IAU Horizons

International Association of Universities (IAU), founded in 1950, is the leading global association of higher education institutions and university associations. It has over 600 Member Institutions and 30 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
Higher Education Partnerships for Societal Impact

INTERNATIONAL
ASSOCIATION OF
UNIVERSITIES
INTERNATIONAL UNIVERSITIES BUREAU

MESSAGE FROM
THE SECRETARY-GENERAL

Dear Members of the IAU,
Dear Members of the broader higher education community,

With this issue of *IAU Horizons*, I am pleased to welcome you to the new IAU year 2018-2019. The start of the year is marked by important events in the life of the Association.

The final preparations are underway for the IAU 2018 International Conference and the annual IAU Board meeting. Half way into the strategic plan (2016-2020), the Board meeting represents an important opportunity to take stock and to plan ahead.

In November, we look forward to welcoming many of you to the IAU 2018 International Conference in Kuala Lumpur. We are working closely with our host, the University of Malaya, to ensure a stimulating event. The Conference focuses on one of the major aims of the work of the IAU, namely to develop *higher education partnerships for societal impact,* around the world. The Conference will debate if and to what extent higher education is a global common good; the roles it fulfils in society today; whether higher education adapts to or helps shape a transforming world; and how higher education fulfils its social responsibility and engagement. Three series of interactive workshops will allow digging deeper into specific dimensions of higher education partnership development and practice around the world.

The In Focus section of this issue complements the Conference programme as it features papers by speakers and experts questioning the very notion of higher education for the common good and presents various aspects of higher education and society partnerships.

Learn more about IAU initiatives to which you are welcome to contribute: higher education and research for sustainable development and the Global Cluster on the SDGs; Internationalization: the Global Survey, a new series of webinars and new projects for next spring; Technology and its impacts and implications for higher education, with soon to come a survey on the state of play at your institution and the development of an international statement; Leadership development and two sessions of the Leading Globally Engaged Universities programme.

Discover a selection of publications on higher education received at IAU and listed in the Higher Education Bibliographical Database (HEDBIB) and read about new IAU publications, including the latest updates to the World Higher Education Database (WHED) and the launch of the 2018 edition of the International Handbook of Universities. We invite you to use these unique sources of information on higher education systems and institutions worldwide.

Finally, we invite you to consult the IAU website regularly, read the IAU Newsletter and follow us on twitter to keep abreast of our activities as well as the ways in which IAU advocates for strong values-based higher education systems and institutions, and how IAU represents the global higher education community at events around the world.

Yours sincerely,

Hilligje van't Land

IAU Horizons 23.2 – Contents

IAU Horizons is published twice a year in English, in paper and online. Please feel free to circulate widely and reproduce as you see fit as long as you duly cite the authors and refer to the International Association of Universities (IAU) and to the magazine in full. Please contact us at iau@iau-aiu.net. We look forward to receiving your comments and suggestions.

IAU UPCOMING EVENT

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IAU STRATEGIC PRIORITIES

Higher Education and Technology
New programme:
IAU Institutional Site Visits

IAU KNOWLEDGE HUB

IN FOCUS:

© Shutterstock / Love the wind

IAU UPCOMING EVENT

IAU 2018 INTERNATIONAL CONFERENCE

HIGHER EDUCATION PARTNERSHIPS FOR SOCIETAL IMPACT

13-15 NOVEMBER IN KUALA LUMPUR, MALAYSIA

Meeting in Kuala Lumpur

The release of this magazine almost coincides with the annual gathering of IAU Members and beyond at the IAU 2018 International Conference in Kuala Lumpur, Malaysia from 13-15 November 2018. This year's Conference theme is devoted to the overall topic: *Higher education partnerships for societal impact*. IAU firmly believes that higher education is a vital pillar for societal development in collaboration with other societal entities be it the private sector, the civil society or local authorities within countries as well as beyond borders.

The conference gathers higher education leaders from all regions of the world, it continues to be a unique opportunity for IAU Members and beyond to meet and exchange with peers, learn and be inspired by the diversity of cultures and institutions which all share as common ground the commitment to advancing higher education.

The Conference programme includes Speakers and Chairs from more than 30 countries from all regions around the world who will share their experiences and views from their specific context in relation to the theme of the conference.

As a complement to the conference, this issue's *In Focus* section is devoted to the theme of the conference where authors from different parts of the world share their views and experiences. Some articles have a more theoretical approach and discuss the role of universities as a contributor to society as a common good, other articles are specific examples of partnerships taking place in different parts of the world.

If you read the magazine in Kuala Lumpur, we wish you an excellent and stimulating conference. In case you are not able to take part in this year's conference, we hope that you will enjoy the contributions to the topic in the 'In Focus' section and we invite you to consult the speakers' presentations on the Conference website after the conference has taken place.

IAU would like to take this opportunity to thank the University of Malaya (UM) for their excellent contribution and organization of the conference and look forward to the continued collaboration after the conference.

⊖ **Conference website:**
www.etouches.com/iau2018

save the dates

Transforming Higher Education for the Future

IAU 2019 INTERNATIONAL CONFERENCE

13-15 NOVEMBER 2019
PUEBLA, MEXICO

[Open to all]

GLOBAL MEETING OF ASSOCIATIONS (GMA VIII)

12-13 NOVEMBER 2019
PUEBLA, MEXICO

[Meeting exclusively open to leaders of higher education organisations, associations and networks]

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From Kuala Lumpur, Malaysia to Puebla, Mexico

Transforming Higher Education for the Future

IAU 2019 INTERNATIONAL CONFERENCE

13-15 NOVEMBER 2019

Make sure to save the dates for next year's conference, which is taking place in Puebla, Mexico, hosted by the Meritorious Autonomous University of Puebla (BUAP). The theme of the Conference is "*Transforming higher education for the future*" - a topic that will present opportunities to discuss many different aspects of the concerns of higher education leaders today, notably responding to an increasing number of demands in terms of employability of students, creating sustainable societies in a world that is becoming more digital and reliant on technology every day. What roles and responsibilities do universities and other higher education institutions play? and what are the key values that must underpin this constant transformation? Plan to take part in the discussions next year. A call for papers will open in February 2019.

GLOBAL MEETING OF ASSOCIATIONS (GMA VIII)

12-13 NOVEMBER 2019

The biennial Global Meeting of Associations (GMA VIII) will take place prior to the IAU 2019 International Conference. It will also be hosted by Meritorious Autonomous University of Puebla (BUAP) and, in addition, it will be co-organized with the Association of Universities of Latin America and the Caribbean (UDUAL). While the International Conference is open to all, the GMA is a smaller meeting organized exclusively for leaders of higher education organizations, associations and networks. This forum constitutes a space for leaders of higher education associations, networks and organizations, to come together and discuss current trends, opportunities and challenges related to higher education.

More information about the Conference and the GMA will be available in due course.

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IAU ACTIVITIES RELATED TO ITS STRATEGIC PRIORITIES

Values-based Leadership

Leadership is a core aspect of quality higher education, vital in enabling institutions to respond to complex challenges and rapid societal change. Higher education leadership must be underpinned by values and responsibility. Leadership must be adaptable and constantly evolve to always ensure more equity. It is essential that higher education institutions fully contribute to the development of sustainable and democratic societies.

LEADING GLOBALLY ENGAGED UNIVERSITIES – SESSION 5

Universities have too often been considered as ivory towers that fail to connect with society, the most common criticism being that the only few academic linkages with external organizations would serve research commercialization purposes. However, the reality of higher education institutions on the ground tells a very different story and reveals their broad impact well beyond academia.

Recognizing the need for collective action

The need for higher levels of social responsibility has never been greater globally. Economic uncertainty, political instability, climate change, global terrorism, you name it. These pressing issues affect local and global patterns of our societies and threaten the values associated with global citizenship and democracies. Higher education should prepare students to understand and respond to the local and global dynamics of such issues, while also demonstrating institutional leadership to address these challenges. Finding new ways of creating, transmitting and applying knowledge for the public good requires strong institutional leadership that makes university narratives shift from an inward way of looking at things to a focus on others and the global development of communities at large. Community engagement is becoming significant in the institutional missions of universities that recognize the importance of combining academic knowledge with community experience to achieve active collaborations with positive and widespread impact.

The challenge is then to identify the structure and people to initiate and lead such collaborations. This is what IAU calls *values-based leadership* in higher education, one of the four strategic priorities guiding all activities developed by the Association. *Leading Globally Engaged Universities* is IAU's professional development program, created with the ambition of harnessing this potential of higher education to produce future

Group activity, LGEU-5, May 2018, McMaster University, Canada

generations of transformative leaders who can devise effective solutions to some of our most pressing social problems. LGEU is designed precisely for those institutional leaders who wish to embrace the responsibility of, not only educating informed global citizens, but also setting the example by being responsible leaders themselves. The 5th LGEU session was hosted by McMaster University in Canada in May 2018. The week-long event gathered representatives from Canada, Colombia, Ghana, Haiti, Romania, South Africa, the UK, USA and Thailand. Participants embarked on a peer-learning journey, bringing them to reflect on the core definition of global engagement for each of their institutions and on what it means to provide the kind of leadership that can transform their institutions towards greater community and cooperation.

Instilling an inspiring institutional culture

The journey opened with an illuminating speech by Patrick Deane, President of the host University. He presented McMaster's strategy *Forward with Integrity* [1]. Issued as an open letter in September 2011, the document was prepared after a year of consultations with members of the McMaster community and outlines the University's priorities for the next decade. "*Forward with Integrity* highlighted the critical importance of educating our students to become global citizens", said President Deane.

"This strategic document provides the philosophical framework needed to infuse global perspectives into our curriculum and programs and to nurture a culture of global awareness on our campus, enabling our students, faculty and staff to adopt an active orientation toward the challenges facing the world". Since 2011, a wide range of initiatives have been launched across the University to implement the direction outlined by *Forward with Integrity*, including an inspiring strategy for community engagement [2] that the LGEU participants had the opportunity to discover thanks to a wonderful presentation by Director Sheila Sammon.

Providing the organizational framework

Such a responsible global engagement encompassing local constraints does not solely rely on a few committed individuals' goodwill. It requires the involvement of the whole university in a necessary process to explore the best ways to align the institutional goals and global perspectives with the community priorities. One of the participants in LGEU-5 faced this challenge and shared his experience with his peers: "I am very interested in this concept of how you link local commitment of universities to the global agenda and what I like to call that *golden thread*. What has amazed me [during the LGEU program] is that my colleagues from across the world are all struggling with that combination", explained Jonathan Grant, Vice-President, Service, at King's College London. "There is a lot of pressure to internationalize, create an international experience for your students, to bring in students from other countries, to generate revenues. However, as you do that, there is a risk that you disengage from your local community. Connecting those two things seems to me as absolutely vital as we redefine what the public purposes of universities are globally."

Service has been identified as one of five priorities in King's Strategic Vision 2029, alongside Education, Research, London and International. Service encapsulates King's commitment to society beyond education and research and supports the university's vision to *make the world a better place*. It is thus a newly created position that Jonathan assumes since 2017, providing the organizational structure to fulfil King's aspiration to tackle global challenges while serving society in a way that is "contemporary, forward-looking and unrestrained". The organizational transformation around this new priority will develop based on a strategic plan for Service [3] that Jonathan

and his team have designed, hoping it would be widely owned across the university. The process that led to this document was already an important step in that collective ownership, with over 400 people involved. King's College now implements various initiatives and foresees regular evaluations of the strategy with the commitment of students, staff, alumni, the university leadership and the partners.

Undermining the alleged isolation of higher education institutions

We could also share information on the LGEU site visit to the University of Waterloo and their very impressive community outreach initiatives [4] through experiential learning, co-op programs, business incubators, and more. In fact, we could elaborate on each and every LGEU participant's experience of how their respective institutions have their own way of connecting their campuses with communities across the street or from the other end of the globe. This is what LGEU is all about: ensuring that we train and encourage current and future higher education leaders, to develop a set of core leadership principles, skills and tools that may be useful as they consider how to go about the very critical work of institutional transformation.

Skeptics question the ability of academia to engage in real-world problems; LGEU proves them wrong. It showcases and fosters the multiplication of concrete examples that universities make a considerable contribution to society, that goes far beyond commercialization of research. The demand for higher education accountability to the community is only going to increase, but universities have been preparing for this. They understand the importance of collaboration with stakeholders from diverse disciplinary and cultural backgrounds. By developing innovative projects driven by inspiring leaders within the framework of enabling institutional cultures, they are securing a more sustainable future for higher education and the connected communities.

[1] https://president.mcmaster.ca/wp-content/uploads/2016/10/forwardwithintegrity.pdf

[2] https://macconnector.mcmaster.ca/macconnect/about/about-us-home/2016-2021-strategic-plan

[3] https://www.kcl.ac.uk/aboutkings/strategy/kings-service-strategy.pdf

[4] https://uwaterloo.ca/community-impact-report/

GET INVOLVED

⮊ You want to know more about Community engagement experiences?

Connect with the LGEU Alumni group on LinkedIn or take part in the next session!
More information on https://www.iau-aiu.net/leadership or contact j.becker@iau-aiu.net

⮊ You are an academic and you are developing an innovative project with a strong social impact?

The Rockefeller Foundation is looking for shakers and movers for the Academic Writing Residencies at the Bellagio Center in Italy! The call for applications is open from 1 October to 1 December 2018. For more information, contact j.becker@iau-aiu.net

Internationalization

Internationalization of higher education is an inevitable process in the era of globalization and a deliberate strategy for improving quality and relevance. IAU focuses on the academic rationales, the equitable and collaborative nature of the process and aims to minimize the adverse effects of international interactions when these take place in highly unequal and diverse contexts among HEIs with different resources, needs and interests.

SOCIALLY RELEVANT INTERNATIONAL PARTNERSHIPS

The three main functions of Higher Education Institutions (HEIs) and especially universities are: Teaching and learning, Research, Service to society.

These are not separated and, in well-functioning HEIs, synergies between the three are present: research findings are included in teaching - keeping students' knowledge up-to-date, students bring new perspectives into research, research helps solving problems relevant to society, and society benefits from well-educated citizens graduating from HEIs.

In an ideal world, HEIs would collaborate globally to share their knowledge and expertise, improve the quality of their teaching in order to form competent and responsible citizens, and improve the quality of their research in order to help solve global problems and, in the end, improve society.

It comes as no surprise that we do not live in an ideal world and therefore it is worth discussing the concept of socially relevant international partnerships: what are they? What makes an international partnership socially relevant?
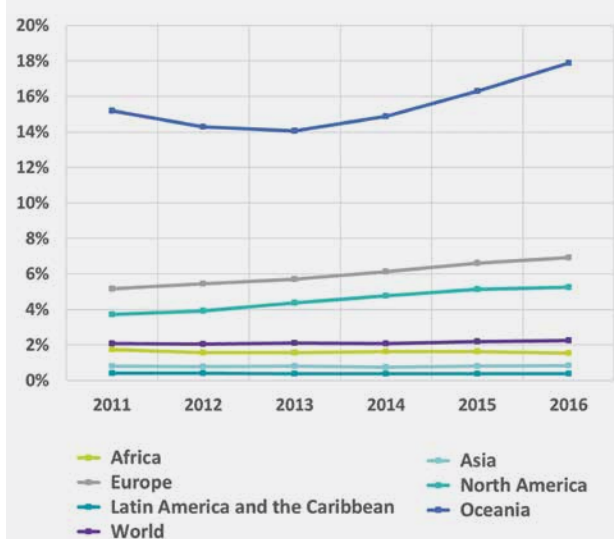
If we feel the need to talk about socially relevant international partnerships, it is because international partnerships that are not socially relevant do exist or at least they are perceived as such.

One of the most common critiques addressed to HEIs is to be "ivory towers" detached from the need of local societies. Of all activities that HEIs do, international activities are probably the ones that are more often accused of being unfair, elitist and detached from the needs of local society. Why is this happening? Is there any truth in this accusation?

Student mobility: the original sin?

For many years, many HEIs have concentrated efforts and resources on student mobility, even to the point of limiting their interpretation of internationalization and international partnerships to attracting international students, mainly for economic reasons (attracting fee-paying students). As we can see from the data from UNESCO Institute for Statistics **(Figure 1**

Figure 1. Percentage of mobile students

Legend:
- Africa
- Europe
- Latin America and the Caribbean
- World
- Asia
- North America
- Oceania

and 2), the percentage of mobile students at world level has been constant for many years at around 2% and even in regions where it is increasing it still involves only a small percentage of the total student population. Moreover, student mobility is highly unbalanced, with a student flow going mainly from East (China, India) to West (USA, UK) **(Figure 2)**.

International partnerships that focus only on the recruitment of fee-paying students are an example of non-socially relevant partnerships, or, even worse, international partnerships that have negative impacts on society, such as unequal share of benefits among students and brain drain.

Does this mean that partnership for student mobility should be stopped and classified as non-relevant to society? Of course not. We all know the benefits that international students bring to an HEI, including rich different cultural perspectives, different approaches to learning, new ideas and the positive effects that an international student body has on local students in terms of open-mindedness, acceptance of diverse, critical thinking, etc. We also know the benefits of mobility for outgoing students, again in terms of open-mindedness, adaptation to new cultures, self-confidence, problem-solving attitude, etc.

Figure 2. Student mobility flow in 2015
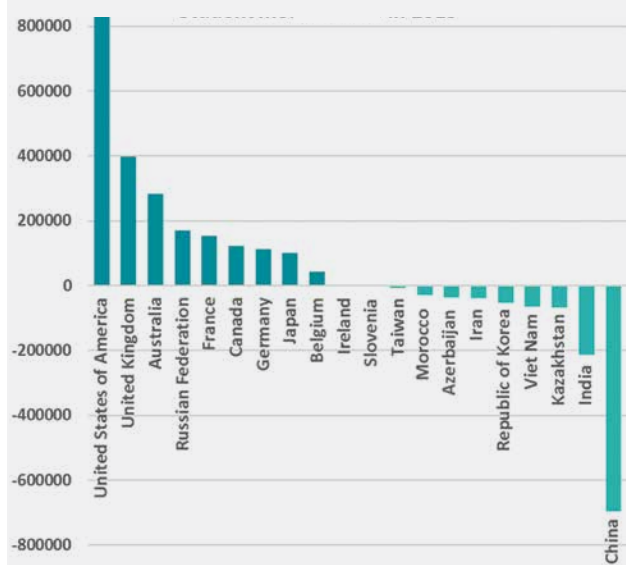
So how to make partnerships for student mobility more relevant to society?

In order to address the problem of brain drain, partnerships for student mobility should be concluded with academic rationales in mind, should become more balanced - knowledge does not reside in one single region of the world - and the benefits of outgoing mobility should not be underestimated - HEIs should not be afraid of losing their students, but should foster 'brain circulation'. Mobility partnerships should focus more on exchanges and joint, dual/double and multiple degrees, where a strong collaboration between participating HEIs is needed and the flow of students is not one way.

In order to address the problem of mobility being elitist, internationalization at home should be prioritized and mobility should be used to improve internationalization at home. Different cultural perspectives should be included in the curricula for all students and international students should be valued as an invaluable resource to bring intercultural perspectives in the classroom. With the development of new technologies, virtual mobility should be developed more and interactive online learning promoted more. International students should be encouraged to interact with local students inside and outside the classroom, and to get involved in student associations and NGOs, especially the ones that interact with local society.

In short: teaching and learning are not the only pillar HEIs should focus on when improving their partnerships in order to become more socially relevant.

International research: a privilege?

There is a tendency by some universities or other HEIs to sign international partnerships only with universities and HEIs of the same perceived reputation and prestige. This might have a negative effect of stratifying HEIs into different categories, in which similar institutions are seeking partnerships only with similar institutions. The risk is to create a league of top research universities where the bulk of world's scientific research is concentrated as well as most financial resources, leaving aside the majority of HEIs in the world. Even if global rankings, publishing houses of scientific journals, policies from national governments and donor agencies, demand from industry, have played a negative role in this, the final responsibility lies with Universities and other HEIs, because it is there where research is undertaken and evaluated and they are actors and contribute to defining the 'rules of the game'. It is at the university level that these rules should be reassessed and reconsidered critically.

HEIs should recognize that higher education and research is not a race to the top, but that meaningful research is one that both addresses global challenges and local needs. Research partnerships between HEIs, different in nature and context, and with different resources, are important for capacity building, but a socially relevant international partnership for research is one in which the research agenda is not set by one of the partners, usually the one with the money, but agreed upon by all partners. It is a partnership which takes into consideration the local societal needs of all partners and in which the research benefits, in terms of scientific and technological outcomes, are equally shared among all partners. It is a partnership that includes non-academic actors such as local governments, enterprises and NGOs and treats them as equal players, avoiding treating them as second-class partners or letting them set the whole agenda.

Conclusion: the solution is in the essence

A socially relevant international partnership is one in which HEIs do not forget their nature and their mission, which is the synergy of the three main pillars of teaching & learning, research and service to society.

Higher Education and Research for Sustainable Development

Future well-being of humanity and the planet depends on successful resolution of the interconnected challenges of economic, social, cultural, and environmental sustainability. IAU's actions in support of the Agenda *Transforming our world: the 2030 Agenda for Sustainable Development* and related Sustainable Development Goals (SDGs) provides a framework for university collaboration, in research, curriculum development and outreach.

PARTNERSHIPS FOR THE GOALS

"People, Planet, Prosperity, Peace and Partnership" are the five pillars mentioned in the preamble on which the Sustainable Development Goals (SDGs) in the *Agenda 2030 for Sustainable Development* are built. The global aspect of Agenda 2030 is the biggest change compared to other international development agendas. The "Global Agenda" and the "Global Goals", as they are sometimes called, aim to engage all stakeholders on all continents to achieve development "that meets the needs of the present without compromising the ability of future generations to meet their own needs."[1]

Partnerships are considered highly important for the Global Agenda. This is emphasized with the concrete inclusion of partnership into the SDGs. SDG 17: "Partnerships for the Goals" unfolds in 19 targets relating to finance, technology, capacity-building, trade and systemic issues. This Goal counts more 'targets' than any other and is reviewed, unlike the others, each year at the High-Level-Political-Forum (HLPF) in New York. Without partnerships, the Goals will not be reached.

HIGHER EDUCATION AND RESEARCH PARTNERSHIPS FOR THE SDGS

Higher education and research do strongly promote partnerships for the advancement of society. This is also an integral part of the mission and vision of the IAU: "Creating a worldwide higher education community".

That universities play a key role in fostering sustainable development has been discussed many times[2], and, after many years of absence in international development agendas, higher education and universities are finally mentioned in

Agenda 2030. The implementation of Agenda 2030, called for universities around the world to understand what they can do to contribute to the Agenda specifically, to look more closely at what this means for them, and how it translates in everything they do. There is a great interest within many institutions to get involved in Agenda 2030 and share what they do.

CONCRETE ACTIONS FOR THE SDGS: THE IAU GLOBAL CLUSTER ON HESD

IAU has been working with sustainable development since 1993. In 2018 IAU started the IAU Global Cluster on HESD to foster concrete actions for all of the SDGs and to enhance university partnerships. 16 highly committed Member institutions were selected to lead the work of the Association in this area. IAU, as coordinator and initiator of the project, takes SDG 17: partnerships. Each SDG Lead Institution will work together with five Satellite Institutions each to enhance the work on that particular SDG. At the same time, and in order to avoid working in silos, they will collaborate with other lead intuitions.

The following is a short overview of the confirmed SDG institutional leaders and why they were selected. For more information on the institutions, please visit www.iau-hesd.net.

SDG-1: University of Ghana, Ghana
The University of Ghana is lead for SDG1: No Poverty due to it's recent launch of the projects "Economic Inclusion and Poverty Eradication" and "Ghana Economic Well-Being Project".

SDG -2: Antonio Nariño University, Colombia
Antonio Nariño University hosts the Faculty of Environmental Engineering. The faculty promotes the conservation of the environment and the development of sustainable infrastructures.

SDG-3: UOC, Catalonia/Spain
The Open University of Catalonia is home to the 'eHealth Center'. Its goal is to educate and empower professionals and ordinary citizens, through the use of technologies, to lead the paradigm shift in health.

SDG-4: Leuphana University, Germany
Leuphana University is home to the UNESCO Chair "Higher Education for Sustainable Development".

SDG-5: University of Bologna, Italy
The University of Bologna promotes SDG5: Gender Equality throughout the whole institution. Alma Gender IRT is an integrated research team.

SDG-6: University of Tehran
The University of Tehran is home to the Water Institute, a research unit that focuses specifically on water resources.

SDG-7: Assam Don Bosco University, India
Assam Don Bosco University has committed itself to becoming an EcoFriendly campus. The university is moving forward especially in the field of affordable and clean energy.

SDG-8: Gothenburg University, Sweden
The University of Gothenburg hosts the "Work and Employment Research Centre" (WE), whose purpose is "to promote and support research, education, innovation and utilization in the field of sustainable work and employment."

SDG-9: Bournemouth University
The University recently adopted the "BU2025: our vision, values and strategic plan". The new strategic plan is aligned to Agenda 2030.

SDG-10: University of Tsukuba, Japan
The University of Tsukuba offers a *Bachelor's Program in Global Issues*, a comprehensive program focusing on literacy in global issues.

SDG-11: Siam University, Thailand
Siam University committed itself to 'sustainable urban development.' This idea has a high priority for Thailand. The plan is for the country to develop the status of a knowledge based society and urban living.

SDG-12: University of Regina and Luther College, Canada
The Regional Centre for Expertise on Education for Sustainable Development in Saskatchewan is hosted by the Luther College at the University of Regina. It has multiple flagship projects. Among others *The Sustainability and Education Policy Network*

(SEPN); Community Collaboration for Potash Mine Engagement; and Reducing Pesticide Use: Plant Health Care Model.

SDG-13: University of the West Indies, Jamaica, Barbados and Trinidad
The University has multiple initiatives focusing on sustainable development: the Climate Studies Group Mona (CSGM), Institute for Sustainable Development (ISD), the Centre for Resource Management and Environmental Studies (CERMES), and the cross-campus UWI Resilience Working Group (UWIRWG).

SDG-14: University of Bergen, Norway
The University of Bergen (UiB) is Norway's largest marine university, with research and education of a high international standard and several world leading research environments. In 2018, a new research center to focus on sustainable ocean research was established, the Ocean Sustainability Centre.

SDG-15: University of Costa Rica, Costa Rica
Costa Rica contains nearly 6% of the world's biodiversity, making it the country with the highest density of biodiversity worldwide. The University of Costa Rica (UCR) hosts the Centre for Research on Sustainable Development (CIEDES).

SDG -16: University of Nairobi, Kenya
The University is home to the Wangari Maathai Institute for Peace and Environmental Studies. The overall aim of the institute is to cultivate better environmental stewardship and management of resources and ultimately a reduction in related conflicts.

SDG-17: The International Association of Universities (IAU)
Building partnerships and networking for sustainable development and to address the SDGs and Agenda 2030 is inscribed in IAU's DNA. We are pleased to partner with Universities and HEIs and with committed national and international Organisations to build the synergies that are required to help achieve the goals. (www.iau-hesd.net)

[1] Brundtland Report, 1987
[2] E.g. IAU Horizons 18(2); IAU Horizons, 20(3) available online on the IAU website (www.iau-aiu.net).

GET INVOLVED

⮕ Contribute to IAU publication series on SDGs
Showcase your institutions HESD initiatives in the new IAU publication series about the SDGs. IAU will publish one publication per SDG. The next publication will target SDG-5: Gender Equality.

⮕ Profile your institution on the HESD Portal
The Global Portal on HESD www.iau-hesd.net now includes

more than 720 committed universities and over 700 actions. Join the movement and register your initiatives!

⮕ Become part of the IAU Cluster on HESD
IAU developed a Cluster on Higher Education and Research for Sustainable Development (HESD). It is open to IAU Member universities. The cluster will enhance knowledge sharing and development of expertise on SDGs.

Contact: Stefanie Mallow (s.mallow@iau-aiu.net)

Technology in Higher Education

ICTs and their impact are ubiquitous in all aspects of higher education worldwide. Yet, for various reasons the inclusion of and the reflection on how best to use ICTs in all functions of higher education is uneven from region to region, from country to country, and among institutions. The aim of IAU's action in this area is to embrace the opportunities and discuss the challenges and, through collaboration and exchange, to ensure that the potential is unlocked for all.

IAU POLICY STATEMENT ON HIGHER EDUCATION IN THE DIGITAL ERA

Expert Advisory Group meeting in Bucharest, Romania

In the context of the rapid development of technology, which affects society and higher education, IAU is currently developing a new IAU policy statement in order to outline the key principles and values that must underpin digital transformation. In order to oversee the drafting process, IAU established an Expert Advisory Group (EAG) composed of experts from different regions of the world as well as representatives of the IAU Administrative Board.

Hosted by the National University of Political Studies and Public Administration (SNSPA), the IAU Expert Advisory Group met in Bucharest, Romania on 28-29 May 2018 in order to commence the work. The structure and the fundamental principles were discussed to start building the policy statement. The overall drafting and consultation process will take place over the next two years (2018-2020) and the Policy Statement will be submitted to the General Conference for adoption. The General Conference will take place in Ireland in 2020, hosted by University College Dublin (UCD).

It is the ambition of IAU to have a large stakeholder consultation process in order to include the voice of 'most importantly' IAU Members, both also student representatives and the higher education community at large. The consultation process will take place in several phases.

CONSULTATION PROCESS

The first consultation process will be a collection of information from IAU Members and higher education institutions around the world in order to take stock of the current state of digital transformation in higher education and the related opportunities as well as challenges. The consultation process is scheduled to start in November 2018. All IAU Members will receive an official invitation to take part in this important consultation process. Visit the IAU website for more detailed information www.iau-aiu.net/technology

IAU calls upon all Members

to take active part in the consultation process and in shaping digital transformation in higher education!

NEW INITIATIVE!
IAU INSTITUTIONAL SITE VISIT PROGRAMME:
First session at the Universitat Oberta de Catalunya (UOC), Barcelona, Spain

IAU is pleased to announce the launch of a new institutional site visits programme. The purpose of the programme is to create opportunities for exchange among Members while meeting at a university that is very advanced using digital technology to improve higher education. The site visit represents a unique opportunity to learn from the institutional experience at the host university.

The aim of the programme is to build capacities through exchange of information and experiences. The programme does not aim to explain how to use technology in higher education, but rather to offer a forum to learn and become inspired by the host institution and the experiences of peers attending the meeting and thereby allowing participants to return to their university with new ideas, insights and knowledge that they can adapt as relevant to their specific context and needs.

The institutional site visits programme is exclusively open to representatives from IAU Members (all categories). IAU will charge a very low fee (150 € per participant) in order to cover the cost of the organization of the event. Meals are included in this fee, but it excludes travel and accommodation which is to be covered by the participant.

Universitat Oberta de Catalunya (UOC), Barcelona

UNIQUE OPPORTUNITY TO VISIT THE UOC – THE WORLD'S FIRST FULLY ONLINE UNIVERSITY

IAU is pleased to announce that the first host of this new programme is the **Universitat Oberta de Catalunya (UOC).** UOC is the first fully online university in the world. UOC is an innovative university that is rooted in Catalonia while being open to the world. It offers people lifelong learning to help them and society advance, while carrying out research and contribute to the knowledge society. UOC was founded in 1995 and opened with some 200 students. It was designed from the start to be a fully online university. It has grown in the intervening years and 200,000 people now form part of the UOC community.

UOC's headquarters are located in Barcelona, one of the world's most exciting and cosmopolitan hubs. Sitting by the Mediterranean, Barcelona is a vibrant and multicultural city with a wide range of cultural activities to enjoy. The beautiful Art Nouveau buildings designed by Gaudí are a hallmark of the city and give it an unparalleled skyline that blends past and present.

UOC has a unique and innovative student-centred educational model. The university offers students a top quality, personalized education that helps them develop and become responsible professionals and citizens. It provides people with skills and knowledge so that they can bring value to society.

UOC has adopted the global 2030 Agenda as its roadmap, looking to guarantee the contribution of its teaching and research to the Sustainable Development Goals. UOC focuses its work on addressing several SDGs and in particular SDG-4, which aims to ensure inclusive and equitable quality education for all, and using information and communication technologies to help provide access to education to underrepresented groups.

Thanks to its wealth of experience in using technologies in higher education, UOC is pleased to host this first site visit. Take this unique chance to visit the first fully online university in Barcelona and learn more about UOC and how it uses technology to provide access to education and to contribute to the common good.

New: IAU Institutional Site Visit Programme: Visit the Universitat Oberta de Catalunya (UOC)

- **Who?** Higher education leaders or representatives involved in digital transformation
- **Where?** Barcelona, Spain
- **When?** 27-28 February 2019
- **Why?** To learn from the experience of UOC and to exchange and create a network of peers from other regions of the world
- **How much?** IAU charges 150 € in coordination fee per participant which includes a two-day meeting, material and catering during the time of the meeting. The registration fee does not cover travel and accommodation.
- **How to register?** Register online on the IAU website under the section Technology. You will be asked to explain in a few lines why you wish to attend and to include your bionote. IAU strives for regional and gender balance and the 25 selected participants will be informed in due time.
  ⊕ https://www.iau-aiu.net/technology → Collaboration & exchange

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

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GET INVOLVED

⊕ Defining the principles for the digital transformation - participate in the consultation process

Take part in the consultation process and contribute to the short survey elaborated by IAU in order to collect information about the current situation and trends in terms of the digital transformation around the world.

Survey launch 1 November 2018

www.iau-aiu.net/technology → monitoring trends

⊕ Contribute to the blog on the role of technology in higher education

Read and get inspired by the blog post and consider contributing an article to the IAU blog on digital transformation in higher education. www.iau-tech.net

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

IAU KNOWLEDGE HUB

New IAU publications

Internationalisation of Higher Education: A Handbook - New issue now available

Issue 2/2018 of "Internationalisation of Higher Education: a Handbook" is now available. Published by DUZ Academic Publishers, it contains articles on the theme "Managing Risks in HE Internationalization". IAU Members can benefit from a substantial discount on the subscription price. https://www.handbook-internationalisation.com/
Contact: Giorgio Marinoni (g.marinoni@iau-aiu.net)

New: "Internationalisation of Higher Education: a Handbook" becomes "Internationalisation of Higher Education – Developments in the European Higher Education Area and Worldwide"

IAU and DUZ Academic Publishers are happy to announce that starting from the next issue (no. 3/2018), the contents of "Internationalisation of Higher Education: a handbook" will be supplemented by topics of the "Journal of the European Higher Education Area", thus connecting internationalisation worldwide to internationalisation resulting from the Bologna Process in Europe.
"*Internationalisation of Higher Education – Developments in the European Higher Education Area and Worldwide*" provides a broad coverage of issues pertaining to internationalisation such as governance, leadership and management; funding at national and supranational levels; internationalisation strategies and activities; access, mobility, student success and lifelong learning.
It is published four times a year, includes 6–7 articles per edition and is available both in printed and online versions. Get your welcome offer – 50% off for a campus license as an IAU Member – here: https://www.handbook-internationalisation.com/en/preise-und-bestellung/
Contact: Giorgio Marinoni (g.marinoni@iau-aiu.net)

Higher Education Policy HEP 31/2 – June 2018

The second edition of HEP to appear in 2018 was released in June 2018. Articles include: the impact of higher education development in China on economic growth; university admissions in Chile; UK universities' transnational campuses; quality assurance in the European Higher Education Area; publication pressure among Dutch academics; teaching policy at South African universities; and transnational teaching in China. Abstracts can be viewed online: https://link.springer.com/journal/41307/31/2/page/1

HEP 31/3 – September 2018

The latest edition of HEP was released in September 2018 and includes articles looking at: cost sharing via deferred graduate retirement, graduate employability in Cameroon, international faculty contribution to local research capacity-building, and how transferring from a community college to a 4-year institution in the US impacts on cost to the student and time to graduation.

Abstracts can be viewed on https://link.springer.com/journal/41307/31/3/page/1

SUBMIT A PAPER TO HEP

If you are interested in submitting a paper to HEP, please visit the online submission portal on https://www.editorialmanager.com/hiep/default.aspx; and you will find author instructions on http://www.springer.com/education+%26+language/journal/41307.

IAU Lynx

IAU monitors higher education developments worldwide and presents a snapshot with a series of links to new policies, initiatives and projects on various higher education topics on a monthly basis. Previously the information was disseminated as part of the IAU monthly newsletter, but in trying to improve and to make information even more accessible, it is now presented on the IAU website. Please visit the IAU Lynx on the IAU website under the menu 'Knowledge Hub' https://iau-aiu.net

IAU / COPERNICUS Alliance / Palgrave Prize Essay Competition Winners

Thanks to Palgrave Macmillan, the publisher of the Association's research and reference works, and COPERNICUS Alliance, the 2016/2017 Essay prize competition focused on:

Higher Education and Research for Sustainable Development: A New Academic Discipline?

IAU is pleased to announce the two winners of the prize essay competition, which saw IAU come together with the COPERNICUS Alliance to offer two prizes, each one of 2000€.

The winning essay from an IAU Member institution is entitled **Towards a Definition of Environmental Sustainability Evaluation in Higher Education**, contributed by David Alba Hidalgo, Javier Benayas del Álamo and José Gutiérrez Pérez, representing the *Association for Ecology and Education for Sustainable Cities-Transitando*, the Autónoma University of Madrid and the University of Granada, Spain.

The winning essay from a Member of the COPERNICUS Alliance is entitled **Mainstreaming Education for Sustainable Development at a Swiss University: Navigating the Traps of Institutionalization**, contributed by Lilian J. Trechsel, Anne B. Zimmermann, David Graf, Karl Herweg, Lara Lundsgaard-Hansen, Lydia Rufer, Thomas Tribelhorn and Doris Wastl-Walter, all from the University of Bern, Switzerland.

The winning articles will appear in IAU's quarterly journal, Higher Education Policy, in December 2018, and will be fully available online from 1 November 2018 on the journal's Online First website (https://link.springer.com/journal/41307/onlineFirst/page/1).

IAU would like to thank all those who responded to the call and the reviewers who helped in the reviewing process!

Abstracts from the winning articles

Towards a Definition of Environmental Sustainability Evaluation in Higher Education
Sustainability is increasing its presence at Universities, so it is convenient to reflect on the impact and effectiveness that university sustainability actions are having. Several authors have recognized mature experiences about environmental sustainability in the different dimensions of higher education: teaching, research, operations and outreach. Assessment of university sustainability is an emerging field of research of Education for Sustainable Development in Higher Education, because of the use by universities of assessment tools to improve the performance of its policies, but also to disseminate their results. This paper seeks to define what is meant by "assessment of university environmental sustainability" based on different evaluation approaches found in an integrative meta-analysis of specialized literature on the subject and review of assessment tools. While the most common evaluative approach is the self-assessment, to improve the implementation of policies, other approaches aimed at promoting university activity in sustainability through its participation in rankings or accreditation system increasingly are becoming greater presence. This leads to identify a particular concern among Universities to compete and appear in the university context as "sustainable" without ensuring that their actions are being designed really to improve sustainability, at a university and global context.

Mainstreaming Education for Sustainable Development at a Swiss University: Navigating the Traps of Institutionalization
How far have higher education institutions progressed towards integrating sustainable development at an institutional level and are they responding to the societal need for transformation? Can the pace of transformation be accelerated, given the urgency of the issues our world is facing? As a practice-oriented contribution to this broader debate – still open despite progress achieved during the Decade of Education for Sustainable Development (2005-2014) – this article discusses a mainstreaming strategy applied to teaching at a higher education institution in Switzerland, the University of Bern. We analyse the traps of institutionalizing sustainable development (SD) in a higher education institution and clarify the policies and approach to change management needed to navigate these traps, based on an analysis of our experience as an education for sustainable development team.

World Higher Education Database (WHED) – Focus on Asia and the Middle East region

The IAU WHED portal (www.whed.net) is the global higher education database developed and maintained by the International Association of Universities (IAU), in collaboration with UNESCO. It includes authoritative information about education systems, credentials and higher education institutions all over the world. IAU has gathered information about higher education institutions since its creation in 1950; the information has been made available through an open online portal since 2014.

The IAU Secretariat receives and updates information on the WHED Portal on an ongoing basis. In addition, an annual regional update campaign focusing each year on one specific geographical area is realized, based on data received from higher education authorities and accredited higher education institutions (HEIs).

In 2017 IAU concentrated specifically on the African region; the 2018 update campaign is devoted to Asia and the Middle East region. In terms of representation in the database, the number of countries in Asia and the Middle East region accounts for about 25% of the countries in the WHED Portal, placing it in third position behind Africa (30%) and Europe (27%). This

said, the number of institutions in this region amounts to 36% compared to 9% in Africa and 22% in Europe.

IAU follows a rigorous 4-year cycle for updating each region, which allows drawing trends, comparisons and evolutions from one cycle to the next. Since the last update campaign of Asia and the Middle East in 2013-2014, a few patterns are forming among the countries already updated this year. In particular, IAU notes a significant increase in the number of accredited HEIs, most of them being private institutions,while the number of public HEIs seems to remain quite stable (except for Vietnam where both public and private HEIs have respectively multiplied by 4 and 5). An example is Indonesia, for which an update is in progress, where the number of private HEIs has significantly increased by 87% in 4 years.

The following chart gives an example of the evolution from 2014 to 2018 of the HEIs' landscape in three Asian countries that have recently been updated by IAU in the WHED: Malaysia, Korea and India.

EVOLUTION OF HIGHER EDUCATION INSTITUTIONS
in three Asian countries updated in the IAU WHED

YOU ARE ALREADY AN IAU MEMBER?

IAU Members have the possibility to participate actively in **updating their institutional information on the IAU WHED Portal.** IAU Members also benefit from **special visibility**, by adding a logo and pictures! Contact us to update information, add photos or logo at centre@iau-aiu.net

NOT YET A MEMBER?

Read more about IAU Membership here:
https://iau-aiu.net/Benefits-commitments

IAU Membership News

NEW MEMBER INSTITUTIONS

BELGIUM
Université de Liège (Rejoin)
www.uliege.be

BOTSWANA
Botswana Accountancy College
www.bac.ac.bw

CROATIA
VERN' University of Applied Sciences
www.vern.hr

FRANCE
ISTOM – Ecole supérieure d'agro-développement international
www.istom.net

GERMANY
University of Vechta
www.uni-vechta.de

HAITI
Public University of the Southeast in Jacmel
www.upsej.org

INDIA
Ganpat University
www.ganpatuniversity.ac.in

INDIA
G. D. Goenka University
www.gdgoenkauniversity.com

INDIA
Global Open University Nagaland
www.nagaland.net.in

ITALY
Humanitas University
www.hunimed.eu

JORDAN
Aqaba University of Technology
www.aut.edu.jo

JORDAN
Yarmouk University (Rejoin)
www.yu.edu.jo

JORDAN
Jadara University
www.jadara.edu.jo

MALAYSIA
Quest International University Perak
www.qiup.edu.my

MALAYSIA
Universiti Selangor
www.unisel.edu.my

NIGERIA
Covenant University
covenantuniversity.edu.ng

SOMALIA
Jazeera University
www.jazeerauniversity.edu.so

UKRAINE
Pylyp Orlyk International Classic University
mku.edu.ua

UNITED STATES OF AMERICA
Boston College (Rejoin)
www.bc.edu

NEW MEMBER ORGANIZATIONS

EUROPE
Aurora Universities Network
https://aurora-network.global

INTERNATIONAL
International Federation of Catholic Universities (Rejoin)
www.fiuc.org

NEW AFFILIATES

NEW ZEALAND
New Zealand Qualifications Authority
www.nzqa.govt.nz

UNITED STATES OF AMERICA
Accreditation Board for Engineering and Technology
www.abet.org

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

Do not hesitate to contact IAU in case you have questions or comments related to the articles in the 'In Focus' section.

Contact: t.jensen@iau-aiu.net

IN FOCUS
Higher Education Partnerships for Societal Impact

IAU IS PLEASED TO DEVOTE THIS '*IN FOCUS*' TO THE SAME TOPIC AS ITS ANNUAL INTERNATIONAL CONFERENCE, IN ORDER TO FUEL THE DISCUSSIONS WITH DIFFERENT CONTRIBUTIONS BY AUTHORS FROM ALL OVER THE WORLD.

Because IAU takes social responsibility to heart, it was important for us to take advantage of the platform that is the *IAU Horizons* magazine, to reaffirm that higher education is essential for sustainable development and so is social consciousness of universities.

In these pages, researchers, institutional leaders, associations, networks, teachers together with students – in other words, the higher education players of today who on a daily basis contribute to building the societies of tomorrow, discuss how higher education implements new approaches that create social value, and develop innovative solutions to improve societies for the better.

Some articles present theoretical approaches to the role of higher education as a common good and discuss where the well-known concept of 'third mission' of universities stands now; others describe more concrete examples of higher education engaging with society and acting as a key driver for change. All of them acknowledge the critical importance of building meaningful partnerships in order to reach a societal impact. The various contributions explore the different natures of such partnerships – may it be with civil society, the private sector, the local authorities and decision-makers or between higher education institutions themselves.

By presenting different kinds of initiatives, the selection of articles also identifies potential barriers to successful partnerships as well as possible ways to overcome these. The cultural and political context, the regional priorities, the type of stakeholders involved, these are as many settings that influence a project outcome and the wealth of different projects around the world makes them even more diverse.

We are therefore pleased to invite you to read more about the various challenges and opportunities related to building partnerships in higher education for a societal impact. From community development activities in Latin America, to peace-keeping projects in Africa, to social initiatives addressing the difficult issues of access to health care in Jordan, the migration crisis in Europe or even the snakebite envenoming in Costa Rica – we trust that you will get inspired by these universities who are committed to the development of their societies. We hope that you will also engage and continue to ensure that higher education institutions make a difference at the societal level.

01 Higher education as a global common good

by **Simon Marginson**, *Professor of Higher Education, University of Oxford, UK*

UNIVERSITY OF OXFORD

From 1995 to 2015 the world Gross Tertiary Enrolment Ratio (GTER), as measured by the UNESCO Institute of Statistics, rose from 16 to 36 per cent. Four fifths of the world's 216 million tertiary students are enrolled in full degree programmes. In more than 60 education systems the GTER now exceeds half of the school leaver age cohort.

There are major gaps in participation. In Africa and parts of South Asia, participation is still very low. The quality of education, and rates of completion, vary greatly. Nevertheless, in our time we are seeing an extraordinary growth of educated 'capability' to use Amartya Sen's term. This is fundamentally changing individuals, economies and societies.

Higher education institutions and associated functions in vocational training and research are increasingly important, in all countries and in cross-border activity. And along with the growth in higher education has come a great expansion of expectations.

Families expect universities and colleges to deliver more pay, respectable jobs and a better life. Business wants ready-made productivity: compliant high skill graduates at scale. Governments want higher education to reduce youth under-employment, build skills, expand access, foster adjustment to new technologies and deliver innovation, though often without growing higher education budgets to match the growth of enrolments.

Expectations have outrun financing and resources for higher education. Inevitably, there is more pressure to improve efficiency in the form of cost per unit of output. This creates a need to define and measure the output of higher education. At this point it gets difficult.

Policy makers and university leaders can draw on measures of the private economic benefits of higher education in the form of salary levels, rates of return and rates of employment. However, individual pecuniary benefits are only one part of the contribution of higher education. The areas more difficult to define and measure in standardised ways are:

- individual non-pecuniary benefits such as higher education's contribution to graduates' health outcomes;

- higher education's broader all-round effects in forming students/graduates as capable people;

> "Education builds individual agency and confidence in all of those who graduate, and this creates better conditions for a rights-based society with high levels of social participation."

- the shared, collective (jointly consumed) benefits of higher education such as equitable opportunity, social literacy, new knowledge via research, joint productivity in the workplace, tolerance of diversity, better international relations.

Economists define these benefits as 'public' in the sense that they cannot be explicitly produced on a profit-making basis in economic markets. This is especially the case for outcomes of higher education that are collective. In contrast, graduates' higher individual salaries and rates of employment are seen by economists as private benefits, that could and perhaps should be funded by students and families.

However, the economic language of public/private gets us so far in identifying the outcomes of higher education. First, the terminology is ambiguous. 'Public' also refers to government or state. Second, many countries treat students' education as a public good in the economic sense to ensure equitable opportunity and maximise the shared benefits of higher education – yet 'public' benefits like shared literacy or tolerance can be generated in non-state educational institutions as well as state institutions.

Third, the term 'public' tells us nothing about the intrinsic contents of collective benefits. 'Public' does not necessarily mean 'good'. After all, in the strictly technical sense, an unjust war waged by an aggressive government is 'public' in both respects: it is produced on a non-market basis and it is produced by government. But such a war is not a common benefit.

An alternate wording to education as a public good is the idea of education as a 'global common good' developed by UNESCO, Rita Locatelli and others. These common goods are non-market education outcomes with positive social effects - activities that provide for such social relational qualities as solidarity and tolerance, equitable opportunity, human rights, shared scientific understanding and geographic mobility (freedom of movement of people).

Across the world, higher education forms non-market common goods in many ways. Its role in building tolerance and political participation has been repeatedly measured in social research. In relation to freedom of movement, we know that graduates are more geographically mobile than non-graduates at the same level of income. Most fundamentally, education builds individual agency and confidence in all of those who graduate, and this creates better conditions for a rights-based society with high levels of social participation.

Higher education as a 'global common good' emphasises education as a common right and a growing necessity, and

source of global understanding. It does not mean education should be the same everywhere. As well as meeting common rights and global standards, effective higher education is always nuanced to national-local language, culture and social needs.

Common goods are generated in private as well as public institutions. This is not as a license to commercialise education systems in countries where mass participation is still emerging. States everywhere have a special obligation to foster the common good on an equitable basis - and purely commercial private institutions, that focus primarily on profit not learning, are less likely to generate common goods than are non-profit private institutions.

02 Partnerships for societal impact at Latin American universities

by **Dr. Jose-Gines Mora**, *Oxford Centre for Higher Education Policy Studies, University of Oxford, UK,* **Dr. Mauricio Aguiar Serra**, *Instituto de Economia, Universidade Estadual de Campinas, Brasil and* **Dr. Maria-Jose Vieira**, *Faculty of Education, University of Leon, Spain*

Third Mission (TM) activities are essential in any role played by a university, whether they are portrayed as a TM or are embedded in the core missions of teaching and research. There are many ways in which universities can interact with society at large, TM activities are usually classified according to three specific dimensions: research (knowledge and technology transfer, and innovation), teaching (lifelong learning/continuing education), and social engagement (university involvement in social and cultural life). This whole set of activities comprises different types of actors and many constituent parts of universities, and also requires different structures and mechanisms to make them feasible.

These activities are essential for both universities and societies in a number of ways. Although the TM is not new, it has been

> "Social engagement as a means of "university extension" is - and has been for many years - a priority in LA universities, something that should inspire other regions of the world."

overshadowed by narrower notions of research excellence. In addition, academics have developed a propensity to build their own fiefdoms, thus contributing to the general perception that universities are true "ivory towers"; that is, disconnected from the needs of society. However, over the last years TM activities have evolved towards more interconnection with the traditional core missions of teaching and research.

Latin American (LA) universities have included social engagement high on their "Third Mission" agenda, converting themselves to civic universities with a high consciousness of sense of place, that is, recognising the extent to which its location helps the local community and forming the unique identity of each university. To be more precise, it can be said that social engagement has been incorporated by LA universities in their university missions, and it is also an important element of the teaching and research agendas [1]. Hence, social engagement as a means of "university extension" is - and has been for many years - a priority in LA universities, something that should inspire other regions of the world.

Social engagement in LA universities includes a great diversity of themes and originality of solutions. These activities have two separate areas: 1) Extension and Cultural Diffusion, in which universities are very active in opening their doors to society at large in the various fields of culture and leisure, such as the media, museums, symphony orchestras, dance and music groups, sports, etc.; and 2) Community Development, which encompasses several activities regarding to local development and free services to disadvantaged groups; social volunteering of university students; and the promotion of access to education. These types of social engagement activities have generated numerous innovative partnerships with different actors: small businesses, NGOs, rural communities, socially and economically disadvantaged groups.

An important point to be made is that social engagement activities in LA universities stem from a combination of bottom-up and top-down approaches.

■ The university awareness of its role with society (*bottom-up approach*): social engagement in LA universities has been traditionally part of the university mission and culture (dating back as a reaction of reformist groups in the so-called Cordoba Reform Movement of 1918).

■ Regional and national priorities (*top-down approach*): worrying socio-economic contexts and the fragility of civil organisations in many countries have triggered in recent

years the approval of national and regional programmes to improve the quality of life of their citizens.

From the viewpoint of regional actors, some positive effects of social engagement activities are the improvement of the community quality of life, the enhancement of human and social capital of communities, the development of professional competences, the preservation of cultures and traditions, and in general, social, economic, cultural and environmental benefits. Looking at this issue from the perspective of LA universities, beneficial impacts of social engagement activities are inextricably related to their ability to help the community, the establishment of permanent connections with citizens, the implementation of actions aimed at public good or, in the case of involved students, the development of competencies, such as team work, communication skills, critical reflection and leadership.

Although its roots lie mainly in the failure of the welfare state, the key point is that social engagement is a vital part of LA universities' ethos. There are hundreds of examples – ranging from the "University Homes" programme, which is implemented by Veracruzana University (Mexico) aiming at student involvement in poor municipalities, to the "Technological Incubator for Popular Cooperatives" programme, which is carried out by Unicamp (Brazil) in order to train, organise and support self-managed groups – that show different ways of university-community interaction. It should be stressed that the Unicamp incubator is part of a university network, which currently consists of 62 university incubators spread all over the country. This is far from being an isolated success story. Indeed, LA universities offer remarkable experiences of transformative social action. Their behaviour could be a useful example for many universities in the developing world as well as developed countries, which might use it as a tool for developing social responsibility.

[1] Mora, J.G., Serra, M.A. & Vieira, M.J. (2017). Social Engagement in Latin American Universities. *Higher Education Policy*. DOI 10.1057/s41307-017-0069-1

03 The Aurora Universities Network

by **David Richardson**, *President and* **Kees Kouwenaar**, *Head of office, Aurora Universities Network*

AURORA

- University of Aberdeen
- University of Antwerp
- University of Bergen
- University of Duisburg-Essen
- University of East Anglia
- University of Gothenburg
- University of Grenoble Alpes
- University of Iceland
- Vrije Universiteit Amsterdam

A new network: Aurora

The Aurora Universities Network was launched in October 2016, to help its members achieve their core vision: that there is no unsurmountable tension between world class academic excellence and more-than-rhetoric societal relevance & impact. Tension, YES; but unsurmountable tension: NO.

To make this work, we brought together similar and likeminded universities; only one per country, to avoid competitiveness that often exists within one higher education (HE) system.

Who we are

Aurora consists of nine research universities in Europe keen to learn from each other about how best to match Academic Excellence with Societal Relevance as the key objective. Collaboration in research and education is – while much appreciated – a secondary benefit.

Aurora works as a high trust platform network where both presidents and the experts in the various working groups meet to openly discuss their concerns and challenges rather than showcase their successes. We focus on four key priorities:

- Diversity & Inclusion,
- Societal Relevance and Impact,
- Students' Engagement, and
- Innovation of Teaching & Learning

Growing bottom up, we also have a focus on a) International cooperation (which seems inevitable for an **international** network of universities) and on b) sustainability.

Sustainable development goals

Sustainability as a topic now seems to be transforming into "the Sustainable Development Goals" and is becoming the overarching shared narrative framework for the Aurora network as a whole.

Aurora universities – because of their focus on societal relevance and impact – have relatively more interdisciplinary research, multidisciplinary research, transdisciplinary research than many of their peers. They have more research that seeks to contribute to solving major societal challenges – unsolved challenges that

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often require very fundamental research. So, it is not surprising that the SDGs are an appealing narrative framework for the kind of universities that Aurora has brought together.

The Aurora SDG Bibliometric Tool

All university presidents – and politicians and the public at large – always want to know: "How good is the research at … this university/faculty/group". Normal practice is to answer such questions in terms of a) traditional academic disciplines with b) a strong focus on academic quality.

For universities that want to match Academic Excellence with Societal Relevance – these questions should also be answered and maybe primarily a) in terms of the great societal challenges that our countries (our taxpayers) face and b) with more focus on the societal impact of this research.

Bibliometric experts from Aurora universities are developing to do exactly this with the **Aurora SDG bibliometric Tool**[1]: a tool that shows research results categorized in terms of the UNESCO Sustainable Development Goals and offers insight not only into academic quality, but also with societal relevance and impact as well as availability through open science channels. This project seeks to give insight into Aurora's relative contribution to science in these problem-areas, and how policy makers pick up on the research tackling these complex problems. The main deliverable will be a bibliometric tool to survey and analyse the research output and impact of a unit (department, faculty, university, universities network) in terms of its *) societal relevance, *) academic quality & impact, *) societal impact.

The Tool is still under development and needs to grow in data completion as well as robustness before it can be rolled out. All Aurora universities – also those not involved in its development – are keen to use it when ready to change the narrative or their university, both internally and externally. We do intend to make it available also outside Aurora.

Aurora Biannual

As a further sign of the increasing importance that we attach in Aurora to societal relevance and the SDGs, we have decided to

organise our biannual meetings in this context as well. Starting with the 5th Aurora Biannual, in Antwerp on November 28-30, 2018, a selection of the SDGs serve as overarching theme for these Aurora network gatherings. At the Antwerp Aurora Biannual, we will focus on the SDGs related to the Biosphere.

Other activities

Other interesting joint activities of Aurora - still a young network – include:

- **The Aurora Diversity & Equality Award.** This idea came up in the Diversity & Inclusion group even before the official launch of Aurora. In May 2017, the first Call for Nominations was launched, yielding 13 nominated projects, a shortlist of three and one eventual winner proclaimed at the Norwich Aurora Biannual of November 2017. All 13 proposals show excellent initiatives – which was indeed the purpose of the Award – and have been collected in a booklet which is available on the Aurora website[2].

- **The Aurora Inclusive Internationalisation Project.** This is based on a simple but disconcerting observation: International experience is less likely for students for whom going to university, who often are the first in their family to go to university, and for whom going to university poses more than average challenges. Statistics show that. But research shows that these students tend to profit actually more from such international experience – provided that they receive proper guidance before, during and after their period abroad. The Aurora Inclusive Internationalisation Project sets out to improve those statistics.

Global engagement

Aurora doesn't want to be exclusive: if others would like to create a similar closely-knit network for societally engaged universities, they are more than welcome to profit from our experience.

04 European universities, migration, and social responsibility: a glance at recent policies and practices

by **Juliette Torabian**, *Senior international expert in education and sustainable development, Doctorate in comparative higher education, University College London, Institute of Education*

1. https://aurora-network.global/project/sdg-analysis-bibliometrics-relevance/

2. https://aurora-network.global/wp-content/uploads/2018/01/201070922_VU_AURORA_artwork_lowres.pdf

From their medieval creation, European universities' course of action and roles have been formulated by dynamics of socio-cultural, political, national and more recently, global interests. The Napoleonic and Humboldtian models are two examples that come to mind in which certain worldviews-i.e., State-controlled training of the required workforce in the former and autonomous decentralised university education to discover the highest forms of knowledge (Wissenschaft) in the latter- served as "switchboard operators" - to use Weber's terminology- hence setting universities' rationality criteria within validating contexts.

Although heterogeneous and reinterpreted elements of both above models still shape the role and the mission of universities across the globe and Europe, new "being" possibilities, using Barnett's words, are imagined for universities in response to rising social and economic challenges and aspirations. One such recent role -perhaps in dichotomy with the much emphasised economic role of higher education- is "universities' social responsibility" accentuated in the European Higher Education Area (EHEA) policies including the London Communique (2007), and the Leuven / Louvain-La-Neuve Communique (2009).

In a more recent positioning of the European universities and in the face of increased migration influx, the societal impact of universities and their strategic partnership to innovate, cooperate, and share knowledge have been further emphasised in the EHEA policies and action plans. The 2016 "European Commission Action Plan on the integration of third country nationals", for instance, aims to provide a common policy framework to help Member States as they develop and strengthen their national integration policies. This Action plan is in line with the Erasmus + programme (2014-2020) in general, and its second key action (KA2) in particular, promoting "cooperation for innovation and the exchange of good practices". According to the Education, Audiovisual and Culture Executive Agency (EACEA) website, KA2 makes it possible for organisations from different participating countries to work together, to develop, share and transfer best practices and innovative approaches in the fields of education, training, and youth.

With migration as the force majeure for universities and of course the funding provided for projects under KA2, several strategic partnerships have been conceived to address the refugees'/migrants' crisis and to facilitate their settlement and socio-economic integration in Europe. For instance, to help refugees' integration into labour markets, six universities from England, Germany, Italy, Lithuania, Sweden, and Turkey have joined forces to develop interactive blended courses and a media centre. Another strategic partnership among three universities from Italy, Portugal, and Sweden is aiming to promote a better understanding of the causes and the consequences of forced displacement and develop training courses for youth to avoid xenophobic and racist ideologies. Likewise, an interesting partnership called PARIS has formed among three universities and three NGOs in Italy, Romania, and Spain to help raise awareness among university students

"Such national and continental projects as responses to refugee/migration crisis reveal the institutionalised "guiding principles" of universities as bastions of tolerance, flexibility, acceptance, freedom, and altruism."

on the refugee crisis and issues through a learning platform, a joint curriculum, and a guidelines on assertive communication. Another initiative focusing on the social responsibility of universities and their impact on communities funded under KA2, was the UNIBILITY project: a partnership of six universities from Austria, Ireland, Portugal, Romania, Slovenia, Spain and one European network (EUCEN) managed by the University of Vienna. This project aimed at developing strategies to enhance universities' social commitment to communities and therefore went beyond addressing migrant/refugee issues and covered other social and environmental issues as part of its training and toolkit for university students and managers. A more comprehensive list of partnership projects under KA2 can be found on the 'higher education for migrants and refugees' webpage of the European Commission.

Alongside such inspiring continental projects, there are also national examples of strategic partnerships that aim to decorticate, analyse, and offer insights into migration, hence facilitating the development of tailored actions and policy responses. One noteworthy example is the Swiss National Centre of Competence in Research (NCCR) - The migration-Mobility Nexus (on the move). A consortium of nineteen research teams from eight Swiss universities, managed from the University of Neuchatel, the network endeavours to provide multidisciplinary insight into shifting patterns of migration and mobility in Switzerland, create toolboxes and indicators, share and enhance knowledge, and in doing so establish mobility/migration as an innovative field of research.

Such national and continental projects as responses to the refugee/migration crisis reverberate European universities' archetype. They reveal, once again, the institutionalised "guiding principles" of universities as bastions of tolerance, flexibility, acceptance, freedom, and altruism- traits that have been and are, still today, eclipsed or intentionally fragmented and even silenced under hostile and invalidating political and/ or economic contexts around the world and in Europe. The significance of the above-mentioned and similar partnership projects, is hence, at least, two-dimensional. They help ensure continuity in universities' contribution and commitment to the integration of refugees/migrants through research, innovation, training, debates, and teaching. They also maintain and strengthen universities' legitimate autonomy in academic research and exchange in a general global context where rising populist, racist, and xenophobic ideologies threaten both the universities and the wider societies in their efforts to "cultivate their own garden" -as Voltaire once aspired to.

IN FOCUS

05 Developing Multi-stakeholder Partnerships for Societal Impact: Key Factors and Recommendations

by **Josep M. Vilalta**, *Director,* **Alícia Betts**, *Head of Projects* and **Victoria Gómez**, *Project Officer, Global University Network for Innovation (GUNi)*

The establishment of multi-stakeholder partnerships to address sustainable development issues is a common practice nowadays across all sectors. The need to establish and work through successful partnerships has been highlighted in the last years, increasing substantially since the negotiation and adoption by the international community of the 2030 Agenda and the 17 Sustainable Development Goals. Goal 17, also called the "tool" goal, is devoted to the revitalization of successful partnerships for sustainable development by creating favourable conditions for the implementation of the other 16 SDGs.

Partnerships are essential in a world where the changes and transformations are highly interdependent, complex and global and therefore, cannot be addressed by actors or sectors alone. In recent decades, the role of the State as the sole actor addressing challenges facing society has become obsolete, and new non-state actors have been demanding and practicing a governance model where all actors should have a say. The 2030 Agenda through its SDG 17 could be a key factor of this re-distribution and acknowledgment of roles. Higher Education Institutions are one of the key actors demanding a leadership role in addressing societal challenges and demanding the recognition by States and other actors of both their potential

"Partnerships are essential in a world where the changes and transformations are highly interdependent, complex and global."

and their impact. The fact that for the first time the Agenda 2030 recognizes the role of higher education - albeit not as firmly and cross-cuttingly as it might have – is an important step. In any case, HEIs have been taking an active role by incorporating sustainable development in their missions and programmes, and through the establishment of partnerships and collaborations within the higher education sector, but also beyond it.

Although we understand that partnerships and collaborations are essential, we are also aware of their complexities. The United Nations defines partnerships as "voluntary and collaborative relationships between various parties, both State and non-State, in which all participants agree to work together to achieve a common purpose or undertake a specific task and to share risks and responsibilities, resources and benefits".[4] Multi-stakeholder partnerships come in many different formats and each actor brings different resources to the table (knowledge, technical capacity, experience, leadership, access to global networks, passion, social capital, funding...). However, although attractive, the running of successful multi-stakeholder partnerships is no easy task and their efficiency and impact is, in many cases, one of the main concerns. Several multi-stakeholder partnerships end up inoperative due to a myriad of reasons such as misscommunication, bureaucracies, lack of clear roles and leadership... or even inoperative and replicated in a way that instead of multiplying impact, diminish it.

The success in establishing and working through successful multi-stakeholder partnerships for societal impact will depend greatly on the special conditions and actors involved in each case. However, there are some important aspects to be taken into account: First of all, successful partnerships require the ability of all actors to subordinate personal interests to those of the partnership and count with an enabling environment – this would be the basic aspect. The environment includes public policies, funding mechanisms, space for adaptability and creative approaches, among others. Furthermore, it is crucial to bridge power asymmetries and include gender sensitive and inclusive leadership which will help to establish clear goals and develop trust among the members. In this way, management processes should also be transformed and improved so as to reduce bureaucracy and inefficiencies. In turn, this would help improve flexibility and resilience in the partnership. Good communication, both formal and informal will be essential. Informal communication is more useful than expected, as it increases the bonds and trust between partners and helps sharing information. Focusing on expertise and content, it is

4. General Assembly Resolution A/RES/70/224 (2016)

crucial for the different actors to respect each actor's expertise, and this includes respecting and including the expertise and knowledge available in communities. In this way, partnerships should always work from discipline-specific towards cross-discipline and integration across all areas. Nowadays, in a context with interdependent and complex issues, cross-disciplinarily is a must. Finally, partnerships and their members need to be accountable to society, be transparent, monitor the activities and processes and have appropriate communication mechanisms.

HEIs are willing to be cooperative. However, an important part of the higher education sector can still improve and increase collaborations with non-higher education stakeholders (governments, enterprises, social entities) so as to increase the impact on society. Moreover, HEIs should further develop the capacity to adapt and interact with other actors, acknowledge diversity and valuate indigenous knowledge and the knowledge available in communities. Higher education institutions have the potential to make significant contributions and should not enter or establish multi-stakeholder partnerships only as an instrument of communication; Higher Education can and should play a committed role in developing and facilitating multi-stakeholder partnerships from their neutral position in society. In order to maximize societal impact, we should avoid entering partnerships without clear objectives, roles and leadership(s) and well-established monitoring and communication mechanisms.

06 Universities, Conflict, and Community Engagement for Peace

by **Ane Turner Johnson**, Ph.D., Associate Professor, Educational Leadership, Rowan University, USA

Higher education institutions are increasingly coming under attack. The Global Coalition to Protect Education from Attack (GCPEA) reports that, between 2013 and 2017, campus facilities were attacked in 28 countries and faculty, staff, and students were abducted, harassed, and killed in over 50 countries (2018). In my work in Côte d'Ivoire and Kenya, I discovered that much of the violence directed at universities was political in nature – often tied to ethnic affiliations – and occurred most often before, during, and after national elections. Universities are diverse places, bringing together individuals from diverse associations, associations that then may be

manipulated during elections by politicians seeking to advance their agenda on campus through ethnic, religious, and nationalist rhetoric (Johnson & Singleton, 2015). During these contested elections, faculty were forced to flee their homes, students were beaten and expelled from campus, administrators were held hostage, buildings were vandalized, and books, paperwork, and student and faculty artifacts were burned or stolen. The impact of these actions on the university community made moving forward after the violence difficult, considering that many students, staff, and faculty had to come back to campus and work with the same individuals that targeted them during the conflict. As one participant in my research in Kenya stated, "So this is the person who burnt my home, I know this is the person who took all my property and this man now is employed here...What kind of working relationship do you expect?"

> "Through community engagement activities, higher education and its constituents may act as members, facilitators, and recipients of the dynamic, interdependent process of conflict transformation."

In addition to the internal conflict experienced at universities during national instability, the university may also be targeted by the community for its resources, its association with the nationalist project, or perceptions of ethnic and/or political favoritism at the institution. In Côte d'Ivoire, community members stole valuable medical equipment and vandalized classrooms, libraries, and offices. In Kenya, community members barred entry to campus to those who did not possess a particular ethnic identity, and worse. In neither case was the community moved to protect the university, but instead seemed to target it. Why when the university functions as a "growth pole" in many communities: providing employment opportunities, social facilities and amenities, professional development and training, and revenue collection, as well as attracting businesses and infrastructure development (Fongwa & Wangenge-Ouma, 2015)? It may be due to a lack of trust, power and resource imbalances, and the absence of engagement strategies and opportunities between the university and the community, fostering resentment, sectarianism, and violence (Johnson, 2017).

Community engagement, when conceptualized and contextualized as a mechanism for peace, can alter relationships, values, and the conditions for violence. Through community engagement activities, higher education and its constituents may act as members, facilitators, and recipients of the dynamic, interdependent process of conflict transformation. Omeji (2015) posited that "conflict-sensitive higher education" must be flexible, context-specific, participatory, and stakeholder centered when engaging in broad curriculum revision to include

peace; this model asserts that peace is knowable, learnable, and teachable at the tertiary level" (p. 41). This suggests, however, that peace is the work of curriculum, teaching, and learning (particularly interactions between faculty and students), not necessarily the function of the university as a whole. There are activities that the university engages in, through administration, policy development, and mission, that have meaning for community relationships and engagement (Johnson, 2013).

In the cases I allude to above, both institutions, post-conflict, made efforts to more clearly articulate their role in the community, framed around capacity and consensus building. **Capacity Building**: The campuses was contested by community members due to perceptions regarding the "ownership" of space and ethnic and political grievances related to access to resources. Renegotiating the university as a "place" related to the community, and worth protecting, first, is critical to capacity building for peace. This may be done through establishing policies about political activities on campus, bounding university spaces by creating entrances and exits to campus, and creating a collaborative community–university strategy that ensures the safety of the campus during crisis. **Consensus Building:** This stretches beyond the traditional notion of community engagement to establishing peace as fundamental function of the university. Within contested spaces, politically and ethnically, community members need ways in which to express their concerns about the direction of the university, participate in decision-making, and establish intergroup norms and values that supersede identities that only serve in-group norms. This means engaging with the community in research activities, peace projects, and service-learning. As a necessary precursor to creating these engagement frameworks, university leaders need to engage in authentic sensemaking activities with the university and the community in order to convey, give meaning to, and connect these changes to the overall mission of the institution. Localized leadership approaches, appropriate to the cultural and social norms and practices within which the university is located, will be key to engagement that leads to a safer campus and community.

For more information on other university-community engagement strategies for peace, please read:

Johnson, A. T. (2018). University infrastructures for peace in Africa: The transformative potential of higher education in conflict contexts. *Journal of Transformative Education*. Online first. doi:10.1177/1541344618779561

Johnson, A. T. (2017). Conflicted communities, contested campuses: A cross-case comparison of community engagement at two African universities in conflict contexts. *The Review of Higher Education, 41*(1), 61-89.

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Johnson, A. T., & Singleton, D. S. (2015). A part but apart: Discursive explorations of the university as contested space in Kenya. *Diaspora, Indigenous, and Minority Education 9*(4), 237-252.

Omeje, K. (2015). Promoting peace and conflict sensitive higher education in Sub-Saharan Africa. *African Conflict and Peacebuilding Review, 5*(2), 33-56.

07 The South Asian University: A Collaborative Venture of Eight Countries of SAARC

by **Dr. Kavita A. Sharma**, *President, South Asian University, India*

Introduction

The South Asian University (SAU) was established, following a formal agreement among eight SAARC member states on April 4, 2007. The mandate was to create a world class institution that brought together the brightest students from all countries of South Asia to impart liberal and humane education for a successful life. The idea is to create regional consciousness in South Asia to promote peace and security by developing and nurturing future leaders who understand each other's perspective.

Establishing the South Asian University

An Inter-Governmental Steering Committee comprising two nominated academic experts and policy administrators from

each of the eight countries together with four Task Forces each consisting of two or three experts from different countries, were set up to suggest what would be the academic contours, funding patterns, admission and recruitment procedures and the statutory bodies of the university. The principle was followed in the deliberations and towards the end of 2009, a fairly robust academic, financial and administrative blue print emerged. SAU launched its academic functioning in July 2010.

SAU is currently lodged in temporary accommodation in the heart of New Delhi but a massive campus is coming up on hundred acres of land given by the Government of India together with all the required capital costs. The Indian government bears 50% of the operational cost, the rest being shared by the other seven states.

Academic Programs

SAU is currently running seven postgraduate and doctoral programs in Faculties of Life Sciences and Biotechnology, Mathematics and Computer Science, Economics, Social Sciences consisting of Sociology and International Relations, and Legal Studies. In the next five years, faculties of Earth System Sciences, Physical and Chemical Sciences, Arts and Design and Management will be added. An Institute of South Asian Studies, is envisaged as a think tank within the university, to work on regional and global issues to usher in common understandings and development visions for the region.

Collaborations

SAU has established links with 17 educational institutions including from the SAARC region and beyond. Different Faculties of the University organize academic events with academics from different SAARC and other countries not only in Delhi but also outside such as in Colombo, Dhaka, and Kathmandu.

Students

SAU admits students through an entrance exam conducted simultaneously in the eight countries of SAARC. Each country has a specified quota. India's is 50%, Bangladesh and Pakistan have 10% each, Afghanistan, Bhutan, Nepal, Sri Lanka and Maldives have 4% each and the remaining 10% of seats can be filled with students from outside SAARC countries. A separate country-wise merit list is prepared for each programme but any non-Indian member state cannot or does not, avail or all or some of the seats allotted to it, the unallocated seats are first offered to eligible candidates from the non-Indian countries. Only when no eligible candidate from outside India is available, do seats go to Indian Candidates.

Students thus come with varying degrees of academic ability to the classroom. Many have language issues as they have not studied through English medium. In spite of initial difficulties and hiccups there is tremendous value addition by the time students leave. Many after graduation have achieved good

> **"The idea is to create regional consciousness in South Asia to promote peace and security by developing and nurturing future leaders who understand each other's perspective."**

positions in various universities, international organizations and think tanks in the region while many others continue studies in good academic institutions outside the region.

Faculty

The best available faculty is sought to be recruited from within the region and if available from beyond too. The University offers attractive pay packages, including income tax exemptions, and faculty friendly working conditions. The Visiting Professors have come from Pakistan, Sri Lanka and Bangladesh. Regular faculty members, have scholars from Nepal, Bhutan, Sri Lanka, Bangladesh and Canada. More scholars of international repute are bound to be attracted as the university grows.

Support Staff

The administrative staff is recruited from reputed academic institutions of the region. They have sufficient experience and maturity to run the University humanely and efficiently. Pay scales and other privileges and benefits are the best, by any comparable reckoning.

Conclusion

Since all academic and administrative bodies of the university include experts from all SAARC countries, multiple points of view are taken on board and this contributes to the rich diversity in the university. This generates a vibrant and dynamic climate in which conversations about South Asia never cease. Students may come from strife situations, but in South Asian University they find a place to debate, discuss and challenge preconceived notions and points of view. A transformative process is set in motion by which many barriers are broken.

08 Higher Education Partnerships for Societal Impact at the American University of Madaba through Innovation
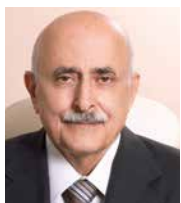
by **Prof. Nabil Ayoub**, *President, American University of Madaba, Jordan*

Community outreach is at the heart of any university vision and mission. At the American University of Madaba (AUM) we engage with the local community through innovation. Innovation starts with ideas. The interdisciplinary interaction and multi-sectorial thoughts of different fields of knowledge and epistemology are essential to generate innovative ideas in various shapes, forms and trajectories.

As an example, if we take the concept of entropy in Thermodynamics which is manifested in the second law of Thermodynamics, we know that the larger the entropy, the less information we have about the system. If we apply the entropy concept to economics, such as a certain stock or share as the system, and try to find a correspondence between the various physical quantities such as temperature, volume, pressure and certain economic measurable quantities, then many of the mathematical physical results could be interpreted into an economics model.

> **"The interdisciplinary interaction and multi-sectorial thoughts of different fields of knowledge and epistemology are essential to generate innovative ideas in various shapes, forms and trajectories."**

The AUM-Innovation Initiative has been developed to spread a culture of innovation among the youth, mainly high school students. AUM uses its infrastructure, facilities, academic expertise wisely to provide high school students with an innovative and creative environment based on collaboration and problem-solving. Three examples of such partnerships with schools and NGO can be highlighted.

As an essential part of the partnership for societal impact programme, AUM launched a campaign to attract interested high school students to get involved with Innovation Initiative. AUM sponsored a project carried out by three eleventh grade women students of King Abdullah II Schools for Excellence - Madaba. The project has been selected by the Jordanian Ministry of Education as an innovative project to be invited to take part in the International Science and Engineering Fair (ISEF) in the USA, in May 2018. The students used 3-D home-made Clinostat to simulate microgravity as in outer space (See Photo). The students were able to show that the roots of wheat plants were elongated under microgravity conditions in comparison to similar wheat plants under earth's gravity conditions. This result improves the root system in wheat which enhances the possibility to tolerate drought conditions.

A second example of university partnership for societal impact is to be found at the Department of Pharmacy at AUM. It established a Charity Pharmacy Project (See Photo) including a series of weekly free medical days for the local community in Madaba in collaboration with SERMIG brotherhood, who runs a non-governmental organization for children with special needs, and under the approval of the Jordanian Food and Drug Administration and the Ministry of Health of Madaba Governorate.

This innovative project includes different components from the local social fabric work under the theme: "For Peace and Your Health". The project is a hub for pharmacy students, professors, volunteer physicians and some local pharmaceutical companies. So far, this ongoing project offered professional medical visits to 630 individuals and provided free medication.

Additionally, we reached out to the Madaba Latin Patriarchate Schools and opened AUM campus to their students for a summer camp. They visited AUM's laboratories, the various facilities and benefitted from the AUM Sports Complex. Around 200 students aged 6 to 11 years were jubilant and enjoyed every minute they spent on Campus.

09 Understanding the neglected problem of snakebite envenoming: the relevance of international university cooperation

by **José María Gutiérrez**, *Instituto Clodomiro Picado, Facultad de Microbiología, Universidad de Costa Rica, San José, Costa Rica*

Snakebite envenoming constitutes a serious public health problem globally, particularly affecting impoverished rural communities in sub-Saharan Africa, Asia, Latin America and parts of Oceania. It is estimated that between 81,000 and 138,000 people die every year as a consequence of these envenomings, whereas more than 400,000 people who survive are left with permanent physical and psychological disabilities (Gutiérrez *et al.*, 2017).

Efforts have been carried out to confront this problem in Costa Rica since the first decades of the 20th century. During the decade of 1960, an upsurge in the interest in snakebite envenoming took place in the country, resulting in the establishment of a local program for the manufacture of antivenoms, which are the only scientifically-validated therapy for this disease. Following these developments, the Ministry of Health created the Instituto Clodomiro Picado (ICP), which was then transferred to the University of Costa Rica, the largest public university in the country (Gutiérrez, 2016).

An integrated, holistic approach was introduced at this institute, through which the issue of snakebite envenoming has been approached by a combined set of activities that include scientific and technological research, production and distribution of antivenoms, extension activities to promote the prevention and adequate medical treatment of envenomings, and teaching programs at graduate and undergraduate levels at the University of Costa Rica. Such integrated strategy has proven highly successful in reducing the impact of this public health problem in the country.

Along the development of ICP, the focus of this program evolved from locally-based academic, medical and social interventions to a more international perspective. During the decade of 1990, the scope of action of ICP expanded to the rest of Central America. And then, during the last two decades, ICP started to work at a global level, with collaborative projects on antivenom development for South America, western sub-Saharan Africa, Papua New Guinea, and Sri Lanka (Gutiérrez, 2016).

One aspect in which this international expansion has been highly intense has to do with the scientific and technological research program of ICP, particularly regarding the academic cooperation with universities in all continents. The research agenda of ICP includes the study of the biology and natural history of venomous snakes and other venomous animals, the biochemical characterization of venoms, the analysis of the mechanisms of action of venoms and toxins, the development of novel inhibitors of snake venoms, the study of the ability of antivenoms manufactured in various countries to neutralize the toxic effects of snake venoms, the improvement of the technologies used in the manufacture and quality control of antivenoms, and the development of new antivenoms for various regions of the world.

> **"This international networking has impacted not only the academic realm, but has also resulted in a direct application of the knowledge generated in the solution of the global problem."**

The wide scope of this ambitious research agenda has been significantly strengthened by a program of academic cooperation in all these topics with many universities around the world. In some cases, this cooperation has been circumscribed to specific projects and exchanges, whereas in others, long-standing research programs have been consolidated.

This international cooperation strategy has brought a wealth of benefits within the goal of understanding venomous snakes, their venoms and how to counteract them. First of all, it allowed the circumventing of technical limitations that Costa Rican scientists have in terms of laboratory equipment, hence paving the way for undertaking more ambitious research topics. In turn, these developments promoted the acquisition of new equipment and laboratory facilities at the University of Costa Rica, which further expanded the national capacity to do high quality research. Secondly, such international cooperation platform has been the base of a permanent exchange of researchers and students between the University of Costa Rica and many other academic institutions. This has contributed to the graduate programs at the University of Costa Rica as students have been able to do part of their training and thesis in laboratories abroad. At the same time, students from other countries of Latin America, the Caribbean, the USA, and Europe have been trained at ICP in Costa Rica. Cooperative research and teaching activities have been established between ICP and universities in 35 countries around the world (see www.icp.ucr.ac.cr).Needless

to say, these initiatives have been fully supported by the University of Costa Rica.

Besides the possibility of developing an ambitious research agenda, this international networking activity has contributed to the positioning of ICP in the global scientific and technological scenario in this particular topic. In addition to the research activities described, such positioning has allowed ICP to expand its contributions in terms of manufacture and distribution of antivenoms, and also in the arena of international policy making, through the participation in initiatives at the World Health Organization (WHO) and the Pan-American Health Organization (PAHO). Thus, this international networking has impacted not only the academic realm, but has also resulted in a direct application of the knowledge generated in the solution of the global problem of snakebite envenoming.

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⑩ Higher Education Partnerships For Societal Impact: Applying Living Lab For Sustainable Campus

by **Pornchai Mongkhonvanit**, *President, Siam University, Thailand and Vice President, International Association of Universities* and **Ms. Yhing Sawheny**, *Assistant Director of International Affairs, Siam University, Thailand*

The concept of a Sustainable and Green University has gained significance all over the world. It is successfully carried on with the help of the stakeholders who want to promote sustainability as a means to improve the curriculum and the overall programs and, as a consequence, the very

'quality' of many people. Sustainability projects are productive and increase the welfare of the community. This is for instance the case when applying the concept of 'living labs' or 'intelligence-based learning' in universities. Living labs are basically defined as a methodology an institution follows when creating an open innovation ecosystem and a partnership between the citizens/public or the private sector. At the MIT Office of Sustainability (MITOS), a "living lab" is a place-based research concept that utilizes the college campus as a test-bed for innovation and knowledge generation. The main idea behind this is to transform regions through service innovation, quality interactive development programs of standardized living.

"The main idea behind this is to transform regions through service innovation, quality interactive development programs of standardized living."

Likewise, together with other sustainable campuses in Asia, Siam University (SU) is one of the leading Thai comprehensive private universities of which "Employability", "Diversity" and "Sustainability" are the main pillars. The latter mission is guided by the concept of "Sustainable Development (SD)" and the principle of "Sufficiency Economy Philosophy (SEP)" bestowed by the late His Majesty King Bhumibol Adulyadej. Siam University implements the concept of sustainability by integrating this mission into all teaching, research and community services under the guiding principles of "Sustainable Development" and "Sufficiency Economy Philosophy (SEP)". SU has endorsed many sustainability policies and projects including those concerned with ecosystem and water management systems. SU is the only university in Phasicharoen district, a rapidly changing suburban area of Bangkok. Siam University's idea is seen as exemplary by Phasi Charoen District where the community is the laboratory for the University and the University is the laboratory for the society and the 54 communities in Phasi Charoen District. This is based on the principle that becoming a "Sustainable University" is not meaningful nor truly achieved, unless a "Sustainable District" is also being developed around the institution.

Siam University aims:

- To foster discussions, reflection and action: the best project is one that triggers conversion on and about the Trash dumps and Drug community in the Healthy space and Learning Garden. This is the best project under Phasi Charoen District and is the role model for the Bangkok Metropolitan area. This project is funded by the Thai Health Promotion Foundation, for which 10 Million baht in funding has been secured for consecutively five years and through which 'healthy space' is resourceful and reduces pollution and poverty. Also, at the University, to save energy and build healthy environments for students and staff, Bike Lane have been opened.

- To promote initiatives and continuous improvement in the management system and activities within the university for sustainable development. Within the campus, SU has encouraged water conservation and management policies and practices including the reduction of water usage program for quite some time. At present, although piped water is still mainly used, we have installed automated hand washing taps in almost all buildings counting more than 75% of total water appliances.

- To encourage SIU students and staff to become change agents for the betterment of communities and society, Learning centers for Pandan farming and value-added products at Lertsuksom are being developed in order, ultimately, to create Product Innovation.

Siam University also believes in sharing the experience by becoming a member of Sustainable University Network (SUN) Thailand. Under SUN, we work together to develop Campus Visits for Learning Experiences. Recently, Siam University with CPALL 7-11 Stores organized a green campaign for "NO Single Use of PLASTIC" (no use of Bags to change the behaviour of Thai people and teach them into Environmental protection issues). The project was to stop the use of any form of plastic.

Thanks to this living lab project, Siam University was ranked 168th in the world ranking for University Green metric and ranked 7th in Thailand, among both public and private Universities. Siam University has made another active commitment to sustainable development by becoming the lead institution for SDG 11 as part of the IAU HESD cluster. SDG 11 in Agenda 2030 stands for "Sustainable cities and communities". Siam University, together with 5 Satellite Institutions recruited among IAU's diverse Membership, commits to working closely together to advance this particular goal. The IAU HESD Cluster is a powerful tool that will help address the SDGs. Progress and contributions will be monitored until 2030. The universities will involve society: students are strongly encouraged to work with and in surrounding communities and to use these as the living labs for their education. This will in turn create more linkages between academics and students and people in the communities; knowledge and skills are thus shared with all stakeholders. Ultimately, universities and other institutions of education work collaboratively to foster sustainable development, which will lead to a change benefiting society and generating a brighter future.

IN FOCUS

SELECTED ANNOTATED LIST OF PUBLICATIONS RECEIVED AT IAU

Climate Change Research at Universities: Addressing the Mitigation and Adaptation Challenges

by Walter Leal Filho, Ed., Cham, Switzerland: Springer International Publishing, 2017, 575 p. ISBN 978-3-319-58213-9

This book provides a multidisciplinary review of current climate-change research projects at universities around the globe, offering perspectives from the natural and social sciences. It is an outcome of an eponymous symposium held in 2016 under the International Climate Change Information Programme (ICCIP). Case studies in India, Sri Lanka, Nigeria, Niger, the Philippines, Germany, Greece, Cote d'Ivoire, Chile, South Africa, the Baltic countries and the Arab States demonstrate the impact of university research in addressing climate change impacts on farming and agriculture, water supply, air and water pollution, emergencies such as landslides, flooding and fires, and carbon emissions. These case studies emphasise the partnerships between universities and local communities, local government, and public and private stakeholders. The book also shows how universities are themselves adapting by mainstreaming climate change in curricula, implementing climate change capacity building for lecturers, and building transdisciplinary climate change research projects.

Sustainable Transformation in African Higher Education: Research, Governance, Gender, Funding, Teaching and Learning in the African University

by Felix Maringe, Emmanuel Ojo, Eds., Rotterdam: Sense Publishers, 2018, 249 p. ISBN 978-94-6300-900-3
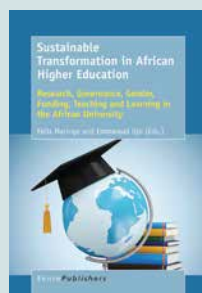
The book brings together a broad range of contributions regarding the imperatives of transformation in Africa's higher education systems. The authors argue that the notion of transformation in higher education needs to be guided by the principles of quality and identifies several challenges that African universities face in meeting global standards. The book examines how changing economic, social and political situations call for constant innovations and reforms in higher education. This central theme of sustainable change and reform runs across the chapters of the book which reflect on empirical evidence for transformation particularly in Nigeria and South Africa in diverse fields of science, gender, the training of doctoral students and the governance and management of universities. Contributors also examine sustainable funding models and the role that women leaders can make in transforming higher education systems

Issues and Trends in Education for Sustainable Development

by Alexander Leicht, Julia Heiss, Won Jung Byun, Eds., Paris: UNESCO Publishing, 2018, 276 p. (Education on the Move) ISBN 978-92-3-100244-1

This UNESCO publication examines Education for Sustainable Development (ESD) in the context of its centrality to the 2030 Agenda for Sustainable Development. The first part outlines how ESD should be understood as an integral part of quality education, including higher education and lifelong learning. It focuses on key sustainability competences in teaching and curriculum and emphasises a whole-institution approach to mainstreaming sustainability. The second part explores how ESD is implemented in practice and is structured around the five Priority Action Areas of the Global Action Programme on ESD (GAP): advancing policy; transforming learning and training environments; building capacities in teacher-training; empowering and mobilising youth; and accelerating sustainable solutions at local level. Throughout the book, summaries of case studies in implementing ESD are provided. These include Brazil's integration of climate change education in teacher training; a Southern African university partnership for introduction of ESD in curricula and institutional practices; and international universities' cooperation through the Regional Centre of Expertise in Egypt.
http://unesdoc.unesco.org/images/0026/002614/261445e.pdf

European Educational Research (Re)Constructed: Institutional Change in Germany, the United Kingdom, Norway, and the European Union

by Mike Zapp, Marcelo Marques, Justin J. W. Powell, Eds., Oxford: Symposium

Books, 2018, 253 p. (Oxford Studies in Comparative Education)
*ISBN 978-1-910744-02-4*

This book examines how educational research undertaken in European universities has been reshaped in the past few years. It situates education research in the wider context of policy and governance changes in the higher education and research landscape in Europe and in three national contexts: the United Kingdom, Germany and Norway and provides original findings from a comparative European research project from 2014-2018 conducted by the University of Luxembourg. The authors detail developments that have impacted educational research and often set the educational agenda: Internationalization and 'Europeanization' as a policy goal, the impact of the European Higher Education Area; quality and 'excellence' and their link to metrics and evaluation; and competition between research universities. In Germany, the field of educational research has changed, marked by new organisations and funding structures, a new generation of educational researchers, oriented to empirical research and large-scale studies. In the UK, institutionalisation of the Research Excellence Framework has put pressures on educational research and funding. In contrast, government investment in Norway has led to expansion in educational research and development. The book concludes with an outlook for the future of educational research across Europe and points to future research directions.

Regionalization of African Higher Education

by Jane Knight, Emnet Tadesse Woldegiorgis, Eds, Rotterdam: Sense Publishers, 2017, 249 p. (African Higher Education: Developments and Perspectives, v. 3)
ISBN: 978-94-6300-954-6
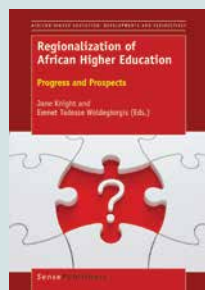
This book brings together diverse scholars and policy experts to examine key aspects and challenges of African higher education regionalization. It examines the progress and prospects of core regionalization issues and strategies such as academic mobility, quality assurance, recognition of qualifications, research centres and networks, curriculum and competencies, and regional academic programmes. Contributors discuss important themes such as the relationship between regionalization, internationalization and Africanization; historical antecedents and perspectives; organisational and political approaches to Africa's higher education regionalization; and the influence of the Bologna process on the African Union's Strategy for the Harmonization of Higher Education Programmes. Together the chapters provide a comprehensive overview of efforts by the African Union; sub-regional higher education associations such as IUCEA, SARUA and CAMES; Pan-African organizations and actors; key research networks and centres of excellence; and the involvement of external actors and funders.

Managing Universities: Policy and Organizational Change From a Western European Comparative Perspective

by Ivar Bleiklie, Jurgen Enders, Benedetto Lepori, Eds., Cham, Switzerland: Palgrave Macmillan, 2017, 329 p.
ISBN 978-3-319-53865-5

How are modern universities organised and managed? The book questions whether 30 years of university reforms have resulted in stronger managerial structures and leadership control and asks whether current organisational and decision making structures can be explained by public reform policies. Written by a cross-disciplinary team of European scholars, the book offers an empirically grounded presentation of data and core ideas behind a large-scale comparative study of 26 universities across eight European countries, the Transforming Universities in Europe project (TRUE). It focuses on the strength of university managerial structures, the role of academics, and how universities relate to and depend on their environment: to governments and other actors; to funders; to evaluators; and to external stakeholders.

Death of the Public University: Uncertain Futures for Higher Education in the Knowledge Economy

by Susan Wright, Cris Shore, Eds., New York, Oxford: Berghahn Books, 2017, 338 p. (Higher Education in Critical Perspective: Practices and Policies, 3)
ISBN 978-1-78533-542-6

# SELECTED ANNOTATED LIST OF PUBLICATIONS RECEIVED AT IAU

This book is based on findings from a four-year international research project exploring the reform, globalisation, and Europeanisation of public universities. It begins by outlining recent trends towards neoliberalism in universities, in the UK, Australia, New Zealand, and Denmark and in Europe as a whole. Notable shifts include diminishing state funding; the emergence of the 'entrepreneurial university', rankings and accountability; declining numbers of academic staff; the shift of governance away from academics; the reorientation of higher education as a private investment and the growth of risk-averse research. However, the authors also note the unevenness of these shifts, for instance, the move towards free higher education in Norway, Germany, and even in United States community colleges and they draw attention to alternative university models. The book considers possibilities for reorganisation and how public universities might be 'revived', examining changes already underway such as cross-border collaborations, collaborations between researchers and industry, and changing teaching practices. The contributors also explore the position of women in university leadership and the growth of ethics committees and their influence on academic work and research.

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The Changing Role of Women in Higher Education: Academic and Leadership Issues

by Heather Eggins, Ed., Cham, Switzerland: Springer Nature, 2017, 310 p.

ISBN 978-3-319-42434-7. - Online ISBN 978-3-319-42436-1
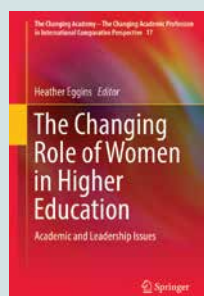
This comprehensive survey of women in higher education across the world draws together evidence from a variety of countries. The first part sets the scene within the knowledge-based global economy, examining societal changes which have enabled women to reposition themselves in the academy and contemporary pressures on women academics and leaders. It contains a detailed study of education and employment opportunities for women in China and a comparative study of women, HE leadership and organisational culture in Ghana and South Africa. Part 2 includes research findings on women's academic careers in Italy and Switzerland; details how New Public Management and the research-teaching balance has cut down on opportunities for women to reach top career levels in the Netherlands. It also explores the effect of the national political situation in Greece on women academics; a government-backed research initiative to improve the status of women academics in Malaysia; and the challenges faced by women of colour in advancing to senior leadership in the United States. Part three 'Gender Equality?', looks at the impact of the 'glass ceiling' on specific groups of women in academia: researchers in the UK; a cross-European study of early career academics; and the effect of institutional mechanisms and cultural norms that contribute to the inequalities for women academics in Brazil.

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The Globalisation of Higher Education: Developing Internationalised Education Research and Practice

by Timothy Hall, Tonia Gray, Michael Singh, Eds., Cham, Switzerland: Springer International Publishing, 2018, 467 p. ISBN 978-3-319-74578-7

This book addresses the challenge of internationalizing university education, with a focus on Australia in the context of the Asia-Pacific region more widely. The contributors, researchers and practitioners in internationalization, emphasise the pedagogical and research opportunities present in international education, not simply the economic potential. They concentrate on innovative international experience. These range from multilingual research on mobility; virtual mobility; study abroad for 'digitally-native' students; and discipline-based global mobility. The book also examines intercultural co-creation and indigenous perspectives of study abroad. The context of Australia highlights the imbalance of mobility between the global north and south; while there are almost 500,000 international students in the country, mainly from China, India and Malaysia, the number of Australian students abroad is around 38,000. To address this, the book provides case studies of outbound mobility experiences and internationalization at home - global citizenship programmes in Malaysia and Australia; teacher education in Fiji; community-based service learning in Indonesia; work-integrated learning; and the development of the 'citizen scholar' in international education.
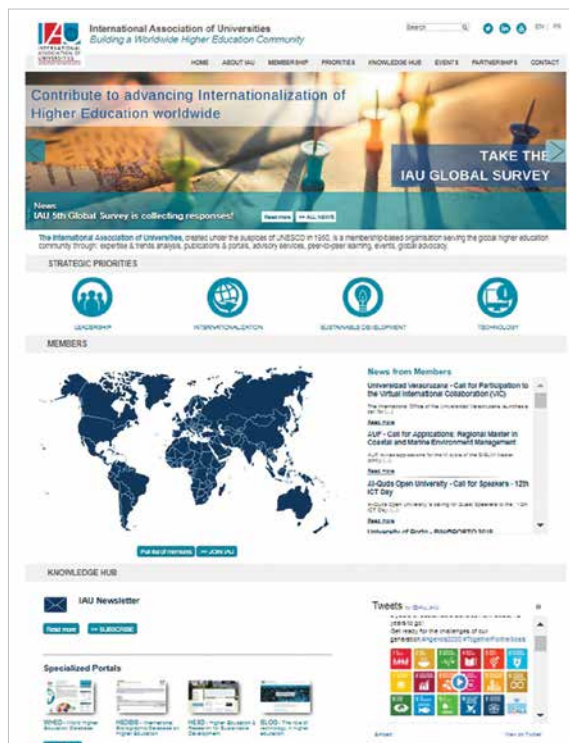
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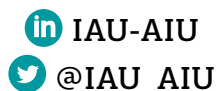
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