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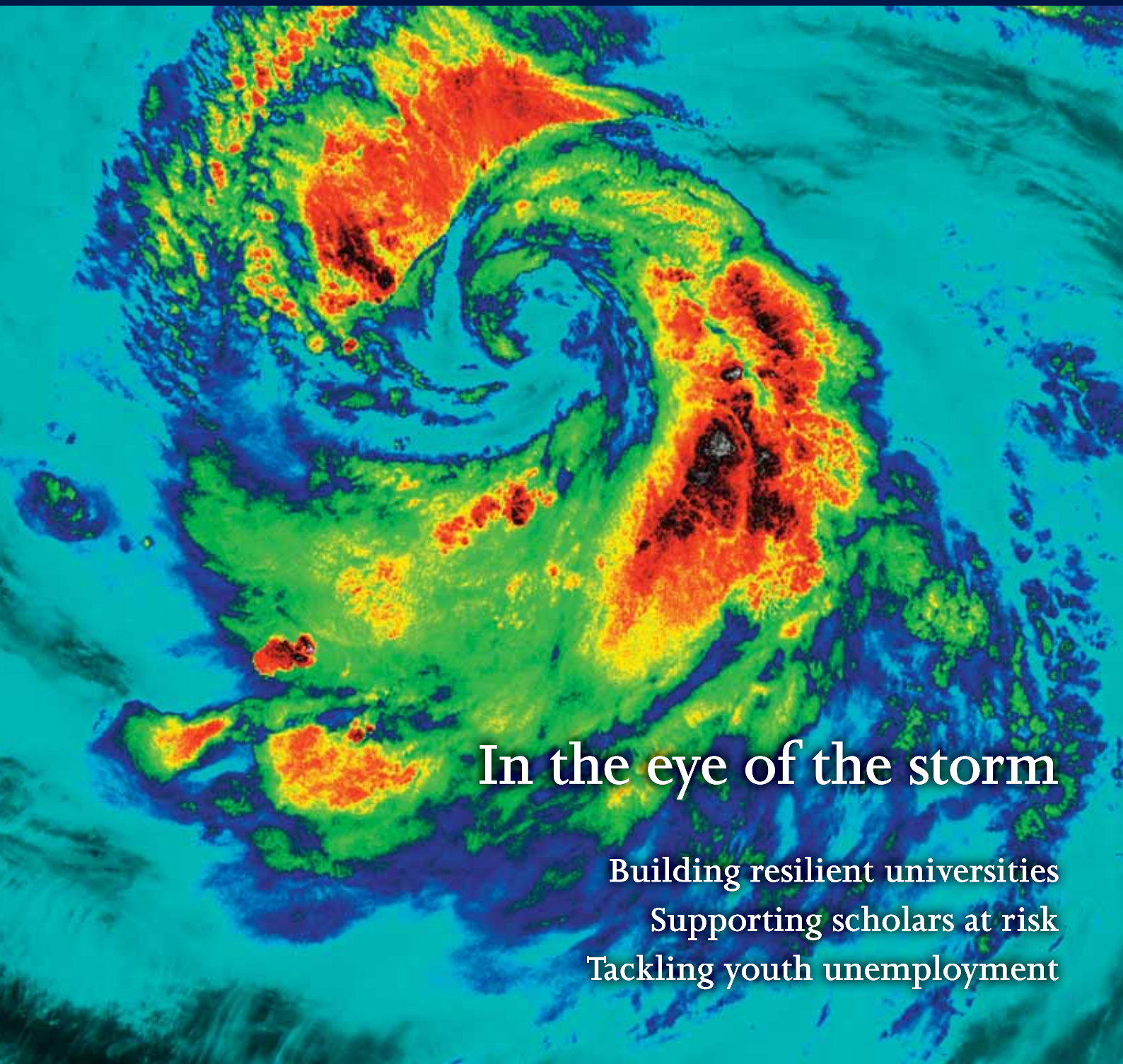

In the eye of the storm

Building resilient universities

Supporting scholars at risk

Tackling youth unemployment

Bulletin

The *Bulletin* is the magazine of the Association of Commonwealth Universities – the membership organisation and representative body for universities of the Commonwealth.

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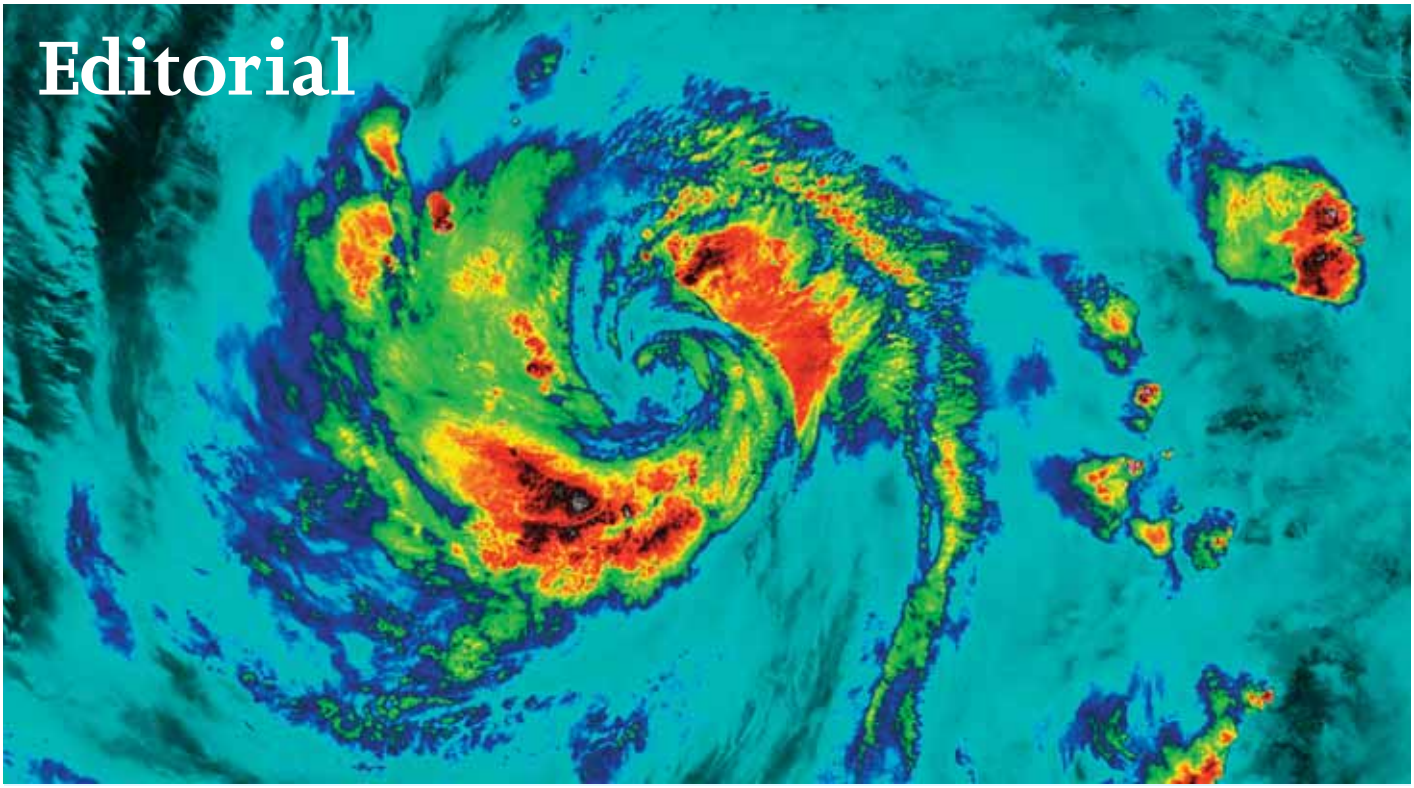
Editorial



At the opening of the 20th Conference of Commonwealth Education Ministers (CCEM) in February, delegates joined Fijian Prime Minister Frank Bainimarama in a moment's silence to remember the 44 people who'd lost their lives exactly two years earlier, when cyclone Winston tore through the South Pacific. It was a storm of unprecedented ferocity, destroying everything in its path and leaving many thousands without homes, water, or power. When finally the winds subsided, Fiji was left with damage and losses amounting to almost a third of its GDP.

As ministers and delegates stood together in silence, it was a sombre reminder that the event's focus on resilience and sustainable development could scarcely have been more resonant to its Fijian hosts. But what does it mean for higher education?

For universities, resilience can mean many things: not only survival – sometimes a challenge in itself – but also the ability to bounce back from adversity. It means being robust enough to withstand pressures and strains, yet with the agility to adapt and evolve. It demands not only that we respond to change but also that we anticipate it – from global warming to radical shifts in the workplace.

To ensure that these and other challenges remained high on the ministerial agenda at CCEM, I was proud to lead an ACU delegation of university leaders from across our membership. Among them were representatives from universities in the West Indies and South Pacific, who brought with them their own vivid accounts of survival and resilience in the face of natural disasters. Together, we made sure that Commonwealth universities had a voice at the table – highlighting not only the challenges our members face, but also their potential to bring about change, find solutions, and build a fairer, more sustainable world.

By the time CCEM came to a close, we had laid the foundations for real change. I was particularly proud to sign a historic pledge on behalf of the ACU, to work in partnership with the Commonwealth Secretariat and the Commonwealth of Learning to promote inclusive, equitable education and lifelong learning opportunities for all.

Another hugely significant outcome was the creation of the Commonwealth Climate Resilience Network, launched in collaboration with Fiji National University, the University of the South Pacific, and the University of the West Indies. Commonwealth countries are among those hardest hit by climate change, from rising sea-levels in Bangladesh to Namibia's devastating droughts. This new network will encourage universities right across the Commonwealth to pool resources and share expertise on coping with climate change and natural disasters, building a 'culture of resilience' within universities and their wider communities.

This issue explores many of the challenges mentioned above: we hear from the University of the West Indies on the impact of extreme weather; universities in India and South Africa tell us how they're equipping graduates for the changing world of work; the Council for At-Risk Academics reports on the plight of academics forced to flee from violent conflict; and much more.

In the meantime, the ACU will continue to represent our members – their concerns and their achievements – at the Commonwealth Heads of Government Meeting later this month. The theme – 'Towards a common future' – is a particularly salient one for all of us in higher education. The future of the Commonwealth depends on its one billion young people, and universities will play a leading role in ensuring they inherit a safer, fairer, and more resilient world.

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

From contingency to continuity: climate resilient universities

Endorsed by ministers at the 20th Conference of Commonwealth Education Ministers in February, the ACU's new Commonwealth Climate Resilience Network will work with universities on the frontline of climate change to build a collaborative culture of resilience. **Jeremy Collymore** reports.

In September 2017, within just two weeks, the Caribbean region was hit by two major hurricanes. The first, Hurricane Irma, was among the most powerful in recorded history, with sustained winds reaching 185mph. Hurricane Maria was also a 'Category 5' event – the most severe and devastating on the hurricane wind scale – with speeds of 155 mph. Of particular consideration was Maria's rapid escalation – reaching 'major' hurricane status within 48 hours, then 'catastrophic' status just eight hours later.

Both hurricanes left a trail of devastation in their wake. An estimated 135 people lost their lives, and the loss to Caribbean states from these events alone is estimated at more than US$4.3 billion. The University of the West Indies (UWI) – with campuses and online learning centres across 17 Caribbean territories – suffered damage on an unprecedented scale.

The region has a long history of coping with the devastating impact of extreme weather events. Yet meteorological data from the last two decades suggests they are happening more often – with losses often exceeding 100% GDP.

As well as becoming more frequent, these weather systems are growing ever more intense. A key characteristic is their rapid intensification and maintenance of strength. Hurricane Irma, for example, battered the region with winds of 185mph for 37 hours – the only tropical cyclone to have sustained winds of such speed for so long.

While Irma and Maria were not unique in the region in terms of their magnitude, they provided further evidence of what a colleague, Dr Michael Taylor, has described as an 'era marked by unfamiliarity'. For the University of the West Indies, they signalled a need to reflect on what we have been doing and what must be done differently.

A history of disaster management

For many years, the University of the West Indies has worked with international partners on its disaster management initiatives, spanning its curricula, research, and outreach activities. Efforts to ensure that disaster risk management became firmly rooted in the university's curricula were led by the pioneering work of the 1981 Pan-Caribbean Disaster Preparedness and Prevention Project – starting with subjects such geography, health, and engineering, and later expanding to other departments.

In 2006, the devastation caused by Hurricane Ivan spurred our then Vice-Chancellor to establish a dedicated facility for promoting and coordinating action in this area. The Disaster Risk Reduction Centre is one of 18 interrelated research clusters that also include climate change, agriculture and food security, renewable energy, sustainable tourism, and gender justice. It provides training, research and outreach in disaster management and risk mitigation, and offers an institutional mechanism for harnessing the university's capacity across different disciplines.

More generally, UWI is a key actor in the implementation of regional strategies for disaster management, helping to establish an integrated approach through all phases of the disaster management cycle – prevention, mitigation, preparedness, response, recovery, and rehabilitation. With funding from the World Bank, the university has also produced a Caribbean Hazards Atlas, which is a baseline product for risk modelling, development strategies, and response scenario planning.

Such initiatives have been pivotal in establishing disaster risk management as a recognised area of professional endeavour, as well as a policy focus for government and the private sector. Hurricanes Irma and Maria, and the scientific indication that these may be the new norm, point to the urgency of a holistic resilience agenda.

Identifying gaps

When extreme weather strikes, UWI activates its own response mechanisms, reaching out to staff in affected areas, initiating recovery interventions, and dispatching relief supplies as appropriate.

As a partner in the regional response mechanism coordinated by the Caribbean Disaster Emergency Management Agency, the university also provides counselling, engineering and technical expertise, and urban planning advice. After Hurricane Irma, this included advising on the reconstruction of the town of Codrington on the devastated island of Barbuda, where 95% of buildings were destroyed.

Notwithstanding these interventions, the university quickly realised that gaps existed in its response. In particular, the university identified that its communications and information infrastructure needed improved 'backup' or reserve systems for when primary systems fail. This is especially important given that online learning and community access are key strategic goals. It was also clear that any emergency plans must go beyond anticipating disasters to include recovery, and that more discussion was needed on issues of staff welfare and safety – including the need for 'psychological first aid'.

The gaps identified are all part of the DNA of resilience – or in other words, 'the ability of a system or community to survive disruption and to anticipate, adapt, and flourish in the face of change' (UNISDR, 2009).

Floods in Fiji after Cyclone Winston

Photo by ChameleonsEye/Shutterstock

Changing gear at UWI

Universities have a unique and critical role to play in preparing society for these changes, through the integration of research, teaching, and action. UWI has joined the frontline of the charge to promote resilience, underpinned by new ways of thinking and working. The institution embraces a holistic approach to ensure that the resilience agenda is interwoven throughout governance, research, teaching, management, operations, and public outreach.

Looking forward, the university will be seeking to:

- Ensure its campuses are living laboratories for energy conservation, renewable sources, and the preservation of green spaces.
- Capture and share data to improve existing models of natural systems and their potential impact, while exploring ways to widen access to the university's research outputs.
- Instigate a shift in its cultural perspective from a focus on preparedness to comprehensive all-hazard risk management.
- Actively advocate for and promote the development and/or revision of building regulations, as well as supporting their legislation and enforcement.
- Foster the use of information and communications technologies to develop innovative solutions for a resilient development agenda.
- Improve communications between researchers, policymakers and development practitioners, to ensure increased uptake of new knowledge.

Championing a culture of resilience

At the 20th Conference of Commonwealth Education Ministers – which took place in Fiji in February 2018 – Commonwealth Secretary-General Patricia Scotland called for pragmatic partnerships to help solve educational challenges and ensure a sustainable and resilient education system. It is against this backdrop that the University of the West Indies joined forces with the ACU, the University of the South Pacific, and Fiji National University, to establish the Commonwealth Climate Resilience Network.

The new network, which was endorsed by education ministers at the conference, will enable universities to pool resources and share their expertise and experience of coping with climate change and natural disasters. While its initial core members are institutions in the Caribbean and South Pacific regions, the network aims to draw on the ACU's wide international membership to further strengthen its work.

As well as the exchange of knowledge and support to build capacity among members, other areas of focus for the network could include the shift from 'contingency to continuity' – in other words, developing continuity planning in the wake of disasters, including physical infrastructure and ICT, to ensure the security of academic and management resources.

Other potential themes for collaboration include best practice in safeguarding students – both physically and psychologically; the role of universities in providing safe havens to their communities; the exchange of knowledge through scholarships, fellowships, and summer schools; and the extension of capacity building to local communities, businesses, and government.

Through such collaboration, and by coming together with other universities on the frontline of climate change, this new network has huge potential to build more resilient and adaptable institutions in an era of change and uncertainty.

Jeremy Collymore is Disaster Resilience Consultant and Adviser to the Office of the Vice-Chancellor at the University of the West Indies.

To join the Commonwealth Climate Resilience Network or find out more, email **resilience@acu.ac.uk**

Intersecting issues: climate change, gender, and development

African universities will be key to finding relevant, local solutions to mitigate the devastating impact of climate change. Yet many lack the resources and support they need to build a solid research base in this area. The ACU-led CIRCLE project sought to address this challenge, offering climate change research fellowships to emerging researchers, while working with their universities to support and sustain their work. As the fellowships draw to a close, **Mercy Derkyi** reports on her CIRCLE experience.

Extreme temperatures, erratic rainfall, and an ever-growing risk of floods and drought: rural communities across Africa are already feeling the effects of climate change. This impact, however, will not be uniformly felt. Socially-constructed gender roles and the impact these have on access to, and control of, resources, mean that men and women are vulnerable to climate change in different ways – and consequently develop diverse strategies to cope and adapt. Women's voices may not be heard by those with the power to make decisions, despite the fact that they are often disproportionately affected by the destructive impact of climate change.

My CIRCLE fellowship set out to explore the impact of climate change on smallholder farmers in Ghana, but from a gender and socioeconomic perspective. How are smallholder farmers coping with the effects of climate change – from maintaining their livelihoods to sustaining the land? Are men and women affected equally in these communities? How do socioeconomic factors influence their ability to cope, adapt, and recover? And how can policy interventions address the different needs of men and women?

Flip charts and maize grains

My research focused on three rural communities in the Offinso North District of Ghana – a region largely dependent on rain-fed agriculture. These areas are also known as 'transition zones' – in other words, zones that are subject to radical environmental change. Following a reconnaissance survey, I began to gather field data through interviews and focus group discussions.

For the purposes of my research, I adapted some of the key questions from a vulnerability and capacity assessment (VCA) framework designed by the International Centre for Integrated Mountain Development – an international development organisation which helps rural communities understand and adapt to climate change. The framework provides detailed tools and methodologies for assessing environmental and socioeconomic changes, and their impact on livelihoods.

As per the framework's guidelines, I took care in interviews not to use the term 'climate change', as mentioning it can bias responses. Instead, my questions explored men and women's daily activities, the natural resources on which they depend, the challenges and opportunities they face, and their perceptions of what has changed.

At community meetings, two groups of farmers, made up of ten men and ten women of different ages, used a flip chart, marker, and maize grains to rank the problems facing their communities – five grains represented the most severe challenge and one grain the least severe. This qualitative approach was complemented with a survey of nearly 60 households to gauge the adaptation strategies available to them.

Compounding issues

It was striking that all the farming communities I visited were already experiencing the very real impact of climate change. Areas that once had regular rainfall patterns and favourable temperatures now mimicked a more extreme savannah climate – high temperatures, delayed and shortened rainfall, and unpredictable seasonal changes.

The severity of these climatic challenges – and the urgency of addressing them – differed from one community to another, as well as among men and women. Generally, however, farming communities were struggling to adapt.

Most of the farmers I met had not made conscious efforts to adapt their farming systems to climate change and social stressors. Many felt they were at the 'mercy' of the weather and had little option but to bear their losses. Compared to their male counterparts, however, female farmers in the study area had adapted better to the changes in the weather and safeguarded against post-harvest loss of their cassava crop. I also observed that the use of cooperative systems – known as *Noboa* – in which farmers take turns in helping each other, created a stronger sense of shared responsibility and reciprocity.

But it was also clear that other factors were compounding the effects of climate change and taking an immense toil on the livelihoods of these communities – poor road networks hindered access to healthcare and markets; crop yields suffered due to the high cost of agricultural inputs, prevalent crop pests and disease, and a lack of irrigation facilities. Households struggled with unreliable electricity supplies, poor health facilities, and inadequate drinking water.

All these challenges are ones that farming households and communities in sub-Saharan Africa have long battled with – and well before issues of climate change and variability became a paramount concern. As such, it is vital to explore the intersection between climate change and socioeconomic factors, and to take a holistic approach.

Despite being disproportionately affected by climate change, women's voices are often not heard by those with the power to make decisions.

Photograph by Verity Buckley

The most important point I took away from my research was thus the need to ensure that any efforts to address climate change do not overlook the multiple and complex socioeconomic factors at play. My findings call for capacity building of both men and women on best farming practices, adaptation strategies, and piloting of irrigation systems. Yet this must be complemented by good road networks for ease of access to market centres and adequate community health posts.

The post-CIRCLE horizon

My CIRCLE fellowship has enabled me to become an independent and collaborative researcher in climate change, and has led to far-reaching outcomes – including the establishment of a Centre for Climate Change and Gender Studies (3CGS) at the University of Energy and Natural Resources in Ghana.

The idea for the centre was conceived during two weeks' training at the University of Dar es Salaam in Tanzania, which was part of CIRCLE's programme of professional development. My proposal for the centre was drafted and shared with colleagues, before being presented to management for consideration. With modification, approval was given in June 2016, with a vision to create a world-class centre for research and advocacy. The centre aims to spearhead holistically sustainable change in climate and gender studies through innovation, research, and capacity development.

Since then, the centre has begun its endeavours. With the help of CIRCLE's research uptake fund – which aims to ensure that the research undertaken as part of the project reaches the policymakers, practitioners, and stakeholders who will benefit from it – the centre held its first researcher-practitioner symposium in 2017. This was an opportunity to take my findings back to stakeholders and share knowledge among researchers, practitioners and farmers. Participants included extension officers, representatives from the Ministry of Food and Agriculture, and experts from the Ghana Meteorology Agency. It was also a chance for stakeholders in Ghana's transition zones to travel to the savannah zone to learn about existing agricultural adaptation strategies.

With funding from the Global Environment Facility's Small Grants Programme, the centre has also undertaken the documentation and development of new guidelines for mainstreaming climate change and gender issues into every day community-level activities within Ghana's Black Volta Basin – an area with great potential for agriculture, but limited by insufficient irrigation water, poor soil fertility, and insecure land tenure.

Let others come on board

Thanks to CIRCLE, my research skills in climate change are much enhanced and can greater benefit the university and beyond. Many doors for networking, research, and publication collaboration have been opened, especially between me and other CIRCLE fellows. I learned that an idea may come from you, but it's important to remember you cannot do it alone – let others come on board and share the journey together.

Dr Mercy Derkyi is a Lecturer in the Department of Forest Science at the University of Energy and Natural Resources, Ghana, and Acting Head of the Centre for Climate Change and Gender Studies.

To find out more about CIRCLE, visit **www.acu.ac.uk/circle**

Supporting at-risk academics: Cara and the ACU

Around the world, academics face persecution, imprisonment, and even death as a result of violent conflict or repressive regimes. Many will be forced to seek refuge outside their own countries and to rebuild their shattered lives in exile. But there is much that universities can do to help. Through a new partnership with the Council for At-Risk Academics (Cara), the ACU hopes to encourage more universities across the Commonwealth to host scholars at risk. **Stephen Wordsworth** reports.

'I was blacklisted by the Syrian government's security forces for my political views and for reporting on the Syrian uprising in my home town. I lost my father, brother, uncle, and many other friends during the military campaign and the subsequent evacuation.'

'It seemed like a normal week day until my colleagues at my university picked me up to go to work, and one of them told me that we were being denounced in the newspapers.'

'I really do not know what to do! To the opposition, I work with the regime, and to the regime I belong to the opposition. In fact, I don't belong to any of them. I just happen to love my work as a researcher and lecturer.'

These are the voices of just three academics who desperately needed help to get away to a place where they wouldn't face a daily risk of arrest, violence, and death. Now they and their families are safe, as Cara Fellows, and can continue their academic work.

Cara was founded in 1933 to help academics and scientists fleeing the Nazis' campaign of hate in Germany. Yet more than 80 years on, scholars and academics are still having to flee, from repressive regimes, from extremist groups, from violence and conflict. But our aim is not just to help them get to a safe place. Our founders defined their mission in two parts – not just '*the relief of suffering*' but also '*the defence of learning and science*' – rescuing the people, certainly, but also defending academic freedom, ensuring that the knowledge which these academics carried in their heads could be preserved and used for the benefit of all. That is still very much what we do now.

In *Bulletin No 186*, I wrote about Cara's history, and about our work – how academics in danger contacted us, and how we worked with them to find a university that could take them in. Since then, we have seen a doubling in the numbers of people we have been able to help – from 140 Cara Fellows in late 2015 to some 290 today, plus over 350 partners and children. At any time, we are also working on dozens more new enquiries – assessing the need, helping to identify a possible host, putting the package together, and working with the university to get the right visas.

Overwhelmingly, the people who turn to Cara for support do not want to seek asylum. They don't want to leave their home countries forever. They clearly understand that they, and their skills, will be needed there again, once the situation allows them to return. What they are looking for is not a new permanent home, but a place where they, and in many cases their families, will be safe for maybe a few years, where they can maintain and develop the skills and networks they will need when they return.

Saving memories

Even as we deal with so many urgent 'cases', we never forget the very human side to each individual's story – a way of life and a career that has had to be abandoned, and a new life that must be built from scratch. In recent months, Cara has worked with another charity, Making Light, which has carefully recorded some of our Syrian Fellows' voices and their memories of normal life. Making Light is dedicated to sharing stories of Syria, encouraging audiences to see beyond the headlines and highlighting the threads that connect us both as individuals and culturally.

'The last time I saw our home was 23rd August 2011. The images of our home never leave my mind. For example, pictures of our garden … we had about 60 different types of plants. Father loved plants and gardening. I feel these memories will never leave me …'

'The farmers would come from Zabadani and set up their produce. They would come at around 3.30 in the morning when it was still dark outside, before the morning prayer. The lucky person was the one who would get there between 3.30 and 4am, to purchase produce from the first pickings.'

'We were groups of families…everyone knew each other. The town was very simple. We didn't have internet, the television was in black and white, we only had two channels because we didn't have a dish. I still remember that our television was red and we had to hit it to turn it on.'

Building new lives

For anyone who has not experienced it, it is hard to imagine how difficult it must be to leave one's home, family, friends and career behind, and to face all the difficulties of settling in a new place and working in a foreign language. Most of our Fellows to date have come to the UK, but we have a growing number working at other ACU member universities – in Canada, Australia and Malaysia, for example. Last year I also visited Hong Kong as a

Photo by OBJM/Shutterstock

Destruction in the Syrian city of Homs

guest of the Chinese University of Hong Kong, and we hope to place our first Cara Fellow there very soon.

Fortunately, our university partners around the world recognise the challenges that our Fellows will face, and do their best to make everything as easy and welcoming as possible. Of course, some things cannot easily be changed, as one of our Fellows from the Middle East found on arriving in Canada:

> *'Unfortunately, I came in December when the snow was everywhere. The snowing weather continued for three months.'*

But he was soon feeling more settled:

> *'I liked the underground markets, shops and life. I liked the population diversity, multicultures, nations and languages. This mix, and the secure life, gave me a feeling of safety. I felt like I am not foreign at all, but a part of this diversity. Professors, staff, and students were like a small family, and they still are.'*

Two of our Cara Fellows hosted at universities in Australia commented similarly on how important a warm welcome can be:

> *'People are friendly, the city is vibrant, and the country is kids-friendly. Through the university's staff and my supervisor, all were kind, helpful and, most importantly, smiling.'*

> *'The first few months were quite challenging, especially as I had to start building my network of friends and colleagues from scratch. But the community at my university was very welcoming. As I started to get my bearing around campus, I started feeling more at home.'*

A Fellow in Malaysia also found that a friendly welcome made up for a lot:

> *'I faced some difficulties, but with the goodwill and cooperation of the university's international office, I could overcome these. I have got many benefits in my new life; I have met professional scientists from different cultures – China, India, Pakistan, and so on – and I have learned from their experience.'*

Soon, all the Fellows were fully engaged in academic life:

> *'My research is going quite well. Last year I took part in several extracurricular activities which enriched my research experience and helped me build my academic and professional profile.'*

> *'So far, I have participated in two conferences and published in three top-tier academic journals. I am in the process of sending out a survey to collect primary data for my major research. I am also lecturing in a few business colleges after expanding my networking.'*

The stories above show how a number of ACU member institutions around the world are already hosting Cara Fellows, helping them to develop their skills and build the networks they will need when, one day, they can return home. Host universities have much to gain, too – Cara Fellows come from many different backgrounds and bring highly developed skills and diverse perspectives to those universities that take them in.

In November last year, Cara was delighted to sign a Memorandum of Understanding (MoU) with the ACU. The two organisations share a strong belief in the value of higher education to society, and the conviction that this value is enhanced by international collaboration. The MoU builds on this, setting out a clear framework for future collaboration.

By working more closely with the ACU and its members, we at Cara hope to build strong relationships with many more universities around the Commonwealth and give more at-risk academics the chance to feel welcome in a new, safe, academic home. If you can help us in this, please get in touch.

Stephen Wordsworth is Executive Director of Cara, the Council for At-Risk Academics.

To find out more about Cara, visit **www.cara.ngo** or email **wordsworth@cara.ngo**

Leading the way to respect and understanding on campus

The ACU's week-long residential course in Malaysia brought student leaders from 20 Commonwealth countries together to explore practical ways to promote tolerance and intercultural relations on campus and beyond. Here, some of the students share their experiences.

'We talked, listened, learned and grew'

Having worked and studied in different cultures and spaces, I have always believed in getting to know the 'other' as a mechanism for building peace and understanding. But even here, writing these words, it can sometimes feel abstract and even a little bit superficial. Practically and tangibly, what does respect look like in everyday life?

Over the course of the school, we talked, listened, learned, and grew. We were encouraged to leave preconceived ideas at the door and to look beyond our own beliefs, cultures, and identities to consider the journeys of our fellow students. I got to see peace and respect in practice, up close and personal, in a short space of time. And it works. Bringing together young people from diverse backgrounds to work on a shared goal actually works.

This was eloquently summarised by students who shared their thoughts at the end of the programme; students who had held

'We learned when to speak up, but also when to listen and observe'

To me, what was truly transformative were the life lessons we learned from each other. It was astonishing that 30 individuals from all ends of the globe – each with different beliefs, views and traditions – were able to integrate so well. The mood fostered throughout the event was one of a global family. Even though our experiences were specific to our regions, we were united by a single mindset to bring about change.

We worked as an integrated unit, learning various skills from one another. We learned when to speak up, as well as the importance of knowing when to listen and to observe. We grew as individuals, introspectively defining which of our values were non-negotiable and which were flexible. The importance of this was lost on me before, but I understand now that this is the basis to staying grounded and persevering with activism.

The encouragement we gave each other in our numerous exercises was remarkable too. The positivity increased my confidence, encouraging me and other participants to showcase strengths we didn't know we had.

Zaman Wahid

'This course helped me to know who I am'

It was my first visit abroad and I was thrilled, thinking about the new cities I would visit and the new people and cultures I would get to know. Many questions arose in my head: how would I survive in shared accommodation with an unknown person? What if we didn't get along? What if nobody wanted to talk to me because my English isn't as good as theirs? But during the course, I can guarantee that nobody had as much fun as Daniel (my roommate from Kenya) and I! I found everyone to be so interactive and friendly – no one allowed me to be embarrassed for a single moment.

On the first day, everyone introduced themselves with an object that they felt defined them. Bilu (Papua New Guinea) and Daniel (Kenya) showed something special that represented not

preconceived ideas about certain cultures, faiths and identities, but who throughout the programme had reconsidered their positions. This reaffirmed my own faith in the value of people with diverse life experiences coming together to work towards a common goal.

However, my greatest takeaway from these four days was the 29 young people who I now call friends, colleagues, and comrades. We began the programme as 30 strangers but returned to our countries as a global *whanau* (family) of young leaders.

Robbie Francis is a PhD student at **Otago University**, New Zealand.

Robbie Francis

Jiwani Peters

The programme has reignited my passion to go forward with my cause. It has equipped me with various practical plans to get the conversation started at my home institution and connect with different audiences. The ability to communicate and have dialogue, in which mutual respect for differing views is valued, is the first step to resolving many of the world's problems.

Jiwani Peters is a student at the **University of the West Indies**, St Augustine.

only themselves, but also their countries – the hardships and the unity of their people. I felt a bit ashamed that I hadn't thought about myself and my country like that. There was so much diversity, but I also found a common string among us: the thirst for mutual understanding, tolerance, and respect. And that inspired me to think that all different human races will also someday find the string that binds them together.

This course helped me to know who I am, how to make an effective decision, how to plan, how to lead, and how to take diversity into account. And after late night gossiping with Timothy (Hong Kong), Smit (India), Steven (Uganda), and Noor (Mauritius), I returned home with so much friendship and respect. I found my peers not as my peers, but as my family.

Zaman Wahid is a student at **Daffodil International University**, Bangladesh.

'Giving student leaders practical means to promote respect and understanding' took place in Kuala Lumpur, in partnership with Heriot-Watt University Malaysia and Common Purpose. To find out more about the ACU's work in this area, visit **www.acu.ac.uk/respect**

Building online tools for collaborative learning

Online educational tools look set to transform teaching and learning – widening access to higher education and expanding its reach. But are existing technologies living up to this promise? Here, **Paul Denny** reports on his ACU Fellowship, which took him from New Zealand to Canada to explore new models for computer-assisted learning.

Online platforms offer great potential to deliver teaching on a large scale, and at low cost. Students have the flexibility to interact with online learning environments when it is most convenient for them, and the data generated by online tools provides an abundance of analytics that instructors and researchers can use to inform both teaching and tool design.

However, despite rapid growth in the number of online educational tools available, many do not live up to this potential. In terms of scale, many innovative tools lack broad reach – it is rare, for example, that technologies developed at one institution are adopted by others, and there is often a lack of proper evaluation.

The design and evaluation of such systems requires knowledge of the cognitive mechanisms of learning, as well as educational research methodologies. My ACU Fellowship was a chance to work with experts in both these fields.

My interest in developing and evaluating educational tools initially grew out of the challenges I experienced in providing high-quality personalised learning to classes that were rapidly increasing in size. For a number of years, I have been developing a model for computer-assisted learning in which students generate, share, and moderate their own learning resources.

Enabling students to generate, share, and moderate their own online learning resources can transform students from being passive receptors of information to becoming active and engaged.

I believe that these kinds of activities can help students build awareness of learning processes and can give them a sense of control over their learning. This form of engagement emphasises higher-order cognitive processes such as evaluation, reflection and critical thinking, and can transform students from being passive receptors of information to becoming active and critical members of a community engaged in the process of knowledge construction.

To realise this collaborative learning model, I have created several software tools, including one called PeerWise (peerwise.org). This web-based tool enables students to author, share and discuss course-related assessment questions, and is currently used by students around the world in a range of subject areas. There are more than 100 million resources and associated data items in the PeerWise database, to which more than 500,000 students have contributed – many from within the ACU network of universities. My fellowship provided an opportunity to develop these tools further.

The first leg of my fellowship took me to McMaster University in Hamilton, Ontario. My host was Associate Professor Joe Kim from the Department of Psychology, Neuroscience and Behaviour. Joe directs the Applied Cognition in Education Lab and has expertise in how cognitive principles can be applied to instructional design. He also runs one of the largest courses on campus – an introductory psychology course – which has more than 2,000 students per term.

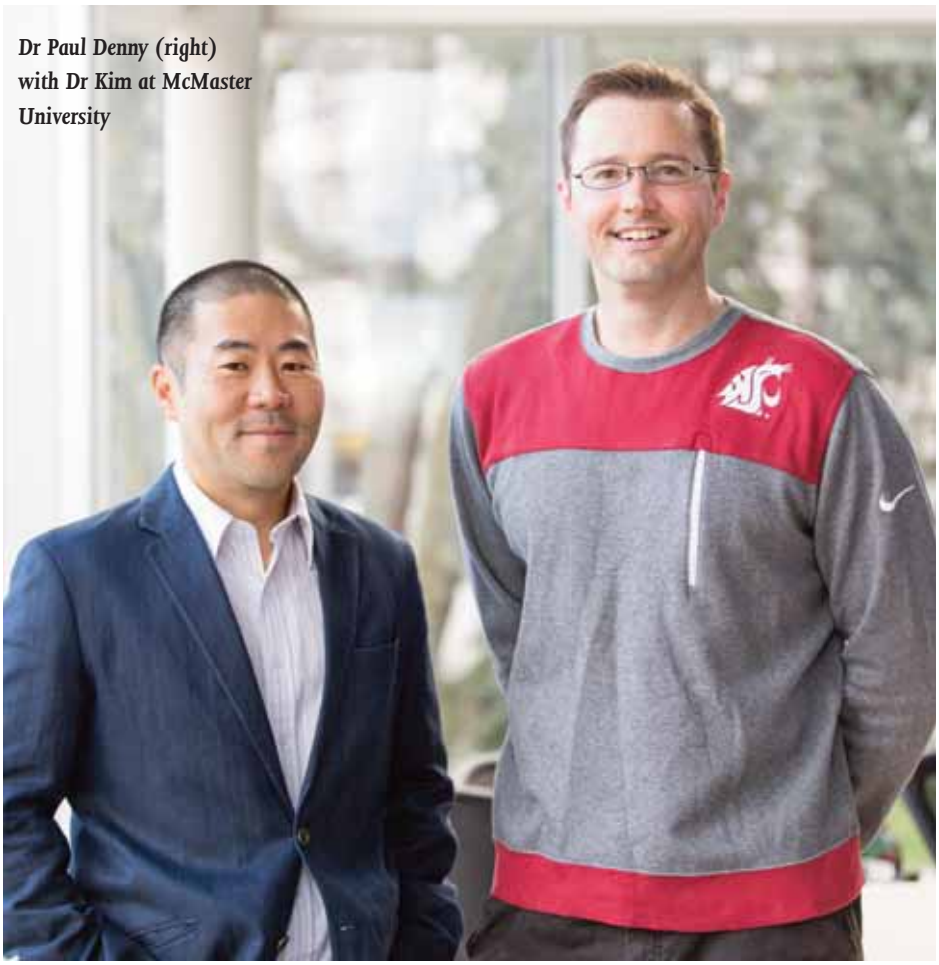
I am very grateful to Joe for his meticulous and thoughtful planning of my time at McMaster. Firstly, he helped me to disseminate my current research through a series of talks and recorded interviews. I had the opportunity to speak with a very engaged group of students and faculty as part of his research group's journal club, as well as presenting to a broader audience as part of a public lecture series on psychology. We also had a wonderful time recording material for an episode of his teaching and learning focused podcast. We captured material for this from various landmarks around the campus, each relating to different aspects of our conversation around the design and evaluation of learning tools.

On top of this, we spent time planning the methodology for an experiment which is now underway among first-year students at McMaster. The experiment aims to measure a baseline for the effectiveness of the PeerWise tool on a large scale, which can subsequently be used for comparison in future research. I am very excited about this initial collaboration, and I look forward to strengthening this relationship in the future.

During my visit, I observed in detail how Joe organises his large and very popular introductory psychology course. This is a spectacularly well managed course, supported by a large team of teaching assistants – all top-performing students who have previously taken the course. I sat in on several team meetings in which the teaching assistants prepared, discussed and refined the weeks' tutorial resources, under Joe's supervision. Many of these ideas have helped to inform my own thinking around course

design and management, and I look forward to implementing them at my home institution.

Next, I headed north to the city of Mississauga. The University of Toronto is spread over three campuses, in Mississauga, Scarborough, and downtown Toronto. I initially spent time at the Mississauga campus, where my morning walk to the Deerfield Hall computer science building took me along the picturesque Culham Trail. My host was Associate Professor Andrew Petersen from the Department of Mathematical and Computational Sciences. Andrew has extensive experience in evaluating online learning platforms, including those he has developed himself, and I greatly enjoyed learning more about his research.



Dr Paul Denny (right) with Dr Kim at McMaster University

I am most grateful to Andrew for helping to organise a series of talks that enabled me to share my work with various groups across the university, including a broad range of faculty. Andrew and I were also able to complete work on a research article, started in preparation for my visit. This research provides empirical support for the impact of gamification (the use of game-like elements in online learning environments) on both student engagement and learning outcomes. The paper, which has received an honourable mention award, will be presented later in the year at the ACM CHI Conference on Human Factors in Computing Systems – the leading international conference for human-computer interaction.

The final part of my fellowship was spent at the magnificent downtown St George campus of the University of Toronto, where my host was Associate Professor Michelle Craig from the Department of Computer Science. Michelle is an expert in computer science education research and bringing evidence-based pedagogical approaches to the computer science classroom. I enjoyed many fruitful discussions with Michelle, particularly around approaches for analysing data from a software tool I had recently developed.

These discussions led to a very productive outcome for the fellowship – a second research paper, written in collaboration with Andrew, Michelle, and my colleague Andrew Luxton-Reilly from the University of Auckland, which we have recently submitted for review. The paper examines the content of resources available in online learning tools, and the extent to which their order of presentation affects learning behaviours.

There were many highlights of my time at the University of Toronto. I particularly enjoyed discussions with Karen Reid and David Liu around the successful Markus project – an open-source web application to support assignment grading. I was particularly interested to learn about their model of using student developers to maintain and improve the tool, which also provides students with practical software experience. I am keen to take what I have learned from these discussions and apply them to my own work.

In addition to the many positive academic outcomes of the fellowship, I feel very fortunate to have been able to explore many of Ontario's natural wonders and pastimes over several weekends. I am indebted to the kindness of my hosts for arranging superb hikes, visits to the beautiful shoreline of Lake Ontario and the breathtaking Niagara Falls, and for helping me understand the intricacies of ice hockey!

I am extremely grateful to the ACU for what has been one of the most memorable and rewarding experiences of my academic career. I have made many new connections, strengthened existing relationships, and launched new research collaborations that I hope will flourish in the years to come. These unique opportunities will shape the future direction of my work in building online platforms for higher education.

Dr Paul Denny is a Senior Lecturer in Computer Science at the University of Auckland, New Zealand.

ACU Fellowships support academic mobility in the Commonwealth. Find out more and apply at **www.acu.ac.uk/titular-fellowships**

Achievement vs aptitude in tertiary admissions

With many factors influencing individual achievement in the final years of school, can the use of more diverse university selection processes open up higher education to a wider group of students? Here, **Marita MacMahon Ball** and **Shelley McLean** argue that university admissions must consider more than academic performance alone.

Entrance to university has historically been decided on academic performance in the final years of secondary school. While such measures can certainly inform admission decisions, they are not necessarily the best or most useful information to consider. A wealth of research indicates that more diverse university selection processes not only identify suitable candidates, but can also open up higher education to a more diverse group of students.

We are all familiar with tests that assess whether students know and understand a body of knowledge. This form of testing specifically enables teachers and lecturers to make an assessment of learning *achievement* and where gaps in learning may exist. When we assess candidates using an *aptitude* test, however, innate and acquired skills are measured, such as problem solving, critical thinking, written communication, and non-verbal or scientific reasoning.

The particular areas of skill assessed in an aptitude test are variously defined, based on the requirements of the assessing institution. While not testing specific knowledge, all aptitude tests are developed based on a level of assumed knowledge. This may be in mathematics, science, or other subject areas, but typically, it is not possible to study for an aptitude test. The level of assumed knowledge is the core understanding that a person in the targeted demographic group is assumed to have acquired prior to sitting the aptitude test. In most instances, however, it is not the knowledge itself that is being assessed; rather it is a tool that enables candidates to display their ability to reason in unfamiliar contexts.

Why use an aptitude test?

Tertiary aptitude tests are commonly used in many countries, including Australia and the UK. One of the best known is the SAT, developed in the United States for college admissions. The fundamental reason for using such tests is to obtain more information about a university applicant. Current measures of final secondary school achievement – such as a grade point averages or A-Level results – provide one body of information about the academic success of a candidate to date. They do not, however, paint the full picture.

An aptitude test, on the other hand, measures skills that are acquired throughout the life of the person, and from many different sources. While both tests can be valuable indicators, the information combined provides greater predictability of success at university than academic scores alone.

Of significance in many selection environments today is the goal to select a more diversified student cohort. Results from aptitude testing are less influenced by socioeconomic status than are academic results, where additional home, school, and other support may be provided and where the student may enjoy more enriching life experiences. Since aptitude testing asks the student to reason in unfamiliar areas, there is an opportunity for students from lower socioeconomic backgrounds to demonstrate their skills and ability in different ways.

Aptitude tests give students from lower socioeconomic backgrounds an opportunity to demonstrate their skills in different ways.

Where applicants are seeking admission to very high demand courses, such as medicine or law, it can be difficult to differentiate between the many high achievers. The addition of an aptitude test enables the collection of more information on a candidate's skills.

Another reason to include an aptitude test is to obtain common information on all applicants. At undergraduate entry, academic results from a number of different awarding authorities are often accepted; and, in the case of postgraduate admission, there is no assured means of calculating consistent GPAs. University grading systems can vary and, even within faculties, variation with scores awarded can be evident. Scores in an aptitude test have the potential, should the university wish, to moderate academic results.

Purpose, audience, and other factors

Deciding what will be assessed in an aptitude test is a complex process requiring input from the institution wishing to use the test and the testing authority. The particular areas of skill being assessed will be influenced by a number of factors, including the purpose of the test and the skills to be identified, the test audience, the required level of assumed knowledge, the use of the test as a hurdle or a discriminator, how the test is financed (institution or candidate), whether the test is online or paper-based, and the level of security required. Specific question types

can be viewed on relevant test sites such as stat.acer.org

It is difficult to determine when the optimum level of information on a candidate has been obtained. Potentially, the process is unending, but realistic timelines are required. Large-scale aptitude testing – with quality test development, standardised testing arrangements, and expert psychometric analysis of response data – allows for the most efficient collection of information on university applicants.

Prospective students sit their tertiary aptitude test in Papua New Guinea

Case study: Papua New Guinea

As part of wider university reforms, Papua New Guinea University of Technology (Unitech) was keen to ensure that its student selection was based on academic merit and potential only. Although school results suggested incoming applicants were good-to-high achievers, this was not always reflected in their performance once they'd commenced tertiary study. As in many countries, there were also concerns that candidates from higher socioeconomic backgrounds were often admitted into university over candidates without such advantages.

The decision was made to introduce an independent measure into the selection process that assessed the acquired skills of students, developed over the course of their broader education. The Australian Council for Educational Research (ACER) was selected as the appropriate solution provider, and began work on a new culturally appropriate test for the region – the STAT P.

The STAT P has been adapted from the Special Tertiary Admissions Test (STAT) – a tertiary aptitude exam developed and managed by ACER and widely used by universities in Australia and beyond. It consists of a series of multiple choice tests, differentiated by client base or difficulty level, which measure a candidate's aptitude or capacity to perform, rather than learning achievement. The test has been adapted and refined to minimise cultural bias and language issues for use in the Pacific region, and aims to be accessible to most candidates, while still providing enough challenge to differentiate among them.

Following extensive consultation with ACER, Unitech endorsed a requirement for all undergraduate applicants to take the STAT P from 2016. The University of Goroka followed in 2017. Test scores are considered alongside students' school exam results (and other assessment factors for mature applicants) to inform admissions processes and help selectors to determine confidently which students are likely to succeed at university level study.

The outcome of the introduction of the STAT P will be better understood in time, as students are tracked over the coming years. Anecdotally, however, the universities have reported that the test has already helped them to improve fairness and widen access to include a broader range of people.

Marita MacMahon Ball is General Manager of Assessment Services, Higher Education, at the Australian Council for Educational Research (ACER).

Shelley McLean is Project Director for a number of tertiary aptitude tests developed by ACER.

Noticeboard

Could your students create the cities of the future?

A global competition run by the Royal Institution of Chartered Surveyors (RICS) in partnership with UNESCO and the ACU, is challenging young people across the world to find solutions to some of the defining challenges of our time: rapid urbanisation, climate change, and resource scarcity.

The Cities of our Future challenge is open to all, but students and young people with an interest in the built environment and green technologies are encouraged to apply. A prize of GB£50,000 is on offer for the global winner, plus mentorship with industry experts to make their concept a reality. Entries close on 31 May 2018. Enter at **www.citiesforourfuture.com**

ACU Fellowships open for applications

ACU Fellowships enable staff and academics at ACU member institutions to visit universities elsewhere in the Commonwealth to collaborate on research, develop skills, and share ideas. Applications for this year close on 6 May 2018. Find out more and apply at **www.acu.ac.uk/titular-fellowships**

How does your university promote respect and understanding?

How do universities promote mutual respect and understanding between people of different faiths, beliefs, and cultures? How can they nurture the values of respect, tolerance and openness among their staff, students and communities? Taking inspiration from the diverse nature of its membership, the ACU is inviting member universities from across the Commonwealth to share and showcase examples of innovative programmes and initiatives in this area, allowing others to learn from their successes, experiences, and expertise.

Staff and students are also invited to join the 200+ individuals and institutions across the Commonwealth who have already demonstrated their commitment to promoting respect and understanding by signing up to a short statement of shared values. Visit **www.acu.ac.uk/respect** to take part or email **respect@acu.ac.uk**

ACU members in 16 LMICs to host Commonwealth Scholarships

Students from Canada, India, and Malawi are among the latest to receive Commonwealth Scholarships supported by the CSFP endowment fund. These scholarships give students from Commonwealth countries the chance to study for a Master's degree at an ACU member institution in a low or middle income country. Visit **www.acu.ac.uk/csfp-scholarships** to find out more.

- Tshepiso Apache Abram from Botswana will study for an MSc in agricultural education at the **University of Swaziland**
- Aliyu Aliyu Abubakar from Nigeria will study for an MSc in bioscience at **COMSATS Institute of Information Technology**, Pakistan
- Judith Ahimbisibwe from Uganda will study for an MSc in agribusiness at **Kenyatta University**, Kenya
- Michael Ugochukwu Anwanyu from Nigeria will study for a Master's in public health at **Mbarara University of Science and Technology**, Uganda
- Fabian Chidubem Eze from Nigeria will study for an MSc in renewable energy technology at the **University of Nairobi**, Kenya
- Maida Fayyaz from Pakistan will study for an MSc in international business management at the **University of Mauritius**
- Simon Chege Kiongo from Kenya will study for an MSc in agronomy at the **University of Pretoria**, South Africa
- Margaret MacDonald from Canada will study for an MSc in food security at the **University of Cape Town**, South Africa
- Ashmi Misra from India will study for an MBA at the **University of Sri Jayewardenepura**, Sri Lanka
- Mustapha Wasseja Mohammed from Kenya will study for an MSc in statistics at the **University of the West Indies**, Trinidad and Tobago
- Philemon Mutabilwa from Tanzania will study for an MSc in mechanical engineering at the **University of Botswana**
- Dennis Kariuki Muthoni from Kenya will study for an MSc in molecular life sciences at the **University of Colombo**, Sri Lanka
- Anderson Makinda Ndogero from Tanzania will study for an MSc in environmental sciences at **COMSATS Institute of Information Technology**, Pakistan
- John Zollo Njumwa from Kenya will study for an MSc in environmental science at the **University of Ghana**
- Ntani Suh Nsutebu from Cameroon will study for an MPharm in clinical pharmacy at **Kwame Nkrumah University of Science and Technology**, Ghana
- Motunrayo Elizabeth Obanla from Nigeria will study for an MSc in applied mathematics at **Stellenbosch University**, South Africa
- Aghogho Ohwofasa from Nigeria will study for an MSc in biochemistry and molecular biology at **COMSATS Institute of Information Technology**, Pakistan
- Montgomarley Kenneth Phimba from Malawi will study for an MA in television, film and photography at the **University of Dhaka**, Bangladesh
- Almachiusi Rwegasira Rweyemamu from Tanzania will study for an MSc in physical chemistry at **Kwame Nkrumah University of Science and Technology**, Ghana
- Phionah Twebaze from Uganda will study for an MBA at the **University of Dar es Salaam**, Tanzania

Equity and excellence

Later this year, HR professionals from universities across the Commonwealth will gather in Canada for the biennial conference of the ACU's HR in HE Community. A packed programme will explore such topical themes as leadership development for a new generation and operational excellence in a digital age. Here, in the first of two articles by some of the event's keynote speakers, **Angela Hildyard** addresses another pressing topic: building a more equal and inclusive future for higher education.

Increasingly, universities are focusing attention on issues of equity, diversity, and inclusion within their communities. Over the past two decades, the diversity of the student population in many of our institutions has changed dramatically. Having attended convocations on an annual basis for close to 20 years at the University of Toronto, I can certainly attest that we have moved from predominantly white graduating classes, with more men than women, to those in which white students are often in the minority and the genders are equally split.

In that same time period, however, campuses in north America have seen a significant increase in allegations of racism, Islamophobia, antisemitism, discrimination against members of the LGBTQ community, and insufficient support for people with disabilities. These allegations come from all members of our communities – students, faculty and staff. And, regrettably, they are not without merit. In particular, our students are absolutely correct when they note that they do not see themselves reflected in the staff and faculty who work in our institutions. So, how do universities bring about the changes that are clearly needed?

Accountability and institutional culture

Support for equity, diversity, and inclusion initiatives is usually diffuse and deemed to be 'everyone's' responsibility. But to bring about change, someone has to be accountable to the highest levels of the organisation. More importantly, that accountability can be much more powerful and effective when equity, diversity and inclusion are clearly linked to the institution's mission, and integrated into its culture and values.

Two years after being appointed as the Vice-President of Human Resources, my title was changed, at my request, to Vice-President, Human Resources and Equity. I was accountable to the university's president, its governing body, and the institution as a whole for matters pertaining to equity and diversity. It became clear, however, that for real change to occur, the importance of equity and diversity to the fulfilment of the university's mission needed to be made explicit.

This led to the development of an institutional statement on equity, diversity and excellence, which was approved unanimously by every level of governance. Being able to demonstrate that supporting equity and diversity isn't something we do just because it is the right thing to do, but because it is integrally related to our desire for academic excellence, has enabled this university to move forward – with support from all constituencies – far more quickly.

Understanding diversity data

Being accountable for equity, diversity, and inclusion means more than simply having policies in place. University communities like to see evidence in support of change initiatives. For many years, universities in Canada routinely collected 'equity data' from all employees as part of a federal government requirement. This enabled us to link an individual's self-reported equity data to their employment record.

However, it became increasingly clear that this data was not helping us to bring about *real* change. Not only was the language being used very outdated (and to some members of our community, quite offensive), but the gap between the 'face' of our student body and the 'face' of our employees was widening, not narrowing. We were also increasingly aware of acts of racism and other forms of discrimination on campus.

Following extensive consultation with student, staff and faculty groups, the university totally revised the data to be collected from its employees. Employees are now invited to self-identify under the following broad categories: gender, sexual orientation, indigenous status, person of colour/racialised, ethnicity, and visible/invisible disability. There are multiple sub-categories under each of these key areas, including gender. For the first time, we will know how many black faculty and staff have chosen to work at the university and in which academic divisions. Knowing how many faculty and staff have chosen to self-identify as transgender will enable us to ensure we are providing the appropriate degree of support for members of this community. We will know if people with disabilities are represented within all categories of staff and, if not, we will need to take action to ensure the environment is more welcoming and supportive. Our provost created a university fund to support the increased hiring of diverse faculty and staff, and we initiated unconscious bias training for employees.

We also invite all applicants for positions at the university to self-identify under the same broad categories. This data is not provided to the hiring department, but enables the university to assess whether our outreach to underrepresented groups is helping to diversify the applicant pool. Tracking – from full candidate list, to shortlist, to successful candidate – will also help us to determine if unconscious bias is operating within some of our search processes.

Under Canadian privacy legislation, the collection of this detailed equity and diversity data from employees can be kept confidential. That is, the datasets cannot be released to external groups or organisations, and all reporting must be done in a way

that precludes the potential identification of any specific individual. The same confidentiality requirements are not in place for student data, however. This creates a challenge in terms of ensuring that detailed diversity data from our students cannot be used in negative ways. In particular, we are aware that we need to ensure such data will not be linked to student success data, unless we are confident that we will be able to maintain appropriate confidentiality with respect to individuals or small groups.

A proactive approach

Most Canadian institutions have created specific offices to address matters pertaining to equity and diversity. Some have chosen to establish human rights offices, often staffed by employees with legal backgrounds, to address formal and informal complaints. Others, like the University of Toronto, have chosen to take a more proactive approach – one that is primarily rooted in the creation of progressive programmes and outreach activities, while at the same time addressing complaints where necessary.

Through the latter model, trained equity officers (preferably themselves members of diverse communities) reach out to communities on campus – student groups in particular – and work with them to educate, increase understanding, and impact positively on the institution's culture and values. Let me offer just a few examples of such activities at the University of Toronto.

Supportive spaces

Some 20 years ago, the university was one of the first to create a 'positive space committee' to provide support to a growing LGBTQ community. Members included individuals within that community but also others – including myself – who considered themselves to be 'allies'. We worked together, with financial support from the university, to address issues that arose on campus as well as to provide support for individuals (often students) struggling with their identity. The chair of this committee created a small symbol – an inverted triangle of rainbow colours – that could be used to identify a 'positive space' on campus. This small sticker symbol is now common across Canada and signals to a community member that they are entering a space where LGBTQ issues can safely be raised.

More recently, under the initiative of black staff members, we have created 'affinity groups' so that staff members within different racial communities on campus can come together, with allies, to identify common issues and offer potential solutions. Again, the university provides funding in support of these groups and their activities.

Our black faculty have also been very vocal about concerns that they are underrepresented within many of our academic units. A key challenge they have noted is the need to increase the pipeline of potential applicants by ensuring financial support is available to an increased number of black postgraduate and postdoctoral students and researchers. Our advancement office has been very active in helping to secure endowments in support of this.

As noted earlier, the university already monitors the hiring process for academics in an attempt to eliminate bias. All academic search committees include an individual appointed by the dean of the relevant faculty whose job it is to ensure that the process is fair and unbiased, and the chairs of these committees are provided with unconscious bias training.

In 2016, the university established a steering committee to address issues raised by the Canadian government's Truth and Reconciliation Commission. Working with elders and members of the Indigenous community, the university aims to grow the Indigenous presence on our campuses through increased representation of Indigenous faculty, staff and students; increased financial support for Indigenous students at all levels; the development of new Indigenous programmes of study, and by encouraging applications in subjects such as medicine or law, where Indigenous students have traditionally been underrepresented.

In support of our transgender community, we have raised awareness of the appropriate use of pronouns within the classroom and workplace, and have added a third gender category on all forms. We have significantly increased the number of all-gender washrooms, and are working to ensure that our student residences offer appropriate accommodation and support to student members of the trans community.

Supporting equity and diversity isn't something we undertake just because it is the right thing to do. It is integrally related to academic excellence.

This is just a small selection of initiatives we have undertaken at the University of Toronto. We are a very large institution and it is sometimes easy to forget that we must work constantly and proactively to ensure our community is supportive and respectful of all of its members. The university is regularly recognised as a top diversity employer in Canada – the result of the work of hundreds of committed faculty, staff, and students. It has been my privilege to have helped to lead many of these initiatives.

Professor Angela Hildyard is Special Advisor to the President and Provost at the University of Toronto, Canada.

The ACU's HR in HE Community is a special interest group for all university staff working in human resources. Find out more at **www.acu.ac.uk/hr-in-he**

Teamwork, talent and trust: how to collaborate like a champion

It's easy to agree on the value of working together, but do we know how to make it work? What are the barriers to successful collaboration, and how can we overcome them? We asked **Mike Lipkin** – business coach and keynote speaker at the ACU's HR in HE conference in September – for his top tips.

In September 2014, Tony Bennett, 89, and Lady Gaga, 31, launched their collaborative album, *Cheek to Cheek*. It was an audacious mash-up between artists from two completely different eras, with music by popular jazz composers such as George Gershwin, Cole Porter, and Irving Berlin. The album was inspired by Bennett and Gaga's desire to introduce the music to a younger generation because they believed the songs had universal appeal.

It was an immediate hit. Debuting at number one in the US Billboard top 200, it sold 131,000 albums in its first week. Bennett also set the record as the oldest man to achieve a number one album in the charts. At almost 90 years of age, Bennett drew on his legendary experience. Lady Gaga helped him make everything old new again.

By collaborating, Lady Gaga helped Tony Bennett disrupt the music industry by achieving the impossible – attracting young fans to his music, while still staying true to his roots as a classic crooner. It may sound counter-intuitive, but if you are a great disruptor, you are also a great collaborator. Individually, Bennett and Lady Gaga are maestros of sound. Together, they are a once-in-a-generation phenomenon.

Becoming a talent magnet

I've discovered that success is 'by invitation only'. You cannot force anyone to *want* to work with you – their commitment must be earned. We are only as successful as our ability to make others successful. Our research indicates that there are five core criteria that measure our commercial worth:

- Am I turning my team into champions?
- Am I consistently making a demonstrable difference?
- Am I valuable to the people who are valuable to me?
- Am I being invited to play bigger parts in bigger productions?
- Do the best people choose to partner with me?

How do you rate yourself on the five questions? Are you a four or five out of five on all of them? How do you know? Think about your response to each question. Write down your score and the reasons why.

The explosive rise of the sharing economy

Just a decade ago, it was inconceivable that you could share a stranger's apartment, car, driveway, or boardroom. Or that you could crowdsource design services, concierge facilities, investment advisors, fundraising, and even life-saving healthcare. And that's just for starters. Consumers are choosing sharing over buying. It's part of the overall movement from owning things to experiencing things. It's about being free to choose not just the nature of the service or product, but the amount of time that you want to spend with it. Sub-par performance is instantly punished. Exceptional outcomes are rewarded with one more share.

One of my biggest clients is a global bank with 4,500 people in 60 countries in its accounting function alone. It has recently moved to a 'shared services' model that has outsourced many of the 'routine' services to an outside company. The one key factor that drove the decision was 'the number of $100,000 salaries doing $40,000 jobs'. The other key factor was feedback from the accounting function's internal clients. They said that given the choice, they would hire someone else to perform their accounting because they didn't believe they were receiving world-class quality. That was the wake-up call my client needed. I'm happy to say that he now gets top-box scores on almost every deliverable.

No matter what your role, your merit is being evaluated against its collaborative consumption and creation counterparts anywhere in the world. The old mantra was 'survival of the fittest'. The new mantra is 'revolution through collaboration'. Either we're hunting breakthroughs together, or we become the hunted.

The five barriers to collaboration

So, what gets in the way of champion collaboration? Our research has revealed five key barriers:

1. **Lack of purpose** – collaboration requires a willingness to go above and beyond. It involves extra time and effort. People must believe it is worth it before they do it. Collaboration happens on purpose, not by accident.
2. **Lack of perspective** – collaboration requires an understanding of the bigger picture beyond one's functional responsibilities. People must understand how their contribution impacts the greater whole.
3. **Lack of trust** – collaboration is risky. It means putting your credibility in the hands of someone else. It requires a mutuality of interest and a reciprocal commitment to each other.
4. **Lack of expertise** – collaboration is a dynamic discipline. It requires the agility, knowledge, and technological savvy to shape-shift with one's environment on a daily basis. Disruptors are constantly upgrading their skills. They know that one's personal edge goes blunt without continuous sharpening.
5. **Lack of enablers** – collaboration takes off when there is a clear runway. It must be rewarded and systematised. It needs the culture and infrastructure to encourage its development.

The eight steps to being a champion collaborator

Let's bring it all together. The best time to become a champion collaborator is now. The best steps to take are the next eight – one step at a time. If they work for you, pass them on.

1. **Focus on what counts**

Be clear from the start. Understand what you want to achieve through collaboration. Communicate it clearly. Help others define their compelling outcome. The main thing is to keep the main thing the main thing. Know your primary goal and know why you want to achieve it. Know your personal strategy. Say no to the many things that don't count so that you can say yes to the few that do.

2. **Design a collaborative framework**

Co-create the processes and structures that expedite success. Chart your course but be prepared to 'course correct' at any time. Build a culture that rewards collaboration and openness. Don't tolerate people who don't dance with others. Celebrate champion collaborators by telling their story wherever you can.

3. **Build your stamina**

Collaboration is intense work. You need stamina to go the extra mile. You need tenacity to hold on when others let go. You need resilience to turn setbacks into breakthroughs. Keep the faith. Stay the course. Anyone can start strong. It's how you finish that counts. Talent needs 'closers' to help them across the finish line.

4. **Promote your promise**

Build your personal brand as a champion collaborator. Communicate your unique value proposition. Ensure other people know how you can help them achieve their desired results. Use the language of possibility and opportunity. Never miss an opportunity to broadcast your benefit. We're all operating in a swirl of noise and confusion. Nothing about you is as clear to others as it is to yourself. Unless you declare your interdependence, others cannot know what you stand for. Say it. Do it. Repeat.

5. **Use technology to amplify your impact**

No matter what your industry, geniuses have created breakthrough tools to extend your reach and broaden your network. Choose your tools, then master them. Ask yourself: how can I use this technology to create something with others that will be extraordinarily valuable in the marketplace? Ask others for their opinion. The new tools of collaboration are breathtaking. But first you need to decide to find them, use them, and master them.

6. **Create a collaborative presence**

Every company wants to be a great place to work, but how about the ten feet around you? Is it easy for others to approach you? Is your presence a great place to be? Do people feel invited? Or do they feel like they're trespassing when they come near?

7. **Be courageous**

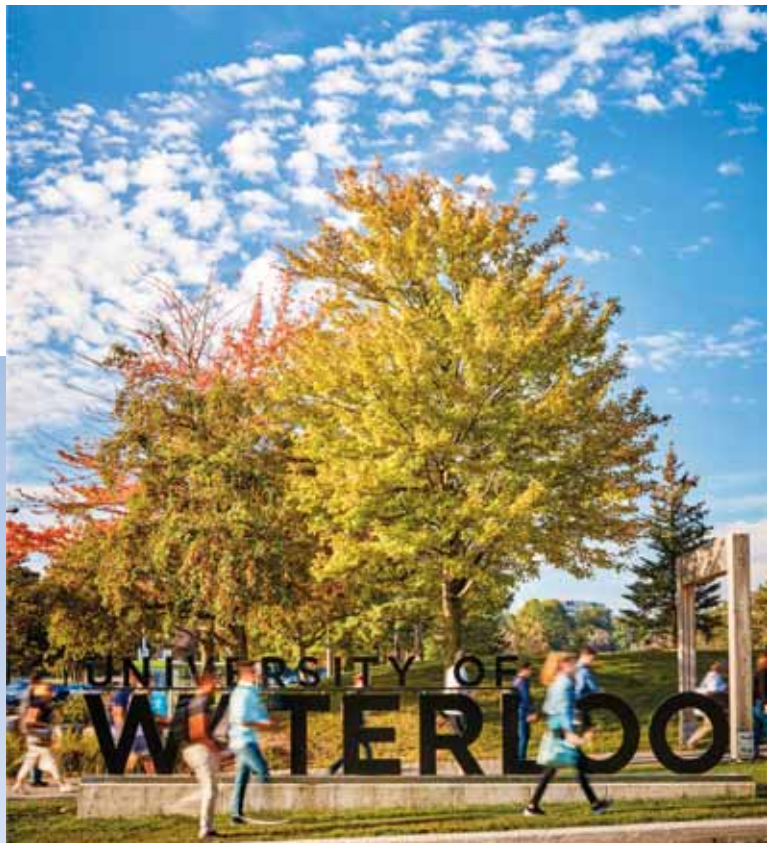
Becoming a champion collaborator means going where you haven't gone before. It means taking on new risks. It means that you go first so others can follow. It means making the best kind of mistakes. Fortune favours the brave. It's ok to be scared, just don't let it stop you.

8. **Build the strength of weak ties: develop a far-flung network**

It's one thing to build your inner core. It's another thing to build your own personal worldwide web that catches anyone, anywhere, who can champion your cause. This is when you need to leverage the strength of your 'weak ties'. Your inner circle isn't going to expand your network. It's your contacts who move in different circles that build your social eminence.

In conclusion, there is an old African saying, 'a person is a person because of other people'. Champion collaborators are people that make other people champions by multiplying their talent and enabling their performance. Be one of them.

Mike Lipkin is President of Environics/Lipkin, Canada.



Universities of the future: global perspectives for HR

The eighth conference of the ACU's HR in HE Community will take place at the University of Waterloo, Canada, from 23-26 September 2018. Visit **www.acu.ac.uk/canada-2018** to find out more.

Getting 'ready-for-work'

At a high-level seminar late last year, the ACU joined forces with Wilton Park, the National Research Foundation (South Africa), the University of Pretoria, and the UK Department for International Development to explore a critical challenge for universities the world over: graduate employability. Here, **Norman Duncan** reports on one university's efforts to prepare its students for the uncertainties and challenges of working life.

The provision of employment for young people constitutes one of the most formidable challenges facing the African continent today. The International Labour Organization estimates that by 2030, there will be over 375 million young Africans in the labour market; by 2050, a third of the world's young people will live in sub-Saharan Africa.

This, it is predicted, will make young adult Africans a significant constituency in the international labour market. According to the Mastercard Foundation, it presents 'a huge opportunity to boost growth, innovate, and chart a dynamic path for the continent. Increasing youth employment has benefits beyond income and economic growth'. Nonetheless, unemployment and underemployment among young adults – including graduates – currently remain a significant challenge.

In South Africa, unemployment and underemployment have in recent years posed an escalating problem. With a relatively weak economic growth forecast, unemployment is likely to increase further in the foreseeable future, posing a significant risk not only to individual wellbeing but to social stability.

While predictions of declining employment rates among South African graduates are due largely to the current downward trend in our economy, the problem may also be due in part to an increasing misalignment between graduate competencies and the rapidly changing needs of employers.

It is for these reasons that the University of Pretoria is paying close attention to its ready-for-work and entrepreneurship initiatives.

Getting 'ready-for-work'

Our Ready-for-Work programme is an online, free-of-charge, co-curricular course aimed at enhancing the work readiness of our graduates. It was conceptualised as a co-curricular programme largely because the university's existing degree programmes are loaded to the maximum and cannot accommodate any additional content without compromising student success rates. The Ready-for-Work programme has therefore been designed in such a way that students can do it in their free time throughout the duration of their studies – for example, over weekends and during holidays.

It is for this reason that the primary presentation mode is online, using the university's learning management system. Data on our students' online activity indicates that they are generally less active on the university's learning management system during recess periods, so this is an ideal time for students to engage in learning that will give them the edge in the job market.

Graduates today need to manage and monitor their digital identities carefully to support their professional image. Using their digital identity effectively may enable them to attract the attention of prospective employers.

The programme's content is informed by our research into the needs of students and employers, and currently includes four professional online development packages of four or five modules each.

The first of these packages focuses on **career planning** – how to research careers and create a career plan; and how to research potential employers and seek out those most beneficial to one's overall career goals. It also explores activities that can enhance a CV and add to a student's portfolio of professional traits, as well as covering the basics of entering the workplace or corporate world.

Package 2 looks at **job preparation** for those seeking work, as well as for those already in work who feel unsatisfied or underemployed in relation to their qualifications and experience. It looks at how to craft CVs, cover letters, and applications, and helps users to improve their interview skills. Modules in this package also explore how to create a compelling digital profile, as well as using digital profiling to find work. Digital platforms have had a major impact on how jobseekers present themselves to employers, and an individual's activity on social media sends a message about who they are. Because of this, it is important that graduates seeking work carefully manage and monitor their digital identities to support their professional image. At the same time, using their digital identity effectively – particularly on sites such as LinkedIn – may enable them to attract the attention of prospective employers.

Package 3 focuses on **workplace skills** and includes modules to help new graduate employees follow instructions more accurately, be aware of what is allowed (and what is not) in the workplace, and communicate professionally with all stakeholders in the work environment. In contrast to job-specific skills, the package focuses on the more general aspects of working life – such as time management, work ethics, financial skills, and email etiquette.

Package 4 is more targeted and focuses on skills which are specific to particular workplaces or fields of work. Students can select modules appropriate to their career plans and pay a nominal fee to enrol.

A further two online development packages are set to launch in 2018. The first is targeted at students serving internships. While employers value student interns, some have identified gaps in their preparedness. This package aims to address these gaps, ensuring that students and employers get the most out of the internship experience.

The second package will be aimed at alumni who have started their first formal jobs, and aims to help them make the transition from a university context to the world of work. Informed by the expressed needs of specific employers, modules will focus on understanding organisational structures, office protocol, and report writing, among other topics. It is envisaged that regular updates to the package will ultimately be paid for by employers for their staff.

Encouraging entrepreneurship

As the world of work evolves, particularly as a result of the so-called fourth industrial revolution, university graduates may increasingly have to consider entrepreneurship as a means of creating employment opportunities for themselves. It is generally accepted that entrepreneurship is one of the most important drivers of job creation and economic growth. While the university has generally been successful in creating a range of entrepreneurship courses and projects, these largely operate independently of each other, thus limiting the university's potential and reputation as a major hub for such activity. As such, an initiative is underway to develop an entrepreneurship ecosystem framework for the university. The primary goal of the framework will be to bring greater coherence to – and thus accelerate – the university's entrepreneurship activities.

Last year, the university launched a free online entrepreneurship development programme for its students, with nearly 1,600 students registering within the first three months. The ten-week programme takes students through the entire entrepreneurial process, enabling them to comprehend the nature and impact of entrepreneurship as a career choice, and offering skills and support that are transferable to any entrepreneurial environment. Topics include where ideas come from and how to take them forward, how to build a business model (and get it funded), legal obligations, and networking. At the end of the course, students may also submit a business plan for assessment.

Sustainability and development

While the courses will remain free to students and alumni of the university, the programme will be marketed to employers, graduates from other institutions, and the private sector, who will have the option to pay for access. It is hoped that sufficient income will be generated in this manner to subsidise Pretoria students and alumni enrolled on the programme, as well as allowing us to offer it to unemployed graduates from partner universities across Africa. Meanwhile, student and employer feedback on our programmes will be continuously monitored to ensure that the needs of both groups are being met effectively.

We regard a commitment to improving graduate employability as critical – not only to the development of well-rounded graduates with meaningful and successful careers, but also to the development and prosperity of the African continent.

Professor Norman Duncan is Vice-Principal (Academic) at the University of Pretoria, South Africa.

A report from the ACU's seminar on graduate employability, including a series of recommendations, is available at **www.wiltonpark.org.uk/wp1558**

Bridging industry–academia gaps in India

The ACU's recent seminar on graduate employability highlighted the need for universities to forge closer ties with industry if society is to bridge the skills gap between education and employment. One such example is the rise of industry-led academic institutions – universities set up in direct partnership with business and industrial bodies. **Abhay Bansal** and **Sanjeev Bansal** report.

'Economic success is no longer determined by possession (e.g., of raw materials or physical prowess), but by the capacity to generate new knowledge and by the ability of the workforce to apply this knowledge successfully.' (Mary L Walshok)

The role of academia today has expanded to include innovation, the generation of intellectual property, the commercialisation of knowledge, and the incubation of startups. In fact, every innovation-driven startup ecosystem across the world – whether Silicon Valley, Tel Aviv, Beijing or Seoul – can credit higher education as the primary catalyst.

Global industry has always benefitted from the applied research and development taking place in universities, yet the expanded role of higher education today demands that universities interact and align far more closely with industry, if graduates are to meet the needs of a fast-changing workplace. At Amity University, we believe that one solution is industry-led academic institutions, in which industry professionals not only advise on what is taught, but are actively involved in the delivery of higher education.

This need to forge partnerships between industry and academia is increasingly recognised on a national level. In India, one example is the partnership between the University Grants Commission and NASSCOM – the trade body for India's vast information technology and business process management industry. Foreseeing the sector's growing requirement for skilled professionals, the two organisations work together to increase student and faculty interaction with the IT industry through mentorship programmes, workshops, seminars, and collaborative projects. NASSCOM has also signed a memorandum of understanding with the All India Council for Technical Education to develop a manpower base for the software and IT-enabled services sectors.

Established in 2005, Amity University aims to bridge the ever-widening chasm between industry and academia, making higher

Photo by chuttersnap on Unsplash

Logistics is one of the fastest growing sectors in global business and is vital to India's economic growth

education relevant and agile enough to create the workforce of tomorrow. To achieve this, we have forged extensive partnerships with industry in order to ensure that our students are work-ready professionals even before they step out of university. These partnerships include three innovative and industry-led institutions.

The built environment

The first of these, the RICS School of Built Environment, Amity University, was established in partnership with the Royal Institution of Chartered Surveyors (RICS) – an international professional body for qualifications and standards in land, property, infrastructure and construction. The real estate and construction sector is already the second largest in the Indian economy, contributing 17.5% to the nation's GDP, and has the potential to make a significant contribution to India's economic growth. Yet as rising populations and increasing urbanisation create unprecedented demand for houses, offices, and infrastructure, the RICS warned of a drastic shortage of skilled professionals in the area – with research predicting a likely demand-supply gap of 44 million core professionals in India by 2020.

The RICS School of Built Environment, Amity University, was established in response to strong calls from industry to address the significant skills deficit in this important sector. The school is supported by leading real estate, construction and infrastructure firms, as well as the Indian government's Ministry of Urban Development. Students at the institution can study undergraduate degrees both in real estate and in construction management, and postgraduate (Master's) degrees in real estate, construction project management, construction economics, quantity surveying, and infrastructure management. The institution also serves as a hub for research and development in the area.

Advanced engineering

Recognising the urgent need to train future-ready engineers, Amity University joined forces with Tata Technologies – a global provider of engineering and product development services – to launch Amity Institute of Technology. Here, an industry-led curriculum, designed by Tata Technologies, is delivered by experts from the engineering industry to produce qualified and industry-ready graduates in automobile engineering, aeronautical engineering, and industrial heavy machinery. Students are taught in a simulated factory environment, equipped with high-end industrial software and machinery, and can experience the entire 'concept to production' life cycle of different components and assemblies.

Other facilities to ensure our students are ready for work include a virtual reality centre and flight simulator lab, a creativity incubator for the design and manufacture of product prototypes, and a learning centre equipped with automotive components and working models ranging from steering wheels to full vehicles.

Logistics and supply chains

The logistics sector is a vital cog in the functioning of the global economy and one of the fastest growing sectors in global business. A developed global logistics and supply chain management system will be key to the success of the Indian government's 'Make in India' plan, which aims to strengthen India's manufacturing sector and attract investment from across the globe. Logistics management, however, requires a very specific skillset.

The CII School of Logistics is a unique industry-academia collaboration between Amity and the Confederation of Indian Industry (CII), offering specialised MBAs in logistics and supply chain management. The programmes are completely led and governed by industry to produce professionals who can excel in this rapidly changing sector. By the end of their degree, students have gained deep industry-centric insight into areas such as distribution, inventory planning, transport, warehousing, and freight forwarding.

When it comes to industry placements and recruitment, the school is able to leverage the CII's network of 8,000 member companies across India. Meanwhile, the companies themselves enjoy the benefit of recruiting industry-ready professionals straight from campus.

Working in tandem

All institutes under the umbrella of Amity University follow this approach and work in close tandem with industry partners. At Amity School of Engineering and Technology, for example, industry involvement is considered imperative at all stages of curriculum design and delivery, so as to stay in sync with the latest market trends. Industry experts are part of the curriculum review board and regularly provide feedback, and course delivery is supplemented by industry visits and lectures to provide an applied element to complement classroom learning.

Our students also undergo industrial training as part of a summer internship programme, where industry mentors help them to apply the knowledge they've gained in class. Companies, such as Samsung and ZNA Infra, not only train students but also offer placements to the best performing candidates. Industry professionals have also worked with us to design a number of specialised electives in business improvement systems such as information storage management and cloud infrastructure services.

Finally, the Amity Corporate Resource Centre offers an interface between students, staff, and the corporate world, to enable ongoing interaction with industry. This includes regular visits from leaders of industry – more than 1,500 CEOs to date have visited Amity to interact with students and share their insights.

Professor Dr Abhay Bansal is Joint Head of Amity School of Engineering and Technology, and Director of Amity Centre for Green Computing, at Amity University, India.

Dr Sanjeev Bansal is Professor of Decision Sciences, Dean of the Faculty of Management Studies, and Director of Amity Business School at Amity University, India.

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

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ACU Measures

Take part in our survey today and benchmark your performance in university management.

ACU Measures is a unique opportunity for member institutions to benchmark their performance in key areas of university management, in a confidential and non-competitive way. Rather than seeking to rank institutions, this online exercise 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

Data is collected online between February and May, and is available for benchmarking year-round using the ACU Measures platform. All ACU members can enjoy this service free of charge – visit **www.acu.ac.uk/acu-measures** to take part today.

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Recent publications

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

Accountability in education: meeting our commitments

[UNESCO; 2017]
www.unesco.org/gemreport

This detailed report – the most recent of UNESCO's Global Education Monitoring Reports – includes statistically-based analyses of education, as well as in relation to skills and the labour force. The theme – accountability – is questioned and redefined. It is seen as a process not a fixed template, and as a means to an end not an end in itself.

Africa-Europe Research and Innovation Cooperation: Global Challenges, Bi-regional Responses

[Cherry, A., et al (eds); Palgrave Macmillan; 2018]
https://link.springer.com

A study of international research collaboration in science and technology involving Africa and Europe. It reviews the impact and potential of such cooperation with particular reference to food security, climate change, and health. Specific contexts are EC-funded (and ACU-coordinated programmes) – CAAST-Net, and CAAST-Net Plus – though it also includes 'lessons learned that could benefit similar, future projects'.

All India Survey on Higher Education 2016-17

[Ministry of Human Resource Development, India]
http://aishe.nic.in

An annual analysis of higher education in India, based on information from the institutions themselves, which confirms its current scale.

An Empirical Overview of Emerging Research Universities in Africa 2001-2015

[Bunting, I. et al; Centre for Higher Education Trust; 2017]
www.chet.org.za/publications

Profiles and statistics (enrolments, staffing, research) on eight emerging research institutions as part of the Higher Education Research and Advocacy Network in Africa (HERANA) project.

Australia Awards Global Tracer Facility: Tracer Survey Report Year 1

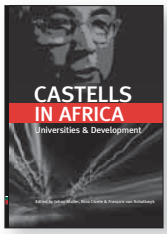
[Australia Awards; 2018]
www.australiaawards.gov.au

The first such evaluation of the Australia Awards scholarship scheme, analysing it in relation to development, partnerships and cooperation.

Australia India Institute – reports on Australian engagement with India's HE system and skills agenda

[Freeman, B.; Australia India Institute; 2017]
www.aii.unimelb.edu.au/publications

A useful series of overviews of higher education in India from an Australian perspective, focusing on the factors which enable or impede further engagement.



Castells in Africa: Universities and Development

[Muller, J.; et al (eds); African Minds; 2017]
www.chet.org.za/publications

Collected essays and lectures by Manuel Castells on the role of universities in the African context – as 'knowledge producers' and contributors to development – as well as their response to current pressures to develop as research institutions.

Destinations and Employment Outcomes of Young, International Graduates

[New Zealand Ministry of Education; 2017]
www.educationcounts.govt.nz

Data summaries on the careers of international students in New Zealand – their study and work patterns – in the first decade after graduation.

Do Political Events in Host Countries Affect International Education Engagement?

[Ilieva, J.; IDP; 2017]
http://aiec.idp.com/aiec2017-past-janet-ilieva

A comparative study which shows the varying levels to which policies and politics affect international education engagement. It suggests, in conclusion, the 'diminishing role of location' as the emphasis shifts to a 'mobility of … minds'.

Global Dataset on Educational Quality (1965-2015)

[Altinok, N. et al; World Bank; 2018]
http://documents.worldbank.org

In collating information from various international and regional assessments, this analysis represents 'the largest globally comparable panel database of cognitive achievement …over the last 50 years'.

Global Education for Canadians: Equipping Young Canadians to Succeed at Home and Abroad

[Universities of Toronto and Ottawa; 2017]
www.goglobalcanada.ca

Recommendations for promoting international learning and a strategy to further encourage it, given the benefits of doing so in achieving national priorities and developing essential skills. As this study confirms, 'relatively few' Canadian students study abroad, compared with other countries.

Global Inventory of Regional and National Qualifications Frameworks

[CEDEFOP; ETF; UNESCO; UIL; 2017]
www.cedefop.europa.eu
Qualification frameworks – how they are developed, organised, and validated – supplemented with a detailed separate directory profiling their role and context.

Guiding Principles on Sanctuary Scholars in UK Higher Education

[Article 26; 2018]
http://article26.hkf.org.uk
Guidance to support 'forced migrants in higher education', and specifically higher education institutions through the initiatives and opportunities which they offer to such students.

Higher Education in Southeast Asia and Beyond

[HEAD Foundation; 2018]
www.headfoundation.org
The Singapore-based HEAD Foundation's newsletter includes analyses of access, student mobility, employability, and wider developing trends.

Internal Quality Assurance: Enhancing Higher Education Quality and Graduate Employability

[Martin, M. (ed); International Institute for Educational Planning; 2018]
https://publications.iiep.unesco.org
Quality assurance trends and principles, using data from an IAU-supported survey and case studies – including from Bangladesh, Kenya, and South Africa.

International Scholarships in Higher Education: Pathways to Social Change

[Dassin, J.; Marsh, R.; Mawer, M. (eds.); Palgrave; 2018]
www.palgrave.com
Research from a range of academic and policy perspectives on the social impact of international scholarship programmes – including those administered by the ACU – based on evaluation of their design, administration, and outcomes. It considers the implications for policymakers but also development issues more broadly, showing the opportunities for social change that 'transcend an individual's educational trajectory'.

Mapping Internationalization Globally: National Profiles and Perspectives

[Helms, R. M.; Rumbley, L.; ACE; CIHE; 2018]
www.bc.edu/cihe
Summarised analyses of internationalisation, including from Australia, Canada, India, South Africa, and the UK.

Mid-Term Evaluation of the Erasmus+ Programme

[EC; 2018]
www.ec.europa.eu
A brief evaluation of the EU's major education support and mobility programme – Erasmus+, which aims to give opportunities to over four million people. It was seen as highly valued and effective, as well as contributing to the 'EU's global outreach … in facilitating the recognition of qualifications between Europe and partner countries'.

North-South Mobility in Canada's Universities

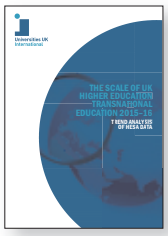
[Tiessen, R.; Grantham, K.; Universities Canada; 2018]
www.univcan.ca
A useful synthesis of perspectives and advice on evaluation, building partnerships, and encouraging faculty participation as a guide for international collaboration. 'Questions for consideration' are included to help guide an analysis of an institution's practices.

Partnering with Australia on Innovation, Science and Research

[Australia. Department of Industry, Innovation, and Science; 2018]
www.science.gov.au/international
An outline of research collaboration with Australia – its benefits, policies, infrastructure, and support – with some summarised case studies and funding programmes. The context is Australia's Global Innovation Strategy, with its ambition for 'multi-partner collaborative projects'.

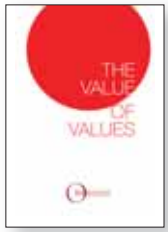
Research Ethics Education in Graduate International Collaborations

[Caramello, C, et al; Council of Graduate Schools; 2017]
www.cgsnet.org/online-store
Guidance for STEM researchers issued as part of an NSF-funded project to help US students learn about research ethics in an international context, and to integrate them into relevant international programmes.



The Scale of UK Higher Education: Transnational Education 2015-16

[Universities UK International; 2018]
www.universitiesuk. ac.uk/international
As well as confirming the growth of the UK's transnational education (TNE) sector ('82% of UK universities delivered UK HE TNE'), this report also shows where such students are studying and at what level. It also explores the leading host countries for TNE and offers regional perspectives. 'UK universities now provide qualifications to more students overseas than to international students in the UK.'



The Value of Values

[Magna Charta Universitatum Observatory; 2017]
www.magna-charta.org
A statement of the Magna Charta Observatory's fundamental values and rights to which universities can be signatories, so becoming 'part of an international community of strength'. The observatory, which 'plans to be more global', argues for the independence and ambition of the university – 'freedom in research and training is the fundamental principle of university life'.

ACU membership update

The current membership total (as at 20 March 2018) is 509.

New members

Sultan Azlan Shah University, Malaysia

The Institute of Chartered Financial Analysts of India (ICFAI) University, Meghalaya, India

Returning members

Dibrugarh University, India

Tilka Manjhi Bhagalpur University, India

Sokoine University of Agriculture, Tanzania

University of Adelaide, Australia

University of Buea, Cameroon

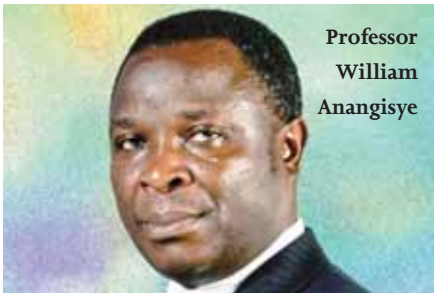
University of Northern British Columbia, Canada

University of Sussex, UK

Executive heads

Professor KKCK Perera has been appointed Vice-Chancellor of the **University of Moratuwa**, Sri Lanka, as of 28 November 2017.

Professor David Norris has been appointed Vice-Chancellor of the **University of Botswana**, as of 1 December 2017.

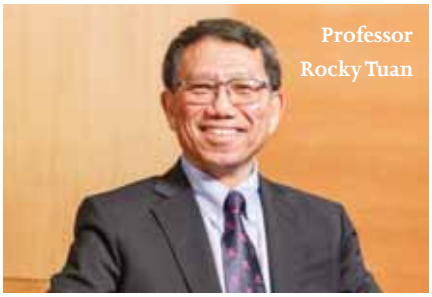


Professor William AL Anangisye has been appointed Vice-Chancellor of the **University of Dar es Salaam**, Tanzania, as of 5 December 2017.

Image by National University of Singapore

Professor Tan Eng Chye has been appointed President of the **National University of Singapore**, as of 1 January 2018.

Professor Tshilidzi Marwala has been appointed Vice-Chancellor and Principal of the **University of Johannesburg**, South Africa, as of 1 January 2018.



Professor Rocky S Tuan has been appointed Vice-Chancellor and President of the **Chinese University of Hong Kong**, as of 1 January 2018.

Professor Sue Rigby has been appointed Vice-Chancellor of **Bath Spa University**, UK, as of 22 January 2018.

Professor Vinod Kumar Jain has been appointed Vice-Chancellor of **Tezpur University**, India, as of 15 February 2018.

Image by Chris Close

Professor Peter Mathieson has been appointed Vice-Chancellor and Principal of the **University of Edinburgh**, UK, as of 16 February 2018.

Professor Rufus Black has been appointed Vice-Chancellor and President of the **University of Tasmania**, as of 1 March 2018.

Dr Kuncheria P Isaac has been appointed Vice Chancellor of **Hindustan Institute of Technology and Science**, India, as of 1 March 2018.

Calendar

April
16-18
European Association of Research Managers and Administrators
Building and sustaining excellent research support
Brussels, Belgium
www.earma.org/annual-conference

16-20
Commonwealth Heads of Government Meeting
Towards a common future
London and Windsor, UK
www.chogm2018.org.uk

23-26
Scholars at Risk
The university and the future of democracy
Berlin, Germany
www.scholarsatrisk.org/event

May
2-4
British Council: Going Global 2018
Global connections, local impact
Kuala Lumpur, Malaysia
www.britishcouncil.org/going-global

27 May-1 June
NAFSA Association of International Educators
Diverse voices, shared commitment
Philadelphia, USA
www.nafsa.org

June
4-7
International Network of Research Management Societies
Global pathways to professional recognition
Edinburgh, UK
www.inorms.net

5-7
THE Young Universities Summit
Young universities coming of age: the future is here
Tampa, USA
bit.ly/2rYTJf9

July
1-9
ACU Summer School
Sustainable cities and communities
Hong Kong
www.acu.ac.uk/summer-school

2-5
Higher Education Research and Development Society of Australasia
(Re)valuing higher education
Adelaide, Australia
www.herdsa2018.aomevents.com.au

August
26-29
EAIR – The European Higher Education Society
Competition, collaboration and complementarity in higher education
Budapest, Hungary
www.eairweb.org/forum2018

September
23-26
ACU HR in HE Community, in partnership with the University of Waterloo
Universities of the future: global perspectives for HR
Waterloo, Canada
www.acu.ac.uk/canada-2018

25-28
Africa Evidence Network
Evidence 2018: Engage, understand, impact
Pretoria, South Africa
www.evidenceconference.org.za

25-27
THE World Academic Summit, in partnership with the National University of Singapore
The transformative power of research: advancing knowledge, driving economies, building nations
Singapore
www.theworldsummitseries.com

October
8-10
World Federation of Colleges and Polytechnics
Preparing for the skills future, now
Melbourne, Australia
www.wfcp.org

9-12
Australian International Education Conference
Empowering a new generation
Sydney, Australia
www.aiec.idp.com

November
4-5
The Observatory on Borderless Higher Education
Global forum 2018
Dubai, UAE
www.obhe.ac.uk

13-15
International Association of Universities, in partnership with the University of Malaya
Higher education: partnerships for societal impact
Kuala Lumpur, Malaysia
www.iau-aiu.net

18-21
Canadian Bureau for International Education
CBIE 2018
Ottawa, Canada
www.cbie.ca/cbie-2018

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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