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Striking a path

Defining the responsible university

Supporting early career academics

Women leaders in HE



Bulletin

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Editorial



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The presidents of modern universities are continually needing to make decisions about organisational priorities – prioritising opportunities with a view to optimising the degree to which resources are used to support their particular organisational mission. It is natural, therefore, for presidents to ask ‘What is the value of being a member of the ACU?’

There are very good reasons for Commonwealth universities to join the ACU. In fact, it is particularly critical for universities from the more developed nations to become members. Here’s why.

As the oldest international university network in the world, the ACU has been serving its members for more than 100 years. Membership is available to all recognised universities within the Commonwealth, and membership is consistently increasing.

Global connectivity is now an essential part of any industry, never more so than for higher education. Staff and student mobility – providing an authentic international educational experience and exploiting the opportunities that arise from working across different cultures through education – is as important as the more traditional international collaborations which drive the research endeavour.

International mobility is at the heart of ACU activity. The ACU has found new and innovative ways to help staff and students at universities across the world increase their international exposure. Through grants, schemes, scholarships, networks, and conferences, the ACU provides a myriad of credible and vibrant opportunities for all.

We are all familiar with the degree to which strong partnerships with like-minded institutions are more often than not initiated through personal relationships (colleagues

researching a common area, for example) and fed by mutual interest and benefit in education, research, or both. International networks such as the ACU provide exposure and opportunities for engagement and more that cannot be foreseen without participation.

I’ve heard it argued on occasion that the notion of the Commonwealth of Nations is associated with colonialism, and as such is inappropriate as a basis for forming close relationships. I reject such ideas as failing to appreciate the potential that the Commonwealth provides. The distinctive character of our membership – the Commonwealth’s 53 diverse member nations cover one in four of the world’s total population, and developed alongside developing countries – creates opportunities unlikely to be found through other networks.

Through the diversity run common threads that support collaboration and partnerships. The European origins of modern universities and all the values inherent in our missions are well displayed throughout the Commonwealth. These nations are united in their shared values of democracy, human rights, and the rule of law – providing the ideal basis for building meaningful and lasting relationships. A common heritage, language, and elements of culture also ensure familiarity and an ease of working together. Moreover, the emerging economies within the Commonwealth provide new and exciting opportunities for mutually beneficial partnerships with universities from more developed nations.

ACU membership fees are based on the Human Development Index (HDI) category of the relevant country and the income of the institution. This ensures that benefits can be accessed by all. At their highest, they amount to a few thousand British pounds per year. The practical return on investment for member

institutions, should they take up the advantages, is very high.

For me though, there is a rationale for membership that transcends simple economics. While universities need to operate as large multinational businesses in the 21st century, they remain unique civic institutions that are fundamental for democracy to flourish. Their role in educating citizens for future workforce needs is obvious. Less obvious is the role they play in general capability development across the population – ensuring that citizens are educated, informed, and able to exercise their rights.

Among the fundamentals of a modern university are the immutable characteristics of academic freedom and collegiality. Academics understand the benefit of cooperation and collaboration. In a global world, all universities must maintain their vision beyond the horizon of international business relationships and preserve open collegial discussion. Universities have a responsibility to foster the principles of the academy and to actively protect it in situations where it might be under threat.

Active membership and participation in the ACU by all the nations that form this unique collective will enhance all participating universities and their respective countries. It should not simply be considered as an ‘international development’ exercise but rather as a foundation for our fundamental role in supporting human development.

Shifting sands in the geopolitical landscape suggest that these roles are required now more than ever. ■

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

Defining the responsible university

Domwini D Kuupole looks ahead to some of the discussions at this year's ACU Conference of University Leaders.

Worldwide, universities play a crucial role in bridging the skills gap in society, addressing policy initiatives through knowledge building and innovative thinking, and continually evolving to respond to complex national and global issues.

There is an ongoing debate about the relevance of university curricula in emerging societies, especially those in sub-Saharan Africa. This debate is at two broad levels. First, there are those who argue that universities in developing countries are not producing graduates who can fit into the existing system. This group points to the growing issue of graduate unemployment in countries such as Ghana. On the other hand, the second argument is that universities provide skills and know-how which are consumed by individuals and institutions at local and international levels, as well as training which leads to the qualitative transformation of society. While the first group's concerns give us food for thought, it ignores a number of factors, particularly the transforming role of higher education, which has in-built long-term manifestation. I share the view of the second group.

It is within the context of the second argument that the theme for this year's ACU Conference of University Leaders – 'Defining the responsible university: society, impact and growth' – should be placed. The theme reminds us of the need and the opportunity to articulate the collective roles and responsibilities of institutions of higher learning to development. The role of the responsible university can be looked at in many different ways, from producing socially-minded graduates to creating research with impact, from engaging with our communities to ensuring access through scholarships and equitable admission policies.

Impacting society

The modern university has three broad areas that are core to its mandate: teaching, research, and community engagement (outreach). In the case of the University of Cape Coast (UCC), the institution was established in 1962 with a defined mandate: to train teachers and other educationists for the 'new Ghana'. Over the years, UCC has trained and continues to

train professionals at all levels for the national educational system of the country – from pre-school through to postgraduate studies, from educational leadership to teaching and learning techniques. The contribution of universities to society cannot go unrecognised – whether it be the training of teachers, administrators, lawyers, or public servants, nations would not continue to grow and develop without higher education.

What does the world need from graduates today? How can we as educators ensure that we are giving graduates the solid foundation they need to tackle global challenges head-on? Developing individuals who are skilled not only in their chosen field, but also more widely, produces responsible graduates who are the knowledge workers of tomorrow while being ethically, socially, and environmentally responsible. Volunteering and leadership programmes coupled with building social enterprises provide opportunities for students to develop into the well-rounded and worldly citizens our countries need now and into the future.

Strategic partnerships

In recent times, universities have also embraced the concept of responsibility through making themselves more open to strategic partnerships with business and industry. In December 2015, after over two years of careful planning, UCC

started a pilot project to run a commercial fuel station in partnership with the Ghana Oil Company. To ensure the efficient running of this and other initiatives, including water and detergent processing units, the university has incorporated a limited company (UCC Enterprises Ltd).

Universities are now keener than ever to build links that foster the spirit of collaboration between academia and industry. Industry can offer academics a different way of thinking, providing valuable insight as well as creating opportunities that would not otherwise exist. There is also a need for more entrepreneurial thinking within universities, and partnerships with business can help build this capacity. The more actively engaged academics, civil servants, and industry leaders are in developing graduates for the world of work and entrepreneurship, the more fruitful a society can become.

The fundamental role of universities in delivering highly-skilled graduates has not changed, but the world we are preparing them for has. As in many countries, universities in Ghana were established to provide leadership in nation building. The modern university can no longer see itself as the bastion of knowledge or an ivory tower. Responsible universities work to develop and engage future talent, build effective partnerships, play a role in promoting tolerance and peace, and use scholarship programmes strategically.

We are very excited to welcome you to Ghana in July 2016 to discuss what universities are doing and what they should continue to do to develop our nations and the people within them. While you are here, we entreat you all to bask in the sun and the warmth of the people of Ghana. *Akwaaba! Maraba! Welcome!* ■

Confirmed speakers include:

- **The Rt Hon Patricia Scotland**, Commonwealth Secretary-General
- **Kofi Annan**, Chair of the Kofi Annan Foundation, former Secretary-General of the United Nations, and Nobel Peace Prize laureate
- **HE John Dramani Mahama**, President of Ghana
- **Dr Vianne Timmons**, President and Vice-Chancellor of the University of Regina, Canada
- **Professor Furqan Qamar**, Secretary General of the Association of Indian Universities
- **Helen Pennant**, Director of the Cambridge Commonwealth, European and International Trust, UK

Professor Domwini D Kuupole is Vice-Chancellor of the University of Cape Coast, and Chairman of the Local Organising Committee for the 2016 ACU Conference of University Leaders.

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ACU Conference of
University Leaders

Defining the responsible university: society, impact and growth

27-29 July 2016

Pre-conference: 26 July 2016

Accra International Conference Centre, Ghana

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Women and leadership in higher education

Women are increasingly represented in education and the workforce, so why do inequalities persist at leadership level? **Cheryl de la Rey** shares her experiences as a female vice-chancellor.



A breakout session at the ACU 'Women, gender and leadership in higher education' training of trainers workshop held in Nairobi, Kenya, in 2013

Despite significant increases in the participation of women in formal employment around the world, women are still under-represented in positions of power, responsibility, and leadership. Higher education shows the same trend, yet women's participation rates have increased significantly at all education levels, and in many countries there is a strong upward trend of female professors, and in some instances also deputy vice-chancellors. So, is it just a matter of time before we see greater numbers of women at the helm of universities? Regrettably, this would not seem to be the case.

While on a trip to Australia in 2010, I picked up a copy of a publication called *Campus Review*, which reported that in 2004 11 of Australia's 39 vice-chancellors were women, but by 2010 there were only seven female VCs. Surely a backwards step? Shortly after my trip,

I was interviewed by a South African journalist, who remarked that South Africa seems not to be able to progress beyond four female VCs. Six years later, South Africa now has three female VCs, despite the number of universities increasing from 23 to 26. Australia does not appear to have improved much either, with ten of the current 39 VCs being women. So, what's the problem?

After decades of research, it is evident that gender equity policies are necessary but insufficient to achieve full equality for women, as the barriers are multidimensional and intersect in complex ways. More recent lines of research enquiry, focusing on culture and the micro-politics of everyday life, are illuminating some of the complexities. Studies on gender and leadership are especially relevant to the issue of the low number of women in vice-chancellor positions.

In current times, when universities are grappling with a growing number of pressures and those at the top are facing criticisms about increasing corporatisation, performance orientation, rising costs, and the like, one often hears calls for good leadership. It is a statement that typically evokes easy consensus. After all, how can one not want good leadership?

The characteristics associated with good leadership are traits and behaviours typically associated with masculinity. In the vast literature on leadership, the topic is often treated in a gender-blind way. Searches for studies on gender and leadership reveal that when gender is considered, the tendency has been to focus overwhelmingly on women. Considerable attention has been given to the question of whether women display different leadership behaviours and styles in comp-

arison to men. What is implicit in the research on women and leadership is that the point of departure marks female leaders as different from a norm, which is defined by the leadership behaviours of men.

One of the consequences is that recruitment and selection processes, often unintentionally and implicitly (due to unconscious biases), are likely to favour those who display the forms of masculinity (assertive individualism, certainty, and firmness) that comply with dominant notions of good leadership. Among women in leadership positions, almost all can report experiences of being confronted with stereotypes. From my personal experience, there have been times when I have travelled with a male colleague, and others have initially assumed that he is the VC.

These assumptions about good leadership mean female leaders have to navigate a complex set of contradictions. On the one hand, there is an expectation that women are going to represent a different leadership style: more participatory, cooperative, and empathic. Yet, at the same time we can be judged as too soft, and not firm enough – and those women who do demonstrate strong assertive behaviour tend to face criticism for being too much like men in the position. These gendered expectations are manifested in terms such as ‘Queen Bee’ and popular media discussions about topics such as women bosses.

Biographical research has illuminated a number of the more subtle, everyday gender biases that shape women’s careers. Many senior female academics, deans, and deputy VCs indicate that they would not want VC jobs as they are too managerial, administrative, and political. The career narratives of women working in academia reveal that the process of career advancement is often experienced as a struggle that has to be fought alone. ‘You have to fight your own battles’ is a sentiment reflected in many accounts. And those women who do apply for management and leadership positions are often said to be ‘brave enough to apply’. The competitive and sometimes public selection processes can serve as a disincentive for women, since being openly competitive and ambitious are not seen as flattering feminine characteristics.

The job of a VC is complex, and demands on one’s time and energy are boundless. There is little time left for family, domestic responsibilities, or recreation. In most cultures, women still bear the main responsibility for organising the household, but the VC role is based on the assumption of someone being

Women and leadership in higher education is a complex, multidimensional issue, and so a multipronged approach is required to solve it, incorporating a range of interventions to address the many facets of gender bias both within and outside the university.

available at home to take care of domestic and family responsibilities.

Children, relationship status, and family responsibilities have a disproportionate impact on women’s careers, but not always in direct linear ways. For example, having young children is not always a relevant factor; it can be teenage children who require a great deal of attention, or ageing parents who require care and support.

The job of a VC in the 21st century entails at least ten hours a day at the office, plus numerous after-hours events and dinners, as well as an expectation that you will be available over weekends. The nature of a VC’s job is increasingly open-ended, encompassing activities such as stakeholder relations, fundraising, lobbying, and so on. Furthermore, the internationalisation of universities in a globalised world has expanded the range of skills required, overall job remit, and travel requirements. Moreover, in highly politicised contexts such as South Africa, it frequently involves dealing with protests by workers and students.

‘Unliveable lives’ is the term used by Louise Morley in her latest research on gender and higher education. Indeed, countless women and men have remarked that they would not like my job as VC, especially in the wake of national student protests for free university education. But it is important to acknowledge that individual choices are made within

contexts that either facilitate or constrain these choices, and there is ample evidence that specific gender-related factors exist that convince many women that a VC’s job is not a desirable choice.

What is to be done to change the status quo?

As the more recent qualitative research has shown, women and leadership in higher education is a complex, multidimensional issue, and so a multipronged approach is required to solve it, incorporating a range of interventions to address the many facets of gender bias both within and outside the university. Universities are embedded in larger societal contexts, and this means that changing organisational practices and processes will require concerted attention over a sustained period, accompanied by external societal changes in gender-related expectations.

Despite these powerful societal influences, universities can endeavour to identify many of the unsaid rules and informal practices that continue to inhibit women moving into leadership roles, and then resolve to change them. Furthermore, those of us who occupy these positions can contribute to change by talking about our experiences – not only the challenges we have faced, but also the sense of achievement and fulfilment that can be derived from being in charge of a university. Leading a university provides a unique opportunity to influence the lives of future generations of professionals and leaders. ■

Professor Cheryl de la Rey is Vice-Chancellor and Principal of the University of Pretoria, South Africa.

What next for the Nairobi Process?

In recent years, there has been increasing recognition of the needs of early career researchers and their role in higher education in Africa. From the start of his career in 1970s Nigeria, **Graham Furniss** shares his journey and why he believes there is reason to be hopeful for the future.

As a young lecturer in the 1970s, I was a founding member of a newly-established department at the University of Maiduguri in Nigeria. Moving to a new job at the well-resourced and well-established School of Oriental and African Studies (SOAS) in London meant leaving all this behind. In the years that followed, I kept in touch with many colleagues and, as the years went by, I became increasingly alarmed at what was happening to them and their universities. The effects of austerity were so severe that salaries were not being paid and colleagues had to turn to trading and taxi driving to make ends meet; libraries were not acquiring books, publishing appeared to collapse, and retiring staff were not being replaced. National and international development efforts were focused mainly on primary education – higher education was being left to sink or swim, but mostly sink, it appeared. I visited Nigeria many times over the ensuing years, and I saw time and again the heroic efforts of staff to cope with vast numbers of students, despite dwindling resources.

Twenty years later, in 2005, I found myself President of the African Studies Association of the UK during the two years in which the Commission for Africa's final report was published, the New Partnership for African Development (NEPAD) was founded, and an African renaissance was being mooted.

At that time, in another forum, a key discussion was taking place about how to fund research partnerships between scholars in the UK and in African countries. The Africa Panel of the British Academy (BA) wanted a better understanding of what blockages and impediments to doing good research were faced by academics in African universities. Many of us had anecdotal evidence from our own experience – I talked about the circumstances of my former colleagues in Nigeria – but it was clear that we needed to hear what colleagues currently working in African universities had to say, if we were to really understand the issues. This is what spurred the BA to turn to the ACU and ask if they would be interested in finding out more.

Through its substantial networks in Africa, the ACU began to elicit common themes and

commentaries from a wide spectrum of people across many African universities. A meeting was then held in 2008 in Nairobi, Kenya, to bring together those who had written in with their views and experiences of research activity and cultures in a variety of African universities. The outcome of those discussions was *The Nairobi Report: Frameworks for Africa-UK Research Collaboration in the Social Sciences and Humanities*, jointly published by the BA and the ACU in 2009.

A key theme to emerge from this report centred on the critical importance of investing in individuals, particularly early career researchers. Time and again, the discussion came back to the issue of early career researchers and the unique problems that they face. The debate didn't finish there. Paschal Mihyo, the then Executive Secretary of the Organisation for Social Science Research in East Africa (OSSREA) and a prime mover in the debates at the Nairobi meeting, coined the term 'The Nairobi Process' to describe not just the report, but also the ongoing debate around the strengthening of research capacity across Africa – a debate in which many organisations and donor agencies had been involved.

The focus upon early career researchers has not abated, and was taken forward in a second study and ensuing discussion, which was published in 2011. Titled *Foundations for the Future: Supporting the early careers of African researchers*, it examined a range of issues that affect any successful research career trajectory:

- Establishing connections with research communities
- Getting cited in international publications
- Designing and securing funding for new post-PhD projects
- Obtaining seed-corn funding
- Being willing and able to support junior colleagues
- Ensuring that there is a supportive institutional context in which early career researchers are helped by more senior colleagues

Following the publication of *Foundations for the Future*, it became apparent that the issues raised by the Nairobi Process were making their way into, or being separately addressed by, new and amended staff development programmes in

various places. This led to the most recent study, due to be published in April 2016, which asks: what has been the experience of addressing some of these issues in practice? What has worked and what hasn't? And what can we learn from current practice?

Responding to these questions, *The next generation: Ideas and experiences in African researcher support*, retains the focus on early career researchers, but looks more closely at existing practice within African institutions and international programmes supporting early career researchers across sub-Saharan Africa. In particular, it highlights two targeted interventions, both of which have integrated the findings of the first two reports into their design and objectives, by combining investment in the development of individual researchers with strengthening institutional researcher development frameworks.

One of the central case studies explored in *The next generation* is the Climate Impacts Research Capacity and Leadership Enhancement (CIRCLE) programme. Funded by the UK Department for International Development (DFID) and managed by the ACU in partnership with the African Academy of Science, CIRCLE provides one-year research fellowships to early career African researchers working in the field of climate change. It is an intra-African programme, with fellows hosted by African universities. While initially conceived exclusively as a fellowship programme, the ACU drew on the recommendations emerging from the Nairobi Process to make the case for strengthening the participating institutions' capacity to support their researchers.

A similar rationale also underpinned the development of the second case study: the Structured Training for African Researchers (STARS) programme. In addition, the report was able to draw on institutional best practice in researcher support, highlighting examples from the Universities of Cape Town, Ibadan, and South Africa. The focus on existing programmes of activity within Africa provides the latest report with valuable empirical data that moves the Nairobi Process forward from an abstract debate to one that is based upon experience and informed recommendations.

The next generation considers a range of early career issues, such as mentoring, networking,



CIRCLE fellows at a workshop held in Nairobi, Kenya, in February 2016

experience of an active research culture, career development, publishing in international journals, and so on. It emphasises the importance of contextualising researcher support programmes, establishing the processes and structures necessary to demonstrate their value and ensure their relevance and sustainability, identifying key areas of priority for researcher support, and developing strategies for maximising limited resources.

In preparation for the report, a workshop was held in Johannesburg, South Africa, with representatives from research management offices across Africa and a number of early career researchers. This forum provided useful feedback from experienced professionals with an understanding of researcher development in Africa and its associated challenges. Importantly, they were able to contribute to and endorse the recommendations that appear in the report. Overall, *The next generation* report makes 16 recommendations in the following areas:

- **Knowing and shaping your context**

Defining who constitutes an early career researcher, and understanding existing

provision and the institution's priorities.

- **Institutional structure and resources**

Ensuring there are dedicated and well-trained staff to support researcher development, and institutional frameworks that recognise and promote researchers' career progression, as well as adequate monitoring and evaluation of existing provision.

- **Priorities for researcher support**

Including developing systematic mentoring programmes for early career staff, allocating dedicated time for research, and providing training in both hard and soft research skills.

- **Maximising resources**

Making the most of existing resources, whether through the use of online training and resources, capitalising on networks and centres of excellence, or incorporating research development into funding proposals.

The report will again be jointly published by the BA and the ACU, and will be a further contribution to finding 'African answers to African problems', as the Commission for

Africa put it some ten years ago. For someone whose academic career started in a Nigerian university, and whose research has always benefited from the advice and support of Nigerian colleagues, the prospect of reconstruction and advancement for subjects and disciplines that seemed to see nothing but decline for so long is one which cannot come too soon. So, as I reach retirement, I take the greatest pleasure in seeing the prospect of a new generation emerging who will, I am sure, be able to benefit from many of the things that I took so much for granted as I began my own career. ■

Professor Graham Furniss FBA OBE is Professor Emeritus of African Language Literature at SOAS, University of London, UK. He is also Chair of the British Academy's Africa Panel, and Deputy Chair of the Commonwealth Scholarship Commission in the UK.

www.acu.ac.uk/nairobi-process

How internationalised is your university? How can you know and what can you do?

Internationalisation is a buzzword in higher education circles. But what does it actually mean in practice? **Helen Spencer-Oatey** and **Daniel Dauber** explain their efforts to evaluate this from the student perspective.

In January 2016, the *Times Higher Education (THE)* published its latest rankings of the world's 'most international universities'. The results are based on their 'international outlook indicator', which takes into account each institution's proportion of international staff, proportion of international students, and proportion of research papers published with at least one co-author from another country.

A number of comments have been posted on the *THE* website, many of which are critical of the methodology used to calculate the rankings. Some point to the impact of size of country, others question whether academics from neighbouring countries/regions (e.g. Germans in Austria; Mainland Chinese in Hong Kong) really make a university more international. There are reservations about whether the findings necessarily correlate with 'bestness', yet Phil Baty, Editor of the *THE World University Rankings*, maintains that, while they are not a proxy for excellence, they do help people gain a deeper understanding of the global higher education landscape.

Debates such as this raise some fundamental questions. What are the goals of internationalisation? How can we best measure levels of internationalisation? How can we apply any insights we obtain? We explore these issues in this article, taking students and their growth and development as our particular focus.

What are the goals of internationalisation?

University leaders and staff may have a range of goals for internationalisation, both organisational and structural, and two of the most common relate to international student recruitment and level of student mobility. Looking at examples from the UK, the University of Edinburgh states in its internationalisation strategy that it wishes to recruit a further 1000 non-EU international students within three years, and the University of Nottingham identifies an increase in the percentage of

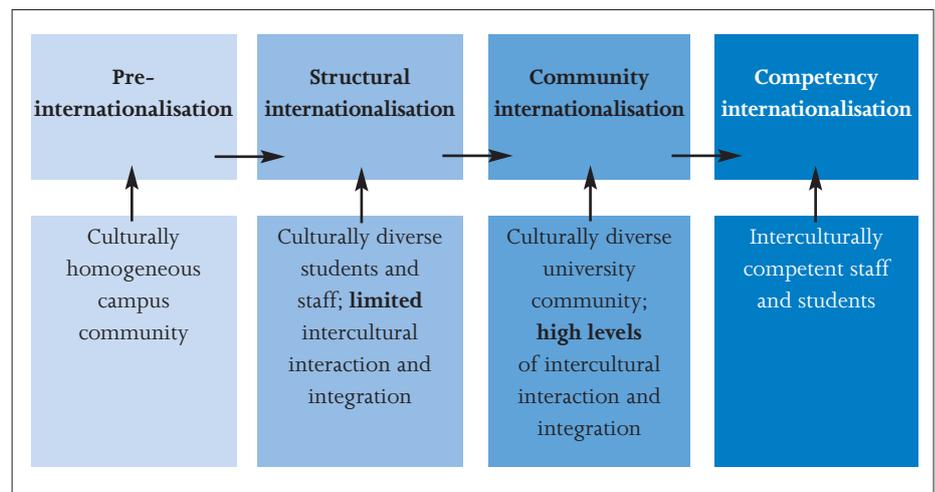


Figure 1: Developmental stages of internationalisation

students on some form of outward mobility as one of its success measures.

Clearly, these are important initiatives, yet, as a recent British Council reports point out, they are inadequate in themselves:

'Simply having a diverse student body does not mean the education or even the campus is global in nature. What comes as an essential part of a global education is the inclusion of international students in communities and classes. Integration of all students is an elemental factor in the expanding concept of internationalisation.'

This suggests that diversity is not an end in itself, but rather is merely the foundation for promoting integrated communities and offering a global education. Having a diverse population is an important prerequisite for reaping these benefits, but it does not in itself ensure that they will be achieved. In other words, the mere existence of a diversified student body does not necessarily lead to interaction nor to the development of global skills. It is only a vital first step in an internationalisation trajectory, as shown in Figure 1.

This means that students not only need to have the opportunity to meet and interact with people from different language and cultural

backgrounds (through experiencing a culturally diverse university community and/or through study abroad), but they also need to take advantage of that opportunity. Sadly, it is perfectly possible (and, it seems, often quite common) for both home and international students to remain in their comfort zones and experience little intermixing. When that happens, they miss out on the opportunity to learn many new things from each other, including the 'global graduate' skills that employers are looking for.

How can we best measure internationalisation?

As Table 1 illustrates, the most well-known organisations that measure internationalisation (*THE* rankings, QS World rankings, and U-Multirank) all use parameters that are exclusively structural in nature. Similarly, a recent European funded project, IMPI (Indicators for Mapping and Profiling Internationalisation, 2009–2012), has drawn up a detailed set of indicators that institutions can use to assess their level of internationalisation, including those that help prepare students for life and work in an intercultural and globalising world. Once again, all the items are structural in nature and, most likely, would

	Organisation		
	THE	QS	U-Multirank
Composition: international students	✓	✓	
Composition: international staff	✓	✓	✓
Composition: international diversity		✓	
Incoming and outgoing student mobility		✓	✓
International student support (religious facilities)		✓	
International joint publications	✓	✓	✓

Table 1: Parameters for ranking internationalisation

produce ‘more of the same’ findings as current benchmarks do. They are unlikely to be able to capture the community and competency aspects of internationalisation.

In order to transition from a policy of diversity to a policy of integrated diversity and global graduate development, it is necessary for universities to monitor systematically their current progress towards this deeper internationalisation. This entails measuring students’ social and academic integration, as well as the extent to which they feel they are developing global skills, including growth in their understanding of what this means. An increasing number of universities are recognising the importance of these features of internationalisation, but they are not currently captured in existing measures.

As a result, here at the University of Warwick, we have recently designed a tool – the Global Education Profiler (GE-P) – specifically to assess these elements in a systematic and reliable manner. It consists of five short modules, each of which serves to measure students’ levels of aspiration and actual experiences of integrated diversity and global graduate development. By probing both aspiration and actual experience, it offers evaluation measures of both supply and demand, as well as any gap that may exist between the two, thus providing more detail than straightforward student satisfaction measures (see Figure 2).

The supply and demand design reveals an

institution’s relative strengths and weaknesses, enabling them to prioritise effort and optimise their internationalisation endeavours. The tool allows for contextualised decisions that are meaningful to policymakers, not only in terms of overall student satisfaction, but also with respect to resource allocation and overall improvement in the social viability of their institution. So this brings us to the next question: how can we apply the insights we gain from such measures?

How can we best promote community and competency internationalisation?

Numerous universities have developed a range of initiatives to help promote integration on campus. Of course, what works well will vary from context to context. Here at the University of Warwick, we aim not only to encourage interaction and friendships among people from diverse cultural backgrounds, but also to proactively develop students’ global graduate skills and the ability to verbalise what this means in a way that is meaningful to employers.

As an example, we have developed a three-stage intercultural training programme to address these needs. In stage 1 (pre-departure for study abroad students; recent arrival for home students), students participate in a workshop, followed by an online course. Through the course, they engage in a range of interactive activities to help them become more interculturally sensitive, especially in

relation to communication patterns, underlying assumptions, and their impact on relationship building.

Then in stage 2, we focus on developing students’ observation, reflection and perspective-taking skills. Our aim is to encourage them to pay close attention to their experiences of difference and to reflect on them as deeply as possible. All students, whether abroad or at home, will experience differences of some kind, and we regard all of them as useful for developing intercultural sensitivity. We use our 3R tool, which supports intercultural learning through journaling, to help them with this.

In the final stage of our programme, which takes place after the students have returned from abroad (or, for home students, after a few months of study), students are given the opportunity to talk with each other and with a mentor about their various intercultural experiences, and through this to draw out their learning. A key aim is to help them acquire the concepts and vocabulary through which they can explain what they have learned and the skills they have developed in ways that are meaningful to others, especially employers.

Students’ feedback has been very positive, referring to the programme as ‘extremely rewarding’ and of ‘direct relevance to gaining a job’. Nevertheless, we would like to monitor its effectiveness more systematically, including using tools that can measure students’ learning gain in the intercultural field – a challenge that we are currently working on. ■

Further reading

- British Council, *Integration of international students – a UK perspective* (2014)
- Global Education Profiler (GE-P) – www.globalpad.net/GE-P
- 3-Stage Training – www.globalpad.net/gg123
- Indicators for Mapping and Profiling Internationalisation project – www.impi-project.eu

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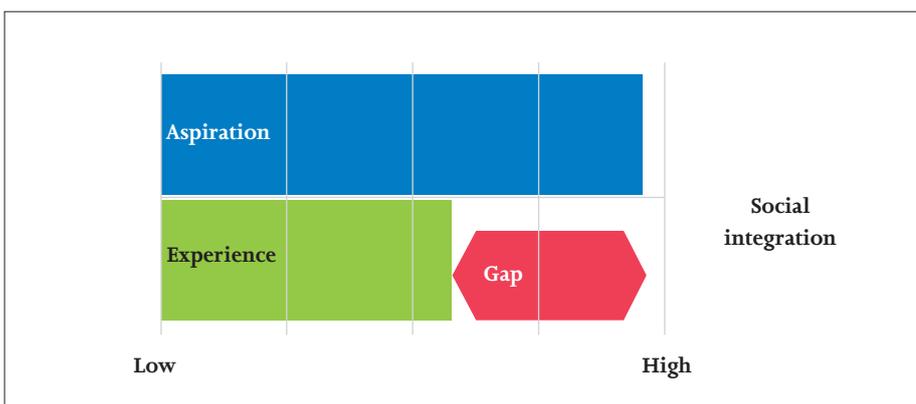


Figure 2: Students’ perceptions of social integration (sample data)

The future of the doctorate

Abubakar Suleiman and **Obiora Eneanya** provide a student perspective on how universities can work together to maintain the PhD as a globally-recognised qualification.

From emerging pandemics to the threats posed by radicalisation and terrorism, it is obvious that the world faces many challenges. As such, bright and educated people are needed more than ever to solve these problems. Recently, our universities have been graduating more and more doctoral students in many disciplines. No doubt, this expansion of PhD training has led to a substantial increase in research outputs, and novel solutions to many of these challenges.

But a careful look at this trend suggests a gloomy outlook for the PhD holder. Public debate around this and other problems surrounding the doctoral degree have been ongoing for a few years; the latest forum for such discussions was a one-day seminar on 'The future of the doctorate', organised by the ACU and hosted by the Wellcome Trust in London in December 2015.

Both the ACU and the Wellcome Trust are well experienced in running programmes supporting doctoral education and developing the skills and leadership potential of researchers, especially those in the early stages of their careers. The seminar also brought together university representatives from across the Commonwealth to share their perspectives on how to maintain the doctorate.

Presentations summarised the historical development of PhD training across a range of countries, including Canada, Mauritius, Nigeria, Sri Lanka, and the South Pacific region. Focal areas that dominated these presentations and the ensuing discussions related mainly to institutional successes and constraints in operating the present system of doctoral education. Particular attention was paid to the limited resources available to support doctoral programmes, and how some governments and institutions, such as the Nigerian government's Tertiary Education Trust

Fund (TETFUND), were addressing this problem.

Funding remains an important issue in delivering PhD education, particularly in developing countries (from which a larger proportion of the seminar participants came). There are other issues relating to the supply, demand, and quality of PhD training, and many of them were repeatedly mentioned at the seminar. However, it appeared that little attention was paid to the issues facing PhD students who, in our opinion, are the most important stakeholders of this century-old German model of academic apprenticeship.

The prospect of getting a decent job after graduation is probably the single most important motivation for a student undertaking a PhD programme. However, one of the major issues with the current system of doctoral education is the limited employment options for PhD holders. Generally, PhD programmes seem to be biased towards



Delegates at 'The future of the doctorate' seminar held in London, UK in December 2015

A careful look at the trend of expansion of PhD training suggests a gloomy outlook for the PhD holder.

supplying manpower to academia. As a result, potential candidates who prefer other career pathways are discouraged. Some academic jobs can be quite attractive but, as PhD enrolment has increased, fewer faculty positions are available for new PhD holders. In OECD countries, for instance, the number of science PhD holders alone grew by an average of 48% from 1998 to 2008, and this trend does not seem to be slowing down.

Speakers at the ACU seminar from the UK and Canada particularly noted the proliferation of PhD programmes which, according to Mark C Taylor, has resulted in an oversupply of PhD holders with 'a cruel fantasy of future employment that promotes the self-interest of faculty members at the expense of students'. Obviously, Taylor's remarks allude to the fact that PhD holders often receive training that enable them only to fill faculty positions, and there are very few other jobs for graduates who might have spent up to a decade undertaking a PhD degree. Thus, the vast majority of PhD holders who cannot find academic positions are essentially destined for unending, lower-paying, and unsecured postdoctoral fellowships. The danger of getting into the postdoctoral 'trap' is that it further limits the skillsets of postdocs to academic positions only. This concern about dull job prospects could discourage even the brightest candidates from taking up PhD programmes.

What are the main causes of this problem? In developed countries, expansion of doctoral and postdoctoral education is motivated by an increasing supply of research funding, rather than real demand from the job market. In the developing world, countries are expanding their doctoral outputs because highly educated workers are seen as the key to economic growth and human development. This shows that the problem is systemic and that addressing it will require cooperation and collaboration with all stakeholders.

But it is unlikely that reform will originate from faculty members, as they remain very committed to conventional approaches. Most

academics are happy to maintain the status quo as long as they benefit from grants which pay for PhD studentships and publications produced by their PhD students. As such, students, administrators, institutions, individuals, and other stakeholders with vested interests in higher education must compel the system to produce quality PhDs that are well matched to attractive jobs in the employment market.

One course of action through which governments and their partners can induce change is prioritising PhD funding only for programmes which are most needed for economic growth and development, based on their country's specific development objectives. There should be a balance across disciplines, along with long-term strategies for how to fill employment gaps in prioritised sectors of the economy. In this regard, relevant agencies should focus on conducting periodic analyses of employment data with a view to identifying skills that are in short supply and making recommendations for governments to encourage more PhD training in those areas by way of preferential funding support.

Another pertinent course of action is to promote the establishment of PhD programmes which aim to solve real-world challenges and embrace cross-disciplinary systems of inquiry. This approach has the potential to produce research outputs that offer realistic solutions to practical problems. More importantly, PhD supervisors would be able to work towards producing graduates who will go on to different types of careers – in government, non-profits, and business/entrepreneurship – not just academia. On the other hand, PhD students would have the opportunity to work with supervisors from different disciplines and become competent in management, communications, leadership, and other transferable skills, together with the conventional academic development of critical thinking. In addition, multidisciplinary PhD programmes can be designed in ways that will allow students to undertake short placements in a range of areas, so as to gain experience and improve their job prospects upon graduation. A number of cross-disciplinary programmes are underway in some countries. In the UK, for example, the Bloomsbury Colleges group, a consortium of University of London colleges, operates the London International Development Centre (LIDC), which facilitates interdisciplinary research and PhD training with the aim of tackling complex problems in international development.

Among ACU members, similar models can be replicated to promote multidisciplinary and collaborative training in areas of mutual research interest, technical strength, and/or development priorities for collaborating institutions/countries. These approaches have the potential to produce a better rounded PhD graduate prepared to take on a greater variety of jobs. ■

Students and other stakeholders with vested interests in higher education must compel the system to produce quality PhDs that are well matched to attractive jobs in the employment market.

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Abubakar Suleiman is a 2012 Commonwealth Scholar from Nigeria – he studied for a PhD in Veterinary Epidemiology and Economics at the Royal Veterinary College, UK.

Obiora Eneanya is a 2015 Commonwealth Scholar from Nigeria – he is studying for a PhD in Infectious Disease Epidemiology at Imperial College London, UK.

The ACU: broadening horizons

The ACU Early Career Academic Grants enable emerging academics from across the Commonwealth to attend conferences or academic meetings in other Commonwealth countries, thereby broadening their horizons and developing key international contacts. Here, some of the recent recipients report on their experiences.

Siaw Appiah-Adu – University of Ghana

The Middle Stone Age period of Ghana has been a neglected field of study, with greater attention paid instead to the time periods beginning from the arrival of the Europeans. Very few researchers are focusing on areas such as the Komaland region – an important archaeological region in northern Ghana.

With the help of the ACU Early Career Academic Grant, I was able to visit the University of Liverpool, UK, to increase my understanding of early stone tool technologies, palaeoenvironmental research, and methods of reconstructing past environments.

I gained hands-on practical experience of new research techniques that are essential to the understanding of prehistoric behaviour, including high magnification, x-ray fluorescence (XRF) used for mineralogical analysis, and techniques for analysing pollen and phytoliths (rigid microscopic structures found in plant tissues). I also took part in an archaeology workshop in which stone tools were experimentally made, as well as classes on stone tool analysis, environmental science, and human evolution. In return, I presented a seminar on my research into the Komaland region.

The visit provided vital experience in a field that I have been yearning to pursue but have been obstructed due to lack of expertise and facilities at my home institution. It ignited my ambition and gave me hope of pursuing further studies in my field of interest, with the ultimate aim of filling in gaps in knowledge at my home institution.

Dr K O L C Karunanayake – Open University of Sri Lanka

The XI International Mango Symposium was held in Darwin, Australia and attracted eminent scientists from all over the world working in areas relating to mango – including production, orchard management, pathology, natural defence, breeding, and marketing. I was able to present a paper from my PhD research on postharvest diseases and the natural defence mechanisms of the mango fruit.

It was a great opportunity for me to gain knowledge, experience, and exposure in the

field in general and specifically in mango pathology – defences, diseases, and disease control methods – which is my field of speciality. The event also included a field visit to mango orchards in the northern territory around Darwin, which was particularly valuable as it highlighted good orchard management practices not always followed in Sri Lanka.

I was able to make mutually-beneficial connections with academics from South Africa, Pakistan, India, Indonesia, and Australia. I also met and formed connections with a well-established Sri Lankan entrepreneur who has been involved in the fruit drinks industry in Sri Lanka for over 20 years. I believe this association will also be beneficial to both parties.

The exposure, experience, and knowledge gained by participating in the symposium will undoubtedly enhance my research output and career development. I have already initiated new research on alternate methods for the control of mango diseases using essential oils. Although it was an idea I'd had prior to the symposium, an academic I met at the event has done similar work and is now giving me helpful advice on how to proceed.

I was able to attend solely due to financial assistance from the ACU, and I hope that the fund will continue so that others like me can gain exposure to the scientific world beyond their own countries.



Dr K O L C Karunanayake

Jessie-Lee McIsaac – Dalhousie University, Canada

My Early Career Academic Grant was used to support my attendance at the International Society of Behavioural Nutrition and Physical Activity conference in Edinburgh, UK. The conference theme was 'Advancing behavior change science' and it provided a timely opportunity to present my research and discuss it with researchers from different countries.

My first presentation was on a study undertaken by myself and other researchers on the relationship between academic performance and health behaviours. It looked at how school initiatives focused on improving students' diet quality and physical activity, particularly through after school and breakfast programmes, may help to enhance academic scores.

Many of the researchers at my presentation were interested in the measures we used for academic performance and how we established a positive relationship with our school partners. My second presentation explored this relationship with partners and the sustainability of effective school-based interventions.

During my presentation and other sessions, I had the opportunity to converse with others on the topic of sustainability, and I plan to investigate this issue further by building on new and strengthened relationships forged at



Jessie-Lee McIsaac

the conference. I also volunteered to be involved with the international activities of a special interest group looking at policy and environmental interventions to improve diet and physical activity, and I look forward to continuing to grow my professional network in this way.

In summary, discussing my research alongside the emerging research trends presented at the conference has contributed to my personal and professional growth as an early career researcher and expanded my potential network within the global research community.

**Joseph Okonkwo Chinedu and
Ogechukwu Eberé Okafor –
University of Port Harcourt, Nigeria**

Our grants gave us the opportunity to travel to Kuala Lumpur, Malaysia, to attend the 17th International Conference on Biochemistry and Biotechnology and the 2015 International Conference on Food Nutrition, Chemical and Environmental Engineering.

We presented papers highlighting the nutritional potential and biomedical effects of jackfruit – particularly its efficacy in providing basic nutrients and its potential to reduce cardiovascular diseases. Our conference papers focused particularly on our recent research comparing the effects of raw and processed jackfruit seeds at different concentrations. Many commentators expressed amazement that, although the fruit is common in their countries, they were not aware that it had such potential health benefits, and it had been neglected as a result.

As well as disseminating our research, attending the conference was an opportunity to meet, interact, and exchange ideas with other researchers across the globe while also gaining valuable insight from their work.

**Goutam Roy –
University of Rajshahi, Bangladesh**

I had the opportunity to attend the International Conference on Interdisciplinary Social Science Studies, held at the University of Cambridge, UK, where I presented my work on computer-aided learning in secondary schools in Bangladesh.

My paper was based on the findings of a study of 11 schools in rural districts, and explored the effects of computer-aided learning on current teaching-learning provision, including its impact on dropout rates, technological development, teacher-student interaction (e.g. asking questions in class), and



Goutam Roy

learning and teaching styles. As well as looking at the benefits, I also explored challenges such as interruptions to power supplies.

The experience of attending an international conference enriched me in many ways. As well as helping me to disseminate my research findings, I received valuable feedback on my presentation from international colleagues and academics. The experience also helped to improve my presentation skills and build confidence in this area, as well as expanding my professional network.

During my visit to the UK, I was also able to meet with a colleague working at Aberystwyth University to explore the possibility of future collaboration in the field of technology-enhanced teaching and learning. Since the visit, we have already submitted a funding proposal to establish a research network in the south Asian region and are also planning to organise workshops on research methodology at my home institution in Bangladesh.

**Dr Daniel Muasya Wambua –
University of Nairobi, Kenya**

My grant was used to attend a global summit on veterinary sciences in Hyderabad, India – my first academic conference outside east Africa. As a general practitioner in both small and large animal health, I benefited immensely from the opportunity to learn new techniques and approaches in veterinary research – from discovering how to improvise solutions in the face of limited access to conventional tools, to hearing about the milestones recently achieved in molecular studies. It was particularly useful to learn more about the latest developments in the diagnosis of zoonotic diseases – infectious animal diseases that can be transmitted to



Dr Daniel Muasya Wambua

humans – as I plan to pursue this area in my PhD research.

I was also interested to learn more about the One Health Initiative, which is a movement to link human, animal, and environmental health and to expand interdisciplinary collaborations between scientists, physicians, and veterinarians worldwide. I found out a lot about the strategies adopted by different regions and the levels of success achieved so far.

Having the chance to meet so many researchers and academics from different countries was also a great privilege. It was inspiring to learn from fellow young scientists as they shared their research, and I realised that young scientists are taking on many of the more challenging aspects of research, particularly molecular work. These encounters were very exciting and I will definitely keep in contact with these new friends and colleagues.

Meeting international colleagues and establishing networks has definitely increased my references for future consultations and I am optimistic that these contacts may yield inter-university collaboration in the future. ■

Noticeboard



Martha Farrell

The ACU is proud to announce the launch of the **Martha Farrell Memorial Fellowship**, an ACU Titular Fellowship specifically aimed at combating sexual harassment on campus.

Dr Martha Farrell (1959-2015) was Director of the Gender Programme at Participatory Research in Asia (PRIA). She campaigned tirelessly for women's rights, gender equality, and adult education. In 2015, while in Afghanistan to lead a gender training workshop, she was among 14 people killed in a Taliban attack. The Martha Farrell Foundation was set up in her memory to continue her work.

The new fellowship, hosted and co-funded by the Martha Farrell Foundation in New Delhi, India, will provide training and support for a fellow from

an ACU member institution in Bangladesh, Brunei Darussalam, Malaysia, Maldives, Pakistan, Singapore, or Sri Lanka to instigate an effective anti-sexual harassment initiative at their home university.

The fellow will submit an action plan for the initiative as part of their application, receive hands-on training and input while on award, and then later submit a report to demonstrate how their work to combat sexual harassment on campus has been put into effect at their home institution.

The deadline for applications for all ACU Titular Fellowships is 15 May 2016. For more information and to apply, visit www.acu.ac.uk/titular-fellowships

The latest talk in the **ACU Perspectives** series saw Datin Ir Dr Siti Hamisah binti Tapsir, Deputy Director General at the Malaysian Ministry of Higher Education, present the Malaysian Education Blueprint 2015-2025 (Higher Education) in January 2016.

Datin Siti Hamisah took the audience through the blueprint, discussing how it places students firmly at the heart of Malaysia's educational ambitions. The goal is to produce 'future-ready' graduates, by helping them achieving a balance between knowledge (*imlu*) and morality (*akhlak*) during their time at university.

Malaysia has set a target to become a high income economy by 2020 and is investing heavily in its future leaders to help achieve this ambition. Education – and particularly higher education – is seen as integral to this.

A podcast of Datin Siti Hamisah's talk plus a copy of her presentation are available at www.acu.ac.uk/perspectives

The ACU Perspectives speaker series features talks held in London on the broad theme of change and opportunity in higher education. If you would like to present at a future Perspectives event, please email perspectives@acu.ac.uk



Professor John Wood, Secretary General of the ACU, was awarded an honorary Doctor of Science degree by Kwame Nkrumah University of Science and Technology (KNUST), Ghana, in November 2015. While at KNUST, Professor Wood gave a series of three R P Balfour Memorial Lectures on the future of universities, covering 'Polycentalism and the global environment', 'The soul of the university and the role of the prosumer', and 'Open science and open innovation – myth or reality?'



Siti Hamisah
binti Tapsir



Prof Jan Thomas



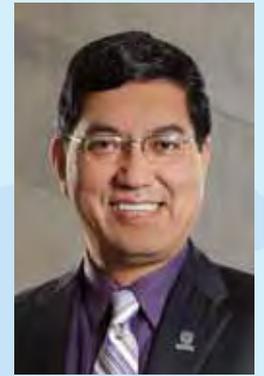
Prof Cheryl de la Rey



Prof Dato' Mohd Amin Jalaludin



Prof Vasanthy Arasaratnam



Prof Amit Chakma

At the last **ACU Council** meeting – held in London, UK, in December 2015 – the following officers were elected:

- **Professor Jan Thomas**, University of Southern Queensland, Australia – Chair
- **Professor Cheryl de la Rey**, University of Pretoria, South Africa – Vice-Chair

Professor Dato' Mohd Amin Jalaludin (University of Malaya, Malaysia) was also co-opted to serve as a member of Council.

Following the meeting, the following members of Council were elected to serve on the Executive Committee alongside the Chair, Vice-Chair, and Honorary Treasurer:

- **Professor Vasanthy Arasaratnam**, University of Jaffna, Sri Lanka
- **Professor Amit Chakma**, Western University, Canada

The next Council meeting will take place in Accra, Ghana, in July 2016, coinciding with the ACU Conference of University Leaders.

Dr Rajesh Tandon, UNESCO Co-Chair in Community-Based Research and Social Responsibility in Higher Education and President of Participatory Research in Asia (PRIA), held a book launch event for **Strengthening Community University Research Partnerships: Global Perspectives** at the ACU in November 2015.

Co-edited by Dr Tandon with Professor Budd Hall and Dr Crystal Tremblay (University of Victoria, Canada), the open source publication features diverse and successful approaches to inter-sector partnership, and explores models of engaging community agents with research findings as well as how to involve community actors in research agenda-setting. Contributing authors from 12 countries have provided case studies to this landmark publication.

At the ACU book launch, Dr Tandon spoke about both the publication and also the particular role of higher education in development spaces.

To download the book for free, visit <http://unescochair-cbrsr.org>



Dr Rajesh Tandon also took part in a session organised for the ACU Engage Community at the **Engage 2015** conference held in Bristol, UK, in December 2015. The two-day conference, organised by the National Coordinating Centre for Public Engagement (NCCPE), brought together professionals dedicated to finding new and effective methods to connect with the public and academics.

Dr Tandon and Dr David Phipps, Executive Director – Research and Innovation Services at York University, Canada, discussed their experiences of using a variety of engagement techniques. These examples enabled other delegates to explore how best practice from around the world can benefit their work, as well as debating what barriers exist for greater international collaboration. The conclusions from the session will help inform the future direction of the ACU Engage Community. For more information about the ACU Member Communities, visit www.acu.ac.uk/member-communities

Following the seminar on research management held in Malaysia in October 2015 (see Bulletin No 186), the ACU, in collaboration with the University of Malaya, ran a mini project to **support research management and governance in Malaysia**.

The project, which ran from December 2015 to March 2016, sought to review the current Malaysian research management and governance framework, identify needs and areas for improvement, compare Malaysian practice with some of the best practices in the UK, and make recommendations for improvement in Malaysia. The project was funded by the British Council and the Malaysian Industry-Government Group for High Technology (MIGHT), through the Newton-Ungku Omar Fund.

The project included two workshops in Malaysia, followed by a one-week study tour in the UK, during which representatives from the Malaysian Ministry of Higher Education and five Malaysian universities visited five UK universities, as well as the Higher Education Funding Council for England (HEFCE), the Wellcome Trust, and the Digital Curation Centre in Edinburgh.

HR steps up

Steve Daysh provides an insight into what to expect at the forthcoming ACU HRM Network Conference.

The role of the human resources (HR) unit in any organisation is essential – and in universities, HR practitioners need to think outside of the box if they are to be seen as a key resource in facilitating the achievement of organisational goals.

This October, we invite university HR professionals and academics to ‘step up’ and explore a broad range of opportunities to demonstrate how they add value in both supporting and developing staff to ensure they are aligned to and motivated in assisting an institution to achieve its vision.

The seventh ACU HRM Network Conference – on the theme ‘HR steps up’ – will be held in Mauritius from 16-19 October 2016, hosted by the ACU and the University of Mauritius. The sub-themes running through the conference are:

- Achieving staff engagement
- HR and the student experience
- Transforming HR
- Best practice in performance evaluation and management
- Leadership and change
- The impact of technology on higher education
- Academic workloads
- HR and governance
- HR and knowledge transfer.

Dave van Eeden, who has also contributed an article to this issue of the *Bulletin* (see page 20), will be among the speakers. Dave is a seasoned HR executive with strong business acumen and his session promises to be a must-see – it will pave the way for fascinating debate and commentary on the role of the HR practitioner in a sector that is undergoing significant technological, social, and economic change. This is occurring against a backdrop that is as diverse as much as it is collectively focused on supporting students and demanding that academic programmes deliver value, in both imparting knowledge and providing the foundation for a successful career.

As a former university HR director, I have attended five of the previous six ACU HRM Network Conferences. So what is the attraction?

Where do I start? In the first instance, this is one of the few international conferences that specifically caters to HR practitioners in higher education. Both speakers and delegates come from the four corners of the globe and, over the three days of the conference, they form an international collective, sharing a range of experiences, ideas, and debate on a number of HR issues in a context that is often not only unique to the higher education sector, but also has global implications.

Secondly, I now have colleagues in the Caribbean, Hong Kong, India, Pakistan, South

Africa, Uganda, Canada, the UK, and New Zealand, to name a few, who not only provide me with unique perspectives and insights into addressing those HR issues that we all face, but are also people I am proud to call friends. The common thread I have found in these interactions is that no matter the size of the university or where it is located, the problems we face are often similar – and it is against this background that the conference provides a great venue for learning about best practice.

Thirdly, the conferences are conducted in a collegial atmosphere where old acquaintances are renewed and new ones formed. The underlying caveat is that all are welcome with an open invitation to celebrate and examine both our diversity and our similarity and, for a while at least, the problems and conflicts that beset the modern world are parked at the entrance to the venue. Importantly, I have found that the learnings made, the insights obtained, the experiences shared, and the networks established create a platform for the continued exchange of views and support, long after the conference is over. ■

Steve Daysh is a Partner in HR Global Innovations, and former HR Director at the University of Adelaide, Australia.

Conference sub-themes

● Achieving staff engagement

Are your staff highly engaged and committed to achieving the mission of your institution?

● HR and the student experience

How does your HR function support the student experience? What steps has your HR department taken to directly or indirectly improve the student experience?

● Transforming HR

What tensions arise when HR has to maintain high levels of transactional services and have the credibility to be a strategic contributor?

● Best practice in performance evaluation and management

Developments in approaches to performance management pose great challenges for HR functions. What are your experiences of best practice?

● Leadership and change

Have you had experience of leading a major change initiative?

● The impact of technology on higher education

How has technology changed your university, either within HR itself or the way that HR identifies and supports the introduction of new technologies?

● Academic workloads

How does your institution manage academic workload and how does that process fit into the overall HR management framework?

● HR and governance

What is your HR governance framework and how do you manage it?

● HR and knowledge transfer

How does HR contribute to a university being able to utilise its knowledge to achieve competitive advantage?



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ACU HRM Network Conference

HR steps up

16-19 October 2016

Le Meridien Ile Maurice Resort, Mauritius

www.acu.ac.uk/mauritius-2016

Quo vadis? Transforming the role of human resources

Dave van Eeden shares his insights into the seemingly ever-changing nature of the HR profession and looks to the future, ahead of his presentation at the upcoming ACU HRM Network Conference later this year.

Quo vadis? – a Latin phrase meaning ‘Where are you going?’ – seems pertinent when Human Resources (HR) practitioners are once again debating the role and the contribution of the HR function.

On the one hand, this is very positive; of all the professions that indulge in ongoing self-scrutiny, the HR function must be near the top of the list! On the other hand, it is important to query why we are again suggesting that the role of HR needs to be transformed.

‘Transform’ is a strong word. The Oxford English Dictionary defines its meaning as ‘a marked change in the form, nature, or

appearance (of something)’. Perhaps the real question is: is a transformation necessary?

The evolution of the HR function

The HR function has indeed changed dramatically over the past decades. In 2007, David

Ulrich (Professor of Business at the University of Michigan, USA) gave a presentation on behalf of The RBL Group in South Africa in which he very elegantly described the evolution (or should I say transformation?) of HR’s role and focus as follows:

1930s	Industrial relations
1940s	Staffing practices
1950s	Training and development
1960s	Sociotechnical systems
1970s	Compensation and reward
1980s	Organisation design and communication
1990s	Partnership, HR strategy
2000s	Adding value: how are we at the table, what do we do?



The function itself does not require transformation; it is the execution of the function that requires attention.

It is probably true that the speed and type of focus area varied and still varies between countries, though it is fair to say that the above description is relatively accurate. Put differently, Ulrich makes the point that the focus has moved from transactional to transformational HR practices. I would add that the focus has also shifted from the individual to the individual and the organisation.

In the introduction to a book I recently edited, I tracked the resurgence of debate about the role of HR, albeit with a slightly different focus, as the strategic role and contribution of the function emerges more clearly. As the debate continues, perhaps the issue then is not whether the HR function should transform its role, but rather whether it is fulfilling the legitimate and necessary role it has established for itself?

Informal discussions with several key executive leaders provide a clear and simple set of guidelines for HR leaders. These views reinforce the idea that the function itself does not require transformation; it is the execution of the function that requires attention. You may wish to consider the following guidelines and thoughts, which are the product of my conversations with these leaders, when thinking about the role of HR at your institution:

- Assist in formulating the people strategy and agenda for the organisation so that it can achieve its strategic vision and goals
- Assist in developing and growing the right organisational culture to support and enhance the achievement of key goals
- Be an exemplary team player and member of the leadership team
- Help the CEO ensure the leadership team is aligned
- Give honest feedback and views to your executive colleagues
- Ensure there are effective, non-bureaucratic processes in place to attract, retain, reward and develop talent
- Be proactive in building an attractive employee value proposition
- Act as custodian of the critical organisation

systems which support the development of the culture and the value proposition, including a simple, focused performance accountability system

- Be the custodian of fit for purpose non-bureaucratic HR support systems which acknowledge the changing world of work
- Refrain from building a bureaucracy where forms, job gradings, intricate job profiles, organograms, and other complex administrative processes become ends in themselves
- Be proactive, not reactive
- Above all, strive to be competent, credible, and confident, yet humble – be ethical and honest.

What next for the HR function?

In his 2016 State of the Union address, US President Barack Obama said that ‘We live in a time of extraordinary change – change that’s reshaping the way we live, the way we work, our planet, our place in the world... It’s change that can broaden opportunity, or widen inequality. And whether we like it or not, the pace of this change will only accelerate’.

In the people and organisation realm, we are experiencing several extraordinary shifts which have a fundamental impact on the demands placed on the HR function. These shifts present an exciting opportunity for the HR function to make a significant contribution; I have identified eight possibilities:

1. Macro environmental infrastructure, health-care, education, political and economic trends affecting the world of work
2. The advent of the digital age, with the role of the internet and social media (argued to be the Third Industrial Revolution), and the consequent move away from command and control managerial cultures to collaborative workplace cultures, with a focus on simplicity, speed, and ease of globalising communication, knowledge and information
3. Transformational shifts in education systems and their ability to meet future skills needs in a rapidly changing environment, with increasing provision of mass online open courses (MOOCs)
4. An intense global focus on managing talent – identifying, motivating, and retaining talent in a rapidly changing work environment with shifting individual needs and demands
5. A focus on organisation agility, knowledge application, culture as a driver of the

organisation, strategy execution, and flexible work practices

6. A focus on social capital and its role in the promotion of human capital in organisations and societal wellbeing
7. A focus on developing the requisite leadership skills to lead and manage in the new globalised, digital world of work
8. Understanding and fearlessly confronting the demands of the HR leadership role at a personal level, organisationally, and functionally in this new world of work

Faced with these global challenges, we should ask: does the HR function need to change? If it does, how will we know if we are successful? Are structure and definition of the function less important than ensuring that HR leaders are open, nimble and able to articulate strategies to achieve institutional goals, execute these strategies successfully, and operate an open, competent and respected function?

I look forward to presenting a paper and debating this topic at the ACU HRM Network Conference in Mauritius in October 2016. ■

Further reading

- Dave Van Eeden (ed.), *The Role of the Chief Human Resources Officer: Perspectives, Challenges, Realities and Experiences* (2014)
Society for Human Resource Management (SHRM), *What Senior HR Leaders Need to Know: Perspectives From the United States, Canada, India, the Middle East and North Africa* (2010)
Boston Consulting Group and World Federation of People Management Associations, *Creating People Advantage 2010 – How Companies Can Adapt Their HR Practices for Volatile Times* (2010)
Ram Charam, ‘It’s Time to Split HR’, *Harvard Business Review* (July–August 2014) – <https://hbr.org/2014/07/its-time-to-split-hr>
John Boudreau, ‘It’s Time to Retool HR, Not Split It’ (8 August 2014) – <https://hbr.org/2014/08/its-time-to-retool-hr-not-split-it>

Dave van Eeden is Executive: People and Organisation at Libstar. He was previously Executive Director of Human Resources at the University of Cape Town, South Africa.

Investigating the prevalence of triple negative breast cancer in women of African ancestry

The ACU Titular Fellowships promote mobility among Commonwealth university staff and enable international collaboration on research projects. **Juliet Daniel** discusses how her fellowship boosted her innovative research and inspired an ongoing partnership.

My interest in triple negative breast cancer (TNBC) began in 2008, when I attended the annual American Association for Cancer Research conference and heard about TNBC for the first time. TNBC tumours do not express the hormonal oestrogen, progesterone, or Her2 protein receptors, which are proteins that current breast cancer treatments are targeted against. Consequently, TNBC tumours are non-responsive to existing breast cancer therapies, such as Tamoxifen or Herceptin, and patients diagnosed with TNBC tend to have a poor prognosis. TNBC is most prevalent in women of African ancestry, although the incidence of breast cancer is lower overall among this demographic than in Caucasian women. The racial disparity in TNBC prevalence and mortality is not fully explained by socio-economic status, and increasing evidence hints at an ancestral genetic susceptibility in women of African ancestry. Most countries with large populations of women with African ancestry lack the finances and resources to study this phenomenon, resulting in a major obstacle to identifying genetic risk factors.

This led me to consider whether my native homeland, Barbados, had a high incidence of TNBC, or whether it was a purely North American phenomenon. Beginning in 2011, I embarked on a project to investigate this, collaborating with colleagues based in Barbados. In January 2015, I was awarded an ACU Gordon and Jean Southam Fellowship to further my project and support my research leave at the University of the West Indies (UWI), Cave Hill campus and Queen Elizabeth Hospital (QEH), the island's main public hospital. I spent approximately three months in Barbados, where I collaborated with pathologist Dr Desiree Skeete and oncologist Dr Suzanne Smith Connell, both of whom have a longstanding interest in breast cancer research and began working with me when I

first conceived the project back in 2011. The primary goal of my time in Barbados was to conduct studies pertinent to the TNBC project I run in my laboratory at McMaster University in Ontario, Canada.

The long-term goal of my research project is to determine the gene expression profile of breast tumour tissues from women of African ancestry and identify the genetic determinants that contribute to the high prevalence of the often-fatal TNBC subtype in this group compared to other ethnicities. Since Caribbean and North American women of African ancestry share a common ancestry with women from West Africa (who also have a very low breast cancer incidence, but high breast cancer mortality rate), we postulated that any study focusing on large genetically homogeneous populations of women of African ancestry, such as Barbados, would have the potential and higher probability of identifying genetic risk factors contributing to TNBC.

My specific research goals in Barbados were to:

1. Review the QEH surgical pathology files, flag all women diagnosed with TNBC during the years spanning 2008-2014, and generate a comprehensive list of Barbadian TNBC cases.
2. Obtain consent from the identified women and collect and record their clinicopathological data.
3. Begin the physical collection of breast tumour tissues from the QEH long-term tissue storage facility for future construction of a tissue microarray (TMA) by our collaborator, Dr David Rimm at Yale University, USA. Once constructed, the TMA will be used for expression profiling of established breast cancer-associated biomarkers (for example, the BRCA1/2 gene) and whole genome sequencing to identify possible germline mutations in women of African ancestry.

4. Network with local oncologists, pathologists, and physicians to inform them about our study and get their buy-in to assist with the study if needed.

What seemed like very feasible goals when I submitted my application for an ACU fellowship suddenly felt very ambitious once I was settled in and got an appreciation for the challenges faced by physicians at QEH on a regular basis! For example, the QEH patient pathology reports are not electronically filed, and thus I had to manually search thousands of pathology reports spanning the years 2008-2014 to flag and identify women who had been diagnosed with TNBC. This was very labour intensive, but there was no other way to do it. Once the TNBC patient cohort was identified, I began recording and tabulating the patients' clinicopathological data, including oestrogen, progesterone, and Her2 status, lymph node involvement, and tumour stage.

Unfortunately, my progress was limited by the unavailability of some diagnostic reports, as several patients had undergone ancillary testing overseas. These external diagnostic reports were sent to the requisitioning physician, but not to the QEH pathology laboratory, where the surgery and routine pathology were performed. In light of this challenge, we increased our efforts to network with the clinicians who manage breast cancer patients. This included a presentation at one of the weekly grand rounds for surgeons, where specific medical cases are discussed by the group, and individual meetings with some of the general surgeons and oncologists. This networking was very valuable, as additional awareness of the project not only facilitated recruitment of some additional TNBC cases, but also enabled easier access to data from the files of private patients who also consented to join the study.

In the meantime, Dr Connell began contacting the identified women to inform



The cytopathology laboratory at Queen Elizabeth Hospital, Barbados

them of our study and obtain their consent to use their tissues and clinicopathological data. Again, while this seemed like a rather straightforward task, we encountered a few setbacks. A few patients enquired whether any monetary compensation was available for participating in the study. We explained that, for ethical reasons, our research funding could not be used for monetary compensation, so we had to omit them from the study. However, upon my return to Canada, the project was awarded a small grant from McMaster University, which can be used to provide small honorariums for study participants.

Once we received patient consent, Dr Skeete and I began the physical collection of paraffin-embedded breast tumour tissues from the QEH tissue storage facility. Again, we encountered setbacks, as some paraffin-embedded tissues needed for the study could not be located. Further investigations revealed situations similar to those described earlier – some of these tissues had been sent overseas for analysis and had not yet been returned, or were returned to Barbados but were still in the office of the requisitioning physician.

One of the positive outcomes of my time in Barbados was being able to attend the annual Caribbean Association of Oncologists and Haematologists conference, which fortuitously occurred a week after my arrival in April 2015. The conference provided me with an opportunity to network with oncologists and pathologists from Barbados and the wider Caribbean region, and establish new collaborations for our project. Many of these clinicians were very excited and eager for us to extend the study to include participants

from their home countries, including Trinidad, Jamaica, and St Thomas (US Virgin Islands).

Another highlight was a presentation that Dr Skeete and I gave to the Barbados Cancer Support Services Executive to inform them about our project, get buy-in for promotion of the TNBC project to their client base, and boost participant recruitment for the study. I was also invited to deliver a research seminar at UWI, which provided an opportunity to network with graduate and undergraduate biology students.

Despite the various initial practical setbacks, my research leave in Barbados was very successful and productive. I made more progress during those three months than I had made during my occasional one-week trips in the previous three years combined! We were able to identify over 200 Barbadian women of African ancestry who had been diagnosed with TNBC between 2008 and 2014, and begin the important process of epidemiological data and tissue collection.

However, the most exciting outcome stemmed from a fortuitous interaction with an ambitious UWI student, which resulted in him joining my laboratory at McMaster as a graduate student in September 2015! I hope that through my research in Barbados, more Barbadian youth will be inspired to pursue biomedical research careers. ■

Dr Juliet Daniel is a Professor in the Department of Biology at McMaster University, Canada.

ACU Titular Fellowships 2016

Applications are now open for the 2016 ACU Titular Fellowships in a range of focus areas. These fellowships provide funding for academic and professional staff from ACU member universities to undertake research or training in a Commonwealth country other than their own.

Each fellowship is dedicated to a specific purpose:

George Weston Limited Fellowship – awarded in the fields of agriculture, forestry, food science and technology

Gordon and Jean Southam Fellowship – open to applicants from any Canadian ACU member university

Jacky McAleer Memorial Fellowship – awarded in the field of information technology, with priority given to the computerisation of record systems or computer-assisted learning

Martha Farrell Memorial Fellowship – open to applicants from Bangladesh, Brunei Darussalam, Malaysia, Maldives, Pakistan, Singapore, and Sri Lanka, in order to provide training and support for the fellow to instigate an anti-sexual harassment initiative at their home university. Training will be provided by the Martha Farrell Foundation in New Delhi, India

Swansea University Fulton Fellowship – tenable at Swansea University, UK

University of Manitoba Fellowship – tenable at University of Manitoba, Canada

Wighton Titular Fellowship in Engineering – open to staff of engineering departments at any ACU member university in a low or middle income country

Worshipful Company of Chartered Accountants in England and Wales Fellowship – awarded in the field of accountancy

The deadline for applications is **15 May 2016**. To apply, visit www.acu.ac.uk/titular-fellowships

University-industry engagement: how does it work?

Translating university research into a form that benefits the public is a growing priority across the Commonwealth. **Kevin Cullen** shares how research commercialisation works in practice at the University of New South Wales, Australia.

All over the world, the debate continues to rage about the most effective means of translating university research outcomes into the commercial world. Sometimes the focus is on patents, licences, and royalties, and sometimes it's on start-ups and spinouts – regardless, investment, commercialisation, and financial returns are almost always the priority.

There is a danger, however, that excessive emphasis on the commercial components of innovation, such as venture capital investments and start-ups, will distract us from the many different ways that university research can drive innovation, the economy, and prosperity.

Those directly involved in research understand that knowledge exchange with industry happens through a wide range of mechanisms and it is important that we encourage and support them all. For example, the UK has been tracking university research engagement using engagement metrics for a decade. The data reveals that, of all the ways in which universities engage with industry, the least important methods for revenue generation are at the commercial end of intellectual property (IP), including patents, the setting up of companies, and sale of equity in the research (see Table 1).

At the University of New South Wales (UNSW) in Australia, we have a very clear mission when it comes to commercialisation and knowledge exchange: to get our world-class research put to use, by working in partnership with business, industry, policymakers, and other partners. We recognise that commercialisation of the knowledge and technology we create

(our IP) is important, but we also understand that other channels must be optimised to ensure that we get our research into the hands and heads of people who can use it to create the end result we really want to see. Our ultimate aim is to have a positive social and economic impact by creating jobs, wealth, competitiveness, and productivity.

What does that mean, exactly? Well, it's when our student interns and PhD students help make steelmaking processes more efficient and environmentally friendly, or when a faculty member works with an industrial design company to develop GPS and wifi systems that help blind or vision-impaired people navigate independently. It's when an SME partner patents a ground-breaking optical transducer which can improve large-scale industrial environment monitoring, or when a spin-out company develops technology to advance the treatment of asthma and other chronic respiratory diseases.

These are not major IP deals – these are innovation partnerships. UNSW has thousands and thousands of interactions with industry and entrepreneurs. Individually, these interactions are not blockbuster deals, but the sum total makes a massive contribution to the nation's competitiveness and productivity, with UNSW's research adding AUD 15 billion to Australia's GDP last year.

Governments can help universities to generate an even greater contribution by making it easier for companies to engage with us and for us to engage with them. Examples include issuing companies with innovation vouchers that can be used to access university expertise,

and supporting internships to help us place our brightest students into companies, for the benefit of both parties. Research and development tax incentive schemes, such as the Higher Education Innovation Fund (HEIF) in England and the Small Business Innovation Research (SBIR) programme in the US, all help to encourage companies to partner with universities – and so far, all have been shown to work.

Universities can also help by removing real and perceived barriers, be they financial, legal or administrative. UNSW brought Easy Access IP – an international collective of higher education and research institutions which believe that impact is achieved by sharing knowledge – to Australia to provide IP for free to companies who could tell us how they would create impact from it. Other Sydney universities have adopted the same approach and, as a result, New South Wales is now arguably the easiest place in the world for companies to access university IP. We were also the first university in the world to introduce Easy Access Research, granting certainty of rights in the form of an Easy Access IP option to our research partners, recognising that over half of our knowledge exchange with industry happens through contracted and collaborative research.

So, although commercialisation is important and strong investment in – and returns from – commercialisation are important, these are not the things that should drive innovation policy. At UNSW, our key driver is ensuring our research makes a difference. So our plea to policymakers and university management is to keep our eye on the bigger picture and the longer term. Lasting relationships between research and industry help to inform and strengthen both, and this, in turn, increases the probability and capability for major commercialisation success in the future. ■

Dr Kevin Cullen is CEO of UNSW Innovations, the technology transfer and innovation office of the University of New South Wales, Australia.

Knowledge exchange mechanism	Revenue (%)
Contract research	34
Collaborative research	23
CPD and continuing education	20
Consultancy	11
Regeneration and development programmes	5
Facilities and equipment services	4
Intellectual property (including sale of shares)	2

Source: Tomas Coates Ulrichsen, *Knowledge Exchange Performance and the Impact of Higher Education Innovation Funding (HEIF) in the English Higher Education Sector (HEFCE, 2014)*

Table 1: Share of English higher education institutions' knowledge exchange income by mechanism, 2012



Professor Veena Sahajwalla, Scientia Professor of Materials Science at the University of New South Wales, Australia, and inventor of polymer injection technology, which helps reduce the energy, costs, and emissions associated with steelmaking

In May 2015, the ACU Research, Knowledge and Information (RKI) Community undertook a study tour of three South African institutions – the Universities of Johannesburg, Pretoria, and the Witwatersrand – to explore the operations of their research offices; the focus of each of the presentations fell quite heavily upon their technology transfer offices (TTOs).

As well as offering access to grant information, advice on publishing articles, and training on research skills, each institution's research office works with academics to ensure that they give due consideration to how their research will be used after publication. The TTOs encourage researchers to think about how to shape their work around the needs of potential end users from the very beginning.

This is often not a straightforward process. It was reported that academics can be wary of outside interest in their work, believing that university staff are simply looking for ways to make money from researchers' work. Each TTO stressed to the study tour delegates that

this is not the case; innovation is seen not as a way to make money for the university, but as the most effective method of adapting research outputs to benefit society.

To convince academics of the benefits of engaging with the TTO, training is offered to individuals to engage with other researchers in their departments as intermediaries. These 'innovation ambassadors' can better interact with sceptical academics on a more equal level, and with an existing understanding of their work and the subject-specific vocabulary. Each institution reported strong results from working with innovation ambassadors.

On a wider level, it was reported that institutional policies have had an immediate effect on encouraging academics to engage with the TTOs. Academics are usually not wilfully refusing to engage with the research offices; they are simply unaware of their responsibilities to report their work, and the benefits to them – and to the institution – of doing so. Through robust and clear institution-

wide policies, researchers have greater clarity on their responsibilities and potential reward in engaging with the TTOs.

Commercialisation of research outputs is one of the most measurable ways to gauge the impact of research. Nevertheless, simply because this activity is easier to track, does not mean that it is the only option worth pursuing. All three South African institutions are exploring ways of measuring, tracking, and improving other methods of connecting directly with the public that are not wholly dependent upon market forces. As governments, research funders, and the compilers of leagues tables take a greater interest in the impact of research, so institutions around the world are looking for ways of managing and incentivising this element of the academic process.

For further details and insights from the ACU RKI Community study tour, read the report at www.acu.ac.uk/publication/download?id=544

ACU Member Communities

The ACU Member Communities connect colleagues and other stakeholders working in three 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 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

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 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

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



ACU Measures

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

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

In order to benchmark, you first need to participate – the more institutions taking part, the better the benchmarking will be.

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

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

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

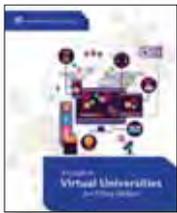
Data is collected online and benchmarked using the ACU Measures platform. We require only one response per area, per institution. Every member vice-chancellor is invited to nominate colleagues to complete the respective sections of the survey by contacting measures@acu.ac.uk

Benchmarking will open in July 2016 to all registered users.

To take part, visit www.acu.ac.uk/measures or email measures@acu.ac.uk

Recent publications

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



A Guide to Virtual Universities for Policy-Makers

[Richards, G.; Commonwealth Of Learning (COL); 2015]
www.col.org/resources

COL's guide defines virtual universities, their development and planning, showing how they have evolved as 'online learning matures'. It represents a range of countries and contexts, illustrating that there is 'no universal formula for the design of an eLearning course'. Some critical success factors and a business plan template are also included.

A World of Learning: Canada's Performance and Potential in International Education

[Canadian Bureau for International Education (CBIE); 2015]
www.cbie.ca

The CBIE's latest annual survey shows a yearly 10% increase in international student numbers; China dominates (representing 33%), while Nigeria and Vietnam are the country's fastest growing sources of international students. Educational quality, tolerance, and Canada's reputation for safety are the leading reasons for international students choosing Canada.

Closing the Gap: Opportunities for Distance Education to Benefit Adult Learners in Higher Education

[Carlsen, A.; et al; UNESCO Institute for Lifelong Learning (UIL); 2016]
www.uil.unesco.org

Among this report's recommendations is the need to respond to the wide range of possible adult learners. Information from five country case studies, including the UK, usefully contextualises HE systems, the social profile of students, and perceived barriers to study.

Consultation on the draft new regulations for better supporting international students

[New Zealand Ministry of Education; 2016]
www.education.govt.nz

Submissions and workshop reports related to the development of new codes of practice for pastoral support and dispute resolution to support international students.



EAIE Barometer: International Strategic Partnerships

[Sandstrom, A-M.; Weimer, L.; European Association for International Education (EAIE); 2016]
www.eaie.org/eaie-resources

A survey-based research summary on the number, role, and engagement of HE partnerships. Student and staff mobility dominates, though research cooperation, particularly for publicly-funded institutions, is also valued. The analysis confirms the importance of embedding partnerships in 'institutional decision-making processes', and having organisational structures prepared to develop such links.

Education Abroad Positions: Job Titles and Descriptions

[The Forum on Education Abroad; 2016]
<https://forumea.org>

A summary of job descriptions and roles for those involved in international education and study abroad, which is also useful as a guide to the infrastructure supporting such work.

Education at a Glance

[OECD; 2015]
www.oecd.org/education

The OECD's influential statistical analysis covering educational attainment, funding, access, and organisation. By 2013, some 4 million students were enrolled in study abroad – 'tertiary education is becoming more international' through distance education, internships, offshore provision, and satellite campuses.

Establishing a Presence in China: Lessons for University Leaders

[Conning, A.S.; Observatory on Borderless Higher Education (OBHE); 2016]
www.obhe.ac.uk

This brief report summarises some of the factors and issues facing HEIs operating in China – legal, political, commercial, and regulatory – as well as concerns for the home institution. The changing market also complicates planning – the 'future demand for foreign university programs in China is uncertain'.

Global Inventory of Regional and National Qualifications Frameworks (Volume II: National and Regional Cases)

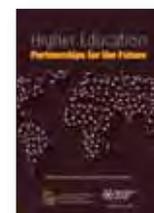
[UIL; European Training Foundation (ETF); Cedefop; 2015]
www.cedefop.europa.eu

The inventory comprises profiles of educational policy objectives and qualifications; a potentially useful comparative guide to different education systems and their priorities.

Globalization, Internationalization, and Asian Educational Hubs: Do We Need Some New Metaphors?

[Hawkins, J.; Center for Studies in Higher Education (CSHE) (UC Berkeley), Research and Occasional Papers; 2015]
www.cshe.berkeley.edu/rops-by-year

Defines, clarifies, and reconsiders the implications of some familiar terms in international education acknowledging, instead, the importance of trying to 'describe the wide range of experiences that HEIs are undergoing'.



Higher Education Partnerships for the Future

[Jooste, N. (ed.) et al; Nelson Mandela Metropolitan University (NMMU), Unit for Higher Education Internationalisation in the Developing World; 2015]
www.highered-research.com

The Unit's first formal publication, it explores some underpinning concepts, such as the role of academics and university consortia, as well as stating an institutional ambition which sees 'higher education internationalisation as an academic discipline'.



Innovations in Knowledge and Learning for Competitive Higher Education in Asia and the Pacific



Integrated Information and Communication Technology Strategies for Competitive Higher Education in Asia and the Pacific

[Sarvi, J.; Pillay, H.; Asian Development Bank (ADB); 2015]

www.adb.org/publications

These two interrelated reports focus on innovation and ICT strategies to support the region's higher education, and what practical changes could be made to gain greater 'global recognition'.

International Education Leadership of Tomorrow: Where Are We and Where Do We Need to Go?

[CBIE; 2016]

www.cbie.ca

Assesses leadership skills, roles, and future needs, following an International Network of Tomorrow's Leaders initiative. Discusses how Canada 'has a vested interest in building knowledge transfer channels between experienced professionals and future leaders'.

International Education Snapshot (Jan-Aug 2015)

[Education New Zealand; 2015]

www.enz.govt.nz

Analysis of international student enrolment increases, including for postgraduate programmes, suggesting New Zealand 'will need to focus on continuing to take advantage of the changing environment'.

International Undergraduate Students: The UK's Competitive Advantage

[Archer, W.; UK HE International Unit; 2015]

www.international.ac.uk

An International Student Barometer study, looking at enrolment trends, the international student experience, and factors influencing student choice, in comparison with 'rival markets'. International undergraduate student satisfaction remains high, particularly for teaching and learning, and satisfaction with the (comparative) cost of living is also confirmed.

Internationalizing Higher Education Worldwide: National Policies and Programs (CIGE Insights)

[Helms, R. M. et al; American Council on Education (ACE); 2015]

www.acenet.edu

A comparison of internationalisation policies, analysing their efficacy and potential. Although the central role of national governments is recognised, it concludes that internationalisation efforts should acknowledge approaches from elsewhere, and be seen as 'an unquestionably global undertaking'.

On the Value of Foreign PhDs in the Developing World: Training versus Selection Effects

[Barnard, H. et al; United Nations University (UNU); 2016]

www.merit.unu.edu/publications

A paper comparing the career effects of science PhDs gained locally (South Africa) with those from abroad, which argues that there is 'very clear evidence that the leading local universities are "world-class" in the training that they offer'. It also suggests that the context of some institutions may in practice be a strength and could add 'value to the field'.

Open Doors: Report on International Educational Exchange

[Institute of International Education; 2015]

www.iie.org

The IIE's annual statistical analysis of international students to and from the US, revealing that China and India now constitute nearly 45% of total international enrolments. However 'only about 10% of US students study abroad before graduating from college'.



Principles and Practices for International Doctoral Education

[FRINDOC Project;

European University

Association (EUA); 2015]

www.eua.be

Research capacity, international profile, institutional structures, and mobility are the aspects which can 'facilitate institutional development in the internationalisation of doctoral education'.

Standards of Good Practice for Education Abroad

[Forum for Education Abroad; 2015 (5th ed.)]

<https://forumea.org>

Offers recommendations to consider when providing education abroad opportunities, from missions and goals, to policies, academic frameworks and ethics.

The ERASMUS Impact Study: Regional Analysis

[European Commission; 2016]

ec.europa.eu/education

A detailed study of the Erasmus project's impact by region, analysing why students want to go abroad and the consequent effect on employability – and more generally on European identity and relationships.

The global context of tertiary student mobility

[Australian Government. Department of Education and Training (DET); 2015]

<https://internationaleducation.gov.au>

Australia continues to have 'one of the highest proportions of international students in its total tertiary student population'.



Transnational Education: a Guide for Creating Partnerships in India

[British Council; 2015]

www.britishcouncil.org

A review of transnational education in India from a UK perspective, including its regulation, with practical recommendations on establishing new transnational partnerships.

Trends and Insights

[NAFSA: Association of International Educators; 2015-2016]

www.nafsa.org

Series of briefings highlighting trends affecting international higher education. Recent issues include:

The Ebb and Flow of Internationalization: Demographics, Rankings, and Other Pressures on Higher Education

Trends and issues in international HE, including the effects of globalisation, the use of rankings to drive change, and factors outside the university in influencing internationalisation.

On Global Campuses, Academic Freedom Has Its Limits

'As universities become more and more engaged in international activities, the blanket protections of academic freedom are increasingly difficult for institutions to guarantee.'

Trends Shaping Education 2016

[OECD; 2016]

www.oecd.org

Globalisation, the nation state, family, and technology are the contexts used to analyse how education is being influenced. Last issued in 2013, it suggests how thinking and decisions about education can be assessed from wider perspectives. In relation to international HE, it queries whether internationalisation leads to standardisation, and the benefits and costs of learning through technology.

ACU membership update

The current membership total (as at 1 April 2016) is 527.

New members

We are delighted to welcome the following institutions into membership:

All Saints University College of Medicine,
St Vincent and the Grenadines

All Saints University School of Medicine,
Dominica

Dev Sanskriti Vishwavidyalaya, India

National Law University Odisha, India

**Lilongwe University of Agriculture and
Natural Resources,** Malawi

Returning members

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

Brandon University, Canada

Buckinghamshire New University, UK

Oxford Brookes University, UK

University of the West of Scotland, UK

Executive Heads

Professor Tankeshwar Kumar has been appointed Vice-Chancellor of **Guru Jambheshwar University of Science and Technology,** India, as of 13 October 2015.

Professor Phillip Cotton has been appointed Vice-Chancellor of the **University of Rwanda,** as of 16 October 2015.

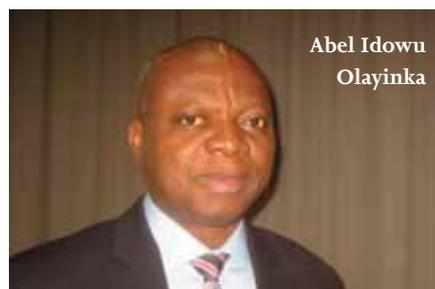
Dr Mohammad Aslam Parvaiz has been appointed Vice-Chancellor of **Maulana Azad National Urdu University,** India, as of 20 October 2015.

Dr Peter Stoicheff has been appointed President and Vice-Chancellor of the **University of Saskatchewan,** Canada, as of 24 October 2015.

Professor E Satyanarayana has been appointed Vice-Chancellor of **Dravidian University,** India, as of 28 October 2015.

Dr Dinesh Kumar has been appointed Vice-Chancellor of **YMCA University of Science and Technology,** India, as of 4 November 2015.

Professor Zana Itiunbe Akpagu has been appointed Vice-Chancellor of the **University of Calabar,** Nigeria, as of 1 December 2015



Abel Idowu
Olayinka

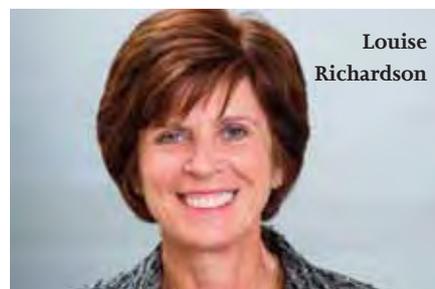
Professor Abel Idowu Olayinka has been appointed Vice-Chancellor of the **University of Ibadan,** Nigeria, as of 1 December 2015.

Professor Enefiok Essien has been appointed Vice-Chancellor of the **University of Uyo,** Nigeria, as of 1 December 2015.

Professor Samuel Oye Bandele has been appointed Vice-Chancellor of **Ekiti State University,** Nigeria, as of 2 December 2015.

Professor Theresa Nkuo-Akenji has been appointed Vice-Chancellor of the **University of Bamenda,** Cameroon, as of 14 December 2015.

Professor Chris Husbands has been appointed Vice-Chancellor of **Sheffield Hallam University,** UK, as of 1 January 2016.



Louise
Richardson

Professor Louise Richardson has been appointed Vice-Chancellor of the **University of Oxford,** UK, as of 1 January 2016.

Professor Bijender Kumar Punia has been appointed Vice-Chancellor of **Maharshi Dayanand University,** India, as of 7 January 2016.



Cecilia
Nembou

Dr Cecilia Nembou has been appointed Vice-Chancellor of **Divine Word University,** Papua New Guinea, as of 20 January 2016.



Stuart
Croft

Professor Stuart Croft has been appointed Vice-Chancellor and President of the **University of Warwick,** UK, as of 1 February 2016.

Professor Julius Omondi Nyabundi has been appointed Vice-Chancellor of **Maseno University,** Kenya, as of 1 March 2016.

Professor Yogesh Kumar Tyagi has been appointed Vice-Chancellor of the **University of Delhi,** India, as of 10 March 2016.



Liz Barnes

Professor Liz Barnes has been appointed Vice-Chancellor of **Staffordshire University,** UK, as of 1 April 2016.

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Credit: OUIimages/John Cairns

Source: Staffordshire University

Calendar

2016

April

27

Universities UK (UUK)

Universities, communities and business: collaborating to drive growth and power innovation

London, UK

www.universitiesuk.ac.uk/events

May

3-5

British Council: Going Global 2016

Building nations and connecting cultures: education policy, economic development and engagement

Cape Town, South Africa

www.britishcouncil.org/going-global

4-6

IREG Observatory on Academic Ranking and Excellence

University rankings and international academic relations – a bridging tool or a hindrance?

Lisbon, Portugal

www.ireg-observatory.org

16-20

Southern African Research and Innovation Management Association (SARIMA)

Leveraging unique resources

Umhlanga, South Africa

www.sarimaconference.co.za

29 May-3 June

NAFSA: Association of International Educators

Building capacity for global learning

Denver, USA

www.nafsa.org/annual_conference

June

14-17

European Distance and E-Learning Network

Re-imagining learning environments

Budapest, Hungary

www.eden-online.org

July

4-7

Higher Education Research and Development Society of Australasia (HERDSA)

The shape of higher education

Fremantle, Australia

www.herdsa2016.org

27-29

ACU Conference of University Leaders

Defining the responsible university: society, impact and growth

Accra, Ghana

www.acu.ac.uk/ghana-2016

August

13-20

ACU Commonwealth Summer School

The Sustainable Development Goals: what role for universities?

Kigali, Rwanda

www.acu.ac.uk/calendar

24-26

Graduate Women International

At the crossroads of education, gender and human rights

Cape Town, South Africa

www.gwiconference.org

31 August-3 September

European Higher Education Society

Only connect: collaboration, cooperation and capacity building through HE partnerships

Birmingham, UK

www.eairweb.org/forum2016

September

5-7

Consortium of Higher Education Researchers

The university as a critical institution?

Cambridge, UK

www.cher2016.org

11-15

International Network of Research

Management Societies (INORMS)

Research management in a connected world

Melbourne, Australia

www.inorms2016.org

13-16

European Association for International Education (EAIE)

Imagine...

Liverpool, UK

www.eaie.org/liverpool

19-23

Regional Universities Forum for Capacity Building in Agriculture (RUFORUM)

Linking universities with private sector, governments and other stakeholders in support of agriculture development in Africa

Stellenbosch, South Africa

www.ruforum.org

October

16-19

ACU (with the University of Mauritius)

HRM Network Conference

HR steps up

Mauritius

www.acu.ac.uk/mauritius-2016

18-21

Australian International Education

Conference

Connectivity – at the heart of international education

Melbourne, Australia

www.aiec.idp.com

November

14-17

International Association of Universities

(IAU)

Higher education: a catalyst for innovative and sustainable societies

Bangkok, Thailand

www.iau-aiu.net

27-30

Commonwealth of Learning (COL);

Open University of Malaysia

Open, online, and flexible learning: the key to sustainable development

Kuala Lumpur, Malaysia

<http://pcf8.oum.edu.my>

2016

June

13-16

Royal Society

Commonwealth Science Conference

Singapore

www.royalsociety.org

The Association of Commonwealth Universities

Who are we?

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

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

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

Our mission

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

Our vision

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

Our values

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

Join us

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