

IAU ACTIVITIES AND FINANCIAL REPORT 2004-2008

IAU Report on activities 2004-2008

1. Introduction

The 2004-2008 IAU Programme of Activities was presented under the title “New Landscapes, New Actors: Strategy for Setting Priorities and Achieving Goals. Tabled four years ago in Sao Paolo, Brazil and approved by the 12th General Conference, it presented the Association’s role in historical and current contexts and outlined the general direction for its future development.

Organized around seven general goals with expected or proposed outcomes identified under each goal, the document reaffirmed the need for the elected leadership of the Association, namely the President, the Executive Committee and the Administrative Board to play a major role in determining the specific priorities and actions the Association was to develop and undertake. This recommendation was taken up by the IAU leadership and starting in 2005, the Executive Committee engaged in a structured reflection on the mission, objectives, unique characteristics and possible growth strategies for the Association. As a result of this process, a renewed Mission Statement was finalized and a number of major decisions were taken. Among these, the most important accomplishments of the past four years include:

- Implementation of a new, more differentiated membership fee structure;
- Revision of membership criteria and streamlining of the admission process;
- Agreement on a new motto expressing a more inclusive membership philosophy – *IAU: For a Worldwide Higher Education Community*;
- Launch of the LEADHER Programme;
- Introduction of a new thematic focus – Equitable Access and Success in Higher Education;
- Completion of the 2nd Global Survey on Internationalization of Higher Education;
- Consolidation of the IAU scholarly publications programme;
- Initiating biennial Global Meetings of Associations of Universities and other Higher Education Institutions;
- Major upgrading and revamping of the World Higher Education Database (WHED) and the reference publications that are produced from it;
- More frequent organization of a variety of international events;
- Maintaining a stable institutional and organizational membership;
- Operating with a balanced budget and annually increasing the IAU reserve account.

2. Goals, Activities and Outcomes

This report, highlighting IAU’s activities from 2004 to the present, provides a synopsis of what has been achieved in line with the seven goals proposed and adopted in Brazil.

Full details of the Association’s work are regularly disseminated by various communication tools that include Annual Reports, semi-annual letters by the Secretary General to all Members, a quarterly newsletter entitled *IAU Horizons* and the monthly E-Bulletin which includes a section on IAU’s work. The IAU goals adopted in 2004 are listed below and used as a way to structure the report on the more

important activities undertaken, though the work accomplished and noted in each section, most often contributed to the achievement of several of these goals, rather than just one.

I. To Strengthen and Improve the Contribution of Higher Education to Society

The IAU choice of thematic priorities was made keeping in mind the responsibility of higher education and research institutions to serve their societies.

The following three priority clusters were retained following a strategic planning exercise and in-depth discussion of the IAU Executive Committee and Administrative Board:

- Internationalization, globalization, cross-border higher education and intercultural learning and dialogue;
- Access to Higher Education, including through use of ICTs and Open Educational Resources (OERs);
- Higher education and society, including higher education and sustainable development, the role of higher education in meeting the UN Education for All programme goals.

IAU monitoring of developments and advocacy focused on issues related to these themes and topics and on the key values of higher education, such as academic freedom, university autonomy, social responsibility, quality and solidarity. As well IAU activities – information dissemination, research and analysis, advocacy and offering a forum for debate for the higher education community - were refocused on these topics and are described in more detail below.

II. To Engage Higher Education Leaders in Debate on Issues of Global Impact

The IAU Administrative Board determined that a narrower focus was needed given the resources available at IAU. Board members chose to give priority to issues that had resonance in all regions of the world and on which an international dialogue may have a global impact.

The IAU's capacity as a unique convener, able to bring together representatives from every world region and type of higher education institution was strengthened to encourage dialogue and debate and offer a forum to seek answers, find solutions or learn about alternative approaches to the numerous global and local challenges affecting higher education.

For this reason, the IAU significantly increased the frequency of conferences, seminars and meetings it organized alone or in partnership with others. These are listed below:

- *Intercultural Learning and Dialogue*, Central European University, Budapest, Hungary, November, 2004
- *Sharing Quality Higher Education Across Borders: The Role of Associations and Institutions*, Bibliotheca Alexandrina, Alexandria, Egypt, November, 2005
- *Internationalization of Higher Education: New Directions, New Challenges* Beijing, China, October, 2006
- *Institutional Autonomy Revisited: National Dimensions, Cross-regional Experiences*, Chiang Mai, Thailand, December, 2006

- *Higher Education and Education For All: The Case of Two Solitudes?* Maputo, Mozambique, January, 2007
- *The Role of associations in Enhancing Quality of Higher Education at Home and Abroad*, in collaboration with Conference des Presidents d'Universites (CPU), Paris, France, May/June, 2007
- *Higher Education in the 21st Century*, Dublin Institute of Technology, June 2007
- *Knowledge and Relevant Human Resource Development* , Global Higher Education Forum Malaysia 2007, Kuala Lumpur, Malaysia, November 2007

Background papers and reports from these activities were widely disseminated using the IAU website, *IAU Horizons* and the E-Bulletin. Other papers were peer-reviewed and/or published in the Higher Education Policy journal.

III. To Respond to Membership Needs in Policy and Practice

In many ways, the IAU serves as a global reference point for the development of positions on policy issues related to higher education. The very open and broad-based consultation process that IAU has traditionally adopted when elaborating statements of principles offers a measure of guarantee that IAU statements are reflective of a variety of contexts and institutional interests.

a) Adding to other IAU policy statements (e. g. Academic Freedom and Autonomy (1998), Sustainable Development (1993), Internationalization of higher education (1998)), the IAU completed and disseminated the following Policy Statements, which had been approved by the 12th General Conference:

- Sharing Quality Higher Education across Borders: A Statement on Behalf of Higher Education Institutions Worldwide
- Universities and Information and Communication Technologies

The work related to the drafting and dissemination of the *Sharing Quality Higher Education Across Borders* statement, in particular, made maximum use of the IAU's capacity for networking and partnership. This is clear from the fact that as of 2008, more than 35 university associations from around the world have endorsed the Statement, including the four Associations that initially drafted it.

Encouraging institutions and policy makers to move beyond the rhetoric of policy statements to specific activities or actions has been an IAU objective in many areas, though not always easy to achieve. It was with this in mind that the four associations which had elaborated the related statement – IAU, AUCC, ACE and CHEA, prepared the following documents as a companion to the Policy Statement:

- Checklist for Good Practice in Cross Border Higher Education

IAU collaborated in the creation of this checklist to offer a practical instrument for Higher Education Institutions to self-assess their actions in cross border education activities. It was elaborated upon the recommendations made during the international conference on the same topic, held in Egypt and mentioned above.

b) Having adopted Access and Successful Participation in Higher Education as a new thematic focus at the 69th IAU Administrative Board meeting in Alexandria, Egypt, 2005, the IAU agreed to form a Task Force of international experts to assist the Association develop its workplan in this area. The Task Force, Chaired by Jose Ferreira Gomes, began its work with a selective survey of policies and practices at both institutional and governmental levels. Its objective was to obtain a snapshot view of trends and issues on the topic. Noting the diversity and specificity of conditions that impact on policies and programmes designed to increase or improve access, the Task Force next agreed to prepare a policy statement of principles and recommendations to guide an action agenda at the institutional and governmental levels.

- o Equitable Access, Success, and Quality in Higher Education: A policy Statement by the International Association of Universities

This statement, which was circulated widely to all IAU members and a number of experts in the academic community, is to be approved by the 13th General Conference when it meets in Utrecht in July 2008.

c) As important as policy statements may be, a more direct way of assisting IAU Members is to offer them opportunities to learn from each other, to explore new approaches and find innovative practices through international collaboration. It is with this in mind that IAU accepted an invitation from Addis Ababa University (AdAU) to provide advice and support in their Strategic Planning exercise designed to strengthen in a major way, the university's research capacity. This was an exciting new project for IAU which the Secretariat accepted with enthusiasm. Support was provided by SIDA and the approach chosen by AdAU and IAU was to organize a two-day workshop with on the reform process involving all of the key senior personnel at AdAU and several IAU-identified experts in higher education from Africa, Europe and Asia. The University was thus able to present their work to the external experts but also determine how best to utilize their experiences and expertise in the process of reform already well under way.

In keeping with this more direct approach to offering new supports for Members, IAU also proposed and developed a new initiative entitled:

- o LEADHER Programme

The Leadership Development for Higher Education Reform pilot project was proposed in 2006 and implemented starting in 2007. In addition to offering an important new benefit to IAU Members, it also enables the Association to learn more about members' needs and strategies for institutional reform. The programme allows for institutional partners in different countries to come together for Learning and Professional Development Visits in a number of eligible reform areas. IAU expects to 'exploit' the results of the LEADHER projects in a variety of ways by sharing the highlights of some of the reports with other IAU Members and in general to make the most of the Learning Visit outcomes.

IV. To Consolidate and Expand IAU Membership

Membership remains the bedrock of IAU and 2004-2008 was marked by a concerted and continuous reflection on how best to consolidate and grow IAU membership. This reflection led to the following major decisions:

- The simplification of membership eligibility criteria for institutions;
- The streamlining of the application process;
- The adoption of a new IAU slogan to reflect the more inclusive nature of the Association;

- The introduction of a Letter of Commitment to the key academic values that underpin the IAU to be signed by all new Members;
- Demonstration of global solidarity by the adoption of a new membership fee structure which reflects the diversity of economic development levels;
- A concerted effort to create more reasons for joining the IAU with creative/new initiatives offered exclusively to IAU Members.

Special efforts were made to encourage institutions to join or re-join the Association by a variety of activities. These included written campaigns by one or two Board Members, regular communications and a personalized follow-up by the secretariat, the acceptance by the President and Secretary General to attend international conferences as opportunities to promote the IAU, offering additional benefits to Members (LEADHER and the Research Prize for example) and developing new services – ‘News from Members’ section in all IAU communications instruments, possibilities to get directly involved in IAU work etc.

The evolution of institutional membership, since the IAU 12th General Conference of 2004 is presented in Table 1.

Table 1. IAU Institutional Membership

	2004 ¹	2005	2006	2007	2008
New or rejoining Members	9	29	29	30	26
Resignations	7	10	21	20	7
Lapsed	27	23	32	17	26 ²

As of 20 June 2008, the International Association of Universities brings together 597 Member Institutions, 31 Member Organisations, 12 Affiliates and 9 Associates. The Total number of Higher Education Institutions as of July 2004 was: 615

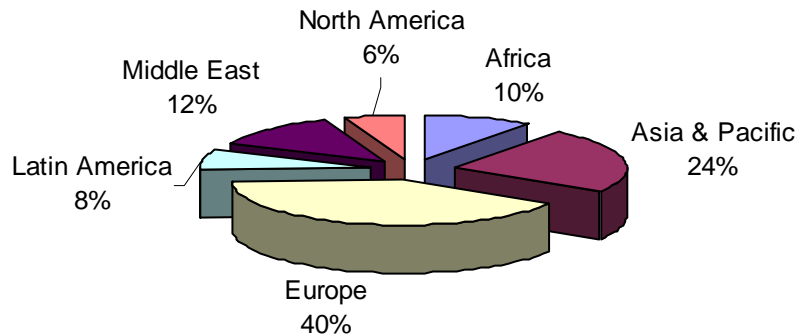
The table indicates that so far, in 2008, only 26 Institutions joined or rejoined the Association. It is however to be noted that a total of 26 additional Higher Education Institutions have indicated their wish to rejoin the Association and 51 Institutions have been newly admitted to membership. Table 1 only includes those new IAU members that have settled their Membership (26 out of 77). The payments of membership dues from an additional 51 institutions are pending. Should all payments be settled before the General Conference takes place in July 2008, the number of Member Institutions would rise to a total of 648.

The distribution per region is as follows: 61 Member Institutions in Africa, 141 in Asia and the Pacific, 240 in Europe, 47 in Latin America, 74 in the Middle East, 34 in North America (see distribution in chart below):

¹ Numbers for 2004 reflect membership changes as of July 2004, after the IAU General Conference that was held in Sao Paolo, Brazil

² This figure represents the total amount of Members that may lapse due to non payment of fees, unless they pay at least 1 year of their 3 years of arrears before September 30, 2008.

Membership as of 20 June 2008



IAU also pushed to increase the number of Member Organizations by organizing events specifically for this category of Members and most especially by continuously liaising and cooperating with the leadership of such organizations.

The 12th General Conference also approved the development of two new types of partnerships in 2004 - the IAU Affiliates (for a variety of groups and networks) and the IAU Associates (for individuals who wish to support IAU). This move has been beneficial for the IAU which has moved to strengthen its networking capacity, remain informed about institutional activities regarding important topics and themes, thereby emphasizing its ability to serve as a true reference point for higher education. The IAU Affiliates such as the Magna Charta Observatory, the Institute of International Education and several others are partnering with the Association in workshops organized during the 13th General Conference.

V. To Foster and Broaden Partnerships and Networks beyond IAU Membership

The landscape of the higher education community is populated by a continuously expanding number of associations, organizations and networks. Higher education and research have also gained in importance for policy makers. Taken together, these two trends have meant that internationally, the number of actors and actions, projects and events focusing on HE&R have multiplied exponentially. In order to enhance the Association's reputation and visibility as well as offer support to its various partners and Members, the IAU pursued and developed numerous activities in partnership or collaboratively with others. Its President and senior Secretariat staff have joined various committees and advisory groups and the Association is a partner in several on-going organization of projects. A few examples are presented below:

- Global Scientific Committee, Steering Committee and Scientific Committee for Africa of UNESCO's Forum for Higher Education, Research and Knowledge

- Steering Committee, ASEM Education Portal of the Asia Europe foundation
- Global Initiative for Quality Assurance Capacity (GIQAC) of the World Bank and UNESCO
- Expert Group for Realizing a Single Labour Market for Researchers, EU
- People Advisory Group, Mobility of Researchers, EU
- Reference Group, UN Decade for Education for Sustainable Development
- Steering Committee, European Classification/Typology Project
- Conference Follow-Up and Planning Committee for the WCHE+10, UNESCO
- Global Advisory Council, Observatory of Borderless Higher Education, UK
- The Atlas of Student Mobility Project, Institute of International Education (IIE)
- Sustainable Development CD development, UNEP and UNESCO
- Partnership with AUF for translation of system directory
- Regular participation at the ENIC/NARIC Networks Meetings and in UNESCO's project to develop a portal of recognized higher education institutions

Such networking and partnerships, with other organizations as well including CONAHEC in North America, the Magna Charta Observatory in Europe or IMHE programme of OECD among others, leverage the IAU's global presence and allow the Association to multiply the opportunities for IAU Members to participate or become involved in new initiatives. The IAU has increasingly been invited to make presentations, offer commentary or get involved in projects with groups engaged in higher education. This brings both new opportunities but also presents real challenges to the Association's capacity.

VI. To Providing Research, Analysis and Information to the Higher Education Community

Based on its historical links with UNESCO and the close collaboration developed over several decades, the IAU fulfills this goal by acting as an information clearinghouse on higher education. This activity is most often available to the wider international higher education community, and serves interests well beyond the membership of the Association. Continuously IAU builds synergies between the communications and information dissemination services it provides for Members on the one hand, and the more general and broader role that it plays as a global reference and a comprehensive source for information and knowledge about higher education on the other hand.

The IAU has maintained the quality, depth and improvements to an already comprehensive set of publication and communication activities. In the past four years it has also added new information resources. The highlights of these efforts are set out below.

Information, communications and reference works

- The IAU website and its numerous pages were restructured and streamlined. With monthly updates to several sections at a time, the site presents the work of the IAU on the thematic clusters mentioned above, but also on other topics likely to be of interest to Members (for example on the developments in the Bologna Process in Europe, on the discussions with regard to GATS and higher education, etc.). The site offers a space for Members' announcements, access to several IAU databases of information on higher education worldwide, links to other sites of interest and access to those IAU publications that are available free of charge.
- A new monthly IAU *E-Bulletin* reports on IAU work while offering a worldwide overview of recent and important web-based information on higher education and research developments.
- Renamed and redesigned the information newsletter, *IAU Horizons*, is now a quarterly, thematic circular offering in addition to topical articles, reports on IAU activities and a space for news from IAU Members. In light of the strong interest sparked by some of the topics among the readers, the IAU now uses the IAU website to post related articles as they come to the attention of staff. In this way, readers can follow the debate on a given topic as it continues to evolve. Examples include the issue focusing on the *Bologna Process*, on *Rankings and Comparisons of Higher Education Institutions* among others.
- Starting with 2003, IAU has been publishing an attractive Annual Report to share with the membership and other partners information about our work. Despite all the efforts to communicate more and more efficiently, it is continuously brought to our attention how little our work is known. Together with the Annual report, brief Information Sheets on the various priorities being pursued by IAU are now part of the Association's regular information toolkit.
- The ***World Higher Education Database (WHED)***, remains the most comprehensive and up-to-date resources on the worlds' systems, institutions and credentials in higher education. It continues to represent a major IAU achievement and a commitment to offer a centralized source of accurate data. The WHED continues to grow in volume as higher education expands. The growth of information and progress in technology has led the IAU and its publisher Palgrave MacMillan Ltd to undertake a major overhaul of the database which serves as the source for all IAU reference publications: the WHED CD-Rom, the International Handbook of Universities which will soon mark the 20th edition and will be available online as of 2008, the Guide to African Higher Education which now is in its 4th edition.
- During this period and thanks to a partnership with the Association of Francophone Universities (AUF), IAU was able to secure and disseminate a French language version of the descriptions of higher education systems in the 183 countries included in the WHED.

- IAU also participated in the development of the Database on Education Exchange Programmes (DEEP) in partnership with the Asia Europe Foundation and the Academic Cooperation Association.

Scholarly works and *Higher Education Policy* journal

In mid-term of this reporting period, the journal *Higher Education Policy* changed Editors with Prof. Jeroen Huisman of Bath University, UK, succeeding the founding editor Prof. Guy Neave. The Editorial Board for this peer-reviewed journal was renewed as well during this period with several members remaining and a number of new scholars joining the group. Under the stewardship of the new editor, HEP continues to offer articles from a variety of international and comparative perspectives. Recent themes have included:

- *Higher Education in the 21st Century — Diversity of Missions;*
- *World-Class Universities;*
- *Sustaining Diversity: Differentiating Higher Education Systems in a Knowledge Society*

Together with Palgrave MacMillan, IAU pursued the biennial Policy Research Essay Prize and invited contributions in 2006 and 2008 on different themes.

The 2006 Prize was on Higher Education and Intercultural Learning and Dialogue and the winning essay, entitled "Two Cultures of Science: on Language-Culture and Incommensurability Concerning 'Nature' and 'Observation'" was submitted by Dr Seng Piew Loo of the School of Educational Studies, Universiti Sains Malaysia. It was published in HEP.

The theme of the 2008 Prize was the "Contribution of Higher Education – Teaching, Research and Service - towards Achieving the UN Millennium Development Goals". As the Jury determined that none of the submissions merited the Prize, it was not awarded.

Several monographs were published in the series *Issues in Higher Education*. With Prof. Guy Neave's retirement, the Administrative Board decided to cease publication of this series at IAU. Though discussions were initiated to transfer the Series to another institution, this has not materialized yet. Titles that were published in the Series in the past four years include:

- *Knowledge Society vs Knowledge Economy: knowledge, Power and Politics (2007), eds. Sverker Sörlin and Hebe Vessuri*
- *Women, Universities and Change: Gender Equality in the European Union and the United States (2007), ed. Mary Ann Danowitz Sagaria*
- *Private Higher Education in Post-Communist Europe: In Search of Legitimacy (2007), eds. Snezana Slantcheva and Daniel C. Levy*
- *Higher Education, Research and Knowledge in the Asia-Pacific Region (2006), eds. V Lynn Meek and Charas Suwanwela*

The IAU's keen interest in the process of internationalization of higher education – a natural preoccupation for this international association - continued during the past four years. Committed to monitoring trends, IAU developed and undertook a 2nd global survey of higher education institutions

and associations to learn more about internationalization trends. This major initiative mobilized many institutions and associations and was published in two parts: a rapid overview of the Preliminary Findings was disseminated and made available on-line in January 2006 and the full report was published and disseminated by the IAU starting in October of the same year. The 2005 Survey was entitled: Internationalisation of Higher Education: New Directions, New Challenges, and was authored by Dr. Jane Knight. The publishing and dissemination were a new experiment for IAU, as both were handled by the Secretariat and the report was sold in order to recover costs of production.

The findings of the 2nd Global Survey have been of high interest as the survey is still a unique gathering of viewpoints and information from the most international sample of higher education institutions ever undertaken. The 3rd survey is being actively prepared for 2008-09.

VII. To Secure Sound and Perennial Financial Resources for the Associations and its Activities

- The IAU Administrative Board and, in particular, the Treasurer whose function was created as part of the constitutional revisions adopted in 2004, urged the Secretary General to manage IAU's finances very carefully so as to allow for the continuous building of a reserve. A detailed and annotated Financial Report for 2004-2008 is presented in Annex 1.
- The emphasis on membership satisfaction and its growth was reaffirmed as part of the financial planning strategy since IAU remains highly dependent on membership fees.
- During the four year period, the IAU applied for and secured a first 3-year grant from SAREC of the Swedish International Development Agency (Sida). After its successful completion, another 3-year grant proposal was submitted and approved to cover the period 2008-2010. A substantial expansion of activities was proposed by the Secretariat and was approved by SAREC with a corresponding rise in support as well.
- Other smaller grants and contracts for specific IAU activities were provided by Asia-Europe Foundation (ASEF) and UNESCO.
- As resources remain the most important constraint on the scope and number of initiatives that the IAU can develop, the Administrative Board established an IAU Task Force on Fundraising. It confirmed that the development of projects in the service of IAU Members was the most likely way to secure additional resources for the Association; such 'project or activity based funding was seen as more likely than a more broad-based philanthropic support for an international association of higher education.
- The IAU's staff complement has undergone several changes during this period with three long-term employees reaching retirement age and leaving the Secretariat. Some restructuring was required to secure an English-language editor for HEP and a small expansion in the overall number of Person Years did take place. This expansion however was not commensurate with the growth of activities and the Secretariat has needed to adjust and find new ways of working in order to accomplish the activities described in this report.
- IAU has been able to maintain slow, but constant growth while simultaneously increasing its reserve by modest annual increments. Much of this progress has been due to very careful cost controls rather than major increases of revenues.

Conclusion

The past four years have been an exciting and challenging period for the Association. Since the Association places major emphasis on remaining in contact with its membership, most of the above should be known to the participants at the 13th General Conference. Yet, information overload is a reality and IAU actions or activities can easily be either overlooked or set aside for later, when urgent day-to-day matters have been addressed. IAU will continuously seek input from the members with regard to being more useful and effective and hope that advice will be provided.

The Association is a key, respected actor in the global higher education arena; it is one of the oldest and certainly the most global forum where higher education leaders can come together and voice their viewpoints on all matters of topics. The President, the Administrative Board including the Secretary-General and the Secretariat staff are committed and devoted to responding to membership needs and interests, while at the same time making the most of the unique vantage point of the Association to observe and comment on higher education and research trends and developments.

The diversity of the IAU membership serves to enrich the Association's knowledge base and sensitivity; it also increases the complexity of our work and requires strong and active interaction with Members. Almost every topic that the Association addresses presents vastly different challenges to the different institutions and organizations that make up this global association. IAU is careful, in all its interventions and projects, to seek a balanced view on each issue, one that integrates perspectives from vastly different contexts. This goal can only be accomplished through interaction and good communications with experts all over the world. IAU wishes to express its gratitude to those Members who have provided input and support for our work and urge those that have not yet had the opportunity to do so, to become actively engaged in the future.

Summary Financial Report 2004-2008

Finance and Administration

The financial year of the International Association of Universities begins on 1 October and ends on 30 September each year. The accounts are kept and submitted in Euros.

As shown in Table 1, over the past four-year period, IAU's financial health has seen stability and steady improvement. As requested by the Administrative Board, each year this positive outcome has

translated into regular contributions to the IAU reserve account which was started in 2003. The reserve stood at Euros 170.000 at the end of IAU's fiscal year 2007.

For the first time in several decades, the membership fee structure was changed in 2006 and applied for the first time in IAU fiscal year 2007. The annual fees were reduced by 20% for all HEIs in countries with a low GNP and increased by 5% and by 10% respectively for institutions in middle and high-income countries. Prior to this change, IAU fees had not been increased since 2002. The impact on overall revenue was more or less as expected, a modest overall increase, though several IAU members from industrialized countries resigned immediately after this change.

In general, IAU has not seen a major increase in revenues from fees. On the other hand, the income from contracts and grants has increased, mostly due to renewed and increased support from the Swedish International Development Cooperation Agency - SAREC/ Sida - and some other but smaller contracts for services rendered to UNESCO. This increase in grants and contracts was, of course, offset by additional expenditures on specific and additional activities.

IAU continues to benefit from a major in-kind contribution from UNESCO which continues to house the Secretariat in Paris and host the IAU website on its server. Technical support, as well as heating and lights, are also part of this generous assistance IAU receives from UNESCO.

Another first for IAU was introduced during the past four-year term. In 2007, IAU launched a pilot project entitled LEADHER (Leadership Development for Higher Education Reform) that enabled the Association to provide direct support for partnership activities to its members. The first competition was held in 2007 and the programme has been renewed in 2008. While still modest in terms of the total amount of programme funds as well as in value of the individual grants made available to the members, the LEADHER programme has been welcomed by IAU membership. It has also had a beneficial effect on membership as several institutions joined or rejoined the Association in order to be eligible to apply for grants.

For the pilot year, IAU received seed funding from SAREC/Sida, King Saud University, Saudi Arabia and UNESCO. Fundraising efforts beyond these organizations were undertaken but so far without success beyond Sida.

Another experiment undertaken during this period was the publication and direct sales of the 2005 IAU Global Survey Report - Internationalization of Higher Education: New Directions, New Challenges, in an effort to recover costs of preparation and production. Approximately half of the expenses were recovered (exclusive of staff costs).

Personnel

Overall, the size of the IAU secretariat personnel has been quite stable, increasing in full-time staff but decreasing in part-time personnel. In light of the rather significant increase and diversification of activities, it must be underlined that the staff of IAU has shown tremendous dedication and a non-negligible increase in productivity.

The number of full-time employees in 2004 stood at 13 and stands at 14 in 2008. The number of part time staff members was 5 in 2004 and it is 2 in 2008.

In 2004 IAU employed a single, specific-task oriented consultant; in 2008, we include in this category the Editor of the journal Higher Education Policy and a steady consultant who works for IAU 2 days a week.

While the overall team size is more or less the same, there have been some changes in personnel, due mostly to the retirement of several long-standing employees of IAU. In order to respond to new demands and requirements, several positions were restructured and redefined. This process is likely to continue as IAU strives to be more flexible in its response to member needs and new opportunities.

Finally, IAU has also benefited from hosting several young professional interns, some funded by the Canadian Governments, others, working with us as part of their graduate study. Such internships have been enriching, useful and most enjoyable due to the enthusiasm and energy that each of the interns brought to the secretariat. While the Canadian program no longer exists, IAU will continue to accept interns from elsewhere.

IAU - Financial Overview and budgets 2004 - 2008
1st October to 30 September

Table 1

	In Euros 1000									
	1	2	3	4	5	6	7	8	9	10
	Budget 2004	Result 2004	Budget 2005	Result 2005	Budget 2006	Result 2006	Budget 2007	Result 2007	Budget 2008	Estimated Result 2008
TOTAL INCOME	1346	1329	1171	1174	1287	1272	1326	1386	1722	1673
TOTAL EXPENDITURE	1346	1182	1171	1113	1287	1221	1326	1308	1722	1664
Annual result	0	147	0	61	0	51	0	78	0	9
Balance Brought Forward		212		359		420		471		549
CUMULATED RESULT	0	359	0	420	0	471	0	549	0	(a) 558
INCOME	1346	1329	1171	1174	1287	1272	1326	466	1722	1673
MEMBERSHIP FEES	920	905	930	900	930	900	930	(b) 920	940	(b) 940
OTHER INCOME	426	424	241	274	357	372	396	466	782	(c) 733
Unesco Office Rent	43	43	43	43	43	43	43	43	72	72
Publications	60	98	65	60	65	65	70	74	75	67
Contracts and Grants	91	91	93	101	174	124	203	158	150	144
LEADHER Programme	0	0	0	0	0	0	0	70	85	70
Conferences and Meetings	200	145	0	0	25	70	25	56	300	300
Innovation Fund Sida Cont.	0	0	0	0	0	0	0	0	30	20
Miscellaneous	32	47	40	70	50	70	55	65	70	60
EXPENDITURE	1346	1162	1171	1108	1287	1210	1326	1284	1722	1664
STAFF COST	850	797	860	845	922	891	910	879	940	935
Salaries	560	538	580	577	600	608	605	594	635	640
Consultants	20	19	20	12	30	12	25	18	20	15
Social Charges	270	240	260	256	292	271	280	267	285	280
ADMIN. BOARD	35	5	50	37	40	37	40	37	40	40
PROGRAMME	303	240	101	109	165	164	231	255	573	528
Information/Communication and Studies	13	11	10	10	15	16	15	10	15	15
Working groups										
Conferenci and Meetings	200	(d) 150	10	8	60	(d) 64	111	(d) 85	360	(d) 340
Innovation Funds	0	0	0	0	0	0	0	0	30	20
LEADHER Programme	0	0	0	0	0	0	0	65	73	(e) 63
Publications/Translation	70	(e) 59	61	(e) 71	70	(e) 63	80	(e) 70	70	(f) 65
Travel	20	20	20	20	20	21	25	25	25	25
OVERHEADS	138	120	140	117	140	118	130	113	159	144
Office Rent	43	43	43	43	43	43	43	43	72	72
Communications	35	29	35	24	35	25	30	21	30	20
Office expenses and Printing	20	16	21	19	21	19	21	21	21	21
Equipment	17	17	17	16	17	14	15	12	15	13
Maintenance	8	6	9	7	9	6	6	5	6	5
Hospitality	2	2	3	1	3	3	3	2	3	3
Audit	8	4	6	4	6	5	6	5	6	6
Bank Charges	4	3	4	2	4	2	4	3	4	3
Miscellaneous	1	0	2	1	2	1	2	1	2	1
OTHER CHARGES	10	(f) 14	10	(f) 1	10	(f) 11	5	(f) 19	5	(g) 12
CONTINGENCY	10	(g) 6	10	(g) 4	10	0	10	(g) 5	5	(h) 5