

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.**

Special IAU anniversary issue:

70

1950-2020

YEARS OF INTERNATIONAL COLLABORATION

IN FOCUS

Imagining higher education
in a post-pandemic world

MESSAGE FROM THE SECRETARY-GENERAL



Dear Readers,

It is my pleasure to welcome you to this special edition of the *IAU Horizons* magazine. It is special for several reasons and not the least because it marks the 70th anniversary of the International Association of Universities.

This issue is not a 'regular one' but rather a celebratory one. The first section of the magazine is devoted to 70 years of history of the Association. In that section, each decade receives special attention and is marked by a selection of highlights that have paved the way to what the IAU has become today. The second section contains the 'In Focus' section which gathers papers debating the future of higher education. Higher education leaders from 16 countries share their thoughts about the future as they envisage it while often also pausing at the various impacts of the current pandemic on the current and future development of the sector and their role for the future of society.

We would have much liked to welcome you all to University College Dublin (UCD), in Ireland in November 2020 for the 16th General Conference of the Association where we had planned to celebrate this important milestone. In addition, we had planned a special celebration at UNESCO in Paris to celebrate the 70 years of international cooperation and transformation of the higher education sector on 9 December, the anniversary date of the signature of the IAU Constitution at the founding General Conference organized with UNESCO in 1950. Due to COVID-19 the celebrations could unfortunately not be held as imagined. Yet, we have learned to seize the opportunity offered to meet online with many more people from all over the world. We are thus very pleased to be able to welcome Members, partners and other higher education stakeholders to an online celebration on 9 December and to launch this collector magazine on that very day, in digital format. The paper version is sent out in January 2021.

This magazine is festive and reflective. It does not report on activities or announce future ones as is customary. To read more about those, please do visit the IAU website and make sure you receive the monthly electronic *IAU Newsletters*. New initiatives have been developed to offer various engagement opportunities for the Members. A dynamic weekly Webinar series started in April to debate the ***Future of higher education*** and it will be continued in 2021. Each session debates a special topic of importance to the current challenges and opportunities universities around the world face and always in a comparative way, inviting leaders and experts from at least three different continents to the virtual table: the impacts of COVID 19 on HE; Opening strategies; the digital transformation of HE; the future funding of the sector; value based HE; academic freedom and university autonomy; internationalization; new leadership challenges and opportunities; higher education and research for sustainable development to name but a few. All webinar recordings are made available online and can be shared broadly inside your institutions. As well, IAU developed special resource pages with links to information on HE around the world to allow universities to learn from each other to jointly develop solutions. Please do not hesitate to contribute by sharing useful resources that may serve the higher education community. We continue as well to propose opportunities for engagement in relation to the different strategic priorities, namely, internationalization, sustainable development, digital transformation and values based leadership. New initiatives relating to the overall development of higher education are also developed with partners from around the world. I invite you to discover all opportunities online.

In the new year we will start working on the next IAU strategic plan and prepare elections for the new board. Please look out for invitations that will be sent out in that regard and do not hesitate to contact us to learn more.

I hope you will enjoy this special issue of *IAU Horizons* and we look forward to continuing our collaboration into the future. As well and although we are still in the midst of the pandemic and expect difficult times ahead, on behalf of the IAU President, Board Members and staff, and let me convey my best wishes for the best possible New Year 2021!

Hilligje van't Land

IAU Horizons 25.2 – 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 cite the authors properly 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.

70 YEARS OF IAU

2 A brief history of the IAU on the occasion of its 70th anniversary

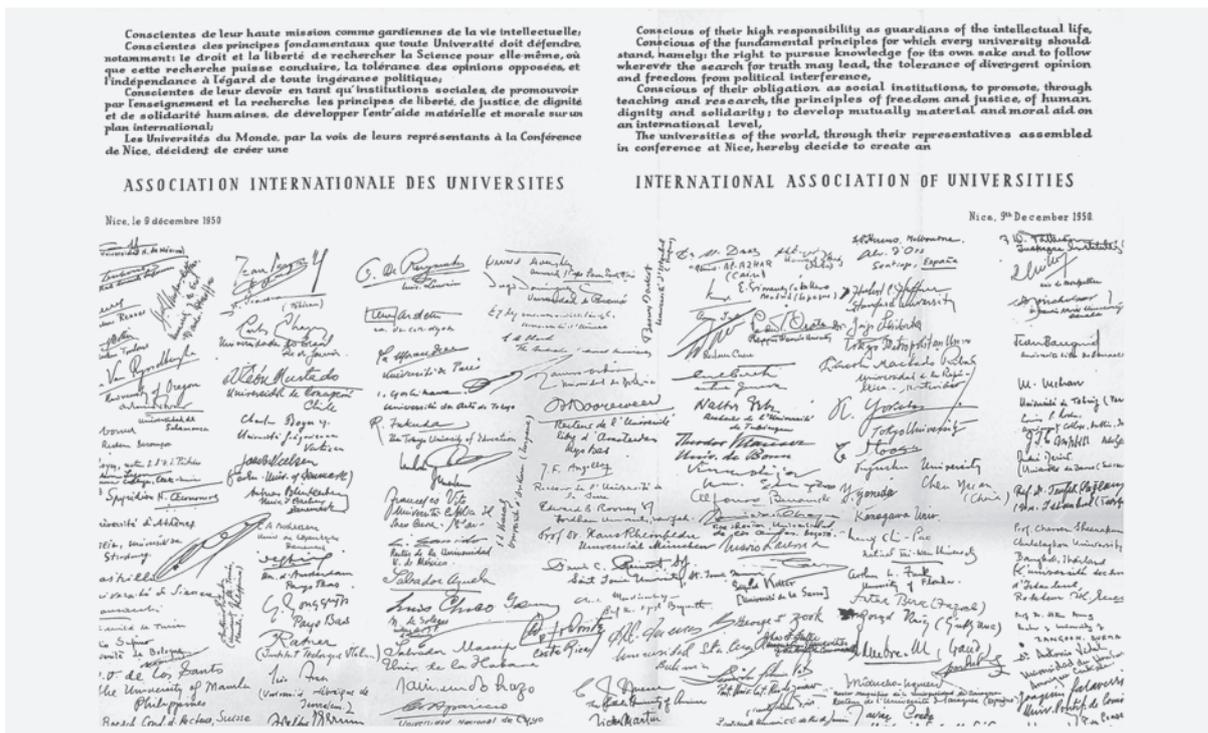


IN FOCUS

21 Imagining higher education in a post-pandemic world



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Preamble to the IAU Constitution signed by the founding Members on 9 December 1950



70 years of the International Association of Universities (IAU)

by **Hillegje van't Land**, Secretary General and **Trine Jensen**, Manager, HE and Digital Transformation, Publication and Events

At a time when the Covid-19 pandemic has grounded us, when travel is far from simple, and often limited to online meetings around the world, we, at the IAU, have had the privilege to travel in time through the IAU archives. We wiped off years of dust and read through the annual reports and board meeting documents, browsed through publications and documents about the International Association of Universities (IAU) to create this special anniversary issue of *IAU Horizons* on the occasion of the 70 years of IAU.

It is a wealth of information, achievements, debates and topics that have found its way to the heart of the Association and it is remarkable to re-discover the numerous efforts that allowed Members to come together over time. In this special issue, you are invited to join this journey through the history of our Association. It will be light travel, as each decade is presented in only two pages. This limitation has forced us to make tough choices on what to select and privilege. Please keep in mind that what you will read represents only a glimpse of the many achievements and actions carried out by the IAU over the years. Throughout putting together this medley of initiatives and activities, the overall guiding principle was our wish to give the voice back to former colleagues, board members and Members and let you discover where they have been meeting and exchanging, as well as showing their reflections on higher education in the context of their time. You will come to appreciate the tremendous efforts, time and energy that our predecessors have invested to create and shape this Association as you know it today. One that is inclusive. One that allows us to meet and exchange regardless of our backgrounds, beliefs and ideologies. One that transcends borders and regions since the very beginning in 1950, due to our profound belief in peace and in humanity. Higher education serves a crucial role for both, through societal development and social engagement, through research providing for better informed decisions and solutions, and through the education of citizens to empower them to utilise their potential to the full and contribute to this world and the way forward.

Having now finalized this historical journey that you are about to start, we sit back with outmost respect for the work carried out over the past 70 years. It has renewed our belief and motivation to continue this quest and rise to the challenges before us. The IAU serves as a forum where we come together as representatives of higher education, from all corners of the world, because we believe that higher education improves through international collaboration, mutual exchange and solidarity.

As the IAU history shows, being a global inclusive Association is not straightforward; it houses a very diverse group of higher education institutions whose combined efforts shape the higher education landscape. Finding common denominators are not always easy. Yet, what binds us together are the fundamental values so eloquently framed in our constitution by our founding Members:

“Conscious of the fundamental principles for which every university should stand, namely: the right to pursue knowledge for its own sake and to follow wherever the search for truth may lead; the tolerance of divergent opinion and freedom from political interference; Conscious of their obligation as social institutions to promote, through teaching and research, the principles of freedom and justice, of human dignity and solidarity; to develop mutually material and moral aid on an international level”

(from the preamble of the IAU Constitution, signed in 1950)

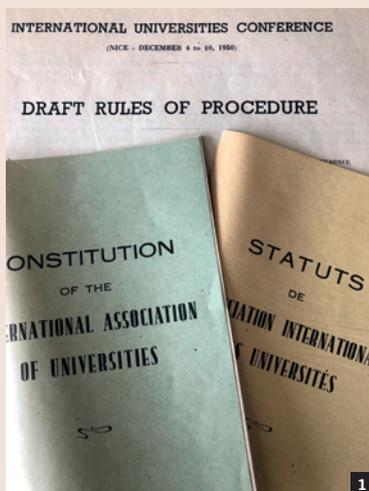
This year we start a new decade, while we are facing numerous global sustainable development challenges: health, economic, social and cultural crises combined with rapid technological developments. The way forward is not a simple one, yet it is easier to surmount the challenges together. In the name of IAU, let us conclude by conveying our heartfelt thanks to the Members that make our Association, to the current and past Administrative Board members that have steered us through exciting as well as difficult times, to the current and past Presidents for their strong commitment to this Association and to the Secretary Generals and their dedicated staff for their continued efforts to take this Association forward on its path, fostering global dialogue, understanding and cooperation. As the global voice of higher education, IAU is open to welcoming new Members, partners and friends in our joint effort to advance higher education for the global common good.

1950s the genesis of IAU

The founding General Conference in 1950

The International Association of Universities was founded in December 1950 in Nice, France. At its founding General Conference representatives of universities were called together for this specific purpose. Although the initial idea of the association dates back to the 1930s, the formal initiation of the Association was crafted by UNESCO at its 3rd General Conference in Mexico (1947) where the Minister of Education of Mexico, Dr. Torres Bodet, played a major role. The following year he became Director General of UNESCO. Leading up to the founding conference, UNESCO organized the *Preparatory Conference of University Representatives* at Utrecht University (1948) which allowed to mobilize the support and set up a structure that enabled the preparation of the first IAU General Conference in Nice (1950).

The General Conference in Nice was devoted to the theme: **“The Role of Universities in the Face of the Material and Moral Changes brought about in Contemporary Society by Scientific and Technological Progress”** and assembled 167 universities from 52 countries. Different ambitions and visions for the Association were expressed during the discussions, yet the IAU Constitution reflects the compromise of the deliberations and sets the mandate of the Association. The founding principles laid out in the preamble still guides the work of Association 70 years later. In the official declaration of the creation of



the International association of Universities on 9 December 1950, it was stressed: **“Conscious of the high responsibility of the university as guardian and director of the**

intellectual; moral, cultural and spiritual life, convinced that to fill this role both nationally and internationally, it is indispensable to create between all universities in the world a bond of intellectual and moral solidarity, making of their union an organ of comprehension and world peace and allowing them to devote themselves to seeking and spreading truth for its own sake, far from the influences of all narrow politics and all hateful and destructive jingoism.”



The IAU was a child of the UN system, yet the leadership of the universities stressed that it was important that the Association be created as an autonomous entity, with a close working relationship with UNESCO and other UN agencies. In his speech during the Conference, the Assistant Secretary General of the United Nations, Henri Laugier, highlighted that: **“If the Secretary General of the United Nations, at a time when, in the midst of the**

meeting of the General Assembly, his responsibilities are so grave, at an hour when every thought, every gesture, every decision count, has asked one of his immediate colleagues to leave Lake Success [at that time the home of the United Nations], for some days to cross the ocean, it is because he wished to make it as clear as possible, to UNESCO two days ago and to your Conference today, the capital importance, the profound interest which he himself and the central organs of the United Nations attach to the ardent activity of men of thought, science and education, to their part and their responsibility in the fight for human civilization and for its survival.”

Dr. Torres Bodet, Director General of UNESCO also attended the conference and in his speech he underlined that: **“Since its earliest days, the university has not only aided the preservation and evolution of human values but in addition has encouraged mutual understanding and awareness of each one’s contribution to the common stock of civilization. Today it must continue to preach understanding actively as well as by implication. It must become a true school of human solidarity.”**

Source: Conference of Universities – Nice 1950

Illustrations:

1. IAU Constitution from 1950;
2. Announcement in the UNESCO Courier (1951).

1950s the genesis of IAU

The first years

PRESIDENTS:

> 1950-1955

1st President:

JEAN SARRAILH

Rector of the University of Paris, France

> 1955-1960

2nd President:

J. BAUGNIET

Rector Emeritus of the University of Brussels, Belgium

The IAU Administrative Board chaired by the President, is the governance body elected by the General Conference. The Board spent the first meetings getting the association created, hiring the team to lead the Secretariat and discussing the purpose and activities of the Association. Roger Keyes (see page 5) was recruited as the first Secretary General in 1952 and during its third meeting same year, the following purpose was outlined by the Board:

The International Association of Universities has as its purpose:

- 1 To maintain and extend the highest traditional conceptions of university life and study, and the principles of freedom and independence in research and teaching.
- 2 To promote human understanding and unity through disinterested research and teaching, and to develop mutual knowledge, co-operation and friendly relations between universities
- 3 To constitute a world centre of documentation, information and exchange

between all Universities and institutions of higher education.

4 To encourage contacts and collaboration between Universities and both national and international institutions of higher education.

5 To encourage the exchange of university publications, of professors and teachers, and of students.

During the first 10 years of its existence, the Association was marked by its creation, the convening of universities during its **General Conference**. It deliberately kept the tasks to those of information and documentation, which were immediately useful and did not lead to controversy. In this way the Association gained the confidence of the university world and had become solidly established. The reference publications that saw the light during this phase was the **IAU Bulletin** published first in 1953 which compiled information about the work of the Association as well as articles received on emerging topics from around the world. The first copy of the **International List of Universities** was published 1952, a few years later in 1959, the first edition of the **International Handbook of Universities** was launched.

In his reflection on the first decade the Secretary General described the creation of IAU as: *“An institutional form has been found for something implicit in the very existence of universities – their fundamentally international nature, their universality, visible in the family-like bonds which unite them in time and space. It is astonishing, in fact, that this creation of the Middle Ages should be the very key and symbol of modernity, adopted at once by the new countries of our time as the first*

condition for their new way of life. It is not to be supposed, naturally, that common membership in an international academic organisation will quickly dissipate among universities throughout the world those conflicting beliefs and interests which divide human society at the present moment of history. Wisely, those who devised the Constitution of the Association in 1950 sought to emphasize more modest and immediately useful functions for it, tasks in which co-operation and mutual understanding might be advanced more quickly than across the ideological and political battlefield of the age.”

(Annual Report of the Secretary General, 1956)

1955 was yet another important year, as the Association convened representatives of 177 higher education institutions from 47 countries for the second General Conference which was held in Istanbul, Turkey devoted to the theme: **“The Role of Universities in the Rapidly-evolving Society, with special Reference to the General and Professional Education of Teachers, Research Workers in the Natural Sciences, and Leaders in National Life.”**

In his speech, Dr. Luther H. Evans, UNESCO Director General congratulated the Association on its developments since its creation in 1950: *“We of the Unesco Secretariat would like the universities of the world to take a particular interest in certain problems of extreme importance in the world today. I find that in many countries universities are in need of guidance from their more experienced colleagues abroad in facing the problem of defining the relationship between the universities and the governments. Many such universities would benefit from advice from countries in which the problem of control versus autonomy has*

Venues of the IAU Administrative Board meetings:

1950

1st meeting:
Nice, France

1951

2nd meeting:
University of
Cambridge,
United
Kingdom

1952

3rd meeting:
Cité
Universitaire in
Paris, France

**110
MEMBERS
FROM
34
COUNTRIES**

1953

4th meeting:
University of
Genoa, Italy

1954

5th meeting:
University
of Harvard,
United States

1960s Opportunities and a new social order

PRESIDENTS:

> **1960-1965**

3rd President:

F. CYRIL JAMES

Principal & Vice-Chancellor of McGill University, Canada

> **1965-1970**

4th President:

C.K. ZURAYK

Professor of History, American University of Beirut and former rector, University of Damascus, Syria

The 3rd IAU General Conference, held at the National University of Mexico, opened the decade of the 60s with **“The interplay of scientific and cultural values, university education and public service and the expansion of higher education”**. The outgoing President described the conference as *“the climax for the Association of a period of constant progress and expansion and of consolidation, of a more and more vigorous role in the university world – a flowering, an extension of activities”*.

The convening function of IAU was essential for the Association, and a driver of mutual understanding and international collaboration. It was an *“international club of peers”* that met on a generally accepted principle that IAU offered a neutral setting, a place with room for divergence in opinion, as well as cultural, and ideological diversity. *“While no one, in the work of the International Association of Universities, is expected to relinquish his own point of view, his system of ideas and beliefs, in order to confirm to some imagined international “norm”, its structures facilitates – perhaps admirably and in a way deserving of imitation in other assemblies – the*

enrichment that can be found in the exchange of experience and opinion. [...] Co-operation between their universities, moreover, may well prove a most efficacious way of healing some of the wounds left between many countries by the wars and exploitations of the past.” (Annual Report of the Secretary General, 1961)

Housed by UNESCO since its inception, an important development in this new decade was the establishment of the **UNESCO-IAU Joint Steering Committee for international research** on substantive issues universities were facing throughout the world. It was co-chaired by the UNESCO Director General and the IAU President. In its first years the Committee successfully signed agreements with the Ford, Rockefeller and Carnegie Foundations, covering topics such as university admission, higher education in South East Asia and the mission of universities. UNESCO with the support of IAU, also organized a conference on higher education and collaboration in Africa and conducted research on South East Asia. This led to the establishment of the **African Association of Universities (AAU)** and the **Regional Institute of Higher Education and Development (RIHED)** and serve as important examples of how the collaboration of UNESCO and IAU led to new structures and collaboration to advance higher education.

The sixties were a time of reflection on the future vision for IAU beyond the regular activities. The Administrative Board debated whether the Association should become more actively involved in university development, some were hesitant and feared that it could lead to *“a sort of “super-system” for universities which in some way seek to control higher education internationally”*. One Board member referred

to the importance of the local contexts and concluded that: *“Since it [IAU] was almost totally impotent administratively, it should exercise its influence through moral and intellectual authority. It was by means of this authority, by the sum of its work of information and study that it could most effectively assist in the fundamental aim of the creation of an international consciousness.”* In consequence, IAU President, FC. James, created a Development Committee to consider the future direction of the Association. The debate on who we are and how we prioritize the activities is a recurrent theme throughout IAU’s history. It shows that continuous reflection on the role of the IAU helps its development and speaks to the constant need of careful consideration about the needs for the universities of the world and how to respond to them.

The 4th General Conference in 1965, welcomed 500 participants from 65 countries, to Tokyo, Japan to discuss the topic **“Access to Higher Education, The Contribution of Higher Education to Economic and Cultural Development & University Autonomy”**. University Autonomy, in particular, was an important topic of discussion and during the General Conference they agreed on the text in the box.

Access to higher education was another topic of concern considering the increase in student enrolment and the massification of higher education. It translated into conversations about the *“optimum size of a university”* and *“university admission criteria”*. The changes were further accelerated by the student movements and its demand for more influence and social justice. While the beginning of the decade was one of expansion and new

Venues of the IAU Administrative Board meetings:

1960

12th & 13th meeting:
National University of Mexico, Mexico

1961

14th meeting:
UNESCO, Paris, France

1962

15th meeting:
India International Centre, Delhi, India

1963

16th meeting:
University of Cambridge, United Kingdom

1964

17th meeting:
University of Moscow, Soviet Union

393 MEMBERS FROM 80 COUNTRIES



6



7



8

opportunities, it ended with a sense of uncertainty and questioning of the current structures of the university and society.

“A whole sector of university thinking during the last decade may well have been misled, in fact the subtlety with which hopes can disguise themselves as realities. The growing dependence of economic life on new techniques, and of these techniques on scientific and other kinds of knowledge, led to the belief that we are living in a more and more “scientific” world, one which was specially propitious for the flourishing of universities. Homogeneity seemed to be developing between the work of production, the multidisciplinary organization of techniques, and the systematic

investigation of man and nature. Optimists could maintain that the “scientific spirit” was spreading, even if in diluted form, throughout the social mix, and the universities were simply the point at which the most beautiful crystals were formed. In human terms, a “second nature” could be held to be evolving through the pursuit of knowledge; professors and administrators, scientists and humanists were all cousins, eager to strengthen the university family and make it hospitable and prolific. The demand for higher education was growing at exponential speed and communities all over the world were accepting heavy “sacrifices” to provide it. Material and financial problems were still great, but the ideology of the scientific and technological revolution (baptized by

some as the “end of ideologies”) was bringing widespread hope and confidence.

Among other disturbing events, the sudden growth of student movements then developed. An insidious kind of doubt, of baffled disarray often accompanied by indignation, took hold of many academic minds. The questions raised by students and younger university teachers were at a deeper level than modifying the university structures and the issue of “co-management”. They became, in fact, directly political ones. As such, it is often maintained, they are beyond the competence of universities. And this would doubtless be true if knowledge had not itself become a decisive component of political power. Behind the passions raised by the “participation” issue, there is a growing uncertainty about the place and role of knowledge in human organization. All social systems seem now to be eager to acquire the results of scientific advance; but some are said to transform them simply into a technical potential, a form of “capital”. This means a denial of science itself, its reduction to static forms, as a reservoir of facts and techniques to be manipulated. The fundamental impulsion of research is blocked, that of seeking to understand the world through coherent concepts in open systems of thought, not inverted or immobilized by particular political interests. Open systems must be constantly susceptible to reassessment in free inquiry.”
(Annual Report of the Secretary General 1969)

University Autonomy (1965)

It is the duty of universities to contribute to the highest development both of national community to which they belong and the cause of international scholarship. Experience makes it clear, however, that they fulfil these functions most effectively when they enjoy a high degree of autonomy and are in a position to maintain academic standards by having a decisive voice in respect to the following matters:

- 1 Whatever the formalities of appointment may be, the university should have the right to select its own staff.
- 2 The University should be responsible for the selection of its students.
- 3 Universities should be responsible for the formulation of curricula for each degree and

the setting the academic standards. In those countries where degrees, or the license to practice a profession are regulated by law, universities should participate effectively in the formulation of curricula and the setting of academic standards.

- 4 Each university should have the final decisions as to the research programme carried out within its walls.
- 5 The Universities should be responsible, within wide limits, for the allocation among its various activities of the financial resources available, i.e. space and equipment; capital funds; recurrent operating revenue.

It is clear that though this freedom is necessary for the proper fulfilment of the university, such autonomy demands a sense of responsibility on the part of all those who compose the university, whether as administrators, teachers or students.

Illustrations:

6. IAU SG with President of Mexico;
7. UNESCO HQ in 1950, ©UNESCO/R. Lesage;
8. Student movements, ©UNESCO/Dominique Roger.

1965

18th & 19th meeting:
Kyoto & Tokyo, Japan

1966

20th meeting:
UNESCO, Paris, France

480 MEMBERS FROM 92 COUNTRIES

1967

21st meeting:
University of the Andes, Colombia

1968

22nd meeting:
University of New South Wales, Australia

1969

23rd meeting:
University of Helsinki, Finland

1970s

Strengthening regional collaboration in higher education

PRESIDENTS:

> 1970-1975

5th President:

V. MERIKOSKI

Professor of law, University of Helsinki, Finland

> 1975-1980

6th President:

ROGER GAUDRY

Professor of History, Former rector University of Montreal, Canada

The 5th General Conference was convened in Montreal, Canada in 1970 and was devoted to the themes: **The International University Cooperation & the University and the needs of contemporary society.**

More than 600 participants from 337 member institutions and 54 organizations attended the Conference. The organization of the General Conference came with a lot of work for the small IAU Secretariat in Paris; it was met with great success as the events continued to create increased interest in membership. The Conference in Montreal was indeed marked by the changes and reforms called to life by the student movements.

“When the Conference assembled [in Montreal], it seemed probable that the most virulent phase of university crisis, which marked the end of the sixties, was drawing to a close – but not the crisis itself. The tumult was dying down, in almost all parts of the world. The fact that so many leading university personalities were able to attend was proof of that. There was time for reflection, and the continuing uncertainty of the university scene made

such reflection necessary. But if reflection was both possible and necessary, no start could be made at Montreal in drawing up confident plans for the university of the future. Not even the preamble could be drafted, so to speak, for its new “social contract”. Hope of this, in fact, may still be long deferred. It seems likely that the period of experiment and reform will last a long time for universities, and that a return to the Montreal discussion both on “the university and the needs of contemporary society” and on “international university co-operation” will recur constantly in the coming years.

Argument and experiment about the nature, responsibilities and structure of universities and of their relationship to the social orders within which they function, as well as about their co-operation with each other, will continue unabated and seems likely to arise continually in new forms. The university is perhaps condemned to a perpetual repetition of Hamlet’s famous question. The main interest of a conference like the one held in Montreal was that it demonstrated the wish of universities to continue “to be”. It also served to show that the university has already to a large degree abandoned all frontiers and become ubiquitous. Universities now exist in almost every country of the world and are generally more and more open to the flow of ideas across all barriers. But it is still only on rare occasions, as at Montreal, that they fully realize both their multiplicity and their fundamental unity. The hope of the Association must be that this realization will grow and that international university co-operation will grow with it – for this is the essential purpose for which it exists.”

(Report of Secretary General, 1970)

A new initiative that came out of the conference in Montreal was the launch

of the **IAU Seminar series**. The Seminar series was conceived as a meeting to discuss in smaller groups issues of concern to universities and in relation to the research conducted within the UNESCO-IAU Steering Committee. The first seminar was held in 1971 in Germany on the topic: *IAU Seminar on the problems of integrated higher education*. It was followed by a series of seminars organized annually or biennially. More generally, the decade saw an increase in the formation of regional bodies and organizations dealing with higher education. For example, UNESCO worked closely with IAU on the creation of the UNESCO European Centre for Higher Education (CEPES) in 1972, the United Nations University (UNU) in 1973, and the UNESCO Regional Centre for Higher Education in Latin America and the Caribbean (CRESALC) in 1974, the latter becoming an UNESCO institute (IESALC) in 1997. Extensive consultations took part particularly on the form and mandate of UNU. Four IAU Board members were part of the first UNU council to support its formation and the formal ties were recognized in the official agreement between UNU and IAU in 1976. It was also during this time that UNESCO oversaw the emergence of the **regional conventions on recognition of qualifications of higher education**. This had been a process to which IAU had contributed extensively over time given that since its creation IAU had been involved in monitoring partnerships, credential evaluation and recognition processes while also responding to enquiries by Members and others regarding comparability of qualifications.

In 1975, the 6th General Conference was held in Moscow in the Soviet Union,

Venues of the IAU Administrative Board meetings:

1970

24th & 25th meeting:
Quebec & University of Montreal, Canada

1971

26th meeting:
UNESCO, Paris, France

1972

27th meeting:
University of Accra, Ghana

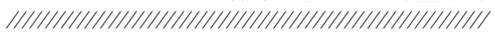
1973

28th meeting:
University of San Marcos, Lima, Peru

1974

29th meeting:
University of New York, USA

525 MEMBERS FROM 101 COUNTRIES



DOUGLAS J. AITKEN
Second IAU Secretary General

Douglas J. Aitken (British) took up the position as the Secretary General on 1 April 1978 for a period of 8 years until his retirement in 1986. He had worked alongside Roger Keyes since 1957, when he was invited to join IAU after holding the position as Secretary General of the World University Service (WUS) in Geneva. Aitken's nomination signalled a choice of continuity and allowed for a seamless transition of leadership as he already had longstanding working relations with the IAU Membership and of UNESCO staff. He had, among other, led the work of the UNESCO-IAU Joint Steering Committee for international research for which he had been widely recognized.

and attracted a record high number of participation, with more than 1000 participants from 446 Member institutions representing 84 countries. The theme of the conference was devoted to **Higher Education at the Approach of the Twenty-First Century**. *“The Conference [in Moscow] nonetheless marked the climax of a quarter-century of patient effort. Attention was first given to practical and useful tasks which, though modest, gradually acquired the confidence of the university community, across political and ideological frontiers. Obviously, this success was only possible because the Association avoided involvement in the political and ideological struggles of the time, many of them violent. Some of its member institutions were, and remain, among the leading theatres of doctrinal conflict, but the Association itself has no such doctrine and seeks to impose none. Its philosophy can be viewed in the light of a wager – though a pascalian sort of wager, if the use of the term philosophy seems pretentious. The Association's work is founded on the assumption that co-operation and the attempt to increase knowledge of each other among universities are valuable in themselves, that they have positive importance in serving the cause of peace. Once this is loyally accepted, it becomes possible for the Association to exert a certain influence in the imposing world network of universities, so impressively represented at the Moscow conference. Over thousand participants could gather there, coming from the most diverse cultural and ideological backgrounds,*



10



11

and could do so without a single incident which challenged the usefulness of the Association's existence.”

(Annual Report of the Secretary General, 1975)

Although, the need and value of IAU was reaffirmed through the constant increase of Members, the Association was nevertheless impacted by the context, a time of recession and inflation which had an impact on not only the finances of the universities, but also their Association.

“It [the year 1979] started with the application of the revision of the 1969 scale of membership dues reluctantly adapted by

the Administrative Board in an attempt to offset the effects of a decade of inflation which still shows no sign of abating. By 1978, the maintenance of essential activities even at their very modest level had already obliged the Association to draw heavily on its small reserves. [...] Despite the acute financial difficulties with which many member universities are confronted, the great majority of them, even in the poorest countries, responded loyally by continuing to support their Association, thus safeguarding its unique character as an independent academic body.”

(Annual report of the Secretary General, 1979)

Illustrations:

9. Group photo of the IAU Administrative Board; 10, 11. Photos from IAU meetings.

1975

30th & 31st meeting:
University of Leningrad & University of Moscow, Soviet Union

1976

32nd meeting:
UNESCO, Paris, France

1977

33rd meeting:
University of Kyoto, Japan

1978

34th meeting:
University of Pennsylvania, Philadelphia, USA

480 MEMBERS FROM 92 COUNTRIES

1979

35th meeting:
University of Sofia, Bulgaria

1980s

Changes, crisis, and computers

PRESIDENTS:

> **1980-1985**

7th President:

GUILLERMO SOBERON

Rector, National Autonomous University of Mexico

but had to step down in 1982 when he was appointed Minister of Public Health in Mexico. The Vice-Presidents,

DR. SENDOV

Former Rector, University of Sofia, Bulgaria and

DR. MEYERSON

President Emeritus, University of Pennsylvania

were acting Presidents until the following elections.

> **1985-1990**

8th President:

JUSTIN THORENS

former rector, University of Geneva, Switzerland

The 7th **General Conference** was hosted by the Philippines Women’s University in Manila, Philippines, upon invitation by **Dr. Helena Z. Benitez** who was the **first woman to serve the IAU Administrative Board**. The Conference in the Philippines was dedicated to the theme: ***The Special Role of Universities in the Development of International Cooperation.***

The eighties were a time of change, both in terms of leadership at the IAU Secretariat and in terms of its operations and possibilities in a new era of “computerization” – as described by the Secretary General. Moreover, the Association was also operating in an ever more complex economic context caused by a decrease in public financial support for higher education. Several external factors were taking the Association to a moment of change and adaptation.

“The wind changed in the 1970s, but it was not until 1981 that, with a very few exceptions, universities, and with them their Associations, began to feel the full effects of the economic crisis. In almost all countries higher education is no longer considered a first priority for public and private support; in many of them budgetary cuts and retrenchments have become the order of the day. [...] The constraints which require universities to use scarce resources sparingly suggest that it is wise to retain what is best. But if this is simply expressed in an attitude of conservatism, of seeking without question to preserve those elements which, in the past, constituted the image of the classical university, then in all probability there is little to hope for but a slow and irreversible decline. If, on the other hand these same constraints spark a readiness to re-think the nature of the university and its role in a rapidly and, in many ways, unpredictably changing world, then there may be hope that the present disillusionment detectable in government and public opinion may give way to a new confidence – confidence in institutions dedicated to the advancement of the human sciences no less than to that of the physical and biological sciences, institutions conscious of the unity and interdependence underlying all that constitutes true knowledge.”

(Annual Report of the Secretary General, 1981)

The **IAU mid-term conferences** were launched in 1983 as a novel opportunity for Members to convene between the General Conferences. These conferences were designed exclusively as fora for heads of institutions only. These smaller gatherings were created to favour informal exchanges among university leaders. Although the resources were scarce, it became clear that there was an increasing need for members to meet more frequently.

Franz Eberhard began his mandate as Secretary General in 1987 and introduced several changes to the Association and its mode of operations. He continued the reference publications **List of Universities and International Handbook of Universities**, yet working processes were modernized with the arrival of computers. The IAU Bulletin was revamped as a shorter light format **IAU Newsletter** published bimonthly. A new publication was launched in 1988 – the **Higher Education Policy (HEP)** – a peer reviewed research journal, celebrating more than 30 years of existence. IAU collaborated closely with UNESCO on the digitalization of the information services and launched innovative initiatives. As a result, the Information Centre, which had grown since the IAU’s inception, was officially transformed into the **IAU-UNESCO Information Centre**. The avant-garde thinking behind some of these initiatives may not have been met with recognition it deserved as they were too soon superseded by the opportunities of the internet in the following decade.

Technological development was also the topic of the 7th IAU Seminar in 1982: *The impact of Scientific and Technological Changes on the Humanities: Perspectives in the Coming Decade*. Whereas the background paper describes the context in the 80s, it is one that we can still relate to some 40 years later as we are still in the process of shaping the digital world: *“Some of the most spectacular technological changes in the coming decade will probably occur in the field of communications and in the generalization of the computer and derived techniques. The potential benefits of these developments are enormous and will, no doubt, be emphasized. One disquieting question, however, is whether this dramatic advance in all forms of human*

Venues of the IAU Administrative Board meetings:

1980

36th & 37th meeting:
Philippine Women’s University, Philippines

1981

38th meeting:
UNESCO, Paris, France

1982

39th meeting:
University of Delhi, India

803 MEMBERS FROM 119 COUNTRIES

1983

40th meeting:
Munich, Germany

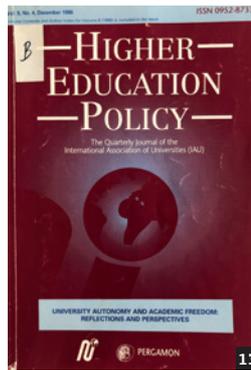
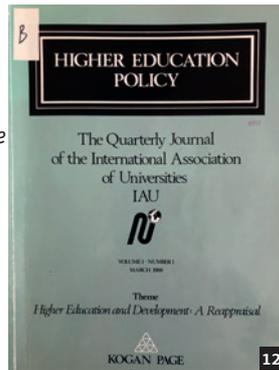
1984

41st meeting:
National Autonomous University, Mexico city

communication will not paradoxically, weaken and impoverish social relationships. A tremendous marketing effort is likely to be made to sell people all the individual equipment enabling them – or so the advertisement will say – to teach themselves at home, to entertain themselves at home, to check their state of health at home and even, very largely, to do their jobs at home. There is, therefore, a risk of societies being further atomized by the very technique designed to promote relations and interactions of all kinds throughout the globe.”

In 1985, the 8th General Conference was convened at the University of California, Los Angeles (UCLA) in USA addressing the topic: **The International Responsibilities of Universities**. The Administrative Board member, Dr. Martin Meyerson, described in his opening speech the theme as the “raison d’être of IAU, and one that we perform reinterpret and renew throughout our short history”. The deputy Director General of UNESCO, Jean Knapp, reflected on the changing role of universities in his speech, where he describes a trend of multiplications of expectations, one that many universities still recognize today as both, an opportunity as well as a challenge:

“In its traditional sense, the word “university” suggests a place of reflection of mankind, on the principles of science and on the history of the peoples and nations. [...] The University today finds its expression in great variety of institutions. No longer is it a narrowly limited institution, which addresses just one single age group. It is fragmented into a multitude of fields of knowledge and it is multiplying its links with industry and the professions because the organization of the processes of production are ever more closely and directly related to the development of scientific knowledge and its applications. Thus, the University is witnessing an increase of its responsibilities to society. It is trying to respond to the urgent needs expressed by countries and regions and is helping to found or strengthen other universities. There is no



doubt that the University is also more than ever a place of meeting and dialogue at the international level. It has become part of the multiplicity of networks through which messages pass from the widest horizons and from innumerable sources, all characterized by the concern to transmit knowledge and know-how.”

Although the 80s saw new demands, new changes, Justin Thorens commenced his mandate as President by addressing a personal letter to the full Membership calling for a revitalization of solidarity and collaboration, in a world characterized by increasing pressure and competition:

“IAU should constantly stress that knowledge is not, should not – cannot – be the preserve of one country or one region. It is universal. One of the fundamental roles of universities is to ensure that knowledge should be accessible to all regions and to all countries in the world. The duty to do so is vital with respect to developing countries and to all countries in the less favored regions. But it applies also, and this must be emphasized, to all universities, including those of high standing in the developed countries. This is not a matter of generous and utopic naivety, but an affirmation based on history. Across the millennia and the centuries, the development of culture and science has not always taken place in the same regions. What we today call science and civilization are the products of a variety of cultures and civilizations which have existed in very different regions of the world, and in some cases in the same regions but only after periods of century-long obscurity. Despite the fact that they may have



FRANZ EBERHARD
Third Secretary General

Franz Eberhard (Austria) took office as Secretary General in 1987 and held the position for 14 years. With a background in law, he had been the former director of the UNESCO Centre CEPES in Romania and before that the President of the Austrian Rectors’ Conference.



disappeared or have become relatively effaced, together, they make us what we are, they make up what civilization, culture, and science are at the end of 20th century.”

He assigned the IAU the role of serving as a space of critical reflection, a space which encourages the questioning of developments within the sector while at the same time, and because of it, being the voice of the universities. He also maintained that it is the mandate of the Association to articulate at the global level the role and moral responsibility of the university – especially in a rapidly changing context.

Illustrations:

- 12, 13. First covers of the Higher Education Policy Journal (HEP);
- 14. Changes in the IAU Bulletin – from publication to light paper newsletter.

1985

42nd & 43rd meeting:
Pasadena and University of California, Los Angeles (UCLA), USA

873 MEMBERS FROM 121 COUNTRIES

1986

44th meeting:
UNESCO, Paris, France

1987

45th meeting:
University of Zimbabwe, Zimbabwe

1988

46th meeting:
University of Ouro Preto, Brazil

1989

47th meeting:
Charles University, Czechoslovakia

1990s

Universality, Diversity, Interdependence

PRESIDENTS:

> 1990-1995

9th IAU President:

WALTER KAMBA

Vice-Chancellor, University of Zimbabwe, Zimbabwe

> 1995-2000

10th IAU President:

WATARU MORI

Former President of the University of Tokyo, Japan

The heading for this decade rests on the theme of the 9th General Conference in 1990, namely: **Universality, Diversity, Interdependence**, and is also informed by the historic essay written by G. Daillat to mark the 40th Anniversary of the Association. Hosted by the University of Helsinki, Finland, the Conference welcomed more than 600 participants from 86 countries. Justin Thorens described the changing context in which the universities were operating in his opening speech: *“The world is changing, frontiers are disappearing. These are extraordinary changes, for the better, we hope. I shall quote but a few. How can we forget that between our General Conference in Los Angeles in 1985 and today, there have been perestroika and glasnost in the Soviet Union and the fall of the Berlin Wall, which I quote as a concept and not only in its physical aspect. There has been Eastern Europe, free to choose its future democratically. Dictatorships have been overthrown, especially in Latin America. The last African colony, Namibia, has become an independent State. Moves have been made to abolish apartheid in South Africa in which we rejoice and which must be carried through.*

Yet despite all these changes; we find the perennity of the universities through the regimes, the ages, the events”.

In his keynote address Frederico Mayor, UNESCO Director General, underlined that: *“Universality and diversity – as the theme of your Conference suggests – are not to be construed as opposition, but rather a dialectic which has as its synthesis interdependence. We touch here upon the raison d’être of IAU and, in a broader context, of UNSECO. Both exist to promote – through information, reflection and action – cooperation based on a heightened consciousness of our interdependence”.* Mayor’s words illuminate the constant balancing act that a global association like IAU needs to perform in order to cater to both, unity and multiplicity, while cultivating this constant and necessary dialectic between the two. Although complex at times, it is this interplay that represents the uniqueness of the IAU global mandate to unite higher education institutions, foster international collaboration and exchange regardless of differences and divergence of opinions.

IAU’s capacity to bring institutions together is also exemplified through the **different IAU Policy Statements**. Although the Association had a tradition of providing recommendations on higher education and its development, this happened mostly in relation to research and studies conducted. It is in the 90s that the tradition of developing policy statements commences as a means to unite the membership and beyond around core values, principles and issues of concern to higher education and to position the Association in the

field of key stakeholders. These include the *Kyoto Declaration on Sustainable Development (1993)*, *The Buenos Aires Statement on higher education funding (1994)* and *Academic freedom, Institutional Autonomy and Social Responsibility (1998)* and *Towards a Century of Cooperation: Internationalization of Higher Education (2000)*. This tradition continued in the decades that follow and still informs our activities today.

Hosted by Jawaharlal Nehru University, the **10th General Conference** was held in New Delhi, India in 1995. The theme of the conference was **“Global Civilization and Cultural Roots: Bridging the Gap – The Place of International University Cooperation”**. Walter Kamba, IAU President, stressed in his speech: *“IAU’s foundation is predicated on the recognition that, as Universities, we share a community of interest and academic values. But there can be no escaping that Universities are, and must be, an integral part of the socio-cultural and economic environment in which they exist and operate. Universities must serve and respond to the needs of that environment if they are to avoid being irrelevant. It is in that environment that are embedded the roots of a country’s and people’s culture and civilization. [...] In carrying out their Universities have a social responsibility to contribute to the overall development of their communities and the improvement of the quality of life of the people. [...] Scientific and technological knowledge, with consequent high rate of economic growth and accumulation of wealth, is concentrated in the North: so is political power on the World scene. While poverty, poor health, lack of adequate education, heavy debt burden,*

Venues of the IAU Administrative Board meetings:

1990

48th & 49th meeting:
University of Helsinki, Finland & UNESCO, Paris, France

1991

50th meeting:
University of Ghana, Accra, Ghana

1992

51st meeting:
Arab Maritime Transport Academy, Cairo, Egypt

1993

52nd meeting:
University of Tokyo, Japan

596
MEMBERS

1994

53rd meeting:
Belgrano University, Buenos Aires, Argentina

high population growths, poor economic performance bedevil most of the South. The gap between North/South continues to grow. These gross imbalances constitute major threats to stability on the globe”.

The Deputy Director General of UNESCO, Adnan Badran called for “a new vision for higher education which combines the demands for universality of higher learning with the imperative for greater relevance: this vision stresses the principles of academic freedom and institutional autonomy while at the same time emphasising the need for accountability to society and its people. The University of tomorrow must be the true locomotive directing societies towards a culture of peace. It is the ideal setting for the diffusion of tolerance, human rights, democracy and respect, and appreciation of the diversity of humanity in terms of culture, colour, behaviour and traditions, around the basic principles of unity of life on this plane”.

The 90s also saw the first **UNESCO World Conference on Higher Education (WCHE)** held in 1998. Initially, there were discussions whether to hold this conference in conjunction with the IAU General Conference in India, but the members of the Board preferred to separate the two events claiming that they served different purposes – one being an independent Association and the other a governmental organisation. IAU remained actively involved, however, as a key partner to the WCHE that saw the adoption of the *World Declaration on Higher Education for the Twenty-first Century: Vision and Action and Framework for Priority Action for Change and Development in Higher Education*.



15

Finally, it is worth mentioning that the 90s also saw the IAU systematic integration of its data on higher education transformed into an electronic database. In addition to the already existing reference publications, the data also served to launch the first edition of the **Guide to Higher Education in Africa** in 1999 and in collaboration with the Association of African Universities. IAU also started to share the data by CD-ROM which was sent to Members once a year, and was known under the name: World Higher Education Database (WHED).

With regard to the internal operations of the Association, the membership structure changed in the 90s. Although the IAU was pleased to celebrate yet another successful conference and almost half a century of existence, the global ramifications of the financial instability of the 70s and 80s still had an impact on the budget of the Association. To redress the situation, it was decided to end the membership of institutions with more than three years of arrears. This policy was already in place since 1962, but tolerance had been applied considering the difficulties with international transactions at the time. Thus, when it was rigorously applied in the 90s, it had clear consequences. For the first time, the Association experienced a decrease in the number of Members, which beforehand had been cumulative. It led to around 600 members (+/- 50), a number that has been constant ever since – the same policy still applies.



16

It was also a period in which a major reform of the IAU constitution was prepared for the General Conference in 2000. This reform made it possible to welcome not only the regional or transnational universities associations, who had been members since the 50s, but also national university organizations, affiliates in form of networks or other types of higher education organizations and finally Associates, individuals with a strong relationship to the Association. It furthermore changed the frequency of the General Conferences to every four years, including the term of tenure of the President and Administrative Board members.

Illustrations:

15. From IAU General Conference in Finland: From the left: President Walter Kamba, Past President Justin Thorens, UNESCO Director General, Federico Mayor and chancellor of Helsinki University Olli Lehto. © Helsinki University Museum/Eero Roine.
16. The first UNESCO World Conference on Higher Education (WCHE) in 1998, © UNESCO/Nina Levinthal;

1995

54th & 55th meeting:
Jawaharlal Nehru University, India

1996

56th meeting:
Institute Catholique de Paris, France

1997

57th meeting:
UCLA, USA

FIRST IAU WEBSITE

1998

58th meeting:
Chulalongkorn University, Thailand

613 MEMBERS

1999

59th & 60th UNESCO, Paris, France

2000s

Universities of the World Working Together

PRESIDENTS:

> 2000-2004

11th IAU President:

HANS VAN GINKEL

Rector of the United Nations University (UNU)

> 2004-2008

12th IAU President:

GOOLAM MOHAMEDBHAI

Former Vice-Chancellor, University of Mauritius, Mauritius

> 2008-2012

13th IAU President:

JUAN RAMÓN DE LA FUENTE

Former Rector, National Autonomous University of Mexico, Mexico

The IAU devoted its 11th General Conference in Durban, South Africa (2000) to the topic: **“Universities: Gateway to the Future”**. Working groups were formed for this conference for participants to discuss the different policy documents adopted in the 90s. It was the last General Conference to be held under the leadership of Franz Eberhard.

The new decade was marked by the arrival in 2002 of **Eva Egron-Polak, the first women to serve as IAU secretary General**. Also, the new millennium came with new expectations. During her 15 years with IAU, Eva Egron-Polak brought several changes to the Association. Although international collaboration had always been the core foundation of the Association over time and of its services, **internationalization of higher education** became a distinctive mark of the IAU activities. Under her guidance, IAU launched the series of **Global reports on Internationalization in Higher**

Education, the first was published in 2004, and a more comprehensive report in 2006. IAU also developed and launched the **Internationalization Strategies Advisory Service (ISAS)** by which members could benefit from expert advisory services on internationalization strategies – a programme that officially started in 2010, but which still exists today in a revamped version as **ISAS 2.0**, launched in 2016.

At the 12th General Conference held at the University of São Paulo in Brazil in 2004 on the topic **“The Wealth of Diversity: the role of Universities in promoting Dialogue and Development”**, the outgoing President, Hans van Ginkel described the context underlining the moral responsibilities of higher education: *“We are living in a time of profound change, in an increasingly interlinked world. The rapid development of improved systems of communication and transports has changed and borders our world from a complex and sometimes chaotic blanket of territories and borders to a hierarchical system of modes and channels. [...] Due to the tremendous increase of the pace and space of all development – social, cultural, political and environmental – the university cannot maintain its distant, living apart “ivory tower” approach any longer. All staff and students will have to engage themselves much more with their topics and subject of study. They cannot hide themselves anymore from the ethical aspects involved in their studies. Rather these have become an integral part of their study. It is not possible today to escape questions of equity and equality, human rights and democracy; complexity; nuance; gender; diversity and sustainability”*.

(Highlights from the General Conference 2004)

During this decade, the IAU also moved towards its **Annual Conferences** between General Conference as we know them today. Regional or transnational university Associations have collaborated closely with IAU since its creation. Yet with the change in constitution at the General Conference in 2000, all university organizations could avail of the opportunity to join IAU as Organizational Members. In addition, it was also welcoming affiliates, such as university networks and specialized organizations as well as individuals who could join as Associates, for example former Board members to stay engaged beyond their mandate on the Administrative Board. For these new organizational Members, a biennial forum – **Global Meeting of Associations (GMA)** – was developed which still exists today. The GMA occurs as a stand-alone event, but has been organized in conjunction with the International Conferences since 2017.

The outreach to the Members was also changing in light of new means of communication. The first electronic **IAU E-Bulletin** was launched in 2004 and in parallel; the IAU magazine was revamped in 2005 to **IAU Horizons** at that time a quarterly magazine including a thematic approach. The magazine has been revamped several times since then, but it remains IAU’s bi-annual magazine featuring different topics for debate in the ‘In Focus’ section and informing about the IAU strategic priorities, events and publications. In 2005, IAU also partnered with the AUF (Agence Universitaire de Francophonie) to issue a publication in French entitled: *Directory of Higher Education Systems around the world elaborated on the basis of the WHED data*.

Venues of the IAU Administrative Board meetings:

2000

61st, 62nd & 63rd meeting:
Durban, South Africa
& UNESCO, Paris, France

2001

64th meeting:
National Autonomous University of Mexico (UNAM), Mexico

2002

65th meeting:
Laval University, Canada

2003

66th meeting:
Charles University, Czech Republic

2004

67th & 68th meeting:
University of São Paulo, Brazil & UNESCO, Paris

600 MEMBERS



17



18



19



20

In 2008 the IAU celebrated 60 years since the preparatory conference of IAU, organized by UNESCO in 1948 at the University of Utrecht in the Netherlands. Symbolically, the IAU convened its 13th General Conference at the same venue and discussed the theme: **“Higher Education and Research – Addressing Local and Global Needs”**. The Conference offered more than 400 participants the opportunity to exchange views and experiences on questions of critical importance to higher education worldwide. Juan Ramon de la Fuente was elected as president: *Such diversity is reflected in IAU’s membership and helps to underline and define IAU as a global champion of diversity in higher education – building the capacity of its Members and acting as a platform where partners from across the world can meet to exchange ideas. Universities around the world stand for the values of openness, academic freedom, equity, tolerance, inclusion, capacity building, creativity, social engagement, and critical thinking. However, in a world where competition for limited funds is increasing, where access is still denied to too many and where equity is challenged*

too often, these ideals have often faded into the background. Nevertheless, the UN Millennium Development Goals must be fulfilled, objectives of the Education for All programme need to be advanced and issues of access to higher education require attention and action. The Association will continue its work on these issues through its focus on thematic areas such as Sustainable Development, Intercultural Learning and Dialogue, Internationalization of Higher Education, and by examining the linkages between higher education and other levels of education. (Annual Report 2008)

The following year, 2009, the IAU was heavily engaged in the 2nd UNESCO World



EVA EGRON-POLAK
Fourth IAU Secretary General

In 2002 Eva Egron-Polak became the first woman to hold the position as Secretary General. She served for 15 years until her retirement in 2017. She had already worked for the IAU for some years in the 90s on a secondment from Universities Canada (at that time Association of Universities and Colleges of Canada (AUCC)), where she served as Vice-President, International prior to joining IAU. She initiated the Global Surveys on internationalization of higher education and the development of the Internationalization Strategies Advisory Service (ISAS) as well as many other initiatives. In her words of goodbye she stressed that:

“...I know that IAU’s advocacy for higher education in the interest of society and the public good, for HE that is accessible to the broadest range of learners and free from undue interference from the market or the State, remains important issues globally. No other association can play this unique advocacy role at the global level and offer its Members a global forum to join their efforts and learn from one another”.

(IAU Horizons, Vol. 22.2)

Conference on Higher Education: The New Dynamics of Higher Education and Research For Societal Change and Development and participated in multiple ways at this event, starting with an active and continuous role during the preparations, as a Member of the Conference Steering Committee and Bureau.

Illustrations:

- 17. IAU 12th General Conference at the University of São Paulo (Brazil);
- 18. Cover of the first issue of IAU Horizons;
- 19. First Global Meeting of Associations (GMA);
- 20. Celebrating 60 years during the IAU 13th General Conference at the University of Utrecht (the Netherlands).

2005
69th meeting:
Biblioteca
Alexandrina,
Egypt

2006
70th meeting:
Nankai
University,
China

2007
71st meeting:
University
Sains Malaysia,
Malaysia

2008
72nd & 73rd
meeting:
Utrecht
University, The
Netherlands &
UNESCO, Paris

2009
74th meeting:
Notre Dame
University -
Louaize, Lebanon

612 MEMBERS

2010s

Building a worldwide higher education community

PRESIDENTS:

> 2012-2016

14th IAU President:

DZULKIFLI ABDUL RAZAK

Former rector of University Sains Malaysia, Malaysia

> 2016-2021

15th IAU President:

PAM FREDMAN

Former rector of the University of Gothenburg, Sweden

The 14th General Conference of this decade was held in Puerto Rico in 2012, hosted by the Inter American University of Puerto Rico and devoted to the topic “*Higher Education and the Global Agenda – Alternative Paths to the Future*”, Dzulkifli Abdul Razak, Malaysia was elected president and was particularly dedicated to sustainable development. He stressed the following: “*While acknowledging the past achievements of IAU, we need to quickly leverage on these successes by consolidating our efforts and be single-minded on what we need to further achieve. In short, IAU today stands at a threshold of history, and we have to urgently act to ensure that higher education remains relevant in the increasingly complex and turbulent world*”.

(Annual Report 2012)

This decade is marked by the transition in 2015 from the **UN Millennium Development Goals (MDGs)** to *Transforming our world: the 2030 Agenda for Sustainable Development* and the **Sustainable Development Goals (SDGs)**. This was in the same manner reflected in the work of IAU. For the period 2002-2015 IAU received important

support from the Swedish International Development Cooperation Agency (SIDA) for implementation of a series of IAU initiatives and activities. One was focusing on **Higher Education for Education for All (HEEFA)** – complementing the UNESCO led initiatives Education For All (EFA). Another project on sustainable development resulted in the web-based global portal for **Higher Education and Research for Sustainable Development (HESD)**. IAU was also instrumental in contributing on various levels towards the achievement of the UN Agenda 2030 advocating for the important role of higher education, not least through the *IAU Iquitos Statement on Education for Sustainable Development* (2014). IAU also launched a global survey to monitor the contribution of higher education to sustainable development, the first Survey Report was issued in 2016 and a second one in 2019. In 2018 IAU launched a **Global Cluster on HESD** to promote the role of higher education institutions in building more sustainable societies. It is a consortium of IAU Member universities from around the world, working in collaboration and engaging with the SDGs and acting as the voice for higher education at the **United Nations’ High Level Political Forum (HLPF)**, together with the Member associations ACU (Association of Commonwealth Universities) and AUF (Agence Universitaire de la Francophonie). These initiatives were mainly led by Hilligje van’t Land who took over the position as Secretary General in 2017 when Eva Egron-Polak retired.

Internationalization continued to be one of the key priority areas of work for IAU. Several ISAS programmes were implemented in Least Developed Countries (LCDs)

thanks to the financial support of SIDA. A renewed call for action entitled: *Affirming Academic Values in Internationalization of Higher Education* was launched in 2012 to acknowledge the benefits of the internationalization of higher education yet also to underline potentially adverse and unintended consequences. New editions of the Global Survey Reports on Internationalization of Higher Education were published in 2010, 2014 and 2019.

Academic values and ethics are cornerstones of the IAU and were furthermore on the agenda in a project undertaken in collaboration with the Magna Carta Observatory that jointly issued the *IAU-MCO Guidelines for an Institutional Code of Ethics in Higher Education (2012)*. A leadership development programme was also launched in 2015 called **Leading Globally Engaged Universities (LGEU)**. This programme was conceived to provide an alternative to more nationally or regionally focused programmes, bringing together higher education leaders across regions for peer-to-peer learning.

Technology and higher education became part of the new strategic priorities of the Association set out in the strategic plan 2016-2021. ICTs had already been a topic of importance in the past, several working groups and projects had been devoted to this area, and a statement on *Universities and Information and Communication Technologies (ICTs)* was adopted at the General Conference in 2004. Yet, in 2016 it gained a new revitalized role as one of the four strategic priorities of the Association. A first Global Survey was conducted in 2019 to take stock of the *Current state of digital transformation in higher education*

Venues of the IAU Administrative Board meetings:

2010

75th meeting:
Mykolas Romeris University, Lithuania

2011

76th meeting:
Kenyatta University, Kenya

2012

77th meeting:
University of Puerto Rico, US

623 MEMBERS

2013

78th meeting:
Salford University, UK

2014

79th meeting:
Peruvian Scientific Universities, Peru



21



22



23



24

and the report was launched early 2020, a few months prior to the Covid-19 pandemic, that more than ever before pushed higher education institutions to rely on digital technologies for their operations. The Association set up an Expert Advisory Group in 2018 to develop a new policy statement to outline key principles and values that must shape the digital transformation of higher education and society. The draft statement is scheduled for endorsement at the IAU 16th General Conference.

In 2015, the **IAU World Higher Education Database** was launched as an online portal in collaboration with UNESCO, providing authoritative information on more than 19,000 higher education institutions around the world and about 196 higher education systems. The 29th – and also last edition – of the *International Handbook of Universities (IHU)* was published in 2019. While IHU was of importance in the past, times change and so does the world of print publication. Moving forward, IAU decided to concentrate its efforts on mapping higher education around the world through via the online WHED portal which, contrary to the print publication, allows for cross-referential and advanced searches and extractions of search results. Launched in 2019, the WHED

today includes the **Global WHED ID** – a unique and immutable identifier attached to every HEI listed in the WHED. With growing digitisation in the field of recognition and credential evaluation, it serves as a global standard for identifying HEIs and supports the objectives of the **UNESCO Global Convention on the Recognition of Qualifications concerning Higher Education** adopted in 2019.

In 2016, IAU convened its **15th General Conference** in Bangkok, Thailand at Chulalongkorn University; it was organized in collaboration with Siam University, Suranaree University of Technology and the Asian Institute of Technology in Thailand. The theme of the conference was **“Higher Education: A Catalyst for Sustainable and Innovative Societies”**. At this conference **Pam Fredman** was elected as



HILLIGJE VAN'T LAND
Fifth Secretary General

Hilligje van't Land is the current Secretary General and she took office in 2017 after more than 15 years at the IAU Secretariat in various capacities. For the past two decades, she has fostered the key role of higher education in societal transformation. She positioned the IAU as partner in UNESCO work on Education for Sustainable Development and in the UNESCO Futures of Education initiative, and higher education as a key stakeholder for the UN Agenda 2030. Hilligje van't Land strongly believes in the importance of international cooperation and intercultural understanding and has developed multilateral projects related to higher education. She represents IAU in various working groups and expert committees including at the Council of Europe, UNESCO and the UN. Hilligje van't Land holds a PhD in comparative francophone literature, speaks six languages and published on higher education issues of relevance locally and globally.

the 15th President of IAU. She is the **first woman to serve as president of IAU** and still serving at the time of this publication. We are pleased to give her the floor and the final words for this historical journey and allow her to convey her thoughts on the way forward as we enter a new decade in 2020.

Illustrations:

- 21. IAU 14th General Conference at the Inter American University of Puerto Rico.
- 22. 3 IAU Presidents in Montreal for the Global Meeting of Associations, from the left, Justin Thorens, Dzulkifli Abdul Razak and Juan Ramón de la Fuente.
- 23. IAU 15th General Conference at Chulalongkorn University (Thailand).
- 24. IAU Executive Committee with UNESCO Director General Irina Bokova (in the middle). © UNESCO-P. Chiang-Joo (2016).

2015

80th & 81st meeting:
HEC, Montreal, Canada & University of Siena, Italy

2016

82nd meeting:
University of Siam, Thailand

2017

83rd & 84th meeting:
University of Ghana, Ghana

2018

85th meeting:
University of Malaya, Malaysia

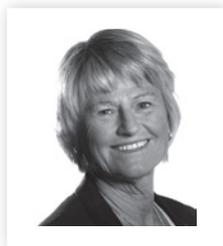
2019

86th meeting:
Benemérita Universidad Autónoma de Puebla (BUAP), Mexico

623 MEMBERS

2020s

Setting the scene for the future



by **Pam Fredman**, IAU President and former Rector of the University of Gothenburg, Sweden

2020 is a special year for the

International Association of Universities (IAU) as we are celebrating 70 years of international collaboration at the global level, advocating for the key role of higher education in society to empower citizens in all sectors of society to surmount the global challenges, rooted in the local context yet intertwined with the broader global reality. Higher education has an essential role to play in creating solutions for a sustainable future and in cultivating democratic values.

This year is not only a year of celebration, it is also the beginning of a new decade, which started unexpectedly with the Covid-19 pandemic disrupting and transforming higher education from one day to another. Despite this challenging period, this year has demonstrated how rapidly higher education can adapt to a new situation, to respond to the needs of staff and students, and also to the challenges of society. Throughout its history, higher education has adapted to fulfil its role as a knowledge provider through research and education. The process of change is not new, yet the pandemic has certainly accelerated it. Certain transformative agendas are at risk of being sidelined however. We must not forget the ambitious UN Agenda 2030 with its deadline by the end of this decade. There is tremendous work ahead of us, and higher education plays a crucial

role in the pursuit of the Sustainable Development Goals (SDGs).

When IAU was founded 70 years ago, the fundamental values of higher education were outlined in the preamble of the Constitution, namely, academic freedom, free choice of research questions and methods, and institutional autonomy, prerequisites for higher education to fulfil its unique role in society, not least as an important critical voice. Unfortunately, today we are experiencing a time in which these values and the relevance of HE are again being increasingly questioned by politicians, decision-makers and other stakeholders. We find ourselves in a post-truth society, characterised by a form of epistemic phobia, showing little confidence in scientific knowledge even questioning the value of science and relevance of HE. The world is also experiencing a time of increased protectionism and nationalism while freedom of expression and human rights are being challenged as well. However, one of the positive findings of the IAU survey on the consequences of COVID-19 was that in many countries, although not all, HEIs have been experiencing an increased demand for expertise and advice. Thus the need of cohesion and for a strengthened "global voice" promoting and advocating for the importance of higher education. A unified voice that is expressed and heard at national and regional levels by both HEIs and organizations.

Cooperation and cohesion must be the guiding principle for the future of higher education. IAU – composed of Members around the world – will continue to advocate for higher education as a common good and for its essential contribution to developing sustainable societies. The IAU's credibility and opportunities to promote the role of universities as key 'actors' contributing to the generation of a sustainable future for our planet and for future generations must be based on trust, respect and mutual understanding. In all their diversity universities should be bound by a common denominator, academic values, and share a common ontological narrative.

Together HEIs will make that case to governments, policy makers and society at large. HE strengthens democracy, develops social cohesion and solidarity, ensures better personal development and professional skills required by the labour market, and thus the grounds upon which to build a better society.

As President of IAU, I see that the university sector is showing a greater willingness to prepare for the future thanks to strong value based systems and institutions; let's continue this effort together throughout this decade and for at least another 70 years.

*The project on the IAU history was prepared by **Trine Jensen**, Manager, HE and Digital Transformation, Publication and Events, with support from **Andreas Corcoran**, Deputy Secretary General and **Hilligje van't Land**, Secretary General.*

70 Years of Higher Education Cooperation

On 9 December 2020 - 70 years after the founding Members signed the IAU Constitution - the IAU held a celebratory webinar to mark this special milestone. It brought together leaders of universities and other higher education institutions from all continents to celebrate the achievements in terms of international collaboration as well as reflections on how to shape the future.

IAU has received numerous congratulatory video messages from Members, partners and friends from around the world. This page includes a few glimpses of these messages, but many more are available online. Discover the messages from around the world and listen to the celebratory webinar here: <https://iau-aiu.net/IAU-turns-70>

“UNESCO and the IAU are of the same generation, sharing the same faith, fighting for the right to education and believing in the power of the intellect and solidarity to build peace and to transform the world for the better. The collaboration is more vital than ever, as we stand at a turning point not only for education but for the future of our societies.”

Stefania Giannini

Assistant Director General of Education
UNESCO

“As a public university, we are really proud to participate actively in the network of the International Association of Universities which is fundamental for the higher education sector of the world. We believe that the network allows us to fight together for a better quality education, for autonomy, for academic freedom which is crucial for the future of the world and we strongly believe that together we can do more.”

Marcelo Knobel

Rector, University of Campinas (Unicamp)
Brazil

“UNESCO was established after WWII with as principle mission ‘to build peace in the minds of people’ as stated in its constitution. [...] UNESCO initiated the idea of developing an International Association of Universities – the IAU we celebrate today – and to bring together the universities of the world, in order to contribute to UNESCO’s mission and vision.”

Remus Pricopie

Rector, National University of Political and Administrative Studies
Romania

“70 years ago a very international group of leaders came together because they shared a vision for the future. Their vision was one of peaceful co-existence among the people around the world that was built on cooperation, mutual support and understanding, promoted by the universities and the academics everywhere. Promoting collaboration among all actors engaged in higher education has never since that time ceased to be a priority for the International Association of Universities (IAU). It seems to me, that what the world is currently experiencing in 2020 has made this task evermore important and the future seems brighter for those active in the IAU today.”

Eva Egron-Polak

Former IAU Secretary General

“The University of Salamanca was one of founding universities of the IAU and represents very faithfully the values that characterize the IAU in the defense of higher education and research as global public goods. The values include academic freedom and institutional autonomy, but also freedom from political interference. Social responsibility and international collaboration and solidarity. Ethical behavior, scientific integrity and equity in access to higher and open access to knowledge. For 70 years, IAU has been implementing the mandate received from UNESCO for higher education, in favor of all the universities of the world.”

Daniel Hernandez Ruiperez

IAU Board member and Former Rector,
University of Salamanca
Spain

“As the saying goes, if the IAU did not exist, we would need to invent it. But somebody invented it for us, in the aftermath of World War II. In 1950, the world focused on reconstruction, on decolonization, and on overcoming divides. Universities were essential to reforming – and re-forming - the world in the 1950’s. Universities are no less essential today. The IAU’s strong focus on education for sustainable development puts it at the heart of what is our biggest contemporary challenge. And it is a challenge that cannot be faced by each university, country, or region alone. This challenge can only be addressed globally.”

Sjur Bergan

Head of the Education Department
Council of Europe, Strasbourg

“Greetings from Thailand. IAU is the main global voice and an effective tool that help higher education institutions around the world to work together for a better future for new generations.”

Pornchai Mongkhonvanit

President, Siam University
Thailand

“IAU offers a wide series of services with the aim to establish firm connections between higher education institutions and to foster and inspire higher education. Through its annual meetings and relevant conferences, the IAU provides a think tank for innovative ideas and topics as well as a platform for state of the art methods and technics.”

Amr Galal El-Adawi

President, Beirut Arab University
Lebanon



IAU Webinar series on:

THE FUTURE OF HIGHER EDUCATION



We thank all the Members and speakers who contributed to the numerous debates and exchanges on a variety of topics during the IAU webinars in the series on the *Future of Higher Education*. We look forward to continuing the discussions in 2021.

In 2020, we covered the following topics:

<i>The Future of HE: Short, Medium and Long-Term Perspectives</i>	<i>The Future of Internationalization of Higher Education</i>	<i>The Future of HE: Perspectives from Middle - and Low Income Countries</i>	<i>Covid-19: Impact On Higher Education Around The World</i>
<i>The Future of Academic Freedom</i>	<i>Internationalization Strategies Post-Covid-19</i>	<i>Perspectives on Reopening Strategies at Universities Around the World</i>	<i>The Digital Dimension - Exploring the Different Modes of Learning</i>
<i>Integrating The SDGs in Higher Education - No "One Size Fits All"</i>	<i>The UNESCO Global Convention on the Recognition of Qualifications Concerning Higher Education: Towards a Global & Mobile Knowledge Economy</i>		<i>Leading Universities in an Age of Uncertainty</i>
<i>The Digital Dimension - The Way Forward</i>	<i>Higher Education Under Examination: Are We Ready to Train the Future Healthcare Workforce?</i>		<i>The Future of International Collaboration and Academic Partnerships</i>
<i>The Digital Dimension: No Access! - In a Digital World</i>	<i>Leadership in an Evolving Context: Looking Back, Current Realities and Future Thinking</i>		<i>Celebrating 70 Years of Higher Education Cooperation with the IAU</i>



There is more to come. Plan on attending the next sessions and reserve your **Tuesdays from 2:30 to 4:00 PM (CET)**, starting from Tuesday 9 February 2021, and take part in the next IAU Webinars.

Please go to the IAU website (<https://www.iau-aiu.net/IAU-Webinar-Series-on-the-Future-of-Higher-Education-929>) to discover the programme for 2021 and to watch the recordings of the past sessions.

IN FOCUS

Imagining higher education in a post-pandemic world

by **Trine Jensen**, *Manager, HE and Digital Transformation, Publication and Events*

In the first part of *IAU Horizons* we looked back at the history of the Association; in this second part we look towards the future and have invited leaders of higher education institutions around the world to ***“Imagine higher education in a post-pandemic world”***.

The Covid-19 pandemic shook the world of higher education. Physical distancing became the key measure to prevent a further spread of the virus. Before the pandemic, the very idea of the university was overwhelmingly based on physical presence for intellectual exchange among students and staff, whether in classrooms, lecture halls or conferences. Libraries and laboratories were shared learning and research spaces with shared use and access to books and resources, equipment and materials; social gatherings were a defining feature of campus life, spanning all activities from extra-curricular activities to student life in dormitories. From one day to another, universities had to start operating remotely, and many universities to date are continuing operations from a distance.

This sudden and unplanned shift in operations has showed the ability of universities to be agile, to respond to emergent challenges and to innovate; they are driven by the shared ambition of minimising disruption or negative effects of the pandemic on academia and its operations. Many measures in place today are specifically in response to the pandemic, but although it is not clear when we will move beyond this state of play, it is clear that there is no returning back “to business as usual”. The pandemic has changed higher education, the question is how?

We have therefore invited leaders of higher education institutions to reflect on this current experience and how they imagine that it will impact higher education in the future. The purpose of the topic ***Imagining higher education in a post-pandemic world*** is not to insinuate that this state is around the corner, nor that it is possible to predict the future. The purpose is rather to give the voice to the leaders of higher education institutions, who regardless of their different contexts and situations – have all faced similar challenges of radically changing operations of higher education and navigating in a landscape with a high degree of uncertainty. We have asked them how they believe that higher education is likely to develop in a post-pandemic world.

We warmly thank the authors behind the seventeen articles for sharing their thoughts, convictions, concerns as well as their ambitions for the future. They have made the effort to provide these contributions although time is scarce when steering through this crisis with rapidly changing parameters. The articles were written in the period from July to September 2020; please keep this in mind when reading the different contributions as things are constantly evolving.

Although we are not yet in a post-pandemic world, the current turbulence, disruptions and changes that we are all experiencing also provide an opportunity to come together, exchange experiences, collaborate to find solutions and to identify the priorities, values and principles that guide the way forward and shape the higher education of and for tomorrow.



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01 Imagining higher education in a post-pandemic world



by **Philip Cotton**, *Former Vice-Chancellor, University of Rwanda, Rwanda*

Higher education in a post-pandemic world has to be a better version of itself. The biggest risk is that we go back to what we were. Academic regulations

and rules were sometimes written to control large numbers of students many of whom we were sceptical about when they exceeded expectations. We are seeing no detriment policies that express the compassion we owe our learners, perhaps because we too have been made vulnerable by this pandemic.

The way we were, had a momentum to it that made us almost unstoppable. And yet we had sometimes lost sight of our mission. We risk mistaking the opportunity to revisit a set of values that nurture, encourage, facilitate, lift up and affirm young people who pass through our institutions. We now have faculty who have been shaken up and share the pain of different ways of learning and teaching with their learners.

The pandemic has not discriminated between faculty and learners (we are all learners, it is just that some of us pay and some are paid) and the impact of lockdown has been widely felt by many in the loss of bursary, and loss of investment in accommodation. Institutions have seen a decline in tuition fee income. The big risk here is that in our haste to get our bursaries and income back, we short-change the wider community that we serve.

We have the task to create resilience in education through community, common purpose/common good, and our commitment to raising the collective confidence, competence and compassion of this generation of young people.

Policy and decision makers, walking alongside higher education providers can take some simple steps and work with us to improve and enhance the quality of higher education. Here are a few:

1. Invest with us in secure online assessment systems that permit inputs to the question banks and standard setting only. Students obsess about passing exams and learners obsess about learning. Assessment must be privileged to drive truth. With such a digital system we will see a step-change in our ability to do authentic learner analytics.
2. Work with us to challenge the way that credit accumulation is done. Final year undergraduate theses, and internship

credits should be acquired through re-thinking the ways learners demonstrate incremental development.

3. Work with us to challenge why we learn what we learn in the way that we learn and why do we keep delivering what we do the way we do. It is no longer defence of a job done if the standards used to regulate higher education are not fit for the future. Standards and norms that we now apply have to stand ready to endorse the learning, teaching and assessment that we attest to in 4 years' time at graduation.
4. Work with us so that we can regulate and plan in tandem. Regulators have a tendency to become more important than the futures of our learners. We need to involve our pedagogues and technical planning specialists alongside our regulators, so that we can plan holistically with futures thinkers. We plan and regulate for the futures of our young people and not to keep our jobs, and regulators become visionaries.

We could have planned for and embraced virtual internships and laboratories at any time, but we were only pushed to do so when the Covid-19 crisis came. We have long-term development plans, but they take so long in the execution that the ideas, motivation, technology and ecosystem have moved on when we reach the time-point of our long-term plans.

5. We need to work together to develop educators and leaders. Capacity development in universities is driven by metrics that give primacy to acquisition of higher research degrees but seldom value the development of educators. There is no rite of passage except to learn to be educators. We need to work together to develop degrees, thesis subjects, and ultimately professors in engineering and medical education.
6. We need to share a commitment to education as an economic driver and to believe in it as an investment rather than a drain on national development. Here in Rwanda this is a guiding principle of education. (Private universities in certain parts of the world don't necessarily have this in sight.)

The risk is 'mopps' or mistaken opportunities to create a better version of university education. Mistaken because we don't recognise opportunities and when they come, and when we do, we respond in a way that is often short-sighted. The 'new normal' does not have to be the narrative of a pandemic but can be our mantra in higher education. True open education is education that is open to ideas, open to needs, and open to all. Openness (inclusivity) in the classroom is needed more than ever as learners have to become less passive and try harder to be seen and heard online, a circumstance that is exacerbated where confidence in language proficiency is low and where the institutional culture does not invite learners to speak up.

We have to be open to learners' fears and the societal imperatives around progress towards the diploma. Many learners fear taking too long to complete and fear being out of synch



with peers because of variables such as technical equipment, airtime, and domestic circumstances. There is some levelling when people come to campus and students find collegiality, identity, support and community. Open learning is not 'open' unless we are open about why we do things the way we do. There can be no more mysteries about assessment and the transformation from school leaver to professional. In this way, we help learners understand constructs of assessment tools, for example.

This short piece goes beyond my own context and many of the issues raised here are no longer issues in my workplace. There is no going back, our mindsets have to be recalibrated to the young people who will transform our world.

02 African Higher Education Post-Covid-19: The Bane and the Boon



by **Damtew Teferra**, *Professor of Higher Education, University of Kwazulu-Natal, South Africa*

The impact of Covid-19 on social, economic, political, cultural and academic affairs of countries around the

world has been enormous. Its disruption ranges from closing schools, universities, airports, borders; to postponing regional and national elections; to massive loss of human lives. This paper briefly notes some of the challenges and opportunities wrought by this pandemic on higher education in Africa.

The pandemic has spared virtually no institutions in the world. However, the impact on low-income countries – as in most countries in Africa, where precarious institutions are prevalent – has been rather severe. Economies have been massively battered and the revenue bases of governments have sharply shrunk, forcing the re-distribution of meagre resources to more urgent needs and sectors, such as agriculture, food security and Covid-19-related healthcare, in the process postponing or even cancelling commitments, for instance, to capital development, research and innovation, and hiring staff, among others.

Universities across the continent have set up institution-wide task forces to mitigate the impact of the pandemic. Some have participated in high-end research towards finding a cure for the virus. Many have attempted to shift to online teaching and learning through institutional, national, continental and international initiatives.

Access

African higher education has recorded a massive growth in the last decade – though the enrolment rate still remains one of

the lowest in the world – under 10 percent on average, but 5 per cent for most. Notwithstanding the high-rate of graduate unemployment and under-employment and despite the small enrolment and graduation rates, the pandemic seriously impacts the already meagre production of human resources which are key for social and economic advancement.

African higher education is still largely the exclusive pasture of public providers. Despite the anticipated difficulties ahead, the public institutions will eventually survive – even thrive. And yet, private providers may probably not be that lucky – at least not in a short period of time. These institutions have been particularly hard hit as their survival is contingent upon income generated from enrolments. Currently, private institutions are estimated to enrol 15 to 20 per cent of students in Africa – and thus play a vital role in expanding access, catering to critical needs, and also producing skilled labour. Thus ensuring the survival of these institutions through favourable policies with active regulatory frameworks is imperative. This may be particularly relevant to some countries, such as Ethiopia, where further expansion on the public purse may be nearly impossible in such an economic state – at least in a foreseeable future.

Research

Higher education in Africa has been known to be chronically dependent on foreign-generated resources particularly in promoting research and doctoral studies. A lot has been written on the impact of such massive dependency on external funders with all its manifestations. The immediate effect of this dependency may become more evident as resources may diminish from those benefactors given their own economic woes. This situation may help prompt African countries to raise research support to their institutions now that they have learned what it means to depend on external resources.

Many political and economic elites, who often relied on foreign medical services by way of medical tourism, have lived through a daunting sense of entrapment in the mediocre system of their nations. At the height of the pandemic, we witnessed a mob attack in Nigeria which dragged an official – in search of medical services overseas—out of an airport. The pandemic, which triggered the closure of borders and restricted human travel to all, regardless of social, political or economic class, has brought about a new perspective in building robust institutions at home. Thus, Covid-19, “the great equaliser”, may be a potent force to build stronger higher education institutions in Africa that will help confront current and future epidemics and pandemics – as a bitter lesson has been learned as ‘everyone stood for themselves’ in the face of the fatal assault of the pandemic. Now, the critical role of such institutions in the life of a nation has been firmly established, beyond any doubt.

Mode of delivery

Numerous efforts have been underway in Africa to expand access to higher education through distance, online and virtual

means despite long-standing ambivalence attributed to quality, delivery and integrity. On technical aspects, much of this effort has been hampered by poor telecommunications, unreliable power grids, high cost of equipment and data, among others.

We have however witnessed the scrambling of institutions to shift from contact to online learning following their closure due to the pandemic. It should be noted that this transition has sparked controversy on the account of equity and exclusion, where in some countries such as South Africa, resistance against online education by students and staff has been recorded.

The growth of online delivery is such that it may become a more regular and more recognised practice in the post-Covid-19 era. It may be that Covid-19 has contributed towards the “normalisation” of all non-physical, non-face-to-face deliveries of higher education to some extent.

Moreover, Covid-19 has triggered the need to build a robust communication and information infrastructure and promulgate policies both at institutional and country levels. For instance, many African countries have successfully negotiated a zero-data scheme with phone and data service providers for educational institutions as they are now gearing up to a more robust electronic communication infrastructure.

Intellectual Diaspora

The literature on academic mobility in the realm of brain drain has been exhaustive. Recently, however, the discourse in mobility is shifting from brain drain to brain circulation as advancements in information and communication technologies are making it significantly easier for migrants – diasporas – to engage more actively in matters in their home countries.

As distance and geographical spaces have become increasingly less relevant and institutions and countries are striving to primarily conduct academic affairs remotely, the intellectual diaspora are participating widely—and proactively. It is now commonplace to jointly organise conferences, seminars, workshops, publications, research, virtual *viva voce* and establish academic networks with intellectual diaspora on a wide range of academic, professional, and technical areas. The role of the intellectual diaspora continues to grow precipitously as the conceptual architecture of the diaspora built on the concept of distance seems to be fizzling fast and their contributions are becoming increasingly prominent.

Public Standing

Universities, especially those in Africa, have too often been maligned as “ivory towers” to state that they are aloof, unaccountable and disengaged from the interests of their communities. African universities especially have been incessantly, unfairly and harshly attacked for not lifting the continent out of its cycle of poverty and economic deprivation

– as if they were the only players in the complex web of the development universe.

Following Covid-19, universities in many African countries have stepped up as frontline institutions in the fight against the pandemic in a more visible way. They have been active in researching preventive and curative effort, advising the public and governments, producing consumables and preventive chemicals, designing and developing protective devices and kits, raising public awareness, serving as testing, quarantine and storage facilities, as well as organising philanthropic actions. The surge in ‘public relations capital’, with robust implications for the perceptions of the general public and political leaders, is evident in the “*de-towerisation*” of African Universities.

ASIA & THE PACIFIC

03 New paradigms for higher education in a post-coronavirus world



by **Wu Zhaohui**, *President & Professor of Computer Science and Technology, Zhejiang University, China*

The COVID-19 pandemic has profoundly changed our daily lives and the way we interact. Since February, most

universities affected have successively shifted to online teaching to mitigate disruptions caused by the pandemic. Faced with the immense uncertainty of the world, there is an urgent need for fresh thinking to envision the new landscape for universities. What could be the possible new paradigms for teaching, learning, and global engagement? And how should universities be better prepared for future challenges?

The spread of COVID-19 has made the world fully aware of the power of artificial intelligence. Almost all epidemic prevention scenarios, ranging from predicting viral spread to analysing viral genes and tracing close contacts, are inseparable from AI. It is generally recognised that AI is no longer a technology out of reach; rather, it is becoming deeply embedded in our lives. New business models are emerging with the large-scale application of AI in health care, finance, social networking, remote work, logistics and so on.

In the sector of higher education, a hybrid model based on “intelligence plus education” is expected to become a new trend. This model advocates for human-machine symbiosis,



teacher-student interaction, life-long learning, and ubiquitous learning. It will help bridge “the last mile” between in-person and digital education, and therefore contribute to a more personalised approach while improving equal access to educational resources. In terms of content, priorities will be given to open-loop and general education, which aims at developing well-rounded students capable of creating a better world with global competence and social responsibility.

The hybrid model is also able to break down time and physical limits, fundamentally changing how universities deliver education, pursue innovation, and serve the public good. In countries where the epidemic has been effectively contained, universities are experimenting a mix of online and in-person teaching. This helps to diversify universities’ provision beyond bricks and mortar and may become a common practice in the post-coronavirus era.

Take Zhejiang University as an example. Empowered by disruptive technologies, we started creating a smart campus years ago. In 2017, we launched the “ZJU Online” project, which was designed to build a series of online platforms like “Learning at ZJU” and “Research at ZJU”. The coronavirus outbreak represents an opportunity for us to evaluate our preparedness for new changes. Despite the challenges, the University has remained resilient by adopting a combination of online and offline approaches to learning, research, engagement and administrative services.

Solutions to challenges such as COVID-19 require global engagement efforts, which will continue to be enhanced by digital technologies. While in-person meetings are irreplaceable in some cases, virtual meetings have proven to be a cost-effective option. Many international activities, including guest lecturing, summer schools and academic forums, can be held partly or even completely online. The time and resources otherwise invested in travel logistics can now be saved and channelled to the central activity itself.

As much as the virus distances people, communications technology and a shared commitment to human welfare have brought us closer together. Using various online platforms, medics and scientists across the world are able to share timely information and hands-on experience to combat the virus. Since early March, ZJU has organized more than 40 video meetings with 415 healthcare institutions from 39 countries. Via networks such as IAU, we managed to widely circulate COVID-19 treatment handbooks compiled by our medical staff at the forefront of the combat against the pandemic. ZJU has also proactively facilitated collaborations around other scientific areas. From university leadership to academics, a variety of meetings, seminars and signing ceremonies were held virtually in the past months. Notwithstanding intricate geopolitics, we believe that in the post-coronavirus era, universities will be more aware of the value of international collaboration and develop more collaborative ideas through creative digital approaches.

On the other hand, the pandemic brings to the limelight the strategic importance of internationalisation at home. When transnational mobility becomes difficult, it is crucial to look within our own campus and ensure an internationalised ecosystem is there to inspire and empower faculty and students. This summer saw over 4000 ZJU undergrads attending 110 short online learning programmes jointly developed with our partner institutions. This is only one component of the international micro environment, which requires our best endeavours in the development of infrastructure, curriculum, research and digital technology. It is therefore necessary for universities to sustain and even ramp up investment in internationalisation on campus while envisioning the post-coronavirus period.

Weiji, the Chinese word for “crisis”, denotes both “danger” (*wei*) and “opportunity” (*ji*). The pandemic is driving a long-overdue revolution in education, and those who seize the opportunity shall gain a competitive edge. In this process, universities around the world should work together to address short and long-term risks in an innovative approach.

04 A Thought on the Impact of COVID-19 on Higher Education



by **Ko Hasegawa**, *Former Executive Director & Vice President, Hokkaido University, Japan*

In the midst of the global turmoil provoked by COVID-19, many people in higher education all over the world

have been trying to contribute something to resolve various problems and predicaments. Examples are the furtherance of AI-driven research on medical issues, such as producing medical equipment to protect medical staff, big-data analyses and information research on medical developments, reforms of emergency medical systems, epidemiological research on the virus, analyses of economic and social impacts of the pandemic, and so on. At Hokkaido University, there are several examples: the epidemiological research activity of Prof. Hiroshi Nishiura at the governmental task force for virus clusters control; the creation of emergency inspection facilities for COVID-19 at the Research Centre for Zoonosis Control; and the provision of medical treatments for the COVID-19 patients in greater Sapporo area at the University Hospital. These are prominent and visible contributions of our university to national and local communities in Japan.

While supporting these university contributions as Executive Director and Vice President, I personally think, as many people do, that we are experiencing the fundamental transformation of human relationships which modifies, decreases and impoverishes real communication among people. COVID-19 has

forced us to become aware of the significance of basic human connections. It affects societal communication in general and makes mutual learning, including within higher education, critical; it makes us face the complex relation between the virtual and the real and shakes our confidence in the basicness of physical human communication in every aspect of society.

Of course, it is relatively difficult for us to change our normal way of education such as live lectures, seminars, tutoring, experimental and field studies and other educational meetings between lecturers, staff, and students, to virtual forms of education such as Zoom or Webex lectures and seminars, Google Meet discussions, and other online or on-demand access to educational AV content. And it often costs us to work out such new ways of education in accordance with the indeterminate and global development of the pandemic. But it may also be innovative and even an opportunity to trial run potential new methods in higher education. We might need and produce more ICT and AI devices that can be effective for alternating traditional education. Indeed, there are many professors, intellectuals and officials who endorse virtual education in Japan, especially to adapt to the ideal of 'Society 5.0' (Innovative ICT society), as well as the governmental campaign for university reform, including privatisation of national universities. It is now an important part of the national agenda to develop technical means for these policy objectives.

However, at the same time, I think, as most people tend to, that the significance of higher education lies in certain forms of face-to-face communication, such as lectures and seminars, as particularly lively discussions for the examination and exchange of novel ideas. Humans need mutual stimulation to develop and transform their observations, hypotheses, expectations and knowledge. The evolution of knowledge may proceed even from small chats about seemingly irrelevant matters, sometimes with coffee or beer. Direct communication is such a humane activity with our five senses, which is not attainable by online communication. Actually, many students in Hokkaido University have now made complaints about online classes. This is whole-heartedly understandable, as I experienced much traditional face-to-face education at both undergraduate and graduate level. Of course, this does not mean we should resurrect traditional ways of education; we cannot resist the big transformation of communication in the post COVID-19 era. We need to strike a balance between the traditional and new in higher education, reconfirming the importance of face-to-face education in a refreshing way.

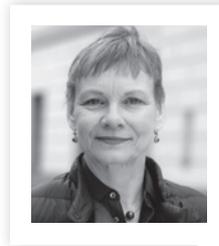
Yet, evidently, establishing how a good balance between online and face-to-face learning can be achieved is a big challenge for higher education worldwide. What are the prospects? I think that a hybrid form may be distinguished in two ways: one, "parallel", and the other, "split". The former is either online-centred or face-to-face-centred, while the latter is a flexible combination of the two that varies in accordance with the theme, contents, and process of the course in question. I favour the latter; it is desirable as far as the curriculum allows, simply

because it can fit various types of teaching. It is important that this conception of hybrid teaching can also produce a new dynamic form of global exchange in higher education. We may utilise, say, on-demand content for exchange programmes or learning basic knowledge, interactive communication via the internet for introductory discussions and course summaries, and face-to-face opportunities for deeper learning experiences.

This is just an envisaged plan. However, I believe we can and must develop the potential of mixed learning for the furtherance of international exchange and academic cooperation in higher education in the post COVID-19 world.

EUROPE

05 Also in times of the pandemic, cooperation is a key to success



by **Sabine Kunst**, *President, Humboldt-Universität zu Berlin, Germany*

With the COVID-19 outbreak, institutions of higher education are facing unprecedented challenges. These challenges differ between world regions, countries and institutions. At Humboldt-Universität zu Berlin, our main challenge is to level out the current disruption, to keep laboratories running and enable students and researchers to keep up international exchange as best as possible, while keeping everyone safe from the risk of infection.

Standing in the tradition of Wilhelm von Humboldt, our university understands itself as an on-site university and aims at bringing people physically together to research and teach. With the arrival of the COVID-19 pandemic, this was no longer possible. When the pandemic hit in March during the semester break, we set the goal to run the summer semester as planned nonetheless, to the best extent possible. In the past, online teaching did not play a big role at German universities, but now we have developed the means to broadly deliver our courses through online methods. To make this possible, our university quickly had to compensate deficits in technical equipment and didactic skills. We founded the Task Force Digital Teaching, which bundled expertise and guided us through this process. And luckily, the interplay between various levels – the federal government, the governments of the German Länder (states), and the universities – worked smoothly, which was a precondition for a successful outcome. For example, the local government of Berlin provided an extra 10 Million Euros for the "Virtual Campus Berlin" which enabled us to quickly develop our digital offers. It worked: Starting 20 April, an incredible 85 percent of courses were successfully

being conducted online. And towards the end of the semester, we had found ways to carry out the necessary exams with online and on-site methods.

In March, the Berlin Senate also decided that all Berlin universities had to be closed to the public and employees would work from their home offices. To achieve this, the Senate issued decrees which provided a regulatory framework, but at the same time gave us a certain degree of freedom to translate them into internal service regulations regarding working hours, access to buildings, events, or business trips. This middle course between governmental guidance and a certain liberty for each institution has proven to be a successful model.

Another group that was highly affected by the pandemic were young researchers who work under time pressure to complete their qualification projects within a certain period to remain eligible for employment at universities. During the peak of the pandemic this spring, they lost valuable time for their research, when their experiments, trials and surveys were put on ice for several months. Happily, the German government relaxed the rules and has given this group extra time. This shows that small changes to bureaucratic regulations can sometimes work wonders in difficult situations.

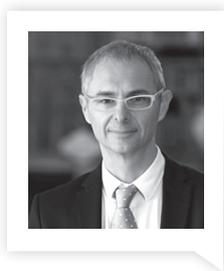
Yet the activities that were and are most obviously threatened by the pandemic are international collaborations and mobility. International collaboration and mobility are seminal to the identity of Humboldt-Universität and it has been our aim since the start of the pandemic to find ways to keep them up to the greatest extent possible. Here, again, our university has experienced an invigorating modernisation boost. For example, many researchers have smoothly moved their international collaborative efforts forward using digital platforms. And already during the summer semester, several hundred international students took part in our online semester from their home countries. Currently, we are looking into possibilities to extend virtual international mobility and create hybrid formats which allow international exchange with lower travel effort to improve health security and to enable groups which have not been mobile in the past to participate in international student exchange. Thus, exchange persists, albeit without travel. Nevertheless, even in the future it will not be possible to completely dispense with meeting in person and it remains to be seen whether students and researchers do indeed engage in less international travel in the long term.

The current COVID-19 pandemic has certainly hit all of us hard and challenged many projects and work processes which we took for granted. This has put all of us in difficult situations in which we could not carry on as before. But looking at the experiences described above, I want to emphasise the opportunities that lie in this crisis and the innovation which it demands of us. We are being given the opportunity to rethink old habits and convictions, try new ways and possibly discover even better solutions than we had before. The most prominent example is surely the digitisation boost, but for example

the pandemic has also taught us to speed up administrative processes, to find pragmatic solutions and work closer together to solve urgent problems. I dearly hope that we will sustainably remember these learning outcomes.

The current pandemic has shown very clearly how interconnected our world is, but also how quickly state borders can be closed. I want to emphasise that in order to overcome a crisis like this, even if it be counterintuitive, we should remain open for collaboration. This pandemic is surely not the last global crisis. Locally and globally we all sit in the same boat and must master crises together. Universities especially play a large role here as educators of next generations, places of science seeking solutions and fostering international networks.

06 Regaining face-to-face teaching and research in a post-pandemic higher education landscape



by **Ricardo Rivero Ortega**, Rector,
University of Salamanca, Spain

Face-to-face teaching and research are innate and essential in Higher Education. Or so we thought in the past. The newly emerged Covid-19 health emergency took us all by surprise and, in the case of the University of Salamanca, in the middle of the academic year. We had to switch to virtual teaching from one moment to another. Some universities such as the University of Salamanca were prepared to do so due to our longstanding experience complementing face-to-face teaching with our virtual “Studium” campus. Other universities were not so lucky and have suffered a traumatic experience.

As for science, higher education is in perpetual change. However, quick and profound changes in teaching and research policies need to be carefully calibrated. We may have been compelled to go virtual because of the current pandemic situation, but that does not mean that comprehensive and research universities should (or can) now embrace the fully online model. There are already a good deal of distance learning universities that apply this model in more or less successful ways.

Face-to-face teaching and in-situ research have tremendous advantages we cannot oversee. Classroom and lab Interaction between teachers, students and researchers speeds up the learning process and boosts research. We cannot afford to lose this potential by going fully online. We have the moral and scientific duty to look for alternatives and prepare a future where safe face-to-face contact is possible.

Besides taking stringent preventive hygiene measures, a central concept in our model of a “Safe Teaching and Research Higher Education Environment” should be the customisation and individualisation of training and learning. Teaching and research will have to be adjusted to a future where large learning groups and research conferences will not be desirable – even if the new virus is defeated. We should try to maintain face-to-face communication by reducing the number of participants per course, multiplying our teaching offer and establishing a scheme for individualised learning paths for each student. Such paths could not only comprise online learning materials but also personalized online lectures (maybe with guest professors), Moocs, online conferences, etc.

The current pandemic situation will also change the ways university administrations work and further develop virtual administration. Some universities such as Salamanca have already implemented technical tools for the electronic processing and management of documentation. But even those universities already working with online registers and electronic signatures will have to expand their electronic administration and be able to process all possible requests virtually, even if you are not a member of the university community.

We still think that face-to-face teaching and research will be essential in a post Coronavirus world. But we have to open up new connected learning and research spaces and paths for students and researchers to both reduce physical contact and boost learning / research. We are already working on these new concepts and will be soon ready to deliver. We only need higher education policy- and decision makers to do their bit and commit to finance the necessary changes.

07 Towards a new normal? Challenges and possibilities in a Post-Covid World



by **Eva Wiberg**, Vice-Chancellor and **Hans Abelius**,
International Director, University of Gothenburg, Sweden

Few events in recent years have posed such great challenges nor have had such drastic consequences for the education system worldwide as the ongoing pandemic. Seen through the lens of the past months, with the global transition from campus teaching to a situation where students only meet their teachers

via a screen, this is hardly an overstatement. In tandem with this, international mobility has been heavily curtailed. Many higher education institutions signal that they are temporarily halting their mobility programmes due to fear of COVID-19. Few would have predicted this in January, and fewer still that we would continue grappling with this today and for the indefinite future. One result is that we have been forced to question how we conduct higher education. We hope the pandemic will end soon, but few believe that there will be a return to how it was before. We are looking at a paradigm shift – the evolution of a new normal – in higher education.

What, then, will characterise this new normal? And how do we prepare for it? These are, of course, issues being discussed worldwide. Some aspects are more obvious. First, there are the possibilities offered by digitalisation and the virtual classroom. Technology has, in many ways, been a blessing in these times of quarantine and physical distancing. Many of us have found ourselves moving towards digital solutions much faster than we could have imagined. Even if there were pressures nudging us in this direction before, the urgency of our current situation has led to *rapid* advances in a comparatively short time. This switch to virtual contact has also had an enormous impact on physical mobility programmes. On the one hand, we have already been working to implement environmentally friendlier alternatives to air travel. The pandemic has helped us rethink whether activities truly *need* to be held in person, or whether they are equally effective, or even more efficient, online. On the other hand, we do still want to increase the number of students and staff who reap the many benefits of internationalisation. Here, however, we must be vigilant so that the pedagogies we develop match the specificities of the virtual space. This new normal should be designed to provide greater accessibility to quality education worldwide, and not lead to greater obstacles or an increased divide. Yes, technology carries promises of increased participation, but there are also challenges that must be addressed. Increasingly digitalised learning and work environments for students and teachers also place other demands where we, as education providers and employers, have a great responsibility. Ensuring the mental health of students and employees will thus be crucial.

It is equally clear that the new normal demands increased flexibility and that we shift our thinking. The shock to which the education system has been subjected has shown students and staff that much of their studies can be conducted without being on the university’s premises. Some may be wondering why even move to a university town, especially if it is more expensive and difficult to find housing. Of course, not all students will think along these lines, but it still raises issues related to universities’ traditional infrastructure – including student housing, auditoriums, libraries, and other common areas designed for large congregations. Will the university of the future need all this in the same way as today? Or will communal areas become even more important now that blended learning is becoming a natural part of students’ and teachers’ everyday lives?

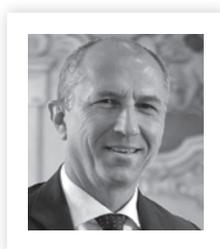


The new normal will require more than flexible teaching methods and facilities. It will also require even closer collaborations with those outside of academia. The pandemic has shown how strong society can be when different actors pull together to tackle a common problem. Combine this with the fact that today's students want to understand how their education can be put into practice, and we see the synergy: an increased demand for challenge-driven education where students are directly involved in formulating and solving relevant societal problems. This is also one of the guiding principles of the European University Alliance programme, recently launched by the European Commission. In the EUTOPIA alliance (<https://eutopia-university.eu/>), of which the University of Gothenburg is a member, "challenge based" and "student-driven" education are central components.

The new normal also requires balance, which may seem paradoxical given the preceding emphasis on the need for in-depth collaboration, flexibility and challenge-driven education. Intensified cooperation with non-academic entities is essential, but cannot come at the expense of eroded autonomy and limited academic freedom. Then the university loses credibility and its ability to function as a powerful tool for society as a whole.

In short, higher education is undergoing many changes – some known, some unknown. Certainly new challenges will emerge as we move forward. Perhaps, then, the most important of all is for us to preserve and nurture these global conversations as we move ever more boldly into the future. Share experiences and together stand strong to solve the challenges ahead, and together learn from the challenges of recent months.

08 Imagining higher education in a post-pandemic world



by **Maurizio Tira**, Rector of the University of Brescia, Italy

Prior to the pandemic, climate change seemed the biggest challenge to the future of humanity, as it is indeed.

Today we are forced to rethink the

whole organisation of our lives to defend ourselves from a new threat – the COVID-19 pandemic –, being probably one among others that we could face in the future.

The worldwide context in which we observe the spread of the virus has completely changed since previous pandemics. An estimated 500 million people were victim to the Spanish Flu (1918-1920) of whom one-fifth died. At the time, the world population accounted to less than 2 billion people, so more than 25% of the world's population was hit by the pandemic.

On 31 August 2020, nearly 27 million cases of COVID-19 pandemic were recorded worldwide, and over 850 thousand deaths. The world population is now 7.7 billion (2019), so less than 0.4% has been hit so far. Nevertheless, despite the fact that the health systems are efficient and advanced compared to those of the beginning of last century, globalisation has accelerated the spread of the virus and the border closures proved to be ineffective.

In addition to the improvement of the welfare system, the most striking difference compared to previous pandemics, are the possibilities offered today by telecommunication technologies. Teaching has been highly influenced by those opportunities so that an irreversible change will affect most educational Institutions.

However, the most radical change in educational systems is not about the means, but about the goals.

What is largely accepted is that we have to deeply change our entire way of living, what we started calling "our normal life". We have finally come to know that what was "normal" for us is an exception for the ecosystem where we live: human beings are an event of exceptional impact in the ecosystem balance.

Higher education in a (post) pandemic world has to first tackle a paradigm change: that of the continuous growth and the technological illusion.

In the light of what we have been experiencing in recent decades, technological determinism seems increasingly successful: both the development of technology and its consequences follow an intrinsic logic.

We can compare this unbounded trust in technique to the similar trust in the self-regulating function of the market. According to Smith's *illusion*, individuals are pushed by an *invisible hand* to operate in ways that ensure benefits to themselves and to society, while pursuing nothing but individual benefits. The spread of capitalist economic systems has allowed the freedom of enterprise and the efficiency of the markets, but once forced to assume the finite nature of natural resources and the inevitable generation of negative externalities, it will contravene some solid principles of the classic market approach.

When we talk about environmental protection and sustainable development, both scientific knowledge and our individual and collective behaviours are at stake at the same time. In economics, as in technological development, we have replaced the longing for freedom typical of neoliberalism with new forms of slavery, more subtle and pervasive than the powerful and evident ones we have supplanted. I see the root of the concept of sustainable development in the critique of these two systems.

More than ever, it appears clear that everything is closely interrelated and we have to implement the ecological approach

to all human dimensions that is fostering balance and equilibrium, instead of continuous growth.

After more than thirty years from the approval of the Brundtland Report "Our Common Future" (1987), we still need to explore most of the scientific domain in order to reverse our trajectory.

The time will come when our technological development has to be oriented towards the common good. For example, we struggled to develop more sustainable mobility, but never dared to implement smart working at a large scale. We shyly promoted non-motorised transport modes and now we need alternative solutions to crowded public transport. We can manage a huge mass of data for the benefit of our health, but they have been used above all to probe our commercial needs.

New educational initiatives on the subject of sustainability are being developed, so that new generations will be able to elaborate innovative development solutions.

University communities are committed to affirming the possibility of a sustainable future, provided governments support scientific research and promote a radical change of priorities. That is the big challenge for what we are longing to see very soon: the *post*-pandemic world.

09 We have to change ourselves to build effective higher education that we need now and in the future



by **Eduard Galazhinskiy**, Rector, **Herman Kingma**, Professor, **Olga Maslennikova**, Director at the Centre of Joint Academic Programmes and **Irina Malkova**, Professor, Tomsk State University, Russia

The current global pandemic and the associated economic and social crisis make it clear that we live in a constantly changing world facing many unpredictable challenges. The world already started to change many years ago due to immense industrial development, the increasing use and need for energy, the welfare state, the accumulation of waste, environmental pollution, poverty and intercultural inequality, climate change, wars and immigration. Many fundamental aspects of human habitat and values are at stake in this rapid changing world

and need to be addressed urgently. For this, expert knowledge and a transdisciplinary approach are indispensable. Universities are responsible to adapt and deliver the appropriate higher education in such a way that their graduates and professors are competent to address the current global and local challenges efficiently.

Meanwhile, new insights in education methods and rapid advances in technology have facilitated fast changes in education. Suddenly a wide range of information sources has become available for students and teachers. The need to identify reliable and scientific sound information also became crucial. Online teaching became widely available too (e.g. MOOCs) removing physical barriers to attend and increasing possible access for student recruitment. The current pandemic functioned as an accelerator of online teaching approaches and blended learning, and became an option for many universities to innovate and improve education. It demands that we must avoid traditional, outdated non effective approaches. We should incorporate the good things of the past but embrace and implement new opportunities and insights.

We should also realize that the global world will not stay the same after this crisis. Values that we hold might change, as well as higher education systems. Many higher education institutions might even be paralysed by fear and fail to take appropriate actions. Others may see new opportunities for change. These institutions may be more stable, protected or recognised as being proactive and set the agenda for change, they are more likely to be resilient during the time of crisis.

One of the biggest challenges for higher education institutions is team members who are reluctant to change. They may refuse to accept that the world has evolved, they may want to use only traditional and tested methods, or simply are unable or even refuse to see the full picture.

Nevertheless, in a post-pandemic world new expectations will be put on higher education institutions in terms of teaching and learning methods, universities' strategies and academic mobility, collaboration, participation, and human values. Clearly, higher education institutions will have to act in a vastly different economic, social, and political climate that compels them to be flexible and to act quickly.

In our opinion the following 3 areas are especially important for educational systems around the world in the future. But, of course, the points are not limited and could be extended.

Innovation. With the use of Internet technologies the amount of knowledge doubles every four years or sometimes even faster. Our students are living in the new world – a world without borders, with smart phones, with Internet and with common global challenges like poverty, global warming, environmental pollution, etc. It means that in higher education we must adapt educational technologies to the needs of modern society. The



crucial thing is that we must teach our students how to learn and how to keep on learning.

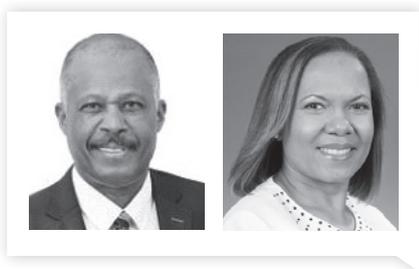
Not to be afraid of mistakes and be creative. This is similar to the basic principle in active learning itself: do not be afraid to make mistakes, to be criticised and to ask questions: we only learn walking by falling. It is essential not to rely on authority but on mutual respect and to teach with an open mind on the basis of knowledge, experience and inspiration. Some of the innovations will fail, but others will be successful, ultimately with the aim to improve the quality of higher education.

Flexibility. The higher education community has to be open towards new ideas and insights, and critically evaluate new experiences. Whenever effective and possible, we should implement them, as is the case for ground-breaking science. We need an in depth understanding and a clear picture of the optimal balance between traditional principles and present and emerging new perspectives.

We must start by changing our values, vision, and ideas – as well as accepting that the world in which we are living in is changing amazingly fast. Higher education plays an important role in reflecting upon these changes and proposing solutions rather than being isolated from these huge changes in society. The challenges before us equally offer an opportunity to improve higher education and society for the better as well as for the future of our students.

LATIN AMERICA & THE CARIBBEAN

10 Re-defining higher education in the Caribbean for enhanced competitiveness in the post-COVID era



by **Hilary Beckles**, Vice-Chancellor and **Stacy Richards-Kennedy**, Director, *The University of the West Indies, Caribbean.*

The higher education sector plays a critical role in the development of societies, especially as it relates to building a sustainable future for all; from helping to meet current and anticipated workforce needs, finding innovative solutions to pressing development problems, to thinking deeply and pushing the frontiers of knowledge to help craft a better future.

As a result of the impact of the current pandemic, the higher education sector has come under immense pressure and has had to demonstrate its agility by adapting quickly in order to continue to meet the needs of society. Now forced to grapple with a volatile, uncertain, complex and ambiguous (VUCA) environment that necessitates restructured workplaces, redefined roles and rapid learning, universities have had to quickly pivot and re-position themselves for enhanced relevance and competitiveness. In looking towards the future, universities are tasked with undertaking visioning exercises to deliver on the promise of higher education within an ongoing pandemic and post-pandemic paradigm and within a tighter fiscal space.

In designing the future of higher education in a post-pandemic world, it is important to consider the current reality of the wider Caribbean region. It is a region that is already threatened by natural forces, such as frequent hurricanes and other climatic events as well as systemic issues associated with a legacy of slavery, colonialism and other forms of exploitation.

Greater emphasis will, therefore, have to be placed on institutional financing in order to ensure the survival of Caribbean higher education institutions (HEIs). Caribbean economies are suffering from significant shocks as a result of the economic impact of the pandemic, thus the prospect of receiving prior levels of government subvention in support of higher education institutions is uncertain.

HEIs, therefore, face the difficult task of having to rapidly modify their business model, including adjusting their structure, cutting and re-training staff and rationalizing their teaching and research agenda, while at the same time fighting to preserve the university's mission as the engine of teaching, research, innovation and entrepreneurship.

At the faculty level, greater attention will need to be placed on flexible teaching and learning modalities to provide online experiences that retain some of the richness of in-person interactions, while benefiting from the advantages of distance education such as increased access, self-paced learning, quick re-skilling and re-tooling of adult learners as well as greater diversity and portability of certification through micro and digital credentialing. The immediate future will see Caribbean universities upgrading their offering with new digital technologies, robust and integrated business enterprise systems, expanded online and blended teaching, complemented by targeted experiential learning.

Universities will also invest in new pedagogical material and approaches that allow for smooth transitions to virtual delivery and online business continuity when necessary. These are all part of the Caribbean's journey towards increased resilience, as was envisioned by CARICOM's Pathway for Resilient Development. This new university model will thus take into account the new possibilities generated by artificial intelligence, block chain technology and other evolutions of digital technologies, the rapidly changing world of work which requires more knowledge-intensive skills than before and also the need to bridge the digital divide so that no one is left behind.

Additionally, universities will have to place greater attention on multilateralism, strengthening international collaborations and global advocacy. This can be achieved by aligning themselves with regional and global networks of HEIs and organisations with similar mandates. Through effective North-South and South-South collaboration, universities can further leverage funding opportunities for joint research initiatives and advance scientific cooperation and science diplomacy.

The University of the West Indies (The UWI) for example, serves as the Secretariat for Universities Caribbean, an association of Caribbean-based universities and research institutes spread across CARICOM countries as well as Cuba, Haiti, Puerto Rico, Colombia, and the French and Dutch-speaking Antilles, working to foster cooperation among the higher education institutions in the Caribbean region, leveraging expertise and strengthening the alignment between higher education, development agencies, the public and private sectors and civil society.

In addition to leading the Global University Consortium on SDG-13 within the IAU's Global Cluster for Higher Education and Research for Sustainable Development, The UWI is also a co-chair of the Hemispheric University Consortium (HUC), comprising 14 universities across Latin America, the Caribbean, Canada and the United States committed to sharing academic and infrastructural resources and collaborating to address challenges in a range of thematic areas including human prosperity and well-being, climate change, sustainability and resilience.

As the future of higher education unfolds, Caribbean universities will have to focus on re-defining their roles while staying true to their mission of contributing to strengthening democracy and the next phase of nation-building. This will undoubtedly entail transforming the academy into a more agile and competitive institution to better serve the evolving needs of the workforce and wider society. It will also involve harnessing the university's collective disruptive thinking to produce a shift in regional and global development paradigms that could help bring about a more just and sustainable future for all.

11 Higher Education in the Post-Pandemic World



by **Fernando León García**, *President, CETYS University, Mexico and President Elect, International Association of University Presidents*

After numerous calls for change and innovation in higher education in

recent times and in particular for a greater role of technology in education, it has taken a black swan event, as referred to by Goldie Blumenstyk of the Chronicle of Higher Education¹, for all institutions around the world to pivot and implement – as best as the circumstances have allowed – emergency remote education, which is an approximation of but not exactly online education. Regardless of the degree of institutions' preparedness, we have all had to adjust in order to protect the health and safety of our students and the university community, and to provide continuity to our educational programmes.

COVID-19 has impacted all higher education institutions regardless of their nature, denomination, and location. The resilience and overall capacity of colleges and universities has been put to the test, and most have responded with at least moderate success. However, the degree of success has varied depending on the mission and the institutional capacity to change and innovate.

From a perspective of leadership and governance, Henry Stoeber, President of the Association of Governing Boards, suggested that it is fundamental that we look at the pandemic in the context of several stages: *Emergency*, which we all went through during the first half of 2020; *Transition*, which we are now facing during the second half of 2020 and most likely the first half of 2021; and we will eventually move to *Transformation* sometime in late 2021 or when the situation is hopefully more stable. When moving from Emergency to Transformation, colleges and universities will have to pay special attention to academic quality as well as long-term financial stability, while at the same time engaging in the development of strategic scenarios.

Facing the challenges caused by the pandemic has also forced higher education to pay greater attention to the following dimensions:

- **Empathy:** sensitivity towards our students and their respective families, as well as faculty and staff who have all been affected
- **Solidarity:** actions that institutions implemented to support especially students and their families, through greater financial aid and emergency funds

1. Goldie Blumenstyk, "Coronavirus can be the "black swan" moment for higher education as we know it", The Edge, Chronicle of Higher Education, March 11, 2020.



- **Flexibility:** being nimble and quick to adjust to the challenges posed by COVID-19
- **Opportunity:** responding in a creative and innovative manner.

In that context, CETYS University, a private not-for-profit institution nestled in the north-western corner of Mexico with bustling and intense binational dynamics with California and the US, was fortunate to have gone through another local crisis in 2010 (an earthquake) that helped us embrace since then the use of technology. As a result of that experience, CETYS has been increasing the use of technology and embedding it into the strategic plan 'CETYS 2020'. With that experience as background and with the help of a Contingency Committee and several Task Forces, CETYS was able to quickly adjust and pivot from face-to-face education to remote education in March.

Based on this experience and incorporating feedback from students and faculty, reviewing the use of technology, and supported by faculty openness, the institution launched what we call CETYS Flex 360, which allows us to offer our programmes online synchronously, and we will pivot and change to hybrid solutions when conditions allow us to resume some face-to-face learning. In the process, we have had to address student financial and emotional needs, campus health and safety measures, reprioritize our initiatives, make some financial adjustments to overcome the situation, always putting health and safety of our students and staff first and the continuation of programmes second.

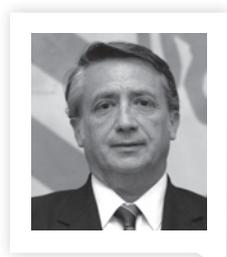
Numerous experts have discussed the impact of COVID-19 on internationalization, which is a priority and one of the cornerstones of CETYS 2020. Although the pandemic has affected the physical mobility portion of internationalization, by and large, what we currently observe from a global perspective is that it is not likely to decrease but rather increase in the future. Not only will student and faculty mobility return when conditions allow, but because of the pandemic institutions have expressed the importance of partnerships developing e-mobility and internationalization at home, on a go forward basis. At CETYS, we turned a typical face-to-face summer session, into a virtual summer session with 18 countries represented. As a result, we are now intensifying the use of e-mobility and internationalization at home. This should help our goal of having 100% of future graduates with an international experience.

Colleges and universities already have some key questions on the agenda to consider, ponder around, and begin to decide, among others: *Has the pandemic identified any skills or additional competencies that we need to incorporate as part of the student learning experience? Are there any issues in society that our institutions and students need to be apprised of and exposed to? What is the role for internationalization and how should we pursue it with students, faculty, and in programmes? To what extent will online education and hybrid learning be part*

of the portfolio of offerings which has essentially been face-to-face teaching and learning? How can we maintain and enhance the level of quality while innovating? Are we likely to focus on the traditional constituents that we have served or should we expand? What are the implications in terms of pedagogy? How to work with the faculty to face these challenges? How will we address the emerging student support needs, including mental health, that the pandemic has highlighted?

Higher education around the world has been faced with the need to react and respond to the emergency of the situation, now we are going to move towards some restructuring and reinvention of higher education. While many believe that the pandemic will only bring about temporary changes, we are likely to be pressed for longer term, fundamental changes in higher education. As leaders, we will need to revisit our respective missions, our academic and business models, our commitment to quality, review what we have learned from the pandemic, and decide what requires adjustment, restructuring and/or reinvention as we move forward.

12 Imagining the University in the post-pandemic world



by **Carlos I. Salvadores de Arzuaga**,
Rector, University of Salvador (USAL),
Argentina

For more than nine centuries of their existence universities have experienced plagues, wars, famines and crises of different orders of magnitude. Despite this, they survived by adapting to the development of society over time and reached our times as healthy institutions.

The University was born as, and still is, a social gathering of people; It is the result of physical relationship between people. People who shared common objectives and actions that distinguished them for others, "to learn wisdom" in Alfonso el Sabio's words. Knowledge is the objective that allows the University to be differentiated from other social gatherings or the community. If the University loses this objective, it loses its nature.

The University is a community of people, gathered in a specific place that allows and enables dialogue, a dialogue that goes beyond acquaintances, partners and classmates. It converges in the area of sociability. A lonely person is less likely to be motivated to learn and reflect.

The University venue generates the relations among professors and students and among students themselves. Therein lies the richness of the university.

The current pandemic has strongly affected universities worldwide. In countries like Argentina, its impact is far more evident. The University is traditionally a face-to-face community, where relationships are developed over time by being together in classrooms, libraries, and in all the common places of the institution. The richness provided by the classrooms and their social relations is the setting for the diversity of ideas; the development and growth of university life depends on it.

Measures like preventive physical distancing have suspended face-to-face teaching, the core of our university tradition. This abrupt isolation has separated professors from students, and students from other students, because very few institutions were technologically and culturally prepared for virtual learning. An enormous gap has appeared between the institutions that have strengthened and expanded virtual learning tools, and those that could not. Those that could hardly keep the academic activity going have discovered the potential of tools that, perhaps, were technically available, but not yet culturally assimilated within the university community.

But face-to-face teaching and learning is what makes the University. We could paraphrase Ismael Quiles: *The essential relation that we discover during our personal experience, shows us that we are in a community of human beings, and with the same destiny that in solidarity we have to achieve*².

A new path of communication and interaction has been created using technology, but it is insufficient to build new and maintain social relations, and to replace in presence dialogue and debate.

The world awaiting us will not be the same, neither will the university. Society is suffering from the current crisis and the University will have students and staff that have suffered long months of frustrations, loss, and even hopelessness. Considering this complex context, there is a need to imagine and develop a university which will not lose its nature but that will be even more humanised.

A quality university will be preserved if it continues to be a cultural place where knowledge and reflection are the basis for the education and development of anyone who transits through the institution. The University is not merely a group of classes (good, bad or average) or activities for knowledge transfer, it is an institutional space that makes the acquisition, transfer and creation of knowledge possible in a community. It also shapes human values far beyond the university experience. In the post-pandemic world – maybe more than ever before – society may count on higher education institutions that through cooperation and exchange create knowledge, that combines the most advanced technical progress with the most rigorous and ethical reflections.

2. Ismael Quiles (SJ): “Filosofía de la Educación Personalista”, Ediciones Depalma, Bs.As., 1982, pag. 95.

Institutions that educate people to be able to offer society new perspectives and ideas to face the challenges of this century.

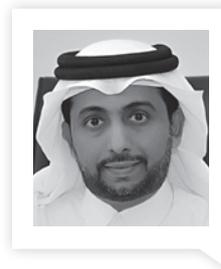
In the current situation, technology is one of the means at the university's disposal to overcome isolation. But it is not university education; it is a means to disseminate knowledge instead of face-to-face teaching.

Without any doubt, in a post-pandemic context, virtual learning will be part of university life more frequently, but it will never replace the university community.

There are risks which should be faced and solved for example, that the University does not remain in a “social bubble”; the potential weakening of academic relationships due to the excess of information tools and the loss of traditions of the different educational institutions, which have been the basis of innovative and formative values. Our challenge is to reconquer the university as a cultural sphere, where it is well financed, calm and stable, with interpersonal relationships that stimulate reflection, including controversy, in the way that only physical proximity can assure through eye contact, attitudes and gestures: the most human characteristics that make us live together in harmony. A virtual learning environment will have its place inside the university and the university community keeping its nature will continue being a place of wisdom.

MIDDLE EAST

13 Higher Education in Qatar University during and beyond COVID-19



by **Hassan Rashid Al-Derham**,
President, Qatar University, Qatar

No other recent phenomenon has changed the world to the extent of the Covid-19 pandemic. It also offers universities the opportunity to put their dysfunctional strategies behind them as few phenomena did across generations. In fact, higher education as in all other sectors, was not spared by this storm. The *International Association of Universities Global Survey on the Impact of COVID-19 on Higher Education around the World*³ gave a clear idea of the magnitude of the disruption brought by COVID-19 on higher education: campus closure, adaptation to a new way of

3. See: https://www.iau-aiu.net/IMG/pdf/iau_covid19_and_he_survey_report_final_may_2020.pdf



teaching and learning, conducting research and engaging with local communities.

In the specific context of Qatar University (QU), the impact was equally important. The first semester of the 2019-2020 academic year had just been completed and students were preparing to go back to classes for their spring semester. Classes were stopped for one week, until we were able to absorb the shock and revert to online teaching and learning. The key issues we face might be different from those of some of our partners across the world, being lucky to be in a country providing all necessary platforms for technological needs as well as having a strong in-campus ICT infrastructure. QU also leveraged on its international partners who had gone through the hurdles of lockdown ahead of us and were more than ready to help.

Another point of strength for Qatar University lied in its 2017-2022 Strategy geared towards campus digitisation and that was already being implemented. This pandemic provided us with the opportunity to be more ready for the shift but to assess our plans and adjust the performance indicators that were put in place where needed. It was a once in a lifetime opportunity to assess a major number of key performance indicators in a very short period of time.

The advice we can give to higher education policy- and decision makers as we move forward and address the crisis is that changes to the delivery of teaching are irreversible, act accordingly! New policies and budget allocations have to be made for a hybrid system of learning and teaching to take place. This will impact student and faculty mobility and of course policies related to this mobility.

Accessibility to online learning is essential to be able to continue to improve and enhance the quality of higher education. We cannot allow for discrepancies between students to be generated because of lack of opportunities for online learning in their respective countries. Having said that, our pedagogies and evaluation methods have to accommodate to this change.

The State of Qatar is already engaged in many initiatives geared towards providing students all over the world with opportunities of online learning. Through the United Nations⁴, this and many other initiatives we know of can be generalised to countries all over the world.

Faculty members and students have to be provided with access to online teaching and learning tools, but they also have to be trained for them as we came to discover during the crisis. Different levels of technological know-how were discovered and had to be taken care of before being able to engage in wide-scale online programme delivery.

4. Qatar has many initiatives with the UN (<https://www.gco.gov.qa/en/focus/qatar-United-nations/>) the one we are referring to in this article is the collaboration between Education Above All, UNICEF and UNESCO mainly.

Finally, and as the university was on the verge of entering the last phase of re-opening the country on, the question of tackling the challenges of the “new normal” was addressed. In the absence of an operational vaccine, the whole set-up for physical programme delivery changed to ensure that social distancing, sanitising, temperature checks and other preventive measures are taken care of. This in itself presented new challenges for universities, whether at the level of facilities management, budgets or the learning process that universities engage in due to COVID-19. It confirmed the long-lasting impact of this pandemic and the generational shift resulting from it.

14 University Social Responsibility in the Time of the Corona Pandemic: Time for a New Vision and Mission in Higher Education?



by **Mahmoud Nili Ahmadabadi**, *President*, **Cyrus Zamani**, *Associate Prof., Head of President's Office*, **Lobat Zebardast**, *Assistant Prof., Deputy Director General for Office of International Relations, University of Tehran, Iran*

Uncertainty, severe risk and lack of coping experience are common features that make human society extremely vulnerable to crises occurring for the first time. The emergence of unknown infectious diseases, such as the Plague of Justinian (541–542) and the 1918 influenza pandemic, is one of the complex issues that human beings have repeatedly faced throughout the history (Morse, 2009). Newly emerging diseases and epidemic events are considered as important global public threats of the 21st century, which can spread more rapidly than ever due to the interconnectedness of the modern societies (WHO, 2007). Conceivably, factors like climate change, genetic mutations, and environmental pollution have increased the likelihood of such events in modern times.

Coronavirus is known as a severe pathogenic viral infection that has created a great health concern throughout the world (Hamid, *et al.*, 2020) and it is believed to be unprecedented with an unknown scale and future state (Bevins, *et al.*, 2020).

Education is one of the main sectors impacted by the pandemic. It is estimated that more than a billion students

are currently unable to attend their classes as a result of the preventive measures adopted to control the virus spread (UNESCO, 2020). Also higher education institutions (HEIs) are expecting economic impacts from a decline in enrolment for the next semesters especially for international students.

WHO experts have recently warned about the possible sustainability of the Covid-19 virus in communities for a long time before being completely eradicated. This probability is likely to play a substantial role in determining and reshaping the future of higher education in the world.

These unknown circumstances may affect the fate of some academic disciplines and the number of applicants for them. Normal university activities have undergone major changes to reduce the risks posed by the virus. Dormitories, in-person classes, libraries and laboratories have been closed in most universities around the world and this strict restriction is one of the most substantial challenges for resuming educational and research activities during the pandemic. Therefore, higher

education institutions are expected to plan to extend distant learning and online education. However, lack of access to internet and necessary hardware devices in remote areas are serious barriers to successful e-learning, felt more severely in less developed regions.

Despite all the pressures and uncertainties that HEIs face due to the Coronavirus outbreak, these institutions are trusted by society and recognised as assemblies of elites, scholars and scientists, which makes them responsible for producing solutions to this critical global issue. They are not only expected to supply society with the medical cure, but also to provide mitigation measures against the diverse aspects and consequences of this event.

Reshaping University Social Responsibility (USR) during the Corona Pandemic

Currently, there is more emphasis on holistic higher education and HEIs are expected to perform their social responsibilities

Table 1. The proposed framework for USR towards society during the Corona pandemic

ASPECTS	STAKEHOLDER/AREA	USR
Human resources	Faculty members and staff	Physical and mental health care
		Providing the necessary infrastructure for teleworking and e-learning
		Financial support
Customers	Students	Following up students' educational status
		Solving students' educational and research problems
		Physical and mental health care
	Industry	Producing science-based products and solutions for reducing risks and impacts of COVID-19 by the help of industrial sector
Organisational governance	Responsibility of the formal part of university	Planning for different crisis scenarios
		Developing regulations, directives and protocols
		Conducting cultural activities
	Responsibility of the informal part of university	Maintaining communication with students
		Helping society through voluntary activities
Environment	Physical environment	Monitoring dormitories, laboratories and libraries according to sanitation protocols
	Natural environment	Research on pollution and over use of natural resources such as water and wastewater, plastic overuse, etc.
		Climate change and its impacts on the planet especially in the case of outbreaks
Fair operating practices	Operational, educational and research justice	Ensuring students' access to facilities required for new modes of e-learning
		Providing help for senior professors to use new modes of e-learning software and technologies
		Supporting staff to update themselves by knowledge and experience required for distant working
Human rights	Research	Conducting human clinical trials based on ethical codes
Community involvement and development	Providing formal and informal education	Health care training
		Providing reliable sources of information about health care to the public



by means of enhancing their roles in social capacity building and educational planning in line with sustainable development goals (Symaco and Tee, 2019). This implies a broader responsibility in social development for universities, which is far beyond teaching and research (Rahman, *et al.*, 2019). It is believed that HEIs have broader responsibilities towards society which leads to the concept of University Social Responsibility (USR), which is defined as an ethical philosophy of a university for engaging with local and global society to achieve sustainable social, technical, economic, ecological and environmental development (Chen, *et al.*, 2015).

Despite all the difficulties and uncertainties faced by higher education institutions during this difficult and yet historic era, universities are expected to play an effective role in solving society's problems. The Corona pandemic caused HEIs to rethink and reshape different aspects of their responsibility and vision and mission towards society. Therefore, we suggest six unique roles that only universities and higher education institutions are able to assume in time of crises, including:

- Acting as credible and leading institutions for society,
- Prioritising the implementation of USR in all aspects required by society,
- Remaining independent and respecting moral values,
- Addressing society's needs by providing formal and informal education,
- Directing applied researches to solve the problems,
- Serving the society through science.

The following framework of USR during the Corona virus pandemic towards society is proposed based on these irreplaceable roles (Table 1).

All around the world, HEIs are trying to adapt to a new and unknown situation which will reshape and influence educational and research activities, international collaborations and student mobility. This inevitable trend makes HEIs rethink their vision and mission, and develop new USR in which the position of science must be of highest priority for the future world.

A significant challenge to fulfil their new USR, vision and mission would be limited financial resources which threatens their sustainability. Therefore, public and private sector and even international organisations can comply with their own Corporate Social Responsibility (CSR) through donating to HEIs, for them to fulfil their USR.

NORTH AMERICA

15 Reason for Hope: A Canadian Perspective on International Higher Education



by **Patrick Deane**, *Principal and Vice-Chancellor, Queen's University, Kingston, Canada*

At the time of writing (Summer 2020), it has been five months since the COVID-19 pandemic caused

Canadian universities to send their students home to finish the academic year online. While many international students remained in the country and are expected to register for the coming year, the conviction that we will see a spectacular drop in first-year international enrolments in September 2020 has driven institutions to contemplate dramatic solutions already being implemented elsewhere in the world. These include the possibility of airlifting whole cohorts from selected jurisdictions and assuming full responsibility for the students' safe transportation, quarantining, and other immediate needs once they arrive here. As I write this, the Government of Canada is seriously considering opening its borders in this way to international students within strict parameters intended to minimise the risk of increased COVID-19 transmission.

In a country that has historically been inclined to welcome students from abroad passively rather than to pursue them actively, this is all rather surprising. Even to a veteran of the system like myself, the motive for this newfound attentiveness to international student numbers is not particularly clear. It is true that in some provinces (in Canada, education is a provincial, rather than a federal responsibility) universities in the pre-COVID-19 period were already being encouraged to address their budgetary challenges by driving up the number of higher fee-paying international students, so perhaps their current determination and creativity with regard to international recruiting is simply an indication of continuing or increasing hunger. At the same time, though, it is difficult to see financial considerations as the only or even the main driver. After all, the cost to institutions of what is being proposed in order to bring new international students across the border is not inconsiderable and the financial margin – if one has to think in this way – is small.

Universities in North America do recognise that the market for international students is highly competitive, so incurring some costs to preserve their share of that market in the context of COVID-19 might well be justified in the longer term. At the same time, however, I am encouraged by my belief that

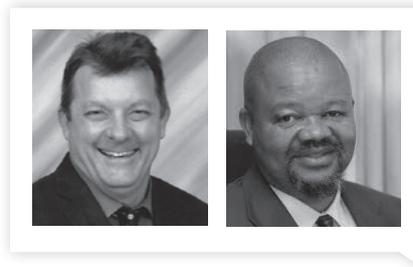
amongst the institutions supporting this special initiative a much less mercenary motive is also at work. In the case of Canada's research-intensive universities, the scientific, intellectual and cultural importance of international affiliations has never been in question. Research collaborations across borders have brought demonstrable mutual benefit, and even the recruitment of outstanding students overseas has never been thought of as wholly self-serving, despite the obvious benefit to the country when national immigration strategies coincide with this form of university activity. Beyond all of this, however, there are indications that – in a manner harkening back to the time when the Canadian International Development Agency (CIDA) was not beholden to the imperatives of the government ministry charged with advancing global trade – many of these institutions are seeking honestly, if not entirely altruistically, to enhance their impact on the quality of life elsewhere in the world. Indeed, in the recent Times Higher Impact Rankings, several Canadian universities ranked highly for their contribution to the Sustainable Development Goals of the United Nations.

Speakers at an IAU webinar session earlier this spring (on 30 June) on *The Future of International Education – Internationalization Strategies Post-Covid-19*⁵ seemed to agree that one likely consequence of the COVID-19 pandemic will be a permanent shift away from mercenary models of International Education and towards an emphasis on global capacity building. In some ways that movement had already begun long before the pandemic: the IAU's 5th Global Survey – *Internationalization of Higher Education: An Evolving Landscape, Locally and Globally* – released in September 2019, showed that “Enhanced international cooperation and capacity building’ is the most important expected benefit of internationalization at global level, and in all regions except North America.” That last qualification is interesting but also not surprising. In the previous four Surveys North America consistently diverged from the rest of the world by not appearing to see either i) that capacity building at home is desirable and that international partners can assist, or ii) that those partners can and should benefit from partnership with North American institutions. The asymmetry discernible in the Global Survey results has, over the years, mapped very clearly onto global disparities in wealth and opportunity.

It is quite possible that by the time this piece is read, all the extravagant and unorthodox plans to bring new international students into Canadian institutions will have come to nothing, having succumbed to the vicissitudes of the pandemic. But nevertheless, if those plans and the passion committed to realising them provide evidence of a changing postsecondary culture in North America, one in which internationalization is to be pursued for reasons beyond the baldly financial, then I am optimistic about the future of International Education. Since COVID-19 has highlighted disparities in wealth, health and

happiness around the globe, it would be entirely appropriate for Internationalization in the post-COVID phase to be defined by universities' unequivocal commitment to eliminating those inequities.

16 The future of higher education beyond the pandemic



by **Patrick Blessinger**, Executive Director International Higher Education Teaching and Learning Association (HETL) and Adjunct Associate Professor of Education at St John's University, US and **Mandla Makhanya**, former Vice-Chancellor and Professor at the University of South Africa and President of HETL.

The Covid-19 pandemic has served as an authentic test case for how universities can provide more flexible learning experiences for students by using remote learning technologies. Prior to the pandemic, many universities were reluctant to migrate to online and hybrid classes. However, with the pandemic, many universities around the world were forced to switch to remote learning as a means to continue providing education. As a result, universities are now better positioned to use remote learning technologies to create more flexible learning environments to better meet the needs of students. The question remains however, to what degree and in what ways will higher education institutions adopt these practices for the long-term.

The nature of change

In a highly globalised world, for better or worse, change can occur very rapidly. Whether it is the change of a political system (for example, from autocracy to democracy) or the impact of an economic event (for example, the Great Recession) or the development of a social crisis (for example, the refugee crisis) or the spread of a new disease (for example, Coronavirus) or the adoption of a new technology (for example, mobile phones and social media), the speed and power of the change can have an extraordinary and immediate impact on the world.

Social change is a continual process, marked by varying degrees of change over time. Broadly defined, social change occurs when some event alters the social order or changes the status quo in some significant way. Change may be evolutionary, such as those micro changes brought about by normal day-

5. See: <https://iau-aiu.net/IAU-Webinar-Series-on-the-Future-of-Higher-Education-929>



to-day activities, or the change may be revolutionary, such as those macro alterations brought about by transformative and wide-scale disruptions to the status quo. Historically, although higher education institutions have been resistant to change due to their institutional nature, they have also been catalysts for change within broader society.

With evolutionary change, the status quo, by and large, is maintained. With revolutionary change however, a paradigm shift occurs, where either a whole new system replaces the current system or where the current system is significantly altered in a fundamental way. For example, in recent history, the world has seen an end to the Cold War, an end to apartheid in South Africa, and the collapse of communist and colonial regimes around the world. With these events, change was forced upon higher education institutions as they were required to adapt to the new socio-political-economic changes.

The need for change

Social change and reform is needed for social progress to improve the quality of life for people and the planet. For instance, throughout human history structural and institutional reforms were needed in order to address inhumane conditions such as tyranny, genocide, slavery, servitude, persecution, and other human rights violations.

Without needed reforms (political, economic and social), social progress becomes stagnant. Evolutionary changes are not always sufficient to overcome deeply embedded and long-standing practices based on corruption, exploitation, and oppression and, in such cases, revolutionary change is needed.

Websites such as Human Progress and Our World in Data provide ways to measure political, economic and social progress. These provide empirical data to measure progress made on global problems such as poverty, hunger, literacy, and education. In addition, websites such as the Social Progress Imperative, use data to measure how well different nations meet the needs of their citizens. To that end, higher education plays a key role in creating a better world.

Positive change for a better world

The number of people, of all demographic backgrounds, pursuing higher education is expected to increase significantly around the world over the coming decades (from 216 million in 2016 to 594 million in 2040) as people continue to attain advanced knowledge and skills to compete in an increasingly globalized world (UNESCO, n. d.).

The increasing global demand for higher education is, in part, a result in changes in the labour market (for example, increased premium on advanced knowledge/skills and lifelong learning), increased urbanisation (for example, people moving to large cities in search of career opportunities and social mobility), changing student demographics (for example,

non-traditional and part-time students), and changing learner needs (for example, humanistic education, flexible learning and workforce preparation).

To meet this increased demand, institutional diversification has increased (new types of educational institutions), new educational offerings have increased (for example, non-formal learning, open education), and more flexible provisioning methods have increased (for example, online and hybrid learning). These trends exemplify a growing democratisation of higher education around the world and they put more pressure on higher education institutions to implement needed reforms to bring about affordable and flexible high-quality education to all. Let us hope that the current pandemic will serve as a catalyst to that end.

17 International Education Leadership in a Post-Pandemic World: The View from the US



by **Darla K Deardorff**, Executive Director of the Association of International Education Administrators (AIEA) & **Cheryl Matherly**, Vice President and Vice Provost for International Affairs, Lehigh University & Immediate Past President of AIEA, USA.

The spread of COVID-19 has exposed the economic and political vulnerabilities of the higher education sector along with its vast inequities, calling into question the very value of higher education. At the same time, the pandemic has shown how truly interconnected the world is, emphasising the core importance of global engagement and collaboration as we look to the future. Higher education is uniquely positioned within society to address global challenges, including climate change, soaring poverty, economic inequality, and war, through institutions' breadth of intellectual resources and connections. International education provides the framework through which global collaboration can occur. Given the increased relevance of international education within higher education, international education leaders bring much needed perspectives, experiences and skills which become integral in shaping higher education moving forward.

This need for international leaders to play a critical role in influencing higher education post-pandemic comes at a time



when we have seen these positions become increasingly professionalized (AIEA, 2017). Colleges and universities that are globally engaged recognise that these activities are complex and require leaders with experience, skills and expertise in embedding internationalization throughout the institution. Such expertise includes not only international experience but also visioning, diplomacy, entrepreneurship, creativity, and flexibility (AIEA, 2017), all of which are key in navigating both these pandemic times as well as the years to come. Moreover, in 2016, the Association of International Education Administrators, the main leadership organisation in the international education sector, developed 22 standards that fall under four broad categories: leadership and management, advocacy (defined as working through and with others), internationalization expertise and personal effectiveness. Addressed within leadership and management standards are skills to lead complex processes, communicating with internal and external stakeholders and principles of equity and inclusion, which must be addressed at all levels of the institution. Within advocacy are standards related to collaboration with local communities, leveraging development networks and recognising the agency of students, faculty and staff in advancing internationalization within the institution and beyond. Internationalization expertise of leaders includes standards on risk management as well as internationalization of the curriculum and co-curriculum, both of which are core to higher education institutions in the future. Personal effectiveness standards focus on interpersonal

skills, intercultural competence, and upholding ethical standards. Collectively, these standards of professional practice provide a profile of the international education leader well equipped to join the top institutional leaders in navigating an uncertain future within higher education.

As we emerge from the pandemic (we hope), we acknowledge that higher education will be transformed. Our forced experiment with remote learning is demanding that we reckon with the value, relevance, delivery and access to higher education within a global context. This pandemic has also forced institutions to imagine what a globally engaged institution can look like without internationally-mobile students, staff and faculty while at the same time highlighting global engagement as an imperative moving forward. Resilient institutions – those institutions that can rebound and even prosper – are using this moment to lead and innovate on ways to use our newly adopted virtual connectedness to address global challenges by developing new strategies for building partnerships locally and around the world, embedding global learning throughout all curricula, intentionally addressing anti-racism at all levels of the institution and focusing on equitable education for all. International education leaders are essential as they bring their unique expertise to preparing higher education to remain relevant and indeed crucial to society in the post-pandemic future.

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NORTH AMERICA

16 **The future of higher education beyond the pandemic**

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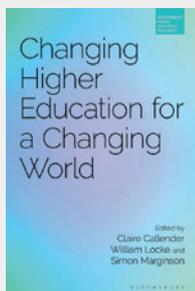
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Changing Higher Education for a Changing World

Claire Callender, William Locke, Simon Marginson, Eds. London: Bloomsbury Academic, 2020. 288p. ISBN 978-1-3501-0841-7



This book explores higher education in China, Europe, South Africa, the UK and the USA. It has 17 chapters that draw on the outcomes of the Centre for Global Higher

Education's (CGHE) globally-focused research programmes and sharply illuminates key issues of public and policy interest across the world. These include the expansion and diversification of research; international students; financing and widening participation with a look at loans, loan debt and its implications. A section on Teaching and Learning includes chapters on MOOCs and assessment for social justice; and trends in high participation systems of higher education in relation to graduate employment. The book concludes with the effect of commodifying higher education and the position of the private sector and how higher education can contribute to the personal and public good.

Higher Education and Sustainability: Opportunities and Challenges for Achieving Sustainable Development Goals

Ulisses Manuel de Miranda Azeiteiro, J. Paulo Davim, Eds. Boca Raton: CRC Press. 2020. 342p. 978-1-1385-5653-9

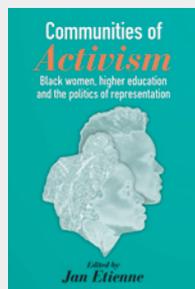
The book brings together a range of contributions which present local and international initiatives showing how the Sustainable Development Goals



(SDGs) are being implemented at universities. Contributions from South Africa, India, Latin America, Spain, Portugal, and Bulgaria present examples of successful projects, technological developments, outputs from sustainability research, educational challenges, and best practices. They include a perspective of conflict and change over 10 years of working towards sustainability in universities; as well as campus sustainability issues such as renewable energy; clean energy; sustainable food consumption; digital transformation and enhancing the university outreach through collaborations and sharing of resources

Communities of Activism: Black women, higher education and the politics of representation

Jan Etienne, Ed. London: Trentham Books, 2020. 186 p. ISBN 978-1-8585-6900-0

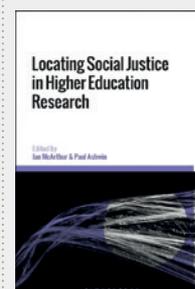


This book brings together the professional experience in higher education research, teaching and community activist work. The book begins by mapping out major social concerns that disproportionately impact Britain's black communities and is constructed in three parts across three themes. Part one explores black women's activism inside the academy. It considers the influence of black women in higher education (as academics, students, researchers and alumnae) and their

responses to such challenges. It maintains that the struggles of black people within the academy have come to the fore in UK universities. It investigates the attainment gap from a gendered, racialized and classed position and the continuing gaps in attainment of black students and those from lower socio-economic backgrounds. It considers calls to decolonize the curriculum and the potential that a more inclusive curriculum might have to 'transform educational institutions'. In Part 2, black women undergraduates and postgraduates who are working with black youth in the voluntary sector explore interventions concerning street crime. In part 3, Black Women in Higher Education, Supporting and Collaborating Internationally for Change' examines key concerns and approaches to inspire and achieve access from a South African and UK perspective. Contributors look at curriculum, joint mobilization to effect change; supporting the university and learners within a climate of decolonialisation of the curriculum, strategies of achieving academic success and energizing students to evolve from successful achiever to become black academic role models.

Locating Social Justice in Higher Education Research

Jan McArthur, Paul Ashwin, Eds. London: Bloomsbury Academic, 2020. 232 p. ISBN 978-1-3500-8677-7



This book focuses on the relations between social justice and higher education research. It brings together chapters from international researchers that explore these relations in a range of national contexts



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– the UK, Canada, Portugal, South Africa, USA, and Australia. They consider their implications for policies, pedagogy and our understanding of the roles of graduates in societies. The contributors also examine the relationship between New Public Management and social justice in higher education; the impact of social justice on research; and community-based research for greater social justice through higher education. The role of the curriculum and social media towards social justice is considered. There is also an analysis of how Global Citizenship programmes can contribute to socially-responsible graduates. As a whole, the book argues that social justice needs to be more than a topic of higher education research and must also be part of the way that research is undertaken. Social justice must be located in research practices as well as in the issues that are researched.

University Technology Transfer: What It Is and How to Do It

Tom Hockaday. Baltimore: Johns Hopkins University Press, 2020. 232 p. ISBN 978-1-4214-3663-0

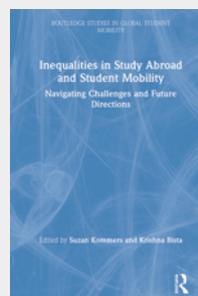


University research is creating new technologies in the fields of medicine, engineering, information technology, robotics, and artificial intelligence. These early-stage technologies need investment

to benefit society. But how do university research outputs connect with business and investors? The author explores the process of university technology transfer: identifying, protecting, and marketing university research outputs in order to shift opportunities from the university into business. The book provides a comprehensive overview of and guide to the subject. The author also explains how to develop, strategically operate, and fund university technology transfer offices while behaving in accordance with the central mission of the university. The book explores the scale of patenting, licensing, and spin-out company creation while also demonstrating that university technology transfer is a commercial activity with benefits for the university which go beyond the financial rewards.

Inequalities in Study Abroad and Student Mobility: Navigating Challenges and Future Directions

Suzan Kommers, Krishna Bista, Eds. Abingdon: Routledge, 2021. 208 p. ISBN 978-0-3674-2788-7



Bringing together a range of contributions from diverse international scholars, this edited volume explores issues of inequality in student mobility to consider how schools, universities, and colleges can ensure equitable access to

international study and exchange. Featuring evidence-based accounts of students' experiences and exploring opportunities for study abroad in school and university contexts, *Inequalities in Study Abroad and Student Mobility* analyses how pedagogy and student support services can be designed to accommodate linguistic, cultural, ethnic, and socio-economic differences. Chapters foreground issues of access and opportunity and offer unique insights to inform institutional policy in developing more effective, inclusive, and equitable ways to internationalize exchange and study abroad programs and initiatives for all. This timely volume will benefit researchers, academics, and postgraduate students in the fields of international and comparative education, as well as educators and school leaders working within secondary and higher education settings concerned with multicultural education.

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