalyst that helped to identify further areas for potential collaborations. The grant thus definitely allowed both institutions to engage in joint planning to expand their current collaboration. The exchange enabled by the LEADHER grant was constructive and fruitful, as it allowed the partaking partner institutions to address internationalization of research and teaching areas identified as in the strategic interest of all participants."

Top left: LEADHER project 2 – **Top right:** LEADHER project 4 – **Below left:** LEADHER project 6 – **Below right:** LEADHER project 1

IAU COLLABORATION AND NETWORKING

➕ IAU SIGNS FRAMEWORK AGREEMENT WITH UNESCO ON FUTURE DEVELOPMENT OF WHED

On August 24, 2015 the IAU signed a Framework Agreement with UNESCO concerning the **continued provision up-to-date and comprehensive information on higher education systems, credentials and institution around the world**. The Agreement concerns the IAU's *World Higher Education Database (WHED)* which will be maintained from now on with active support and collaboration of UNESCO. The WHED is made freely available by IAU on the WHED portal (www.whed.net) and serves to publish the International Handbook of Universities as well as the Guide to Higher Education in Africa.

Readers of UNESCO's Portal of Recognized Higher Education Institutions will be instructed to consult the WHED for related and more up-to-date information and IAU will request information updates with UNESCO support. Through this collaboration, both organisations hope to increase the response rate and thus the accuracy of the information provided by both national authorities (Ministries and related bodies) and by HEIs around the world.

Maintaining the WHED, an undertaking to which IAU has been committed for more than 60 years, is a massive effort for a small NGO. The Association is very pleased to have UNESCO's support in this endeavor which serves the interests not only of the IAU Members (made more visible in the WHED) but the wider higher education community worldwide.

For more information on the WHED, please contact: Isabelle Turmaine, *IAU Director,* Information Projects and Services (i.turmaine@iau-aiu.net)

➕ AUF – IAU COOPERATION AGREEMENT JUST SIGNED

The IAU signed a cooperation agreement with the ***Agence universitaire de la Francophonie*** – AUF (Francophone Association of Universities) which will include:

1. Regular meetings between representatives of the two organizations;
2. Exchanges of information between the two organizations, securing active participation of AUF at IAU's conferences and vice-versa, and discussing possible joint communiqués on topics of interest to both organizations;
3. Joint activities in the field of ICTs as for example AUF's participation in IAU Working Group to be set up to revise the IAU Statement on ICTs and Universities and the inclusion of IAU's project for librarians on OER in AUF's project for the creation of an online university in Côte d'Ivoire.

➕ THE ANUIES AND THE INTERNATIONAL ASSOCIATION OF UNIVERSITIES SIGN A LETTER OF AGREEMENT

As part of the State visit of President Enrique Pena Nieto in France, the ANUIES took part in various meetings and forums in order to exchange ideas and envision new ways of academic collaboration with the country. In this context, Maestro Jaime Valls Esposito, the Executive Secretary General of the ANUIES, signed a letter of agreement with Mrs. Eva Egron-Polak, the Secretary General of the International Association of Universities (IAU), in order to promote cooperation between the two organizations. This cooperation will include

IAU and ANUIES signing MoU

the organization and development of academic and scientific activities in fields of common interest.

This initiative aims to promote the internationalization of higher education and the training of high-level human resources through the convening of workshops, conferences, forums, roundtables, debates and seminars which will gather the respective member institutions of both Associations.

INTERNATIONAL UNESCO-IIEP/IAU SURVEY ON "CURRENT DEVELOPMENTS, DRIVERS, AND CHALLENGES IN THE QUALITY MANAGEMENT OF HIGHER EDUCATION INSTITUTIONS"

Quality management (QM) has become a major strand of higher education reform worldwide. Many higher education institutions (HEIs) have set up QM mechanisms not only to comply with the requirements of national quality assurance agencies or regulatory bodies, but also to generate information that responds to their internal requirements for quality monitoring and management.

With this background, the UNESCO-IIEP has launched an international research on QM in higher education. This project is based on the two strands: an international survey and a case study research. First of all, the international survey conducted jointly with the International Association of Universities (IAU) intends to investigate the state of development, drivers and challenges of QM in universities worldwide. Second, a case study research illustrates good principles for QM in eight universities in order to guide other HEIs in the design and development of their QM systems. The research also investigates the effects of QM systems on the quality of academic programmes, on employability of graduates, and on institutional planning, management and decision-making. This study further sheds light on internal and external factors in these universities that condition the effectiveness of their QM systems.

The international survey will be launched in October 2015. The information collected from this survey will be used to prepare a joint research report and will be published during 2016.

If you wish to take or simply have any questions or recommendations on the survey, you can contact Michaela at m.martin@iiep.unesco.org

A NEW COUNCIL OF EUROPE PLATFORM ON ETHICS EDUCATION

The Council of Europe is launching a new initiative to promote more ethics, transparency and integrity in education. The ETINED Platform will be launched in Prague on 1 October with the participation of the Czech Minister of Education, Youth and Sports Kateřina Valachová and the Council's Director General of Democracy Snežana Samardžić-Marković. The IAU will be represented by its Secretary General, Eva Egron-Polak. More information can be found on: www.coe.int/education

COMPETENCES FOR DEMOCRATIC CULTURE

As previously reported in these pages (Vol. 20 No.3 and Vol.21 No.1), the Council of Europe's Education Department has elaborated a new theoretical model of the competences (i.e., the values, attitudes, skills, knowledge and critical understanding) that are required for democratic culture. This model has now been reviewed by a wide range of international experts whose comments will contribute to the final version.

The next stage in the project was to compile a bank of descriptors of learning outcomes which will enable teachers to assess the extent to which a learner has acquired these competences. In order to determine which of these descriptors are the most relevant, understandable and practical from the teacher's point of view, and to which level(s) of education each descriptor applies, the Education Department has set up an online survey. This will pave the way for testing a refined list of descriptors in actual school situations in order to assign the descriptors to levels of proficiency, e.g. basic, intermediate or advanced. This phase is planned for 2016.

We hope that as many people as possible will respond to this survey and provide valuable input to this Pan-European project. It is open to all educators and available in several languages. Filling in the questionnaire takes about 45 minutes. To take part, go to: www.coe.int/competences

MEMBERSHIP NEWS

Total number of institutional Members is 626 (including 5 observers)

IAU is pleased to welcome new Members who joined and re-joined the Association since April 2015.

HIGHER EDUCATION INSTITUTIONS

Southern University
Bangladesh
www.southern.edu.bd

World University of Bangladesh
Bangladesh
www.wub.edu.bd

Université du Québec à Montréal (UQAM)
Montréal, Canada
www.uqam.ca

York University
Canada
www.yorku.ca

IIC University of Technology
Cambodia
www.iic.edu.kh

Antioquia School of Engineering
Colombia
www.eia.edu.co/

University of Bamberg
Germany
www.uni-bamberg.de

Aristotle University of Thessaloniki
Greece
www.auth.gr

Banasthali University
India
www.banasthali.ac.in

University of Mohaghegh Ardabili
Iran
www.uma.ac.ir

International Telematic University UNINETTUNO, Italy
www.uninettunouniversity.net/en

University of Duhok
Irak
www.uod.ac

Middle East University
Jordan
www.meu.edu.jo

Amman Arab University
Jordan

University of the Sierra Sur
Mexico
www.unsis.edu.mx

Autonomous University of Hidalgo State
Mexico
www.uaeh.edu.mx

Mongolian National University
Mongolia
www.mnu.edu.mn

Sohar University
Oman
www.soharuni.edu.om

Sindh Madressatul Islam University
Karachi, Pakistan
http://smiu.edu.pk

University of Management and Technology
Lahore, Pakistan
www.umt.edu.pk

Al-Istiqlal University
Palestine
www.pass.ps

Karlstad University
Sweden
www.kau.se

Okan University
Turkey
www.okan.edu.tr

National University of Pharmacy (NUPh)
Ukraine
www.nuph.edu.ua

University of California
San Diego, USA
www.ucsd.edu/

NEW MEMBER ORGANISATIONS

National Association of Universities and Higher Education Institutions (ANUIES)
Mexico

➕ News from the IAU Secretariat

Our congratulations and best wishes go to Élodie Boisfer who joined the French public service in June this year, after more than 6 years at the IAU Secretariat. With some re-assignment of responsibilities, we are pleased that Ms. Trine Jensen accepted the position of Programme Officer, taking on the coordination of all IAU conferences and Administrative Board meetings. She will continue to prepare the Annual Report, contribute to *IAU Horizons* and get involved in other projects. Ms. Jensen can be reached at: t.jensen@iau-aiu.net. Finally, we have the opportunity to welcome Juliette Becker who has taken on the position of Executive Assistant to the Secretary General. She acts as coordinator for the new IAU professional development programme – the LGEU and maintains liaison with IAU Members and assists the Director, Membership and Programme development in handling all applications. Juliette Becker, IAU Executive Assistant/Programme Officer can be reached here: J.becker@iau-aiu.net.

IN FOCUS

IN FOCUS
Leadership Challenges and Strategic Management

Governance and leadership are very important aspects of quality higher education and are an essential foundation for any HEI to flourish and to fulfill its social mission. Effective governance and leadership play a vital role in enabling institutions to meet the challenges created by new socio-economic factors that create new and difficult environment for education. These challenges include the commodification of higher education, the promotion of an equitable society, the need for an ethical framework for higher education, and the role that higher education must play in promoting sustainable development.

For example, the widespread view of higher education as a commodity sees HEIs as vocational centres. This growing distortion of the ethos of education has widened the gap between HEIs in the developing and developed countries and within individual country. The U.S. higher education system provides an example of this widening gap. Over the past 30 years, it has gone from facilitating upward mobility to exacerbating social inequality. The proportion of full time faculty is in sharp decline, replaced by adjunct instructors with limited time and institutional support to focus on serious academic development. U.S. higher education is regarded simply as a business though its institutions are by and large non-profit organizations.

Other examples illustrate the issue of widening disparities. Through increasing student mobility, especially from the global South to the North, which is motivated by financial gain is increasing in many countries as public spending has shrunk over the years. The practice of benchmarking against so called "world class" institutions has created simplistic and linear thinking that has jeopardized HE in developing countries, pushing them to shift from national to international or global imperatives. This situation risks becoming even direr as the pressure mounts on already disadvantaged institutions. Leadership will be essential to ensure institutional commitment to a mission that is focused on quality in the local context.

Effective leadership and good governance will also play a crucial role in creating an ethical framework for institutions, including in the area of internationalization. Such a framework will require institutions and their leaders to adhere to a set of ethical guidelines and codes that are universally endorsed as a common platform for universities. The IAU/MCO Guidelines for institutional codes of ethics offer a possible framework. An ethical institution must be a rigorously knowledge-based entity that serves humanity by engaging with the community in the preservation of human dignity and promoting the survival of the planet. The concept of sustainable development must be a central theme for HEIs post-2015.

The In Focus section debates aspects of these important issues.

Your reactions to the text below and the papers enclosed can be sent to the editor Dr. Hilligje van 't Land at: h.vantland@uiau-aiu.net

01 Leadership and strategic management

by **Pam Fredman**, Vice Chancellor, University of Gothenburg, Sweden and **Marianne Granfelt**, Secretary General, Association of Swedish Higher Education (SUHF) (pam@gu.se; marianne.granfelt@suhf.se)

The role of leadership and management of higher education institutions (HEIs) for the quality and development of research and education is highlighted in the activities of IAU. However, the conditions for this leadership vary greatly, depending on factors such as national regulations and ownership structure (public vs. private). The demands imposed on management and line organisation by the government, private owners and funders is sometimes perceived as a challenge to traditional academic collegial structures.

In Sweden, the majority of HEIs are public authorities. The government has noticed the crucial and complex role of HEI leadership and for some time expressed the need for special investigation of HEI leadership. The government looked for an investigator with substantial experience and knowledge of HEI leadership and who was well respected in the HEI sector. In May 2014, the former Vice Chancellor of Stockholm University, Kåre Bremer, was appointed as investigator. In the year that has passed, he has collected views and experience from the sector, including leaders, researchers and other stakeholders through for example interviews, seminars and reference groups. Although the investigation report will not be presented until October 2015, preliminary results and recommendations have already been made available and discussed widely.

It is important to stress that this paper is our summary and represents our views based on the investigator's presentations so far. Again, the final document has not yet been submitted to the government. Moreover, the government will most likely circulate the document to HEIs and other stakeholders for comments before decisions are taken.

The initial task given to the investigator was to 1) analyse and describe the roles of the Vice Chancellor and the board in the leadership of the institutions, 2) analyse and describe collegial decision making at the institutions and 3) map and analyse the institutions' work with strategic recruitment and support

for strategic leadership. These tasks should be considered in the perspective of quality and effectiveness in research and education.

When it comes to the university board members, the student representatives are appointed by the student union, the staff representatives by faculty and external members including chairman by the government. During the investigation, many voices were raised that tasks concerning the procedures for nomination of the external candidates ought to be included in the investigation, for example should the competence profile of individual board members correspond with the interest both of the government and the HEIs.

It should be noted that the questions raised in the investigation reflect the ongoing debate among both leadership teams and the staff at Swedish HEIs. A special focus in the debate is the balance between the line management and the collegial leadership and how these can be combined to promote quality and effectiveness in education and research. The diversity of HEIs in terms of their size, whether they are younger or more traditional older universities are reflected in their governance and leadership.

There are some points made by the investigator so far. Older universities are generally more decentralised, with strong faculties and a relatively large distance between the Vice Chancellor and the heads of department. The collegiality is strong. In contrast, the more recently established HEIs have a more pronounced line structure and a less pronounced collegiality.

Another finding is that most HEIs have delegated decisions concerning the quality and development of education and research to faculty boards or equivalent structures, which hold a majority of scholarly or artistic competence.

The investigator has looked specifically at the leadership and decision making surrounding organisation, resource allocation and recruitment. He finds that the overall organisation is a matter for the board, but also that any organisational changes become long processes that are much affected by traditions and conflicts of power and interest. The framework for resource allocation is always set by the board, but other decisions concerning resource allocation can be taken at the university level or delegated to other levels. He noticed that decisions concerning priorities and cutbacks at faculty or institutional levels are difficult to make. Both the organisation and the responsibility for recruitment vary across HEIs and are found at different levels.

The most pronounced recommendation is that more importance should be given to strategic recruitment. Bremer also recommends that budgets and resource allocation should be decided by people belonging to the line management after consideration in faculty boards and equivalent collegial structures.

IN FOCUS

Other important recommendations concern clarification of the role of collegial structures. These structures represent a central aspect of governance, but the decision making structure must be clarified. Roles and responsibilities must be made clear. The presence of formalised processes guarantees influence for students and staff.

To overcome the difficulties many HEIs have in recruiting people for leadership roles such as deans and heads of department, Bremer suggests that HEIs should offer adequate administrative support for these roles. Financial resources for strategic development should be ensured, mission, roles and personal terms of employment must be clear.

The issue of what constitutes good leadership is of great importance. The Association of Swedish Higher Education (SUHF) is planning seminars in November, where Bremer is invited to discussions with HEI leadership, staff and students.

02 "From strategy definition to execution. Why and how"
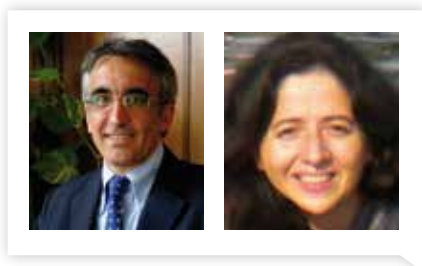
by **Angelo Riccaboni**, Rector, and **Francesca Trovarelli**, Research Fellow, University of Siena, Siena, Italy (angelo.riccaboni@unisi.it; francesca.trovarelli@unisi.it)

In the last decades, all academic systems have been involved in a process of transformation in order to deal with complex social and economic challenges. In particular, the need for better managed universities and new regulations have stimulated the focus on the definition of formal planning and strategic management systems.

According to the classical view of such systems, universities should introduce structured planning systems, in order to define institutional strategies, drive actions and avoid the risk of lack of congruence. Planning systems should ensure unity of direction and financial sustainability.

It should be highlighted, however, that strategic management in universities is more complex than in other organizations, because such organizations need to refer not only to financial dimensions but also to social aspects and elements relating to quality and equity.

Furthermore, uncertainties, dynamism and complexities of the university scenario make it difficult to strictly follow a "rational approach". According to the "rational approach", focus is on the definition of strategies, formulated in line with a vision built in order to better compete and with "objective" internal and external data.

Today more than ever the difficulty of making predictions engenders the role of *formal* planning systems. Also, the path towards the change is full of obstacles, which tend to maintain the *status quo*, like political and cultural factors, technical and managerial complexity, and organizational climate.

For these reasons, it is important to be aware of limits of the traditional focus on strategy definition. What is really important, today, is firstly to understand the *basic strategic orientation* of a university. Only starting from a clear understanding of its own identity, principles and values, a university is able to identify achievable goals and to indicate sustainable paths and directions, to be shared by the university community.

Secondly, more than the formulation of "rational" formal strategies, it is relevant to build cohesion between the phase of execution of paths with the basic strategic orientation.

In this context, the academic leadership has a key role, as it should promote the understanding of the basic strategic orientation and create the proper internal environment able to give execution to university priorities. After deciding which sustainable path to take, the main focus should be on the strategic execution and the implementation of actions able to achieve desired results. The leadership has the tasks of transmitting new directions, communicating reasons for their validity, and giving motivation to overcome criticisms and reservations.

The implementation of the university priorities should not be the result of an isolated effort of a group of skilled technicians, but the product of complex collective processes that affect the entire university. It is important to create a strong team that actually supports the change, and knows the university's identity and processes. It should also have relevant relationships with stakeholders and a mix of experiences, skills and principles able to generate value for university and students.

The university leadership is essential to make it happen.

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03 Governance and strategies leading towards a transborder higher education system
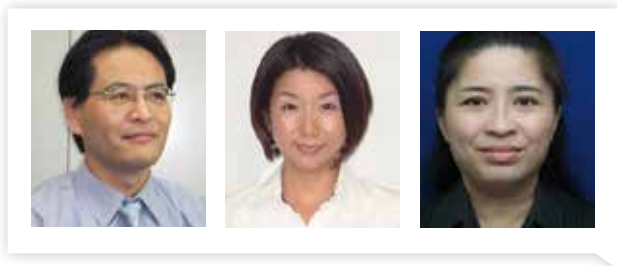
by **Yutaka Tsujinaka**, Executive Advisor to the President, University of Tsukuba, and IAU Administrative Board (yutaka-tsujinaka.fu@u.tsukuba.ac.jp) with **Chiho Kabeya**, Administrative Assistant, Office of Global Initiatives, University of Tsukuba (kabeya.chiho.ge@un.tsukuba.ac.jp) and **Luisa Gomez-Calanag**, Coordinator for International Promotions (US), Office of Global Initiatives, University of Tsukuba (calanag.gomez.gf@un.tsukuba.ac.jp)

In general, contrary to popular beliefs, Japanese society is rather slow to adopt changes and can even be inflexible at times. It has remained stable only in as much as the various systems support each other well. The current higher education system in Japan began in 1949 with the establishment of the New Constitution in 1947 when education laws were enacted and the higher education system was consolidated into "universities" in line with the formulation of the 6-3-3-4 school system. Since 2004, an independent corporation status was given to all national universities. This is a great transformation of the legal status and management system of national universities. However, even when granted such status, they remained basically as one of the conservative systems in society. Recently, however, universities have started to change under strong leadership. At present, there are 86 national universities, 90 public universities and 606 private universities in Japan, where in 80 percent of subsidies from the government are allocated to national universities.

In June 2015, the Ministry of Education, Culture, Sports, Science and Technology (MEXT) announced a policy, to take effect in 2016, to strengthen national universities by classifying them into three types according to their roles and objectives: 1) World Class Universities, 2) Universities of Global Excellence

according to their specialized subject fields, and 3) Universities as local hubs for community development. The World Class Universities are the research-oriented universities which aim to join the TOP 100 universities in the world. The Universities of Global Excellence, on the other hand, would showcase to the world outstanding achievements in specific fields of studies, while the third type consists of the Universities which contribute to the development of local communities. From the perspective of each type, the government awards advantages to those universities that perform well and reduce subsidies to those which perform below government expectations. Since their establishment as independent institutions, national universities have been required to reduce one percent of their administrative costs every year. In the era of the 21st century, competitive grants which national, public, and private universities can strive to acquire, have steadily increased vis-à-vis direct subsidies. In economic terms, the management of universities nowadays appears to be a zero-sum game.

Further aggravating the situation are two structural challenges: the decreasing student population (the number of 18-year olds start to declinein2018) and the stagnant Japanese economy (with over 700 trillion yen of government debt). On the other hand, just like in other parts of the world, expectations on universities to enhance globalization and create innovation are quite high. The world of higher education is now characterized by competition for prestige, talent and resources on both national and global scales. Therefore, advancement of universities is indispensable to increase productivity and competitiveness to maintain the growth of Japan on the world stage.

A specific example can be cited. In the case of the University of Tsukuba, one of the global research universities, the revenue deficit is expected to reach billions of yen in the coming decade. The policy which aims to reduce 20 percent of employment costs incurred for full-time faculty to distribute to promising sectors is being considered. We are expected to make progress while reducing much-needed human resources. We need to make decisions, for both research and education, on the priority areas that need to be strengthened taking into account limited finances and human resources. To alleviate this structural issue, a strong dynamic transformation under the leadership of management is desired.

A concept that represents the strategy of the University of Tsukuba, is leading towards a "transborder" type of university. As the term "transborder" connotes, universities are expected to mobilize people across borders and share scarce and invaluable resources to advance together. The idea is known as the "Campus in Campus (CiC)" scheme. We have come to agree with our vital partners via an MOU and exchange agreements allowing students from all partners to take curricular programs at institutions overseas freely just like in their home university recognizing credit transfers in the process (initially with the University of Bordeaux in France and National Taiwan University). By the end of 2020, the CiC is envisioned to

have up to ten institutions as our partners in the world, fully utilizing the University's overseas offices (to date, we have 13). These overseas offices are tasked to invite well-known researchers as well as research units, and are setting up more international joint degree programs to increase student and staff mobility, among other functions

The term "transborder" does not necessarily imply a global campus. More than that, it requires breaking through eight barriers that exist between the university and external institutions; between organizations on campus; between academic disciplines, administrative systems, degree programs; differences in academic calendar; needs of society; and the university's relationship with high schools. The word "transborder" signifies the strategy that attempts to clear the above-mentioned barriers and also involves sharing resources and hence, benefitting mutually from the partnership. It aims to maximize what the system could offer as a whole and does not put limits to what is only at hand.

Most importantly, the University of Tsukuba is located in Tsukuba Science City, the science and technology hub of Japan, where more than 30 national research institutes and several hundred private research-oriented institutions are operating. Putting this geographical advantage to use, the University collaborates with these world-famous research institutes and shares research and educational resources with them (on a reciprocal basis). Even when we face the reduction of resources at the macro level, the concept of "transborder" serves as a mutual survival mechanism, as we would say, for it is not only about restricting education and research within our own institution, but also actively exchanging resources with institutions outside our comfort zone.

The idea of "transborder" also applies to our internal resources. By changing to a "transborder" university management system, inefficiencies can be reduced through back-up systems that can compensate for the shortage of resources. In addition, the university also encourages student ventures/entrepreneurship through outsourcing services in our campus such as dormitory services, server management, and English writing support, among others, to those students who are running their own businesses (or would like to start one). Moreover, the barriers between faculty and staff members will be eliminated by advancing the capabilities of the latter. The University of Tsukuba intends to expand the use of its manpower by employing the specializations of administrators in the fields of international, education, and public relations in the same way it has been done with employing URAs (university research administrators) as specialists in their fields. Also, taking full advantage of more youth, retirees and female and foreign staff members will be further promoted.

Under its clear vision and strong leadership, the University of Tsukuba aims to prevail over existing barriers to be the most diversified university in Japan. It can, in fact, serve as a model to overcome the structural challenges facing Japan.

Our ultimate goal is for our students to gain the most benefit with the reform of our university system to a "transborder" one that will provide them with the necessary global exposure and mindset. As an example of a Japanese university attempting to transcend all kinds of barriers, we can demonstrate that universities in Japan can be flexible in their strategies to turn whatever crises they encounter into opportunities.

04 Put simply, we are in the wrong organizational vehicle for the 21st century

by **Leith Sharp**, lead faculty and program director, Executive Education for Sustainability Leadership, The Center for Health and the Global Environment, Harvard T.H. Chan School of Public Health (Leith_sharp@harvard.edu)

I've been asking senior leaders this question: "Is there a clear path for a good idea to come from anywhere in your organization?" The general consensus is no, there is no clear path for a good idea to find its way forward from anywhere, not for universities, corporations, government agencies, nor non-profits alike. There are some specific exceptions, but they are specific and they are exceptions. Instead the general agreement seems to be that the success of a good idea depends mostly on the sheer tenacity of its champion.

I've also been asking senior leaders, "Do you think management-driven hierarchy, or the command control operating system that predominates almost all sectors, is adequate for tackling a complex adaptive challenge like sustainability? Or is it adequate for tackling our other complex 21st century challenges?" No one is saying yes. Add to this anecdotal avalanche the empirical nugget that 70% of the US workforce is disengaged at work (Gallup *State of the American Workplace Report 2013*), and there you have it.

Nobody actually seems to think that our predominant mode of organizing is going to get us through this century effectively.

Put simply, we are in the wrong organizational vehicle for the 21st century.

This is big news. It begs the question for the sustainability-minded, why are we all still running around the deck of this sinking ship, tossing out water and trying to change direction, when the ship itself might be our most immediate problem? One of the biggest reasons is that if we are going to talk about the deep work of organizational transformation, then we must have the involvement of enough senior leaders. This has been hard to stir up in any consistent way and the bandwidth senior leaders have dedicated to it has often been consumed by low impact leadership.

Defining Core Business Integration of Sustainability (CBI-S)

Core Business Integration of Sustainability is a commitment to go beyond treating sustainability as an add-on and settling for doing less bad. It's about taking up the qualitatively different leadership challenge of driving sustainability into the core mission and business of the organization by developing the right organizational operating systems.
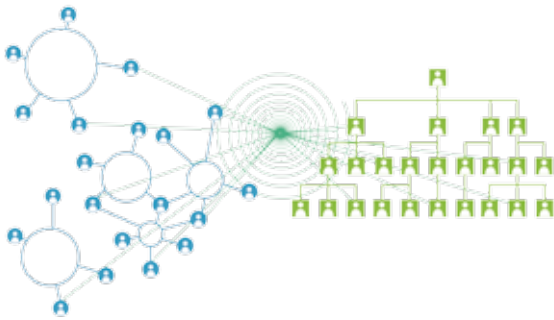
Senior leadership bandwidth must be directed towards high impact sustainability leadership

For some time now, senior leaders have been peppered with individual sustainability battles, little victories and incremental goals towards doing less bad. As a result, many leaders have sensed in sustainability a bottomless pit of need that fills them with dread. Senior leaders need to be engaged in a new kind of high impact sustainability leadership that transforms their organization into an agile, innovative, and profoundly change-capable enterprise with the fitness to go beyond simply less bad towards a mutually regenerative relationship with our planetary life support systems. This is what brings us to the necessary emphasis on transforming organizational structures or operating systems.

It's not about throwing out command control, it's about complementing it

Senior leaders remain understandably hesitant to explore uprooting the command control systems and structures on which their organization rely. But a significant number of leaders will entertain the idea of creating a second

complementary adaptive operating system that can be harmonized with command control to bring about a new era of organizational engagement, agility and change-capability. This is why we are now working with a growing number of leaders and sustainability professionals to define the leadership work of integrating and harmonizing adaptive cycles of engagement, collaboration and applied learning with command and control routines of scaling, execution and accountability so that large numbers of good ideas can come from anywhere and take root, continuously and stably.

Common reactions to the big ideas behind CBI-S: *many interesting reactions have been received. You can read these online in the longer version of the text, see: www.chgeharvard. org/resource/put-simply-we-are-wrong-organizational-vehicle-21st-century*

Join this initiative: large numbers of senior leaders and sustainability professionals are needed to advance this critical leadership work through applied experimentation and shared learning at scale. To find out more about future CBI-S convenings, please contact the author.

05 Governance and institutional leadership in higher education in India

by **N.V. Varghese**, Director, Centre for Policy Research in Higher Education (CPRHE), National University of Educational Planning and Administration (NUEPA) India (nv.varghese@nuepa.org)

Massification of higher education

The higher education sector in India has been experiencing slow growth and low GER for a long time. The acceleration in the rate of growth and increase in GER in this century helped the country enter into a stage of massification of higher education. With around 30 million students, 700 universities and 36 thousand colleges, the Indian higher education sector is not only massive but also second largest in the world. The fast expansion of the sector is accompanied by the diversification of the sector in terms providers, study programmes and sources of funding. The private institutions, open universities and online courses such as the Massive Open Online Courses (MOOCs) have become an integral part of the changing higher education landscape in India. It is a major challenge to govern and manage such a large and diversified system.

Managing massification

Higher education in India has been an exclusive domain of the state. Public funding and state control characterized the governance structure of the sector. Although several Ministries and regulatory bodies are involved in higher education development, the Ministry of Human Resource Development (MHRD) plays an important role in the policy, financing and governance of higher education in India. The regulatory bodies such as the University Grants Commission (UGC) and the All India Council of Technical Education (AICTE) and the accreditation agencies influence the governance and management of the sector.

Decentralization of powers to the states (provinces) has been a prescribed policy in the country. Every state has a Ministry and a Directorate to implement higher education programmes. The State Higher Education Councils (SHECs) have also been set up to encourage state initiatives in planning and coordination, academic, advisory and administrative functions in higher education. The national higher education mission (RUSA) launched in 2013 envisages an important role for SHECs to plan higher education development and implement programmes at the state level.

Institutional autonomy and leadership

The universities have been envisaged as autonomous entities in India. The first Commission on higher education argued that universities should be seen as self-governing organizations to ensure academic excellence. The same perspective was shared by all subsequent Commissions. Although institutions of higher education in India enjoyed autonomy in theory, the practice of autonomy varied among institutions. While autonomy seems to have operated relatively well in elite institutions such as Institutes of Technologies and Managements and in Federal universities, the state universities and affiliated colleges are seemingly over-regulated and controlled by government.

Studies have shown that the head of an institution makes a difference in exercising autonomy even when institutions are controlled by governments. One of the recent surveys among the academic leaders indicated that the higher education sector in India is facing severe shortage of effective leaders to manage institutions efficiently. Many of the academics surveyed felt that there is a need to change the selection process to make it broader based and free from political interference. The qualifications and competency of the prospective leaders should include capacity to prepare perspective plan for the institution, provide academic leadership and mobilize resources. Some others felt that making the qualifications and credentials of the prospective candidates public is a way to improve transparency in the selection process.

Leadership training programmes

There is a general agreement on the need to orient the newly recruited institutional leaders to the challenges facing the sector. Such orientations and Leadership development programmes are becoming common in many countries. The Association of Indian universities (AIU) organizes meetings of Vice-Chancellors every year in different regions in India.

The Indian Institute of Technology-Kanpur and the Indian Institute of Management-Kozhikode, recently tied up with Yale University to provide training in higher education leadership. It is envisaged that Kanpur and Kozhikhode will also serve as centres for higher education leadership training in India.

The Academic Leadership Academy (ALA) of the Penn State College of Education organizes leadership training programmes. In 2011, Indian participants started attending the ALA through the Obama-Singh Knowledge Initiative of the 21st Century. In 2014, the World Bank provided 16 scholarships for Indians to attend the ALA conference.

An exchange programme to help establish working partnerships between higher education leaders of India and UK is under way. A recently held meeting (13 November 2014) of the Ministerial level delegation between India and the UK as part of the UK-India Education and Research Initiative (UKIERI) envisages to develop a programme on Leadership Foundation for Higher Education with support from the UGC and leading Indian universities.

This note is based on the following publications by the author:

Varghese, N.V. 2015 'Managing massification: Institutional autonomy and leadership' *Leadership and Governance in Higher Education*, (RAAB, Berlin), No. 1, pp.1-21
Varghese, N.V. and Michaela Martin 2014 eds. *Governance reforms in higher education: A study of institutional autonomy in Asian countries*, Paris, IIEP/UNESCO.

06 Leading Globally Engaged Universities (LGEU)
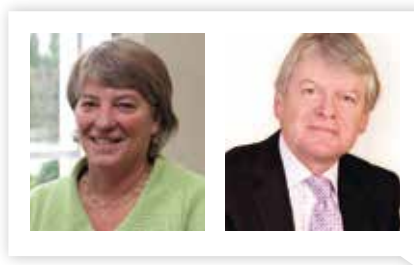
by **Robin Middlehurst** and **Tom Kennie**, LGEU Programme facilitators (R.Middlehurst@kingston.ac.uk; tkennie@ranmore.co.uk)

Over its 60-year history, IAU has championed the positive benefits of international dialogue and collaboration as part of its commitment to *"building a worldwide higher education community"*.

Importantly, the Association has drawn on the experiences and challenges faced by its Member universities and university associations in 130 countries to track developments and challenges in internationalization in different regions through regular surveys and associated dialogue across nations. Learning lessons from its diverse membership, IAU has also drawn the attention of governments, institutions, researchers and practitioners to the tensions and risks as well as opportunities of different aspects of modern-day internationalization in a context of globalisation. IAU's Call for Action in 2012 was an affirmation and a reminder of the need to sustain strong academic values in the internationalization of higher education. Since then, IAU has focused more deeply on promoting 'inclusive internationalization' with such underpinning values as equity, cultural diversity, social benefits and reciprocity in internationalization strategies and activities (Egron-Polak and Green, 2015).

In November 2015, IAU will add a new initiative to its membership services. The prestigious University of Malaya in Kuala Lumpur will play host for the launch of IAU's inaugural programme for senior institutional leaders who wish to learn more about what it means in practice to lead 'globally engaged' universities in ways that seek to honour the values that IAU is championing. The programme has an ambitious agenda to bring international experience and perspectives to bear on institutional strategies through peer-to-peer dialogue, to build a global network of leaders that can continue to support each other and offer new opportunities for inter-institutional co-operation, and through a variety of activities and forms of engagement contribute to shaping the landscape of higher education across nations. The programme is intended to have benefits not only for the participants from different countries and their institutions, but also in building collective knowledge and deeper understanding about the core dimensions of 'globally-engaged leadership' that can be shared more widely through IAU and beyond.

There are five aspects of 'leading globally-engaged universities' that will be explored in the new programme:

- Diverse national and institutional perspectives on the global context of higher education and associated challenges of being 'globally-engaged'. This will include practical approaches to horizon-scanning and scenario planning
- Strategic and operational aspects of global engagement at institutional level. This will include assessing and critiquing institutional plans and strategies
- Conceptions of leadership for globally-engaged systems and institutions: exploring models and their application across cultures and systems
- Globally engaged leadership at individual and team levels, exploring values, behaviours, aspirations and attitudes
- Leadership of strategic collaboration and engagement across boundaries: opportunities, barriers, dilemmas in building capacity and sustaining momentum.

The educational approach to this programme integrates a number of principles including active learning and interaction with peers; the deployment of different lenses on relevant issues and challenges both through discussion of models and through in situ exploration and reflection on a specific institutional and national context (in the first instance, Malaysia and its role in the ASEAN community); and individual self-assessment and feedback relating to dimensions of globally-engaged leadership to address personal skills, values and development potential. The programme draws on knowledge and resources from within higher education and from other private and public sectors.

Why is this initiative needed at this time? There are three key drivers behind IAU's agenda. The first is the increasing inter-relationship between local and global contexts for higher education systems and institutions; understanding and engaging with global issues is necessary to lead in local and regional settings. The second is the central importance of higher education institutions and systems in addressing global and local challenges and making a difference to the lives of students, staff communities and businesses; global engagement can be a key enabler for meeting national and regional aspirations of change and development. Third – and perhaps most important – is that applying the values of inclusive internationalization requires new concepts and approaches to leadership. Higher education leaders need to create, model, sustain and spread such new forms of 'globally engaged leadership'.

Leading Globally Engaged Universities (LGEU) next in Dublin!

Registration is open: j.becker@iau-aiu.net
To be hosted by the University College Dublin from 10 to 15 April 2016

REFERENCES

Egron-Polak, E. and Green, M. (2015). "Inclusive internationalization: an initiative of the International Association of Universities". In Stiasny, M. and Gore, T. (eds). *Going global: Inclusion, innovation, impact*. London, British Council and Institute of Education Press

07 Leadership and Management of a Complex University

by **Professor E. Nigel Harris**, Vice- Chancellor, Emeritus, University of the West Indies, Chancellor, University of Guyana (enigel.harris@uwimona.edu.jm)

Transformative leadership of any University in the politically and economically chaotic early years of the twenty-first century is a challenge. This can increase by orders of magnitude the more complex the institution. The University of the West Indies (UWI) is unarguably one such complex institution. This university serves 16 English speaking countries, each country with a separate government and the countries are scattered across a million square miles of the Caribbean Sea. It comprises three physical campuses, each in a separate country, each with a full complement of Faculties (humanities, education, social sciences, pure and applied sciences, medicine and law) except for agriculture and engineering represented in one country. In 2008, a fourth virtual campus (termed the Open Campus) was created to better meet the needs of students without physical access to the three established campuses. The Fourth campus relies primarily on distance learning programmes. Governance of the whole enterprise is federal, each campus having its own principal and campus council, but all are united under a single university council, vice chancellor and chancellor. Strategic Planning and Policy formation, quality assurance, approval of all undergraduate and postgraduate courses, promotions to professorial level and finances are all controlled centrally. The total university comprises about 50,000 students, the largest campus having about 18,000 and the smallest, the Open Campus, has about 5000. See: www.uwi.edu for more details.

At the turn of the twenty-first century, the UWI confronted many of the same challenges faced by countless other universities, particularly those in the developing world. Increasing demand for university places, inadequate space to accommodate expanding numbers of students, competition from international universities marketing select programmes likely to attract fee paying students, creation of national universities in individual countries served by the regional UWI, governments and other societal sectors demanding a "more relevant university", and the need to build and integrate information systems to better serve the needs of students and staff. All this occurring with national governments unwilling or unable to provide additional funding for expansion of the enterprise, a circumstance that became worse after the global economic meltdown in 2008 with effects that are still apparent in the Caribbean today.

Meeting these demands required transformative change. One in which the culture of the institution had to be shifted from serving a relatively small number of talented, albeit cloistered academics and students to one that would embrace and meet the needs of a vastly expanded student body, whose population doubled from about 24,000 to 48,000 in the ten years between 2003 to 2014. In addition, national governments, private sector and civil society were insisting on more relevant educational and research programmes.

Transformative Leadership in these circumstances depended **not** on a single person but required identification and mobilisation of leaders at all levels of the institution, who could unite the regional institution around common goals. In addition, they had to be able to mobilise their respective constituencies – middle managers, staff and students – to work towards those commonly agreed goals. This was accomplished by constructing common 5 year Strategic Plans utilising the insight and skills of not only the senior management, but also a select group of non-academic and academic staff participating not because of their position but their talent. The construct of the Plan did not rely only on the leadership team. Initial consultations were held with governments, private sector and civil society as well as with staff, students and alumni to understand what they saw as priorities for the university. These priorities guided the construction of goals and objectives of the Plan. Once constructed, marketing the Plan to win engagement of all sectors of the university including alumni and monitoring its implementation were undertaken by a specific planning office led by a Pro-Vice Chancellor with proven planning and quantitative skills.

Thanks to successive Plans since the early twenty-first century, UWI's registration has doubled without an apparent decline neither in the quality of programs being offered nor in student performance. Facilities have expanded and been upgraded considerably on all campuses. Total revenues have nearly doubled despite the percentage of government revenues declining from about 70% to 50%. Information systems have grown and are better integrated across this geographically dispersed institution, and distance education programs have increased in quantity and quality to reach students in the 16 Caribbean countries served by the university. No single individual achieved this, albeit the vice chancellor, principals, and pro-vice chancellors served as the main cheer leaders. Their charge was to unite a community around commonly defined goals and energise them to achieve those goals. These are vital leadership and management ingredients to achieve transformational challenges change in a challenging new century.

Professor E. Nigel Harris has been appointed Chancellor of the University of Guyana in August 2015. Professor Harris was born in Guyana and received his early education there. The University of Guyana was founded in 1963 and is the premier tertiary institution in that South American country. Professor Harris recently retired as Vice Chancellor of the University of the West Indies and has been named Vice Chancellor Emeritus of that institution.

EUROPE AND THE INTERNATIONALIZATION OF HIGHER EDUCATION

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

If you are involved in the internationalization of universities and you feel the need to get all the facts concerning both the status of the current situation and the new trends that are emerging, it is essential that you obtain the report *Internationalization of Higher Education**.

You will find a report, which is rich in information and analyses, that offers a reading of the current situation concerning the internationalization of higher education and provides unprecedented empirical data from two major surveys conducted by the IAU and the EAIE, with, in conclusion, recommendations which essentially do not suggest major bifurcations, but propose to extend and deepen the actions and decisions that have led to internationalization, which has now become an essential and unavoidable component for any serious educational institution as well as national higher education policies. This report also contains 17 case studies in 10 European countries and 7 non-European countries: Australia, Canada, Columbia, Japan, Malaysia, South Africa, and the United States. It should be noted that, except for a page and a half frame, the BRICS countries are surprisingly absent, considering the increasingly important place that they occupy in the global space of higher education. That being said, although this study is centered on Europe, it is important to emphasize that it is certainly not exclusively European.

What is the current status of internationalization in higher education? The authors of the study responded to this question by identifying a certain number of trends. The first identified trend is that of an increased importance of internationalization, both in terms of institutions, which are expanding their fields of interventions and, to this end, are developing more strategic approaches to action, national Governments which are increasingly more numerous to adopt national strategies or policies of internationalization,

and, finally, regions which, following the example of Europe, are developing alliances or partnerships. This trend towards regionalization is also beginning to emerge in Asia, Africa and Latin America. The greater importance of internationalization has been accounted by a quantitative increase in the number of participants (recruited students or students in mobility, professors, administrators) as well as in the different types of internationalization activities.

All the other trends arise from the change of rationality of internationalization. The authors of the report show that, between the beginning of the Eighties and the middle of the Nineties, internationalization has moved from a logic centered on the competitiveness of European higher education worldwide and the development of a European citizenship, all based on practices of co-operation through the exchange of students and faculty, joint training programmes and research. This rationality always makes it possible to understand the emergence of new trends and issues, such as internationalization of the curriculum and the place granted to digital training. The report suggests that, since the middle of the Nineties, internationalization is driven by economic rationality and competition which, if it represents a form of response to globalization, oversees a set of current economic trends, such as the underfunding and privatization of internationalization, transnational education market development, increasingly aggressive recruitment strategies in a war to attract the best talents, the best university-industry relations, etc.

The paradox of this report lies at the level of its overall recommendations or rather their disconnection with the new trends which are identified. If the emergence of economic rationality and competition is now the focus of internationalization, it is likely that the recommendations are more related to the logic of academic co-operation and collaboration of the years 1980-1995. Thus both the scenario on the future of the internationalization of higher education and the whole of the recommendations revolve around the question of knowing how internationalization can help improve the training of students and link training and research.

NEW IAU PUBLICATIONS

HIGHER EDUCATION POLICY, 28/2, June 2015

The second edition of *Higher Education Policy* (HEP) was released in June 2015. It brings together 6 papers looking at cost-sharing in the US, deterrents for students wishing to study abroad, quality assessment in China, multilateral R&D partnerships from a Canadian prospective, higher education reform in Italy, and the effects of needs-based access grants on student progression. Abstracts and more information available on www.palgrave-journals.com/hep/journal/v28/n2/index.html.

HIGHER EDUCATION POLICY, 28/3, September 2015

The third edition of HEP, released in September 2015, is once again a multi-themed issue. The papers deal with motivation behind internationalization strategy in Israel, the theory of "tribes and territories" within higher education, how governance and central ideas have shaped Danish higher education policy, institutional policy on pedagogy assessment, higher education expansion in China and its negative effect on graduate employment, national higher education goals and its effect on one ethnic-minority-serving institution, a new framework for analyzing transnational education, and the experiences of Finnish university workers. Abstracts and more information available on www.palgrave-journals.com/hep/journal/v28/n3/index.html. We are also pleased to inform you that HEP recently received its 2014 Impact Factor from the Thomson Reuters Journal Citation Reports. Now ranked 142/224, the Journal's impact factor for 2014 is 0.596, an increase from 0.415 in the previous year.

INTERNATIONAL HANDBOOK OF UNIVERSITIES (2016) – **now available!**

The IAU is pleased to announce that the 27th edition of the International Handbook of Universities (2016) has just been released. This latest edition of the Handbook includes information on some 18,000 university-level institutions as well as information on the education systems of over 180 countries. Advanced access to the brand new World Higher Education Database (WHED) Portal (MyWHED) is offered with each purchase. This access, which provides for advanced search options, extraction and printing tools, is valid for one year following publication of the Handbook.

Orders should be placed direct with our publishers, Palgrave Macmillan UK. Customers from North America can purchase from Palgrave US. IAU Members benefit from a 50% discount on all orders placed. Don't forget to indicate that you are an IAU Member when placing your order. For more information on ordering please visit: http://iau-aiu.net/content/international-handbook-universities.

HEDBIB
HEDBIB
International Bibliographic Database on Higher Education

For bibliographical references on themes the IAU is working on in the name of and / for its Members, please do consult the **Higher Education Bibliographical Database** HEDBIB which is available online and offers special Member's only abstract information. Thank you for sending in reference published by your institutions and which you would like to see referenced there. http://iau-aiu.net/content/hedbib

⇨ CALLS TO ACTION IN RESPONSE TO THE REFUGEE CRISIS

There are numerous initiatives being put in place at various levels of action to respond to the humanitarian crisis of refugees fleeing their homes to seek security and peace elsewhere. Higher Education institutions and their organizations are also mobilizing.

We are pleased to share a few such initiatives, some linked to the UN Global Compact here www.unprme.org/resource-docs/MobilizingAcademicCommunityActionToRefugeeCrisis.pdf, others to the UN more directly here: https://business.un.org/; or in Europe: www.resettlement.eu/page/supporting-refugees-access-higher-education

IAU would also be pleased to share your initiatives on our website so please do not hesitate to send us information on your actions or other initiatives. Help us show that we are not helpless in the face of this tragedy.

SELECTED ANNOTATED LIST OF PUBLICATIONS RECEIVED AT IAU

ASIA: THE NEXT HIGHER EDUCATION SUPERPOWER, *by Rajika Bhandari, Alessia Lefébure, Eds. New York: IIE, 2015, 196 p. (Global Education Research Reports, 9)* ISBN 978-0-87206-375-4
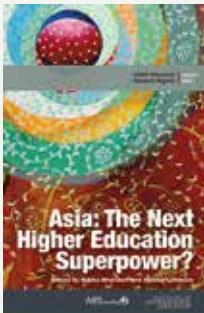
Abstract: Is Asia the next higher education superpower? Through an interdisciplinary and comparative approach, the contributors provide a comprehensive analysis of trends and recent reforms in Asian higher education and show how higher education decisions have reflected national development goals. The first part of the book examines the issue of quality in the context of the rapid growth of higher education in Asia. Four chapters situate the current Asian higher education landscape within a wider global context, raising critical questions about competitiveness, educational quality, and excellence. The second section of the book focuses on how region-wide issues are reflected at the local level in four Asian counties: India, Malaysia, Vietnam, and Japan. Contributors focus on the challenges and future of the ASEAN regional harmonisation process, the evolution of internationalization and the potential role for partners, such as the Asian Development Bank, in supporting higher education in Asia.

CRITICAL APPROACHES TO THE STUDY OF HIGHER EDUCATION, *by Ana M. Martínez Alemán, Brian Pusser, Estela Mara Bensimon, Eds. Baltimore: John Hopkins University Press, 2015, 331 p.* ISBN 978-1-4214-1665-6

Abstract: This book examines the importance of critical research design and methods to contemporary scholarship of higher education. From a North American perspective, the contributors argue that critical research design and critical theories help scholars see beyond the normative models and frameworks in order to provide a more contextual and multifaceted understanding of students, faculty, institutions, the organisation and governance and policies of higher education.

DIVERSITY'S PROMISE FOR HIGHER EDUCATION, *by Daryl G. Smith. 2ⁿᵈ Ed. Baltimore: John Hopkins University Press, 2015 - 358 p.* ISBN 978-1-4214-1734-9
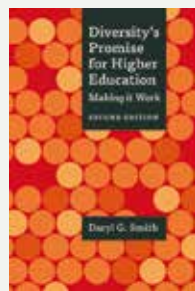
Abstract: This book examines the imperative of diversity in higher education. Presenting findings from current research within a framework of practice, the author makes explicit the central relationship between diversity and equity. She analyses how both student and faculty diversity has been practiced in the past fifty years and today. She analyses and suggests ways in which higher education institutions can bring about diversity by "interrupting the usual" to make the changes that are required. A set of practices to help higher education institutions to build capacity for diversity and to monitor progress is proposed.

RACIAL BATTLE FATIGUE IN HIGHER EDUCATION: EXPOSING THE MYTH OF POST-RACIAL AMERICA, *by Kenneth J. Fasching-Varner, Katrice A. Albert, Roland W. Mitchell, Chaundra M. Alen, Eds. Lanham, Boulder, New York, London: Roman & Littlefield, 2015-246p.* ISBN 978-1-4422-2981-5
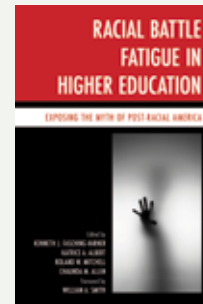
Abstract: This edited volume focuses on the perspectives and experiences of graduate students, academics, and chief diversity officers at higher education institutions in the United States. Building on Smith's theoretical framework of racial battle fatigue, the contributors illustrate their experiences of being Black, Native American, or Asian in the Academy and the various intersections of difference (gender, ethnicity, class, sexuality) as they relate to their professional lives and careers.

THE EAIE BAROMETER: INTERNATIONALISATION IN EUROPE, *by Leonard Engel, Anna-Malin Sandström, Ruud van der Aa, Anna Glass, European Association for International Education (EAIE), The Netherlands, Amsterdam, 2015, 168 p.* ISBN 978-90-74721-37-0

Abstract: This book presents the results of a study of the state of internationalization in the European Higher Education Area. It is based on an online survey undertaken in 2014 which resulted in 2411 respondents, mostly higher education employees working in international education, from 33 of the 47 countries that comprise the EHEA. The report highlights the rationales for internationalization; common characteristics of institutions considered leading in internationalization; internationalization trends; and the specific professional challenges that staff face when implementing internationalization in their institutions.

SELECTED ANNOTATED LIST OF PUBLICATIONS RECEIVED AT IAU

THE EUROPEAN HIGHER EDUCATION AREA: BETWEEN CRITICAL REFLECTIONS AND FUTURE POLICIES, *by Adrian Curaj, Liviu Matei, Remus Pricopie, Jamil Salmi, Peter Scott, Eds. Heidelberg, New York, Dordrecht, London: Springer, 2015. 2 v., 933 p.* ISBN 978-3-319-18767-9
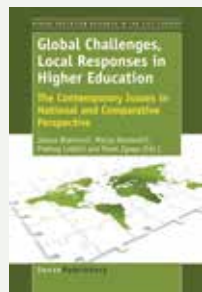
Abstract: This comprehensive publication in two volumes examines the trends and challenges faced by higher education in Europe today and looks at the future of European cooperation in higher education. The research volumes contain more than 50 articles drawn from presentations made at the Second Bologna Researchers' Conference held in November 2014 in Bucharest. They focus on the state of affairs of European higher education and research, including internationalization; financing and governance; excellence and the diversification of missions; teaching, learning and student engagement; equity and the social dimension of higher education; research and innovation; quality assurance, the impacts of the Bologna Process on the EHEA and beyond and evidence-based policies in higher education.

GLOBAL CHALLENGES, LOCAL RESPONSES IN HIGHER EDUCATION: THE CONTEMPORARY ISSUES IN NATIONAL AND COMPARATIVE PERSPECTIVE, *by Jelena Branković, Manja Klemenčič, Predrag Lažetić, Pavel Zgaga, Eds., Rotterdam, Boston, Tapai: Sense Publishers, 2014. 243 p. Higher Education Research in the 21st Century, 6* ISBN 978-94-6209-579-3

Abstract: This book reflects on how contemporary higher education reforms across Europe affect university governance, research and the roles and functions of academics. It seeks to rebalance the debate on European higher education and the European Higher Education Area (EHEA). Contributors deal with specific aspects of global challenges and local responses in the Czech Republic, Croatia, Portugal, Finland, Italy and Denmark. These diverse cases, even though they are located in different higher education systems, address issues that can be found in all parts of Europe and beyond. The book is divided into three parts. The first deals with issues of the academic profession, and includes research evaluation, the impact of managerial changes, academic mobility, and the civic mission of the university. The second part examines changes in research training and doctoral studies and the third section examines institutional governance. It includes a chapter on post-conflict reconstruction in the Western Balkans and an article on the rise of the 'quadruple-helix university'. Some of the papers were presented at the Conference of the Consortium of Higher Education Research (CHER) on "Higher Education and Social Dynamics" in 2012. URL: www.sensepublishers.com/ media/1923-global-challenges-local-responses-in-higher-education.pdf

OPEN DOORS 2014: REPORT ON INTERNATIONAL EDUCATIONAL EXCHANGE, *Institute of International Education [IEE]. USA. New York: IIE, 2014. 142 p.* ISBN 978-0-87206-371-6

Abstract: *The Open Doors 2014 report* contains detailed information on international students in the USA as well as U.S. students who study abroad. It reveals that international student enrolment in the USA continued to rise, and is increased by 8% in 2012/13. Students from China and Saudi Arabia together account for 73% of the growth, a wider range of countries contributed to the increase, with India, Brazil, Iran and Kuwait together accounting for an additional 18 percent of growth. The number of U.S. students studying abroad increased by 2%; the UK had the largest increase in the number of U.S. study abroad students. In addition, there was growth in the number of U.S. students studying in South Africa, Denmark, South Korea, Peru, and Thailand, as well as strong growth to Costa Rica and Ireland and a continued rebound in those going to Japan. URL: www.iie.org/ Research-and-Publications/Open-Doors/ Data

POSTSECONDARY PLAY: THE ROLE OF GAMES AND SOCIAL MEDIA IN HIGHER EDUCATION, *by William G. Tierney, Zoë B. Corwin, Tracy Fullerton, Gisele Ragusa, Eds., Baltimore: John Hopkins University Press, 2014. 336 p.* ISBN 978-1-4214-1306-8

Abstract: This collection reports on recent research on the emerging role of multiplayer games in the classroom, and how these tools can boost student confidence, and increase access to higher education. Examples, mostly in the context of the United States, are from a variety of disciplines and illustrate student learning in response to games and social media.

RÉFLEXIONS SUR L'INTERNATIONALISATION DU MONDE UNIVERSITAIRE:

POINT DE VUE D'ACTEURS, *by Mario Laforest, Gilles Breton, David Bel - Agence universitaire de la Francophonie [AUF] - Paris: Editions des archives contemporaines, 2014. 133 p.* ISBN 978-2-813-00156-6

Abstract: In a globalised environment, mobility of students and teachers continues to grow and the international dimension is becoming a central axis in university governance. This book examines questions and discussions on what internationalization is and its place in universities in the French, Chinese, Vietnamese and global contexts. Where do universities position themselves in relation to the process of internationalization and globalisation? Which criteria of internationalization should we keep? It is the result of the International network on globalisation in Higher Education (RIMES). The book also sets out conceptual tools for investigation, analysis and decision-making.

THE CANADIAN UNIVERSITY BUSINESS

PRIME, *by Richard J. Marceau, St John's, Canada, Memorial University of Newfoundland, 2014, 115 p.*
ISBN 978-0-88901-459-6

Abstract: This book explores the perspective of the university as a business, and proposes a business model based on the author's experi-ence in Canadian universities. Univer-sity business operations are modelled using a systems approach, with a three-level risk management framework described for core and non-core business activities. A chapter on metrics for tracking university outcomes concludes the book.

THE STATE OF HIGHER EDUCATION

2014, *by Anna Glass, Ed., Organisation for Economic Cooperation and Development [OECD]. Higher Education Programme [IMHE]. Paris, OECD, 2014, 145 p.*

Abstract: This report provides comparative data, shares key policy developments and provides analysis of current higher education developments and policy challenges relevant to institutional management. The report is designed to cover what is happening in higher education across countries, stimulate thinking and reflection about policy and practical challenges, and signal emerging trends. In the first part three themes are analysed: proposed quality framework for quality assurance and improvement, innovative concepts and practices of business models in higher education, and new approaches to funding and promoting research excellence. In addition, five short articles from higher education experts on the regionalisation of Higher Education in ASEAN countries; Governance and Structures; and 'What is an International University?'.
URL: www.oecd.org/edu/imhe/

GOING GLOBAL: INCLUSION, INNOVATION, IMPACT, VOLUME 4, *by Mary Stiasny, Tim Gore, Eds. / British Council, London: Institute of Education Press, 2015. 248 p.* ISBN 978-0-86355-772-9

This volume contains papers and presentations from the 2014 Going Global conference organised by the British Council. Practitioners from around the world explore how international collaboration facilitates innovation, inclusion and impact of internationalization – the three sections of the book. In the first, a series of perspectives describe new approaches to international higher education, reflecting the growing demand for higher education; the increasing availability of educational tools and technologies; and the multiplication of international connections. Case studies portray new models of engagement between higher education institutions; explore how international providers can work with employers and local higher education institutions; and how a culture of innovation in higher education can develop in a country emerging from conflict. The papers in section 2 examine the challenges of inclusion that cross-border education faces and the approaches that universities are using to address this. In their introductory paper, Eva Egron-Polak, IAU Secretary-General, and Madeleine Green detail institutional strategies for 'Inclusive internationalization', to provide equity of access to international opportunities for students and institutions. The third section, 'Impact' brings together papers examining shorter and longer-term impacts of international education for society, both positive and negative and includes a report of the British Council's research on the impact of transnational education on host countries.

November 2015

05-06   *Paris, France*
Conference On Quality Assurance Of Cross-Border Higher Education
www.enqa.eu/index.php/events/qache-conference-on-qa-of-cross-border-higher-education/

09-11   *Dusit Thani, Abu Dhabi, United Arab Emirates*
2nd MENA Higher Education Leadership Forum – Towards Transformative Higher Education in the MENA Region: The Role of Innovation in the 21st Century Digital and Knowledge based Society
http://menahelf.com/

10   *London, United Kingdom*
5th Annual Access to Higher Education Summit
www.universitiesuk.ac.uk/events/Pages/HEAccess2015.aspx

12-13   *Oslo, Norway*
Nordic Sustainable Campus Network (NSCN) Oslo Conference – The recent situation, future steps and responsibilities of Nordic higher education institutions in enhancing glocal sustainability agenda
https://nordicsustainablecampusnetwork.wordpress.com/oslo-conference-rio20-and-nordic-universities/

15-16   *Toronto, Canada*
2015 Higher Education Summit
http://highereducationsummit.ca/

15-20   *Kuala Lumpur, Malaysia*
1st session of IAU Leading Globally Engaged Universities (LGEU) programme
www.iau-aiu.net/content/leading-globally-engaged-universities-lgeu

17-20   *Aalborg, Denmark*
1st D4Learning 2015, the International Conference: Innovations in Digital Learning for Inclusion (D4L)
www.d4l.aau.dk/

24   *Madrid, Spain**
Copernicus Alliance Conference 2015: Evaluation and Assessment of Higher Education for Sustainable Development
www.copernicus-alliance.org/madrid

22-25   *Niagara Falls, Canada*
Canadian Bureau for International Education 49th Annual International Education Conference – Global Engagement: Crossing Borders, Connecting Generations
www.cbie-bcei.ca/events/annualconference2015/

24-27   *Puebla, Mexico**
ANUIES 2015 International Conference – University Social Responsibility: global and local challenges
www.anuies.mx/

27-28   *Kampala, Uganda*
Council for the Development of Social Science Research in Africa (CODESRIA) International Conference – Academic Freedom in Africa: 25 Years after the Kampala Declaration: Issues, Challenges and Prospects
www.codesria.org/spip.php?article2394&lang=en

30-02 dec   *Kuala Lumpur, Malaysia*
29th Annual Conference of the Asian Association of Open Universities
http://aaou2015.oum.edu.my/

December 2015

01-03   *Windhoek, Namibia*
Southern African-Nordic Center (SANORD) Conference 2015
http://sanord.uwc.ac.za/news/Pages/SANORD-Conference-in-Namibia-1-3-December-2015.aspx

09-11   *Celtic Manor, United Kingdom*
Society for Research in Higher Education (SRHE) Annual Research Conference – Converging Concepts in Global Higher Education Research: Local, national and international perspectives
www.srhe.ac.uk/conference2015/

January 2016

25-26   *Jupiter, United States*
John N. Gardner Institute (JNGI) Higher Education Partnership Forum – Bringing Together Academic and Student Affairs Leaders to Improve Student Success
www.jngi.org/partnership-meeting-2016/

IAU – Calendar of Events

February 2016

17-19 *Istanbul, Turkey*
Eurasia Higher Education Summit
www.eurieeducationsummit.com/programme.asp

March 2016

01 *London, United Kingdom*
International Higher Education Forum 2016
www.universitiesuk.ac.uk/events/Pages/IHEForum2016.aspx

16-18 *London, United Kingdom*
University Association for Lifelong Learning 2016 Annual Conference
www.uall.ac.uk/2016-annual-conference

16-18 *San Luis Potosi, Mexico*
17th North American Higher Education Conference: Global grand challenge
www.conahec.org/17th-north-american-higher-education-conference-global-grand-challenge

April 2016

4-8 *Prague, Czech Republic**
5th ASEF Rectors' Conference and Students' Forum (ARC5)
www.asef.org/projects/themes/education/3568-5th-asef-rectors-conference-and-students-forum-arc5-#3588-next-asef-rectors-conference-and-students-forum-in-czech-republic

7-8 *Galway, Ireland*
EUA Annual Conference 2016 – Bricks and clicks for Europe: building a successful digital campus
www.eua.be/activities-services/events/event/2016/04/07/default-calendar/eua-annual-conference-2016

10-15 *Dublin, Ireland*
2nd session of IAU Leading Globally Engaged Universities (LGEU) programme
www.iau-aiu.net/content/leading-globally-engaged-universities-lgeu

May 2016

03-05 *Cape Town, South Africa**
Going Global 2016 – Building nations and connecting cultures: education policy, economic development and engagement
www.britishcouncil.org/going-global

22-24 *Suva, Fiji*
International Network for Quality Assurance Agencies in Higher Education (INQAAHE) Forum 2016
www.inqaahe.org/main/events-and-proceedings

November 2016

14-17 *Bangkok, Thailand*
IAU 15th General Conference on Higher Education – A Catalyst for Innovative and Sustainable Societies
www.iau-aiu.net

* IAU will attend. If you wish 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

INTERNATIONAL ASSOCIATION OF UNIVERSITIES (IAU)

offers a unique international leadership development programme:

LEADING GLOBALLY ENGAGED UNIVERSITIES (LGEU)

- Bringing together 20-25 senior leaders of Higher Education Institutions from different regions.
- Based on peer-to-peer learning about strategic reform and renewal of internationally-oriented universities.
- Offering international experience and perspectives to the analysis of different national contexts.
- Opening a gateway to a unique global network of higher education leaders.
- Contributing to shaping the landscape of Higher Education of tomorrow locally and globally.

IAU invites recently appointed or upcoming senior higher education leaders to apply to join this programme. Each session, hosted by an IAU Member in a different country around the world, will last one week and be limited to approximately 20 to 25 persons.

DATES

10-15 April 2016

LOCATION

University College Dublin
Dublin, Ireland

REGISTRATION FEE

IAU Member: 5,800 €
Non Member: 8,700 €

DEADLINE

15 January 2016

MORE INFORMATION

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INTERNATIONAL ASSOCIATION OF UNIVERSITIES
INTERNATIONAL UNIVERSITIES BUREAU

ASSOCIATION INTERNATIONALE DES UNIVERSITÉS
INTERNATIONAL UNIVERSITIES BUREAU