

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 **and serves as the Global Voice of Higher Education.**

IAU 16TH GENERAL CONFERENCE

Relevance and Value of Universities to Future Society

IN FOCUS

Reinventing Higher Education?

MESSAGE FROM THE SECRETARY-GENERAL



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

This year has been marked by new challenges, not least by those to democracy and to peace, key values that we need to safeguard and nurture if we wish to succeed in addressing global crises we face, and the role of higher education is of key importance when it comes to addressing these and the challenges ahead.

To support the HE sector, IAU has continued to develop high quality initiatives under three of its key priority areas of work, namely internationalization of higher education, higher education and research for sustainable development and the digital transformation of higher education. The cross-cutting priority of globally engaged leadership translates to connecting an increased and diverse number of university leaders to our activities.

IAU Horizons keeps you abreast of new directions in our work and reports on some of our main achievements, including key publications such as the *Second IAU Global Survey Report on the Impact of COVID-19*, or the launch of the *Third Global Survey on HESD*. You can find more information on these initiatives on the IAU website.

The year 2022 is especially important for IAU as we organize and participate in key events and activities debating the future of higher education around the world.

The IAU will see its 16th General Conference take place in Ireland, which has been postponed twice due to the pandemic. Along with our host, University College Dublin, we will welcome delegates from universities around the world to debate the *Relevance and Value of Higher Education to Future Society*. The Conference website and registration are open – we much look forward to seeing you in Dublin from 25 to 28 October 2022.

The Association is also contributing in a variety of ways to the *Third UNESCO World Higher Education Conference 2022*, taking place in Barcelona in May. In the *In Focus* section you will find a rich selection of papers on the overarching WHEC2022 theme – *Reinventing Higher Education for a Sustainable Future*.

IAU has also joined forces with partners in Europe, the Americas and Africa to organize an international debate on *Higher Education Leadership for Democracy, Sustainability, and Social Justice*. Planned as a Global Forum to be hosted by Dublin City University in June, this event will debate the need for higher education to promote sustainability and racial and social justice, as well as advance and maintain democracy.

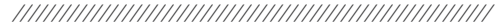
IAU reached the milestone of 50 global webinars in 2022; these webinars discussed transformations to the higher education sector, bringing together views from higher education leaders and experts from the five continents. All webinar recordings from this rich *IAU Webinar Series on the Future of Higher Education* are available online – please use them in events or classes to fuel further debate. We also encourage you to follow the webinar series and sign up for future events.

IAU continues to reinforce the global higher education community, building bridges across the world. Universities are uniquely positioned to challenge the status quo and to create innovative partnerships for a better world. The war in Ukraine, along with the many challenges to peace and justice in a growing number of countries (too many) is calling for universities to do much more to support the UNESCO motto to build peace in the minds of people. Not least through education, research and community engagement. It may be obvious but still needs to be said: without peace there will be no (sustainable) future for people and the planet. This is at the centre of the debates we foster at the IAU.

I hope that this edition of *IAU Horizons* provide you with thought-provoking reading, triggering new reflection and debate.

I also hope to see you take part in our initiatives and look forward to welcoming you to our 16th General Conference, at University College Dublin in October. It will mark 72 years of true engagement of the IAU for a better future society.

Hilligje van't Land



IAU Horizons 27.1 – 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.

IAU EVENTS

- 2 IAU 16th General Conference
- 3 IAU Administrative Board and elections



IAU STRATEGIC PRIORITIES

- 6 Internationalization of Higher Education
- 8 Higher Education and Research for Sustainable Development
- 10 Digital Transformation of Higher Education



© iStock / ipopba

IAU KNOWLEDGE HUB

- 12 New IAU publications
- 13 IAU World Higher Education Database (WHED)
- 14 IAU Membership News



IN FOCUS: 15 Reinventing Higher Education?



© shutterstock / GAS-photo

IAU EVENTS

IAU 16th GENERAL CONFERENCE 25-28 October 2022 in Dublin, Ireland

Every four years, the International Association of Universities (IAU) holds its General Conference, which is the supreme decision-making body of IAU. At this Conference Members come together to set the vision forward and adopt the strategic plan for the years to come, to elect the next IAU President and the members of the Administrative Board for the tenure 2022-2026 (see page 4). The General Conference is always a very important event in the life of the Association, an important moment to meet.

The pandemic disrupted the plans to convene in 2020, but now it is finally time to meet in person again. IAU is pleased to offer this global gathering for Members to come together from all regions of the world, to engage in a stimulating debate on the relevance and future of higher education, to take part in the decision-making process of the Conference, and most importantly to enjoy the opportunity to network with peers from around the world, to build new connections and partnerships and to enjoy the social programme offering insights into the Irish culture and an introduction to the host institution, University College Dublin (UCD).

For the past two years, we have been meeting regularly during the sessions of IAU global webinar series on the Future of Higher Education. This series will continue to offer opportunities to learn from peers and engage in conversations on important topics for higher education. Yet, what we cannot



offer during these online exchanges is informal conversations, time to meet old and new friends over tea or coffee, the possibility to share views on an interesting speech with colleagues over lunch and to learn from experiences of peers who are faced with similar issues in different countries around the world. This is what we are looking forward to offering you in Dublin and this is why this event will be organized as an “in person” event for the first time in two years. We believe it is important in particular for IAU General Conferences.

Register now and start the countdown to a truly stimulating global event where we promise to offer a unique opportunity to meet in a wonderful setting that will take you way beyond the 2-dimensional square on the screen!

➔ Register now: IAUDublin2022.net

ABOUT THE HOST: UNIVERSITY COLLEGE DUBLIN (UCD)



Founded in 1854 as the Catholic University of Ireland, UCD has been a major contributor to the making of modern Ireland, based on successful engagement with Irish society on every level and across every sphere of activity. Many UCD students and staff participated in the struggle for Irish independence, and the University has produced numerous Irish Presidents and Taoisigh (Prime Ministers) in addition to generations of Irish business, professional, cultural and sporting leaders. UCD is currently

ranked within the top 1% of higher education institutions world-wide. It is also Ireland's most globally engaged university with over 30,000 students drawn from 139 countries, including over 4,500 students based at locations outside of Ireland. The University's main Dublin campus occupies an extensive parkland estate of 133 hectares and offers world-leading facilities. UCD is globally recognised for its excellence in teaching and learning – 11 subjects are ranked in the top 100 in the world (QS World University Ranking by Subject 2021). With its strength and diversity of

disciplines, UCD embraces its role to contribute to the flourishing of Ireland through the study of people, society, business, economy, culture, languages and the creative arts, as well as through research and innovation. The University's Strategy 2020-2024: Rising to the Future outlines the objectives and major strategic initiatives in place in order to accomplish UCD's vision for this era.

RELEVANCE AND VALUE OF UNIVERSITIES TO FUTURE SOCIETY

Universities are traditional and modern, conservative and progressive, inclusive and exclusive. They have no boundaries, they are institutions that transcend geographical, social, and cultural limits. Over centuries of existence, they have adapted to externally imposed regulations, norms and pressures and have been responsive to societal expectations and changes in their environment. Their conceptual space is the global landscape of knowledge and ideas. Even when faced with limited resources, universities operate from a position of intellectual abundance, wielding tremendous influence. Universities are uniquely placed to propose solutions and develop opportunities.

Facing the future certainly also means overcoming local and global challenges: pandemics and their multifarious consequences, climate change and ecological crisis, the depletion of natural resources, growing social and economic inequality, disruptive technologies and labour markets, loss of human and democratic rights, scepticism of the scientific process. The value and relevance of universities and other higher education institutions (HEIs) also hinge on how they address issues of inequality, intolerance, xenophobia, racism, social injustice, human rights violations, the possibility of ecological collapse and weakening democracy. **How can the higher education sector engage in a meaningful and system-wide discussion on these issues? What are new models and strategies of engagement across the sector and at local, national regional and global level to better cooperate and synergise resources?**

Universities are drivers of transformation. Yet, they too often show signs of inertia and carry on as usual without going further to harness their potential. The UNESCO Futures of Education Report emphasises the need for educational systems to be transformed so that, in turn, they are able to be transformative in effect. They can act through research and

as multipliers of knowledge, enable students to develop their personal capacities, prepare them for life as active citizens, and equip them with the skills and competences required to engage and shape the world of work and society at large. This is essential to surmounting the challenges and creating opportunities. **Will these assumptions and expectations be met in the future? There are already a myriad of forces at play which are destabilising established patterns and assumptions. How will universities respond to these?**

The pandemic has shown how crucial science, data and connecting different knowledge systems is to overcome global challenges. The role of universities as trusted places of knowledge was reaffirmed. They also have to help overcome the trend of epistemic scepticism fuelled by increasing nationalist and populist rhetoric. Education is key to safeguarding democracy and human rights. **How can universities sharpen their focus on creating a better world, one that is more equitable, ethical and democratic?**

Future society requires strong and high-quality education systems, strategically linking pre-primary to lifelong learning through higher education, that can bring forth well-educated new generations of citizens, literate in social sciences and humanities and in pure sciences. **How do we ensure that universities provide individuals with the knowledge, skills and competences necessary to become the leaders, critical thinkers, systems thinkers, decision-makers, innovators, specialists, teachers and researchers and responsible citizens who will engage in building a better and more sustainable society?**

Significant and sustainable investment in higher education has shown to be essential to help ensure the sector is able to address the risks we face. **How can universities communicate more effectively and shape the global narrative about the place of higher education in society? How will they secure better public and private funding and investment for ever more relevance to society?**



Shape your Association – become part of the IAU Administrative Board!

Elections of the IAU Board members and the next IAU President are an important part of the IAU 16th General Conference. Becoming a member of the IAU Administrative Board is a unique opportunity to actively shape the strategic direction of the Association, to meet with peers from around the world and to debate, exchange on pressing matters related to higher education and the future of universities. The term of tenure is 4 years between the General Conference in 2022 and the next one in 2026. The Board members are committed to attend one Board meeting of two days every year held in conjunction with the annual IAU event. The first year (2023) an additional meeting is organized in order to welcome to the new members and plan for the years ahead.

Chaired by the IAU President, the Administrative Board, is composed of twenty elected and two ex officio members as follows: eighteen executive heads of Member institutions and two heads of Member organizations, the immediate past



President, the Secretary General and a number of deputy members. Several Board members have shared their experience with you on these pages and if you are interested in becoming part of the IAU Administrative Board and wish to learn more, please contact IAU and we will provide more detailed information and guide you through the formalities. Please note that the deadline for written submissions of candidacies for election is **13 September 2022**.

ELECTIONS FOR IAU ADMINISTRATIVE BOARD 2022-2026

Who is eligible to stand for election as member of the IAU Administrative Board?

The executive head of an IAU Member institution or organisation can stand for election if the following criteria are met:

- The candidate is present at the time of the elections during the IAU 16th General Conference.
- The IAU Member institution/organisation is in good standing (including the financial year in which the election falls).
- The candidate has support from executive heads of 5 IAU Member institutions/organisations in good standing (no membership fee arrears).

Who can vote?

The executive head of an IAU Member institution or organisation in good standing including the year in which the election falls and present at time of the election.

For more information see 'Elections' on: IAUDublin2022.net

Contact: Nicholas Poulton (n.poulton@iau-aiu.net)



“IAU is a truly special forum for international higher education. IAU invigorates and challenges to reflect on and contribute to the

most pressing issues of higher education at the global scale. It provides the most diverse and global perspective of any organization of this type by bringing together university leaders from across the world to discuss aspects of international higher education, of the role and impact of higher education institutions and the regional challenges that we are facing. I consider it a true privilege and honour to have served on the IAU Board, allowing for enthusiastic exchanges with colleagues and guiding IAU towards the future.”

MARTA LOSADA FALK
Former President,
Antonio Nariño University,
Colombia



“Serving on the IAU Board over the last four years has provided me with an opportunity to engage with talented university leaders from

around the world, and to develop with them ideas about how we, as universities, can contribute together to building our shared future. It has also given me the opportunity to consider the challenges facing universities from a variety of perspectives, to contribute to a variety of policy debates, and to participate in a range of interesting forums and meetings. The IAU is the global voice of higher education, and participating in the Administrative Board provides the opportunity to maximise contribution to and benefit from the Association.”

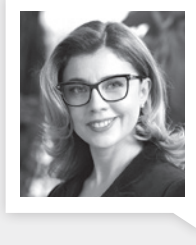
ANDREW DEEKS
Vice-Chancellor and President,
Murdoch University,
Australia



“It is an honour to serve as a member of the IAU Administrative Board. Being part of this community is a unique opportunity to learn and gain

knowledge. IAU provides members with rich insights, innovative and valuable ideas for our academic and administration careers. I find it astounding to be part of this open platform bringing together universities from all walks of life and irrespective of politics and geography to entertain fresh ideas, respect the diverse views and work to overcome the challenges and necessities of the world we live in. At IAU, we work as a team for the greater good and I am happy to say that those activities and working with international partners have enhanced the management of my University.”

MAHMOUD NILI AHMADABDI
Former President,
University of Tehran
Iran



“Underlying principles of universities, as stated in the IAU Constitution, have passed the test of time. Academic freedom, critical

thinking, leadership and high ethical standards are the essence of higher education globally, which is bringing up innovators, researchers, specialists, responsible citizens and decision makers, who can overcome new challenges and shape a better future for all. We, the members of IAU, have created a unique platform of like-minded persons and institutions in order to continue our missions in the same vein, to share knowledge and experience that could help convert the ongoing technological and societal progress to the progress of the whole humanity. During the turbulent times the global voice of higher education is becoming even more important to ensure a sustainable legacy for the future generations.”

INGA ŽALĖNIENĖ
Rector, Mykolas Romeris University
Lithuania



“Higher Education is a strategic input for development, equity and inclusiveness. Although Higher Education cannot solve all

development problems, it certainly would be impossible without it. IAU and its Administrative Board is a very propitious arena to exchange experiences, views and ideas about how universities can best achieve this important role in societal development. Thus, to be part of the Administrative Board is to me an immense opportunity to share with my colleagues how UDUAL is socially involved and to learn from peers around the world, how they tackle today's challenges. It is a privilege to be part of the IAU and to enrich, together, our endeavours”.

ROBERTO ESCALANTE SEMERENA
Secretary-General,
UDUAL (Unión de Universidades
de América Latina y el Caribe)



“I joined IAU many years ago because of the rich content it provides relevant to my role as University President. I have had the pleasure of co-hosting one of the

largest gathering of university leaders worldwide – the IAU General conference on Innovation and Sustainability. Furthermore, I enjoyed taking part in the development of the IAU Global Cluster on HESD where more than 80 universities work together to accelerate the contribution of higher education towards the UN Agenda 2030. It has been enriching to represent IAU and the voice of higher education in various fora including at the United Nations and UNESCO. Most importantly, serving the IAU Board has allowed me to develop lasting relationships with colleagues and friends around the world who share the same interest in providing meaningful higher education to change our world in the most positive way.”

PORNCHAI MONGKHONVANIT
President, Siam University
Thailand

IAU ACTIVITIES RELATED TO ITS STRATEGIC PRIORITIES



Internationalization

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

WHICH ROAD WILL INTERNATIONALIZATION TAKE UNTIL 2030?

On 18 - 20 May 2022, UNESCO will hold the third World Higher Education Conference (WHEC) in Barcelona, Spain. The conference theme is *Reinventing Higher Education for a Sustainable Future*, a major but absolutely necessary ambition.

Although internationalization of higher education is not expressly mentioned as a self-standing theme of the conference, it is clearly included in at least two of the themes (*Academic mobility in higher education and International cooperation to enhance synergies*) and present in many others. The decision of UNESCO to not mention internationalization as a separate theme is to be welcomed, as internationalization is not an addition to the core activities of higher education institutions (HEIs), but a transversal process, which ultimately aims at improving the quality of all three missions of HEIs, namely, teaching and learning, research and service to society.

The main outcome of the UNESCO WHEC conference 2022 will be a roadmap for a new era of higher education systems: the HED 2030 Roadmap.

The question of how internationalization will be envisioned in this roadmap and which road internationalization itself will take in the years leading to 2030 is therefore of absolute relevance.

In the last two years, the world, higher education and internationalization have been challenged by the COVID-19 pandemic, which impact on higher education was monitored by the International Association of Universities (IAU) through two global surveys, in 2020 and in 2021.



Unfortunately, COVID-19 is far from being over and remains a source of uncertainty for the future, thus making the drafting of a roadmap for higher education even more challenging.

However, even if a certain degree of uncertainty has to be taken into consideration, the COVID-19 pandemic sheds new light on challenges that need to be addressed in the roadmap towards 2030. Among them, the issue of inequality is of particular relevance. Although the noble aim of internationalization is to improve the quality of higher education for all, its implementation often goes in the opposite direction, increasing inequality. As shown also by the results of the IAU Global Survey, the pandemic reinforced existing inequalities in internationalization, especially when it comes to mobility of students and staff. At the same time, the limitations to mobility led to a greater awareness of opportunities offered by the internationalization of the curriculum at home, which, if implemented widely, would allow all students to acquire international learning outcomes and therefore contribute to address the problem of inequality.

The digital transformation of higher education is another development which substantially impacted internationalization

and, especially in times of COVID-19 pandemic, opened up new opportunities for remote teaching and learning and research. Virtual exchanges and collaborative online learning (COIL) are powerful tools which can help implement internationalization of the curriculum at home. However, digital tools alone cannot be the solution to all challenges and especially not to inequality. In fact, if digital means can increase overall access to international opportunities, at the same time access to these digital means is not equally distributed among countries, between urban and rural areas and among students of different socio-economic backgrounds. Moreover, access to digital infrastructure is not the only challenge; capacity of both teachers and students to use digital tools for learning are different and this difference should be addressed. These challenges transcend internationalization, are common to the digital transformation of anything in higher education. IAU is currently finalizing a statement on the digital transformation of HE, outlining the challenges and opportunities and some principles which should lead its implementation. The statement will be presented for adoption at the 16th General Conference of the IAU.

COVID-19 and the digital transformation are not the only external factors impacting on the future of internationalization. Two other phenomena are particularly relevant: the changed geo-political landscape and the sustainable development Agenda.

Geo-political tensions and a shift towards a less globalized world were already present before COVID-19, but the pandemic, somehow paradoxically, has accelerated a process of retreat inside national borders. However, at the same time, the pandemic has demonstrated how global challenges cannot be solved by national initiatives and that it is only through collaboration at global level that solutions can be found. The tension between nationalistic pressures and the need for global collaboration is something which will mark the future of internationalization even beyond 2030. IAU strongly believes in the importance of international collaboration and

internationalization. This importance was reaffirmed in a joint statement produced with the Network of International Education Associations (https://iau-aiu.net/IMG/pdf/niea_statement_on_the_importance_of_international_higher.pdf), in 2020 at the beginning of the pandemic and in a policy paper submitted to the UNESCO WHEC 2022 (https://www.iau-aiu.net/IMG/pdf/niea_unesco_whec2022_policybrief_final_march2022.pdf).

Last but not the least, the pressing need for sustainable development made the international education community reflect on the negative consequences of internationalization, and especially the impact and ecological footprint of mobility and its contribution to climate change. This triggered a reflection on how internationalization should be rethought in order to become more sustainable. IAU calls for renewed attention to the essential contribution of internationalization to achieving sustainable development, even beyond its environmental dimensions. In order to do that, internationalization should be equal, ethical, inclusive and fair, it should be for all and should aim at improving society.

The road internationalization will take towards 2030 will depend on the decisions taken today by the higher education community at large including stakeholders such as governments and civil society.

IAU will continue to contribute to the development of internationalization, through research, as it does for instance with the project on *The Future of Internationalization partnerships*, conducted together with the Ontario Institute for Studies in Education at the University of Toronto and the Center for International Higher Education at Boston College (2021 to 2024); with the sixth edition of the IAU Global Survey on internationalization, to be launched in 2023; through the *COST action European Network on International Student Mobility: Connecting Research and Practice (2021-2025)*; through its advisory services, in particular the ISAS (2.0) programme, and through advocacy, including at the UNESCO WHEC-2022.

GET INVOLVED

🔄 Planning to revise your internationalization strategy and activities after COVID-19? ISAS (2.0) is there to support you!

The world has changed because of the COVID-19 pandemic, a new geopolitical reality and the imperative for sustainable development. In this new context, strategies and activities in internationalization need to be revised and rethought.

The process of rethinking internationalization and revising its strategy would enormously benefit from the external expert view offered by IAU's Internationalization Strategy Advisory Services ISAS (2.0).

With different services tailored to the different needs of institutions, ISAS (2.0) offers support to HEIs in their revision of internationalization whatever the nature of the institution and/or the stage of implementation of the institutional internationalization strategy are.

To know more about the experience of HEIs that already undertook an ISAS (2.0) you can read the ISAS impact evaluation study and report (https://iau-aiu.net/IMG/pdf/isas_report-compressed.pdf)

For more information on ISAS (2.0), please contact: Giorgio Marinoni at g.marinoni@iau-aiu.net



Higher Education and Research for Sustainable Development

Universities play a key role advocating, educating and leading the way for a more sustainable future. For many years, IAU fosters actions for sustainability in support of *Transforming our world: the 2030 Agenda for Sustainable Development* and the related Sustainable Development Goals.

SUSTAINABLE DEVELOPMENT: THE ROLE OF HIGHER EDUCATION AND RESEARCH

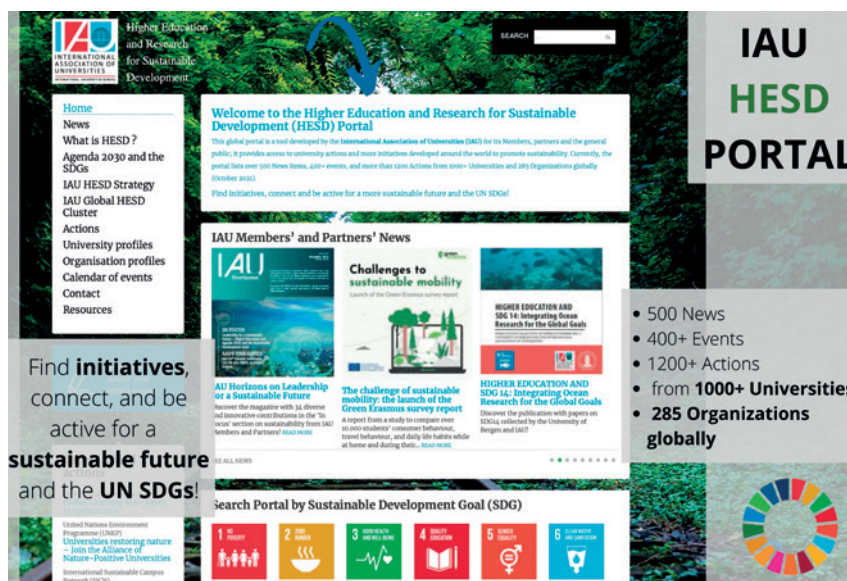
HEIs can help transform society and educate the next generation of leaders, enhance thought processes and sharpen critical awareness.

In the Fall 2021 issue of *IAU Horizons*¹, IAU published 34 inspiring papers on the topic of *Leadership for a Sustainable Future – Higher Education and Agenda 2030 and Sustainable Development*.

These diverse contributions underline two important factors to be considered when moving forward. Firstly, they stress that there is already a lot of work being done at universities, research centres, and organisations worldwide which can be used to create connections and to build upon. Secondly, leadership is the driving force that initiates projects and provides strategy and support to bring everyone on board – the fundamental condition required for a true transformative process. The IAU HESD work links different actors and levels in order to maximise visibility and opportunities for collaboration.

IAU work on HESD

Since the early 90s, the **IAU has advocated for the key role that higher education can play for sustainable development**. The Association supports and, through its work, informs Agenda 2030 and is also part of the UNESCO Education for Sustainable Development (ESD for 2030) Initiative. Through the strategic thematic priority *Higher Education and Research for Sustainable Development (HESD)*², IAU promotes a **Whole Institution Approach to SD**, which fosters engagement with sustainable development concepts and principles via **all the dimensions of a university** – teaching and learning, research, community engagement and campus initiatives. The IAU provides a platform for exchange and gives visibility to its Members' events, activities and publications on the **IAU HESD Global Portal**. This comprehensive platform has been highlighting



actions carried out by higher education for sustainable development since 2012.

Exchanging good practices and learning from all stakeholders

Another flagship project of the IAU is the **IAU Global HESD Cluster**³, a unique network of universities engaged with the UN Sustainable Development Goals (SDGs). IAU SDG Lead Institutions interact with some 80 universities from all continents in the framework of the 16 subclusters. The dynamics of the IAU HESD Cluster encourage action on the different SDGs. The Lead Institutions work with a network of “satellite” universities on targeted projects linked to the SDG they lead on. The Cluster facilitates cooperation across all continents, peer-to-peer learning, joint events and sharing of best practices for sustainability. Furthermore, the IAU HESD Cluster and its varied associated projects are brought to the attention of international organisations and governments by IAU’s advocacy work, illustrating the import work being done on the ground.

Every year, IAU organises face-to-face and online events to deepen discussions on higher education’s contribution to the SDGs. On top of this, the IAU publication series on the SDGs,⁴ developed thanks to cooperation with members from the IAU HESD Cluster and partners, has grown with two outstanding

1. IAU Horizons, Issue 26.2, December 2021: https://iau-aiu.net/IMG/pdf/iau_horizons_vol_26_2.pdf

2. Learn more: <https://iau-aiu.net/HESD>

3. <http://iau-hesd.net/content/4648-iau-global-cluster-hesd.html>

4. <https://iau-aiu.net/HESD?onglet=4>



IAU Global HESD cluster



new **publications: one on SDG 14: Life below Water**, with the University of Bergen, and a second one on **SDG 16: Peace, Justice and Strong Institutions**, with UNODC and young scholars from 12 countries. For the latter, a **special event with Young Scholars** underlined the role of young academics in finding innovative solutions to the complex set of issues they work on. **Governments need to recognize higher education as a cornerstone** to achieving SDG 16, and Agenda 2030 as a whole.

IAU partnerships for the SDGs

Next to deepening existing ties with IAU Members in the context of the global IAU HESD Cluster, IAU also works with university associations and organisations. Education and higher education can accelerate progress on the SDGs by engaging with communities and stakeholders through research, teaching, and other activities. It is only together, by exchanging ideas, good practices and by jointly making the case for higher education's

role in sustainable development, that we can find the solutions to global challenges and build a sustainable future for all. Consequently, partnerships are essential for the SDGs.

In 2022, the IAU will be contributing to the **Unesco World Higher Education Conference 2022** in various ways. The IAU HESD work is strongly connected to **theme 2 of the WHEC 2022 on SDGs** and subtopics: Research (2.1), Global citizenship (2.2), Progress on SDG 4 (2.3), Capacity building (2.4) and the community aspect and third mission of HEIs (2.5).

Sustainability and cooperation are at the core of future transformative processes. Higher education transforms and adapts to the needs of society, it **educates future leaders, bridges the science-policy gap, and finds new, innovative ways to solve challenges of today and tomorrow. It certainly needs to do so keeping in mind the sustainable development challenges and the expectations for the future.**



GET INVOLVED

and support the work done over the last 30+ years

➡ **Contribute to the IAU Global Portal on HESD and share your initiatives with the global higher education community!**
www.iau-hesd.net

➡ **Read about IAU's involvement at the UN High Level Political Forum 2021 and UNESCO World Conference on Education for Sustainable Development (WC-ESD) 2021: HLPF** <https://iau-aiu.net/HESD?onglet=3> / **UNESCO WC ESD:** <https://www.iau-hesd.net/news/5170-recording-available-iau-session-unesco-world-conference-putting-esd-action-higher>

➡ **Access the latest IAU HESD Cluster Report 2019-2020**
https://www.iau-aiu.net/IMG/pdf/clusterhesd_iau_report_2020.pdf

➡ **Engage with IAU on twitter @IAU_HESD**

For more information, please contact: Isabel Toman at contact@iau-hesd.net

For more information on IAU @ WHEC2022 please go to <https://iau-aiu.net/IAU-at-UNESCO-WHEC2022>



Digital Transformation of higher education

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

TRANSFORMING HIGHER EDUCATION IN A DIGITAL WORLD FOR THE GLOBAL COMMON GOOD

The special focus of this issue of IAU Horizons is linked to the broad theme of the third UNESCO World Higher Education Conference (WHEC 2022) which brings together the higher education community from around the world to discuss the future of higher education. This important event is taking place after two turbulent years dominated by the pandemic which has – as never before – accelerated digital transformation of higher education, and it is an opportune moment to reflect on the past and to imagine the future that we want.

Digital transformation of higher education was already a priority for IAU before the pandemic. In 2018 the IAU initiated the drafting process of a new Policy Statement on this topic – an Expert Advisory Group (EAG) was established, bringing together experts and Administrative Board members from different regions of the world. Chaired by the Rector of SNSPA in Bucharest, Romania, the group steered the development of the statement, with numerous exchanges on priorities to be outlined and the essential values and principles common to all, irrespective of backgrounds and local contexts. This work was condensed into a comprehensive Policy Statement outlining key issues at stake while reaffirming the core values and principles that must underpin any rapid transformation in today's increasingly digital world.

One of the first, very interesting, debates of the EAG was about the title of the Policy Statement (which shares the name of this article). Following discussions, the group agreed that it was essential to convey the message that higher education is continuously transforming, as it has to adapt to, and at the same time shape, an increasingly digital world. Digital transformation is a process and a means to an end and therefore it is essential to stress that the purpose should guide actions. For the purpose of the statement, we chose to focus on the *Global Common Good* as a shared aim across countries.



This reflects the will and commitment to harnessing the potential of digital transformation for the good of humanity. It is indispensable to both shape digital transformation and to ensure that it contributes to quality higher education, recognizing and addressing any associated risks and potential negative consequences.

The Policy Statement has gone through an extensive consultative process from a Membership consultation where all IAU Members were invited to provide comments and feedback, to consultation with student leaders and associations to ensure that student perspectives were well addressed; we are grateful to all those who took part and contributed to the development of the Policy Statement. Through a series of eight meetings, the EAG considered these contributions thoroughly to ensure that they were taken into account and reflected in the revised version of the Policy Statement.

The work on the Policy Statement began before Covid-19, and the pandemic has only further reaffirmed the importance of the Statement. At this moment in time higher education institutions in all regions of the world have become reliant – more than ever – on digital technologies for communication and exchange, for teaching and learning, for research collaboration as well as for many other services provided as part of day-to-day life of an institution.

This experience has – for better and for worse – contributed to creating a new understanding of both opportunities and challenges. We have seen an expansion in online collaboration, whether in teaching and learning or in research; new doors have been opened for international collaboration, not necessarily as a replacement of former types of collaboration, but rather as complementary alternatives, creating a more diversified range of opportunities. We have observed a larger degree of flexibility in higher education systems - systems that are often based on longstanding traditions can be very rigid and difficult to change, but to avoid disruption these systems were forced to become more agile in the face of the pandemic. This has created opportunities for innovation and possibilities for testing new approaches, or for questioning former practices. Obviously not all new initiatives prove to be better or more useful, but it has generated new knowledge and experiences that can contribute to lessons learnt and to inform decision-making about the way forward. It is also clear that no one-size-fits all – solutions have to be anchored in local contexts taking into consideration limitations and opportunities. Even within institutions, we have seen different needs arise, each one molded by the particularities of different disciplines. Despite challenges, these are examples of positive impacts of the pandemic that can contribute to shaping the conversation about the future.

The pandemic has also served as a magnifying glass, highlighting challenges, limitations and inequalities in terms of access to opportunities. Digital devices, online connection and access to data are becoming increasingly essential in order to gain access to information, to teaching and learning and to communicate and take part in communities – this has only reaffirmed the need to scale up efforts to bridge divides. Another important aspect that must be emphasized is that universities play an essential social role in society. They enable students to meet, exchange and develop beyond formal curricula and credentials delivered by the institution. This function is less tangible than the number of degrees awarded at the end of the year, but it does not make it less important. We are set to fail, if this role is not recognized as part of the challenging quest of broadening access to higher education, often with no additional resources. These examples are highlighted to stress that it is one thing to imagine the future of higher education, it is another thing making sure that it becomes a reality. The latter is closely linked to whether adequate resources are invested, thus making it possible to pursue these ambitions.

These are merely a few examples of opportunities and challenges as seen through the lens of the digital transformation of higher education. We are undoubtedly on the road to a more integrated version of the universe and the metaverse, one that will require new terms and concepts to frame our understanding and our exchanges. The experience during the pandemic has certainly shaken the world of higher education and its cornerstones in terms of how we operate, collaborate and communicate. It has led to a reinforced digital

infrastructure in most higher education institutions around the world, leading not only to new opportunities, but also to new challenges and most certainly new inequalities.

What is absolutely essential when discussing the future of higher education is the one thing that has remained stable throughout the bumpy ride through the pandemic, namely the core mission of higher education institutions in society. At IAU it was eloquently framed in the preamble to the Association's constitution in 1950:

“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;”

As we turn to discuss how we wish to build and continue to develop higher education in the years to come during the UNESCO WHEC, the most important issue at stake seems to be the reaffirmation that these fundamental principles guide the universities and other institutions of higher learning around the world. Without these, any conversations would be in vain.

If there is support across UNESCO Member States for these principles, then there is a solid foundation to leverage opportunities of digital transformation for the global common good; to explore the potential of different modes of learning, responding to the needs of different learners; to foster open science and strengthen international research collaboration built on the principle of academic integrity; and to foster ethical and responsible conduct across all operations whether in the physical world, or in the metaverse.

These are some of the principles and values that are outlined in the IAU Policy Statement and that will guide the Association's activities in the area of digital transformation towards 2030 and beyond. IAU, together with its Members around the world, stand united as we continue to ***Transform Higher Education in a Digital World for the Global Common Good.***

GET INVOLVED

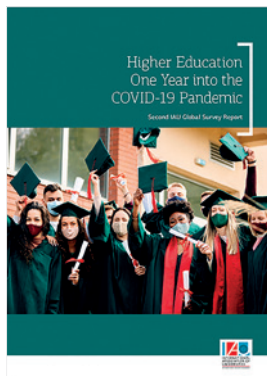
➡ **Access the IAU Policy Statement** on the IAU website on the dedicated IAU at WHEC 2022 page: <https://iau-aiu.net/IAU-at-UNESCO-WHEC2022>

For more information, please contact:
Trine Jensen at t.jensen@iau-aiu.net



New IAU Publications

Higher Education One Year into the COVID-19 Pandemic



In February 2021, the International Association of Universities launched the second edition of the global survey on the impact of COVID-19 on higher education, to monitor the situation one year into the pandemic. The survey gathered replies from 496 HEIs in 112 countries and territories from all regions of the world. This second edition

was a comprehensive survey gathering institutional responses in all aspects of higher education mission and functioning, namely, governance, teaching and learning, research and community/societal engagement. The Report on the results introduces the global perspective as well as a comparison between regions as well as among public and private HEIs.

The results of the survey illustrate how HEIs have shown resilience during the pandemic. HEIs across the world have created innovative solutions, have invested extra time and energy to minimize disruption at a time when the health crisis led to complete or partial closure of campuses in most countries. This is the collective result of the higher education community at large, from leadership to students, from academics to administration.

Yet, this important degree of resilience aside, the picture that is painted in this report is also one of great concern, one of decreasing financial means, one where a number of students cannot benefit from remote teaching and learning, research activities are delayed and we also see a certain level of decreased funding, one where staff is overworked, and recruitment is slowing down; and, most importantly, these challenges hit regions, countries and institutions differently, and with a clear tendency to further exacerbate pre-existing inequalities.

At the same time the results of the survey generate concern about the future for some institutions, but it also highlights a number of positive outcomes, where the crisis has brought about new opportunities and possibilities.

This report offers a very detailed picture of the impact of COVID-19 on higher education using the responses by higher education institutions and other stakeholders one year into the pandemic.

Download the report on www.iau-aiu.net

HEP 34/4 – December 2021



The final issue of Higher Education Policy for 2021 published fifteen articles looking at diverse topics including academics' perceptions of their autonomy, over-expansion of higher education and the possible effects of a drop in birth rates in Taiwan, the legislative framework of the Ethiopian higher education sector, disparities in quotas across provinces in China, and how service duties can impact research performance of Italian academics.

HEP 35/1 – January 2022

The latest volume of HEP starts off with a look at affirmative action on female enrolment in Uganda, the precariousness of academics in contemporary Slovakia and Poland, higher education financing in Argentina and Chile, private ownership and management in Vietnam's institutions, and academic in-breeding in Turkey.

<https://link.springer.com/journal/41307/volumes-and-issues/35-1>

IAU Annual Report 2021



The Annual Report provides an overview of activities and initiatives developed in 2020-2021, together with relevant facts and figures. It illustrates the quality services and opportunities to engage with the global higher education community IAU Members receive under the four pillars of Leadership, Internationalization, Sustainable Development, and Digital

Transformation. These include the launch of the 2nd Global Survey, the drafting of a new policy statement on Transforming Higher Education in The Digital World and the advancement of Agenda 2030 through the global IAU Cluster on Higher Education for Sustainable Development (HESD). You will find details on all our actions, which we continue to build, and in which your voice and participation are welcome. The report also details our accomplishments during the 70 years celebrations of IAU as the voice of higher education.

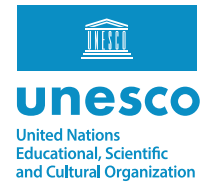
Download the report on www.iau-aiu.net

IAU KNOWLEDGE HUB

IAU WORLD HIGHER EDUCATION DATABASE (WHED)



In collaboration with:



In the context of the upcoming UNESCO World Higher Education Conference, it is important to stress the essential function of the IAU [World Higher Education Database](#) (WHED) to serve the common good with reliable information about higher education systems and institutions around the world.

Developed in collaboration with UNESCO, the WHED is a unique reference portal, freely available online, that lists authoritative information on accredited higher education institutions (HEIs) in some 196 countries and territories; it provides comprehensive information on each of their education systems and credentials.

As the WHED only includes officially verified information provided by national competent bodies (Ministries, HE Commissions, UNESCO Delegations etc.) it is a trusted source of information on HE. It is continuously updated and currently lists some 20,000 HEIs, and the number of HEIs is growing each year. **It is unique in that it is the only official source of information on HEIs at the global level and is maintained in collaboration with UNESCO.**

Ultimately, the mission of the WHED is to facilitate a more fluid circulation of knowledge, talent and exchange while fostering global trust in HE systems.

THE WHED AND THE GLOBAL CONVENTION CONCERNING HE QUALIFICATIONS

As the only global higher education reference portal listing all accredited HEIs, the WHED gained additional importance in the context of the adoption of the Global Convention on the Recognition of Qualifications concerning Higher Education by UNESCO Member States in 2019. IAU took an active part in the drafting process of the Convention that is currently up for ratification around the world.

The IAU fully supports the Convention's aim to:

- strengthen global **academic mobility**;
- provide a **framework of quality assurance** for the fast-growing diversity of HE providers;
- develop agreed **principles for recognition** of HE qualifications common to all regions;
- cover **good practices** for the recognition of qualifications in HE awarded by a diverse range of providers;

- share a **common understanding** of recognition for enhancing inter-regional mobility.

For this, the WHED is the crucial go-to reference portal for assessing the validity of qualifications and monitoring the HE landscape.

The IAU database:

- assembles information on national education systems required for recognition purposes on a global scale and provides information on accredited HEIs, including credentials and fields of study, for reference;
- enhances **global academic mobility and international cooperation** in HE;
- offers an **easy and free access to and ensures reliability of information** in a fair and transparent manner.

What is more, in 2019 IAU rolled out a system of **unique identifiers** for each HEI listed in the WHED to help facilitate identification and thus recognition. This makes the WHED a **key resource also for the technical implementation of the Global Convention.**

The **Global WHED ID** can be easily integrated and used in new technologies for recognition and quality assurance purposes as well as **digital services world-wide**. This unique identifier has been integrated into HR systems, student tracking and applications systems, and used by researchers to track growth of higher education and research to follow trends of particular study areas.

Having mapped the global landscape of HE for more than 70 years, also in the framework of SDG4 and the 2030 Agenda, the WHED supports the implementation of the UNESCO's mandate. WHEC themes such as **Academic Mobility** (Recognition of HE qualifications) and **Data and Knowledge Production** are directly linked to WHED's mission. IAU looks forward to continuing the collaboration with UNESCO for a fair and transparent mapping of higher education facilitating international exchange and collaboration.

For more information, please contact: Andreas Corcoran at a.corcoran@iau-aiu.net and see whed.net



IAU Membership News

Since November 2021, IAU is pleased to welcome 17 new Members from 17 different countries into its global community. We are grateful to all our Members for their incredible support and engagement.

Sign up for the Newsletter and follow IAU on social media to receive updates from IAU on activities and to be informed of opportunities for engagement. Make sure to share news or updates that would be of interest around the world to be published in the News from Members section on the IAU website.

For questions about membership, contact at membership@iau-aiu.net

IAU-AIU @IAU_AIU

NEW MEMBER INSTITUTIONS

ETHIOPIA

Hawassa University
<https://www.hu.edu.et>



GERMANY

University of Applied Sciences Berlin
www.HTW-Berlin.de



ITALY

University for Foreigners of Siena
www.unistrasi.it



KENYA

KCA University
www.kca.ac.ke



LIBERIA

BlueCrest University College
<https://liberia.bluecrestcollege.com>



MEXICO

Universidad Autónoma de Baja California
<http://www.uabc.mx>



NICARAGUA

Universidad del Pacifico
<https://unip.edu.ni>



NIGERIA

Edo State University Uzairue
<https://www.edoUniversity.edu.ng>



NORWAY

Inland Norway University of Applied Sciences
<https://www.inn.no/>



ROMANIA

"Dunarea de Jos" University of Galati
www.en.ugal.ro



SWEDEN

Mid Sweden University
www.miun.se



THAILAND

King Mongkut's University of Technology Thonburi
<http://www.kmitl.ac.th>



TURKMENISTAN

State Energy Institute of Turkmenistan
www.tdei.edu.tm



UNITED ARAB EMIRATES

Canadian University Dubai
www.cud.ac.ae



NEW MEMBER AFFILIATES

BELGIUM

European Women Rectors Association
www.ewora.org



SOUTH AFRICA

International Education Association of South Africa
www.ieasa.studysa.org



UNITED KINGDOM

National Education Opportunities Network
www.educationopportunities.co.uk



NOT YET A MEMBER?

Join the growing global higher education community now!

More information on <https://iau-aiu.net/Join-IAU>

Contact: membership@iau-aiu.net

IN FOCUS

Reinventing Higher Education?

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

In May 2022, UNESCO convenes the third World Higher Education Conference (WHEC 2022) under the overarching theme **Reinventing Higher Education for a Sustainable Future**. It is a long-awaited conference, last convened in 2009 following the first edition in 1998.

IAU congratulates UNESCO for placing higher education at the center of the conversation in this conference, as it sometimes tends to be forgotten, or included on the periphery of a broader discussion on education, where primary and secondary education often dominate the debate. Maybe this conference is also an opportunity to focus the lens more specifically on the higher education sector and to reaffirm its fundamental role in society and its essential contribution to building a sustainable future.

The WHEC2022 conference concept note introduces the very complex context in which higher education institutions operate worldwide - rapidly changing economies, important environmental challenges, and the rapid pace of technological developments. This rapidly changing societal environment also implies increasing demands on higher education institutions to contribute to shaping a sustainable future - although often without additional resources or means to address such demands.

As stated in the concept note, the “WHEC2022 aims to break away from the traditional models of higher education, opening doors to new, innovative, creative, and visionary conceptions that not only serve current agendas for sustainable development but also pave the way for future learning”. The assumption is that a new vision is needed, reinventing higher education and what it means for future society. UNESCO is further framing the conversation around the following questions: If higher education and the university appeared today – what would they look like? Who would participate and complete their higher education? How would participants learn? Where would they learn? What knowledge, skills, competencies, and values would they need to develop in order to work, become global citizens, and live with dignity? What would meaningful research and knowledge production involve? Who would guide these changes: institutional leaders, policy makers, researchers, students, professors, employers, community leaders, civil society groups?

To contribute to this important conversation about the future of higher education taking place around and as part of the WHEC 2022, IAU asked its Members from around the world what they believe is essential for the future of higher education, what are the key opportunities to pursue, what are the key challenges to confront and finally, do we need to reinvent higher education?

We are very pleased to present a series of 38 articles from around the world that go some way to answering these thought-provoking questions and the foreword by the IAU President, Pam Fredman, reflects on the messages conveyed across these contributions. The important messages that come out from this set of articles weave an image of diversity and interconnectedness as they outline what is at stake for the future of higher education.

This ‘In Focus’ section will take you on a journey from East to West, from South to North, demonstrating the multiplicity and specificity of the contexts in which we are operating, and illustrates similarities in the challenges confronting us, in the opportunities that we are leveraging. All this is closely tied to our joint mission to provide quality higher education to bring forth well-educated, digitally competent citizens who are scientifically and humanistically literate as we continue in the pursuit of truth, knowledge and innovative solutions to contribute to shaping sustainable societies.



Foreword

- 17** **01** **Reinventing higher education?** by *Pam Fredman*, IAU President and former Rector of Gothenburg University, Sweden

Global Perspectives

- 18** **02** **Student Participation in Higher Education Governance and Policy Making**, by *Sebastian Berger*, Executive Director, Global Student Forum & *Martina Darmanin*, President, European Students' Union
- 19** **03** **The Future of Higher Education**, by *Paul Tiyambe Zeleza*, Former Vice-Chancellor, United States International University-Africa, Kenya, and Associate provost and North Star Distinguished Professor, Case Western Reserve University, USA

Africa

- 21** **04** **Reinventing Higher Education: Reflections on Problems and Prospects from the Global South**, by *Sola Fajana*, Vice Chancellor, National University of Lesotho, Lesotho
- 22** **05** **Critical Diversity Literacy for Higher Education Internationalisation**, by *Samia Chasi*, Manager Strategic Initiatives, Partnership Development and Research, International Education Association of South Africa (IEASA), *Savo Heleta*, Member of the IEASA Council and *Lavern Samuels*, Deputy President of IEASA
- 24** **06** **Reinventing higher education for an inclusive world**, by *Adam Habib*, Director, School of Oriental and African Studies (SOAS), University of London, United Kingdom
- 25** **07** **Between hope and despair: the learning environment for students with disabilities at Hawassa University**, by *Shimeles Ashagre Asfaw*, Assistant Professor and *Behailu Eshetu Tafese*, Head of the Law School, Hawassa University, Ethiopia

Americas

- 26** **08** **Reinventing Higher Education: what COVID-19 taught about the role of research universities in Peru**, by *Carlos Garatea Grau*, President/Rector, and *Eduardo Dargent Bocanegra*, Director of Institutional Relations, Pontificia Universidad Católica del Perú, Peru
- 27** **09** **Higher Education Institutions to 2030 and after: Transmigrating Ideas across Plural Frontiers**, by *Jacques Frémont*, President, University of Ottawa, Canada
- 28** **10** **Added value, a continuum opportunity for universities**, by *Lilia Cedillo Ramírez*, Rector, Benemérita Universidad Autónoma de Puebla, México
- 29** **11** **A Global Movement for Democratic Civic Universities**, by *Ira Harkavy* Founding Director and *Rita A. Hodges* Associate Director, the Barbara and Edward Netter Center for Community Partnerships, University of Pennsylvania, USA
- 30** **12** **Global HE values for a globalized world**, by *Patrick Blessinger*, Adjunct Associate Professor, St. John's University, USA; Executive Director, HETL Association, USA, and

Abhilasha Singh, Professor and Vice President for Academic Affairs, American University in the Emirates, Dubai, UAE

Asia and Pacific

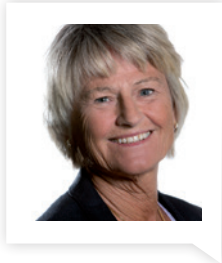
- 32** **13** **Reinventing Higher Education for a Sustainable Future: The Role and Mission of the University**, by *Kiyoshi Yamada*, President, Tokai University, Japan
- 33** **14** **Reinventing Higher Education**, by *Patricia M. Davidson*, Vice-Chancellor and President, University of Wollongong, Australia
- 34** **15** **Perspectives, Reflections and Vision Focusing on the University of Colombo (UoC)**, by *Chandrika N Wijeyaratne*, Vice Chancellor, University of Colombo, Sri Lanka
- 34** **16** **Beyond "Future-Fit": The "Search for Meaning" in Higher Education**, by *Stephen Mavelly*, Vice Chancellor, Assam Don Bosco University, India
- 35** **17** **Role of Higher Education in Building Peace, Diversity and Inclusion**, by *Rocky S. Tuan*, Vice-Chancellor and President, The Chinese University of Hong Kong
- 37** **18** **Reinventing Higher Education: What The Covid-19 Pandemic Is Teaching Us**, by *Shigeo Katsu*, President, *Ilesanmi Adesida*, Provost, *Loretta O'Donnell*, Vice Provost and *Aliya Kaimoldinova*, Head, Global Relations, Nazarbayev University, Kazakhstan
- 38** **19** **Community Appraisal System Post-pandemic**, by *Dzulkiifi Abdul Razak*, Rector, International Islamic University Malaysia (IIUM), Malaysia
- 39** **20** **Continuity of Learning and Teaching at the University of the South Pacific in the COVID-19 Pandemic**, by *Pal Ahluwalia*, Rector, *Jito Vanualailai*, Acting Deputy Vice-Chancellor and *Tieri Rigamoto*, Research & Communications Assistant, University of the South Pacific, Fiji
- 40** **21** **Reinventing Higher Education towards Innovation for Sustainable Future: Siam University Case**, by *Pornchai Mongkhonvanit*, President, *Duminda Jayaranjan* and *Yhing Sawheny*, Siam University, Thailand
- 42** **22** **Reimagining Future Universities**, by *Ranbir Singh*, Former Vice Chancellor, National Law University Delhi & NALSAR University of Law, Hyderabad, India
- 43** **23** **Inclusiveness in Internationalization Strategies**, by *Nopraenue S. Dhirathiti*, Vice President for International Relations and Corporate Communication, Mahidol University, Thailand
- 44** **24** **Accelerating ongoing processes and strengthening our values: the pandemic has not changed who we are and what we strive for**, by *Ferruccio Resta*, Rector, Politecnico di Milano and President of the Conference of Italian University Rectors (CRUI), Italy
- 45** **25** **The importance of variation for resilience in higher education: The contribution of university networks**, by *Hanne Leth Andersen*, Rector and *Peter Kjær*, Prorector, Roskilde University, Denmark
- 46** **26** **The Future of Higher Education**, by *Luís Ferreira*, Rector, Universidade de Lisboa, Portugal
- 47** **27** **The turn to open science – reconsidering research and higher education**, by *Astrid Söderbergh Widding*, Rector, Stockholm University, Sweden
- 48** **28** **Compassionate leadership for a post-pandemic planet: the role of university leaders in a more prosperous, greener and fairer world**, by *Cara Carmichael Aitchison*, President and Vice-Chancellor, Cardiff Metropolitan University, United Kingdom
- 49** **29** **Future universities need a foundation, just not one that only supports an ivory tower**, by *Sari Lindblom*, Rector and *Hanna Snellman*, Vice-Rector, University of Helsinki, Finland
- 50** **30** **The near future of technical universities**, by *Guillermo Cisneros*, Rector, Universidad Politécnica de Madrid, Spain
- 51** **31** **Release unprecedented transformative forces**, by *Rik Van de Walle*, Rector, Ghent University, Belgium and President of CESAER
- 52** **32** **The Future and Challenges in educating Health Care Professionals – Shaping the Future through Partnerships**, by *Béla Merkely*, Rector of Semmelweis University, Hungary
- 54** **33** **Higher Education Meets Climate Change**, by *Mette Halskov Hansen*, Vice-Rector for Climate, Environment and Cross-disciplinarity and *Bjørn Stensaker* Vice-Rector for Education, University of Oslo, Norway
- 55** **34** **Missing: "higher education" – Expanding the Global Partnership for Education's mandate to higher education**, by *Guillaume Signorino*, Head, Office for International Relations and Global Partnerships for the SDGs, Université PSL, France
- 56** **35** **The ASEM LLL Hub's Framework for Lifelong Learning Research**, by *Patrick Holloway*, Project Manager, ASEM LLL Hub,UCC and *Séamus Ó Tuama*, Director Adult Continuing Education, Chair ASEM LLL, University College Cork, Ireland

Middle East

- 57** **36** **Navigating the Perfect Storm while providing hope, health and opportunities**, by *Fadlo R. Khuri*, President, The American University of Beirut, Lebanon
- 58** **37** **Reinventing Higher Ed or Doubling Down on Change? A View from New York University Abu Dhabi**, by *Marta Losada*, Dean of Science and *Mariët Westermann*, Rector, New York University Abu Dhabi, United Arab Emirates
- 59** **38** **Re-Inventing Higher Education in the COVID Era**, by *Islam Massad*, President, Yarmouk University, Jordan
- 60** **39** **The future of Higher Education in the Arab World (2030)**, by *Amr Salama*, Secretary General, the Association of Arab Universities (AAU)

FOREWORD

01 Reinventing higher education?



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

On behalf of the International Association of Universities (IAU), and as President of the Association, I wish to express my thanks for the valuable contributions to this *In Focus* section of IAU Horizons, devoted to the topic “Reinventing Higher Education?” The papers contribute to the debates at the *UNESCO World Higher Education Conference (WHEC 2022)*, articulating the challenges and needs of higher education (HE) around the world, at the same time highlighting opportunities and ideas for transforming HE for the future.

As the global voice of HE, and in order to advocate at the global level for the key role of HE in contributing to a sustainable society and the pursuit of the Agenda 2030, IAU recognizes the great diversity in higher education around the world. Many of the contributions express concerns related to financial and structural prerequisites needed to provide inclusive and high quality HE, to equip citizens with the knowledge needed to build a democratic society, to promote peace and jointly build a sustainable future for our planet.

IAU was established by UNESCO in 1950 in recognition of the important role universities play in societal development, and the importance of this role is reiterated in the UN 2030 Agenda. To allow universities to fulfil this role, the fundamental principles outlined by IAU [1] and the Magna Charta Observatory [2] that include academic freedom, institutional autonomy, equity, solidarity and social responsibility, must be embodied by the HEIs and respected by governments, policymakers, private and public sectors and civil society. Sadly, we have seen an increased questioning and even opposition to these principles in too many countries. It is crucial that the global HE community stand up for those principles and that HE stakeholders support each other to increase awareness of their significance for the greater good of society, locally and globally, within institutions and for external stakeholders. IAU will continue to support and advocate for the importance of these principles and, through cooperation with our Members, raise awareness through webinars, meetings, publications and statements.

More recently, the COVID-19 pandemic has had a large impact on HE and almost all the articles in this edition of IAU Horizons

“To meet societal needs, we may not need to reinvent higher education, but rather ensure that institutional and international cooperation better ensure local relevance of HE while fostering global responsibility, and that we jointly take action to ensure better social and political understanding of the important role of HE in building the knowledge and skills required to develop sustainable societies.”

present institutional plans for moving forward post-pandemic. IAU launched two global surveys [3] aimed at collecting data on the impact of the pandemic on higher education, and many of the authors also share their experiences of the pandemic within their respective institutions. The pandemic has served as a magnifying glass for exposing inequalities and shortcomings in HE, such as access to resources, gender inequalities and socio-economic background, and we should address these issues when developing globally responsible HE for the future, to enable HE to fulfil its societal role in providing knowledge and skills that have local relevance.

Cooperation within and between HEIs, and between the HE sector and other stakeholders has also been highlighted as being essential for the future, along with the necessity to recognise the important role higher education can play in society and that it requires the necessary financial resources to thrive and to be able to live up to expectations. Several authors also highlight interdisciplinary research and education and public/private partnership as being important and this includes recognition of community engagement initiatives. With its Members, IAU has shared experiences and best practices and will continue to develop institutional cooperation with and for society for many years. Joint action within the higher education community is needed in order to bring about awareness of the value of developing interdisciplinary and societal cooperation.

The pandemic has pushed transformation in HE to develop online interaction in education and research, but which has both negative and positive aspects. Online collaboration was accentuated and will remain a complement to face-to-face education and research; at the same time HEIs have a common responsibility to ensure equality and quality of HE for all in these new developments. We should not lose track of high-quality provision of HE and for many young students, face-to-face interaction is essential. IAU’s Policy Statement on the Digital Transformation of HE [4], produced in collaboration with our Members, is one of the key IAU contributions to the UNESCO WHEC 2022. Also, internationalisation is the basis upon which quality research and education can be developed and it is one of IAU’s key thematic priorities – rethinking internationalisation was initiated even before the pandemic [5]. The pandemic more or less put a halt to international mobility yet the shift to online education and research has revealed new possibilities for being more globally inclusive while reducing the carbon

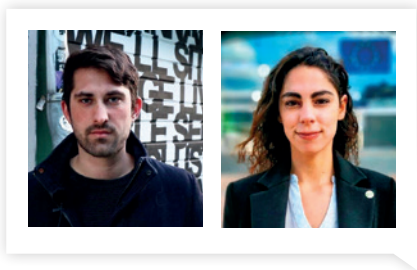


footprint of international collaboration – but once again face-to-face meetings should not be neglected. With regards to education, many authors also highlighted financial dependence on international tuition fees and the increased commodification of HE; this is a phenomenon that will require further attention in the future. Knowledge generation and dissemination should have no borders and the continued analyses of the pros and cons of various transformations will be the guiding principle to develop the future of HE.

Finally, the question is, “do we really need to ‘reinvent’ HE?” The pandemic has proven that HEIs have the capacity to change and to take on their societal responsibility. HE has shown resilience for centuries, meeting societal challenges and changes while remaining uncompromising in its core mission and its fundamental values; on the contrary it has worked on strengthening these. To meet societal needs, we may not need to reinvent higher education, but rather ensure that institutional and international cooperation better ensure local relevance of HE while fostering global responsibility, and that we jointly take action to ensure better social and political understanding of the important role of HE in building the knowledge and skills required to develop sustainable societies.

GLOBAL PERSPECTIVES

02 Student Participation in Higher Education Governance and Policy Making



by **Sebastian Berger**, Executive Director, Global Student Forum & **Martina Darmanin**, President, European Students' Union

The meaningful involvement of democratically elected student union representatives in higher education governance and policy making is widely regarded as a fundamental value and pivotal building block of institutional democracy and civic participation. Students do not only represent the largest group within the academic community and therefore hold a right to part-take in the decisions that determine their educational

realities but they also offer invaluable first-hand insights and experience when it comes to evaluating and improving academic processes and educational quality.

Well organised, democratic and representative student unions and movements are an international phenomenon and thrive at the institutional, local, national, regional and global level. As self-organising structures for collective action, interest intermediation and the amplification of common demands articulated by the overall student body, they serve as a crucial interlocutor between their constituencies, higher education leaders and policy makers. The quality of representation and degree of earnest student engagement however varies greatly, both horizontally (from institution to institution) and vertically (from local to international decision-making spaces). Grave differences in relation to the nature of formalised pathways for participation and the extent of co-decision-making powers granted to student representatives can be understood through the lens of the respective prevailing political culture and the history of consolidated partnerships between student governments and the institutional actors they seek to influence.

While it is hard to draw general conclusions applicable to the specific and highly divergent conditions faced by the five major, regional student federations, 199 national unions of students and their many thousands of local student council member organisations united under the umbrella of the Global Student Forum¹, it is possible to identify overarching patterns that foster or hinder the independent work and meaningful participation of student representatives in educational governance.

Threats and Opportunities

Student participation can only be regarded as meaningful if it creates a tangible impact on the outcomes of decision-making processes. Unfortunately, in too many instances evidenced in the spheres of institutional governance and different levels of policy making, representative voices of learners are being tokenised, through superficial engagement that serves the mere purpose of abiding to tick-box culture and bolstering a false narrative of input legitimacy. Common practises aimed at suppressing student agency within institutions, range from the provision of little to no seats in the decision making bodies of universities, to the provision of seats in such but without voting rights on relevant agenda points, to student representatives being chosen and appointed by the university leadership instead of being elected by the student body through transparent, inclusive and democratic processes that allow the electorate to hold their representatives accountable. Many countries do have legislation in place that stipulates the percentage of student seats in university councils and senates, with twenty percent of available seats set as a commonly accepted standard for best practice. Such provisions across

1. <http://www.globalstudentforum.org/>

“Only when professors, students as well as members of the mid-level faculty and general staff abide to the idea that sharing the burden of managing an institution together is a common responsibility, can the vital deliberations and eye to eye dialogue take place that ultimately leads to farsighted and strategic decisions in the best interest of all parties involved.”

all sectors of the higher education systems are essential for a model of institutional democracy that lives up to the values most universities are pleading to be committed to.

A collegial approach to higher education governance must take the concerns and aspirations of all stakeholders into account and facilitate access to relevant spaces for legitimate spokespeople from every university body. Only when professors, students as well as members of the mid-level faculty and general staff abide to the idea that sharing the burden of managing an institution together is a common responsibility, can the vital deliberations and eye to eye dialogue take place that ultimately leads to farsighted and strategic decisions in the best interest of all parties involved.

Student unions at the local level are facing a multitude of structural disadvantages when it comes to enacting influence even where spaces for genuine engagement are provided. A naturally high turnover of representatives, information disparities between students and staff, financial and administrative dependency on the institutional administration as well as a lack of resources and training are among some of the issues students need to find mitigation measures for. Additionally, representative work is often unremunerated and represents a time intensive commitment, making it difficult for socio-economically less privileged students to take part on equal grounds.

Outlook

In the spirit of modern academic collegiality, student unions and their representatives need to be understood and treated as equal partners with full rights to co-shape the present and future of higher education. More responsive models of institutional governance and targeted support systems accommodating diverse student participation are needed to foster a quality culture of representation and meaningful engagement. Both the leadership of higher education institutions and student unions bear a significant responsibility to work together constructively to ensure high quality, student-centred teaching and learning as well as an overall environment conducive to strengthening vivid public discourse and active citizenship in wider society beyond the boundaries of the purely academic realm.

03 The Future of Higher Education



by **Paul Tiyambe Zeleza**, *Former Vice-Chancellor, United States International University-Africa, Kenya, and Associate provost and North Star Distinguished Professor, Case Western Reserve University, USA*

In the 21st century, higher education faces new challenges and opportunities. Below I identify some of the most important ones. Combined, these transformations present almost unparalleled possibilities for universities to become more accessible, affordable, innovative, inclusive, and impactful.

Digital Disruptions: As the Fourth Industrial Revolution accelerates, universities will need to strategically embrace enhanced technology-mediated modalities of conducting their core business. It entails face-to-face, online, and blended teaching and learning that is flexible, personalized, and accessible anytime and anywhere. The integration of artificial intelligence, immersive technology, gaming, and mobile learning, and massive open online courses (MOOCs), and data analytics to optimize student success will become more pervasive. Equally, new technologies will be more essential in the management of institutional operations, delivery of services, and the execution of key activities from academic conferences to research collaborations to the production and consumption of scholarly knowledges.

Unbundling Higher Education: The monopoly that not-for-profit universities have historically enjoyed over the provision of higher education is eroding as new content producers and distributors increasingly and aggressively enter the higher education market. Universities are also losing their supremacy in the credentialing economy. In a digitalized economy where, continuous reskilling becomes a constant, the college degree as a one-off certification of competence, and as a convenient screening mechanism for employers, is less sustainable. Increasing pressures for lifelong learning will lead to the unbundling of the degree into project-based degrees, hybrid baccalaureate and master's degrees, 'micro-degrees', and badges. The rise of predictive hiring to evaluate job candidates and people analytics in the search for talent will further

“In the 21st century, higher education faces new challenges and opportunities. Below I identify some of the most important ones. Combined, these transformations present almost unparalleled possibilities for universities to become more accessible, affordable, innovative, inclusive, and impactful.”



weaken the primacy of the degree signal. Further, the power of higher education consumers will increase as has happened in other industries.

Demographic Shifts: In most developed western and Asian countries the population is ageing, while the developing countries especially in Africa are experiencing a youth bulge. For the former, improving retention and graduate rates and educating adults learners will become more important. This will require universities to develop new strategies and structures to serve adult learners and build networks with employers, and other constituencies to reach them. For African countries, pressures will intensify to expand quality higher education provision. Moreover, almost everywhere people are living longer. Longevity will facilitate the transition from a three-stage life (education, work, retirement) to a multi-stage life in which education and working life are continually intersected. It will become imperative to invest in reskilling and relearning as transitions and multiple careers, not just jobs, become routine.

Transformation of Work: The future of work is being transformed by the Fourth Industrial Revolution. The Covid-19 pandemic accelerated several trends, including the expansion of hybrid remote work, e-commerce and the 'delivery economy,' and adoption of automation and AI. The changes will lead to the rise of new occupations and demise of others that will necessitate workers learning new technological, social, and emotional skills. Universities must respond by restructuring their curricula and pedagogy and actively collaborate with employers. It requires them elevating career centers with technology and providing adequate resources, breaking down campus silos, focusing on retraining, building campus programs relevant to the workplace, and engaging cities around them. This entails building synergies between hard and soft skills, the liberal arts and STEM, and promoting interdisciplinary and interprofessional education.

Public Engagement and Accountability: Universities are increasingly subject to more intense external interventions and expectations for accountability, transparency, and impact. This arises out of the pluralization of their internal and external stakeholders. It manifests itself in growing ideological pressures on universities from across the political spectrum for representativeness, which often centers on struggles over equity, diversity, inclusion and belonging. Further, as doubts grow about the value proposition of higher education, universities are under pressure to demonstrate their contribution to the public good and to national development and competitiveness. Moreover, demands will grow on universities to demonstrate that their academic programs prepare students for employability. As financial and political pressures mount, and higher education institutions seek to focus on their core academic functions, universities will increasingly engage public-private partnerships (PPPs).

Rethinking Internationalization: Developments in the 21st century including those arising out of the current Covid-19

pandemic and the forces of de-globalization, requires universities to rethink internationalization by integrating internationalization abroad and at home; internationalization of the curriculum and research; promoting transformative technology-enhanced partnerships; aggressively sourcing external funding, international partnerships and projects, and rethinking student aid models; building faculty and staff capabilities and collaborations in addition to the traditional focus on student mobility and exchanges; pursuing inclusive and ethical internationalization; integrating internationalization in institutional mission, values, strategic plan, budgeting priorities, and culture; advocating for more progressive forms of globalization as the specter of de-globalization spreads; de-emphasizing the role of global rankings as a basis for international partnerships; promoting integrity and equity in international research collaborations; interrogating the phenomenon of international program and provider mobility (IPPM); and effectively mobilizing academic diasporas for transformative internationalization.

Lifelong Learning: The six transformations noted above provide compelling reasons why lifelong learning should be taken seriously by all stakeholders including universities. This agenda entails developing multigenerational, multidisciplinary, multimodal, and multifocal education. It necessitates new ways of recruiting and retaining students, providing student services and wraparound supports, and promoting and measuring success for different types of students. The curricula and teaching for lifelong learning must be inclusive, innovative, intersectional, interdisciplinary, experiential, and problem based. For universities and employers to meet their respective interests, they will have to develop an ecosystem of interdependence and mutuality. Financing lifelong learning will require the development of new budget models and strategies by universities, employers, and individuals.

AFRICA

04 Reinventing Higher Education: Reflections on Problems and Prospects from the Global South



by **Sola Fajana**, Vice Chancellor,
National University of Lesotho, Lesotho

Introduction

This paper attempts to provide insights into the challenges confronting universities in developing countries and uses experienced-based conjectures to prescribe a stable future. This reflection is inspired by a vision to build an enduring system with the features of resilience, agility and pride anchored on character, competence and global reputation for our institutions.

Countries in the global south have mainly youthful and enterprising population, but very weak industrial base. They have lately engaged in economic, social-political and educational reforms. Recent approaches have embraced electronic system in their core education processes. These changes have led to and are accompanied with:

- i. Increased involvement of private providers in the provision of educational services;
- ii. Open and distance learning;
- iii. Advances in and inclusion of ICT and entrepreneurship into the curricula; and
- iv. Increased teaching of science, technical and vocational education.

Despite these positive developments, there exists perennial access deficit to affordable education. For this reason, a large number of students seek enrolment outside their home country despite high-risk exposure to xenophobic attacks in the host countries.

Emerging Challenges

A number of other conundrums threaten the capacity of our institutions to deliver on their mandate. Some of these are:

Technological challenges during COVID-19

Digitally-driven education continues to remain in inglorious infancy in spite of its necessity as accelerated by the 2020

“To increase the probability of achieving a re-invented milieu, higher education leaders have an obligation to deploy global actions to instigate excellence at the national levels.”

global pandemic. Artificial intelligence and robots are taking over the world of study and work, but staff members in developing countries are not even future-ready (Campbell, 2021). Still persisting are inadequate internet bandwidth, ageing servers, and epileptic power supply.

Organisational and National Political Instability

Unhealthy internal alignments, and interference from a largely unstable national political environment limits the autonomy of some institutions instigating a negative effect on quality of services and products. There is also a cold-war competition between academic and non-academic staff over the distribution of rewards.

Talent management issues

There exists a global depreciation of societal values which manifests itself in career frustrations, unfulfilled expectations and kindred problems. Thus, serious consequences have been recorded on the intellectual cultures and systems in some developing countries. Attracting trainable academic personnel and the management of their interests, development and retention is problematic. The age-old tradition of deferred rewards while building a reputable name through personal growth and achievements by young and hustling academics, seems to have evaporated.

The Publication Requirement

Staff members must satisfy the requirement of active publication for career success. Self-publishing and predatory journal outlets that Bealls (Kimitho, 2019) drew global attention to, have not ceased.

Academic Group Depletion

The brain drain of the 1980s has persisted into the 2020s. Bringing back older and retired academic staff does not seem to have helped much. Besides, young academics being largely of the idealistic millennial demographic class need a re-orientation of their values.

Unwillingness to mentor

The inability or unwillingness of some academic leaders to prepare the next generation of academics kills the mentoring practice which has led to a diminution of the age-old traditional values that drove academic excellence in the 1950s up to the 1980s.

Academics as jobs of regressed aspirations

The current and persistent scourge of unemployment may have led some graduate job seekers to experience a drop in job and wage aspirations and to seek positions in academia where there



are some vacancies; but which were not initially preferred. Some of these inadequately prepared new entrants seem to struggle with traditional values of humanism, sacrifice, integrity, credibility, transparency, and steady maturation and acquisition of expertise in a chosen discipline, all of which properly describe the true academic calling.

The Prospects

A credible reinvention of our institutions would necessarily involve the following:

Strengthening of Academic Linkages

Organisations such as the IAU must create veritable opportunities for mentoring linkages among universities from different parts of the world. This mentoring strategy is perfectly in sync with the universal philosophy of universities as global institutions harnessing local and specific endowments for global use. Seventy percent of the population of Sub Sahara Africa is aged below 30 years. The youthful population has significant prospect in the global labour market, recognizing the ageing population profile in the global north, and the eased migration movement now occasioned by open international borders and advances in ICT. Future work is expected to be borderless; efforts to support a strengthening of scholarship in the south must be urgently encouraged globally.

Autonomous Funding Strategies

Universities in the global south are experiencing a drop in government subventions, calling for comprehensive plans for extra institutional revenue: through research grants, consultancy services, small and medium scale enterprises, agro-processing industries using the public-private-partnership platforms, alumni associations, support from donors, and the host communities.

Appropriate pedagogies in and out of COVID-19 pandemic

Virtual mode of instructions gained increased adoption during COVID-19. This development was vehemently resisted by the STEM sector in our institutions for obvious reasons of inadequacy with the teaching and assessment required by laboratory and practical oriented courses.

Recent pedagogical advances are technology-driven. It is expected that during and after the COVID-19 pandemic, learning processes will increasingly be virtual. Institutions require heavy investments, new methods and strategies to bring about this inevitable transformation.

Marketing university brands and reputation

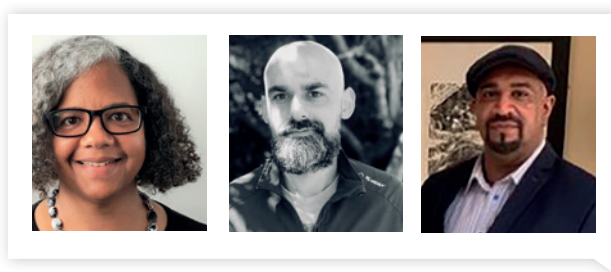
There is an important need for students to accept self-motivation, success-driven study strategy and self-discipline, despite the constraining campus and labour market environments. This role imposes an obligation to engage in academically enriching activities, consistently sell their university brands, and avoid violent expression of conflict. A rich experience, enabled by engaged lecturers while in the

university, will encourage alumni members to do much more for their institutions after school life.

Concluding Remarks

The future of higher education in the global south is bright against the backdrop of the increasing demand for education by youths, and the demand for skilled labour by the global north resulting in damageable brain drain. To increase the probability of achieving a re-invented milieu, higher education leaders have an obligation to deploy global actions to instigate excellence at the national levels.

05 Critical Diversity Literacy for Higher Education Internationalisation



by **Samia Chasi**, *Manager Strategic Initiatives, Partnership Development and Research, International Education Association of South Africa (IEASA)*, **Savo Heleta**, *Member of the IEASA Council* and **Lavern Samuels**, *Deputy President of IEASA*

Internationalisation can bring many benefits to universities, including diversity through the presence of international students. However, recent findings have highlighted that diversity is often de-historicised and depoliticised in higher education. This article offers a critical perspective on student diversity in higher education internationalisation. Taking inequalities and students' lived realities into account, it argues that the concept of *Critical Diversity Literacy (CDL)*, developed in South Africa, can be a useful tool to address diversity critically and deeply with local and international students alike, with a view to creating a better future for all.

While models and practices have changed, particularly in the wake of the COVID-19 pandemic, internationalisation facilitates diversity in higher education around the world, markedly through the presence of international students on university campuses and in virtual engagements. Growing international enrolments are commonly considered beneficial to institutions. Institutional internationalisation strategies identify revenue generation and campus diversity as key benefits (Buckner, Lumb, Jafarova, Kang, Marroquin and Zhang, 2021). Diversified student bodies are expected to enhance the quality of education and learning experiences, linked to general education goals of increasing the

“While universities celebrate diversity in their strategic plans and promotional materials, they often ignore critical engagement with the identities and experiences of international students, especially regarding race and racism.”

international awareness of students and developing them into global citizens (ibid.).

However, a critical analysis of how student diversity is considered in internationalisation strategies reveals several challenges. Strikingly, while universities celebrate diversity in their strategic plans and promotional materials, they often ignore critical engagement with the identities and experiences of international students, especially regarding race and racism. Three key points are worth noting in this regard. Firstly, international diversity is generally equated with cultural difference and narrowly and exclusively linked to nationality as a marker of identity. Secondly, in Canada, the UK and the US – which jointly host about one-third of all international students globally – diversity is typically framed in the context of whiteness as the norm against which others are defined. Thirdly, international students’ struggles and experiences with racism or other animosities are largely ignored or minimised by institutions (Buckner et.al., 2021).

This suggests that international student diversity is often de-historicised and depoliticised in higher education, and it is worth asking how universities can engage with international diversity more critically and deeply. How can institutions, for example, address racism and other forms of discrimination in the context of student diversity and internationalisation? How can international diversity in physical and virtual classrooms be used to learn critically about the world? We argue that Critical Diversity Literacy (CDL), which was developed in South Africa as a diversity studies framework, can be a helpful tool in this regard, with relevance to international and local students alike.

As Steyn (2015, p. 380) highlights, “Apolitical, individualized conceptualizations of differences serve the interests of those who are already centred economically, socially and organizationally”. Furthermore, dominant groups in a society can be seen to respond to diversity imperatives without engaging them deeply, particularly regarding uncomfortable aspects of such imperatives (Steyn, 2015). The earlier example of universities celebrating diversity while ignoring deep engagement with students’ struggles serves as a case in point.

At its core, CDL concerns issues of diversity, difference and otherness. It speaks to a skill set that enables students to critically read a complex and ever changing world (Steyn, 2015). Steyn (2015) posits ten criteria for CDL, which are presented below in a slightly adapted and shortened form:

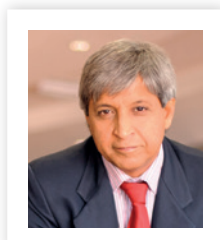
1. Understanding the role of power in constructing differences that make a difference;
2. Recognising the unequal symbolic and material value of different social locations;
3. Having analytic skill at unpacking how systems of oppression intersect, interlock, co-construct and constitute each other, and how they are reproduced, resisted and reframed;
4. Defining oppressive systems such as racism as current social problems and (not only) a historical legacy;
5. Understanding that social identities are learned and an outcome of social practices;
6. Possessing a diversity grammar and a vocabulary that facilitates discussions of privilege and oppression;
7. Being able to ‘translate’ and interpret coded hegemonic practices;
8. Analysing the ways that diversity hierarchies and institutionalized oppressions are inflected through specific social contexts and material arrangements;
9. Understanding the role of emotions, including our own emotional investment, in all of the above; and
10. Engaging with issues of the transformation of oppressive systems towards deepening social justice at all levels of social organisation.

As such, CDL provides a useful framework through which universities can deal with international student diversity at a deeper level than is currently the case and use this to enhance learning about the world’s complexities for all students. CDL facilitates a deliberate and critical engagement with students’ lived experiences, including addressing race and other identity markers, which is relevant to international and local students. It transcends narrow understandings of diversity by speaking intentionally about hegemonic positionalities such as whiteness, masculinity, heterosexuality and how these dominant positionalities affect non-dominant groups (Steyn, 2015).

All students stand to benefit from curricular and co-curricular institutional efforts to equip them with CDL, in which student diversity can be embedded. With such competence, graduates will not only be enabled to read the complex world of the 21st century but actively contribute towards transforming our unequal global societies into spaces that are more inclusive and socially just. In this way, internationalisation will not be an abstract, apolitical and ahistorical practice but make a contribution to critically addressing diversity so as to create a better future for all.



06 Reinventing Higher Education for an inclusive world



by **Adam Habib**, Director, School of Oriental and African Studies (SOAS), University of London, United Kingdom

On 14 February 2022, the African and European unions announced an AU-EU Innovation Agenda which has, as its core mandate, the strengthening of research capacity in Africa.

The announcement was quickly followed by the African Research Universities Alliance (ARUA) and the Guild of European Research-Intensive Universities releasing a joint statement expressing support for the agenda and, in particular, for the development and strengthening of clusters of excellence, the strengthening of world-class research and innovation infrastructures and the promotion of joint African-European masters and doctoral degree programmes.

It is rare for there to be such a quick transcontinental university affirmation and support for a development partnership between two regional political unions. Yet, it is perfectly understandable, given the fact that the initiative is a game changer and likely to transform the developmental space in significant ways.

First, it is a long-term investment in addressing the structural inequalities in the global academy.

Second, it fundamentally re-writes the rules of global university partnerships, directing these to institutional cooperation and collaboration while simultaneously addressing the resource inequities that bedevil such partnerships.

Third, it explicitly advocates for the development of joint, cross-continental teaching and learning on the grounds that this could assist in stemming the brain drain and enable scientific and technological capacity to remain on the African continent.

These measures are fundamentally important, for they speak to the greatest historical challenge of our time: how to develop institutional capacities and build human capabilities across the world to address our transnational challenges.

And make no mistake; this is not charity. It is critical to our collective survival. All our challenges – pandemics, climate change, inequality, social and political polarisation – extend beyond national borders and require global solutions.

Without this, none of us are safe. As a human community, we must learn to swim together or we will collectively sink as planetary destruction or some other crisis results in the extinction of the human species.

“As a human community, we must learn to swim together or we will collectively sink as planetary destruction or some other crisis results in the extinction of the human species.”

Local knowledge matters

Such global solutions will also require local knowledge. Any intervention needs to be rooted in the cultural, social and political realities of its local context.

This will require academics, scientists, professionals and other stakeholders to continuously engage and innovate across national and disciplinary boundaries and, in the process, to adapt global solutions to local contexts.

This is what it means to suggest that science should have no boundaries; it should be a continuous process of engagement between theory and application, between the universal and the local.

This is a point which was powerfully made by Tania Douglas (the recently deceased chair of biomedical engineering and innovation at the University of Cape Town), who insisted in a 2018 TED talk² on the importance of context in the design of biomedical technologies for the developing world.

The AU-EU innovation partnership on research and teaching will enable this. In the process, it will challenge all the existing models of international education. It will challenge the Anglo-Saxon model which emphasises the recruitment and training of students from across the world at universities in the United Kingdom, United States and Australia. This model is focussed on the individual, accelerates the brain drain, and inevitably weakens institutional capacities in the South. The irony is that this is done by public universities in the North whose documents are often peppered with commitments to global solidarity and social inclusion of the poor and marginalised. Their academics are often the leading liberal and progressive intellectuals of their societies. Yet they pursue business models which are designed by governments to earn foreign currency and increase local GDP, but which drive global inequalities and socially polarise our world.

Challenging market-driven models

The AU-EU Innovation Agenda also challenges the benevolent, market-driven model of private and public universities in the North who offer online university education at a lower cost to poor and middle-class students in the developing world.

This was first enabled by digital technologies and subsequently accelerated by the pandemic which pushed all universities into emergency remote learning.

2. https://www.ted.com/talks/tania_douglas_to_design_better_tech_understand_context?language=en

Private companies and public universities who offer this type of online education are glossing over three fundamental realities.

First, they assume that learning only happens in the classroom – in this case, the virtual one. But anyone familiar with universities would know that students learn as much outside the classroom as they do inside it. They learn from the social interactions that universities enable across identity divides and from the plurality of perspectives and values.

Second, these institutions ignore that, however strong their academics may be, the curriculum remains the poorer for its lack of local knowledge. Context matters and a model of higher education in which institutions in the North develop curriculums which they deliver to learners in the South is not only patronising, but also pedagogically questionable.

Finally, this benevolent, market-driven online learning agenda again bypasses local universities, in the process weakening their capacities, and further compromising our collective ability to address the local manifestations of transitional challenges. The AU-EU Innovation Agenda advances international educational development on a revolutionary assumption; that it is possible to develop equitable partnerships in an unequal world.

This will require solidarity and humility from institutions in the North. But it should also be premised on the principle of financial sustainability.

These partnerships cannot always be underwritten by the EU; they require income streams to be developed and an investment from African governments who need to recognise that one can only be truly free when one develops the political will to begin financing one's own initiatives.

These partnerships also require a continental platform, not only because this is the only way Africa's limited number of universities can have the scale of training required for development impact, but also because it would mitigate against the curriculum retreating into a national parochialism that sometimes animates the political discourse in many of the societies.

The AU-EU Innovation Agenda is truly ground-breaking. Political elites in the UK, US and Australia, and even those in China and Russia, would do well to take heed of the development philosophy that underlies this plan.

They should also recognise that slogans like 'going global' cannot remain rhetorical instruments trotted out at international summits. They require a practical implementation.

The Europeans have led on this in their recent summit with the AU. Let's hope that other elites have the maturity and courage to do the same.

Paper initially published in the Africa edition of UWN on 23 March 2022 (<https://www.universityworldnews.com/post.php?story=20220322101854590>)

07 Between hope and despair: the learning environment for students with disabilities at Hawassa University



by **Shimeles Ashagre Asfaw**, Assistant Professor and **Behailu Eshetu Tafese**, Head of the Law School, Hawassa University, Ethiopia

Ethiopia is striving to avail higher education institutions throughout the nation [1]; and every year, new students are joining these institutions, among them the disabled. It is a praiseworthy reality that public higher educational institutions are experiencing an increase in the number of the disabled students [2], Hawassa University has admitted hundreds of students with disabilities since its establishment. The Students' Disability Center is orchestrating the reasonable adjustment programme for these groups of students since 2009, that comes with challenges and opportunities. This article will discuss the experience of this programme for disabled students. First it will commence with the evaluation of the national legal regime of higher education and the university specifically.

The right to higher education has achieved widespread recognition in international law [3]. Particular reference can be made to the International Covenant on Economic, Social and Cultural Rights, Convention for the Elimination of All Forms of Discrimination against Women and the convention of the Rights of Persons with Disabilities (Arts. 13, 10 and 24 respectively). A noticeable action of Ethiopia was the ratification of these human rights documents thereby making them an integral part of the law of the land [4]. For instance, Convention of the Rights of Persons with Disabilities was ratified by Proclamation No. 676/2010. As such, Ethiopia is obligated to enforce the rights of the students with disabilities as envisioned under Art. 24 [5] of the Convention. Locally, Ethiopia has provided for the right to higher education for these and other categories of students under Proclamation No. 1152/2019.

“Education promotes personal development, strengthens respect for human rights and freedoms, enables individuals to participate effectively in a free society, and promotes understanding, friendship and tolerance.”

While there are differences in how one might interpret what the right to education means in a given context, there is an agreement on the aims of education; namely, it promotes personal development, strengthens respect for human rights and freedoms, enables individuals to participate effectively in a free society, and promotes understanding, friendship and tolerance [5]. Accordingly, the right to education encompasses the following three common elements: the right of access, the right to quality education and the right to respect in the learning environment [6].

From the standpoint of the foregoing three elements, the situation of students with disabilities learning in the Hawassa University is fraught with difficulties. For example, the right of access to education in the University is not fully enjoyed by persons with hearing impairment due to lack of sign language interpreter. Three years ago, the University implemented an assistive arrangement called STTI (speech to text interpreter) to accommodate students with hearing impairment in classes with the support of the Ethiopian Centre of Disability and Development. The University did not take over the project and the sustainability of the STTI arrangement was put to an end. Our interview with Mr. Hailu Jemal, the coordinator of the Disability Centre, evinced that support services are given to students with physical or visual impairment and hearing impairment partly.

The support services provided for the students ranges from photocopying learning materials to the provision of assistive devices such as white canes, braille papers, digital recorders and embossing. Moreover, financial support for sanitation and human assistants fees for final exam reading are arranged. A noticeable support service is the provision of internet services in two labs reserved for students with physical and visual impairment. The students with visual impairment get the service by computers with screen readers. Since March 5, 2022 the training for students to use computers with JAWS is in place.

With the foregoing services in hand, students report various challenges they must encounter to accomplish their study in the University. For example, the built-environment is not accessible; either the ramp is not to the standard or ditches separate two walk ways or even most of the buildings including the recent ones are not totally accessible. All of the buildings do not have personnel to assist students with disabilities as provided for by Art. 9 of the Convention of the Rights of Persons with Disabilities.

In addition, the examination procedures work against the success of these students. Except the Law School that has arranged a separate exam room for students with visual impairment, other blind students are forced to take exams on the verandas where disturbances are rife. In fact, the University does not arrange human assistants for examination papers reading and the students must look for their own exam readers which subjects them to suspicion of exam cheating.

Trapped between these problems, students with disabilities are losing their hopes of defeating the physical, social, informational and attitudinal barriers they have been facing even before their admittance to the University. Accordingly, the leaps of persons with disabilities in the darkness needs an immediate and concerted action.

AMERICAS

08 Reinventing Higher Education: what COVID-19 taught about the role of research universities in Peru



by **Carlos Garatea Grau**, *President/Rector*, and **Eduardo Dargent Bocanegra**, *Director of Institutional Relations*, *Pontificia Universidad Católica del Perú, Peru*

Historically higher education has not been among public priorities in Peru. This historical lack of attention became an even more acute problem in recent decades when economic crisis, privatization policies, and lack of incentives and proper regulations affected the overall quality of the higher education system. In particular, Peru has had quite reduced public funding for research and public-private cooperation for innovation is also limited. Only until very recently, a reform of higher education and some public incentives for scientific research has produced some positive changes, but in this regard, Peru still lags when compared to other Latin American countries.

The COVID-19 pandemic showed, in a tragic way, the benefits that research institutions provide to societies and the cost of lacking public policies to promote research and innovation. Our country was hit severely by the pandemic: 209,000 Peruvians

(out of a population of approximately 33 million) have died in the last two years. As everywhere in the world, universities not only had to adapt to remote teaching but also take part in the societal response to the pandemic. In Peru, the biggest and most urgent challenges were to adapt a weak public health system to the requirements of oxygen, ventilators for acute cases, and testing. The media attention to this lack of basic capacities allowed the public to more clearly realize the relevance of research and innovation to respond to such urgent public needs.

Although we highlight the activities of our university, the Pontifical Catholic University of Peru, this was a broader phenomenon, with different universities stepping up to the challenge and responding to different societal needs during the pandemic. Our researchers and engineers, with the support and cooperation of private and public actors, quickly developed projects to build ventilators, oxygen plants, and adapted laboratories for COVID-19 testing and genomic sequencing [1]. Other universities also stepped up to contribute to the public effort, especially with their medical schools and biology laboratories [2]. Even in the midst of the crisis some of these projects faced bureaucratic barriers and delays, highlighting the limited state capacities in these crucial areas.

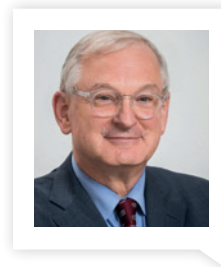
But the attention on research and its utility was not only limited to health sciences and engineering. The unexpected effects of some quarantine restrictions, the societal resistance to public health regulations, the acute growth of mental health cases, among other social problems, also showed the importance of research in social sciences, humanities, psychology, education, for the design and implementation of public policies. The state provided some funding on these areas, something that has been quite limited in previous years. Our researchers were part of teams investigating such topics as the impact of the pandemic in indigenous communities, the cost of state weakness in health policy areas, or the increase of mental health problems among students.

In summary, the tragic pandemic crisis taught us as a society something we know well in universities and that in Peru we are constantly demanding with limited success: research gives societies the opportunity to create, adapt to challenges of all kinds, and prevent future societal needs. These efforts require an active collaboration of the state, with funding and incentives to enhance collaboration between universities and public and private actors. Some of these mechanisms have been developed during the pandemic and the public awareness about the potential of university research has grown.

“The COVID-19 pandemic showed, in a tragic way, the benefits that research institutions provide to societies and the cost of lacking public policies to promote research and innovation.”

A lesson of the pandemic is that we cannot go back to the previous state of affairs. On the contrary, we have to take this opportunity to reinforce these messages and highlight the cost and negative consequences of lacking policies for research and innovation. Furthermore, more efforts are required to demonstrate that the importance of research is not only to respond to urgent needs as it was the case during the pandemic, but that diverse forms of knowledge can have crucial positive long-term impacts on our societies.

09 Higher Education Institutions to 2030 and after: Transmigrating Ideas across Plural Frontiers



by **Jacques Frémont**, *President, University of Ottawa, Canada*

Situated in the heart of the nation's capital on the unceded territory of the Algonquin people, alongside Kiji Sibì, the sacred place where the

Ottawa, Gatineau and Rideau rivers meet, the University of Ottawa serves as a bastion of truth-seeking scholarship and knowledge-sharing. Despite being the largest bilingual university in the world, emergent circumstances – such as the COVID-19 pandemic, global economic declines, climate change, labour market transitions, transatlantic migrations, digital revolutions, the influence of motley social movements, amplified inequities, depleted ecosystems, diversions in governmental priorities and financing, among others – have penetrated our walls. While the quakes in our systems have helped expand collaborations and generate new ones, more recently, rapid-fire misinformation, blurring of fact and opinion, and blatant disregard for evidence or people's feelings of safety – give me pause.

In this scenario, the 17 Sustainable Development Goals offer an olive branch, an acute reminder of what's at stake. They nudge Higher Education Institutions (HEIs) towards enfolding notions of care [1]. Not only must we recalibrate and amplify our progressive work but (drawing from a Yoruba wisdom), “The times are urgent; let us slow down”. We must pursue what we do best and challenge what we do with lithe, inclusive, trans- or inter- disciplinary, intersectional, decolonial, and embedded-in-context lenses.

Transformative work we, as well as other HEIs, have taken on include:

- i. Formal commitments to redress wrongs, and enhance opportunities for sustainability engagement [2-4];



“We must pursue what we do best and challenge what we do with lithe, inclusive, trans- or inter- disciplinary, intersectional, decolonial, and embedded-in-context lenses.”

- ii. Inter- or trans- disciplinary hubs, centres, consortia or colleges which can be prodigious ecosystems for collaborative problem-solving, entrepreneurial innovation, and scaling of solutions to societal dilemmas [5];
- iii. campus sustainability initiatives that create awareness, induct and involve our current and future workforce [6-7]; and
- iv. altering archaic governance policies and practices to augment faculty, staff and student recruitment, retention, well-being, and secure financial viability [8-9].

A multi-textured ribbon running through these instances will ensure sustainability: I believe that institutions that welcome entanglements with culturally diverse settings and populations have the potential to facilitate the transmigration of ideas across plural frontiers more easily and swiftly than others. I draw my reasons from our own experience: The University of Ottawa is distinctive, being historically enriched by the various traditions of Francophone and Anglophone communities, and continuously refreshed by undulating waves of transatlantic migrations. Operating in a French minority context in Ontario, our bilingual (French-English) institution is a magnet for Francophones and Francophiles. Recent consultations within our community and their outcomes signal an expansive nucleus that unceasingly embraces plurality of thought, values and expression. It also evolves to redress imbalances and attract more students, leading researchers and research partners from the French-speaking world. We are, already, a global trailblazer situated both at a crossroad and at the fringes.

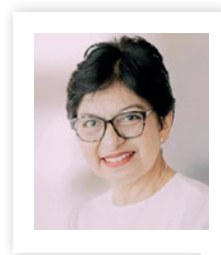
Enabling environments that embrace plurality can help us to think critically, problem-solve, work collaboratively, reflect intuitively and reflexively, draw from lived experiences, learn experientially and innovate. Our foray into our local, regional and global communities takes us down a long path of consultation, knowledge exchange, engagement and empowerment. Our diverse students, alumni, faculty, and staff are our gateways. So, we venture to lick our past and recent wounds and pledge to heal: Racism and discrimination harm our communities. Internal mechanisms to address and redress our own wrongdoings – be it towards our Black or Indigenous peoples, women, or others – are not simply emblematic. They characterise a willingness to move with determination as we listen carefully, and act with sensitivity.

We also attempt to address inequities through collaborative, cross-disciplinary endeavours. Together with Ingenium (Canada’s Museums of Science and Innovation) and uOttawa’s

Institute of Indigenous Research and Studies, we initiated the Indigenous Star Knowledge Symposia. Community engagement underlies our recently established Interdisciplinary Centre for Black Health and Collège des chaires de recherche sur le monde francophone (College of chairs researching the Francophonie and Francophone issues) as well. These enterprises illustrate how Western science and diverse cultural knowledges – can thrive together, contrapuntally.

HEIs of tomorrow will provide more accessible, affordable and equitable education for all. Shared offerings with university partners, like our French courses, could eventually do this as we increase financial viability. Intergovernmental, nongovernmental, corporate and academic alliances to expand state-of-the-art infrastructures that preserve our environment – like 5G with IoT technology – are another way [10]. With green-friendly technologies, sound partnerships and multi-disciplinary structures, entire academic communities can help retool intricate internationalization strategies into the realms of global health and multi-level capacity development across variegated landscapes [11]. In my view, HEIs’ quadruple-helix – Teaching, Research, Outreach and Stewardship should clasp three nimble bonds – People, Planet, Profits with a ribbon beckoning Plurality that weaves in-between them. A future – where we are more connected, more agile, more impactful and more sustainable – depends on this.

10 Added value, a continuum opportunity for universities



by **Lilia Cedillo Ramírez**, Rector, Benemérita Universidad Autónoma de Puebla, México

The beginning of the third decade of the 21st century has been accompanied by events that have marked a ‘before and after’ in the work of universities. The forced confinement has led us to question the effectiveness of our teaching and research capacities. In the search for answers, we were obliged to strengthen our technological infrastructures to propose virtual solutions. However, this forced confinement also represented an opportunity for many higher education institutions to rethink their role in a changing society.

“The expectations of the actors within the ecosystem in which the university operates are multiplying and there are no quick responses to their demands. However, there are options to build roads that lead us in their direction.”



A simple, nevertheless wise way to find new answers is to consider the full ecosystem in which our institutions develop. Who are the actors with whom we share the scene and how do we interact? Are we meeting their demands efficiently? In the stakeholder analysis process, the students are at the heart. We find that the nature of the student population has changed and so have their demands on the system. Today a university student is not only in his/her twenties, but also in the middle of his/her life and coming from the world of work, where he/she cannot devote full time to his/her education – and is not necessarily looking for academic credentials, but for specific knowledge to boost the growth of his/her professional activity and thus they do not automatically seek an academic degree to be obtained after 4 or 5 years of studying at the university.

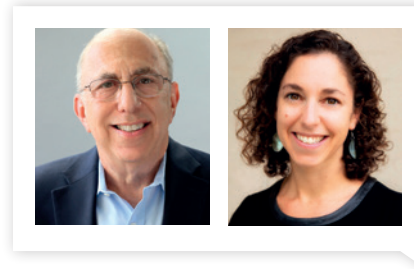
At the same time, the universities are expected to participate in the development of disadvantaged groups of society, this demand is particularly accentuated in developing countries. Attention to minorities, populations located in the peripheries and even returning migrants, becomes a requirement to ensure inclusion in the education processes to generate economic development. This also concerns research activities. Today, society expects scientific discoveries that solve everyday problems.

The expectations of the actors within the ecosystem in which the university operates are multiplying and there are no quick responses to their demands. However, there are options to build roads that lead us in their direction. The creation of value as an operating model is presented as an opportunity to meet these demands. Everything indicates that universities are called to leap from the classrooms to the social sector while bringing their capacities closer to the demands of the society. In this vision the paths are opened, and we find it is possible to bet on lifelong models, seeking to contribute to regional development. Universities can contribute to scientific innovation that promotes to the development of society, and universities can be intermediary agents to energize the bonds in the pentahelix model.

Along with the new paths, new challenges and opportunities will appear. Again, institutional budgets are reduced while the demands on the university is increasing. On top of old problems that each institution are facing – which will not disappear – new challenges and opportunities will also arise. For instance, the need to develop new pedagogical skills, new work models will allow universities to strengthen their alliances with other stakeholders, and develop new ways of responding more promptly to demands.

Those of us who are part of university administrations are obliged to remain attentive to identify and address social demands, and to believe in a world of openness; universities must promote communication and opportunities for co-creation as a daily practice.

11 A Global Movement for Democratic Civic Universities



by **Ira Harkavy** *Founding Director* and **Rita A. Hodges** *Associate Director, the Barbara and Edward Netter Center for Community Partnerships, University of Pennsylvania, USA*

Since the early 1990s, there has been a significant increase in higher education's civic and community engagement. Many colleges and universities have programs that focus on educating students for democratic citizenship and improving schooling and the quality of life in partnership with the communities in which they reside. Service learning, engaged scholarship, community-based participatory research, volunteer projects, and neighborhood economic development initiatives are some of the means employed. No higher education institution, as far as we can tell, however, has the depth and breadth of engagement needed at this time. The post-pandemic (or more accurately, the pandemic-impacted) university needs to be radically different from what now exists. Its primary mission should be advancing democracy democratically on campus, in the community, and across the wider society.

In *Higher Education's Response to the COVID-19 Pandemic: Building a Sustainable and Democratic Future* (2021), the co-editors (Sjur Bergan, Tony Gallagher, Ira Harkavy, Ronaldo Munck, and Hilligje van't Land) labeled this new kind of higher education institution a "democratic civic university" that would involve significant and ongoing engagement of an institution's comprehensive assets (academic, human, cultural, and economic) in partnership with community members to produce knowledge and educate ethical students with the ability to help create and maintain just, antiracist, democratic societies. Importantly, a democratic civic university would infuse democracy across all aspects of the institution. Participatory democracy and a culture of democracy, not just democracy as defined by voting or a system of government, would be central goals. It would work to realize in practice John Dewey's vision of democracy as "a way of life" (Dewey 1939/1993, p. 229) in which all members of the community (on and off campus) actively participate in the communal, societal, educational, and institutional decisions that significantly shape their lives.

To develop democratic civic universities, higher education needs to move beyond the neoliberal model that has gained increasing currency and power throughout the world,

“To develop democratic civic universities, higher education needs to move beyond the neoliberal model that has gained increasing currency and power throughout the world, contributing to increasingly savage inequalities and a diminished sense of public purpose.”

contributing to increasingly savage inequalities and a diminished sense of public purpose. Education for profit, not virtue, students as consumers, not producers of knowledge, academics as individual superstars, not members of a community of scholars – all these developments reflect the commercialization of higher education, which contributes to an overemphasis on institutional competition for wealth and status and has a devastating impact on the values and ambitions of students.

Returning to a traditional liberal arts/college model, in which the institution is detached from society, would fail to counter the neoliberal university. On the contrary, its disciplinary focus and emphasis on elite and elitist education similarly work against core democratic goals such as diversity, inclusion, and equity. What is needed instead is a new liberal arts in line with Dewey’s call for an engaged, problem-solving approach to scholarship and learning in collaboration with local community partners.

Calling for moving beyond currently dominant models and creating a democratic civic university is, of course, relatively easy. It is much harder to figure out what specifically needs to change and how to bring about the desired change. We do not offer a detailed roadmap for getting from where we are to where we need to go. We do, however, propose a way forward through a *global movement to advance the democratic mission of higher education*.

The more universities combine insights, ideas, and resources to focus on and help solve multifaceted community and societal problems, the greater the likelihood of advances in learning and well-being. Moreover, contemporary problems, such as the climate crisis—as well as threats to democracy, racism, and economic inequality—are global in scope, so the democratic civic university must also advance globally if meaningful change is to occur.

For over 20 years, a transatlantic and now global co-operation has developed to realize the democratic purpose and promise of higher education. The resulting partnership, involving the Council of Europe; the International Consortium for Higher Education, Civic Responsibility and Democracy; the Organization of American States; and the International Association of Universities, was named the *Global Cooperation for the Democratic Mission of Higher Education* in 2021. This global cooperation undertakes cross-national research

projects, joint meetings, and sharing of best practices. To date, partners have hosted six global forums, each resulting in an edited volume in the Council of Europe’s higher education series. At the time of this writing, a seventh global forum, which is on “Higher Education Leadership for Democracy, Sustainability, and Social Justice,” is being planned for Dublin in June 2022.

We conclude by calling on community-engaged academics, higher education leaders, and public authorities to create and sustain a global movement dedicated to developing democratic civic universities. A large global movement is essential, in our judgment, if higher education is to powerfully contribute to a world comprised of equitable, inclusive, sustainable democratic societies.

12 Global HE values for a globalized world



by **Patrick Blessinger**, *Adjunct Associate Professor, St. John’s University, USA; Executive Director, HETL Association, USA, and* **Abhilasha Singh**, *Professor and Vice President for Academic Affairs, American University in the Emirates, Dubai, UAE.*

Higher education systems around the world have become more diverse and inclusive as the demand for higher learning has increased across all demographic groups and as societies have become increasingly knowledge-driven due to increased globalization, international trade, and technological change, among other factors.

Higher Education Challenges

As a result, in higher education, new business models and institutional types have arisen in response to the growing demand of the emerging knowledge society. Thus, higher education is now widely viewed as a vehicle for social, economic, and technological growth at all levels.

In addition to the economic, social, and technological influences, higher education has also been confronted with various epistemic challenges, such as, how best to address different knowledge systems, how best to provision and deliver knowledge, and which pedagogical approaches are most appropriate and effective for facilitating the varied types of learning.

Moreover, higher education is also confronted with several challenges in which the relevance of some educational practices has come under pressure to change in order to better meet the social and economic needs of society as well as the personal learning needs of students. It is within this complex milieu of diverse educational systems, varied epistemologies, and emerging educational practices that higher education institutions continue to rethink their role and relevance in the modern era.

The Importance of Values

Within this context, a renewed focus on values has emerged. Values can be defined as principles and beliefs that motivate or guide institutional behavior. Simply put, values are those ideas that are most important to the effective functioning of institutions. Values are those principles and beliefs that are considered most desirable and are often expressed through policies, professional and ethical standards, student outcomes, and the like. Values are necessary because they provide a framework for enduring standards of behavior, competence, and expectations.

Because higher education institutions continue to operate within an increasingly complex playing field, it is perhaps not surprising, therefore, that many higher education institutions are now re-evaluating themselves in order to better adapt to the contemporary realities of the modern era. More specifically, many higher education institutions have begun to reevaluate their mission, vision, and values statements in order to better align them with the contemporary realities of the modern era.

Having a clear understanding of values is also important because it helps inform an institution's position on key issues such as academic freedom, institutional autonomy, human rights, and diversity, equity, and inclusion, among other issues. It is imperative that higher education institutions define and communicate their values explicitly and clearly to all their stakeholders.

Global Higher Education Values

Thus, given the importance of values in defining the identity of higher education as a global system, two key questions arise:

- Is there a universal set of core values that all higher education institutions can ascribe to?
- Can the global higher education system be founded on a commonly accepted universal set of values that defines its core purpose(s)?

If the answer to these questions is yes, then, presumably, a core set of universal humanistic values can serve as a common framework for bridging a highly diverse higher education system.

“Having a clear understanding of values is also important because it helps inform an institution's position on key issues such as academic freedom, institutional autonomy, human rights, and diversity, equity, and inclusion, among other issues. It is imperative that higher education institutions define and communicate their values explicitly and clearly to all their stakeholders.”

As such, if values are one of the defining elements of a global higher education system, it follows that it is important to have a clear understanding of values so they can be reflected within an institution's vision, mission, and values statements, and, in turn, can help shape and bring clarity to an institution's policies and strategies.

For example, organizations such as the Magna Charta Observatory [1] have defined a core set of university values to guide higher education institutions. The interpretation of these global values is then implemented within the unique political, cultural, and economic environment within which the institution is embedded.

Values as a Positive Force for Change

Research suggests that institutional values are linked to societal values [2]. Also, research such as Hofstede's value-dimensions model suggests a positive correlation between certain societal culture indicators and certain pedagogical approaches [3].

Because the modern higher education landscape is defined by increasing diversity and complexity, the International Higher Education Teaching and Learning Association has undertaken a new book project titled, *Worldviews and Values in Higher Education*, to better understand the role of values in a contemporary higher education context and the role that values play at all levels of higher education. Defining a core set of universal humanistic values for the global higher education community will provide a contemporary framework to help institutions define their core values at an institutional level. This research will help institutional leaders understand the emerging role of values as a positive force for change in higher education.

ASIA & THE PACIFIC

13 Reinventing Higher Education for a Sustainable Future: The Role and Mission of the University



by **Kiyoshi Yamada**, *President, Tokai University, Japan*

Various issues need to be addressed for improving higher education. In many ways, today's higher education requires reform. Considering the present unstable world situation, we need to discuss how the university can contribute to the global society. For universities to contribute to this society, their missions and roles must be re-examined. In this framework, this article examines what reforms are needed now through the roles and missions of universities.

Factually, the role of higher education in the world has been to educate students to become active members or leaders in the community by providing them with a broad education and teaching them discipline, and developing human resources who can contribute to the development of their specialized fields by equipping them with specialized knowledge and skills. In the last 20 years, in addition to the liberal arts education for character building and the acquisition of knowledge and skills in specialized fields, universities have also become institutions where students can learn to acquire knowledge and skills directly related to their professions, with some universities becoming institutions that teach skills solely for certain professions. Furthermore, in recent years, with globalization, the development of human resources that can be active on a global scale is also included. The fulfilment of this mission depends on the recognition and commitment of each university to this mission and to creating a curriculum and university culture that enables students to achieve these learning outcomes without being constrained by immediate profit.

However, given the current international situation, there is now more reason for concern when considering the revival of the university. This new issue has emerged during the COVID-19 pandemic. In order to protect their own citizens from infection, each country is now in a state of isolation and seclusion in an attempt to counter COVID-19. The international exchange of students has also been heavily affected, and many universities are limited to conducting

“For this reason, the missions and roles of universities must clearly state and stress the need to “nurture human resources who can contribute to world peace.” It is imperative that universities create a curriculum and culture that can realize this vision.”

exchange programs virtually. In this way, we can sense that each country is becoming increasingly isolated and focusing only on their own interests. Due to this lack of communication, the world is beginning to lose its cooperative spirit and many regions are becoming unstable. In addition, even though a world that respects diversity was beginning to be built, some countries are moving backwards.

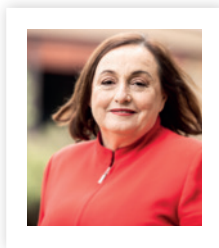
Thus, it is necessary to reconsider the purpose and responsibility of higher education in this ever-changing global situation. Are the above-mentioned missions and roles of universities sufficient? For recent years, universities worldwide have been making serious efforts to nurture global citizens who can be active in the world. Unfortunately, many of these efforts have been temporarily halted by COVID-19. Considering the current state of the world, we need to go one step further that exceeds simply nurturing global citizens. For this reason, the missions and roles of universities must clearly state and stress the need to “nurture human resources who can contribute to world peace.” It is imperative that universities create a curriculum and culture that can realize this vision.

Tokai University, which was reborn after World War II as a university under the new system in Japan, has the mission “to nurture human resources who will be responsible for creating the history of tomorrow toward the realization of happiness and peace for mankind” and “as a global university, to respect diverse values and develop activities that contribute to the construction of a society where people of the world can coexist.”

In accordance with its mission, Tokai University has implemented many international programs for peace building. From 1987 to 2005, Tokai University held ten conferences of the Asian Pacific University President's Conference, in which presidents and directors of 60 universities and research institutes participated and openly discussed what can be done to maintain peace and political stability in the world. Even during the Cold War, Tokai University had exchanges with universities in the Soviet Union and in Eastern Europe to keep an open dialogue for mutual understanding, and still maintains good relations with these universities, including student exchanges. In order to encourage students to think about peace, all students are required to take a class called “Civilization” as a compulsory subject. This class presents the students with the problems of the world from the past to the present and asks them to think about how people around the world can work together to build peace.

Under the circumstances of COVID-19, with the aim of contributing to the improvement of a global society that is becoming more and more unstable, it is clear that we need to restructure higher education with its mission and role to “develop human resources who can contribute to peacebuilding.” This is an issue that universities around the world should urgently consider in order to contribute the establishment of a sustainable future for the world.

14 Reinventing Higher Education



by **Patricia M. Davidson**, *Vice-Chancellor and President, University of Wollongong, Australia*

In shaping the future of higher education, there's much that needs to be done.

Higher education is and has been one of the most influential and progressive forces on the way people live in the world today.

However, as with everything, we continually need to take a step back and redefine what we're striving for. My vision for higher education is simple: To create a healthier and more equitable world and a better future.

Fundamentally, the biggest shift I want to see is access to education for all people, everywhere.

Although quality education is just one of the seventeen United Nations' Sustainable Development Goals, it underpins so many of the other goals to drive an agenda for a healthier, safer, better world. For example, we know that where women are better educated, there is less maternal mortality, and children live healthier and longer lives.

Education is essential for fostering equality, equity and understanding. It is a powerful tool, enabling opportunities and financial security. It is critical to good health and personal growth. And in a broader sense, it is crucial to a successful economy and a health democracy.

In my previous role as Dean of the Johns Hopkins School of Nursing, I was incredibly proud to be part of building

“Education is essential for fostering equality, equity and understanding. It is a powerful tool, enabling opportunities and financial security. It is critical to good health and personal growth. And in a broader sense, it is crucial to a successful economy and a health democracy.”

the Henderson Hopkins School. A partnership between the University and Baltimore City, the school addressed clear social and health inequities. It was recognised that the seed of many challenges lay in the early stages of life and that that is the time for intervention. It was also evident during the pandemic, the role of the school was far beyond reading and arithmetic – it was about so much more – from food, to love, and comfort.

Access, inclusion, and diversity are crucial to creating a better future and ‘blended learning’ will play a major role in achieving these both inspirational and aspirational goals. That is, we need to provide the right balance of in-person and virtual learning, so that anyone, anywhere, anytime can draw upon their right to an education.

Secondly, we need to continue learning from the past.

As Vice-Chancellor of the University of Wollongong (UOW), I am determined to place emphasis on where we've come, to inform where we're going. Originally founded on the donations of local community members, UOW began as a grassroots initiative to create a better future for the local region. These values are still in place today and, as per my vision, remain at the focus of my work.

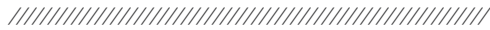
Similarly, our main Wollongong campus is located on Dharawal Country, and the Dharawal People remain the traditional custodians of the land. Incredible initiatives like Jindoala, our educational development grants program aims to bring this rich Indigenous cultural history into our current teaching and learning methods.

Thirdly, we need to be ahead of the curve, to think beyond the near future, but far into the distance. That's where technology, innovation, research, critical and progressive thinking come into play.

Placing greater emphasis on technology and innovation has helped place the University of Wollongong among the world's top modern universities [1]. However, quality research underpins all of this work and needs to continue to be at the center of our agenda. As much as possible, governments need to work alongside universities to transform our future into something brighter. Clean energy and public health are the areas where I would like to focus these efforts and I implore other institutions to do the same.

COVID-19 had a cataclysmic impact on our world. It has exacerbated and accentuated both the good and bad in our society. It has increased the spotlight on the power of science but also highlighted inequities and disparities in our world. After the pandemic, we keep hearing things are going back to normal. But we need to acknowledge that there were a lot of things wrong with that normal.

Without a doubt, education saved us. The scientists, health workers, supply chain experts, and many others. None of this is possible without a robust education system. Like most major world events, it has created opportunities among the many challenges and we need to be ready to seize them.



Finally, I'm a great believer in focusing on people. Great universities are not just made of beautiful buildings, and the latest technology. Great universities are made of people. Phenomenal researchers, teachers, students, professional staff, scientists and more. At the heart of all of this, and the reason for all of this, is people. As a people, let's create a better future.

15 Perspectives, Reflections and Vision Focusing on the University of Colombo (UoC)



by **Chandrika N Wijeyaratne**, Vice Chancellor, University of Colombo, Sri Lanka

The University of Colombo (UoC) had the good fortune to leverage its rich

educational yield for the furtherance of every sphere in Sri Lanka and beyond; since 1870 in Medical Education and since 1921 in the scholarship of Science, the Humanities and Library Information. As the pioneer, the UoC is proud to remain the jewel in the crown in the landscape of the University System of Sri Lanka.

Our vision for Higher Education in the 21st century and beyond, is to encourage every graduate to have the distinctive characteristics of being a decent, upright, capable, competent and confident leader who can engage with society in any setting, as worthy global citizens. The COVID-19 pandemic brought home the fact the true impact of globalization and the need to be committed to digital connectivity and self-reliant learning through the digital mode. Nevertheless, limitations in internet access and inequities in the necessary hardware have remained a challenge for many developing nations and regions. We propose that staff and students at universities from well-resourced settings be twinned with universities from the less privileged regions of the world to encourage better connectivity and facilities and thereby fulfilment in educational outcomes from both partners.

Universities can also adopt an approach to encourage the formation of networks within geographic regions of the world, virtually and physically on a blended mode to be cohesively strong, professional and interdependent regional "nucleus of intellect" who are work-ready and generate fresh ideas for problem solving within every given region. Undoubtedly, such connections can epitomize commonalities in social interactions through language and culture, that can also help pave the way to address similar societal challenges in achieving the Sustainable Development Goals. Thereby the role of higher educational institutions in any geographic region, can encourage the focus on research and scholarship that address problem solving of given communities and societies. Such an approach should add more

“ We propose that staff and students at universities from well-resourced settings be twinned with universities from the less privileged regions of the world to encourage better connectivity and facilities and thereby fulfilment in educational outcomes from both partners. ”

value and purpose to higher education with the personification of an evidence-based formulation of regional policy and planning. Thereby, the value and sustenance of universities with a regional collective effort in reaching higher positions in the international league table may also be realized. Becoming the 'think tank' for government ministries, institutions, corporates, entrepreneurs of our individual countries and even regions should be a clear goal of any leading and mature university. Thereby we would improve the status, value and role of the universities in any society or geographic region. The creation of such a plethora of knowledge and data to attract their effective utilization, would in turn enhance a nationwide ethos of adopting a scientific approach to addressing societal issues and needs.

Therefore, it is proposed that regional universities alliances be formed, such as the Asian Universities Alliance that celebrated its 5th anniversary in 2022, and be propagated to other regions. Funding through regional collations would be required through necessary agencies such as UNESCO and related multi country agencies. Staff and student exchanges that share language, social and cultural practices would help build regional peace and encourage regional cohesivity. Addressing common environmental issues would also contribute effectively to the current global focus on climate change and race to zero emissions. Engaging universities will thereby be made more meaningful with due investment in the younger generation.

I sincerely hope that such regional partnerships become a reality in due course with the sustenance of a cohort of future academic leaders proud of their regional educational experience and trademark.

16 Beyond “Future-Fit”: The “Search for Meaning” in Higher Education



by **Stephen Mavelly**, Vice Chancellor, Assam Don Bosco University, India

In June last year, with pretty much the whole world in the grip of the pandemic, I proposed a theme for the academic year 2020-2021 for us at Don Bosco University: “Searching for

meaning in the bits and pieces of life"... It was framed against this once in a lifetime scenario that was being played out in front of us as well as through us. The pandemic kept stripping away most of our illusions about what is 'normal'. It picked relentlessly at the core of our erstwhile certainties about life and death, about self and the other, about what really mattered and what was dispensable...

Deep down, I felt that the 'Search for meaning' and a 'right attitude' to face that ever evolving scenario were the tools we had in hand. Both called for the courage to pick up the pieces, and to walk on with changed perceptions and changed selves, one day at a time, navigating through the challenges and the pitfalls, recognizing and confronting the inevitable bouts of despondency and depression... These were all commonplace experiences of everyone by then.

There were several factors which underpinned the disruption caused by the pandemic – and all of them had to be addressed in the search for meaning:

- a. There is a widespread agreement that what humanity confronts now is a critical time of transition, one that holds promise of leading towards some form of global consciousness on what matters and what does not;
- b. The overly optimistic view of globalization of the eighties and the nineties that held promise of a peaceful and supportive global civilization does not seem so very utopian now – it has become, perhaps, a requirement for the very survival of our race.
- c. But the elephant in the room is the plight of the children and young adults who have to get on with their lives. They cannot afford to be frozen in time, to be thawed back to life with a year or more lost in the mists of uncertainty.

Coming to the first of these points, there is a growing agreement now that we are indeed in the midst of a critical time of transition. In fact, after analysing the dynamics of development of all the major civilizations throughout history, Arnold Toynbee, the historian concluded that a civilization will begin to disintegrate when it loses its capacity to respond creatively to major challenges.

Looking at the second point, it is evident now that that choice is no more the privilege of a few. What colonization, industrialization, slavery, climate change, religious fundamentalism, political ideologies and the ravages of war have not achieved, this pandemic has managed to highlight. In the words of one of the well-known poets of Assam, Bhupen Hazarika, there is a growing realization that 'We are in the same boat, brother'.

“Higher Education needs to continuously “Search for Meaning” for relevance beyond the immediate horizon. ”

On the third point, it is in the midst of all that is going on, that we as educationists need to nurture and foster a supporting environment in which students are enabled to get on with their lives. A way forward is engaging students as “co-designers of their learning experience”. Such engagement in conversations with students will result in a deeper understanding of the issues and perhaps yield solutions not thought of before.

There are multiple challenges facing education in the future digital society. It will see the rise of artificial intelligence, deep learning (machine learning), robotisation, intelligent systems in manufacturing and 'Industry, sometimes called the 'fourth industrial revolution', which presage, as many see it as the move to the 'Bioinformational Society'.

Will universities become casualties of this disruption? Are they well placed to rise to the challenge? The key to 'success' is flexibility. Universities that are able to respond quickly to this fourth industrial revolution will be the most competitive and the most popular among students keen to acquire the kind of digital skills that governments and businesses demand now and will do so increasingly in the years to come.

The development and acquisition of human capital has risen to the very top of employers' requirements. The growing need for continuous learning has reflected in the explosion of new educational offerings in recent years, a mushrooming of micro-credentials – ranging from online degrees and coding boot-camps, to technology certificates, digital badges, nanodegrees and micro-masters, including work-based learning models (apprenticeships). These can be high-value ways to give full-time students and transitioning workers the education, training and experience that they seek and they need. In an economy that demands continuous lifelong learning, these models can be parts of a broader continuum that can and must also serve the growing numbers of working adults, online and part-time students.

Therefore, Higher Education needs to continuously “Search for Meaning” for relevance beyond the immediate horizon.

17 Role of Higher Education in Building Peace, Diversity and Inclusion



by **Rocky S. Tuan**, Vice-Chancellor and President, The Chinese University of Hong Kong

The COVID-19 pandemic has been a catastrophic and crippling force akin to a tsunami. At the same time, another destructive force is at play,



“ We must rethink our educational objectives and make fundamental reforms to our curricula to help students to develop skills to analyse, critique and evaluate information, to understand and appreciate facts to arrive at the truth, and to express our personal views in mutually respectful and non-confrontational ways. ”

one that advocates protectionism, tribalism and self-interest and has further exacerbated the current global health crisis. These forces, together with the emergence of a ‘post-truth world’ catalysed and enabled by social media, has exhorted us to rethink the role of universities and whether we are adequately empowering our students to face these challenges.

When we think of the best universities in the world, we invariably look for ground-breaking and innovative discoveries, great scholars and cream-of-the-crop students. Indeed, we have always been driven to perform according to these standards, as they contribute significantly to university reputation. However, in doing so, universities – particularly large, research-intensive universities – may have lost sight of educating and nurturing students beyond preparation for employment and higher degrees. What are the missing pieces of higher education that are needed to address some of the pressing issues of the world today? Peacebuilding, and the ability to value and build diversity, cooperation and globalisation, could be the key to answer the question.

Education in peacebuilding is beyond offering programmes in peace and conflict studies. Central to peacebuilding is the celebration of diversity. We invest heavily in international student recruitment, but oftentimes may have failed to ensure that such diversity is truly inclusive and integrated. We impart knowledge to students and teach them to express themselves in a convincing and influential manner. However, human beings are often intrinsically motivated to be adamant with their own perspectives rather than trying to understand diverse views, resulting in conflicts. In the latest Strategic Plan of The Chinese University of Hong Kong, ‘CUHK 2025’, diversity and inclusion is featured prominently, and this commitment is not just all talk. Our Diversity and Inclusion Policy articulates the values and principles that guide the personal and collective behaviour of our community, and steers our coordinated effort to foster a diverse and inclusive environment in which members study, learn, do research, work, play and live.

University education enriches the transition from adolescence to adulthood and has the responsibility of nurturing our youth to grow into responsible citizens. We must rethink our educational objectives and make fundamental reforms to our curricula to help students to develop skills to analyse, critique and evaluate information, to understand and appreciate facts

to arrive at the truth, and to express our personal views in mutually respectful and non-confrontational ways. Equally important, we need to teach students to learn about the history of peace and conflict and to understand and appreciate the value of the humanities.

As we reimagine our approach to educating our students and imparting to them the necessary skills for building peace, diversity and inclusion, the UN Sustainable Development Goals (SDGs) provide an excellent and relevant framework. The SDGs serve as unifying themes for different communities of people across the globe, a common language for all students, irrespective of their race, beliefs and views. Universities should present our students with ample opportunities to be ethically and socially informed of the local and global challenges in sustainable development and support them to address such challenges through partnerships as well as service learning and volunteering. Universities should form active local and global partnerships and holistically include experiential and service-based learning into their curricula so that students can appreciate the sanctity of a job well done and develop humility and empathy. At CUHK, the I-CARE Programme inspires students to actively take part in social and civic services to enhance the wellness of people in the local, regional and global communities.

New models of education have also emerged and gained momentum which will impact our efforts on diversity and inclusion. In response to the pandemic, CUHK launched the APRU Virtual Student Exchange Programme under the auspices of the Association of Pacific Rim Universities in August 2020 to provide global learning, cultural enrichment programmes and social activities for students without the need to travel. It is envisaged that this effort does not only address current needs, but in the long term, will provide access to those who would otherwise be unable to undertake such sojourns, and bring about diverse and interactive dialogues in the learning space of our students.

The COVID-19 pandemic has certainly been a wake-up call for universities. Our impact and relevance can no longer be defined only by our research and citations, or the high achievers we recruit and produce, but assessed based on the individuals we nurture who will serve and lead societies to bring about peace and prosperity to all.

This is an edited version of an article which previously appeared in the Times Higher Education supplement on 8 July 2021.

18 Reinventing Higher Education: What the Covid-19 Pandemic is teaching us



by **Shigeo Katsu**, *President*, **Ilesanmi Adesida**, *Provost*, **Loretta O'Donnell**, *Vice Provost* and **Aliya Kaimoldinova**, *Head, Global Relations, Nazarbayev University, Kazakhstan*

Where to start?

The COVID-19 pandemic that broke out globally some two years ago has wrought havoc on the higher education (HE) landscape and forced sudden and far-reaching changes. Some say that universities are conservative institutions that deeply resist change, yet that from time to time do come up with radical ideas. Maybe this is one of those times that usher in real changes. What are some of the changes HE has experienced?

Some changes HE grappled with included (by no means exhaustive):

- Digitalization and online delivery of courses was forced upon higher education systems, but it was then actually accepted and even embraced.
- Empty campuses deeply affected student experience; the building of communities, a central element of campus life, has become a huge challenge.
- At research universities, laboratory-intensive research skidded to a sudden standstill.
- Online course providers suddenly became credible alternatives to traditional higher education institutions (HEIs).
- Student mobility took a major hit, and with it the exchange of young talented minds.

- Many HEIs have been forced to invent different business models to ensure survival.
- There is hope that society's trust in science has been rekindled through the real-time response to COVID-19 (vaccines and treatment protocols).
- But devastating mental health issues leave a long-lasting legacy for the global society as well as HEIs.

What will Higher Education X.0 look like?

Post-COVID higher education cannot and will not be simply a return to the pre-COVID world. HEIs must draw lessons from the above and countless other experiences to ensure their survival in a VUCA world (more volatile, unpredictable, complex, and ambiguous). Whether the outcome of the reflections will be called HE2.0 or 4.0 or something else is not really important, but the underlying principles and path-determining elements are.

So, what are some of the signposts?

- HEIs will continue to be value-driven: Integrity (both research and academic integrity), intellectual curiosity, tenacity, resilience, persistence, and open access to knowledge will remain essential as higher education's vocation to educate and nurture citizen in a holistic way will endure.
- The need for more diversity is plain to see. Society will call for a variety of HEIs:
 - some to mainly offer skills development for the labor market (a utilitarian view of HE), while others will focus on knowledge generation and dissemination through both blue sky and applied research. The implication is that society has to be willing to foot the bill for research with its costly and long gestation period from laboratories to industries and households.
 - Diversity in thinking calls for inculcating both STEM and non-STEM disciplines. The pandemic confirmed that we are not robots. Technology is essential but we need to understand human nature and human behaviour. The

“HEIs need to be seen as communities: if it takes a village to raise a child, it takes the entire university to educate a student, and it takes a network of collaborative universities to educate a global society. Student-centered learning models, fostering social interaction, and serving as the locus for civic debate and intellectual exploration are essential for HEIs to impart value.”



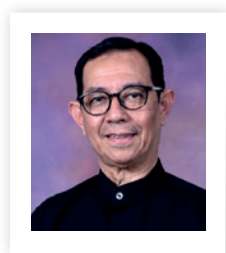
best vaccines in the world are only useful when citizens believe in them and are willing for themselves and their families to be vaccinated. The best online teachers cannot completely replicate the high-touch, high-impact, deep collective learning which can be achieved within a classroom experience.

- Innovative pathways towards obtention of degrees will emerge. Some HEIs already offer “stackable” degrees by combining certification courses (especially in technology sectors), internships, and thematic courses. Whether HEI can sustainably rely on this form of degree-offering is still an open question though.
- Global challenges such as Climate Change and Sustainable Development increasingly force interdisciplinary thinking, learning, and teaching.
- HEIs will form international alliances, where students will be anchored at their home institutions while attending courses offered by alliance partners, receive degrees from multiple universities, and participate in research led by professors from alliance institutions. Technology developed and utilized during the COVID-19 crisis has shown that distance hardly matters. Indeed, HEIs will be driven to form international alliances as a matter of survival.
- Evidence that good ideas come from everywhere, not just from established institutions, and that talent can be found in all corners of the globe will fuel the emergence of alliances and networks to liberate human capital – intellectually, professionally, and with integrity. Governments and policy makers must minimize barriers to these deep collaborations.
- Higher education will be increasingly student-centered, with faculty becoming facilitators and guides along the students’ individual learning journey.
- HEIs’ role in fostering economic mobility at the intersection of education and the economy and supporting the development of a middle class will remain. But access issues, including financial affordability, will continue to loom large.

HEIs need to be seen as communities: if it takes a village to raise a child, it takes the entire university to educate a student, and it takes a network of collaborative universities to educate a global society. Student-centered learning models, fostering social interaction, and serving as the locus for civic debate and intellectual exploration are essential for HEIs to impart value. Integrity and intellectual curiosity have proven to be elemental, universal, and timeless, and are the glue to hold the HEI community together during difficult times. Knowledge creation and dissemination must accelerate and at the same time be more creative than ever before, stretching across disciplines, generations, and geographic boundaries.

The ability to reframe problems to create opportunities, especially in a VUCA world, will be a critical hallmark of success for HEIs.

19 Communiversy Appraisal System Post-pandemic



by **Dzulkifli Abdul Razak**, Rector, International Islamic University Malaysia (IIUM), Malaysia

Higher education for the most part in the previous decade has been shaped

and fashioned by league tables and ranking exercises of various types. While it was traditionally confined to a geographical area within national borders like the US and UK, or others based on national assessment by the specific national accreditation bodies, over time an “international” version was introduced. And the term “world-class” becomes the buzzword that took the education section by surprise! It was cleverly “promoted” as a brand that epitomises what “quality” meant for higher education the world over. It is based on a one-size-fits-all criteria specified by the relevant agencies according to their (commercial) interest.

As they normally originate in the Global North, countries from the Global South tend to be the biggest losers. Not only are they rarely consulted in devising the entire approach, yet they seem to be the most affected as part of the pressure to be internationally recognised. In so doing, national priorities are often re-adjusted to fit into the proposed criteria, no matter how alien. The issues of relevancy, context and more so funding further add to the pressure to desperately gain acceptance. And at the expense of the rest in the same ecosystem. Worse, it distorts the purpose of education for the context intended locally and indigenously.

Some have noted the tendency to a new form of colonialism that is being insidiously applied. Although the waves to decolonise higher education have reached a crescendo recently, including many in the Global North, the pandemic has opened the Pandora’s box wide with the “Black Lives Matter” protests spread globally like never before. This

“The term “world-class” becomes the buzzword that took the education sector by surprise! It was cleverly “promoted” as a brand that epitomises what “quality” meant for higher education the world over.”

took the world by storm with the death of George Floyd on that ill-fated day. Systemic racism is suddenly exposed in places least expected, casting doubt what “world-class” education is all about in real terms. Especially among the so-called highly ranked universities, implicated in one way or another. They have been promoted as the best there is to the aspiring universities in the Global South under the banner of “internationalisation” – the highly prized criteria crafted by the rankers to market their wares. In contrast, the pandemic has made the recent ranking exercise to be just a game. Now the game is over. Period.

Before all these, during the pre-Covid period, the oft-repeated cliché is: “the league tables and ranking is here to stay!” In fact, many have no qualms in accepting this, others admitted that they have no choice at all, but to comply for some cosmetic (socio-political) reasons.

As such the article is an attempt to create an alternative “choice” by reimagining a quintuple-based higher education ecosystem termed as Community Appraisal System Post-pandemic (CASP). It is purposely design for the post-pandemic futures, now that the one-size-fits-all approach is proven to be deficient, if not dysfunctional. It therefore takes a more collaborative, whole-of-development (spiritual, intellectual, emotional, physical) approach into consideration without sacrificing the local context and purpose by not resorting to the ranking scheme of things. Based on in-depth consultations backed by years of broad-based experience, the following are agreed upon as a template. Namely, to include aspects related to: (a) integration of knowledge focusing on long-term solutions (b) community transformation and leadership on how to work interdependently recognising each other’s contributions, (c) sustainable entrepreneurship for self-sufficient futures, (d) responsible research and innovation that integrates the community from start to end, and (e) collaboration and exchange for the higher purpose of human and planetary survival. It is intended to recognise those that have excelled in any number of the specified subthemes to be modelled upon wherever they maybe from. Instead of selecting the “best” among those participating, the proposed appraisal system celebrates diversity in meeting the set of criteria. In the struggle to be inclusive where no one is left behind, the winner-takes-all seems a poor and counter-productive construct. It is dehumanising and colonising at the same time, contrary to what education is meant to be: a leveller of society, not the reverse.

To this end, a pilot version is now being simulated in Malaysia together with a group of universities supported by the Ministry of Higher Education. The initial finding is expected by mid-2022, to be fully launched nationwide by the end of year. Following which it hopes to further capture the like-minded scholars in expanding it to make our world WISER (whole, inclusive, sustainable, equitable, and resilient).

20 Continuity of Learning and Teaching at the University of the South Pacific in the COVID-19 Pandemic



by **Pal Ahluwalia**, Rector, **Jito Vanualailai**, Acting Deputy Vice-Chancellor and **Trieri Rigamoto**, Research & Communications Assistant, University of the South Pacific, Fiji

As a regional institution of higher learning serving twelve countries spread across the vast South Pacific Ocean, the University of the South Pacific (USP) has drawn its thirty years collective experience of providing distance and flexible learning to surmount the ongoing acute disruptions caused by the COVID-19 pandemic. This has necessitated the swift adoption of a flexible learning and teaching strategy that focuses on maintaining acceptable student experience in a new learning environment. In this article, we share our experience in meeting the challenges brought on by the pandemic, and identifying opportunities to ensure the continual delivery of quality learning and teaching programmes to over 30,000 students studying across the South Pacific region.

USP is a regional institution that was established in 1968. It is jointly owned by twelve member countries; the Cook Islands, Fiji, Kiribati, Republic of Marshall Islands, Nauru, Niue, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu, and Vanuatu. It has fourteen campuses located in these countries, with Fiji having three campuses.

Since the outbreak of COVID-19 in early 2020, USP’s response to the pandemic has been comprehensive and agile. Drawing upon its experience in distance and flexible learning, the University has been able to respond swiftly to the pandemic and deliver its academic programs remotely. Robust and responsive teaching plans have been adopted to ensure minimal impact on the student learning outcomes.

In the next ten years, education will be shaped by the global education framework called Education 4.0 and in the regional context in the Pacific, will be complemented by the Pacific Regional Education Framework (PacREF), both aimed at strengthening education. The global framework Education 4.0, created in 2020 by the World Economic Forum [1], calls upon countries to shift the learning content and student experiences towards the needs of the future, namely, the realization of



“USP’s response to the pandemic has been comprehensive and agile. Drawing upon its experience in distance and flexible learning, the University has been able to respond swiftly to the pandemic and deliver its academic programs remotely. Robust and responsive teaching plans have been adopted to ensure minimal impact on the student learning outcomes.”

(1) global citizen skills, (2) innovation and creativity skills, (3) technology skills, (4) interpersonal skills, (5) personalized and self-paced learning, (6) accessible and inclusive learning, (7) problem-based and collaborative learning, and (8) lifelong and student-driven learning. The regional framework PacREF, which came into effect in 2018, has begun consolidating the efforts of eleven Pacific Island Countries toward attaining these skills through enhanced regionalism and mutually beneficial partnerships with regional institutions which focus on education priorities agreed to by the member countries [2]. In recognition of the new global and regional direction, USP agreed to host PacREF and has worked continually with regional countries and organizations in improving education in the Pacific Islands. USP also initiated a corporate response to the pandemic and in 2020, reorganized its academic and business units to ensure its own sustainability while preparing students and graduates for this shift in education and disruptions caused by COVID-19. The objective of the reorganization is to prioritize resources and allocate them in a much more efficient manner, without compromising the quality of student learning, student support and research. Indeed, the reorganisation has now provided the opportunity for the University to (1) expand its distance education reach, (2) implement a hybrid higher learning model for redesigning our current spaces for different uses, and (3) increase innovation in educational technologies.

During the pandemic and pre-mass vaccinations, classrooms and laboratories were empty and unused. However, the post-COVID-19 environment is expected to return some level of face-to-face teaching, albeit punctuated with occasional flare-up of COVID-19 hotspots. USP’s facilities across its regional campuses will be re-looked at with a view to accommodate flexible and multiple usage. Education 4.0 requires accessible and inclusive learning, and problem-based and collaborative learning, whilst the pandemic highlighted the need for online and digital resources [3]. The University will look at re-designing its physical and virtual spaces to incorporate appropriate technology that will enable and support more interactive and student-centric learning, while facilitating greater reach in the region. This is a complex undertaking given that most physical learning spaces at USP are not equipped with such technology. The redesign will also provide the University the ability to reshape learning spaces to meet different needs, including students who study remotely. This will be in line with

addressing the eight critical characteristics in learning content and experiences expounded in Education 4.0, in particular, personalized and self-paced learning, and accessible and inclusive learning. In addition, the University will focus on expanding its distance education and increasing innovations in educational technologies. Expanded distance education will require more Massive Open Online Courses (MOOCs) and live, interactive online courses. Increasing innovations in educational technologies will require the enhancement of USP’s Learning Management System, namely Moodle, and the adoption of emerging learning analytics to identify and help at-risk students.

The University has developed a practical 3-year strategic plan (2022 – 2024) to address these challenges and opportunities. These include (1) collaborating with member countries to upgrade their campus to cater for an increase in local students who are unable to travel to Fiji due to the COVID-19 restrictions, (2) delivering first-year courses at all regional campuses, and thereby freeing up spaces at the main campus in Fiji for repurposing, (3) training and hiring more local teachers at the regional campuses, (4) mobilising resources to campuses located in USP- member countries, and (5) using USP’s newly *Times Higher Education* ranked status to further attract resources from its stakeholders.

21 Reinventing Higher Education towards Innovation for Sustainable Future: Siam University Case



by **Pornchai Mongkhonvanit**, *President*, **Duminda Jayaranjan** and **Yhing Sawheny**, *Siam University, Thailand*

University Education is a dream of many people. Students are entering into universities with hopes of getting a good job in their dream field and to satisfy their appetite for knowledge. However, it has been revealed that higher educational institutions nowadays could not fulfil their dreams and industries demand (Fischer et al., 2021). Nowadays, the future of work might be characterized by **V**olatility, **U**ncertainty, **C**omplexity and **A**mbiguity (VUCA) characteristics, and thus future educational system must be able to handle these situations as well.

Fast growing disruptive technologies cause rapid exponential changes in workplaces and society. Additionally, industries are focusing on implementing sustainable strategies. Thus, higher educational institutions must be able to provide knowledge and skills giving opportunities to students with the “freedom to choose and design the degree” and providing customized and on-demand skills courses to keep up with changes. Siam University is taking initiatives to reinvent itself by focusing on the following scenarios and implementing organizational transformation to make the university become the real “Open Integration Platform” of current knowledge with the help of digital technologies and sustainability concepts.

2.0 Scenarios of Siam University's future

Innovation for sustainable future: Curricula are to be innovatively re-structured by introducing a customized modular approach. A modular approach will be a sustainable option for future students and a driving force to achieve the concept of “life-long and self-paced learning”. Curricula are a combination of general education block plus 10-12 modules where each module consists of 3-4 subjects. Practical or project-based learning will be given high important and each students will have the freedom to choose appropriate modules as needed which fit with what they would see as their best suitable future career; and providing enough leverage to obtain customizable/ interdisciplinary learnings by choosing different modules. There are main modules types such as departmental modules, cooperative and work integrated educational modules, and free modules which student can choose across the disciplines as needed, and credit transfer between different institutions (Mongkhonvanit, EMERY, 2003). Entrepreneurship education can contribute to providing expertise in region’s labor market and contributing to a sustainable innovation culture (Fischer et al., 2021). General educational courses include critical & systematic thinking, digital literacy, global citizenship, communication & adaptability skill.

Open integration platform of education: In this Open educational model, there are three main components; 1) teaching courses which are directly provided on campus, 2) online courses such as Coursera, MOOCs, etc., or courses from other providers that contribute to the curricula 3) workplace/ project-based learning such as Cooperative Work Integrated Education (CWIE) and internships. Appropriate courses will be matched with the relevant modules in order to transfer the credits to achieve the degree/diploma by a credit bank system. The assessment can be supplemented by student projects to be access by stakeholders from the industries. These projects would encompass the learning outcomes of all courses within the model.

“Graduates need to know how to take good care of people and the planet to ensure a sustainable future.”

Hybrid Educational Delivery: The aim of this Hybrid mode is to provide education using on-site and online teaching and project-based learning methods to assure the outcome of the modules. Students can have self-paced learning from anywhere in the world including from the workplace and projects can be arranged via outreach to industrial activities. This can facilitate working professionals to learn and up skill while gaining credits towards a university degree. With hybrid teaching, university will be able to help students to customize their learning path and at the same time the university can bring top talent to teach virtually from anywhere in the world.

Sustainability Focused: starting from the infrastructure, the university will manage a sustainability focused education and operations including resources and university supplies. The approach to include the sustainable dimensions of all subjects will help to achieve the 2030 Agenda. This concept of sustainability will also help to promote circular economy, and cost effectiveness concerns as well as to reduce environmental burden due to human activities. “Sustainable focused” education can better help prepare the future work force with good understanding of the sustainability principles which are increasingly needed in all types of organizations. Thus, the future university education can be a “living lab” for sustainability.

3.0 Organizational Transformation and streamlined services:

In order to achieve above scenarios/goals, it is necessary to transform the organization structure as well. The transformation of the administrative units is to be fuelled by using Digital Technologies and sustainability as the important tools across disciplines. To maintain the integrity and efficiency, teaching and learning will be organized under three clusters namely Health Science, Science and Technology; Humanities and Social Sciences rather than the present individual 14 schools. Using this model, the students can take any module in the university and customize their learning more effectively. Moreover, the student services will be streamlined to become one-stop efficient services through mobile application. The management and service will be data-driven. The academic administrator will be provided relevant digital dashboard to deliver effective and real-time customized service to students and other stakeholders.

Higher Education scenarios have changed due to uncertainty therefore we have to change the model of teaching and learning that enable students to study abroad which customizes learning across the disciplines this should encompass hybrid learning including Massive open online courses (MOOCs) and from non-university providers. Most importantly, we must better integrate sustainable development, developing a knowledgeable graduate is not enough. Graduates need to know how to take good care of people and the planet to ensure a sustainable future.



22 Reimagining Future Universities



by **Ranbir Singh**, *Former Vice Chancellor, National Law University Delhi & NALSAR University of Law, Hyderabad, India*

Nearly 100 years after the world was ripped by a massive Spanish Flu pandemic, the year 2020 has been a repeat of what one would say ‘history repeats itself’ story.

While all walks of life, and every type of people, whether the rich or the poor have been severely impacted by the COVID-19 Pandemic worldwide, leaving no country unaffected, and with such scale that has forced everyone to reimagine themselves, and acclimatize to the new post-covid era.

This new normal has ripped everyone’s life or profession and HEI’s are no exception, that they may not have been aloof to the scale of such a massive impact.

While the pandemic came down with a body blow to humanity as a whole, those who survived, cuddled together to come out of a devastating period which imbued this generation to in fact re-imagine everything that was being done per se until now. Post 2020 we now live in a new world, which is hard to reimagine.

Perhaps, history would stand testimony of how this pandemic has moulded us to rethink and reimagine how we all conduct ourselves. And, in this backdrop it is quiet natural that we look forward to chart a course in order to reimagining the future universities as well.

Student-centered, interconnected, and striving for a better world should be the new focus for universities who will have to show more empathy and commitment towards the changing landscape of the students’ needs.

Driven by globalization, massive technological changes are imbuing institutions to redefine its role and the value it provides to the students & the society in general.

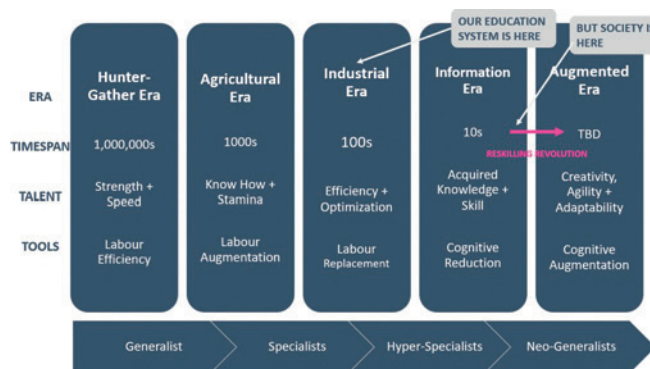
HEIs will now be expected to be exceptionally committed and subservient to the needs of students and concentrate on providing:

- On-demand & customized education
- An amalgamation of degrees & lesser qualifications
- Quality & skill oriented career advice
- Entrepreneurship & collaboration, a higher education moment of choice.

- The necessity now is immersive learning experiences

It has been estimated by the UNESCO Institute for Statistics that 120 million people are going to enter higher education by 2030, and by that time we should have a system in place that allows students to learn at a time, place & pace of their own choice.

There is an urgent need to move towards “Reskilling Revolution”[1]. The following chart would give a clearer picture of where we are standing today and how badly we are in need of remodelling our current education systems by engaging multi-stakeholders and taking a giant leap to reskill the students in future.



(Source: <https://www.reimagine-education.com/18-university-future-reimagining-higher-education/> accessed on February 10, 2022)

A sustainable future is now calling for reinventing higher education like never before and more so and specially like countries India, where online education was not much in practice in the HEIs. Everybody was caught unaware and the faculty and students had to initially suffer a lot, but finally after few months online teaching and learning became the norm.

The sudden shift raised some fundamental questions:

- About distinctness of the university?
- Issues about diversity and inclusiveness.
- Creating an environment for a high quality student experience.
- Challenges faced by the University in achieving its educational mission and how? What models or channels are being used towards achieving these goals?

It is but only through collaborative efforts that we can face all these new challenges that have been thrown upon the universities locally and globally, where mitigating these imminent risks affecting the future of higher education, especially in a knowledge driven society becomes more and more crucial.

“Universities of tomorrow are going to face challenges which are very central to human progress in the 21st century.”

Re-imagining the Future of Higher Education Together

We are in an era of technology oriented start-ups who are promising to provide more focused solutions to more or less all problems, overnight.

Though this is something impossible to believe, but the fact remains that none single venture can change the face of higher education.

It would probably be best if solutions do not just remain pure-tech ones and significantly remain human centric with niche technology empowerment approach. This would be the real panache to reimagining the future of higher education and together we should strive to achieve it.

Universities of tomorrow are going to face challenges which are very central to human progress in the 21st century. The new relationship which the future universities have to negotiate are issues like sustainability, which implies meeting current human needs, while preserving the environment, and natural resources needed by future generations.

The journey in the 21st century will be into the increasingly interconnected world and to quote Peter Drucker *“the next society will be a knowledge society in which knowledge will be the resource and knowledge workers will be the dominant workforce. In future, there will be two work forces made of under-fifties and the over-fifties.”*[2] One of the most important driving forces due to globalization will be the movement of people, business, industry and skills in the global market. In times to come, the world would be changing so fast that every tomorrow would be different and the universities of tomorrow have to keep pace with this change.

23 Inclusiveness in Internationalization Strategies



by **Nopraenue S. Dhirathiti**, Vice President for International Relations and Corporate Communication, Mahidol University, Thailand

There are several issues pertaining to the promotion of internationalization in higher education

nowadays. In many countries, ‘Sustainable Development Goals (SDGs)’ have become an overarching framework that higher education institutions (HEIs) are striving to incorporate into their organizational missions. Some HEIs are nurturing a long-time conviction of producing ‘global citizens’ for the world regardless of where the HEIs are located. These contending and contemporary thoughts will be circling around the management of HEIs, especially in projecting internationalization strategies to serve the main HEI missions in academic, research and student development.

Apart from the above philosophical standpoints, another ethos of internationalization strategies nowadays should also include the issue of ‘inclusiveness’ into the strategic considerations at both the national and institutional levels. The term itself could be generated into various dichotomies, ranging from student and staff segmentation, geographical location of HEIs, religious or non-religious beliefs, gender, types of internationalization activities (both at home and abroad), players and actors involved in internationalization strategies and so on. In the past, the underlying strategic deliberation of HEIs regarding internationalization has probably been isolated from the bigger compass of higher education development. It has been discussed as separate activities supporting the core academic, student or research missions of HEIs. Some HEIs manage to incorporate internationalization into their core missions better than others, especially those HEIs with abundant resources.

However, when the idea of ‘inclusiveness’ has been echoed, HEIs as well as the national governments in some countries are being questioned about how to incorporate inclusion within their respective internationalization strategies and a deeper deliberation on the extent to which inclusion in internationalization would impact the quality and existence of higher education has gained more attention among policymakers at the national and institutional levels.

Promoting internationalization requires no end of resources. Hence, in the past, governments or HEIs had been inclined to pour more resources to promote internationalization in a selected group of the population within their scope of responsibilities. Some HEIs set up criteria for students to be involved in internationalization based on their merits and learning outcomes. Some governments awarded scholarship abroad schemes based on academic excellence and grade point

“Some HEIs are nurturing a long-time conviction of producing ‘global citizens’ for the world regardless of where the HEIs are located. These contending and contemporary thoughts will be circling around the management of HEIs, especially in projecting internationalization strategies to serve the main HEI missions in academic, research and student development.”



average (GPAs). The shift of the ‘value proposition’ of both national governments and HEIs in bringing inclusiveness back into the internationalization strategies would require careful forethoughts as it will come with a series of challenges to be addressed.

Embracing inclusiveness as part of the internationalization strategies does not materialize automatically. *Firstly*, the institutional roadmap on internationalization and **strategic planning** has to be put in place, especially the function of internationalization in the grand strategy of institutions and its roles in supporting the core academic, research, student and other portfolios. *Secondly*, internationalization is not a stand-alone strategy. By adopting internationalization as a ‘culture’ within the institution, key stakeholders must be involved in the **implementation process**. Awareness-raising, resource provision and allocation, as well as evaluation and assessment of internationalization activities would need proactive engagements of all stakeholders. *Thirdly*, inclusiveness is an all-encompassing concept signifying the roles of HEIs as both providers and receivers. It requires policymakers (as providers) to rethink how resources could be effectively distributed among stakeholders. Will students in marginalized groups be eligible to participate equally in internationalization activities? Will internationalization activities discriminate against students from low-income families? By participating in internationalization activities, will the workload be included in performance evaluations of those academics dedicating their time to support the institutional strategy? Will students who are on the provincial campuses be given equal opportunities as those on the main campus? These are some examples among many other dimensions of inclusiveness that requires careful consideration from policymakers. On the other end of the spectrum, inclusiveness also begs the questions to policymakers (with universities as receivers) regarding the extent to which they would be effectively engaging outside stakeholders, such as private businesses, local communities, donor organizations or even families and take part in promoting internationalization strategies of HEIs. As commonly agreed among those experienced in promoting internationalization, the policy comes with a high cost and investment. When combined with the shifted value proposition to integrate inclusiveness into the agenda, HEIs may have to resort to additional collaboration and contribution from other stakeholders. How much of the financial or other structural contributions have to be ‘co-paid’ or ‘co-invested’? Are students willing to invest their time and bear some of the financial burden to be a part of the institution’s internationalization strategies? etc.

Finally, inclusiveness is not only addressing the planning and implementing stages of internationalization strategies. It also encompasses the **process of evaluation** which calls for outputs set against the goals at the early stage and also outcomes of the internationalization strategies to be assessed not only by policymakers but also those stakeholders engaged in planning and implementing strategies.

In a nutshell, inclusiveness in the internationalization of higher education is not only about expanding the coverage of those who would benefit from the activities, but also integrating the concept into every stage of promoting internationalization strategies both at the governmental and institutional levels.

EUROPE

24 Accelerating ongoing processes and strengthening our values: the pandemic has not changed who we are and what we strive for



by **Ferruccio Resta**, Rector, Politecnico di Milano and President of the Conference of Italian University Rectors (CRUI), Italy

After the spread of COVID-19, verbs like “rethink” or “reconsider” have become part of our daily talks. But, more and more often, I end up asking myself whether this prefix “re” -which simply means “again”, as if at a certain point we had stopped exercising our intellect – is correctly used or, maybe, it has just become a cliché.

Let me be honest with you. I think university per se is an old and functioning institution that is not supposed to be reshaped, redefined or even reinvented. At the core of higher education, there are undisputable principles, such as the importance of mutual relationship, the nurturing of talent, the mobility of people and ideas, the articulation of complex thinking and critical attitude. The pandemic has not changed who we are and what we strive for, but rather it has accelerated ongoing processes and strengthened our values.

The point is that we, and when I say “we” I mean civil society (political leaders, managers and the public opinion),

“The university per se is an old and functioning institution that is not supposed to be reshaped, redefined or even reinvented. At the core of higher education, there are undisputable principles, such as the importance of mutual relationship, the nurturing of talent, the mobility of people and ideas, the articulation of complex thinking and critical attitude.”

have neglected university for quite a while because of short-term visions based on public consent and polls, rather than on enduring ideas and long-term agendas. This is one of the lessons learned from this unexpected and devastating pandemic.

Nowadays, apart from the healthcare emergency, modern economies are facing a number of significant issues due to the pervasiveness of digital technologies, the speed of change in industrial organizations and in the labor market, the impact of ecological transition and global warming... A new “trust agreement” is necessary between university and businesses, between universities and public institutions.

As crucial and challenging as this regeneration process might be, universities should not be redefined exclusively from the inside. Rather, they should be placed at the center of public debate as key factors when it comes to Next Generation European University or national recovery plans. Knowledge, technology and human capital make the university system a key enabler of the upcoming reforms. That is why education and research are playing a crucial role in implementing cultural changes that countries all over Europe, Italy in particular, are expecting after COVID-19.

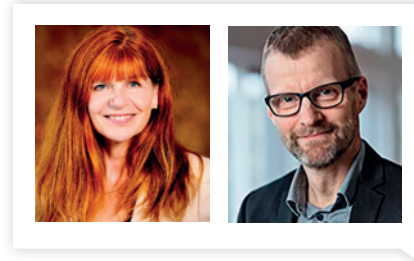
Because of that, any single attempt to “reinvent” universities as single institutions is limited if we lose sight of the context, if we do not consider the possibility of strengthening alliances in order to boost our impact on society. No one can make it alone. We learned that from the pandemic.

Since February 2020, the Politecnico di Milano has been increasingly collaborating with international partners. As many other universities all over the world, we are working on post COVID-19 programs to redefine our positioning and attractiveness; to accelerate innovation processes in response to a new set of needs; to consolidate the relationship with the city and the territory.

We are reasoning on mixed teaching experiences, combining in presence lessons with remote learning. We are fostering interdisciplinary paths. We are strengthening financial aid and scholarships to make our campuses more inclusive. What’s more, we are investing in research laboratories and foresight initiatives to anticipate potential menaces and work for a sustainable development.

Nevertheless, all these efforts would be incomplete if they are not interrelated; if they are not a political urgency when thinking about the future of next generations; if instead of concentrating our attention on what the university is going to be in twenty or maybe thirty years from now, we keep reasoning on how to improve rankings and increase admissions over the next semester. We have an historical opportunity to seize. Let us be sure it will not get lost. This would be the worst consequence of this pandemic.

25 The importance of variation for resilience in higher education: The contribution of university networks



by **Hanne Leth Andersen**, Rector and **Peter Kjær**, Prorector, Roskilde University, Denmark

The global higher education field has expanded significantly, but it seems that the process of expansion has not resulted in more diversity. University strategies have become remarkably similar. Where does one find universities today that are not preoccupied with excellence, societal impact, sustainability, and social responsibility? Similarly, the lack of diversity in program structures, quality systems, research organization, etc. is striking.

This is not necessarily negative. Universities have met the challenge of expanding the reach of higher education, and they continue to produce spectacular research across a variety of fields. However, we should be concerned about decreasing variation in higher education as we move forward in a world of existential global challenges, fiscal constraints and political turmoil. In the face of radical uncertainty, do we have the variety needed for survival?

In the early days of mass universities, there was significant variation among universities. Universities saw themselves as unique institutions, not as part of a national or global market. Government regulation and quality control were mainly concerned with institutional boundaries and access. Apart from professional and scientific societies, few institutions defined national or transnational standards for higher education and research.

Today, a university is a player in regional, national and global markets competing over students, funding, research impact, industry contacts, and attention. Furthermore, public policies now regulate virtually all aspects of higher education in the name of labor market needs, societal challenges, and fiscal control. Finally, higher education institutions now operate in

“Where does one find universities today that are not preoccupied with excellence, societal impact, sustainability, and social responsibility?”



a world of national and global quality assurance institutions, ranking institutions, publishing oligopolies, and powerful funding institutions that set and enforce standards across institutional and geographical boundaries.

It is difficult to roll back competition, political regulation and standardization. Nevertheless, there is a need for more institutional diversity both within individual institutions and in the ecosystem of higher education.

Universities should develop strategies that build on their unique roles and values, but strategies are no guarantee for diversity, as they rely critically on the available repertoire of accepted goals, instruments and policies in the field – and on the available resources. Global reform movements such as ‘Open Science’ may also help expand the strategic repertoires of higher education institutions, e.g. in terms of citizen engagement, but they may also limit variation when translated into national policies.

In between institutional strategies and global movements, university networks may have unique transformative potentials, especially if they are not just dedicated to preexisting standards and solutions. In our experience, international alliances can help members attain a more complex understanding of higher education ecosystems and help elaborate alternative institutional strategies.

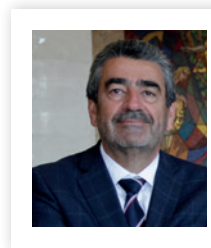
Our university, Roskilde University, is a small reform university in Denmark. Founded in 1972, it was seen an alternative to the existing, discipline-driven mass universities. It was an early manifestation of the problem-driven, interdisciplinary and socially engaged university, but also represented new ideas of student involvement and experimentation. Other institutions have adopted several of the original ideas over the years. Recently, however, it has become increasingly difficult to maintain the role as a university reformer in the face of university competition and budgetary constraints. We need to reinvent our mission in the university field, yet at the same time, it seems that the space for innovation had narrowed significantly.

In this context, joining two international university networks has allowed us to revitalize our mission together with like-minded universities. The first network, *Critical Edge Alliance* (CEA), comprise eight universities across the globe, joined by a shared dedication to active citizenship, human understanding across differences, active learning, social engagement, and collaboration across disciplines and among faculty and students. The second network *European Reform University Alliance* (ERUA) is an alliance of five European reform universities that share a pedagogical approach focused on student-centered and project-based learning, societal challenges and critical thinking. The ambition of ERUA is to promote a vision of universities as creative spaces, by building on bottom-up approaches and aiming to develop personalized learning pathways in a multilingual, multicultural environment.

In both alliances, we seek to learn from the variation that each institution represents and to bring about new transformative approaches. The alliances translate these broad ambitions into initiatives that sustain variation and experimentation. CEA organizes annual conferences on higher education, but also sponsors student exchange and collaboration, including an independent student-run global online magazine that explores current issues in education, politics and society globally. Similarly, ERUA sponsors student, faculty and staff exchange but also seeks to revitalize the role of reform universities e.g. by mapping the historical characteristics and current potentials of European reform universities while also setting up joint ‘labs’ to develop new approaches to shared challenges.

Building international university networks that foster creativity and diversity in higher education is a critical investment in what should be a core value of higher education: diversity of purposes, practices and experiences – in a world where the menu of available futures seems to be shrinking.

26 The Future of Higher Education



by **Luís Ferreira**, Rector, Universidade de Lisboa, Portugal

The central challenges Europe and the world face – poverty, inequality, climate change, energy transition, migration, a growing digital divide and health inequity – can only be solved through collective action calling for international collaboration. Society as well as governments expect Universities to play a crucial role in this endeavor.

Modern universities are increasingly engaging their traditional communities with a broad-spectrum of external partners and citizens in a fundamental dialogue to solve those problems. They are called to act as cooperative and networked institutions at national and international level, thus promoting free circulation of ideas, student and staff and building a sense of belonging amongst broader communities and cultures. This, in itself, is of intrinsic peace value. However, we should keep in mind that universities are about education, about developing a mindset where the learner realizes his or her ability to face challenging situations and come up with satisfactory solutions to problems. Surely, the university alone is not able to solve the major societal problems of our time.

Universities are evolving into a system with blurred boundaries within their own spaces, marked by the coalescence of physical and virtual spaces, and by an increased international cooperation and interconnection. At the same time Universities keep a total commitment to serve society through their

“Our obligation in these uncertain times, is to not only invent the future, but also to ensure that the individuals who will inhabit that future are equipped with the skills, tools and sensibilities to navigate it in an intelligent way.”

knowledge creation and dissemination mission. They do that through old and new ways of learning and teaching, innovation, and culture, all equally important and mutually enriching.

The hardship of the last 2 years has pushed the universities to engage with society through physical and digital learning, that all of us knew about but only a minority had taken advantage of, and to research environments that are easily accessible and accommodate diverse communities. Students and lifelong learners will have access to a variety of opportunities and flexible, multi-dimensional learning pathways in which the specific needs of individuals are central.

However, we all know that attending lectures, in presence or at distance, is one of the least effective ways of learning. Learning by doing is the way forward, which requires working alongside with practitioners. In this way the new students will become highly qualified experts with both knowledge in their core disciplines and also through the challenges and problem-solving to which they are exposed, including entrepreneurial skills.

Addressing the wide range of complex global challenges highlighted by the Sustainable Development Goals requires a strong commitment from universities. They should provide the skills and the knowledge needed to meet the challenges of sustainable development. It also pertains to discover answers to important social questions emphasizing the appropriate principles, values, policies and activities whenever needed. They should empower students and staff by creating a community of sustainability changemakers through student groups, extra-curricular activities and staff engagement. It also includes empowering citizens for sustainable development as they help shape the economic and political leaders and managers of tomorrow. Our obligation in these uncertain times, is to not only invent the future, but also to ensure that the individuals who will inhabit that future are equipped with the skills, tools and sensibilities to navigate it in an intelligent way. This will require a careful balance between funding of strategic research priorities, retaining the freedom of the individual researchers and recognizing the responsibility of universities in ensuring a broad knowledge base for society through curiosity-driven research.

Diversity, inclusion and social cohesion are important components of sustainability. Universities will continue to endorse these values throughout all their missions and activities, where learning and research environments accommodate the needs of a community from different backgrounds reflecting on the diversity of society. Universities

should provide opportunities to all as an increasingly important part of its societal engagement.

Universities will continue to make a pivotal contribution to culture and to the reflection on society and the human condition. They are, and continue to be places where culture is created, performed, exhibited, spread and discussed. Artistic and cultural activities will remain at the heart of university civic engagement.

The consolidation of the European Universities Program will allow new and more solid grounds to cooperate at different levels, promote interdisciplinarity and strengthen civic engagement to ensure that excellence in teaching and learning, research, innovation and culture, fostering a new and more sustainable approach to economic development and reinforcing the interconnections of the higher education institutions.

At all times – and especially in those that are more troubled – universities should stand for freedom. We embrace the notion of a constant need of renewal and reform and in every aspect of our teaching and research. Every question asked and examined by our schools and laboratories, every answer that is tested and re-evaluated is itself an act of freedom – freedom to explore, to discover, to create.

27 The turn to open science – reconsidering research and higher education



by **Astrid Söderbergh Widding**,
Rector, Stockholm University, Sweden

The turn to open science is one of the greatest challenges in contemporary history of higher education and research. As stated in the UNESCO Recommendation on Open Science, adopted in November 2021, this is a fundamental paradigm shift in scientific practice, promoting reproducibility, transparency, sharing and collaboration, including both the shift to open access publishing and open research data. For a sustainable future for research and higher education, it is indeed necessary that publications and data are openly shared, both for the benefit of the research community and for society in general, where so many global challenges need to be tackled with access to solid research results.

The COVID-19 pandemic is an example of the importance of openness in research. Here, the scientists in Wuhan rapidly posted the virus's genetic sequence online, which spurred a world-wide research effort that led to vaccines being available

“Universities have to rethink strategies, priorities and action plans when it comes to open science, in order to move from a reactive to a much more proactive role to be able to take lead in the transition.”

within an unprecedented short time. The first, and most efficient of them, were vaccines of an entirely new type, mRNA vaccines. The openness and collaboration shown by the international scientific community was unfortunately not always matched by the actions subsequently taken by authorities in various countries. This, in turn, underlines the importance of further developing science diplomacy.

The necessity of building solid e-infrastructures to cope with the demands regarding open research data is crucial, and much remains to be done here both nationally and internationally.

As concerns open access publishing, considerable challenges lie ahead, both concerning the need to go beyond today's transformative agreements and to reclaim researchers' rights to their results and publications. The greatest challenge here, however, lies in the dominant model for research assessment, which to a large extent has become based on bibliometrics. This is a problem in several respects. In relation to open science, it blocks the shift towards open access publishing, as research evaluators tend to prefer the simple way of looking at high journal impact factors compared to the more demanding way of reading and understanding the work and judging its actual scientific quality. But there is also a considerable problem related to the incentive structure, which does not to a sufficient degree promote risk-taking, long-term perspectives, originality and diversity. The easiest way to success as a researcher is to make progress within fields where many others are already active. Of course, to do something really original may be even better for the individual, but this also implies a high risk of failure.

The mRNA vaccines for COVID-19 were developed and approved within a year, but this was made possible only by long term, publicly funded, basic research that was not targeted towards the final result. Now, these vaccines also carry great promises for battling other diseases. mRNA itself was discovered over 60 years ago and may be seen as a starting point. The importance of achievements that, with hindsight, proved crucial for the final outcome was not always recognized at the time of the discoveries. This process illustrates the importance of having incentives and assessment processes that take into account broad aspects of what is, or may become important and are not based on simple criteria which will always be strongly biased in one way or another, most likely towards what is most popular at the moment.

Research as a whole would no doubt benefit from more breadth and risk-taking, which also calls for further reform of the system

for assessment. Initiatives in this direction are now taken in many countries, both by funding agencies and universities. The San Francisco Declaration on Research Assessment (DORA), developed in 2012, has become increasingly important during the past decade, in its emphasis on eliminating journal-based metrics, on assessing research on its own merits and on capitalizing on the new opportunities offered by – open access – online publication.

The research community needs to take the initiative in the transition to open science. It is essential not to get stuck in an eternal transformation where expensive hybrid forms become the norm, and to explore alternative publication routes, publishing platforms and open infrastructure. Fundamentally, it is a change of culture that is needed. Universities have to rethink strategies, priorities and action plans when it comes to open science, in order to move from a reactive to a much more proactive role to be able to take lead in the transition. The open access movement started as a researcher driven initiative, in order to make science globally accessible to all. Today, it is rather seen by many as a transition driven by politicians. The research community has to reclaim the ownership of both publications and research data, in order to be able to share them freely, for the benefit of scientific quality and development.

28 Compassionate leadership for a post-pandemic planet: the role of university leaders in a more prosperous, greener and fairer world



by **Cara Carmichael Aitchison**,
President and Vice-Chancellor, Cardiff
Metropolitan University, United Kingdom

The global pandemic has emphasised how our world is both increasingly connected and deeply divided. In the post-pandemic era, the most important role of education must surely be in building bridges and bonds to establish a world that is more prosperous, greener and fairer.

Such changes require new approaches to **compassionate leadership** within higher education, to the **curriculum and learning**, to **research and innovation**, to **campus culture** and to the **partnerships** required to widen our reach and deepen our impact locally, globally and internationally.

The pandemic has demonstrated the need for **compassionate leadership** underpinned by clear values cutting across nationalities and religions to provide a moral compass that

can guide us through the worst of times to bring out the very best in our students and staff. Compassionate leadership is not about accepting poorer performance when the going gets tough but about supporting all members of our community to achieve their full potential. It is the role of leaders to clear the path of barriers to success whether those be driven by a culture of inequality, inadequate resources, poor structures and processes or a lack of ambition and self-belief.

Our **curriculum and learning** must be fit for a post-pandemic future. The old adage of ‘what got us here won’t get us there’ rings true as those in higher education now accept that global challenges won’t be solved by old ways of siloed disciplinary thinking. We need to enable our students to develop constellations of learning connected by inter-disciplinary theory and practice if we are to create our more prosperous, greener and fairer world. The *Cardiff Met EDGE* at undergraduate programme, school and university level enables every student to engage with learning that provides experience, skills and confidence-building in Ethical, Digital, Global and Entrepreneurial thinking and practice. For the ‘COVID generation’ a free Postgraduate Certificate programme in *Entrepreneurial Thinking*, delivered online, has been offered to all graduates from the start of the pandemic in 2020.

In **research and innovation** the solutions to those entrenched global challenges will be found at the interface of multiple disciplines rather than in the old centres. At Cardiff Met we have established *Global Academies* to deliver taught postgraduate programmes, research and innovation in three areas where the university had a strong track record of interdisciplinary work: Health and Human Performance; Human-Centred Design; and Food Science, Safety and Security. The Global Academies are designed to be local, national and international in their reach and impact, contributing to the seven wellbeing goals identified in the Wellbeing of Future Generations (Wales) Act, the 12 levelling up Missions of the UK Government and the 17 United Nations Sustainable Development Goals.

COVID, and its associated lockdowns and online learning, has forced us to rethink **campus culture** and how we develop and deliver higher education. Those bonds that bind us together as a society were missing as our campuses emptied and students were confined to their lockdown study bedrooms. The pandemic has led us to question the value of the now outmoded didactic lecture and, instead, value the questioning approach that students can better develop by engaging in education that is interactive, meaningful and memorable. Students want not just ‘value for money’ by attending university, but ‘value for

time’ in coming to campus where there is now a thirst for more provision that builds our sense of belonging and strength in community. At Cardiff Met we are now developing a new Master Plan for a greener environment and estate working in partnership with Cardiff City Council to build Wales’ capital city’s *Cycle Superhighway* through the campus, together with a range of *Living Labs* projects that will see the university achieve carbon neutrality by 2030.

Building **partnerships** with our communities, businesses, industry, government and international networks provides the bridges and bonds that will develop new and deeper connections between education and those that universities seek to serve. Cardiff Met’s *Open Campus* initiative was created to foster civic engagement, improve public health and increase access to education. *Open Campus* is a collaborative partnership between the university’s academic programmes in sport and initial teacher education, 30 schools in south east Wales, the university’s sports services and Cardiff Council’s Sport Development function operated by Cardiff Met. The initiative delivers sport, physical activity, outdoor play, nutrition, health and wellbeing education and participation opportunities at the university to over 6,000 children a year from across the Cardiff Capital region and particularly from the City’s most deprived areas.

As leaders we have an opportunity to be the post-pandemic progressive custodians of our universities; we must preserve the traditions on which our institutions were founded such as academic freedom and institutional autonomy, while advancing knowledge, challenging the status quo and championing change that will build those bridges and bonds to a more prosperous, greener and fairer world for our future generations.

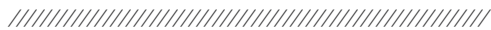
29 Future universities need a foundation, just not one that only supports an ivory tower



by **Sari Lindblom**, Rector and **Hanna Snellman**, Vice-Rector, University of Helsinki, Finland

“The old adage of ‘what got us here won’t get us there’ rings true as those in higher education now accept that global challenges won’t be solved by old ways of siloed disciplinary thinking.”

Universities are central to the economic development and advancement of sustainable societies. Whether one considers technological or cultural innovations, academic discovery and renewal of intellectual capital are the cornerstones onto which more novel components can be added.



“University leaders are selected or elected for fixed terms. Leaders can therefore be tempted to search for short-term decisions where benefits can be instantly achieved or demonstrated. University leaders need to avoid making such short-term decisions and look further ahead – not just a decade into the future, but beyond.”

Of the thousands of institutions around the globe that make up the academic society, many are constantly attempting to predict the future, to set themselves up for success by developing a strategy for the coming years. The University of Helsinki, founded in 1640, is no exception in this regard. In 2021, we started a novel ten-year strategy, with the aim of charting a path forward.

This comprised a major revision from the previous university strategy in many ways – for example, we rephrased our institutional values to reflect major changes in our everyday ecology. Perhaps even more important than the words we chose to represent this is the new commitment to making our values part of the everyday lives of University staff and students. Rather than standing as mere lofty statements and pithy phrases, we want these values to inspire the university community, and to become part of all of our activities and practices. Truth, Freedom, Inclusivity and Bildung are the values we live by, and we hope to share these with our partners.

These values also feed the rest of our Strategy. It might come as a slight surprise that we chose “Bildung”, a German word without direct English translation, among the values. The concept’s origins lie, of course, in the nineteenth century, but the relevance of the principle of life-long learning and the Humboltian ideal of universities as places where research and education meet is still very valid today. The constant interplay between these two core missions of any university is of such fundamental importance that designating it a core value seemed obvious.

There are several components among the University of Helsinki strategic objectives for 2021–2030, which aim to further enhance connections between scientific research and education. The University aims, for example, to provide all its students, regardless of degree level, with access to research work. However, this interplay is not just uni-directional. Conducting world-class research, and ensuring that the latest research results feed into all curricula effectively, completes the circle. Additionally, the University strives to take care that all of its infrastructures are conducive to supporting research and teaching, without adding to the isolation of either.

It is extremely important to recognize that universities, or that the nexus between research and teaching, are not

solely internal matters. In the attempt to fulfil the Strategy’s promise, it is vital that we do this in a way that is not disconnected from the rest of society. Universities should not be, after all, just ivory towers. In order to remain relevant, we need to engage with decision-makers, cities, regional authorities, industries, civil society and indeed individual citizens. Engagement might not always be easy, or without wrinkles, but this should not stop us from communicating the tremendous value that universities contribute to society through our research and teaching. As the COVID-19 pandemic has demonstrated, faith in research-based knowledge and trust in the value of a democratic society may be easily eroded. So, we must remain vigilant, and work together across institutional and national boundaries.

From the point of view of the University, engagement should not be seen as academia being responsive to issues that might arise from societal partners. They should also support universities by providing stable and reliable funding opportunities for science and pedagogy, but equally importantly offering moral and value-based support for research and teaching conducted at universities without succumbing to populist notions.

University leaders are selected or elected for fixed terms. Leaders can therefore be tempted to search for short-term decisions where benefits can be instantly achieved or demonstrated. University leaders need to avoid making such short-term decisions and look further ahead – not just a decade into the future, but beyond.

The Finns have a saying: *Ei tehdiä murukahvia vaan hitaasti paahdettua* (“Don’t brew ground coffee but rather slow roast it”). Well, the coffeemaker is warming up, and we at Helsinki would like to invite all universities to join us in brewing together – and way into the future.

30 The near future of technical universities



by **Guillermo Cisneros**, Rector,
Universidad Politécnica de Madrid, Spain

The Universidad Politécnica de Madrid (UPM) has always been at the cutting edge of engineer and architect

training not only in Spain but also in other countries where our graduates have forged their careers to great acclaim. In the past, UPM’s success was based primarily on the fact that our students had very high entry-level qualifications and UPM schools and faculties set very demanding academic standards. This was largely influenced by the fact that our academic staff conscientiously pursued excellence, since they had also studied

at the very same schools and faculties and, often, exercised their profession before joining the university or while pursuing their teaching career at UPM.

Over the last few decades, a large part of the UPM's academic staff has come to understand that humanity's need for scientific and technological advances that provide solutions to new problems requires not only engagement in research, development and innovation. It also calls for the inclusion of the resulting improvements in the educational programmes of future graduates, as another asset towards the regeneration of traditional professions, and the transfer of all this technology to the respective fields of professional activity.

Over the last 40 to 50 years, our engineers and architects have gone from being *mere* designers and builders to research and development team managers/coordinators as well, and universities are no longer only institutions of higher education but also R&D&I centres working towards the regeneration of their fields of professional activity.

This has also forced professional associations to form alliances and partnerships, swapping data, results, projects and investments, to form cutting-edge international corporations, and universities, as the seed of this new order, are bolstering the model. National and international alliances are now, more than ever before, what distinguish the higher education institutions with future prospects, a future that calls for professionals trained in new ways of working and ready for new challenges.

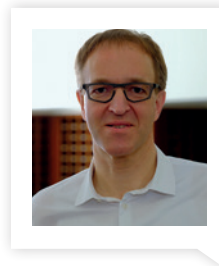
This education should not neglect the acquisition of either academic excellence or cutting-edge knowledge, but should also address teamwork, communication and intercommunication skills, social awareness and responsibility. The new challenges call for a change of focus, where the important thing for the future development of humanity is not so much the generation of wealth, but rather the understanding of ethics and ethical behaviour, the universal rights to social wellbeing and the development of comprehensive education in order for human beings to be respectful towards their fellow human beings and the environment. Engineering and architecture have always been at the service of human wellbeing, which they have pursued relentlessly. However, they also have to look at the means, which are, nowadays, equally as important as the

“The new challenges call for a change of focus, where the important thing for the future development of humanity is not so much the generation of wealth, but rather the understanding of ethics and ethical behaviour, the universal rights to social wellbeing and the development of comprehensive education in order for human beings to be respectful towards their fellow human beings and the environment.”

ends. Our higher education institutions must evolve in order to implement this change.

Our higher education institutions cannot do this without funding, which should be preceded by thorough planning with well-specified milestones. It is essential to draw up, in consultation with all the stakeholders, feasible plans that specify actions and schedules. It is important to select the best planners, who, in my opinion, should be high-level higher education experts with lengthy international experience, motivated by today's challenges. It is nothing less than the technological future of humanity that is at stake... Therefore, the European Union, the United Nations and all other international alliances with higher education responsibilities should give this issue the thought that it deserves.

31 Release unprecedented transformative forces



by **Rik Van de Walle**, Rector, Ghent University, Belgium and President of CESAER

Meeting the varied and significant challenges facing society will require universities of Science and Technology (S&T) to expand upon their tradition in releasing transformative forces. In the past, universities such as Ghent University and the other members of CESAER (www.cesaer.org) have already demonstrated their impact in this respect through their contributions to bringing S&T into private homes, exploiting natural resources and boosting industrialisation. Given the magnitude of local and global challenges of the coming years and decades, we argue that leading research-based universities have no other option than to release unprecedented transformative forces to help tackle them.

In order to strengthen S&T, reinvent education and training in this field and boost the corresponding innovations and services to society, CESAER embarked on the development of a strategic vision for our Members and identified the following four major challenges:

- i. The tremendous local and global challenges such as climate change, plastic pollution, biodiversity loss, social exclusion, increasing inequality of the share of wealth, the global spread of viruses, and cultural, economic and social recovery, resilience and adaptation;
- ii. The complexities engendered by rapidly developing key technologies (such as artificial intelligence, quantum technologies, nanotechnologies and life-science technologies) as well as the exponential growth of



“Given the magnitude of local and global challenges of the coming years and decades, we argue that leading research-based universities have no other option than to release unprecedented transformative forces to help tackle them.”

(scientific) data and digitalisation, as developments in S&T are often outpacing political and societal developments;

- iii. The very different geopolitical order we find ourselves in, with the globalist and liberal world order under jeopardy, a changing superpower landscape, growing intolerance towards divergent opinions and increasing political and private interference with academia;
- iv. The more complex expectation patterns of society with regard to universities, who, for instance, must create jobs and boost economic growth, safeguard scientific integrity, academic freedom and institutional autonomy, resume social responsibility, contribute to ecological, economic and social sustainability, keep knowledge safe, and control the export of their S&T for (national) security reasons.

For us at CESAER, reinventing higher education means to enable universities to expand upon their tradition in releasing transformative forces and act as autonomous agents of change. At the core of these endeavours are (i) the delivery of excellent investigator-driven frontier research, (ii) the offering of cutting-edge and innovative S&T education and training to a diverse, open and truthful student body, and (iii) the transfer and management of S&T towards multiple players, including governments, public services, business and industry, and non-governmental organisations. Collectively, we aim at (i) providing inspiring spaces for researchers, innovators, teachers, students and administrators, (ii) deploying international, open and eco-friendly campuses, and (iii) transmitting equality, diversity, inclusion, ethics, democratic citizenship and European values to all who are involved in our academic work. Essentially, universities as autonomous players in society are advised to engage with civil society and shape knowledge societies for a sustainable future as both regional and global players.

For us, the United Nations Sustainable Development Goals (SDGs) thereby constitute the most important current political agenda and narrative. Together, with over 1,400 volunteers and leaders of our members, we aim at advancing the contribution of S&T to achieving them. In order to amplify our impact, we partnered with the International Sustainable Campus Network (ISCN), Science Europe and the University of Strathclyde, and launched a joint call for collective global action [1]. Together with these allies, we will take stock of the follow up on this call during the 2022 UN Climate Change Conference and reach out to new partners.

Over the next two years we will take our collective strategic vision further, not least through our dedicated task forces driven by volunteers from our Members, by exploring new pathways and reinventing the contributions of S&T, education and training, and innovations. We thereby will pay particular attention to equal opportunities and equity, diversity, and inclusion.

In light of the demonstrated transformative forces of universities of S&T, we at CESAER intend to inspire ourselves and others concerning important issues, such as: (i) the safeguarding of key technologies as global public goods, (ii) linking Science, Technology, Engineering and Mathematics (STEM) with Social Sciences and Humanities (SSH), (iii) promoting openness of research, education and innovation, (iv) advancing systems thinking and (engineering) approaches, (v) strengthening ethical frameworks and values, (vi) professionalising the management and operation of university-related infrastructures, (vii) and assuming university and societal leadership.

Collectively, our member universities have committed to the ‘adoption of a global perspective’ when reinventing their academic endeavours. The achievements, pivotal roles and ongoing work of UNESCO and IAU are therefore of greatest importance to us. We would be delighted to explore closer cooperation with UNESCO and IAU when reinventing the catalytic roles of universities with regard to the local and national responses towards achieving the UN SDGs in their home countries, and when joining forces with partners worldwide with a view on amplifying impact at the global level.

32 The Future and the Challenges in educating Health Care Professionals – Shaping the future with partnership



by **Béla Merkely**, Rector of Semmelweis University, Hungary

The emergence of the pandemic has been a major individual, social, economic and political factor in the last two years all around the world. The pandemic has drawn even more attention to the health sector, including human resources issues and the impact of research. It has also influenced the expectations for higher education, further underlining the need for rapid response, adaptation, flexibility and innovation capacity. However, let’s face it: the field of medical and health sciences training – which is an area where Semmelweis University, a major player in Central Europe, operates – has

always been a hot topic. The dynamic development of the healthcare sector, the fact that knowledge doubles in the medical field every two years, global challenges such as ageing society or the internationalization of higher education all demand a paradigm shift in the way we think about training doctors and healthcare workers of the future. A university of the 21st century must understand and address the dynamic changes in medicine, together with changing needs of society and the profession itself. It is essential that we do not simply follow trends, but act as pioneers, and generate new knowledge, internationally competitive educational programmes, procedures and patents.

The importance of practice-oriented training

Semmelweis University is the oldest and largest medical and health sciences university in Hungary, with a third of its students coming from abroad. The international competitiveness and quality of our education is also reflected in Times Higher Education's 2022 ranking: Semmelweis University is among the top 300 in the world and among the top 250 in the category of medicine and health sciences. This is mostly because our university is on the right track in what I consider to be one of the most important areas of higher education reform: training flexible, versatile healthcare professionals who enjoy challenges, are open to innovation and by the time of graduation, have already gained significant practical experience. Our university's recently reformed curriculum places strong emphasis on practical training, with students actively involved in patient care and clinical practice. Our trainings must also bear in mind that the medical profession is now a multidisciplinary field, requiring professionals to be able to develop a comprehensive view of interrelated areas. A doctor of the 21st century is capable of independent, critical thinking, excels in decision-making in both diagnostic and emergency situations, is able to specialize and pursue lifelong learning.

International cooperation

As the pandemic has shown, international university alliances are crucial to tackling global challenges. Cooperative research and education projects with a multidisciplinary approach allow for a continuous transfer of knowledge between institutions and different disciplines, enhancing scientific progress and opening up new horizons. The accumulation of good practices and general knowledge from various geographical, social, scientific

“The dynamic development of the healthcare sector, the fact that knowledge doubles in the medical field every two years, global challenges such as ageing society or the internationalization of higher education all demand a paradigm shift in the way we think about training doctors and healthcare workers of the future.”

and political contexts results in a wealth of know-how that can be utilized and adapted to local conditions.

Even closer links with research and industry

Education and research go hand in hand, and strengthening the relationship between science and clinical practice is crucial to training the doctors of tomorrow. This approach also implies the creation of a new innovation ecosystem, where science meets RDI-related commercial activities, while universities' professional competence and research capacity meets the development needs of market players. The knowledge generated in universities is not supposed to be utilized privately, in an exclusively academic context. We need to realize that facilitating interdisciplinary knowledge is what we have to focus on, and one very important aspect of this is a business mindset. At a university that meets 21st century expectations, researchers, inventors, start-ups, industry stakeholders, businesses, investors are in an interactive and fruitful relationship, in order to evolve together. In other words, a university of the future needs to forge closer ties with the business community, promoting the market utilization of knowledge accumulated at the institution and also, increasing the social and economic impact of research.

Changes in the operating environment, more independence

For a higher education institution of the future, competitiveness is an aspect to be kept in mind, responding to the demands of the market and the knowledge-based industry environment. In Hungary, universities were previously 'maintained' by the state, but then a more flexible operating and funding structure was necessary, in order to become proactive members of the global higher education community. In August 2021, a new 'foundation-based model' was introduced in most Hungarian higher education institutions, including Semmelweis University. This new sense of independence has allowed us to rethink our development priorities, redistribute our financial resources and build new academic and industry connections, while the state remained a major supporter and funder.

At the heart of it all: people and human resources

More than ever, the pandemic has highlighted the importance of physical and mental well-being. A university's greatest asset, the key to its capacity to innovate is its human capital, and its excellence is accurately reflected in the way its citizens feel. No matter how advanced science is, the human factor will always be paramount in this field. That is why the health and well-being of our students and staff is already a priority at Semmelweis University, and for a university of the future, it has to be a strategic aspect one must always keep in mind.

33 Higher Education Meets Climate Change



by **Mette Halskov Hansen**, *Vice-Rector for Climate, Environment and Cross-disciplinarity* and **Bjørn Stensaker** *Vice-Rector for Education, University of Oslo, Norway*

The profound changes of climate and the natural environment that we face today constitute both an existential crisis that calls for immediate action and a condition that we need to adapt to in the longer run. Governments and policy makers have been presented with sufficiently solid scientific evidence about the courses and consequences of climate change to speed up their efforts towards a just transition of economies and societies. With the right tools and structures, universities in all parts of the world can be crucial in this transformation. The warming of the planet, the loss of biodiversity, the deepening of inequalities, and all the other social consequences that follow, should be a game changer in higher education. It is not fair to leave it to academic disciplines and concerned scholars alone to decide how to teach students who wish to play a role in the just green transition or to gain “sustainability literacy”. Institutions of higher education have a huge responsibility for facilitating systematic and long-term research-based study programs and courses within the multi-disciplinary fields of climate, environment and sustainability, including the social science and humanities.

For this, they need strong encouragement and support from policy and decision makers to engage in close institutional collaborations, not least including exchange of students and teachers with universities in other parts of the world than their own. While we all need to grasp and interpret the implications of the globally produced scientific knowledge about climate change, our actual experiences of floods, heat waves, loss of land and livelihoods, are distributed in a highly unequal way. Universities are rooted in these social and environmental realities. They have a unique possibility of pinpointing the specific challenges that people and the environment in their own regions face, and to use this knowledge in collaboration with scholars in other parts of the world where other local experiences and interpretations of the crises may be prevalent. Hence, the slogan “think global act local” could also be conceptualized the other way around, pointing to the need for reciprocal actions for learning and knowledge exchange. In times of global crisis, universities need to build solid research

collaborations across regional, political and economic divides. More broadly, the very role of universities in the green just transition must be at the forefront in discussions of “higher education for the future”.

Currently, there is an untapped potential in developing such essential research and education collaborations, not merely between universities in privileged parts of the world or between those that are high on the international ranking lists, but to a much larger extent including universities and scholars in the areas which are hardest hit by climate change, and which are most exposed to the global deepening of socio-economic inequalities.

Many actors in the private and finance sectors now also call for candidates with higher education who have been trained to understand the basics of the climate and environment crisis, and who are able to actively contribute to the sectors’ transition towards sustainable means of production, trade, and investment. For instance, in a Norwegian survey from 2021 to which 95 financial institutions responded, nine out of ten said that what they most urgently needed in the coming years was more competence related to “sustainability and risks of climate change” [1]. These findings were echoed in an interview-study of 40 leading businesses in the Nordic countries. The CEOs were alarmed by the science-based evidence of climate change and its implications, and they felt a strong commitment to contribute to the solutions and develop their companies’ competence to do so [2]. They find support in a strikingly clear and ambitious (proposed) recommendation from the European Commission from 2022, which calls for teaching and lifelong learning directly aimed at achieving environmental sustainability. The Commission is concerned that “learning for environmental sustainability is not yet a systemic feature of policy and practices in the EU” [3]. It explicitly expresses concern that few institutions of higher education in Europe have taken what they call a “whole-institutional approach” – an approach in which environmental sustainability is embedded in all their processes and activities. Greenwashing universities’ existing ways of doing things, without initiating real change, is a danger in times when climate action and sustainability goals may be perceived – and treated – as buzzwords.

We support the idea of whole-institutional approaches to climate, environment and sustainability and suggest that universities actively respond to the resounding calls for a rethinking of educational programs, life-long learning, teachers’ training at all levels, and for more experimental

“Institutions of higher education have a huge responsibility for facilitating systematic and long-term research-based study programs and courses within the multi-disciplinary fields of climate, environment and sustainability, including the social science and humanities.”

teaching and practical training in collaboration with other sectors in society, including the private and public sectors and civil society. Research intensive universities can develop such new forms and content of research-based teaching and training without compromising their academic integrity and research quality. This requires resources to develop high-level internationally collaborative research in the most relevant fields, while simultaneously connecting this directly to innovative educational initiatives. The climate and environmental crises present us also with new possibilities to push for entrepreneurship, support research-based innovations, create more student-centered forms of education, and to decrease our own climate footprint. As universities, we need to explore and exploit those opportunities in collaborations across national, political, academic and disciplinary borders.

34 Missing: “Higher Education” – Expanding the Global Partnership for Education’s mandate to higher education



by **Guillaume Signorino**, Head, Office for International Relations and Global Partnerships for the SDGs, Université PSL, France

The Global Partnership for Education (GPE) is the world’s only global fund focused on education in lower-income countries. Operating in 76 countries, from Afghanistan to Zambia, the GPE mobilized \$11 billion and enabled 160 million children to attend school since 2002.

The GPE, however, exclusively focuses on access to primary and secondary education. It does not support access to higher education (HE). This article argues that financing access to higher education in lower-income countries should be a new mandate of the GPE because of the major benefits of investing in higher education for such countries, the greater aid policy coherence allowed by a global mechanism, and the GPE’s potentiality to successfully lead multilateral efforts for higher education.

The case for investing in higher education

Fostering higher education in lower-income countries is essential for three main reasons:

- i. Tertiary education institutions play a key role in research and innovation, researchers foster knowledge, innovation,

“There is no global fund or international mechanism capable of accelerating global efforts for higher education in lower-income countries.”

and universities enhance skills in the workforce – all being essential prerequisites for economic growth and development.

- ii. Investing in higher education in lower-income countries is a valuable investment in economic terms on the individual level. According to the World Bank, the economic returns for tertiary education graduates are the highest in the entire educational system with an estimated 17% increase in income, compared to 7% for secondary education.
- iii. As secondary graduation rates grow in regions like South Asia and Sub-Saharan Africa, there is a need for increased capacity in domestic higher education systems. This growing student body needs to be able to receive quality tertiary education – in universities but also in vocational schools and technical training institutes.

Despite these three main benefits, there is no global fund or international mechanism capable of accelerating global efforts for higher education in lower-income countries.

The added value of a global fund

The absence of such a fund could be explained the willingness of donor countries not to rely on a multilateral organization to disburse funds for HE. By managing themselves programs, aid agencies can better self-monitor their programs, assess results and report back to policymakers.

However, pulling resources through a global fund could prove useful to maximize synergies between different programs and avoid double-dipping situations where funding from different sources overlap for the same project. Having a global fund could further help improve policy coherence between donors and between donors and the recipient country.

Moreover, investing in higher education can be difficult for many debt-ridden countries with limited public resources and competing priorities in basic education. Having a HE global fund would thus be essential to foster investments as such a fund would be able to pull resources that countries alone could not raise.

Leveraging the GPE as a financing and advocacy platform

Instead of launching a new global fund to lead efforts to support HE in low-income countries, it would be more efficient



to build on the capacities and legitimacy of the Global Partnership for Education.

The GPE has a proven ability to leverage domestic and international finance. This funding competence is based on the financial management capacities of the World Bank, as the organization hosts the GPE Secretariat and manages 75% of the funds allocated by the GPE. By collaborating closely with the World Bank, GPE grants can be implemented with a sound level of financial and programmatic supervision.

The GPE could also serve as a larger political platform to raise the importance of investing in higher education. The GPE could help accelerate efforts of UNESCO which has been advancing the global agenda for higher education and serve as a catalyst for putting HE on top of the aid agenda.

Further integrating lower-income countries in the global HE agenda

As the UNESCO World Higher Education Conference will be convening, the question of supporting lower-income countries will be essential for this Roadmap as “leaving no one behind” is a guiding principle of the Sustainable Development Goals. Lower-income countries need support to build their higher education systems too. They should also benefit from accelerated efforts to develop higher education institutions across the globe, and the GPE could play a pivotal role in doing so.

35 The ASEM LLL Hub’s Framework for Lifelong Learning Research



by **Patrick Holloway**, Project Manager, ASEM LLL Hub, UCC and **Séamus Ó Tuama**, Director Adult Continuing Education, Chair ASEM LLL, University College Cork, Ireland

When one thinks of education and the complex relationship with universities, it is impossible to ignore the fact that universities are embedded in complex local, regional, national, and international environments (Jongbloed, Enders, & Salerno, 2008) that have social and economic impacts. Reports and policy papers emanating from organisations like UNESCO, International Labour Organisation, European Commission, OECD, World Bank all speak to the growing importance of lifelong learning, moving it from a

peripheral to a paradigm shifting force in the future of education, knowledge and skills acquisition, wellbeing and sustainability. Anticipating and shaping future directions in lifelong learning as well as the role of universities is a key challenge for universities today. *‘Reviewing the relevance of the university is a necessary endeavour which requires nuanced analysis’* (O Tuama, 2019). In this realm, the Asia Europe Ministerial (ASEM) Education and Research Hub for Lifelong Learning (ASEMLLL Hub) is a useful vehicle which universities in Europe and Asia use in promoting research, collaboration and partnership to achieve the aim of generating evidence-based outcomes to understand current trends and influence future directions in lifelong learning in the ASEM region.

‘In this era, skills, careers, where one might live, work and learn are predictable only to the extent that they are unpredictable, where technology, climate, migration, security and global health are presenting ever new challenges’ (O Tuama, 2020). The concept of education being singular or linear, split up into into phases, having entry and exit points and conclusions is no longer rational. The ASEM LLL Hub leads a research and policy agenda on lifelong learning in the ASEM region that addresses the many complexities of contemporary society. Lifelong learning allows individuals, communities and wider society to acquire learning throughout the lifecycle in everything from basic education to advanced skills and knowledge acquisition and helps inform not only how to live with each other in a changing world but also how to live our lives better. This links closely with the role of universities on a global level to foster understanding and learning that recognises a plurality of community possibilities (Ó Tuama, Fitzgerald, Sandmann, & Votruba, 2017).

The ASEM LLL Hub offers Asia and Europe an unparalleled mechanism for engaging in high-level, policy-oriented research on futures in lifelong learning, drawing on rich traditions and stimulating new trends in countries from both regions. Hosted on behalf of the Government of Ireland at University College Cork until 2025, the ASEM LLL Hub echoes what Merriam and Kee highlighted in 2014: lifelong learning can contribute to community members being engaged, healthy, and contributing to rather than depleting community resources. The ASEM LLL Hub currently consists of six Research Networks (Digital Learning; Workplace Learning; Professionalisation of Adult Teachers and Educators; National Strategies for Lifelong Learning; Learning Transitions; Learning Cities and Regions) that work on their research and policy agendas, but also create synergies across and between networks to enhance research and policy on Lifelong Learning. Through this collaborative approach, the networks play a significant role in fostering engagement between researchers, policy makers and stakeholders in generating research outcomes that contribute to international scholarship and inform policy. The ASEM LLL Hub is driven by a partnership model that aims to enhance collaboration between the regions, promote mutual learning and generate innovative approaches for the future of lifelong learning. Universities are

“Universities have the capacities to be significantly and globally transformative by extending accessibility, deepening diversity, empowering learners and truly revolutionising lifelong learning for the benefit of all.”

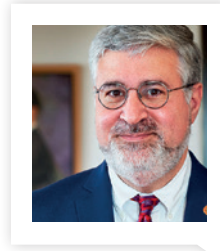
the primary institutional anchors of the Hub, thus leveraging current research and practice and also extending knowledge of the ever-increasing complexity and unpredictability in the world, including in all the great global challenges and especially how that impacts and draws upon education and learning. The Hub itself is helping to shape the research that goes into higher education for the future while understanding that universities play ‘a vital role in addressing the myriad complexities of the contemporary world.’ Universities, however, also need to reimagine themselves and be conscious to integrate a strong public service orientation to have real impact at all levels of society. The Hub’s mission is influenced in all its activities by the need to urgently address sustainable development as a transversal imperative, as expressed in the United Nations Sustainable Development Goals (SDGs).

The ASEM LLL Hub’s programme of research and enquiry is aimed at creating the conditions that supports all learners to engage in and become part of learning throughout their lives. It draws on the Delors’ Report, but adding a fifth theme ‘learning to live with others’ to complement the four pillars of learning: learning to know, learning to do, learning to live together and learning to be. It situates its mission in a context of partnership building, of creating collaborative synergies, building bridges between the regions, the peoples of the regions, institutions, research communities and policy-makers to enhance the opportunities and benefits of lifelong learning for all. Part of this mission speaks to the idea of learning to live with others, which is enhanced through the type of cognitive flexibility that is generated through positive lifelong learning experiences.

Universities are a unique form of institution; they have a special role to play in securing the future of humanity and the future of the entire planet. What Ukraine is living through today further conveys the importance of universities to offer and develop critical skills of the communities and larger population. Ultimately, universities have capacities to address the complex cocktail and ‘complexities of contemporary social, political, economic, environmental, and well-being challenges’ (Ó Tuama, 2019). They also have the capacities to be significantly and globally transformative by in a very real sense extend accessibility, deepen diversity, empower learners and truly revolutionise lifelong learning for the benefit of all.

MIDDLE EAST

36 Navigating the Perfect Storm while providing hope, health and opportunities



by **Fadlo R. Khuri**, *President, The American University of Beirut, Lebanon*

The last three years have seen Lebanon and the American University of Beirut face crisis after crisis, to the extent that

these catastrophes have converged into a veritable “perfect storm.” Yet the need and opportunity to transform how we teach and serve others have rarely been more critical, albeit more fraught with challenges. To continue with the status quo was unlikely to be a sustainable option before. It is beyond unwise and perhaps even impossible now.

To recap what has taken place in our host country, Lebanon, one must recall the last signpost of normality. In the spring of 2019, we inaugurated the building of a new hospital wing planned to take medical education and care to a whole new level in the Arab world, to treat some of the most profoundly ill patients with state-of-the-art medical techniques. By that summer, devastating forest fires raged in Mount Lebanon, undoubtedly caused by climate change, while a deeply divided political class and their clientele continued to pull their monies out of Lebanon’s previously thriving banks. As the economy contracted, a massive national uprising attempted to call politicians to account. A violent crackdown on the would-be revolution, a disorganized national debt default, and finally the catastrophic August 4, 2021 Beirut port explosion demolished hope for better days ahead. This was accentuated by a pandemic that was particularly punishing for the Lebanese inhabitants and a total economic collapse that has seen the local currency lose 90% of its value. Over this three-year period, our university has worked hard to support its community, even as our revenues declined as fee-paying students and patients abandoned ship and emigrated in droves.

When faced with such a concatenation of severe crises, there are many ways an institution can choose to address them. At

“At the American University of Beirut, rather than consolidate and batten down the hatches to survive the storm, we have chosen to seize the opportunity to transform who we teach, how we teach, and where we teach as part of better defining and serving our core mission.”



the American University of Beirut, rather than consolidate and batten down the hatches to survive the storm, we have chosen to seize the opportunity to transform *who* we teach, *how* we teach, and *where* we teach as part of better defining and serving our core mission. “Never waste a good crisis,” as Winston Churchill and others have advised, and that is the path we have followed. Our fundamental decision has been to reform and to expand our sphere of influence.

For years, academic institutions held fast to the idea of lectures and seminars as the core teaching modalities, whereby august professors passed on their knowledge and experience to students through classroom instruction, laboratories, and other didactic learning. The pandemic forced us to rely more on distance-learning, an experiment that previously received inadequate scrutiny and largely divided opinion. We now know that distance learning provides opportunities to efficiently share data, lectures, projects, and other learning tools asynchronously, thereby creating opportunities for more students to learn at their own pace. At the same time, distance learning lacks the rewarding component of face-to-face interaction, one of the more vital parts of the student experience. This was never more apparent to us than when, after vaccinating more than 99.6% of our community, we welcomed our students and faculty back onto our magnificent campus.

The COVID-19 pandemic has been both witness and cause to an accompanying pandemic of mental health disorders, of isolation, anxiety, depression and worse. The joy of our students and faculty was palpable as they resumed in-person learning. This reinforcing component of higher education must be salvaged and enhanced but is far too valuable to be expended on didactic lectures alone. New models of mentorship, teaching and engagement, borne of all we have learned from what is useful and what is lacking from distance learning, must be further developed.

And if there is a silver lining in these overlapping crises, it is in the role our students have played as stewards of communal wellbeing. Whether leading vaccination drives throughout the pandemic, volunteering to assist the wounded after the Beirut blast, helping rebuild communities or developing projects with social and economic impact, the experiential component of the student experience is clearly vital, and must be enhanced moving forward. Through music, theatre, cinema and athletic clubs, cultural enterprises, all the way to political activism, our students are at their very best when they are fully engaged. They are confident, impactful, and mentally healthy.

Formalizing experiential learning while optimizing online education and preserving the best components of didactic teaching represents a daunting undertaking. While this might best be carried out in more stable socio-economic circumstances, crises have historically galvanized the best kind of activism. Whether through building satellite campuses, revamping and expanding our online offerings, or radically revamping our approach to higher education, we must pursue a better student experience, and through it a society of more capable and

confident leaders, ones who are prepared and motivated to help forge a better, fairer, and more inclusive world.

37 Reinventing Higher Ed or Doubling Down on Change? A View from New York University Abu Dhabi



by **Marta Losada**, *Dean of Science* and **Mariët Westermann**, *Rector, New York University Abu Dhabi, United Arab Emirates*

Universities aspire to play a transformative role for their students, helping them alter and enhance their individual trajectories so that they can discern and pursue a plethora of future pathways. This crucial role must be maintained, adapted and amplified by each institution, in line with its vision and mission, to ensure that graduates can thrive as human beings and infuse society with the knowledge, skills, creativity, and solidarity needed to build a better future.

From the vantage of NYU Abu Dhabi, we can first state that the university has accomplished its vision of offering an innovative and rigorous liberal arts education together with a world class research program, grounded in the dynamic crossroads of the UAE. We have recruited students from 120 countries and faculty from 50. Our programs have achieved distinction and resilience, and are fully integrated into NYU's network of degree granting campuses in New York, Abu Dhabi, and Shanghai and 12 study sites around the globe. While our research is globally recognized, much of it has high relevance for the country and region. Our public lectures and performing and visual arts venues enliven and stimulate the cultural landscape.

NYUAD is poised to pursue, expand, and enhance these drivers and outcomes, and become an indispensable anchor institution for the UAE and NYU. Each and every one of these elements are essential to our university.

Even amidst the COVID-19 pandemic, NYUAD's most recent alumni have shown great strengths, with 96% placement rates within six months of graduation. More than half employed graduates stay to work in the UAE. Others go to top graduate schools, with 39% of alumni studying at the best universities worldwide. Graduates are

“Internationalization will continue to be a beacon of hope for new generations seeking to create a more collaborative human society and a more liveable planet. Students understand that varied and well-structured international opportunities are a clear and direct mechanism to enrich learning, advance knowledge and research, and share our humanity in all its diversity.”

increasingly employed in the tech industry and start-up ventures, but many first obtain distinguished fellowships or lead social engagement projects globally.

The pandemic has moved the local relevance and societal impact of universities into an ever brighter spotlight. Many countries have been building research and advanced training capacities for decades, with their universities becoming more competitive on the world stage. These trends of growth and differentiation are likely to continue, with uneven success because of persistent resource inequalities. The risk of even wider gaps between systems of higher education in different countries is very real and present.

NYUAD has become an active generator of new knowledge within the context of NYU. We also seek to mitigate the great asymmetries that exist across the globe in access to active research cultures and to ambitious university education. The university has become a magnetic alternative for young people anywhere to learn from what is at the crux of this institution: a cutting-edge faculty in extraordinary facilities. If a significant fraction of these students eventually contributes and helps build capacities in their places of origin, the university's impact will be truly global.

The pandemic has changed societies and international relations around the world, but universities must persevere in their global outlook and weaving of connections and networks across borders. Universities can be a bulwark against isolationism. Internationalization will continue to be a beacon of hope for new generations seeking to create a more collaborative human society and a more liveable planet. Students understand that varied and well-structured international opportunities are a clear and direct mechanism to enrich learning, advance knowledge and research, and share our humanity in all its diversity.

Student flows may be significantly altered post pandemic. Digital tools and social media have effectively flattened the globe in certain ways, with wider access becoming a reality. But the recent success of remote study and participation may also have negative implications, and make it more difficult to attract talent across physical boundaries. At NYUAD we are not fearful of this future, as our geographical location, focus and scope have already proved to be ideal for students who seek to transition from secondary to undergraduate education or into graduate programs and early career stages.

The pandemic forced universities to change at unprecedented speed. This has been particularly – and successfully – true in the realm of teaching and learning, where almost every university in the world pivoted to online course delivery in just a few weeks. We now have more clarity of what can work in a digital environment, what definitely does not, and where we need to obtain substantive improvements. Universities have gained a wealth of data for educational research that will provide new insights. Faculty have made immense efforts to learn how to provide students with successful learning experiences.

It will be fascinating to see how universities will use digital options to enhance their students' education. We see real potential, for example, in making it easier for students to access critical gateway courses in strong virtual formats when they seek to change their majors or add a minor. Different learning frameworks and a more diverse pedagogy can now be imagined.

NYUAD has the ambition to be a leading research university with a profound commitment to teaching, on the global scale. During its first decade it has laid the foundations and reaped fantastic results by leaning into the human potentials that can be unlocked by bringing together scholars and students from around the world. In the best tradition of universities with a worldly outlook, we will continue to strive for a culture of solidarity and knowledge sharing across borders, and configure the institution to be a beacon of reference in the region, driver of the knowledge transformation of the country's economy, and collaborative partner for local and global communities that share in these goals.

38 Re-Inventing Higher Education in the COVID Era



by **Islam Massad**, *President, Yarmouk University, Jordan*

In light of the changes as a result of the COVID-19 pandemic, new higher education policy makers and education specialists have to face new challenges world round.

Indeed, access to education has been partially and sometimes totally disrupted during the pandemic. The higher education (HE) sector is moving towards initiating new delivery models to face current challenges and reflect the demands of social, political and economic changes. Higher education institutions around the world are adopting more flexible virtual and physical classrooms which lead to the need for a comprehensive set of reform measures and upskilling capabilities in terms of teaching methods, curricula and infrastructure.



The digital transformation of HE has become a matter of survival. It is not only about providing services handily and smoothly, but also about keeping pace with the evolving expectations of students. Inevitably, transformation is coming and we need to be ready for it in advance. In itself, though being an important tool, technology alone is not the solution to challenges facing universities. Other components are equally important, such as the introduction of innovative new academic programs to meet the needs of the labour market, the development of universities' infrastructure and building capacity of both learners and teachers.

Today, we are living in a technology-based society, and we should adapt with emerging challenges and trends. Online learning has become an effective and necessary action at higher education institutions. Becoming a necessity, and in light of many difficulties facing traditional university education, online education can improve the educational process and develop scientific research, particularly that it entails involvement of students in the learning process, which also provides students with skills required to carry out research. The success of e-learning during the pandemic period constituted a good incentive to invest in e-learning systems in the post-pandemic period. It is significant to review the effectiveness of e-learning platforms and the tools necessary for the e-learning process. Moreover, we should focus on setting legislation to regulate modern trends in education, bearing in mind that transforming traditional education into digital and integrating technology in education will contribute to build a better teaching and learning experience.

At present, universities should overstep their traditional roles and missions and embrace a wider goal to serve society, with focus on addressing issues of employability and fostering sustainable development. This may be achieved by creating an environment that encourages entrepreneurship and innovations, thus enhancing competitiveness and increasing economic growth. Generating new job opportunities and adapting to the rapid change occurring in the higher education sector will be much treasured, particularly when students are well prepared to the jobs of tomorrow, and when graduate employability is reinforced. In the end, this will contribute to the national economic growth and development. We need to link our curricula to the business and market needs and to enhance partnerships with industry sectors to maximize students' skills, giving them the opportunity to get practical training that helps them have their own business. The education sector, particularly universities, should motivate students to innovate and train them in theory and practice, thus stimulating

“Higher education institutions around the world are adopting more flexible virtual and physical classrooms which lead to the need for a comprehensive set of reform measures and upskilling capabilities in terms of teaching methods, curricula and infrastructure.”

scientific research and contributing to achieving the sustainable development goals.

Today, recognition of the value of Vocational Education and Training is increasing. Needless to say, that delivering high quality vocational education programs would effectively contribute to sustainable development and labor market. However, vocational education was the sector most affected by the pandemic because a practice-oriented.

For this reason, strategies and quality assurance measures should be discussed and implemented to maintain the standards of competences required and to integrate new digital tools within this sector.

39 The future of Higher Education in the Arab World (2030)



by **Amr Salama**, Secretary General, the Association of Arab Universities (AAU)

Recent political, demographic, economic, and scientific challenges, let alone the pandemic, have opened

the door to reconsidering the future of higher education in the Arab world and globally. The challenges revealed a reality that needed to be addressed.

Arab universities have been absent from the global competition arena when evaluated through the international university ranking criteria specifically for: quality of their programs, operations, research products, and their outputs, whether in terms of the competencies obtained by graduates, research production and quality, or by the quality and quantity of services catered to the communities in which they are hosted. The QS classification for the year 2022 indicates that only eleven Arab universities are among the top 500 universities in the world.

The Human Development Report for 2019 indicates that the population of the 22 Arab countries has reached about 432 million, representing about (17%) of the world's population which is around 7.5 billion. In the Arab world, there are about 1,000 universities in addition to other dozens of foreign universities branches. More than 13 million male and female students are enrolled in all Arab universities, with about 309,000 faculty members; (75%) of them hold a doctorate degree, and (25%) hold a master's degree.

As for the ratio of students to faculty members in Arab universities, it is about (1:36) while the global average ratio is (1:25). According to experts and quality accreditation, the ideal ratio seems to be (1:15-20). Despite more than a decade

of dramatic expansion, higher education in the Arab world continues to fall short of the needs of students, employers, and society at large. In most countries, the majority of students are enrolled in institutions that lack key human and physical resources for success and suffer from overcrowding and poor quality. Efforts to address these chronic problems have had only marginal success. High unemployment among university graduates is only one measure of the reality of an educational system that is not producing graduates with the skills needed to succeed in the modern global economy and economies that are not producing opportunities for massive numbers of new entrants. The long-term success or failure of today's reform initiatives will rest, to a large degree, on the ability of these societies to place higher education where it belongs—as the engine of social and economic progress. The new pressures for change may provide a unique opportunity to break free from some of the obstacles that have held back meaningful educational changes in the past. However, there is a severe need for all Higher Education stakeholders in the Arab region (educators, specialists, and public sector officials, students, universities leaders, etc.) to review the current state of higher education in the Arab world and consider the key challenges facing this critical sector of society. How are different actors in the diverse landscape of Arab higher education advancing or impeding the goals of improving educational outcomes? To what degree do regional partnerships and cooperative efforts offer opportunities to overcome local obstacles in specific areas? Finally, where has important progress been made and what policy responses and initiatives should be encouraged to improve the ability of Arab educational institutions to meet the challenges of this transformational period?

Arab higher educational systems challenges and obstacles need to be sorted out by (for example):

- a. Restructuring the basic education system in the Arab world so that classification will be scaled according to the academic stages built on quality of skills, talents and abilities of students,
- b. Granting universities financial and administrative sufficient independence,

“The long-term success or failure of today's reform initiatives will rest, to a large degree, on the ability of these societies to place higher education where it belongs—as the engine of social and economic progress.”

- c. Increasing internal funding for higher education institutions and centers of scientific research and innovation,
- d. Enabling university leaders by building their capacity with the required skills, knowledge, and authorities,
- e. Adopting digital and e-learning approaches into the learning and teaching process/es,
- f. Ensuring mobility of staff, students, and researchers between Arab institutes,
- g. Encouraging the internationalization of universities,

Arab Universities are invited to activate their partnership with the private sector and scientific research support funds to create incentives for serious researchers and encourage students to integrate into these research projects.

The most important factor today is to provide graduates with life practical skills that help them educate themselves and think about the level of challenges in their environment and society. They are requested to take part into providing solutions to its problems and contribute to the development of their societies. It is very likely that the Arab student community, a long with Arab student councils and youth organizations, need further networking through youth work institutions and international unions. The policies governing Arab higher education need to develop in addition to modernizing the legislative system with innovative vision that keeps pace with global changes in the future.

REFERENCES AND NOTES:

FOREWORD

01 Reinventing higher education?

[1] Values of the International Association of Universities (IAU): <https://www.iau-aiu.net/Vision-Mission>

[2] Magna Carta Observatory (MCO): <http://www.magna-charta.org/magna-charta-universitatum>

[3] 2 IAU Global Survey Reports on the impact of the pandemic on higher education:

Marinoni, Giorgio, Jensen, Trine and van't Land, Hilligje, 2020 *The impact of COVID-19 on higher education around the world*. Paris: International Association of Universities. Accessed January 20, 2022 <https://www.iau-aiu.net/IMG/pdf/>

[iau_covid19_and_he_survey_report_final_may_2020.pdf](https://www.iau-aiu.net/iau_covid19_and_he_survey_report_final_may_2020.pdf)

Jensen, Trine, Marinoni, Giorgio and van't Land, Hilligje, 2022 *Higher Education Year into the COVID-19 Pandemic*. Paris: International Association of Universities. Accessed March 31, 2022 <https://www.iau-aiu.net/The-Second-IAU-Global-Survey-Report-on-the-Impact-of-COVID-19>

REFERENCES AND NOTES:

[4] IAU Policy Statement: *Transforming Higher Education in a Digital World for the Global Common Good*. Accessed March 31, 2022 https://iau-aiu.net/IMG/pdf/whec2022_open_knowledge_product_iau_policy_statement_digital_transformation_of_he.pdf

[5] Marinoni, G. (2019) *Internationalization of Higher Education: An Evolving Landscape, Locally and Globally: IAU 5th Global Survey*. Berlin: DUZ Academic Publishers.

AFRICA

04 Reinventing Higher Education: Reflections on Problems and Prospects from the Global South

Campbell, Tony (2021). *Future Ready Framework Definitions, Future Ready Schools, Preparing Students for Success*. <https://futureready.org/wp-content/uploads/2016/07/FutureReadyFrameworkDefinitions.pdf>

Kimotho, Stephen Gichuhi (2019). The storm around Beall's List: a review of issues raised by Beall's critics over his criteria of identifying predatory journals and publishers, *African Research Review*, Vol. 13 No. 2 (2019) <https://www.ajol.info/index.php/afrev/article/view/185628>

05 Critical Diversity Literacy For Higher Education Internationalisation

Buckner, E., Lumb, P., Jafarova, Z., Kang, P., Marroquin, A. and Zhang, Y. (2021). Diversity without Race: How University Internationalisation Strategies Discuss International Students. *Journal of International Students*. 11(S1), 32-49.

Steyn, M. (2015). Critical Diversity Literacy. Essentials for the 21st century. In: S. Vertovec. *Routledge International Handbook of Diversity Studies*. Routledge: Oxford. pp. 379-389.

07 Between hope and despair: the learning environment for students with disabilities in Hawassa University

[1] Universities in Ethiopia, available at <https://www.alluniversity.info> (visited on February 8, 2022).

[2] Wondwosen Tamrat "Disability in higher education – From policy to practice: available at <https://www.universityworldnews.com> > post (visited on February 10, 2022).

[3] See generally, Jane Kotzmann (2018) *The Human Rights-Based Approach to Higher Education: Why Human Rights Norms Should Guide Higher Education Law and Policy* (Oxford University Press, USA) p. 19.

[4] Federal Constitution, Art. 9 (4).

[5] See A Human Rights-Based Approach to EDUCATION FOR ALL (United Nations Children's Fund/United Nations Educational, Scientific and Cultural Organization, 2007).

[6] Id., p. 27-28.

AMERICAS

08 Reinventing Higher Education: what COVID-19 taught about the role of research universities in Peru

[1] Punto Edu, Cabildo Bicentenario: *Tres Proyectos para Enfrentar la Pandemia*, July 19th 2021. <https://puntoedu.pucp.edu.pe/investigacion-y-publicaciones/investigacion/cabildo-bicentenario-3-proyectos-de-innovacion-pucp-para-enfrentar-la-pandemia/>; Panfichi, Aldo. "MASI: The Peruvian Ventilator. *ReVista*. Harvard Review of Latin America. Spotlight: Eyes on COVID-19, August 2021; <https://revista.drclas.harvard.edu/masi-the-peruvian-ventilator/?fbclid=IwAR3fP-EnIVRrDMleew9A0NOhjm6JMOvbrgbHHPgo7J6v0Fo0gw7F7vneRso>

[2] The Red Peruana de Universidades (Peruvian University Network) is an association of public and non-profit universities with 22 members at the time of the pandemic. This brochure shows their actions during the first months of the emergency: <https://rpu.edu.pe/2020/04/30/acciones-las-universidades-miembros-la-rpu-frente-la-pandemia-covid-19/>

09 Higher Education Institutions to 2030 and after: Transmigrating Ideas across Plural Frontiers

[1] UNESCO, 2020. *Global education monitoring report 2020: Inclusion and education: All means all*. United Nations

Educational, Scientific and Cultural Organization, Paris.

[2] Commitments – U7 (u7alliance.org)

[3] Scarborough Charter signals national effort to deal with anti-Blackness on campus — University Affairs

[4] Universities Canada principles on Indigenous education – Universities Canada (univcan.ca)

[5] Winskel, Mark. (2014). Embedding Social Sciences in Interdisciplinary Research: Recent Experiences from Interdisciplinary Energy Research, *Science as Culture*, 23:3, 413- 418, DOI: 10.1080/09505431.2014.926150

[6] Idundun, E., Hursthouse, A.S., McLellan, I. (2021). Carbon Management in UK Higher Education Institutions: An Overview. *Sustainability*, 13, 10896. <https://doi.org/10.3390/su131910896>

[7] Salas, D.A., Criollo, P., Ramirez, A.D. (2021). The Role of Higher Education Institutions in the Implementation of Circular Economy in Latin America. *Sustainability*, 13, 9805. <https://doi.org/10.3390/su13179805>

[8] Lampoltshammer, T.J., Albrecht, V., Raith, C. (2021). Teaching Digital Sustainability in Higher Education from a Transdisciplinary Perspective. *Sustainability*, 13, 12039. <https://doi.org/10.3390/su132112039>

[9] Reimers, F.M. (2021). Can Universities Help "Build Back Better" in Education? The Socially Embedded University Responds to the Covid-19 Pandemic. *Front. Sustain.* 2:636769.doi: 10.3389/frsus.2021.636769

[9] The Coming 5G Revolution: How Will It Affect the Environment? (columbia.edu)

[10] IAU Horizons_vol_26_2.pdf (iau-aiu.net) pp. 6-7.

11 A Global Movement for Democratic Civic Universities

Bergan, S., Gallagher, T., Harkavy, I., Munck, R., & van't Land, H. (Eds.) (2021). *Higher education's response to the COVID-19 pandemic: Building a more sustainable and democratic future*. Strasbourg: Council of Europe.

REFERENCES AND NOTES:

Dewey J. (1993). Creative democracy: The task before us. In Morris D. and Shapiro I. (Eds.), *Dewey: The political writings*. Hackett Publishing, Indianapolis, IN/ Cambridge, MA. (Original work published in 1939).

12 Global HE values for a globalized world

[1] www.iau-aiu.net/Observatory-Magna-Charta-Universitatum

[2] www.worldvaluessurvey.org

[3] <https://immi.se/intercultural/nr9/kragh.htm>

ASIA AND PACIFIC

14 Reinventing Higher Education

[1] UOW is the 14th best Modern University in the World, QS Top 50 under 50 Rankings 2021

20 Continuity of Learning and Teaching at the University of the South Pacific in the COVID-19 Pandemic

[1] Schools of the Future: Defining New Models of Education for the Fourth Industrial Revolution, World Economic Forum, 2020, <https://www.weforum.org/reports/schools-of-the-future-defining-new-models-of-education-for-the-fourth-industrial-revolution>

[2] <https://pacref.org/>

[3] L. Goh, *The future is now: imagining university life post-COVID*, University World News, 27 February 2021, <https://www.universityworldnews.com/post.php?story=20210224140632590>

21 Reinventing Higher Education towards Innovation for Sustainable Future: Siam University Case

Papadopoulos, C., Rasterhoff, C., & Schreibman, S. (2022). Open Educational Resources as the Third Pillar in Project-Based Learning During COVID-19: The Case of #dariahTeach. KULA: Knowledge Creation, Dissemination, and Preservation

Studies, 6(1), 1-16. <https://doi.org/10.18357/kula.205>

Fischer, S., Rosilius, M., Schmitt, J., & Bräutigam, V. (2021). A Brief Review of Our Agile Teaching Formats in Entrepreneurship Education. *Sustainability*, 14(1), 251. MDPI AG. Retrieved from <http://dx.doi.org/10.3390/su14010251>

Power, E., Partridge, H., O'Sullivan, C., & Kek, M. Y. C. A. (2020). Integrated 'one-stop' support for student success: recommendations from a regional university case study. *Higher Education Research & Development*, 39(3), 561-576.

Mongkhonvanit, P., & EMERY, S. L. S. (2003). Asian perspectives on European higher education. *Higher Education in Europe*, 28(1), 51-56.

22 Reimagining Future Universities

[1] <https://www.reimagine-education.com/18-university-future-reimagining-higher-education/> accessed on February 10, 2022

[2] <https://enviableworkplace.com/wp-content/uploads/2010/04/The-Next-Workforce-by-Peter-Drucker.pdf> accessed on February 10, 2022

EUROPE

31 Release unprecedented transformative forces

[1] <https://www.cesaer.org/news/research-and-education-communities-urged-to-unite-to-tackle-global-climate-challenges-1019/>

33 Higher Education Meets Climate Change

[1] Report in Norwegian: <https://www.finans Norge.no/contentassets/f95f4cb240a147a3b7cd85bd3495a295/kompetansesjekken-2021/kompetansesjekken-2021>

[2] <https://www.norden.org/en/news/new-report-nordic-ceos-call-more-political-action-climate-issues>

[2] https://ec.europa.eu/commission/presscorner/detail/en/ip_22_327

35 The ASEM LLL Hub's Framework for Lifelong Learning Research

Delors, J. *et al.* (1996) *Learning: the treasure within. Report to UNESCO of the international commission on education for the twenty-first century* (Paris, UNESCO). <https://unesdoc.unesco.org/ark:/48223/pf0000109590>

Jongbloed, B., Enders, J., & Salerno, C. (2008). Higher education and its communities: interconnections, interdependencies at a research agenda. *Higher Education*, 56(3), 303-324. doi: 10.1007/s10734-008-9128-2

Merriam, S. B., & Kee, Y. (2014). Promoting community well-being: The case for lifelong learning for older adults. *Adult Education Quarterly*, 64(2), 128-144. doi: 10.1177/0741713613513633

Ó Tuama, S. (2019). Community-engaged universities: Approaches and context. *Adult Learning (Washington, D.C.)*, 30(3), 95-98. <https://doi.org/10.1177/1045159519853804>

Ó Tuama, S. (2020). A Framework for Lifelong Learning Research in the ASEM Region: 2020-2025. <https://asem-education.org/wp-content/uploads/2020/10/ASEM-LLL-Hub-Draft-5-Year-Plan-v4.pdf>

Ó Tuama, S., Fitzgerald, H., Sandmann, L., & Votruba, J. (2017). Community engaged universities beneficial exchanges. In A. Knox, S.C.O. Conceição, & L. Martin (Eds.), *Mapping the field of adult and continuing education: An international compendium* (Vol. 4, pp. 553-557). Sterling, VA: Stylus.



Global Cooperation for the Democratic Mission of Higher Education

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE



INTERNATIONAL
ASSOCIATION OF
UNIVERSITIES
INTERNATIONAL UNIVERSITIES BUREAU



INTERNATIONAL
CONSORTIUM
FOR
HIGHER EDUCATION, CIVIC RESPONSIBILITY AND DEMOCRACY



OAS | More rights
for more people

2022 GLOBAL FORUM

HIGHER EDUCATION LEADERSHIP
FOR DEMOCRACY, SUSTAINABILITY,
AND SOCIAL JUSTICE

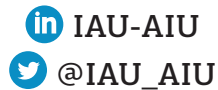
Save-the-Date

16-17 June 2022
Dublin City University



To Register:
<https://www.dcu.ie/engagement/global-forum-2022>

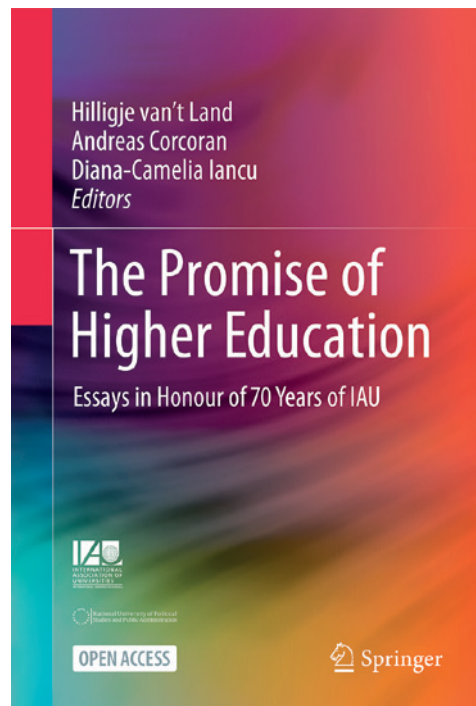
Follow IAU on...



**As an IAU Member,
you can increase your
visibility on the
IAU website:**

- ➔ Share your news in IAU News from Members
- ➔ Advertise your events in the Global Calendar
- ➔ Showcase your initiatives on IAU specialized portals

www.iau-aiu.net



IAU – INTERNATIONAL ASSOCIATION OF UNIVERSITIES / INTERNATIONAL UNIVERSITIES BUREAU. Servicing its institutional and organizational members and beyond, IAU provides a forum for building a worldwide higher education community, promotes exchange of information, experience and ideas, contributes, through research, publication and advocacy to higher education policy debate.

IAU **HORIZONS** editors: **Hilligje van't Land**, Secretary General /// **Trine Jensen**, Manager, HE and Digital Transformation, Publication and Events.



Printer: SEP, Nîmes, France /// **Design:** Maro Haas

ISSN (printed version): 2076-2194 / ISSN (web version): ISSN: 2076-2208

Cover Image: iStock-Metamoworks

IAU International Association of Universities, UNESCO House, 1, rue Miollis – F-75732, Paris Cedex 15 – France
Tel: + 33 1 45 68 48 00 – Fax: + 33 1 47 34 76 05 – E-mail: iau@iau-aiu.net – Internet: www.iau-aiu.net

IAU **HORIZONS** is available on-line in PDF format document at: <https://www.iau-aiu.net/IAU-Horizons>

This document is printed on 100% PEFC-certified paper.

The logo for the IAU 2022 16th General Conference is a circular emblem composed of four overlapping, curved segments in shades of blue, green, and yellow. The text 'IAU 2022' is prominently displayed in white and yellow, with '16th GENERAL CONFERENCE' in white below it. The dates '25-28 October' and the location 'Dublin, Ireland' are also included in white.

IAU
2022
16th GENERAL
CONFERENCE
25-28 October
Dublin, Ireland

The background of the poster is a photograph of a scenic view of Dublin, Ireland. It features a white, arched pedestrian bridge crossing a river. In the background, there are several multi-story brick buildings with white window frames under a bright blue sky with scattered white clouds.

Let's Meet In Dublin

IAU 16th General
Conference
25-28 October 2022

RELEVANCE AND VALUE OF UNIVERSITIES TO FUTURE SOCIETY

We look forward to convening our Members from around the world in a presential setting with room for networking and informal conversations over lunch and coffee. Take part in this exceptional event, hosted by University College Dublin (UCD), offering a stimulating programme discussing emerging trends in higher education with perspectives from all regions of the world. The General Conference is furthermore the supreme decision making body of the Association, where Members elect the next IAU President and Administrative Board and approve the Strategic plan of the Association, thus the participation of Members is of outmost importance.

Register now and take advantage of the early bird rate!

IAUDublin2022.net

HOSTED BY UNIVERSITY
COLLEGE DUBLIN (UCD)

