Bulletin

Developing curious minds

Globally-aware graduates
Experiential learning on campus
Leadership skills for emerging researchers

Bulletin

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Editorial

It is with great pride that I join an organisation with both such a distinguished history and an important role to play in the future. Founded in 1913, the ACU was the world's first international university network. A Royal Charter in 1963 cemented its value, and, in 1986, Her Majesty The Queen, Head of the Commonwealth, became our Patron. Yet, more than ever, the ACU represents the future. The global youth population is at an all-time high – more than 60% of the Commonwealth are under the age of 30. Higher education will be critical if they are to reach their potential. University research, meanwhile, is paramount to tranforming – and safeguarding – the world in which they live.

At ACU member institutions across the Commonwealth, this vital research is already underway: at the University of Wollongong in Australia, scientists are exploring the power of mangrove ecosystems to mitigate the effects of climate change. In India, researchers at Jawaharlal Nehru University are striving to identify gaps in India's maternal healthcare provision and the financial barriers to vital care. At the University of Malawi Polytechnic, researchers are working with global colleagues to develop solar water disinfection systems with the potential to make contaminated supplies safe to drink. And at the University of Sri Jayewardenepura, Sri Lanka, researchers are using geospatial mapping to track the spread of the mosquito-borne dengue virus.

This handful of examples gives just a hint of the sheer scale and range of work in motion. ACU members will be central to achieving every one of the Sustainable Development Goals – not only through the research they undertake, but through the skilled and globally-aware graduates they produce. In the months to come, we will be working closely with Common-wealth governments and other partners to ensure this contribution – as well as the wider concerns of our members – is reflected in the outcomes of the forthcoming Conference of Commonwealth Education Ministers, set to take place in Fiji in February 2018, and at the Commonwealth Heads of Government Meeting that follows.

I am proud, too, of the work the ACU is doing to support its members. As well as promoting international movement and collaboration, we understand the need to build capacity and infrastructure within institutions themselves if teaching and research are to flourish and endure. Our recent capacity-building programmes – such as CIRCLE and STARS – exemplify this holistic approach: both programmes provide support and training for early career academics, while simultaneously working with institutions to strengthen their own frameworks for support and professional development. With universities in many countries facing a shortfall of qualified and experienced staff, building capacity will be an important area – and one in which we're keen to do more.

Of course, the need to support the next generation – and the systems to sustain them – doesn't end at graduation. A key concern for the billions of young people across the Commonwealth is employability. The digital revolution is often likened to the industrial revolution, when the 'march of the machine' transformed the social and economic land-scape. Then, as now, fears loomed that human invention would render human labour redundant. The comparison is a compelling one: a 2016 report by Citibank and the University of Oxford suggests that 57% of jobs across OECD countries are at risk of being replaced by automation.

An important difference, however, is the role of universities. To survive the industrial revolution didn't require a degree – then still the preserve of a small and wealthy elite. Today, however, employers increasingly insist on skilled graduates to fill their positions. In a knowledge economy, higher education will be central to staying relevant and employable, but are universities ready to meet this challenge? Our forthcoming seminar in Pretoria, South Africa – held in partnership with Wilton Park, the UK Department for International Develop-ment, the National Research Foundation (South Africa), and the University of Pretoria – will explore this question.

Equally important in times of change are the fundamental values and principles which lie at the heart of an institution – and of higher education itself; values which remain unsway-ed by political pressures, resilient to comm-ercial strains, yet at the heart of decision -making. At the ACU, we combine our belief in the transformative power of higher education with the values and aspirations of the Commonwealth, such as those of democracy, tolerance, and freedom of expression.

Universities are, perhaps, the best example of these values in action. In challenging times – and in the long shadow of Brexit and resurgent nationalism – higher education will play a critical role in helping to build and promote positive, long-standing relationships across borders. The ACU, too, has tremendous convening power to further these aims, and, by focusing on building multilateral – rather than bilateral – relationships, we can create unique opportunities for members to network and collaborate.

The ACU's greatest asset is its members and the goodwill that exists between them. At a time when it can seem as though countries around the world are pulling up their draw-bridges, this genuine will to cooperate and collaborate is not to be underestimated. ∎

Dr Joanna Newman is Chief Executive and Secretary General of the ACU.

Stimulating innovative thinking through campus life

In June, an ACU seminar – held in partnership with Nanyang Technological University in Singapore – explored the practical ways in which universities can foster independent and innovative thinking among their students, despite growing student numbers. Here, **Sze Chun Chau** reports on one such initiative.

As one goes through years of teaching, one eventually comes to the realisation that it is not exactly possible to 'teach' students how to be innovative, creative, or have enquiring minds. We may design learning activities that *require* innovative or creative thinking in order to complete an assignment. What we ultimately assess, however, is the visible outcome, and not the students' internal cognitive restructuring that we hope to stimulate.

Students may be able to complete an assignment in ways that involve very little of their own creative thinking. They may, for example, put together bits and pieces of other people's solutions, sourced from the internet. Alternatively, they may simply follow the steps prescribed in a 'template method' for going about such an assignment, possibly provided by conscientious teachers wanting to guide students who appear to be at a loss.

Completing assignments in this way falls short of fulfilling the desired learning outcomes, as it involves no self-driven cognitive restructuring on the part of the students. These students are essentially treading paths that will get the assignment completed – aware that the completed outcome is the bit that will be assessed. The challenge with these students is to coach them out of the comfort zone of relying on the thinking of others, and motivate them to *want* to build ideas from their own seeds of thought.

Of course, with adequate guidance, some students *are* stimulated to exercise innovation and creativity as the designed learning activities intend. Among undergraduates in Singapore, we have observed that some students develop the ability to find creative solutions within their area of study through activities that encourage the process of enquiry and synthesis of information, but that this ability remains somehow 'boxed' within the classroom. It is almost as though the mental process of creativity and enquiry has been compartmentalised as 'curriculum' by these students, and disappears when they're faced with cross-disciplinary or real-life tasks. For this second group of students, the challenge is to 'unbox' them from the confines of their discipline.

Bringing learning out of the classroom

After agonising over this phenomenon in the Singapore undergraduate scene, it eventually dawned on me that both problems might have similar roots. I call this root the 'awed by the classroom' mindset. Due to the importance placed on academic performance by parents in Singapore (as can often be the case in Asian societies), 12 years of solid pre-university education have given learning a status akin to a battle arena in the minds of most students. What happens in the classroom becomes a focused activity of survival confined within an arena. For the first group of students discussed above, learning activities designed for creative thinking are just another battle to face for their survival – 'just let us use anything that can get us through this!' The second group of students may acquire the necessary innovative thinking skills, but perceive these to be part of something 'done in the arena' – i.e. walled within the classroom. The instinct to apply the process beyond the classroom walls does not come intuitively.

How, then, do we remove this sense of awe and intimidation? One possible way is to provide practical opportunities for students to think beyond the classroom or curriculum and bring their disciplinary knowledge into their daily lives – to solve problems or accomplish practical tasks. Aligning these opportunities with their personal interests, and in the context of their daily lives, may motivate the former group of students to think on their feet, while allowing the latter group to experience the potential of applying their learning beyond the classroom.

Nanyang Technological University has 21 halls of residence on its campus, housing approximately 12,000 students (slightly more than half of our undergraduate population). The idea arose that if we could introduce appropriate learning activities into these halls of residence, we might be able to break through the mental barriers associated with classroom learning. Moreover, given the number of undergraduates living on campus, the coverage would be significant.

A residential setting

In 2014, we introduced this concept into two of our halls of residence. Four learning spaces – The Garage, The Studio, The Kitchen, and The GiveBack – were established. These different spaces cater to a diverse range of disciplines, allowing cross-disciplinary exploration – primarily motivated by students' personal interests – in an informal residential setting. This takes away the sense of imposition that learning in a classroom brings about, facilitating a natural engagement of the students' enquiring minds.

To emphasise the informal nature of the activities, the four learning spaces have been designed to give the impression of a domestic work space. The Garage, for example, emulates a household garage with tools and toolboxes for mechanical and electrical tinkering. Here, students can explore their creativity by generating, testing, and realising their ideas in science and engineering. Its primary purpose is to birth little inventions that may provide solutions to everyday challenges – such as a drone that can help to retrieve loose laundry blown onto ledges within the hall premises. In the process, engineering and physical sciences principles and concepts are applied.

The Studio has been designed like a domestic atelier, for those who want to dabble in the arts. These include visual arts such as photography, graphics, or painting; tactile arts such as clay craft and woodwork; and creative writing and multimedia activities. While students are motivated by their own interests to pick up creative skills, they are guided to incorporate social science research or communication methods to bring depth to their expression – e.g. using various forms of art and media to document social issues in the local and global community.

Students at a workshop organised by The Kitchen

Due to the importance placed on academic performance by parents in Singapore, 12 years of solid pre-university education have given learning a status akin to a battle arena in the minds of students.

The Kitchen intuitively projects the image of a residential cooking facility, and it is here that various sciences/arts associated with a good eating experience are explored and experimented with. Finally, The GiveBack encourages students to consider creative ways to 'give back' to the community, often using skills learned through the other learning spaces.

All four learning spaces integrate solid, hands-on experience with creativity and reflective thinking, as is illustrated through the example below.

Example: 'The Kitchen'

Since residential learning spaces such as The Kitchen are a novel concept for the students, we first raise awareness through an 'open house' at the beginning of the academic year, showcasing the tools and appliances available and the various activities on offer. In The Kitchen, these include fermentation, recipe development, food art and presentation, and novel techniques such as 'molecular gastronomy'.

Gradually, workshops to stimulate specific interest and develop relevant hands-on skills are rolled out, such as workshops for home brewing or baking. The informal, 'hobby-like' nature of these draws out genuine enthusiasm from those taking part.

These informal workshops serve as a catalyst for the next stage of engagement, which is the crux of our attempt to stimulate innovation, creativity, and enquiry. In this stage, students are given the opportunity to initiate projects using, but not limited to, the skills learned from the workshops. Several potential themes are outlined, but the final ideation must come from the students themselves, working in small groups – often from different disciplines. The projects must be exploratory in nature and include elements of experimentation – such as the development and testing of new recipes, for example. This allows the students to experience how scientific methodology and principles can be applied to domestic matters to bring about better outcomes.

Once students have experienced the process with an initial round of guidance, we've observed that the mental block of confining academic knowledge only to the classroom disappears, and the subsequent practice comes readily, without the need for further prompting. The non-intimidating and domestic nature of the subject also encourages a freer flow of discussion.

In a concluding presentation, participants are asked to share their learning journey with others. These presentations are often so fun-filled that it is clear the students have gained considerable confidence in relying on their own thought processes to see through a real-life task. Project teams have expressed a spontaneous desire to share what they have learned with others, and are linked up with The GiveBack learning space to explore how to go about it.

In essence, our experience has shown that the residential learning space engagement model is very effective in encouraging – and sustaining – innovative, creative, and enquiring minds in our undergraduates, without requiring excessive direct supervision. The model involves three stages: conducting workshops for personal interest and the acquisition of relevant skills; encouraging team projects linked to students' interests; and linking the hands-on experience to academic relevance and community engagement. At a time when student numbers are rapidly increasing, expanding this model could offer an opportunity to engage more residential students in this valuable process. ■

Dr Sze Chun Chau is Director of Student Experiential Learning at Nanyang Technological University, Singapore.

Stethoscopes, snakebites and survival

The Edward Boyle Medical Elective Bursaries, administrated by the ACU, help medical students in the UK to obtain valuable practical experience in a developing country of the Commonwealth. Here, two recent recipients report on their experiences.

Natalie Dennehy – University of Oxford

I spent my medical elective in two very different parts of Africa: starting in Cape Town, South Africa, and then travelling to Mulanje, Malawi. I learned a huge amount in both places – not just about medicine and healthcare systems, but also about different cultures and their healthcare challenges. Most importantly, the people I met in both locations taught me a great deal about myself, and helped to form the doctor I will be for the rest of my career.

The first four weeks of my elective were spent at the Red Cross War Memorial Children's Hospital in Cape Town – the only dedicated children's hospital in southern Africa. Based in the paediatric cardiology department, I saw a huge range of congenital heart disease, all the way from foetal patients to toddlers to teenagers, and with defects ranging from the common to the incredibly rare. It was a fascinating insight into a varied field and a chance for me to build on my knowledge in a specialty we are taught little about as undergraduates.

A particularly valuable part of this learning experience was the opportunity to focus on clinical examination. This was not just a process of honing and finessing skills I already had; the experience totally re-drew the way I now approach cardiac auscultation (the medical term for listening to the sounds inside the body). I had a chance to think about heart sounds from first principles, to think about the way that blood flows as it's pumped through the chambers of the heart and the way those sounds are transmitted. I grew to understand the significance of valves closing with a thud or a snap, or blood flow being smooth or turbulent. Indeed, I loved the fact that I was eventually able to use a basic stethoscope to make profound judgements on the health of a child: what happened in the womb, how well they are now, and what will happen in the future.

The heart is an organ so vital that we ascribe to it our romanticised notions of life and death, and to understand that organ is a very powerful concept. I hope these will be skills I can use again and again, and they will certainly make my job as a house officer in cardiology easier. Not only that, I hope that my understanding of the simplicity and privilege of clinical examination is something I can continue to develop throughout my career.

I spent the next six weeks at Mulanje Mission Hospital in south eastern Malawi. I had previously considered myself reasonably well-informed about world poverty, but I soon realised that theoretically knowing about poverty and being hit in the face with the reality of it are completely different things. I met people who were without access not only to things I took for granted, but to things essential for survival, such as clean drinking water and money for medical care.

Mulanje Mission Hospital is an excellent hospital for many reasons, and manages to provide consistent services and pay its workers, even in the face of unreliable and uncertain funding. Most importantly, however, it sees the provision of healthcare as going far beyond the treatment of illness. The hospital oversees a massive range of public health programmes, as far-reaching as running a school and nursing college, the teaching of modern agricultural practice, health education at primary care clinics, and the irrigation of farmland. This approach acknowledges the reality that there is no value in simply 'fighting fires' all the time and treating those who get ill. In a resource-poor setting, it is essential to tackle the reasons why people are becoming ill in the first place.

All the hospital's programmes were designed in some way to alleviate poverty traps: not having enough money for your children to go to school, thereby limiting their future earning potential; not being educated in how best to farm your land, so your family go hungry; not having enough leftover crops to sell to afford to buy fertiliser or seeds, so your yields are smaller; not having enough food and becoming ill, meaning your crops are not tended while you are in hospital. This is a concept that should underlie all public health provision: that there is a relationship

> The heart is an organ so vital that we ascribe to it our romanticised notions of life and death, and to understand that organ is a very powerful concept.

between education, poverty, nutrition, and health, and to attempt to address one without addressing the other is fundamentally flawed.

In many forms, the practice of medicine is a fight against death, and that struggle was never so real as it was in Malawi. Death is a part of life in Malawi. That is not to say that parents don't weep when their children die, that wives don't mourn for their husbands. Rather, the culture of immortality that we have in the UK – where death is not mentioned – doesn't really exist there. I realised that finding coping strategies for stressful situations is an essential part of working in this kind of setting. Losing that emotional reflex does not mean you care any less about your patients, and does not mean that you are any less angry about the unfairness of these deaths. It is simply the way that people learn to cope – to try as best they can to focus on the next patient coming in through the door, and to continue the fight.

Madhurima Sinha – Imperial College London

I began my elective at a rural health centre in Pondicherry, India. The centre, which is open 24 hours a day, seven days a week, deals with everything from minor emergencies through to antenatal care and immunisation.

As a result, I was able to see a variety of ailments and some interesting cases. I was particularly struck by the number of minor trauma incidents, often involving adults working with machinery or children playing in dangerous areas. It quickly became evident

that the strict health and safety regulations, so often rued in the UK, were largely absent in rural Pondicherry. Despite the many man-made dangers, the natural environment was not always kind either, with patients needing treatment for snakebites and scorpion stings. Life at the centre was clearly going to be different to any healthcare setting I'd experienced before.

The centre's weekly 'under-fives' clinic dealt chiefly with immunising babies and toddlers, and I was very impressed with how the centre's nurses kept extensive records and time schedules for all the children in the villages who needed vaccinations and when. It was so organised that very few local children would slip through. I was incredibly excited to be there for the moment when the centre switched to giving children the new bivalent vaccine, which is thought to be a critical step towards eradicating polio. Having read about the theory of bivalent and trivalent vaccines during my studies, it was truly a gift to witness this change in practice.

I decided to volunteer for a health and education session at a local community health worker outpost, along with a nurse from the centre and a fellow intern. Armed with a box of basic medications and a register, we set off. When we arrived, however, we were thrown in at the deep end with an impromptu under-fives clinic. My very first patient was a four year-old boy with a parasitic worm infection and, over the two and a half hours which followed, we treated approximately 60 children. It was rushed and slightly dis-organised, but seeing the excitement in the children's faces at having doctors in the area — and the relief of their mothers — I can confidently say that I have never loved my job more.

Alongside clinical practice at the centre, I also worked with fellow interns on a project to explore exercise and diet habits in rural schoolchildren. Planning and conducting the project posed many challenges, but the experience taught me much for my future endeavours. Our first challenge, for example, was to design a questionnaire that was relevant to rural Pondicherry — most of the 'established' diet and exercise questionnaires for children focus on western diets and activities. We overcame this challenge by interviewing local mothers and nurses to get the relevant local information needed to design a suitable questionnaire.

Another challenge was the limited resources. The rural health centre did not have a paediatric cuff for measuring blood pressure, for example. Thankfully, I was staying with an anaesthetic professor from the Jawaharlal Institute of Postgraduate Medical Education and Research who was able to provide a spare cuff. Once again, I was reminded how much we in the UK take the availability of equipment for granted.

Although the final results of our project are still pending, our preliminary findings suggest a striking gender difference: boys were more likely to be overweight, whereas girls were more likely to be severely underweight. Although this would need to be investigated further, colleagues and I felt that this discrepancy was partly due to a patriarchal society in which girls are often still given less importance than boys. As health professionals, we decided that we would do everything we could in the future to learn from this project and improve the livelihoods of girls in rural India.

Despite its challenges, my elective was the experience of a lifetime. The work I undertook and the skills I developed will be invaluable to my future career. ■

Madhurima Sinha (right) at a community health outpost in Pondicherry

Advancing gender equity through cross-faculty collaboration

The ACU's gender workshop grants help universities to promote gender equity on campus through training and awareness-raising. Following a recent such workshop at The University of the West Indies, **Gabrielle Hosein** explains why a collaborative approach – spanning academic faculties and administrative departments alike – is key to advancing gender equality.

Gender mainstreaming is a project not only for departments of gender studies, but also for the university as a whole. Through teaching, research, and outreach, the Institute for Gender and Development Studies (IGDS) at The University of the West Indies is helping students and staff across the institution to think critically about the ways in which gender identities and practices are constructed and challenged.

Whatever their subject or discipline, we encourage students and faculty to view a commitment to transforming the status quo as being part of their toolkit, just as much as research, teaching, or professional skills. We also believe that cross-departmental collaboration – across academic faculties through teaching and research, but also spanning administration and governance – is vital to advancing gender equity.

Strengthening cross-faculty collaboration to promote gender equity can feel overwhelming. It starts with integration into secondary school tours and university recruitment, to expose young people to gender and development issues prior to starting university. It is vital at the academic advisory stage for undergraduates and graduates. It requires approved elective options to be secured and courses to be cross-listed. And it is strengthened by co-teaching, shared supervision, and mentorship.

Infusing gender studies into other disciplines

Our cross-faculty collaboration kicks off with the infusion of our courses into a range of faculty programmes. We have ensured that gender studies courses are approved electives, whether for agriculture or visual arts majors. We present at orientation sessions to explain how a course in gender studies can give students 'an edge above the rest' in both their private and public lives – whether future fathers, farmers, or physicists.

Elective courses explore a wide range of themes, including men and masculinities in the Caribbean, issues of gender in agricultural development and sustainability, and its centrality to discussions of race, ethnicity, and class.

We visit faculty offices and speak to the front desk staff, who are often a student's first point of contact. We connect with academic advisors to let them know when courses are offered and why they are empowering, fun, and relevant options for study. Administrative staff can be crucial allies in the campus community, as they're often the ones to interact with students in relation to registration issues and degree requirements.

Our staff is small, as is often the case, so buy-in for our courses from faculty across the university is crucial to our mainstreaming. Equally important is the fact that many of our courses are cross-listed with multi-faculty registration codes and are open to all students, or have been introduced – with our support – within faculties themselves.

These structures encourage research collaboration, too, with gender studies students working with social and natural scientists on projects relating to ecology and water conservation; with clinical psychologists and anthropologists on research into child sexual abuse and HIV/AIDS; and with nursing professionals on projects relating to women's health.

Reaching the wider campus community

Cross-faculty collaboration is key to outreach, too. We co-host events with departments such as student and health services, and facilitate workshops in student halls in the first semester of the academic year. Our outreach activities include lunchtime seminars, public lectures, and cultural events; we maintain

Engagement and outreach on campus

'Red Card for Rape Culture' – an awareness-raising activity held in halls of residence on International Men's Day

collaborative links with men's movements, as well as women's, and serve as a source of information on Caribbean gender issues.

To pitch to the wider university community, we use activist games (conscious-raising activities that aim to engage the campus community), popular theatre, poster campaigns, and our #sparkfeminism hashtag and t-shirts. The 'We see your spark!' messaging aims to encourage passionate politics as part of student life.

Collaboration in policy and administration
IGDS units exist on three of the university's campuses – in Barbados, Jamaica, and Trinidad and Tobago – and are responsible for championing the university's gender policy. This includes consideration of gender in terms of career advancement, work-family balance, and sexual harassment. Meanwhile, our cross-faculty events throughout the year draw attention to the ways in which gender issues may influence assessment and promotion, or require changes to governance structures.

Staff from the IGDS attend the meetings of all faculties, and the IGDS has a multi-faculty board providing advice and approval for its own administration. This allows for sharing and networking beyond our own internal

capacity, and may lead to new courses or consideration of gender issues, even when we're not at the table.

Cross-faculty collaboration takes place in other ways, too. Our long-term research project – The Making of Caribbean Feminisms – aims to document the individuals who have contributed to women's and feminist movements. For this, we work with the university library to highlight and build archive materials, including oral histories and special collections. In our human rights work, we may deliberately seek out the faculty of law. To produce our booklet, *Guidelines for the use of non-sexist language at The University of the West Indies*, (selected extracts of which are included on page 10) we collaborated with the faculty of humanities and communication studies scholars.

Our strength, historically, has been using these structures to institutionalise interaction that wouldn't otherwise happen so regularly – particularly in the midst of a hectic academic year. A mainstreaming approach to gender is necessary not only to challenge resilient androcentric biases, but also to make sure that gender analyses don't get sidelined in times of economic strain, when courses may get cut or programmes restructured. We treat commit-

ment to the Caribbean as requiring gender-aware collaboration, and prioritise connecting with colleagues to build familiarity, friendship, and political will.   ■

Dr Gabrielle Hosein is Lecturer and Head of the Institute for Gender and Development Studies at The University of the West Indies, St Augustine Campus.

To find out more about the ACU's gender workshop grants or to apply, visit **www.acu.ac.uk/gender**

'Any statement that starts ... *This may sound male chauvinist* ... is likely to be exactly that'

These selected extracts are from the *Guidelines for the use of non-sexist language at The University of the West Indies*. All extracts are abridged and form part of a larger and more comprehensive document.

On language…

'The continued use of sexist language has been one of the many obstacles to the achievement of equality throughout 21st century society. Within a tertiary level educational institution where language is often utilised in influential ways, it is important that the language used by staff and students is articulated in a non-discriminatory manner… The guidelines provide real life scenarios where potential instances of sexist communication can occur. For many, the changes suggested may appear trivial, but language is not just an expression of meaning; it shapes the ways in which we understand ourselves and each other.'

On the unequal use of formal/informal titles…

'In formal meetings it is important to call staff by their title and last names, and to make this equal treatment for both men and women. It is sometimes the case that the male is addressed by title and last name e.g. *Dr. Richardson* and the woman by her first name e.g. *Jennifer*. Such inequity is clearly undesirable. It may be argued that greater familiarity with the individual has motivated the first name usage, but it has often been the case that equal levels of familiarity have met with differential usage.'

On compliments…

'A good rule of thumb is that any statement that starts out, "This may sound male chauvinist…" is likely to be exactly that. The speaker is indulging in 'Clayton's sexism'. This term is what one practices when one is contrivedly not being sexist. It is displayed by people who know what sexist usage is, but do not think it a serious problem.'

On job titles…

'Job titles or occupational terms that relate only to one sex are discriminatory. Terms such as *professor*, *nurse*, and *doctor* can effectively be used as gender neutral; marked terms such as *lady professor*, *male nurse* and *lady doctor* cannot.'

On sterotyping…

'Examples of stereotyping are found in texts which assume that women are always wives and mothers, and men breadwinners. One consequence of this is that descriptions of women often focus on their roles as wife and mother, irrespective of their working roles or qualifications. A further consequence is that attention is drawn to a woman's physical attributes, irrelevant in a description of her professional expertise…Usually, such references to a woman's physical attributes in a profess-ional context have the effect of trivializing her worth and casting doubt on her professional expertise, simply because there is no mention of job competence factors, these having given place to physical description. As noted earlier, sex-role stereotyping works against men as well as women. Certain negatively-perceived classes of persons are generally assumed to be male – e.g. convicts, prisoners, thieves and gamblers! Here too we must clearly guard against *a priori* judgements in our thought process.'

On local vernacular…

'While much is held in common with the rest of the global English-speaking community, it would be remiss not to take specific Caribbean perspectives on board, and this has been achieved with the use of interviews through-out the community… The list could be much fuller but is included briefly, not to digress from the focus on academic contexts, but to indicate the continued attitudes toward and associated with derogation of women in these kinds of labelling. The terms might be used among the student population and by some male staff in social settings.

[The term] *smart girl* might be applied to a woman who knows how to manipulate men to get what she wants to secure her future. She uses her body to purchase her future without being a prostitute. In the *Dictionary of the English/Creole of Trinidad and Tobago* (2009), Lise Winer notes that a *smart man* is worshipped despite his crookedness. Not so the woman.

In contrast, we have *stupid girl* which applies to a woman who is virtuous and supportive of her male partner; she is an ideal but less of a survivor in the sense of the *smart girl*. It seems that woman is indeed damned if she does and damned if she doesn't.

Some men refer to their wife as *my madam*; her identity is erased and she is defined by the fact that she is his wife, although originally the term may have been positive. When the pronoun is changed to *the madam*, it functions as a word of dismissal or scorn, a way of downgrading or cutting down to size the woman who seeks to control.

Then we have terms like *chile mudder*, which derogate the woman who has borne a man's child or children but has no status and is defined only by her being a 'breeder' for the man's use. This woman is not usually considered with affection by the father but is recognised for her position as caretaker of his offspring.

Ting [is] most commonly identified as an example of sexist language. This term speaks clearly to the continuing objectification of women in a very literal way. e.g. '*You eh see that real hot ting over there*' or '*Ah was tacklin a ting*'.

Many terms in common usage patronize women by according them a lower status or defining them inaccurately. Expressions such as *girls* when addressed to mature women and even *dear*, *love* and *darling* when addressed to men or women in public situations are inappropriate and offensive. The term *baby*, like the rest, may be a term of endearment used for women by men but is said to diminish them, making them feel patronized.' ∎

Understanding sexual harassment in the workplace from a different angle

A new fellowship for ACU members – the Martha Farrell Memorial Fellowship – provides members of staff at ACU member institutions with the training and support necessary to combat sexual harassment on campus. Here, **Mohammad Mojibur Rahman** – the first person to be awarded the fellowship since its launch last year – reports on his experience.

I have been working at the University of Dhaka for more than 12 years as a teacher and seven more as a student. Over this long period, I have observed various unpleasant and embarrassing incidents within universities and in Bangladesh more widely. It is my view that every incident of sexual harassment is somehow connected to education, and that a greater understanding of the underlying causes is essential. In this journey to develop my insight, I was keen to receive professional training to help me find solutions.

My ACU fellowship provided just that, beginning with a visit to the Martha Farrell Foundation in New Delhi, India, for a week of hands-on training. The foundation pioneers and supports practical interventions to promote gender equality – including training and awareness-raising in the prevention of sexual harassment. This was followed by further training online, which covered different aspects of sexual harassment and how to handle cases and complaints.

I learned a lot from the training prog-ramme and the experts I met. However, what made it such a success for me was the partici-patory learning approach, which ensured I was closely involved in the process from beginning to end.

Surprisingly, living just beside India for these years, I was not aware that India had a separate legislative act to protect women against sexual harassment, and that their University Grants Commission (UGC) has developed specific policy guidelines and regulations for higher education institutions. I was able to become familiar with this legislation and meet with stakeholders at the UGC to understand these regulations better.

Through visits to universities in India, key points were discussed and highlighted – the need for a rapid response and to guarantee confidentiality for those making complaints; the fact that both men and women may be victims of sexual harassment and can make complaints on this issue; and the need to consider the use of CCTV footage, as well as screenshots from WhatsApp, Viber, and text messages as evidence of harassment.

We discussed the need for any policy I develop for my home institution to be in the local language and be geared to the Bangla-deshi context. Other suggestions included the need for orientation programmes and for centres for counselling and psychotherapy to be established, and for any policies to be a result of teamwork through a core committee.

Through my fellowship, I have now developed a draft policy against sexual harassment for my institute, with the help of my colleagues, students, staff, and subject specialists. I am keen to develop one for the university as a whole, and hope to convince the chairman of the UGC in Bangladesh to develop such a policy for higher education institutions across the country.

From the beginning to the end, this journey was a great lesson for me. Male staff and members of society have a duty to come forward to help combat sexual harassment and violence against women, and to get involved in the problem-solving process. If male and female staff work together, more gender balanced policies can be developed. ■

Mohammad Mojibur Rahman is Associate Professor at the Institute of Education and Research, University of Dhaka, Bangladesh.

The **Martha Farrell Memorial Fellowship** provides members of staff at ACU member institutions with the hands-on training and support necessary to instigate an effective anti-sexual harassment initiative at their university.

Dr Martha Farrell (1959-2015) was Director of the Gender Programme at Participatory Research in Asia, and campaigned tirelessly for women's rights, gender equality, and adult education. In 2015, during a visit to Afghanistan to lead a gender training workshop, she was among 14 people killed in a Taliban attack. The Martha Farrell Foundation – which both hosts and co-funds the fellowship – was set up in her memory. To find out more, visit **www.acu. ac.uk/titular-fellowships**

Dr Martha Farrell

The trouble with reviewing a higher education system…

A controversial review of higher education in New Zealand has been accused of taking a dangerously narrow view. Here, **Chris Whelan** reflects on some of the report's insights – as well as its oversights – and highlights the inherent limitations of a system-wide review.

Earlier this year, the New Zealand Productivity Commission released its report on the country's higher education system, concluding an 18-month review. The Commission, an independent government-funded entity, was tasked by the government to conduct a wide-ranging inquiry into how well New Zealand's tertiary education system is set up to respond to emerging trends, as well as identifying potential barriers to innovation.

The report's findings were welcomed by a few, but widely criticised by the majority. Despite this, there are some useful insights that are worth sharing with universities and higher education systems internationally.

1: Funding drives everything

The report noted that New Zealand's higher education system doesn't appear to be adopting some of the models of teaching that are now common or emerging internationally. For example, New Zealand's universities offer relatively few internships within undergraduate liberal arts degrees, and there are few workplace delivered degree apprenticeship programmes. To get a more complete picture, however, it is important to consider how higher education is funded in New Zealand.

Roughly two thirds of the cost of tertiary studies in New Zealand are met by government tuition subsidies and one third by student tuition fees. The New Zealand government determines annual adjustments (if any) to both the tuition subsidies and the student fees.

This system was introduced at the start of the 1990s, and both the tuition subsidy and the student fee were set based on the approximate actual cost of delivering an average course within each qualification. So, a liberal arts qualification might have received NZ$ 6,000 per year in 1991 for purely classroom-based learning, whereas an engineering qualification might have been funded three times that to cover the cost of laboratories, specialised equipment, work practicums, and so on.

Since the funding system was introduced, it's never changed – despite changes in technology and pedagogy. Funding has gone up for each type of qualification, but typically at or below the rate of inflation. Moreover, funding is the same whether a course is delivered online, in the classroom, or in the workplace. It is the same whether it is being used to teach the most academically able kids from affluent backgrounds or kids from more disadvantaged backgrounds requiring more support into and through higher education.

As a result, the New Zealand education system isn't mainstreaming new forms of teaching or reaching new groups of students wherever it would require costs above the current funding levels. While there has been a massive amount of innovation and change in New Zealand's higher education sector, long-term funding settings mean this has necessarily been focused on improving the efficiency and effectiveness of institutions and existing teaching channels.

2: Performance-based funding is problematic

Internationally, it's increasingly common for a proportion of public funding for higher education institutions to be subject to meeting performance targets. In New Zealand, 5% of funding is awarded based on meeting four educational performance indicators.

These indicators measure the percentage of students completing courses, the percentage of students progressing from one year to the next of their qualification, the percentage of students completing a qualification in any given year, and the percentage of students enrolling in a higher qualification a year from finishing a lower level one.

The report pointed out some of the problems with these measures. It observed:

- The focus on completing qualifications and progressing to further study actually punishes providers of vocational skills training, where students may find work during – and often as a consequence of – their studies and discontinue the course.
- The focus on completion at all levels creates incentives for providers to avoid enrolling students who are less capable and therefore less likely to be able to complete.
- The measures do not create any incentive for providers to achieve good post-study outcomes for graduates.
- The measures do not actually require higher education providers to do anything more than just pass students. There is nothing that measures whether higher education providers are adding value to their students through good teaching programmes.

Quite rightly, the Productivity Commission recommended replacing the indicators with something that actually measures outcomes for graduates and that indicates the value added by higher education providers through their qualifications.

3: It's almost impossible to review a higher education system

New Zealand's higher education system has 740 higher education providers. Yes, that's small by international standards, but about what you would expect for a country of 4.7 million people. Despite its size, it's still got its complexities. There are five main sub-sectors in New Zealand's higher education system. They are:

- Eight universities – seven comprehensive and one specialist
- 16 institutes of technology and polytechnics, providing mostly vocational education and some degree-level qualifications
- Three wānanga, providing tertiary education in a predominantly Māori context
- 12 industry training organisations, providing apprenticeships and training to a range of industries
- More than 500 private training educators, offering everything from foundation English language training through to advanced degrees for chiropractors

Technologists advised that campuses would disappear as everything went online. Pedagogy specialists argued for blended approaches, with technology supporting campus–based learning. Others argued that post–school, campus–based degrees would be replaced by higher education in the workplace.

These providers deliver qualifications at a range of levels, from sub-degree to PhD. Some are campus-based, some distance only. Some are narrowly focused on one sector or industry and some are traditional comprehensive universities. Some focus on lifting achievement among groups of students who have traditionally been under-represented in tertiary education, while others are more focused on academically capable students from strong educational backgrounds. Universities, institutes of technology, wānanga, and industry training organisations are publicly funded institutions. Private providers may also be eligible for government-funded student tuition subsidies.

Perhaps unsurprisingly, it's difficult to generalise about what a high performing system should look like – other than at a headline level. There is general agreement, of course, that studies should lead to relevant jobs and careers, and that higher education provision should be efficient and effective. But try to go below that level and, when talking about a system with around 550 providers, there will be a large range of exceptions or qualifiers attached to pretty much every recommendation made.

New Zealand's Productivity Commission struck this problem early on and ended up unable to articulate any clear vision as to what a future higher education system should look like. Its 50 recommendations ended up just focusing on trying to improve incentives for providers to be more focused on students and on patching up some of the more significant problems it had identified – largely in the sub-degree parts of the system.
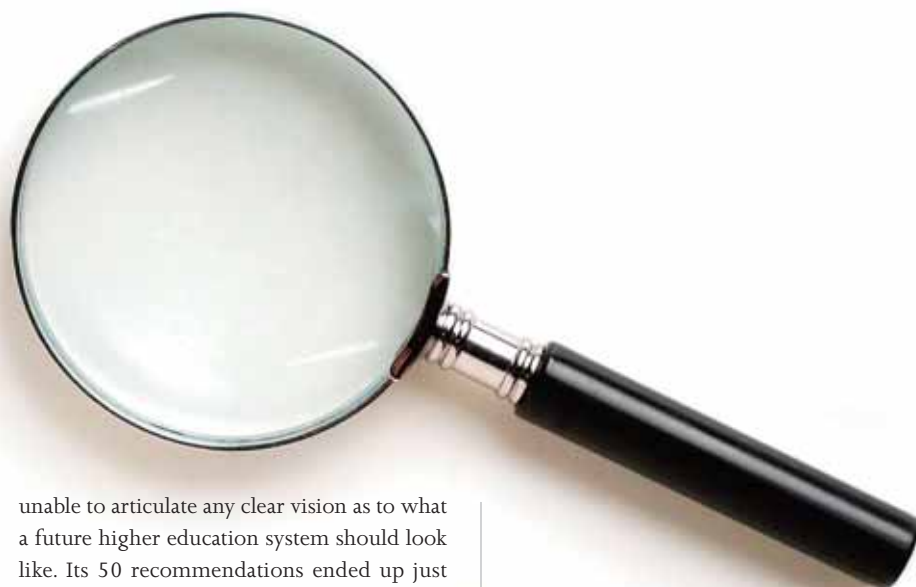
4: The future is uncertain

The Productivity Commission was asked to give its view on whether New Zealand's higher education system was well positioned for the future needs of the country and its people.

It probably won't surprise anyone in higher education that it failed to find any consensus view as to what the future might look like, and therefore to get agreement on what forms of learning and teaching would be dominant in, say, ten or twenty years' time.

For example, technologists advised that campuses would disappear as everything went online and people learned whenever and wherever they wanted. Pedagogy specialists argued for blended learning approaches, with technology supporting campus-based group learning. Industry groups preferred more traditional campus-based learning models, with students learning skills such as working in groups or developing safe laboratory and workshop practices in a supported environment before they enter the workforce.

Some people argued that the future was in micro-credentialing and 'just-in-time' learning. My own organisation, Universities New Zealand, supported that view, but felt this would be mainly confined to job-specific upskilling rather than gaining degree qualifications.

Others argued that it would be more common in future for adults to pursue degrees in the workplace, and that a post-school, campus-based degree was both inefficient and less effective at preparing capable employees. My organisation pointed out that 38% of New Zealanders are now starting a degree after completing school (up from 8% 25 years ago) and a degree has become a basic entry qualification for 46% of the jobs available in New Zealand – up from 36% ten years ago.

Similar discussions took place across dozens of other such areas, with few clear or universally-agreed answers being reached. In the end, the Commission sensibly recognised that no individual model was better or likely to dominate. Instead, it focused its recommendations on encouraging regulatory, policy, and funding settings that would allow a rich and varied higher education system to evolve in a wide variety of ways to meet the needs of different students, employers, and industries.

So, was the Productivity Commission's inquiry largely a waste of time? In my view, not at all. The inquiry represented New Zealand's first truly comprehensive examination of its higher education system since the 1980s, and led to passionate debate and examination of pretty much every assumption, strategy, and policy setting. We still don't have agreement, or even a shared understanding about everything, but we do have a much better understanding of the issues and the choices as we move forward. I think our system will be stronger for it. ■

Chris Whelan is the Executive Director of Universities New Zealand.

Noticeboard

Chinese University of Hong Kong to host ACU Summer School

The ACU's 2018 Summer School will be hosted by The Chinese University of Hong Kong (CUHK). This annual event brings students from across the Commonwealth together for a week of workshops, lectures, field trips, and networking on a chosen theme. In 2018, the event will focus on 'Sustainable cities and communities', with participants considering the challenges and opportunities inherent in urbanisation. The ACU is looking forward to working with CUHK on this important topic, and to involving subject experts from other member universities.

The ACU Summer School is hosted in a different country each year, and has previously taken place in Botswana, Cameroon, Canada, Malaysia, Rwanda, and – most recently – the UK.

Registration for the 2018 Summer School will open in November. To find out more, visit **www.acu.ac.uk/summer-school**

The campus at CUHK

ACU bursaries help students to 'create greener narratives'

The ACU Summer School 2017 takes place this month at Bath Spa University in the UK. The week-long event will focus on the environmental arts and humanities – an innovative area of interdisciplinary research that examines the relationship between human culture and the physical environment. As part of its commitment to ensuring that opportunities for academic mobility are made more widely available, the ACU awarded 31 bursaries to students from 13 countries.

- Michelle Queeley-Roberts at the **University of the West Indies**
- Rebecca Anderson at the **University of Waterloo**, Canada
- Jacqueline Sarkodie at **Kwame Nkrumah University of Science and Technology**, Ghana
- Parris Olivia at the **University of Guyana**
- Micaela Reece at the **University of Guyana**
- Bincy George at **South Asian University**, India
- Daniel Lagat at **Moi University**, Kenya
- Martin Tanui at **Moi University**, Kenya
- Jia Han Wong at **University Tunku Abdul Rahman**, Malaysia
- Oluwasegun Adetunde at the **University of Ilorin**, Nigeria
- Olufemi Akinnifesi at the **Federal University of Technology, Akure**, Nigeria
- Makanjuola Akinyemi at the **Federal University of Technology, Akure**, Nigeria
- Temidayo Oniosun at the **Federal University of Technology, Akure**, Nigeria
- Kamal Lamidi at **Ahmadu Bello University**, Nigeria
- Joyce Omenai at the **University of Lagos**, Nigeria
- Chijioke Onah at the **University of Nigeria**
- Daniel Ugwu at the **University of Nigeria**
- Kainat at the **Institute of Business Administration**, Pakistan
- Zaineb Makati at the **Institute of Business Administration**, Pakistan
- Amrah Qureshi at the **National University of Sciences and Technology**, Pakistan
- Diogene Hakizimana at the **University of Rwanda**
- Landi Ehlers at **Stellenbosch University**, South Africa
- Ivan Brown at the **University of Johannesburg**, South Africa
- Oratile Mokgatla at the **University of Johannesburg**, South Africa
- Samantha Williams at the **University of the Western Cape**, South Africa
- JVV Silva at **Wayamba University**, Sri Lanka
- Linda Amanya at **Bangor University**, UK
- Mark Goldthorpe at **Kingston University**, UK
- Ruth Omani at the **University of Edinburgh**, UK
- Hetty Saunders at the **University of Edinburgh**, UK
- Shamini Holloway at the **University of Surrey**, UK

30 emerging academics receive ACU grants to attend international events

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. In this most recent round, 30 grants were awarded to students from 15 Commonwealth countries. To find out more, visit **www.acu.ac.uk/early-career-academic-grants**

- Nicole Coombs at **Federation University Australia**
- Rabeya Binte Habib at **Daffodil International University**, Bangladesh
- Yuri Bolshan at the **University of Ontario Institute of Technology**, Canada
- Vladimir Michaelis at the **University of Alberta**, Canada
- Kendra Rieger at the **University of Manitoba**, Canada
- Issahaku Adam at the **University of Cape Coast**, Ghana
- Rajamani Devaraj at **Veltech University**, India
- Vasudevan Gowthaman at **Tamil Nadu Veterinary and Animal Sciences University**, India
- Arumugam Madhumalar at **Jamia Millia Islamia**, India
- Cecilia Mwangi at **Kenyatta University**, Kenya
- Cheow Peng Ooi at the **Universiti Putra Malaysia**
- Muvari Tjiurutue at the **University of Namibia**
- Mariska Kappmeier at the **University of Otago**, New Zealand
- Musa Abdullahi Bayero at **Bayero University Kano**, Nigeria
- Franklin Kenechukwu at the **University of Nigeria**
- Mafulul Maram at the **University of Jos**, Nigeria
- Babatunde Omoniyi Odedairo at the **University of Ibadan**, Nigeria
- Nazish Jaffar at **Jinnah Sindh Medical University**, Pakistan
- Alwiena Blignaut at **North-West University**, South Africa
- Amos Chinomona at **Rhodes University**, South Africa
- Lebogang Maseko at the **University of the Witwatersrand**, South Africa
- Marnel Mouton at **Stellenbosch University**, South Africa
- Aruma Upasakage Aparna Anandi Samaraweera at the **University of Moratuwa**, Sri Lanka
- John Atwebembeire at **Makerere University**, Uganda
- Camila Devis-Rozental at **Bournemouth University**, UK
- Coral Hanson at **Edinburgh Napier University**, UK
- Danielle Kelly at **Glasgow Caledonian University**, UK
- Boram Lee at the **University of Stirling**, UK
- Nicky Wilson at the **University of Strathclyde**, UK
- Tina Smith at the **University of Wolverhampton**, UK

Former bursary winner Rosie Huxley on her elective in Zambia

Edward Boyle Medical Elective Bursaries – latest recipients

We are pleased to announce the winners of the Edward Boyle Medical Elective Bursaries for 2017. These awards help medical students from the UK to obtain valuable practical experience in a developing country of the Commonwealth. Read more about the electives on page 6 or visit **www.acu.ac.uk/edward-boyle**

- Efioanwan Andah at **Imperial College London** for an elective in Malawi
- Khristianne Greenhalgh at **Newcastle University** for an elective in India
- Murtaza Kadhum at **St George's, University of London** for an elective in Malawi
- Georgina Chamberlain at the **University of Birmaaingham** for an elective in the Solomon Islands
- Kirsty Barrett at the **University of East Anglia** for an elective in Tonga
- Kathryn Hunt at the **University of Oxford** for an elective in Kenya

Apply now for an ACU gender workshop grant

The ACU's gender workshop grants help universities to meet the cost of running workshops to promote gender equity on campus through training and awareness-raising. Suitable themes include gender mainstreaming in universities, addressing sexual harassment on campus, gender considerations in research, and women in leadership. Apply by 15 September 2017 at **www.acu.ac.uk/gender**

ACU to hold high-level seminar on graduate employability

In November 2017, an ACU seminar in Pretoria, South Africa, will explore how higher education can continue to meet the changing needs of employment, creating skilled, work-ready graduates in the context of rising global youth unemployment and ever increasing student numbers.

ACU member institutions have been invited to apply or nominate a colleague to attend the event, which will be held in partnership with Wilton Park, the UK Department for International Development, the National Research Foundation (South Africa), and the University of Pretoria.

The programme will explore such areas as the impact of employability on course content and delivery, understanding and interpreting employer needs, and the role of technology in developing the core skills necessary for employment.

Findings from the seminar will be circulated to ACU member institutions and will contribute to discussions at the 20th Conference of Commonwealth Education Ministers in Fiji in February 2018. To find out more, visit **www.acu.ac.uk/wilton-park-seminar**

Outward mobility – looking beyond the numbers

Outward mobility is a major growth area, with the potential to grow further still. But such growth will need to look beyond numbers, argues **John Kirkland**, if the benefits are to be maximised.

The idea that universities offer international experience as part of their student programmes is not new. Such opportunities have grown rapidly over the last 20 years, and many institutions have ambitious targets for further growth.

Increasingly, the benefits of international experience are being articulated in terms of the participant's home country, as well as the individual. A campaign launched by the Canadian Bureau for International Education (CBIE) links outward mobility firmly to national prosperity, pointing out that some 60% of Canada's GDP – and some 3.3 million jobs – rely on international trade.

The issue, the CBIE argues, is one for government as well as universities. The campaign points to various international examples of funding allocated for education abroad as evidence that Canada is falling behind – the European Union's annual expenditure of C$3.7 billion on the ERASMUS Plus programme, C$140 million by the German Academic Exchange Service, and C$20 million by Australia under the New Colombo Plan. It goes on to call for federal government to invest in a new programme to support 50,000 education abroad awards annually by 2022.

The case needs to be made forcibly because investment in providing international learning experiences – whether by government, universities, students, or their parents – comes with a considerable opportunity cost. In a world that is becoming more global, and yet in some ways more sectarian, we intuitively believe that providing international experience is a good thing. In hard business terms, however, the case needs constant elaboration.

The CBIE campaign makes an impressive start. It cites an Erasmus impact study, which suggests that the unemployment rate for graduates with international experience is 23% lower than for those without. Another survey found that 82% of hiring managers in Canadian SMEs believe that employees with cross-cultural knowledge and an under-

The ACU Summer School is part-funded by bursaries to open participation to a wider range of students

standing of the global marketplace enhance their company's competitiveness. Participants themselves state that interpersonal skills, cross-cultural competency, adaptability, self-awareness, and improved foreign language and communication skills are among the crosscutting skills gained abroad.

Are some forms of international experience more valuable than others?

So, what do such findings tell us about the way we plan for outward mobility? First and foremost, they suggest that our strategies in this area need to consider more than numbers alone. When we drill down into student and employer needs, we are likely to find that although some international experience is considered better than none, certain forms of mobility will be more valuable than others.

The range of potential opportunities is wide. The CBIE defines mobility to include 'all learning experiences that occur outside the country of the participant's home institution and that fall within an academic framework'.

The length of such experiences also varies widely, from long-standing year or semester abroad programmes to visits of a few weeks. The huge growth in university summer schools adds an attractive further dimension – relatively cheap, short visits that offer an international experience, often avoiding complex accreditation discussions. It is important to map these factors against the benefits offered by such experiences, and the relative costs.

Likewise, since many of the potential benefits relate to personal growth, is it worth looking at the levels of independence offered by different modes of study? Is study abroad less valuable if a student travels as part of a group, living with and even taught by faculty of their home institution, than a model in which they have to 'go it alone' in a different cultural environment?

Do we need to be more adventurous in our choice of destination for overseas study? Arguably, it is unfair to criticise universities for being too conservative in this regard, given that they retain a high degree of liability for student safety and welfare. Prestige and reputation are also important – whether or not accreditation is involved. It is understandable, perhaps, that universities and departments play safe, focusing on partner institutions with a similar world ranking or academic ethos.

Yet, looking at the list of perceived benefits, it is reasonable to suggest that not all destinations or experiences deliver these equally. Are qualities such as cultural adaptability and self-awareness more likely to develop in societies that are more different to our own? If so, could governments play a role in helping universities to establish, and mitigate the risk of, a more varied range of links? Should more thought be given to the relationship between student experiences and other long-established forms of international travel and volunteering? Could universities play a stronger role in facilitating these, and accrediting the skills developed through such experiences?

Equitable approaches

There is a need to ensure that outward mobility grows in a way that is equitable – both between countries and in reaching students from different backgrounds. In terms of reciprocity, much good practice already exists – such as mutual fee waivers to mitigate the cost differentials between developed and developing countries. However, we need to be more radical, both as universities and governments.

One exciting challenge would be to find ways of making shorter-term international experiences available to more students from low and middle income countries, beyond the small minority able to access conventional undergraduate or postgraduate education abroad.

We also need to know more about equity in existing mobility programmes. Even the most ambitious programmes at present impact on a minority of the university student population – and an even smaller percentage of the relevant age cohort as a whole. If, as the CBIE's campaign argues, outward mobility is an asset in the labour market, then we need to ensure that its growth does not unintentionally become another form of elitism – compounding the career advantage already enjoyed by some groups over others.

In a recent speech to Marshall Scholarship holders, the UK's former foreign secretary Lord Hague argued that, in some ways, a higher education system involving 50% of the population is seen as more elitist than one with a 10% participation rate. It is a fascinating point. For centuries, a university education was only available to a privileged few. Whole swathes of the population barely had cause to speak to university students or graduates, let alone compete with them in the labour market. Now they do, and the sense of exclusion for those feeling disadvantaged might be even stronger.

Lord Hague's point was emphatically not that we should return to the days of lower participation, but rather that we should design our programmes to be genuinely inclusive. The CBIE campaign points out that cost is the greatest single barrier to outward mobility. This extends not only to the direct cost of travel, but also the costs associated with deferred entry to the labour market. In the UK, we often talk of gap years as a 'rite of passage', but they remain a disproportionately middle-class one. If this remains the case, professions such as international development – for which overseas experience is seen as a big advantage at entry stage – are in danger of becoming confined to certain social groups.

Increasing outward mobility could ease this problem – or it could make it worse. Promoting and facilitating the idea among students traditionally excluded from such opportunities, even before they enter higher education, could play a major part in ensuring the former. Even more radically, universities could use their experience of outward programmes to catalyse or manage mobility schemes that reach those who would not otherwise experience university education at all.

Universities are enthusiastically responding to the challenge of outward mobility, and need more support from their governments. Though convenient to measure, we must avoid the temptation to view mobility as purely a question of numbers. There is much more at stake than that. ■

Dr John Kirkland is Deputy Secretary General of the ACU.

To find out more about the ACU's work to promote international academic mobility, visit **www.acu.ac.uk/scholarships**

How to transform a university of technology

Albert Schram gives a personal account of his efforts to bring change to Papua New Guinea University of Technology.

When I arrived on the campus of Papua New Guinea University of Technology for the first time in June 2011, I could see there was something fundamentally amiss. The campus roads were riddled with potholes, there was barely any usable internet, the library had no recent books, and there were no projectors in the classrooms. There were no IT systems to support university operations and the PCs were old, operating without virus protection or uninterrupted power supplies. Students could often be seen standing under the trees in groups because classes were cancelled whenever there was a power cut – and there were many power cuts every day. More alarmingly, malaria was endemic on campus and tribal divisions had led to outbreaks of violence.

The university was modelled on similar institutes of technology set up all over the Commonwealth. Yet, in my view, a number of these universities have become sclerotic – unable to adapt or develop, and hindered by decrepit infrastructure. How to transform these into functional institutions, capable of producing employable graduates, is a major challenge.

In the 36 years since Papua New Guinea University of Technology was established, the state had not invested adequately in maintaining or expanding its academic buildings and infrastructure. As a result, the infrastructure was decrepit and operations had atrophied. Moreover, I suspected the institution was being gravely mismanaged – the principles of shared governance and decision-making through committees seemed to have been abandoned, and those in charge appeared to have isolated themselves from staff and students, adopting a closed-door policy. More worryingly still, I suspected there had been fraud in the infrastructure spending and a serious mismanagement of funds.

Much has changed now. With the support of a new university council and the hard work of a new management team, we have been able to lead several transformative initiatives. From the start, we put basic command and control technology in place, connecting all heads of department to email and internet through a mobile phone closed user group. We repaired the roads, reopened the staff restaurant, installed ATMs, and built new staff accommodation to enable us to attract fully qualified faculty.

In 2014, we started to build a new website, which is now nearing completion. We have been able to provide broadband internet through a campus-wide wifi network and through the O3b satellite system. We are the first university in the world to use this system, which is the only option for us due to decrepit national network infrastructure and our remote location. We started to provide laptops with the Ubuntu open source operating system for all first year students, meaning teaching materials can be distributed electronically rather than relying on unreadable photocopies. Lecturers have started to use Google Classroom and Moodle as learning management systems. While we received some infrastructure funding, many of these investments were made by achieving internal savings.

Our approach to such reforms can be summarised in four elements: governance, accounts, strategy implementation, and 'building blocks'.

Governance

You cannot run a university if the university council interferes too much in the day-to-day management, and if you don't have a good understanding between the chancellor and vice-chancellor. In addition, an honest bursar, internal auditor, university lawyer, and competent human resources professionals are all required. Of course, ensuring good governance is not always a smooth ride. As I sought to address mismanagement by those previously in charge, attempts were made to dismiss me. When these proved unsuccessful, I found myself deported without explanation. Over a year later, and after class boycotts and student protests in favour of my reinstatement, I was finally able to return to my office.

The university's new Chancellor, Sir Nagora Bogan, was keen on separating management matters from council matters. He successfully kept politicians out of council and management affairs, and sought to develop relationships with the private sector. He focused the university's attention on its primary mission of producing highly employable graduates and competent entrepreneurs. Finally, the university council started to hold management accountable, and I became the first vice-chancellor at the university to have a performance review. Members of the management team also have individual key performance indicators and are reviewed each year.

The principle of dual governance and the independence of the academic board are now again respected. As a result, the academic board has been able to make important improvements to academic quality, changing the teaching culture from a 'trust me' to a 'show me' approach. Meanwhile, rather than having one 'quality tsar', we chose to have a quality assessment team, which performs academic audits each semester. After two years, over 50% of subjects now have auditable subject files. These audits will be followed through with external assessors.

Accounts

When I joined Papua New Guinea University of Technology, the institution's accounts were a mess. I pointed out the need to set up an accounting system and appoint an internal auditor. External auditors had given an adverse opinion of the university's financial practices since 2005, but I felt that the council had failed to hold management accountable for this. The first step was to appoint an internal auditor and deputy bursar, while the new university council set about hiring a new bursar. In addition, we engaged a financial consultant who, during the transition period, prepared all financial reports. In 2012, the last available audited account was from 2006; in 2017 we have caught up with our accounts.

Graduation day at Papua New Guinea University of Technology

research, and outreach. We have introduced new IT systems for payroll and human resource management, and are considering options for open source university management software, such as those developed by the Kuali Foundation.

Third, any expansion of the university must be guided by a masterplan. Our masterplan was approved in November 2015, and includes a 'Uni-City' development in the south of the campus; an innovation hub, great hall, sports centre, and dining hall in the academic core; and an office and residential development in the north of the campus. The masterplan also assures a level playing field for all companies wishing to tender for contracts.

Building blocks

The first building block in transforming our institution was ensuring the necessary basic infrastructure and facilities were in place, including libraries, modern functional lecture halls, and reliable internet. This has been a major struggle because of a difficult operating environment in Papua New Guinea, and not having the necessary staff on board.

The second building block was to streamline and implement sensible human resources policies. It was vital, for example, to establish clear criteria for the appointment and promotion of academics – such as years of teaching experience and publication points. As well as hiring qualified academics on the international market, we have also increased the number of graduates and staff doing higher degrees abroad to more than a dozen per year. We have made arrangements for tuition waivers with universities in Australia and New Zealand, and have tapped into various international scholarship schemes – including Commonwealth Scholarships.

The third building block was to ensure that student selection is based on academic merit and potential only. In 2016, we introduced a standardised tertiary aptitude test for all students applying to the university, managed by an independent organisation – the Australian Council for Educational Research. These tests aim to enable universities to consider candidates' inherent aptitude or ability, rather than focusing solely on their achievement to date, and help us to introduce a common measurable element into our selection process.

Finally, we felt it was important to train executives, managers, and support staff in the basics of financial and administrative procedures. This last building block must not be underestimated when seeking to transform a university. Senior university executives – often trained only as academics – cannot afford the luxury of focusing exclusively on academic matters. It is vital that they are well versed in the principles of good administration, too.

A lot has been achieved by the university in the last five years, but we still struggle with insufficient funding and attempts at interference by politicians. A new higher education act passed in 2014, for example, proposes that government should have direct responsibility for appointing the chancellor and pro-chancellor, and that government approval should be required for the vice-chancellor's appointment. In my opinion, this is certain to erode institutional autonomy and puts academic freedom at risk. However, with strong strategic leadership by council, a committed management team, and ample support from industry, we are confident that the transformation of Papua New Guinea University of Technology will be achieved before the end of my final term in 2020. ■

Strategy implementation

Anyone can formulate a vision or produce a glossy strategy booklet. The vision thing is the easy bit! The two key concepts in our strategy process were to keep it simple, and to see strategy as learning. If you can't say what your strategy is in a few sentences, you will be unable to implement it – waffle must be avoided! A good strategy is a game plan – it communicates how the organisation can be successful in a new environment.

As a university of technology, this meant first leveraging our geographical proximity to Papua New Guinea's main industries and ports. Developing close and warm relationships with industrial contacts allows us to receive continuous feedback on our programmes. For example, the university has an industrial advisory board, comprising executive level industry representatives from some of Papua New Guinea's leading companies. This industrial input helps us to ensure that our science and engineering courses meet international standards and provide graduates with the skills and knowledge they need. Good relationships with industry can have other benefits, too – as a result of our partnership with ExxonMobil, the company has donated important equipment and funding to develop the international accreditation of our engineering programmes.

Second, we want to develop unique IT capabilities and apply technology in all our mission-critical processes: operations, teaching,

Dr Albert Schram is Vice Chancellor of Papua New Guinea University of Technology.

Papua New Guinea University of Technology is one of a number of institutions to host a Commonwealth Scholarship with the help of funding from the ACU. These scholarships enable students from any Commonwealth country to undertake a Master's degree at ACU member institutions in low and middle-income countries. To find out more, visit **www.acu.ac.uk/commonwealth-scholarships**

Learning to lead: developing research leaders

Developing a new generation of research leaders will be key to increasing the quantity and quality of research produced in the developing Commonwealth. But what are the skills and attributes required to lead research effectively, and how can these be encouraged? As the ACU holds the latest in a series of workshops on the theme, **Jay Kubler** explores the principles and practice of learning to lead.

L eadership is often spoken of as something innate, a quality that is inherent rather than learned. However, the ever-growing body of literature and training in leadership skills is testimony to the fact that these skills can be acquired and cultivated with appropriate guidance. While this orthodoxy has long been accepted and endorsed in a wide range of professional contexts, higher education is a relatively recent convert to the professionalisation of leadership, both in general and for research in particular.

In a stimulus paper for the Leadership Foundation for Higher Education – *Humanities research leadership in Europe* – it was noted that 'academics are generally happier with a first among equals approach to leadership in which outstanding researchers take on leadership positions and lead by example'. But as the demands of academic research grow and become more complex, this approach is often in itself not sufficient and does not provide researchers, both present and future, with the wide range of skills required to confront emerging research challenges. As economies become more dependent on knowledge and innovation, and as the strategic importance of research grows, the need for effective management and leadership of research is more widely acknowledged.

Leading research and leading the *business of research*

Identifying and building the skills for effective leadership in research is an evolving practice but an increasingly necessary one. Research, especially scientific research, is frequently conducted by teams of researchers spanning different disciplines, institutions and countries, often with substantial numbers of researchers, budgets, and timeframes. Creating the conditions in which research can be effectively managed requires two overlapping but distinct spheres of research leadership. On the one hand, there is leading the actual production of research: managing a research team, defining research questions, obtaining funding, overseeing the budget, and co-ordinating the execution of research. On the other hand, there is leadership of what is termed the 'business of research', which involves shaping research strategies and policies, connecting these to the broader policy context, and shaping the organisational structures, resources, and culture around research.

This article will focus more on the former and on the emerging principles around the key skills and attributes required to become research leaders and principle investigators – particularly within Africa, where systemic support for both research and research leadership has been historically limited.

Research leadership in Africa – building the next generation

While much has been done in higher income countries to train researchers, such training and support is lacking in many developing country institutions, where the research output is much lower. Africa is perhaps the notable example here as it lags significantly behind other regions in terms of research output. According to the African Academy of Science, Africa has only 169 researchers per million inhabitants, compared to 428 in Chile and 4,107 in the UK – the global average is 800. Moreover, a 2014 World Bank/Elsevier report on STEM research in Africa found that sub-Saharan Africa was producing less than 1% of the world's research output while having 12% of the global population.

CIRCLE supervisors and mentors at a workshop in Nairobi

For this picture to improve and research output to grow, it is vital not only that the current crop of senior researchers are equipped to develop and lead innovative research, but that they bring the next generation with them. Another finding from the World Bank report was that sub-Saharan Africa's reliance on international collaboration for research indicates that there is a lack of internal capacity and the critical mass within most African countries to resource and lead international quality research on their own.

Building this critical mass and developing the next generation of researchers is a core area of focus for the ACU, which has run a number of programmes addressing this theme. This work has been underpinned by a consultation and research exercise, led by the ACU and British Academy, into the provision of researcher support in African universities. The study resulted in a series of reports that concluded that despite increasing institutional awareness and activity in this area, support for researchers remains limited and poorly resourced, constraining the quantity and quality of research output across the region.

The ACU's current practical programmes in this area include Structured Training for Africa Researchers (STARs) and Climate Impacts Research Capacity and Leadership Enhancement (CIRCLE), both of which promote the development of early career researchers and support their journey toward becoming research leaders and principal investigators.

Through the CIRCLE programme, early career researchers are given training in how to plan and develop their research career pathway and identify the skills required to manage research projects effectively. They reflect on good (and bad) practice in mentee and mentor relationships between junior and senior researchers, and develop a better understanding of the support they need to progress as a researcher. STARS also provides professional development training for early career academics, but through blended learning mechanisms delivered within their institutions. The aim is to embed institutional support for early career academic staff at a limited cost.

Both programmes have contributed to a workshop series in Nigeria, exploring innovative approaches to academic mentoring and career development for emerging researchers. The workshops are delivered by alumni of the CIRCLE programme, affording them the opportunity to enhance their leadership capabilities by delivering professional development training to fellow early career researchers.

Principles of good practice in research leadership

In *Humanities research leadership in Europe*, author Shearer West argues that 'the idea that research leadership necessarily requires the exertion of supremacy or involves command and control is wrong and, in fact, the facilitation of investigator-led research has proven to yield much of the world's best research outcomes'. This process does not, however, occur in a vacuum. The institutional context is vital in providing researchers with the environment and culture they need to evolve as effective research leaders.

This has been recognised in the efforts of both STARS and CIRCLE. Both programmes not only work directly with researchers but also with their universities to strengthen their capacity to provide institutional support for researchers. CIRCLE uses the Researcher Development Framework (RDF) as the basis for both individual and institutional capacity building. This framework was developed by Vitae – a UK-based organisation that supports the professional development of researchers – but has been adapted to the African context in collaboration with African researchers. It 'maps out the competencies of successful researchers and highlights the competencies of successful research leaders'. For individual researchers, the framework can be used as a tool to enhance their personal agency and to build their confidence and ability to develop, manage, and lead their research. For institutions, it provides a structure to help identify and prioritise institutional support needs and strategically target their interventions.

Vitae propose a number of core elements to good practice in research leadership, emerging from the RDF and a research project led by Vitae and Brunel University London:

- **Career planning for leadership**: understanding career pathways and the criteria needed for progression; planning and utilising the appraisal process to chart your course by developing the requisite skills – such as grant writing, supervision and mentorship, and peer review – and taking on a broader set of academic responsibilities to build these skills.
- **Working with others and building networks**: developing good communication and networking skills, as well as strong listening skills; investing in working relationships and managing both upwards and downwards to get what you need.
- **Building a research profile**: through publications, research funding, and horizon scanning.
- **Finding mentors and role models**: recognising the value of informal mentoring, looking for mentors in all places, and continuing to seek out these relationships throughout your career. Mentoring is a cost-effective way of guiding early career researchers towards leadership and was a focus of the ACU's recent workshop.
- **Management and leadership**: recognising the difference between management and leadership. Leadership is focused on establishing a vision and a strategy for achieving that vision, as well as communicating it effectively to relevant stakeholders. Management is more focused on the operational execution of that vision, such as building an effective team and identifying its skills, assets and deficits, understanding how to leverage institutional support, and managing the budget. Ideally research leaders will have a balance of leadership and management attributes.
- **Culture and environment**: a key consideration for established researchers is the need to support those emerging, helping to create an enabling and empowering environment for researchers rising up the ranks. This requires diplomacy skills, an ability to motivate and encourage others, and the ability to effect institutional and cultural change that supports research and understands how it is evolving.

It is vitally important that institutions continue to build mechanisms that create a genuinely enabling environment in which researchers can thrive. Applied and exploratory research will continue to grow in social and economic importance, and it is incumbent on all those involved in the business of research to ensure that the next generation of researchers are properly equipped and trained to respond to the challenge. ∎

References

S. West, *Humanities research leadership in Europe* (Leadership Foundation for Higher Education, 2013)

F Denney et al, *Developing the next generation: guidance and good practice in the leadership development of early career researchers and academics* (Vitae, 2015)

Dr Jay Kubler is Senior Programme Officer at the ACU.

To find out more about the ACU's work to support emerging academics, visit **www.acu.ac.uk/early-careers**

ACU Measures

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

Over the past four months, universities across the Commonwealth have been contributing their data in four key areas of university management: institutional profile, academic salaries, research management, and gender. Now participants have a unique opportunity to benchmark their performance against others in a confidential and non-competitive way.

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

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

ACU Member Communities

The ACU Member Communities connect colleagues and other stakeholders working in four key areas of university activity. These special interest groups bring university staff from across the Commonwealth together to share their experiences, explore ideas, and discover potential avenues for collaboration.

The Member Communities are free to join for all staff and students of ACU member institutions, and individuals may join as many as they feel are relevant to their work.

ACU Engage Community

For all university staff and stakeholders working or involved in university community engagement and outreach, including university public engagement staff, industrial liaison officers, research managers and communication officers, and those specialising in distance or open learning. To find out more, visit **www.acu.ac.uk/engage** or email **engage@acu.ac.uk**

ACU HR in HE Community

For all university staff working in HR, from the most experienced HR directors to those looking to increase, expand or develop the HR function. To find out more, visit **www.acu.ac.uk/hr-in-he** or email **hrinhe@acu.ac.uk**

ACU Internationalisation Community

For university staff involved in international education, including such areas as student and staff mobility, international campuses, and the internationalisation of curricula and research. To find out more, visit **www.acu.ac.uk/internationalisation** or email **internationalisation@acu.ac.uk**

ACU Research, Knowledge and Information Community

For all university staff who support and encourage, but don't directly engage in, the research process, including those working in libraries and information, as well as research management and administration. To find out more, visit **www.acu.ac.uk/rki** or email **rki@acu.ac.uk**

Prefer to register by post?
Write to us at the address below with your full contact details, stating which community you'd like to join:

ACU Member Communities
The Association of Commonwealth Universities
Woburn House
20-24 Tavistock Square
London WC1H 9HF
United Kingdom

Recent publications

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

Attracting and Retaining More International Students: Six Suggestions to Attract and Retain International Students in Quebec
[Institut du Quebec; Conference Board of Canada; 2017]
www.institutduquebec.ca
Proposals include developing a provincial education strategy, raising point scores for Canadian degrees in immigrant selection, and increasing job placements. Some of the factors driving this change − such as increased worldwide competition and an aging population − are shared with internationalisation policies elsewhere.

Excellence in India: Collaborative Research from Group of Eight (Go8) and Indian Researchers
[Go8; 2017]
www.go8.edu.au
A showcase of collaborative research between Australia and India, particularly in agriculture, the environment, and health. The publication was launched in Delhi to coincide with a high-level delegation.

Free Digital Learning Opportunities for Migrants and Refugees: An Analysis of Current Initiatives and Recommendations for their Further Use
[Colucci, E. et al; European Commission's Joint Research Centre; 2017]
www.ec.europa.eu/jrc
A report considering the 'efficiency and efficacy of free digital learning (FDL)' in developing the skills needed by migrants and refugees. Among the initiatives included are 'approaches that involved partnering with European universities to develop FDL content, re-appropriating existing MOOCs'.

Gone International: Mobility Works
[Universities UK; 2017]
www.universitiesuk.ac.uk/policy-and-analysis
The third such comparative study of 'mobile and non-mobile first degree undergraduate students', looking at both academic achievement and employment outcomes.

Higher Education in 2040: A Global Approach
[van der Zwaan, B.; Amsterdam University Press; 2017]
www.oapen.org
Perspectives on the role and development of higher education − its problems and possible future in 'changing societal circumstances' − with particular comparative reference to China, Hong Kong, Singapore, and the US, as well as Europe. 'Almost every aspect of its existence will be transformed', it argues.

International Mobility of Researchers: A Survey of Researchers in the UK
[Guthrie, S. et al; RAND Europe; Royal Society; 2017]
www.rand.org/t/rr1991
A survey looking at mobility trends for academic researchers in the UK, and the motivating factors. It gives evidence of the link between research and international mobility, with 79% of researchers agreeing that there is an expectation of international mobility in the research community.

Internationalisation and the Development of 'Global Graduates': Hearing the Students' Voices
[Spencer-Oatey, H.; Dauber, D.; GlobalPAD; 2017]
www.warwick.ac.uk/globalpadintercultural
A working paper focusing on 'intercultural learning' and the student experience of international higher education, rather than the structures, activities, and indicators associated with it. Attention is drawn to aspects of student experience − such as integration, skills, and support − and their relative importance. Such information could help strategic decisions, giving 'evidence for considering the level of internationalisation achieved … and the extent to which global graduate skills are being fostered'.

Institute of Labour Economics − Discussion Paper Series
[Institute of Labour Economics; 2017]
bit.ly/2vwJFXF
Recent papers in a series summarising relevant research include:

Foreign Peer Effects and STEM Major Choice
Considers a 'new, previously unexplored factor driving STEM attrition … whether foreign-born peers displace native students'.

The Relative Labour Market Performance of Former International Students: Evidence from the Canadian National Graduates Survey
A paper by Canadian-based academics suggesting that former international students 'clearly outperform their foreign-educated counterparts by substantial margins'.

Joint Communication to the European Parliament and the Council for a Renewed Impetus of the Africa-EU Partnership
[European Commission; 2017]
bit.ly/2sGFACs
A new communication published by the European Commission outlines 'policy priorities and an initial set of concrete initiatives for 2018-2020', as part of a stronger strategic partnership between Africa and Europe.

Mapping Internationalization on US Campuses
[American Council on Education; 2017]
www.acenet.edu/higher-education
A regular (five-yearly) analysis of trends in internationalisation in the US higher education system, including structures and faculty policy as well as partnerships and student mobility. Countries identified as key targets for future partnerships are: China, India, Brazil, Vietnam, and South Korea.
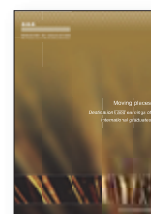
Moving Places: Destinations and Earnings of International Graduates
[Park, A. et al; New Zealand Ministry of Education; 2017]
www.educationcounts.govt.nz
A report looking at what international graduates do and earn after completing tertiary education in New Zealand − whether they continue studying, are employed, or return home. Factors such as level of qualification and subject of study are acknowledged in framing the statistical analysis ('Young, international students from different countries tend to complete qualifications at different levels'). Return rates can also vary − 'the return rate for all

international graduates is 49 percent five years after they complete their qualification, and 59 percent after eight years'.

New Zealand's International PhD Strategy: A Holistic Analysis 2005-2015
[Berquist, B.; University of Auckland; 2017]
bit.ly/2ryMbPM
This analysis highlights the significance of the recent New Zealand strategy for international PhD enrolments and an 'associated increase in research output and impact', as well as the contribution of PhD graduates to New Zealand society. It suggests, in conclusion, the potential value of 'a common approach across countries to measure stay rates'.

PhD Student Outward Mobility: Perceived Barriers and Benefits
[Lezzerini, M.; Hanks, C.; Universities UK; 2017]
www.universitiesuk.ac.uk/policy-and-analysis
Ideas from a PhD student focus group in the UK, which considered the benefits, barriers and attitudes to mobility, in addition to information and support. Useful recommendations for universities and those offering scholarships are summarised. Specifically, it suggests 'more consistent and coordinated support for students who are conducting a mobility period overseas'.
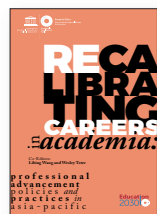
Rankings and Higher Education: Reframing Relationships Within and Between States
[Hazelkorn, E.; Centre for Global Higher Education; 2017]
www.researchcghe.org/publications
A working paper exploring the changing relationship between higher education and the state, and its 'central position in geopolitical relations'.

Recalibrating Careers in Academia: Professional Advancement Policies and Practices in Asia-Pacific
[Wang, L.; Teter, W.; UNESCO; 2017]
www.unescobkk.org/education
Context, policies, and issues relating to academic promotion in the region, including in Australia, Hong Kong, India, Malaysia, and Sri Lanka. Its case studies show that 'defining excellence and relevant criteria for academic promotion are key policy challenges'.

Research Collaboration between Australian and Indian Universities: Potential for Growth
[Bayliss, J.; Australia India Institute; 2016]
www.aii.unimelb.edu.au/publications
A report mapping and analysing levels of Australia/India research collaboration, the barriers to research partnerships, and possible solutions. It is based on interviews, case studies, and data on co-authored papers.

Social Justice Leaders in Action: IFP Impacts in Asia
[Kallick, J. et al; Institute of International Education; 2017]
www.iie.org/research-and-insights
The latest report in a tracking study which analyses – through interviews and focus groups – the impacts of the Ford Foundation International Fellowships Program. The scheme, which aims to promote social justice, is reviewed, as well as the careers of IFP alumni from India, Indonesia, and the Philippines. Study opportunities in themselves were valued: 'alumni observed that the mere act of building a collective mass of people from marginalized communities with higher education degrees and commitment to social justice is – in and of itself – addressing social justice issues'.

The Economic Impact of International Students
[Oxford Economics for Universities UK; 2017]
www.universitiesuk.ac.uk/policy-and-analysis
A briefing paper incorporating new data on the economic impact of international students in the UK both nationally – 'on- and off-campus spending by international students and their visitors generated £25.8 billion' – and regionally.

The European Code of Conduct for Research Integrity (revised edition)
[ALLEA – All European Academies; 2017]
www.allea.org/joint-publications
A revised set of standards and good research practice, reflecting 'a basic responsibility of the research community … to formulate the principles of research, to define the criteria for proper research behaviour, to maximise the quality and robustness of research, and to respond adequately to threats to, or violations of, research integrity'.

The Role of International Collaboration and Mobility in Research
[Opinion Leader Research on behalf of the Royal Society, British Academy, et al; 2017]
www.royalsociety.org
A joint research study, from a UK perspective, on international research collaboration and the factors which enable or limit it. The report – which is based on a survey of fellows and grant recipients of the Royal Society, British Academy, Royal Academy of Engineering, and the Academy of Medical Sciences – confirms the increase in such links, arguing that 'international collaboration and mobility have an integral place in the careers of fellows and grant recipients and an environment which facilitates these is vital'. Individual contacts were cited as influential – 'Personal networks and knowledge of others in the field play key roles in the formation of collaborations'.

Trends and Insights
[NAFSA; 2017]
www.nafsa.org/professional_resources
Recent titles in this series of analyses of international higher education include:
Removing the Blinders: Neo-Racism and International Students
[Lee, J]
'An openness to learn, such as through confidential evaluations, can be a helpful starting point for future dialogue'.
Using Agents to Recruit International Students: A Settled Issue?
[Green, M.]
'The number of US institutions using agents has grown significantly in the past decade.'

Tuition Fee Reforms and International Mobility
[OECD; 2017]
www.oecd-ilibrary.org
A brief comparative analysis, issued as part of the OECD's *Education Indicators in Focus* series, on the impact of tuition fee changes on study destinations.

UK universities interacting with industry: patterns of research collaboration and inter-sectoral mobility of academic researchers
[Tijssen, R. et al; Centre for Global Higher Education; 2017]
www.researchcghe.org/publications
A working paper exploring the extent of UK/European collaborative research links.

ACU membership update

The current membership total (as at 1 July 2017) is 518.

New members

We are delighted to welcome the following institutions into membership:

Central University of Punjab, India

Fiji National University

International Institute of Health Sciences, Sri Lanka

ISBAT University, Uganda

KDU Penang University College, Malaysia

London School of Business and Management, UK

OP Jindal Global University, India

Raffles University Iskandar, Malaysia

Returning members

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

Eduardo Mondlane University, Mozambique

Makerere University, Uganda

Shri Mata Vaishno Devi University, India

Sikkim-Manipal University, India

Executive heads

Professor Dhanjay Jhurry

Professor Dhanjay Jhurry has been appointed Vice-Chancellor of the **University of Mauritius**, as of 6 March 2017.

Professor E Vayunandan has been appointed Vice-Chancellor of **Yashwantrao Chavan Maharashtra Open University**, India, as of 7 March 2017.

Professor DM Semasinghe

Professor DM Semasinghe has been appointed Vice-Chancellor of the **University of Kelaniya**, Sri Lanka, as of 20 March 2017.

Dr Gurdial Singh has been appointed Vice-Chancellor of **Lala Lajpat Rai University of Veterinary and Animal Sciences**, India, as of 27 March 2017.

Professor Ratnam Vigneswaran has been appointed Vice-Chancellor of the **University of Jaffna**, Sri Lanka, as of 24 April 2017.

Professor Helen Bartlett

Professor Helen Bartlett has been appointed Vice-Chancellor of **Federation University Australia**, as of 1 May 2017.

Professor Tariq Mansoor has been appointed Vice-Chancellor of **Aligarh Muslim University**, India, as of 17 May 2017.

Professor M Sunil Shantha has been appointed Vice-Chancellor of **Sabaragamuwa University of Sri Lanka**, as of 19 May 2017.

Professor Joseph Adeola Fuwape

Professor Joseph Adeola Fuwape has been appointed Vice-Chancellor of the **Federal University of Technology, Akure**, Nigeria, as of 24 May 2017.

Professor PP Chellathurai has been appointed Vice-Chancellor of **Madurai Kamaraj University**, India, as of 27 May 2017.

Professor D Kamarudin D Mudin has been appointed Vice-Chancellor of **Universiti Malaysia Sabah**, as of 18 June 2017.

Dr Rhonda Lenton has been appointed President and Vice-Chancellor of **York University**, Canada, as of 1 July 2017.

Dr Deborah MacLatchy has been appointed President and Vice-Chancellor of **Wilfrid Laurier University**, Canada, as of 1 July 2017.

Dr Deborah Saucier has been appointed President of **MacEwan University**, Canada, as of 1 July 2017.

Calendar

2017

August

5-13
ACU Commonwealth Summer School
Creating greener narratives through the environmental arts and humanities
Bath, UK
www.acu.ac.uk/summer-school

6-12
UNESCO; International Council for Philosophy and Human Sciences
World Humanities Conference: challenges and responsibilities for a planet in transition
Liège, Belgium
www.humanities2017.org/en

22-23
Education New Zealand and ISANA: New Zealand International Education Conference
Leadership in international education
Auckland, New Zealand
www.nziec.co.nz

September

3-6
The European Higher Education Society
Under pressure: higher education institutions coping with multiple challenges
Porto, Portugal
www.eairweb.org/forum2017

5-7
UKFIET – the Education and Development Forum: biennial conference
Learning and teaching for sustainable development: curriculum, cognition, and context
Oxford, UK
www.ukfiet.org/conference

12-15
European Association for International Education: annual conference
A Mosaic of Cultures
Seville, Spain
www.eaie.org/seville

October

16-19
International Council for Open and Distance Learning
Teaching in the digital age: re-thinking teaching and learning
Toronto, Canada
www.onlinelearning2017.ca

17-18
International Association of Universities, with the University of Ghana and Association of African Universities
Global Meeting of Associations
Accra, Ghana
www.iau-aiu.net

18-20
International Association of Universities, with the University of Ghana and the Association of African Universities
Leadership for a changing public-private funding higher education landscape
Accra, Ghana
www.iau-aiu.net

November

1-4
International Federation of Catholic Universities
Refugees and migrants in a globalized world: responsibility and responses of universities
Rome, Italy
www.fiuc.org

19-22
Canadian Bureau for International Education: annual conference
Pathways in international education: charting the course
Halifax, Canada
www.cbie.ca/51st-annual-conference

December

11-12
The Observatory on Borderless Higher Education: global forum
Ready or not – the role of online learning in higher education
London, UK
www.obhe.ac.uk

2018

January

Education World Forum
London, UK
www.theewf.org

February

18-21
Association of International Education: annual conference
The internationalization imperative in turbulent times
Washington, USA
www.aieaworld.org/2018-annual-conference

19-23
Conference of Commonwealth Education Ministers
Sustainability and resilience: can education deliver?
Nadi, Fiji
www.thecommonwealth-educationhub.net/20ccem

28 February-2 March
Universities Australia
2018 Higher Education Conference
Canberra, Australia
www.universitiesaustralia.edu.au

March

10-13
American Council on Education
100th Annual Meeting
Washington, DC, USA
www.ace2018.org

April

5-6
European University Association
2018 Annual Conference
Zurich, Switzerland
www.eua.be

16-18
Commonwealth Heads of Government Meeting (CHOGM)
London/Windsor, UK

The Association of Commonwealth Universities

About us

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 more than 500 member institutions in over 50 countries. We bring together many of the most prestigious and well-funded universities internationally with relatively new institutions in some of the world's least developed countries. What binds us together is a common belief in the value of higher education to society, the conviction that this value is enhanced by international collaboration, and a passion for rigour and excellence in everything that we and our member universities do.

With three distinct but interconnected areas of work – member services, programmes, and scholarship administration – supported by robust infrastructure and governance arrangements, the ACU combines delivering value to its members with achieving impact on the world of higher education and wider society.

Our mission

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

Our vision

Vibrant and exciting universities that use their transformational power to:

- Create opportunities for individuals to fulfil their potential
- Increase understanding through international partnerships – both inside and outside the higher education sector
- Contribute to the cultural, economic, and social development of every nation

Our values

The ACU's set of values help guide the organisation in its mission. Our values reflect our aspirations, who we are, and how we do things, and are brought alive in everything that we do:

- Quality
- Collaboration
- Innovation
- Respect
- Inclusion

Join us

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