Bulletin

Leading the way

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Bulletin

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Editorial

Cambridge University Library is celebrating its 600th anniversary with an exhibition, 'Lines of Thought'. One part of this displays some of the world's most important religious texts, some predating the Library by a millennium or more. The works come from many different faiths, a reminder that we should always be open to the ideas of others – it is the exchange with others that enriches our own experience and work. And the fact that the world's oldest university was established on the Indian subcontinent two millennia before Cambridge established a library indicates how extensive those exchanges can be.

That Cambridge University Library can display such a wealth of material indicates the importance of religions in promoting learning, and in establishing and sustaining universities. Religions are not the only source of motivation for universities, and there are now many that are simply non-religious. But this growing diversity demonstrates the need for an environment of respect in which all can develop, while accepting that there are boundaries to what humanity will tolerate.

The Commonwealth provides its members with a network and opportunities for partnership and dialogue which can engender such respect among its institutions and peoples. Indeed, the Commonwealth Charter commits member countries' leaders to upholding democracy and human rights and promoting tolerance and respect, as well as protecting the environment, providing access to health, education and food, and recognising the role of young people in promoting these and other values.

Universities should be promoting all of these points, and the ACU has much to contribute. The theme of our forthcoming Conference of University Leaders in Ghana is 'Defining the responsible university', and this issue of the *Bulletin* explores the ways in which universities promote democracy, counter extremism, and uphold fundamental human rights.

The ACU provides a forum through which members can exchange their experiences. It is primarily from such dialogue that such respect can develop. The dialogue should be rich and varied – the ACU has faith-based member universities from five major religions across the world. And the ACU staff, based in London, come from six different religions. We are a very diverse organisation.

In entering any dialogue, we might take Her Majesty The Queen, Patron of the ACU, as an example. In celebrating her 90th birthday with a thanksgiving service at St Paul's Cathedral, she displayed her own Christian faith. But she does not exclude people of other faiths – by simply showing interest, listening and learning, she can unify people of all faiths and none, and accords them all the same respect and dignity.

The degree of religious association of our members varies, as does their approach to other faiths. Yet, at their heart, they share the common ethos of all universities – educating the next generation, creating knowledge through research, and serving their communities.

The potential of faith-based universities working together to promote respect and peace is huge. By establishing a cross-faith, international dialogue between such institutions, we can develop a better understanding of faiths, as well as more open and discursive teaching styles, and embed a culture of respect among groups of students who might be particularly influential in their own societies.

We look forward to starting this dialogue at the Ghana conference, which provides a platform for us to bring together universities from different faiths to discuss practical means of promoting tolerance, respect, and objectivity. We aim to follow this up with a dedicated programme of work supporting universities in this area, producing a statement of common standards and ideals, and collating good practice case studies and curriculum materials. If you would like to get involved, please contact us at **membership@acu.ac.uk** ∎

The Revd Keith Stephenson is Director of Finance and Resources at the ACU.

Universities and democracy

In July 2016, the ACU Conference of University Leaders takes place in Accra, Ghana, bringing vice-chancellors and other university leaders from across the Commonwealth together to debate the role and remit of a 'responsible' university. Here, **John Kirkland** starts the debate by exploring the ways in which higher education contributes to democratic society.

Expectations of what higher education can deliver to society have never been higher. One consequence of the very welcome expansion of universities in most Commonwealth countries has been an ever-expanding list of goals and targets that we are expected to achieve. These go beyond the usual range of key performance indicators that often drive organisations, such as efficiency, productivity, or even customer satisfaction.

Universities are expected to do much more than produce graduates or research – they are expected to change society. For example, universities are expected to produce economic growth, act as a catalyst to develop the regions in which they are based, and produce graduates who are not only able to meet the needs of employment, but can also create jobs for themselves. We should not complain about this agenda – it shows a confidence in universities that has not always been present. We do, though, need to instil a sense of realism in our funders about what can and cannot be achieved.

Of course, the way in which society takes decisions reflects a range of systems and values much wider than those generated by higher education. Nonetheless, the exercise of defining the ways in which universities can and do contribute to these is an interesting one.

For present purposes, let's not get diverted into a debate about what democracy is – or whether democracy represents the ideal political system. Despite it being a core Commonwealth value, there are many who would claim it is not! For the purposes of this discussion, let's just assume that democracy refers to the ability of people to contribute effectively to decision-making within their respective systems.

Universities should welcome the opportunity to define how we enhance this version of democracy – in fact, we should be 'loud and proud' in trumpeting our contribution. So, what are the various ways in which higher education promotes democracy?

Training the next generation of leaders

Democracies depend critically on the quality of the leaders that their systems generate. Not only political leaders at a given time, but also the opposition leaders and functionaries who make the systems work. Not all of these will ever attend a university, but the majority will. Leaders will come from a variety of backgrounds – in many cases, their participation in higher education may be their last 'common professional experience'. Universities cannot – and should not – seek to enforce particular values on their students, but they are in a unique position to equip them with the necessary decision-making skills.

Developing the evidence base to support decision-making

All forms of government rely on solid evidence to support decision-making. For democracies, the need is often for rival interpretations of that evidence to sustain differing priorities and positions. Yet the desire of governments for 'evidence-based policy' has proved difficult to deliver. Barriers extend beyond the availability of information and the willingness of decision-makers to act upon it. Critically, they include the way in which knowledge is applied to policy concerns, the way it is presented and communicated, and who it is communicated to. As both producers and communicators of knowledge in the public interest, universities have a key role to play.

Helping to create a harmonious, inclusive society

From this point, the discussion becomes more difficult because it relates to supporting particular *values*, as well as providing skills and knowledge. The notion of a harmonious society is a difficult one; it can all too easily be used to require loyalty to, or acceptance of, unjust practices. However, the wider the participation in higher education, the higher the percentage of the population that can effectively take part in such discussions. Thus the rising proportion of students involved in

higher education, and the programmes designed to increase participation among previously disadvantaged groups, should ultimately benefit democratic society by ensuring a larger, more diverse (and thus representative) range of contributions to national debate.

Promoting critical objectivity

The ability to look at evidence critically – and the recognition that different people will draw different conclusions from it – are fundamental to the ethos of universities. The perception that universities need the freedom to challenge conventional wisdom has provided the justification for systems of academic tenure that reach back for centuries. It explains why universities are so often at the forefront of social protest, and become the targets of authoritarian regimes. These values are fundamental to democratic societies too, but they do not occur by chance. Universities have a key role in instilling them in society – not just through the provision of information, but by placing generations of students in an environment where challenges to, as well as absorption of, conventional wisdom are encouraged. Universities, as well as democracies, rely on individuals who can think for themselves.

Promoting tolerance

Critical debate does not guarantee democratic values. There have been many cases where it has helped to destroy them! It is critical that such debate takes place against a background where the validity of other points of view is recognised, and the power of argument valued. Of course, argument is not the only tool available to express a different point of

> **The ability to look at evidence critically is fundamental to the ethos of universities. It explains why universities are so often at the forefront of social protest, and become the targets of authoritarian regimes.**

view. Universities have often been the centre of protest – sometimes violent, sometimes more justified than others. Democracies, too, are characterised by the ability to tolerate protest. What universities and democratic systems have in common is the desire to use argument and debate where possible, and a strong belief that different values – political or religious – are not in themselves reasons for violence.

Why does the link between universities and participative, inclusive societies matter? Of course, it is important to make the case for strong, well-funded universities that enjoy a high degree of political and academic freedom. Equally important, though, is that universities have a checklist against which they can measure their contribution to society, and whether its effectiveness is increasing.

The five areas of synergy described above cannot be taken for granted, and the mere existence of universities does not guarantee

them. The availability of higher education to significantly higher numbers of people should greatly benefit democratic society, but this benefit may be reduced if those engaging in higher education are not encouraged to debate and criticise through the means open to their predecessors. The increased availability of research-based evidence will not benefit decision-making if it is not effectively communicated to policymakers and others. Increased international mobility and exposure to the ideas of others will have maximum impact in an environment of tolerance and understanding.

The ACU's work contributes to this process. Our work on research uptake helps universities establish structures to bring their knowledge to a wider audience; this year's ACU Conference of University Leaders will bring together member universities from different faiths in a discussion about what tolerance means in their contexts; and our wider work on staff and student mobility actively seeks to give new experiences to those who have not yet travelled outside their own regions. Much more could be done; another common feature of universities and democratic societies is that their problems become ever more complex, and that neither can be taken for granted. ■

Dr John Kirkland is Deputy Secretary General of the ACU.

This article is based on an address given by the author to the Association of Indian Universities in February 2016.

Addressing historical injustice: from Rhodes to reparations

As the ACU Conference of University Leaders gets underway, one of the event's speakers, **Adam Habib**, reflects on a year of protest and transformation in South African higher education.

2015 was a tumultuous year for the higher education sector in South Africa. Transformation moved to the heart of the national discourse through two sets of events: '#RhodesMustFall' and '#FeesMustFall'. Collectively, these became South Africa's largest student social movement since the dawn of democracy in 1994. They shook up the state, changed the systematic parameters, and began the process of fundamentally transforming our higher education sector.

#RhodesMustFall and #FeesMustFall emanated from two of the major challenges facing higher education: alienation and access. The #RhodesMustFall movement, in which students at the University of Cape Town demanded the removal of a statue of Cecil John Rhodes, captured the alienation of the university's largely black student population and reflected valid concerns about institutional racism and/or the slow pace of transformation. While the movements at historically 'white' universities were focused on specific institutional challenges, all questioned the institutional identity of the university and what it means to be an African institution in the 21st century.

The #FeesMustFall movement began at the University of the Witwatersrand and spread across the country, culminating in student marches to parliament and the Union Buildings – the official seat of the South African government. Its high point was when President Zuma, after negotiating with student leaders and vice-chancellors, conceded to a 0% fee increase for 2016. In that moment, the students had achieved in a matter of ten days what vice-chancellors had been advocating for at least ten years, namely bringing down the cost of higher education. The #FeesMustFall movement – the principle concern of which was access to affordable, quality education for poor black students – gave notice that the fee concession was merely the first step in a broader struggle for free education.

In both instances, the students' discontent was undeniably legitimate. It is unacceptable for black students not to feel at home at South Africa's public universities. Neither is it

> ## #RhodesMustFall and #FeesMustFall emanated from two of the major challenges facing higher education: alienation and access.

acceptable for talented students from poor communities to be denied access to higher education. Both challenges urgently need to be addressed by all stakeholders, including university management, academics, students, and government. Addressing these challenges is not only positive for the students, it also promotes inclusive economic development and helps to challenge the high levels of inequality within our society.

But the establishment of a new, sustainable, fiscal foundation – one that is progressively grounded in the principle that higher education should be available to all qualifying students without any financial hindrance – will not magically appear. It will require ongoing public action and institutional engagement. For this reason, we need to learn the following lessons from the 2015 student protests:

- Avoid racial essentialism and racism, and challenge these whenever they rear their heads. They de-legitimise the cause and undermine the unity in action required for success.
- Avoid public violence and the violation of the rights of others on principle. These undermine public support for the cause and provoke a securocratic response from the state.
- Recognise that successful social action requires both public action and institutional engagement. Each is necessary if progressive outcomes are to be realised, and the fear of leadership co-option must not lead one to avoid the latter.
- Recognise that progressive outcomes will entail trade-offs. Ensure that such trade-offs

are part of a public deliberation and not the preserve of a narrow political and institutional elite.

As a result of the events of 2015, South Africa is now in the second stage of a fundamental overhaul of its post-apartheid higher education system. 1994 was the first stage, with de-racialisation at a macro level, but this failed to address the class and philosophical narratives of what it means to be an open, inclusive, and cosmopolitan African university.

As we begin to conceive of the possibility that this second stage will culminate in a successful, sustainable, and progressive outcome, we need to be mindful that this will require hard debate, social action, and imaginative thought. There is a danger that if we allow the current populism to be unconstrained, it could result in a higher education system that enables access, but destroys quality. This is the history of the continent and it would be a tragedy if it were to be repeated. We need to collectively support the student movement, learn the lessons of our past actions, and think through the consequences of our choices. We need a thoughtful activism, and we need to be principled in our solidarity. ∎

Professor Adam Habib is Vice-Chancellor and Principal of the University of the Witwatersrand, South Africa, and a speaker at the 2016 ACU Conference of University Leaders.

This article is based on an address given by the author in January 2016 as part of the 'African Voices' series at University College London, UK.

Broadening horizons: the Edward Boyle Medical Elective Bursaries

In 1995, the Edward Boyle Memorial Trust gave an endowment to the ACU to enable medical scholars from the UK to benefit from spending a short period of their study in a developing country of the Commonwealth. Here, **Nicholas Aveyard**, **David Maud**, and **Esther Tillson** – all recent recipients of an Edward Boyle Medical Elective Bursary – report on their experiences.

Nicholas Aveyard – University of Oxford

The primary aim of my elective was to experience, first hand, critical medical care overseas. I hope to follow a career in emergency medicine and thus organised my elective to gain experience in this field. By working in two countries in which the demands placed on the service are very different, I learnt how critical care operates and adapts to the specific needs of the community it serves.

The first half of my elective was spent in Kingston, Jamaica. Kingston has a far higher rate of violent crime than that of the UK and I learnt valuable lessons in how emergency medicine must be flexible and adapt to meet the varying demands of different cities. Kingston Public Hospital, for example, has to cope with a lot of trauma. Its proximity to areas renowned for gang violence, combined with the poor state of Jamaica's roads, means that it sees a large number of motor vehicle accidents, as well as gunshot and machete wounds (the latter referred to as 'choppings' by the doctors).

After a couple of days of observing resuscitations, I was asked to help with a patient who had been dropped at the hospital doors on a makeshift stretcher put together using cement sacks. A victim of gang violence, the patient had over 20 machete wounds and was in a critical state. I often found resuscitations such as this very stressful due to the pressure I was under to gain immediate intravenous access. However, it was an invaluable learning opportunity and I now feel much more competent and able to cope with pressure in such situations.

My experience in Jamaica also showed me the huge benefits of public sector healthcare when it comes to trauma management. Research shows that the prognosis of patients who sustain major trauma is very dependent on successful intervention in the first 'golden' hour. In the UK, paramedics and even emergency physicians rapidly arrive on scene via ambulance or helicopter to deliver these life-saving treatments. They stabilise patients and transport them back to designated trauma

A resuscitation room at Kingston Public Hospital

centres. This all works as one network, allowing continuous uninterrupted care from the scene of the accident right through to surgery and rehabilitation. In Jamaica, where trauma is a major health problem, this is not the case. Ambulances are run by private companies and can only drop patients at the emergency department and administer very basic treatment. Often patients, mostly the victims of gang violence, were dropped at the doors on makeshift stretchers. This meant that medical staff had already missed the vital 'golden hour' and had little or no information about the patient or mechanism of injury.

Another thing that was very alien to me was the amount of security working alongside the medical teams. Emergency departments were separated from the general public by large security gates manned by private security firms. This reinforced to me how difficult it can be to deliver critical care to the public while guaranteeing their safety and the safety of the staff treating them.

For the second part of my elective, I travelled to Sarawak General Hospital – a large public hospital in Kuching, Malaysian Borneo. Conditions such as coronary heart disease and diabetes are an increasing problem for Malaysians, as their lifestyles become more westernised. The incidence of chronic obstructive airway disease is also increasing as,

unlike the UK, the number of people smoking is still increasing rapidly. While these conditions account for the bulk of patients, I also encountered a wide range of tropical diseases, such as dengue fever, not commonly seen in the UK.

Much of Borneo is covered by rainforest, and outreach initiatives such as the 'Trek and Treat' programme are a fascinating insight into how vital medical care is being delivered to some of the most inaccessible areas of the world. In many of the more inaccessible villages, life has not changed for many centuries and people are still reluctant to seek medical assistance. This, combined with the inherent difficulty in accessing healthcare, means that patients often present with much more advanced symptoms than I'd seen in the UK.

Over all, my elective was a very interesting and enjoyable experience. It gave me a valuable insight into how healthcare is provided in developing countries, as well as allowing me to further explore critical care medicine. It reinforced my commitment to this area of medicine, as well as inspiring me to practice medicine overseas – particularly throughout the Commonwealth – in the future.

Child cancer patients in Kampala, Uganda

David Maud – University of Leeds

My medical elective took place at Mengo Hospital – a large, urban hospital in Uganda's capital city, Kampala. I worked within the paediatric department, covering general outpatients, the premature baby unit, and the children's ward.

Founded in 1872, Mengo Hospital was Uganda's first modern medical facility. The hospital's rich history includes the founding of Uganda's first medical, nursing and midwifery schools, as well as east Africa's first x-ray department in 1907. Founded by medical missionaries, Mengo continues to regard Christianity as a fundamental part of its service provision.

While hospitals in Uganda are often underfunded and understaffed, Mengo has an element of financial flexibility thanks to its private, not-for-profit status. This means that although healthcare is not free of charge, profits are reinvested into the hospital, improving facilities or subsidising those less able to pay.

With almost half the Ugandan population under the age of 15, Mengo's paediatric department often comes under particular strain. This busy environment provided a valuable opportunity to experience and study childhood diseases in the context of a developing country. The majority of the patient caseload were children with malaria, gastroenteritis or respiratory conditions, yet I was also able to see rarer conditions such as meningitis, hydrocephalus and sickle cell occlusive crisis, all within a single ward round. The neonatal unit also formed part of the daily paediatric ward round and conditions such as

Dealing with the financial aspect of healthcare on a daily basis was a new but harrowing experience, and one which gave me a real insight into the inequality of global health.

neonatal sepsis, birth asphyxia, and jaundice were common causes for admission. In general, I was able to see a range of signs and symptoms that I had previously not seen in the UK.

A concerning part of the elective was witnessing the financial impact of healthcare on patients and their families. An average admission to the children's ward for 2-3 days could cost around 300,000 Ugandan shillings (approximately GBP 60). While this may seem inexpensive compared to costs in the western world, this sum could easily equate to a month's rent for a local family. Patients with complications, particularly in the premature baby unit, could accumulate bills of over 1 million Ugandan shillings (approximately GBP 200). In practice, this means that children with long-term disabilities or illnesses can be a huge financial burden, causing deprived families to remain poor or become poorer still.

An interesting dynamic to the department is that there are different levels of care, and thus of payment, within the same ward. Patients may stay in the main ward (12 beds), in side rooms (4 beds per room), or in private

en-suite rooms, with prices ascending respectively per night. Only the private rooms include a bed for the patient's guardian, therefore the majority of relatives or parents sleep on the floor next to the beds. The private patients are the only ones guaranteed to be seen by a consultant, whereas patients on the main ward are seen by intern doctors. There were often tensions over whether payments could be met by parents, with compromises being made to balance thorough investigation and treatment with the provision of an affordable hospital bill. Dealing with the financial aspect of healthcare on a daily basis was a new but harrowing experience, and one which gave me a real insight into the inequality of global health.

In addition to Mengo Hospital, I was able to work with two local projects to gain some experience of different healthcare settings. The first of these was Sanyu Babies Home, which houses and cares for abandoned babies from birth to five years of age. I attended with a paediatrician from Mengo who reviewed the sick babies free of charge, with the charity paying only for medication.

The second project was the Bless a Child Foundation – Uganda's only children's cancer charity. With only one radiotherapy machine in the country, patients with cancer must travel to Kampala, funding their living costs for up to six months of treatment. The foundation provides a large home in the city where a child and their guardian have access to accommodation, food, and occasionally money for treatment, all free of charge. Each week, our team visited the charity to play with the children, organising games, crafts, and sport. It was also insightful to learn about the geographical and financial barriers that Ugandans – particularly rural Ugandans – face in accessing cancer diagnoses and treatment.

Over all, my elective was a very rewarding experience, providing an invaluable opportunity to experience medicine in a completely different environment and culture to my previous training. I was able to see patients with a host of tropical diseases, and learn more about their treatment and management. I developed some great friendships with the staff, and the elective will definitely help to shape and define my medical career in the future.

Esther Tillson – Queen Mary University of London
My medical elective took me to the Zomba District of southern Malawi where I spent time in the obstetrics and gynaecology department of Zomba Central Hospital. I was also part of a team of three students undertaking a scoping assessment for Maternity Worldwide Malawi – a non-governmental organisation working to promote women's health and maternity care.

Malawi has one of the highest rates of maternal mortality in the world, with many deaths the result of pre-eclampsia – a condition characterised by high blood pressure during pregnancy. The scoping exercise aimed to assess the feasibility of implementing a project known as CRADLE (Community Blood Pressure Monitoring in Rural Africa: Detection of Underlying Pre-Eclampsia) in the region. The project trains community health workers to carry out blood pressure monitoring in rural clinics.

My elective allowed me to learn about the maternal health system in Malawi, both in hospitals and in the community. I attended antenatal clinics in several different settings and gathered data about the distribution of complications due to pre-eclampsia, haemorrhage, and sepsis, among other conditions. A further cause of maternal mortality is HIV/AIDS, which accounts for almost a third of maternal deaths. The lack of antenatal testing may also mean that some pregnant women are HIV positive but without a diagnosis, meaning the risk of mother-to-child transmission is high.

I was also able to learn about the many challenges faced by women in accessing healthcare services – including the desperate shortage of healthcare professionals in rural areas, inadequate funding, and logistical barriers. Many women in the region live in rural areas and, despite some attending health clinics or hospitals for antenatal care visits, far fewer women presented when in labour to deliver at a healthcare facility. We learnt how this was due in part to cultural attitudes, to geographical issues (and the cost of travel), and to negative beliefs about the level of care in hospitals.

In the antenatal care clinics at Zomba Central Hospital, it was interesting to observe how women invariably came without their partner. At one community hospital we visited, women were given an incentive – getting to the front of the queue – to attend antenatal care visits with their partner. This was to encourage men to attend the health promotion

We learned how to say hello and basic introductions, as well as '*kwambili!*' which is the equivalent of '*push!*'

and education sessions run by the hospital.

It was really great getting to know the team at Zomba Central Hospital, who were very welcoming and happy to teach and supervise me. I had some great experiences – particularly when new babies were born, which is a very rewarding experience. My supervisor on the elective was the only obstetrician in the whole of the eastern region of Malawi and I had a particularly fascinating day when we went to his clinic at a small hospital several hours away and saw some really interesting gynaecological cases. I also enjoyed learning some of the district's local language and one of the antenatal midwives kindly spent some time teaching us the basics. We learned how to say hello and basic introductions, as well as '*kwambili!*' which is the equivalent of '*push!*' used in labour in the UK.

By taking part in this elective, I was able to gain an insight into the Malawian health system and improve my clinical knowledge. I learnt about the community, the health workers, their patients, and Malawi itself, as well as contributing in a small but meaningful way to CRADLE's ongoing work. The bursary allowed me to have a fantastic and inspiring experience in Malawi, which will certainly influence my future career, as well as helping me to develop both personally and professionally. ■

The hidden pitfalls of effective scientific research in low-resourced settings

Has the open science agenda benefited researchers in the developing world – and does better access to information lead to improved research outputs? **Louise Bezuidenhout** discusses why it's not as simple as it may appear.

In recent years, much promise has been attached to the potential for the rapid advances in information and communication technologies (ICT) to revolutionise how scientific research is conducted. Not only are increasing amounts of data being generated, but there is an increasing plethora of ways in which data can be stored, shared and analysed. Indeed, scientific research is sometimes said to have entered into an ICT-driven phase in which access to online resources is fast becoming a defining element of effective scientific research.

This 'data-centric' paradigm has also been influential in changing the underlying structures of science, and in redefining key issues such as how the benefits of research can be understood. Increasingly, there are calls to ensure all resources – especially publicly funded research – are made open to the public and available for reuse. Under the umbrella of open science, a diverse range of initiatives have been established to promote openness in published work (open access), data, software, methodologies and educational resources. Key to these initiatives has been the core belief in the need for a more egalitarian distribution of online resources that overcomes resources, borders or regional barriers.

While the open science movement has been met with widespread enthusiasm, many challenges continue to exist. How to adequately address issues of ownership and credit, privacy and harm are some commonly recognised challenges. Moreover, and of particular importance to the developing world, the issue of how to ensure resources can be equally accessed and used is coming under increasing scrutiny – in effect, how to overcome the limitations that the digital divide places on resource usage.

Addressing the digital divide

Without open data policies, it is not possible for developing countries to close the digital divide.
(CODATA-PASTD 2015)

The open science revolution has widely been heralded as a key driver in efforts to stimulate research in low and middle income countries (LMICs). It is widely anticipated that greater access to online resources will assist LMIC scientists in overcoming the limitations of their low-resourced research settings, and facilitate research capacity building within these countries.

The various movements falling under the open science umbrella have had varying degrees of support. The open access movement, in particular, has been very engaged in addressing current informational divides between high income countries and LMICS. The success of negotiated access and fee waivers for journal articles in stimulating research is widely appreciated. Similar successes are anticipated from both open data and open software initiatives.

Doing research 'on the ground'

Any brief analysis of open science initiatives highlights the strong egalitarian principles that underpin the movement. However, the resultant focus is on the *provision of resources*, rather than the *ability to use* these resources in practice. In attempting to address this distinction, myself and colleagues from the University of Exeter, UK, undertook a Leverhulme Trust-funded project to look at exactly how the increasing availability of online resources translated into research outputs in LMICs. To do this, we conducted embedded ethnographies in four laboratories in sub-Saharan Africa. From the data collected, the project identified a range of systemic issues that hinder scientists from making use of available online resources – both as contributors and users of data.

In effect, this embedded fieldwork highlighted that it was not necessarily the availability of online resources or research funds that slowed down (or stopped) research in these contexts, but rather daily, systemic – and very innocuous – aspects of the research environment that derailed improved capacity. These issues related to not only the physical research environment, but also the social and regulatory aspects of the research environment. A number of these issues are detailed below.

Access to ICT

In most discussions, the main concern is that researchers do not have access to adequate ICT or the internet – either through the absence of provision, or lack of computers and software. In our ethnographies, however, participants identified a number of other issues that played a significant role in their ability to use online resources. These included:

- Needing to buy equipment with personal funds, particularly computers and software. Researchers were often using older, less powerful computers and running older versions of software.
- Lack of trained technicians and a lack of assistance with problems affecting personal computers.
- For younger researchers and postgraduate students, the cost of buying data (or funding internet access) to be online when off campus was considered prohibitive.
- Many of the universities we visited did not have working proxy servers, and researchers were unable to access library resources off campus.

Generating data to share

In many discussions about building research capacity in LMICs, the focus is on providing project funds. In contrast, however, many researchers that were interviewed highlighted that the availability of research funds was just one of many problems they faced when generating data. Others included:

- The problems associated with the ordering and delivery of materials – due to customs, such deliveries can take up to six months to arrive.

- Lack of trained technicians to service and repair laboratory equipment, and lack of specialist equipment.
- High teaching loads, curtailing the amount of time that could be spent on research.
- High numbers – and high turnover – of postgraduate students, making the development of cohesive research streams challenging.
- Lack of ability to access funds to upgrade the physical laboratory environment – such as rewiring, redesigning and refitting laboratories.

Reusing online resources

Many discussions centre on improving the availability of online resources. In contrast, many researchers emphasised a range of other critical issues they feel impact their ability to use online resources. These include:

- A lack of mentors and discussion within the academic community, and training in the area of online research.
- Minimal awareness of the available resources – many were not even aware of the open access agreements their library held.
- Restrictive internal promotion criteria, meaning the focus for most LMIC scientists remains on the publication of a peer-reviewed journal article – with little or no recognition for innovative data sharing or usage initiatives.

This list of problems highlights two important considerations. First, the scientists interviewed did not fit well into binary categories such as online/offline, or access/no access. Instead, they were experiencing a state of 'lowered access', which can be difficult to discuss because of the current open science discourse. Second, many of the issues that significantly affect researchers' ability to engage with open science are not to do with access to resources, but rather relate to systemic issues within their research environments. Openness, it seems, cannot – and should not – be considered separately from the research environment.

Access to information: more than being online

It is apparent that the issues that have the most influence on scientists' ability to produce, share, and reuse data were seemingly innocuous elements of their research environment. Yet these issues, while often not entirely derailing research, slowed it down, made it more difficult, and hindered dissemination and creativity.

What is also apparent is the predicament many LMIC scientists find themselves in when attempting to improve their research outputs. The majority of these issues are not covered by project-specific funding as they are deemed 'core maintenance issues'. Yet, many research facilities in LMICs have little – or no – core funding. Moreover, for many low-resourced research environments, these issues are often deemed too trivial or embarrassing to draw attention to, causing scientists to miss out on potential avenues for overcoming these problems.

The results of the Leverhulme project raise the possibility that current discourse surrounding open science and low-resourced laboratories within LMICs is too simplistic, and that access to resources is only the start of the battle to close the research divide. Indeed, an egalitarian focus on access to resources can often mask deeper underlying issues that poorly resourced physical research environments, poorly articulated social research environments, and a lack of government involvement can cause.

In contrast, we suggest adapting current models of poverty and development – such as the human flourishing index and the capability approach of Amartya Sen – in order to provide a more nuanced understanding of current successes in open science, and to identify what still needs to be addressed in terms of LMICs. This will shift the focus from the availability of resources to the scientists' ability to use the resources – and thus provide a space in which the pitfalls of low-resourced research environments can be discussed.

The results of the Leverhulme project draw attention to three important considerations:

1. Increased provision of resources should not be automatically correlated to potential research outputs. More attention needs to be paid to how researchers are able to effectively use online resources within their research environment.
2. Greater attention needs to be given to ways in which research environments can be maintained and upgraded.
3. Funding and governmental bodies need to consider alternative means to stimulate research. While project funding is important, it is possible that a lack of alternative funding – particularly directed towards facility maintenance – can keep researchers in cycles of dependence and curtail research capacity in these regions.

Only through recontextualising discussions about data can effective initiatives be designed to assist scientists in avoiding the hidden pitfalls of low-resourced research environments. ∎

Dr Louise Bezuidenhout is a Research Fellow at the University of Exeter, UK.

Universities against indoctrination: helping to protect society and age-old values

Universities of the Commonwealth undoubtedly have a critical role to play in countering extremism. But how should they best respond to the threat it poses, while still safeguarding the values of a democratic and civil society? **Jan Thomas** argues the need to find a balance between security and freedom.

In the wake of multiple terrorist attacks in 2015, leaders at the Commonwealth Heads of Government Meeting (CHOGM) in Malta last November affirmed that 'radicalisation, violent extremism and terrorism in all its forms and ramifications are serious threats to the whole world'. Against these threats, they reaffirmed their existing strategies for promoting world peace and 'undertook to explore new options including the creation of dedicated Commonwealth capacity, and to harness the assets and potential of the full family of Commonwealth governments and organisations in a coordinated way'.

In particular, Commonwealth leaders agreed to establish a special Commonwealth Countering Violent Extremism Unit, specifically to address the so-called 'radicalisation' of young people. The initiative, which has attracted pledges of GBP 5 million from the UK and AUD 2.5 million from Australia, aims to 'challenge the terrorist narratives that are so attractive to young people', and will have a special focus on university campuses.

With a quarter of the world's population living in countries of the Commonwealth – a high proportion (60%) of which are under the age of 30 – this is an area where the Commonwealth, and the ACU, can have a major impact.

Radicalisation on campus

There is a belief held by some that university students are particularly vulnerable to radicalisation. It is argued that those features which are among a university's greatest strengths – such as a culture that embraces people from a diversity of backgrounds and belief systems – may provide the basis for this vulnerability. By encouraging people to think outside the box and push the bounds of knowledge, universities are, by their nature, institutions where conflicting ideas are allowed to continually battle and churn. However, this process remains positive and constructive by virtue of scholarship that is embedded in critical thought – objective, questioning, and sceptical. Critical thinkers remain open to new ideas and perspectives, but are only swayed by strong arguments and evidence. In short, true scholars are open-minded, but remain difficult to convince. Indoctrination is anathema to this process.

Extremism runs counter to critical thought in its dogged determination not to change its attitude or position, and in its general intolerance towards others. Further, if extremism lends itself to violence and illegal acts, it finds itself seriously at odds with the core beliefs and values of society. As such, radicalisation runs counter to everything that universities stand for.

A measured response

While institutions clearly must respond to the threat of radicalisation, exactly how this can be achieved is a challenge for university administrations the world over.

Terrorism similarly poses a dilemma for democratic governments worldwide. Governments have not only the right but also an obligation to protect their citizens – not doing so would represent negligence. However, measures taken by governments to counter what are legitimately seen as extreme threats can, in practice, serve to push the bounds of legality, societal values, and proportionality. In turn, such measures can put at risk fundamentals that are among the very things we are endeavouring to protect. How to get the balance right is really the question. Hopefully, a sound balance can be achieved between protecting our freedoms and securing our safety, but this is not at all guaranteed.

For universities, the consequences of widespread terrorism may include restrictions on staff and student mobility – mobility that is critical to the global networking on which universities rely. In addition, counter-terrorism measures may serve in practice to reduce the range of people with which universities can associate or support – narrowing the range of guest speakers and visiting scholars, for

By eradicating poverty, empowering individuals, and providing pathways for social mobility, universities address factors that otherwise increase the risk of radicalisation.

example, that students and staff can have exposure to. Calls for the screening of prospective students and partners are also possible in the current global political climate. In effect, the age-old principle of institutional autonomy – already severely tested in recent decades as a result of increased government involvement in university affairs – becomes even further strained and opportunities are reduced.

Anti-terrorism measures also lead to restrictions on the degree to which ideas can be aired freely and openly. While governments clearly perceive a need for such measures to be in place, they can serve unintentionally to impact on ideas and activities beyond those that are actually being targeted. However, while restrictions on hate speech and violent extremism are readily understandable, more controversial are the consequences of applying highly restrictive measures to so-called non-violent extremism.

A point of view inherent in the UK's anti-terror legislation over the last five years, for example, holds that a tolerance of non-violent extremism may produce an environment conducive to the development of radicalisation, which may then lend itself to violent forms of extremism. In practice, potentially legitimate free speech may be curtailed. It is important to appreciate that the opportunity to hear, understand, and critique even the most radical ideas and ideologies is itself an important potential avenue for combating extremist views by processes that universities know best – open, objective, and critical analysis. It is crucial to the war on radicalisation that the university's traditional role of providing forums to expose all ideas to scrutiny and reasoned debate is maintained.

Policies have also emerged that encourage or oblige staff and students to identify individuals on campus who may be sympathetic to, or 'apologists' for, terrorism, as well as others with extremist views who may be subject to radicalisation. Such policies, although they can be implemented under the umbrella of a genuine concern for protecting all involved, pose challenges for university administrations in both principle and practice. To work effectively, these policies require a mature, mutually respectful relationship to exist between law enforcement authorities and universities.

Building resilience – promoting peace

So what can universities do to curb the risk of radicalisation? A report published in 2011 by the UK Department of Education – *Teaching approaches that help to build resilience to extremism among young people* – suggests that education programmes designed with particular characteristics in mind can help to discourage radicalisation. Such design features include making education programmes inclusive, welcoming and enjoyable; young person-centred and 'owned by students'; and engaging and collaborative. The report notes that higher education at its best counters radicalisation by improving students' self-esteem and sense of achievement, and by enhancing their sense of belonging to society.

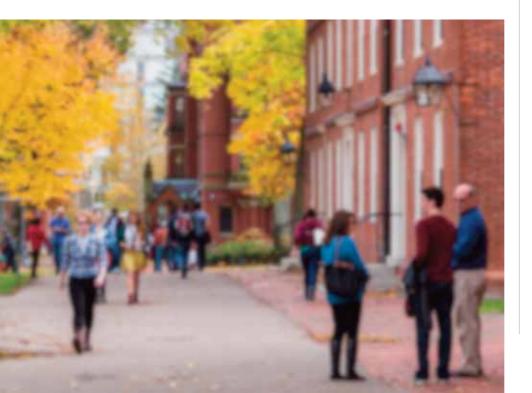CHOGM 2015 reaffirmed the important role that education plays in promoting peaceful co-existence and collaboration across the globe. Note was made of the recommendations of a 2007 report by the Commonwealth Commission on Respect and Understanding – *Civil Paths to Peace*. The report put an emphasis on non-sectarian, non-parochial education that expands the reach of understanding and addresses the conditions conducive to grievance and alienation on which radicalisation feeds.

More generally, universities play a vital role in building human capital and fuelling economic development through education, creativity, and innovation. By eradicating poverty, empowering individuals, and providing pathways for social mobility, universities address factors that otherwise increase the risk of radicalisation. In promoting the benefits of diversity, encouraging critical thought, and producing an enlightened global citizenry, universities also play a key role in supporting participatory, collaborative, and interdependent societies that are more resistant to radicalisation and extremism.

Understanding radicalisation

Universities also contribute through research on the radicalisation phenomenon itself. Understanding radicalisation – its causes and contexts, and the extent to which it can be understood through politics, religion, and economics – provides essential information required to counter it effectively. In particular, we must fully understand why and how young people are lured into terrorist groups and how we can counter their attraction to such groups. University research and engagement can also help families and communities to work effectively with those young people who are turning to extremism, and, more broadly, to reduce the risk of societal division.

In conclusion, it is imperative that all universities consider strategies to curb radicalisation and continue those activities through which they have, for time immemorial, served to promote an enlightened, peaceful, and prosperous society. When governments consider strategies to protect citizens from terrorism, they need to strike a balance between measures that target those who would do harm to society, and protecting the fundamentals of democratic and civil society – including academic freedom – that help to define us. ∎

Professor Jan Thomas is Vice-Chancellor of the University of Southern Queensland, Australia, and Chair of the ACU Council.

Noticeboard

We are delighted to announce the latest recipients of the **ACU Early Career Academic Grants**. These awards enable emerging academics at ACU member institutions to attend conferences or academic meetings outside their own regions, thereby broadening their horizons and helping them to establish key international connections. To find out more, visit **www.acu.ac.uk/early-career-academic-grants**

2013 Early Career Academic Grant recipient, Chisala Ng'andwe

- Jamiu Akamo at the **Federal University of Agriculture**, **Abeokuta**, Nigeria
- Annalaura Alifuoco at **Liverpool Hope University**, UK
- Onyekachukwu Amiebenomo at the **University of Benin**, Nigeria
- Kate Averis at the **University of London**, UK
- Adefunke Ayinde at the **Federal University of Agriculture, Abeokuta**, Nigeria
- Jane Bell at the **University of Sydney**, Australia
- Ai Bao Chai at the **University Of Nottingham Malaysia Campus**
- Elodie Duché at **York St John University**, UK
- Emily God'spresence at the **University of Port Harcourt**, Nigeria
- Md Monir Hossain at **Shahjalal University of Science and Technology**, Bangladesh
- Dulani Kuruppu at **General Sir John Kotelawala Defence University**, Sri Lanka
- Aliyu Lawan at the **University of Maiduguri**, Nigeria
- Ken Lipenga at the **University of Malawi**
- Thulani Makhalanyane at the **University of Pretoria**, South Africa
- Lindsey McCarthy at **Sheffield Hallam University**, UK
- Hauwa Mohammed Sani at **Ahmadu Bello University**, Nigeria
- Refilwe Morwane at the **University of Pretoria**, South Africa

- Davison Murape at the **National University of Science and Technology**, Zimbabwe
- Nomazulu Ngozwana at the **University of South Africa**
- Gayani Nisansala Rajapaksha at **Uva Wellassa University**, Sri Lanka
- Jordache Ramjith at the **University of Cape Town**, South Africa
- Rizwan Raza at **COMSATS Institute of Information Technology**, Pakistan
- Omowumi Salau at **Obafemi Awolowo University**, Nigeria

- Palanisamy Sankar at **Tamil Nadu Veterinary and Animal Sciences University**, India
- Sedzani Siaga at the **University of Pretoria**, South Africa
- Andrew Paul Smith at the **University of Technology, Jamaica**
- Darshit Upadhyay at **Nirma University**, India
- Marie Claire Uwamahoro at the **University of Rwanda**
- Paulo Vaz-Serra at the **University of Melbourne**, Australia
- Mathew Watts at the **University of Melbourne**, Australia

August 2016 will see the sixth **ACU Commonwealth Summer School** take place, this year hosted by the University of Rwanda. The annual event brings together students from all over the Commonwealth for a week of workshops, discussion, talks, and field-based learning. This year's theme is 'The Sustainable Development Goals: what role for universities?', with participants exploring such areas as equality and gender, poverty, conservation, and biodiversity. The ACU is pleased to be awarding bursaries to support the attendance of the following students:

- Aly Abdul Muhammad at the **Institute of Business Administration, Karachi**, Pakistan
- Stephen Aeko at **Uganda Martyrs University**
- Deborah Akong at **Makerere University**, Uganda
- Petra Akpoviro at the **University of Ibadan**, Nigeria
- Naa Adjeley Alakija Sekyi at the **University of Cape Coast**, Ghana
- Muhammad Asaduzzaman at **Massey University**, New Zealand
- Afi Ata at **Kwame Nkrumah University of Science and Technology**, Ghana
- Mary Awotunde at the **University of Benin**, Nigeria
- Raymond Kwojori Ayilu at the **University of Ghana**
- Yves Iraguha Bandora at the **University of Rwanda**
- Israel Bimpe at the **University of Rwanda**
- Angela Chukunzira at the **University of Nairobi**, Kenya
- Stephanie Craig at the **University of Cape Town**, South Africa
- Nihal Farid Khattak at the **National University of Sciences and Technology**, Pakistan
- Scott Flutey at **Victoria University of Wellington**, New Zealand
- Patrick Hendra at the **University of New South Wales**, Australia

- Alice Igiraneza at the **University of Rwanda**
- Fiona Latabo at the **University of Nairobi**, Kenya
- Stephanie Maguire at **Queen's University Belfast**, UK
- Innocent Muhanda at the **University of Rwanda**
- Caren Musungu at the **Catholic University of Eastern Africa**, Kenya
- Ntheno Vinkie Nchabeleng at **Durban University of Technology**, South Africa
- Mkong Bernice Nkweh at the **University of Buea**, Cameroon
- Chuck Chuan Ng at the **University of Malaya**, Malaysia
- Fridah Obare at the **University of Nairobi**, Kenya
- Seun Oladipupo at the **Federal University of Technology Akure**, Nigeria
- Oyedibu Oloyede at the **University of Ibadan**, Nigeria
- James Otieno at **Moi University**, Kenya
- Ibukunoluwa Oyeleke at the **University of Ilorin**, Nigeria
- Janecie Rangira Umutoni at the **University of Rwanda**
- Lamneivah Sitlhou at **Jawaharlal Nehru University,** India
- Kingsley Ugwuanyi at the **University of Nigeria**

In September 2016, the ACU and the University of Nairobi, Kenya, are holding two events focused on gender equity in higher education. On 12 September 2016, a one-day conference will explore '**The SDGs: an opportunity to embed gender equity and equality in higher education**', bringing together participants from diverse backgrounds and countries to consider how higher education institutions are using the SDG framework to advance gender equality.

This will be followed by a three-day training workshop on '**Enhancing gender equity in the management and leadership of higher education'**. The workshop aims to develop a network of highly trained and confident professional women leaders who will be equipped to collaborate extensively across the region. For more information or to register, visit **www.acu.ac.uk/kenya-2016**

We are pleased to announce the winners of the **Edward Boyle Medical Elective Bursaries** for 2016. The awards help medical scholars in the UK obtain valuable practical experience in a developing country of the Commonwealth during their elective study period. Read more about the electives on page 7 of this issue or at **www.acu.ac.uk/edward-boyle**

- Natalie Dennehy at the **University of Oxford** for an elective in South Africa
- Rosie Huxley at the **University of Bristol** for an elective in Zambia
- Alan McCrorie at **Queen's University Belfast** for an elective in South Africa
- Mariam Sattar at the **University of Manchester** for an elective in South Africa
- Laura Shorthouse at the **University of Liverpool** for an elective in Zambia
- Madhurima Sinha at **Imperial College London** for an elective in India

The University of Mauritius

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ACU HRM Network Conference

HR steps up

16-19 October 2016
Le Meridien Ile Maurice Resort, Mauritius

www.acu.ac.uk/mauritius-2016

ACU Measures

The ACU's annual online benchmarking exercise for university management – ACU Measures – is now open for benchmarking.

ACU Measures is a unique opportunity for member institutions to benchmark their performance in key areas of university management in a confidential and non-competitive way.

In order to benchmark, you first need to have participated – we're delighted that so many universities have already taken part in this year's exercise.

Rather than seeking to rank institutions, ACU Measures helps universities to compare and contrast their practices and policies with their peers, supporting senior university management in decision-making and strategic planning. ACU Measures enables you to:

- Benchmark your institution's performance over time and demonstrate the impact of managerial changes
- Learn about performance in a given area
- Define your own comparison groups and produce individualised reports, tables, and charts
- Use the results to make a case for resources, staff, or training
- Share experiences and good practice with international colleagues
- Identify which issues are specific to your institution, as opposed to national or regional

ACU Measures covers four areas: **institutional profile**, **academic salaries**, **research management**, and **gender**.

Visit **www.acu.ac.uk/measures** or email **measures@acu.ac.uk**

Dual salaries for development workers: undermining fairness, sustainability, and performance

As the new Sustainable Development Goals call for 'equal pay for work of equal value', **Stuart Carr** and colleagues report on their research into dual salaries – the controversial practice of paying different wages to international versus national employees – and the impact of these discrepancies on workers' motivation and performance.

As recent issues of the *Bulletin* have highlighted, 2016 is the first year of the Sustainable Development Goals (SDGs). As a set, the goals reflect the most ambitious, widely conceived, and arguably integrated plan for the sustainability of humankind. Running for the next 15 years, they are headed by Goal 1: End poverty in all its forms everywhere.

Different forms of poverty stem from poverties of *opportunity* that prevent inherent human agency from thriving. Human thriving entails having inclusive access to decent health care, nutrition, work conditions, and education at all levels, as well as a viable environmental ecology.

The goals themselves are interlinked; interdependent. Hence decent health and nutrition support educational prospects, which enable gender equity, plus inclusive transitions to decent work, greater social equality, and so on.

The 'everywhere' in Goal 1 includes universities. Indeed universities play an important role across a number of the SDGs. They are central (of course) to providing inclusive and equitable quality education and promoting lifelong learning opportunities for all (Goal 4). Yet they should also, according to Goal 8 for instance, provide *decent work* – including directly to university faculty themselves, as well as indirectly by enabling skills in, and access to, decent jobs for, their graduates. By the same tokens, tertiary educational opportunities should further help to reduce income inequality (Goal 10). By building links between research and the community, universities can further contribute to the key goal of *partnership*, on which the SDGs themselves rely (Goal 17). A key exemplar of such partnership is the ACU.

Dual salaries: a taboo topic

Project ADDUP (Are Development Discrepancies Undermining Performance?) was a three-year interdisciplinary, cross-sector, inter-national research collaboration between nine countries and tertiary institutions, funded by the UK's Department for International Development (DFID) and the Economic and Social Research Council (ESRC). The project focused on a wage institution that is found in many lower income economies, including in the education sector: dual salaries.

The duality in question is the practice of paying different wages to international versus national employees, even for the same job and with comparable qualifications and experience. Something of a taboo topic, dual salaries have a history in colonialism and the post-colonial independence days of the 1960s, when it was argued that poorer countries had no real capacity of their own and that it was thereby necessary to pay professional workers from higher income countries (and labour markets) a higher going rate in order for them to work in a lower income country. However, dual salaries continue, undermining several of the SDGs. For example, they do not 'achieve equal pay for work of equal value' (Goal 8.5), they do not 'reduce inequalities of outcome' (Goal 10.3), they may not enable 'global partnerships that share knowledge' (Goal 17.16), and thus may hinder capacity building in developing countries and small island states (Goal 17.18).

ADDUP sought to systematically probe the links between dual salaries and performance in six land-locked, island, and emerging economies. In year one, our partner teams gathered critical incidents from workers about the everyday realities of working in such a system. Two exemplars from workers in the Solomon Islands are provided below. Content-analysing these incidents helped the project team to design a survey of 1,290 skilled professionals, including 323 workers from 27 educational institutions across the six countries (there were 202 organisations in total, from a variety of sectors). The survey found a pay gap between international versus national workers; the latter group reported experiencing the system as significantly more unfair, which in turn was significantly de-motivating, which was conducive to organisational turnover (leaving current employer) and to brain drain (leaving the country) – in other words, capacity *stripping*.

These statistically significant linkages were independent of sector, meaning that they applied equally to tertiary education organisations as to other types of organisation. Country had a statistically significant but smaller effect than organisation, suggesting that organisational policies are important points of intervention for addressing fairness, building capacity, and reducing poverty. In other words, any university, and especially an association of them, could build capacity more effectively through its own policies.

Local perspective

'Australians are coming in with a higher and higher and better lifestyle, making a lot of money…what they might get in one week is what Solomon Islanders might live on in a year…that's just sure to engender some bitterness eventually.' (Church leader)

Expatriate perspective

'I was introduced to your work recently during a visit to the Solomon Islands, when an employee was talking about her experiences in this location, in particular her guilt regarding the gulf that exists between herself and the local islanders.' (Aid counsellor)

An unwanted elitism

Dual salaries, it would seem, are anathema to capacity building – the avowed aim of many projects that actually embrace dual salaries. In Papua New Guinea, where the gap between

salary groups was one of the highest, dual salaries are referred to – in vernacular terms – as 'economic apartheid'. Such phrases denote the promulgation of an unwanted elitism and separatism.

The ADDUP project asked what kind of international-to-national pay ratio would be acceptable to workers themselves. Regardless of country and payment group, the respondents most frequently suggested between 2 and 3:1, recognising that international employees incur additional costs in relocation, servicing mortgages at home, and so on. However, the actual ratio, as measured in purchasing power parity dollars, was on average 4:1 – in other words, over the fairness threshold.

Despite wide variations within countries – from 2:1 in China up to almost 10:1 in the two island nations – this study shows that dual salaries continue to marginalise skilled national staff, some of whom argued strongly in our feedback workshops that there should be 'equal pay for equal work', rather than 'pay by origin'. Most worryingly of all, in our sample of almost 1,000 skilled host country nationals, we found that 80% reported not having enough wages to make ends meet. There was thus absolute, as well as relative, poverty, even among these relatively 'middle class' workers on whose shoulders much hope and aspiration rests.

From an educational perspective, each of the universities participating in ADDUP hosted an in-country workshop during the final year of the project. These were opportunities to return the findings to the community who had lent us their data in the first place. Although we were not able to host a workshop in China (due to bird flu restrictions at the time), the five remaining workshops, attended mainly by host country nationals from a variety of sectors, consistently reacted the same way: close the wage gap, make the system fairer, and enable more capacity by selecting and rewarding people more transparently and equitably.

ADDUP to what?

In principle, harmonising and aligning staff remuneration would be consistent with the Paris Declaration and capacitating tertiary education systems. In practice, however, dual salaries are the rule, not the exception. Evidence-based advocacy by members of the ADDUP team at institutions such as the University of Papua New Guinea and the University of Malawi has continued to push for changes in dual remuneration policies. In Papua New Guinea, advocacy for the elimination of dual salaries in the years since the ADDUP study has enabled formal deliberation of the issue at the country's National Executive Council, with a decision now pending.

In the NGO sector, and funded by the ESRC, we are currently working with the Birches Group and CHS Alliance to explore different forms of single versus dual salary systems. Project FAIR (Fairness in Aid Remuneration) aims to develop an evidence-based policy protocol that NGOs can use to help them set fairer wage policies, thereby addressing Goals 1–17. ADDUP has also stimulated the creation of a global taskforce to tackle psychology issues in humanitarian work.

We suspect that if the same research were to be conducted today in other Common-wealth countries with a similar economic situation to Malawi, Papua New Guinea, or the Solomon Islands, a similar result would be obtained. The issue remains an important one to be seriously considered by all aid donors and recipient countries, and addressed in their policy frameworks. Ignoring it would be seen as a deliberate attempt to deny locally skilled and qualified personnel fairness in terms of their remuneration packages, and a slap in the face for justice.

As we call for 'decent work for fair pay', we realise that some ACU members may query the calibre of international staff recruited based on local salaries. However, ACU member institut-ions have a substantial database of staff which could be followed up to explore this, by tracking the trajectories of staff recruited through alternative types of remuneration packages. For example, when two of the authors of this article worked at the University of Malawi, they worked alongside three other internationally-recruited academic staff, all employed on local salary packages, and all of whom subsequently became senior professors in leading universities across Europe, the Pacific, and the USA. Given the ACU's support for the SDGs, perhaps now is the time to be harmonising our efforts to ensure fairness for academic staff in low income countries. ∎

This article was written by the following members of the ADDUP project team: **Professor Stuart Carr** and **Dr Ishbel McWha-Hermann** at Massey University, New Zealand; **Professor Adrian Furnham** at University College London, UK; **Professor Malcolm MacLachlan** at Trinity College Dublin, Ireland; **Leo Marai** at the University of Papua New Guinea; **Dr Alister Munthali** at the the University of Malawi; **Dr Jesim Pais** at the Institute for Studies in Industrial Development, India; and **John Peniop** at the University of the South Pacific.

Open universities in the Commonwealth – where to now?

Richard Garrett looks at the findings of a recent report exploring the state of open and distance learning institutions in Commonwealth countries.

Earlier this year, the Commonwealth of Learning (COL) published a report titled *The State of Open Universities in the Commonwealth: a perspective on performance, competition and innovation*. The goal of the report was to critically examine one of the marvels of modern higher education: specialist open and distance learning (ODL) universities. These institutions – such as the Open University, Indira Gandhi National Open University, and the University of South Africa – have pioneered radically innovative instructional and support methods, opening pathways for vast numbers of non-traditional students.

In the second decade of the 21st century, how might the success of these institutions be judged? Most were founded 30-50 years ago as public universities dedicated to ODL. Today, ODL is no longer first and foremost the domain of specialists. In the 1990s, the rise of online learning promised a range of enhancements to traditional forms of ODL in terms of interaction, engagement and simulation, and attracted the attention both of conventional universities and the private sector. New models were characterised as means to advance the perennial goals of ODL – to widen access to higher education and lower cost, while maintaining quality – but also as tools to address the issues of affordability and productivity in mainstream higher education.

Regardless of country, the majority of higher education students still study in person at conventional institutions, but a growing proportion do so wholly at a distance. Meanwhile, a 'traditional' student experience is increasingly a blend of conventional methods and new technology. This challenges the founding assumptions of many ODL institutions.

The massive open online course (MOOC) phenomenon is the most recent major ODL development, driven primarily by conventional, elite universities. MOOCs – exemplified by free, non-credit courses from top faculty, delivered to vast numbers of students – both echo longstanding ODL goals and question norms about product and provider.

The COL report looks closely at ten sample ODL institutions in the Commonwealth:

- Athabasca University, Canada
- Indira Gandhi National Open University, India
- National Open University of Nigeria
- Open Universities Australia
- Open University, UK
- Open University Malaysia
- Open University of Sri Lanka
- University of South Africa
- University of the South Pacific
- University of the West Indies

These ten institutions span developed, emerging, and developing countries in all regions of the Commonwealth, as well as various ages and types. A further 18 ODL institutions, including commercial entities, are used as benchmarks, including the Open University of China, the Open University of Catalonia, the University of Phoenix, FutureLearn, and Coursera.

The first section of the report distils the current activity of selected ODL institutions in the Commonwealth. The second critically reviews the quality assurance and return-on-investment mechanisms and data reported by these institutions. Finally, the third section benchmarks Commonwealth ODL specialist institutions against the ODL activity of selected mainstream universities and non-Commonwealth ODL specialist institutions worldwide.

What are the main conclusions of the report?

1. Mixed enrolment patterns

While all the mature ODL institutions considered – Commonwealth or otherwise – embody great achievement over time and are unique in scale and scope in local settings, the recent enrolment picture is very mixed. Although about half of the sample institutions have continued to grow strongly in recent years, the other half have suffered recent enrolment decline or loss of market share, along with financial difficulty in some cases. Each institution is different, but these trajectories speak to the mainstreaming of forms of ODL, particularly online learning, across conventional universities.

2. Limited performance data

Despite often decades of experience, many mature ODL institutions sustain a mixed reputation, and none in the sample squarely report on student performance. No sample institution provides a graduation rate or makes detailed comparisons with conventional universities. While the implication is not explicit, this absence suggests that student attrition is typically quite high, and delivery mode innovations to date – online learning included – have not yet had a substantial impact at institutional level.

Of course, there are good reasons why ODL institutions do not report 'simple' student performance data such as a graduation rates. The open nature of these institutions means that some students may enrol quite casually, may be interested in completing just a course or two rather than a degree, or may transfer to a conventional institution. Another issue is that some ODL institutions encourage significant credit transfer, which complicates graduation rates. Some institutions allow a post-enrolment grace period to sift out uncommitted students or those who change their minds, and do not count students as formally enrolled until after that point. Differing practices must be understood before a true cross-institutional comparison can be made.

These are thorny issues, but not insurmountable. If conventional 'graduation rate' metrics are often inappropriate, the onus is on ODL institutions to put forward alternatives. Standard entry questions about student intention and motivation would help make sense of subsequent retention and attrition, as would a control for entry qualifications and incoming credit. Such questions might be

> **Open and distance learning institutions champion innovation in access and delivery. The same innovation is needed to define and report outcomes.**

posed annually to capture shifting student circumstances and goals. Similarly, standard exit questions would sort out 'positive' attrition (such as transfer) from 'negative' or ambiguous outcomes (such as 'stopping-out' with intention to return). ODL institutions champion innovation in access and delivery. The same innovation is needed to define and report outcomes.

Similarly, institutional productivity data, distinguishing ODL models versus conventional ones, is not used by institutions in promotional activity or accountability documents in the public domain. The available evidence points to significant efficiency gains from ODL. The challenge appears to be that efficiency gains are undermined by weak productivity in terms of student performance and throughput, however those are defined.

3. Limitations and potential of ODL

The report argues that there is a tension between the typical ODL student experience and the capabilities, situations, and preferences of many ODL students. ODL institutions either serve non-traditional students for whom the conventional university is impractical, or address a traditional campus capacity gap for traditional-age students. By definition, the typical ODL student experience – wherein the student ultimately has limited contact with faculty and other students – requires greater dedication and self-discipline than what is expected from a conventional student, and it is certainly less familiar.

The model works well for some students, who come to prefer it, but is an often vexing challenge for many others. The circumstances and backgrounds of many ODL students, particularly at undergraduate level, can render the delivery mode as much a hurdle as an enabler unless expertly handled. In any large, decentralised institution with significant faculty autonomy, the gap between the theory of ODL pedagogy and the reality at the individual course level can be large and uneven.

The State of Open Universities in the Commonwealth
A Perspective on Performance, Competition and Innovation

Richard Garrett

Of course, the conventional university experience is a struggle for many students. The point is that traditional ODL – conventional online learning included – succeeds in accessibility and convenience much more than in experience and outcomes. This reality constrains the power and potential of specialist ODL institutions. These institutions also have yet to make a convincing case for the pedagogical merits of scale.

The need for innovative institutions

The examples of next-stage ODL innovation considered in the report – such as adaptive learning, MOOCs, competency-based and 'high-end' online learning – speak to some of the experiential challenges of traditional ODL. But it is striking that in many cases, these innovations are targeted at or led by conventional universities, rather than being pursued by ODL specialist institutions. The mainstreaming of ODL into conventional universities is a sign of success for the modality, but signals a new dynamic for specialist institutions. For all these innovations, it is premature to judge long-term impacts. Much innovation is confined to small-scale trials or circumvents the complexities of degree-centric provision.

There is no doubt that these next-generation innovations point in the right direction, in terms of more engaging content, higher production values, strategic automation, and more carefully delineated student capabilities. But there is, as yet, no neat adoption road map whereby any combination ensures wide access, low cost, high quality, and compelling productivity.

Today – as mature providers and amid new competition from both conventional universities and start-ups – specialist ODL universities offer many lessons, but need to speak more directly to their strengths and the new reality. Conventional higher education the world over continues to be beset by access, cost, and productivity challenges. There has never been a greater need for innovative institutions. ODL specialist universities should call out their founding ideals, but more explicitly evaluate their progress. Immense benefit would come from constructive tracking and disclosure of key student and institutional performance metrics, as well as diagnosis of what moves the needle. The tide is turning in favour of niche ODL solutions that may be difficult to mainstream, and ODL adoption by conventional universities that fragments innovation and inhibits economies of scale.

The Commonwealth of Learning is well placed to facilitate this dialogue and take action. COL embodies the trust and expertise to coordinate systematic data collection among willing ODL specialists and others, in the Commonwealth and beyond. ∎

Richard Garrett is Director of the Observatory on Borderless Higher Education and Chief Research Officer at Eduventures.

Taking ragging seriously: tackling sexual and gender-based violence in south Asian universities

As part of its long-running Gender Programme, the ACU is working with universities and their governing bodies to address the controversial practice of ragging in south Asian universities. Here, **Evelina Vardanyan** looks at some of the measures being taken to overcome the problem.

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Ragging – known also as hazing or bullying – is the practice of verbal, physical or psychological abuse, mostly inflicted on first-year university students by senior students. Often taking the form of sexual or gender-based harassment or violence, ragging remains a persistent problem and is even accepted, to a certain degree, as part of university life, despite efforts to eliminate it. It may have significant adverse effects on new students and has resulted in psychological trauma, physical injuries and, in extreme cases, deaths and suicide. Most recent forms of ragging have extended to using social media as an intimidation tool.

Traditionally, ragging and sexual and gender-based violence (SGBV) often remain hidden practices. Cases go largely unreported and perpetrators are often not penalised, despite the existence of laws that reinforce the gravity of such abuse as a criminal offence.

Progress in Sri Lanka

In April 2016, in collaboration with the ACU, a high-level consultative dialogue on ragging and SGBV took place in Sri Lanka's capital city, Colombo, attended by all Sri Lanka's state university vice-chancellors and registrars, as well as government ministers, senior representatives from higher education, and the Director-General of Police. The meeting marked the start of a week of events aimed at increasing the capacity of universities to improve student safety and access.

Opening the event, Sri Lanka's Prime Minister, Ranil Wickremesinghe, stated that 'Universities should take active responsibility for acts of ragging and gender-based violence amongst students and staff', and expressed his full support for efforts being made by the country's University Grants Commission (UGC) to eradicate this menace.

> **Importantly, complaints can now be registered anonymously, ensuring the security of the victim. After receiving the complaint, it is forwarded within 15 minutes to the head of the institution and the local police authorities.**

The consultation sought to share and explore institutional mechanisms and programmes to prevent and redress harmful practices. This was followed by training workshops looking at how to facilitate organisational change, attended by university HR representatives, academics, and student counsellors.

While it was the first time that consultations and training have taken place on such a scale and with different levels of university administration and faculty involved, previous attempts have been made to deal with the issue. Back in 2010, the UGC in Sri Lanka issued a circular titled *Guidelines to be introduced to curb the menace of ragging in universities and higher education institutions*, which provided clear instructions on how to prevent ragging and the procedures to be followed when it occurs. Several universities subsequently introduced policies relating to sexual harassment or gender equity. However, efforts to implement the UGC's recommendations and policies have lagged behind. Professor Mohan de Silva, Chair of the Sri Lankan UGC, stated his hope that the latest approaches adopted by the UGC will result in real change this time around.

To ensure that there are effective mechanisms to initiate and sustain this change, the UGC has established a Standing Committee on Gender Equity and Equality (SCGEE) and

published a manual on preventing sexual and gender-based violence. A Centre for Gender Equity is also being established, which will be the implementation arm of the standing committee. The workshops in April 2016 have already resulted in raised awareness and led to a number of complaints and arrests, demonstrating that there will be zero tolerance of ragging and SGBV from now on.

Lessons from India

Sri Lanka's universities are also looking closely at India's experience, where universities have suffered from similar problems but have put in place robust mechanisms to address them. The UGC in India estimates that ragging incidents have been reduced by approximately 70% in seven years. Of the 1,545 complaints about ragging received during the last three years, they claim to have managed to redress 1,445 cases.

The change started after a landmark judgment of the Supreme Court of India in 2009 led to a regulatory framework being put in place by India's UGC, in which ragging was declared a criminal offence. Other measures have included anti-ragging campaigns, a student pledge to refrain from the practice, an online grievance complaints mechanism, and the monitoring of redress procedures. A national anti-ragging helpline was also launched by the Indian government in 2009, following the same Supreme Court order.

Importantly, complaints can now be registered anonymously, ensuring the security of the victim. After receiving the complaint, it is forwarded within 15 minutes to the head of the institution and the local police authorities via phone and email, who are then able to take prompt action against the perpetrators. The Aman Movement, an independent NGO founded by Professor Raj Kachroo which works to prevent ragging, monitors the helpline by listing all the complaints received and the actions taken to address them.

To address sexual harassment and gender-based violence in higher education specifically, India's UGC has encouraged all universities to establish appropriate mechanisms within their institutions. These mechanisms have taken different forms, including gender sensitisation committees for addressing sexual harassment and investigating internal complaints or grievances. The UGC has stressed that any such committee should be representative of the campus community, constituted through election, and fully autonomous – independent of top level administration. This ensures frank discussion and debate, allows the committee to carry out independent investigations, maintains confidentiality, and separates the enquiry function from the executive disciplinary function. Such committees also administer sensitisation programmes for students, staff and faculty, and deliver counselling and mental health services to those affected by gender-based violence.

The decisive action taken by university administrations and the UGC – including consciousness-raising and monitoring of complaints – has led to improved awareness of the problem, as well as greater confidence in those systems in place to address it. This in turn has resulted in an increase in the number of complaints, which is one of the indicators that the system is functioning effectively. The mechanisms apply not only to students, but also to all university staff and faculty.

Safer universities

A safe university environment serves not only the short-term goal of protecting the safety and wellbeing of the higher education community, it also seeks to remedy underlying inequalities in society at large. Violence and harassment undermine all three dimensions of a human rights-based approach to education – access, quality, and respect within the learning environment. The education sector has a duty to respond in order to provide young people with a quality education in a safe and secure learning environment. As Professor Raj Kachroo stresses: a university cannot claim to be top class if any form of violence or harassment exists and is tolerated on its campuses. ∎

Evelina Vardanyan is Programme Officer at the ACU.

For more information on the ACU's Gender Programme, visit **www.acu.ac.uk/gender**

Participants of the recent consultative dialogue on ragging in Sri Lanka

Recent publications

Nick Mulhern, ACU Librarian, summarises the latest titles in the field of international higher education.

Australia Global Alumni Engagement Strategy 2016–2020
[Australian Government, Department of Foreign Affairs and Trade; 2016]
www.dfat.gov.au

A strategy for global alumni engagement, identifying Australia's priorities and what can be done as part of a 'coordinated, cohesive, and consistent' approach. Cited benefits include a country's development and reach in diplomacy, its potential in business and trade, its credentials in education and research, and its representation as an open and innovative society.

Doctoral Education in South Africa
[Cloete, N.; Mouton, J.; Sheppard, J.; African Minds; 2015]
www.africanminds.co.za

A detailed analysis and history of doctoral education in the region, with recommendations for its strengthening ('a paradigm shift is required'). It addresses the pressures on doctoral study through four key principles: quantity, efficiency, transformation, and quality. Among the collective policy options mooted is 'the possibility of South Africa becoming a PhD hub for the continent'.

Education as a Tool for the Economic Integration of Migrants
[De Paola, M.; Brunello, G.; European Expert Network on Economics of Education, European Commission; 2016]
www.education-economics.org

A detailed literature review which analyses and contextualises published research on the relative significance of language learning/skills, schools, and teachers on the economic integration of migrants in Europe.

Governance in UGC-Funded Higher Education Institutions in Hong Kong
[Newby, H.; University Grants Committee, Hong Kong; 2015]
www.ugc.edu.hk

A report from Hong Kong's University Grants Committee, focusing on guidance and good practice in HE governance. Its recommendations acknowledge above all the 'balance…to be struck between institutional autonomy and public accountability', and refer to strategic planning, risk management, and the training of council members.

How Are Higher Education Institutions Dealing with Openness? A Survey of Practices, Beliefs, and Strategies in Five European Countries
[Castano Munoz, J. et al; Joint Research Centre; European Commission; 2016]
http://publications.jrc.ec.europa.eu

A report considering the extent to which open education is prioritised in France, Germany, Poland, Spain, and the UK, as well as approaches which could be used in its promotion elsewhere. Approximately 40% of institutions provide some form of open education. Cross-border collaboration in this respect, however, remains rare.

India Rankings 2016: National Institutional Rankings Framework
[Government of India, Ministry of Human Resource Development; 2016]
www.nirfindia.org

Analysis of India's National Institutional Ranking Framework and the methodology used. This first national exercise evaluated Indian HE institutions in general, as well as specifically in engineering, mathematics, and pharmacy. The five categories used in its initial assessments were: teaching, learning and resources; research, consulting, and collaborative performance; graduation outcome; outreach and inclusivity; and perception.

International Taught Postgraduate Students: The UK's Competitive Advantage
[Archer, W.; UK Higher Education International Unit; 2016]
www.international.ac.uk

A study looking at the UK's position in international student recruitment, as shown in enrolment trends, student experience, and the factors influencing student choice. Differences between this report and an earlier undergraduate-level study indicate the value of 'targeted strategies'.

Internationalizing the Co-Curriculum (Part Three: Internationalization and Student Affairs)
[Ward, H.; American Council on Education; 2016]
www.acenet.edu

US-based guidance using good practice and examples of institutional strategies to illustrate how international student affairs divisions can support internationalisation, both within a university and as a professional group. Student affairs departments are now 'central to the educational mission' of HEIs

Learning Analytics in Higher Education: A Review of UK and International Practice
[Sclater, N.; Peasgood, A.; Mullan, J.; JISC; 2016]
www.jisc.ac.uk/reports

Using case studies from Australia, the UK, and the US, this report explores the role and potential of learning analytics – the use of 'data about the progress of learners and the contexts in which learning takes place'. Quality, retention, supporting disadvantaged groups, and targeted learning in response to specific needs, are among the areas where learning analytics could help.

Learning Excellence: 26 International Case Studies
[Middlehurst, R.; Fielden, J.; Higher Education Academy; CHEMS Consulting; 2016]
www.heacademy.ac.uk/resource/learning-excellence

A study of practical innovations in learning and teaching practice in higher education internationally ('learning is being made more accessible for a diverse range of students'). One of its contexts is international students and learning styles across cultures.

National Strategy for International Education 2025
[Australian Government; 2016]
https://nsie.education.gov.au

Australia's first such strategy prioritises quality (i.e. research, student experience, regulation), mobility/partnerships, and global competition. Specific recommendations include student support, better links with business and industry, and the promotion of Australia as a provider of high quality international education. Support for regional Australia is also included and covers both the country's research profile ('Many of Australia's top areas of research strength are located in regional Australia'), and student engagement.

Overseas Students: Immigration Policy Changes: 1997-2015
[Spinks, H.; Koleth, E.; Parliament of Australia, Department of Parliamentary Services; 2016]
www.aph.gov.au
Evidence of how migration to Australia was 'fundamentally changed' by immigration policies during this period, and a record of the rapid growth and then decline of overseas student enrolment. Balancing integrity in education services with the economic benefits of international students continues to be, in its terms, a 'significant policy challenge'.

Public Policy and the Attraction of International Students
[Sá, C.; Sabzalieva, E.; Centre for the Study of Canadian and International Higher Education, OISE-University of Toronto; 2016]
www.oise.utoronto.ca/cihe
A report using case studies to assess and compare current policy frameworks for attracting international students to Australia, Canada, the UK, and the US, principally as a pattern for the Ontario context.

Quality Assurance in Private Higher Education: the Case of Ghana
[Tsevi, L.; Program for Research on Private Higher Education; 2015]
www.prophe.org/en/working-papers
A working paper exploring the implementation of quality assurance in private HEIs in Ghana. The research looks at the effect of this on the country's HE system, whether the process is understood as accountability or regulation. There has been 'substantial growth' in Ghana's private higher education since the 1990s, with many institutions having a specific mission or subject specialism.

Quality Assurance of Cross-Border Higher Education
[Al-Sindi, T. et al; European Association for Quality Assurance in Higher Education; 2016]
www.enqa.eu
A report looking at the findings of an EU-funded Quality Assurance of Cross-border Higher Education (QACHE) project (2013-2016). Underpinning its recommendations is the availability and sharing of information, and 'strengthened cooperation' between quality assurance agencies. Usefully, it also summarises and reviews some of the problems faced by institutions and agencies in this context, several of which could exist in other areas of higher education. One of the project's main achievements was a toolkit – *Cooperation in Cross-Border Higher Education: a Toolkit for Quality Assurance Agencies.*

Scientific Mobility and Family Life in Europe
[Community Research and Development Information Service; European Commission; 2016]
www.cordis.europa.eu
The first such regional study, it uses information from interviews with EU-based scientists and their children, as well as survey data.

Social Enterprise in a Global Context: The Role of Higher Education Institutions
[Plymouth University (SERIO); British Council; 2016]
www.britishcouncil.org/society
A study mapping higher education and social enterprise from an international perspective. Some 52% of institutions surveyed were involved in partnerships with an international element, while 46% would be likely to support social enterprise contributing to international development goals.

Social Justice and Sustainable Change: The Impacts of Higher Education
[Martel, M.; Bhandari, R.; Institute of International Education; 2016]
www.iie.org
The first findings of a study tracking alumni from the Ford Foundation International Fellowships Program. The report is original in its interest in the sustained long-term impacts of a scholarship programme, its scope as a research process, and its analysis (e.g. how can HE fellowships address social inequalities?). '86% of alumni respondents report establishing international contacts and networks as a result of IFP.'

The ERASMUS Impact Study: a Comparative Analysis of the Effects of ERASMUS on the Personality, Skills, and Career of Students of European Regions and Selected Countries
[CHE Consult for the European Commission; 2016]
http://ec.europa.eu/education
A detailed, regionally-focused study, using data from ERASMUS 2014 research, on the long-term impact of this European student mobility scheme. It analyses why students want to go abroad and the consequent effect on employability, related skills, and career perspectives.

The Implications of International Research Collaboration for UK Universities
[Adams, J.; Gurney, K.; Digital Science; UK Higher Education International Unit; 2016]
www.international.ac.uk

A UK study which shows the importance of collaboration and links for research strength.

The Internationalisation of Doctoral and Master's Studies (OECD Education Indicators in Focus)
[OECD; 2016]
www.oecd-ilibrary.org
A brief OECD paper indicating that one in ten students at Master's or equivalent level, and one in four at doctoral level, is an international student in OECD countries. It also correlates the appeal of countries for doctoral study with research and development expenditure.

The Shape of Global Higher Education: National Policies for International Engagement
[Ilieva, J.; Peak, M.; British Council; 2016]
www.britishcouncil.org/education
National level strategies on international HE, student mobility, and international collaboration in teaching and research are reviewed among the report's themes.

The Value of International Education to Australia
[Deloite Access Economics for the Australian Government; 2016]
www.internationaleducation.gov.au
A report commissioned by the Australian government on the value of international education exports, the contribution of international education to the economy, region, and workforce, and its wider benefits. It revises upward an estimate of international education export revenue to some AUD 19.7 billion, but also argues that this economic and social contribution is 'not necessarily widely appreciated'. The social and cultural benefits of international education should be better promoted, as should community awareness and interaction.

The World is the New Classroom: Non-Credit Education Abroad
[Mahmoud, O.; Farrugia, C.; Institute of International Education; 2016]
www.iie.org
The 'first comprehensive report on the full range of US non-credit education abroad' which, it recommends, could lead to a more coordinated record of such data.

World Development Indicators
[World Bank; 2016]
www-wds.worldbank.org
The first World Development Indicators to include analysis of the new Sustainable Development Goals.

ACU membership update

The current membership total (as at 1 July 2016) is 537.

New members

We are delighted to welcome the following institutions into membership:

Afe Babalola University, Nigeria

Asia Metropolitan University, Malaysia

Central University of Gujarat, India

Chandigarh University, India

GITAM University, India

National Defence University, Pakistan

Quest International University Perak, Malaysia

South Asian University, India

University of Science and Technology, Meghalaya, India

United States International University – Africa, Kenya

Returning members

We are delighted to welcome the following institutions back into membership:

University of Nigeria

University of Roehampton, UK

Executive heads

Professor GQ Max Lu has been appointed Vice-Chancellor of the **University of Surrey**, UK, as of 25 April 2016.

Professor GQ Max Lu

Dr Narendra Kumar Dhakad has been appointed Vice-Chancellor of **Devi Ahilya Vishwavidyalaya**, India, as of 7 May 2016.

Professor Justus Gitari Mbae has been appointed Vice-Chancellor of the **Catholic University of Eastern Africa**, Kenya, as of 26 May 2016.

Professor Ivelaw Lloyd Griffith has been appointed Vice-Chancellor of the **University of Guyana**, as of 14 June 2016.

Professor Sebastian Maimako has been appointed Vice-Chancellor of the **University of Jos**, Nigeria, as of 23 June 2016.

Calendar

2016

July

18-21
International Council on Education for Teaching
Teachers for a better world: creating conditions for quality education – pedagogy, policy, and professionalism
Kingston, Jamaica
www.mona.uwi.edu/icetjamaica2016

27-29
ACU Conference of University Leaders
Defining the responsible university: society, impact and growth
Accra, Ghana
www.acu.ac.uk/ghana-2016

August

13-20
ACU Commonwealth Summer School
The Sustainable Development Goals: what role for universities?
Kigali, Rwanda
www.acu.ac.uk/summer-school

24-26
Graduate Women International
At the crossroads of education, gender, and human rights
Cape Town, South Africa
www.gwiconference.org

31 August-3 September
European Higher Education Society
Only connect: collaboration, cooperation and capacity building though HE partnerships
Birmingham, UK
www.eairweb.org/forum2016

September

5-7
Consortium of Higher Education Researchers
The university as a critical institution?
Cambridge, UK
www.cher2016.org

11-15
International Network of Research Management Societies
Research management in a connected world
Melbourne, Australia
www.inorms2016.org

12
ACU Gender Programme (with the University of Nairobi)
The SDGs: an opportunity to embed gender equity and equality in higher education
Nairobi, Kenya
www.acu.ac.uk/kenya-2016

12-16
ACU Gender Programme (with the University of Nairobi)
Enhancing gender equity in the management and leadership of higher education
Nairobi, Kenya
www.acu.ac.uk/kenya-2016

13
Publishers for Development
How does access to research literature support international development?
Heathrow, UK
www.pubs-for-dev.info

13-16
European Association for International Education
Imagine…
Liverpool, UK
www.eaie.org/liverpool

17-21
Regional Universities Forum for Capacity Building in Agriculture
Linking agricultural universities with civil society, the private sector, governments and other stakeholders in support of agricultural development in Africa
Cape Town, South Africa
www.ruforum.org

October

16-19
ACU Human Resource Management Network (with the University of Mauritius)
HR steps up
Mauritius
www.acu.ac.uk/mauritius-2016

18-21
Australian International Education Conference
Connectivity – at the heart of international education
Melbourne, Australia
www.aiec.idp.com

November

10-11
The Observatory on Borderless Higher Education
Brain gain: charting the impact and future of TNE
Kuala Lumpur, Malaysia
www.obhe.ac.uk

13-16
International Association of Universities
Higher education: a catalyst for innovative and sustainable societies
Bangkok, Thailand
www.iau-aiu.net

20-22
Academic Cooperation Association
UniverCities: higher education institutions and their habitat
Budapest, Hungary
www.aca-secretariat.be

27-30
Commonwealth of Learning; Open University of Malaysia
Open, online, and flexible learning: the key to sustainable development
Kuala Lumpur, Malaysia
http://pcf8.oum.edu.my

2017

March

13
Commonwealth Day
www.thecommonwealth.org/commonwealthday

May

8-12
Southern African Research and Innovation Management Association
Annual conference
Windhoek, Namibia
www.sarimaconference.co.za

28 May-2 June
NAFSA: Association of International Educators
Expanding community, strengthening connections
Los Angeles, USA
www.nafsa.org/annual_conference

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Who are we?

The Association of Commonwealth Universities (ACU) is the world's first and oldest international university network, established in 1913.

A UK-registered charity, the ACU has over 500 member institutions in developed and developing countries across the Commonwealth. Drawing on the collective experience and expertise of our membership, the ACU seeks to address issues in international higher education through a range of projects and services.

The ACU administers scholarships, provides academic research and leadership on issues in the sector, and promotes inter-university cooperation and the sharing of good practice – helping universities serve their communities, now and into the future.

Our mission

To promote and support excellence in higher education for the benefit of individuals and societies throughout the Commonwealth and beyond.

Our vision

Strengthening the quality of education and research that enables our member institutions to realise their potential, through building long-term international collaborations within the higher education sector.

Our values

The ACU shares the values of the Commonwealth and believes in the transformational nature of higher education: its power and potential to contribute to the cultural, economic, and social development of a nation.