

The Association  
of Commonwealth  
Universities

# Bulletin

No 164 June 2008



Combining our strengths

International scholarships  
Marketing the university  
A new ACU network

# Bulletin

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# The wider impact of Commonwealth Scholarships



**I**n an era of global convergence, higher education is more international than ever – and the global hunt for talent even more so. The British Prime Minister himself recently emphasised the importance of international education. It has never been more important to support positive international relations than in today's geopolitical context. Attracting the brightest and best-talented students in a globally competitive education market is critical today, and the Commonwealth Scholarship programme does just that.

The 13 March 2008 decision by British Foreign Secretary, the Rt Hon David Miliband MP, to terminate the UK's commitment to Commonwealth Scholarships for developed Commonwealth countries is misguided and will create an imbalance in reciprocal opportunities for collaborative exchange. To focus only on developing or emerging power countries may support current British foreign policy, but this is short-sighted and a blow to historic global Commonwealth relations.

For almost 50 years, the Commonwealth Scholarship and Fellowship Plan (CSFP) has provided a useful framework for Commonwealth countries offering scholarships to citizens of other countries. Britain is the largest contributor, and Canada the second largest, but over 20 countries have also made these awards available.

I regard the Commonwealth as a very useful and relevant network in higher education and as such have maintained, while President of Trent University, my institution's commitment to the Association of Commonwealth Universities.

This wider network is threatened by the UK decision, which could lead countries such as Canada and New Zealand withdrawing support for their awards to the UK and other developed countries; it questions whether the network in future will be Commonwealth-wide. It would be a very strong message that the Commonwealth Scholarships are limited to being only a tool for development.

At the last Conference of Commonwealth Education Ministers, New Zealand, for example, described Commonwealth Scholarships as 'the most competitive and highly sought after' scholarships for its citizens. Once lost, that recognition is not easily recovered and this would be the case in Canada as well.

It is important to note that the external, independent review of UK Commonwealth Scholarships in 2007 by the Department for International Development (DFID), their other funder, was extremely favourable. The last published review of the programme by the Foreign and Commonwealth Office (FCO), as well as a 2004 report by the House of Commons Science and Technology Select Committee, also commended these Scholarships in several areas.

Let's look at a sampling of the world-class talent that Commonwealth Scholarships have produced: Mark Carney, the Governor of the Bank of Canada; Kevin Lynch, Clerk of the Privy Council in the Government of Canada; Germaine Greer, internationally known academic. These individuals and so many more hold leadership roles and are opinion leaders in their own countries or internationally.

Commonwealth Scholars are selected in partnership with home country governments

and this involves a rigorous selection process in both countries. Upon completion of the Scholarship, many alumni maintain electronic networks with each other, building international relations associated with their professional interests.

The longstanding Canadian-British relationship is a friendly one that has proven mutually beneficial over the years, and represents many years of cooperation on various levels.

This decision to withdraw funding for Commonwealth Scholarships to developed countries is a small part of a GBP 10 million cut in funding for scholarships generally and yet, in the last five years, over 120 scholars from Canada have pursued graduate programmes at British universities. That is a huge intellectual capital investment in international relations.

Sometimes, small and effective programme elements get cut without adequate attention to the consequences, not because they are bad or invaluable. The seriousness of the incremental positive impact of such programmes gets missed in the grand scheme of things.

I urge the UK government not to let that happen in the case of Commonwealth Scholarships. Wrong decisions can be re-evaluated and corrected. It's a wonderful human ability. ■



**Professor Bonnie M Patterson** is President of Trent University, Canada, Immediate Past Chair of the AUCC, and a member of the ACU Council.

# What can children teach themselves?

## Lessons from a hole in the wall

The ACU Conference of Executive Heads in Hyderabad, India, this November will consider the ways in which new technologies are changing the world of higher education. **Sugata Mitra**, one of our speakers, discusses his revolutionary educational technology project, and what the results could mean for millions of children.

**T**here is a generation of children, about 16 years old or younger, who have never known a world without the internet. They are called 'digital natives' while the rest of us who have seen such a connected world develop could be called 'digital immigrants'. I was recently at a conference in Oxford exploring how and whether the learning styles of digital natives have changed; this article is based on what I had discussed there.

It is a story of children and learning in a connected world, and of experiments spanning nearly a decade.

### Remoteness

In 2006, with the help of Google Earth, a few colleagues and I worked out a route out of New Delhi, India, into the heart of rural north-eastern India that avoided all the major metropolitan and urban areas as far as possible. Ritu Dangwal and Lehar Thadani then rented a car and drove down this route. Whenever they encountered a primary school in their journey, they stopped and administered a set of tests for English, maths and science to the children and also conducted a brief interview of the teachers.

When they brought the data back, we totalled the marks for each school and plotted this against the distance of that school from Delhi – see Figure 1.

The unmistakable and significant downward trend was traced to the attitude and quality of teachers in remote areas. There are, and always will be, places in the world where good teachers will not want to go. How will learners in such areas get equal opportunity?

Does the developed world have such problems with education in remote areas? Well, mostly not, because the quality of life in most geographically remote areas of the developed world is sufficiently good to attract and sometimes strongly attract good teachers. Does this mean that the performance of schools in all areas of the developed world is uniform? The answer is clearly no. Here too,

there are areas where good teachers will not go. Such areas in the developed world are not necessarily remote in a geographic sense. But they are remote in other ways. There are areas in big cities that are socio-economically remote, areas that are religiously or ethnically remote. My colleague, Barrie Craven, did a quick check of the performance of schools in the UK and plotted this against the density of subsidised council housing in those locations – see Figure 2. Here too, in the heart of the developed world, he found the problem of inequality of educational opportunity.

*The quality of education will be poorer in those areas where, for whatever reason, good teachers do not wish to go.*

I could have called the above statement a hypothesis, but I don't think I need to.

### Educational technology

Is there really anything called educational technology for schools and universities?

Well, what about LCD projectors and laptops and PowerPoint?

LCD projectors were invented for corporate boardrooms, laptops were created for rich company executives. Microsoft wrote PowerPoint for corporate presentations.

We, teachers, borrowed this technology at atrocious prices from the corporate world. The salespeople found a new market in education and sold to the richest schools in the world. But then the richest schools in the biggest cities of the biggest economies already had good teachers and, mostly, good students. So they labelled the newfound corporate technology as overhyped and underperforming. There are numerous references to articles that say educational technology does not deliver. But then it was tried in the wrong place.

I decided to develop, modify and take technology to some of the remotest locations I could find, to see if it would survive and, if it did survive, what would it do for education.

### The hole in the wall

Between 1999 and now (2008), starting from

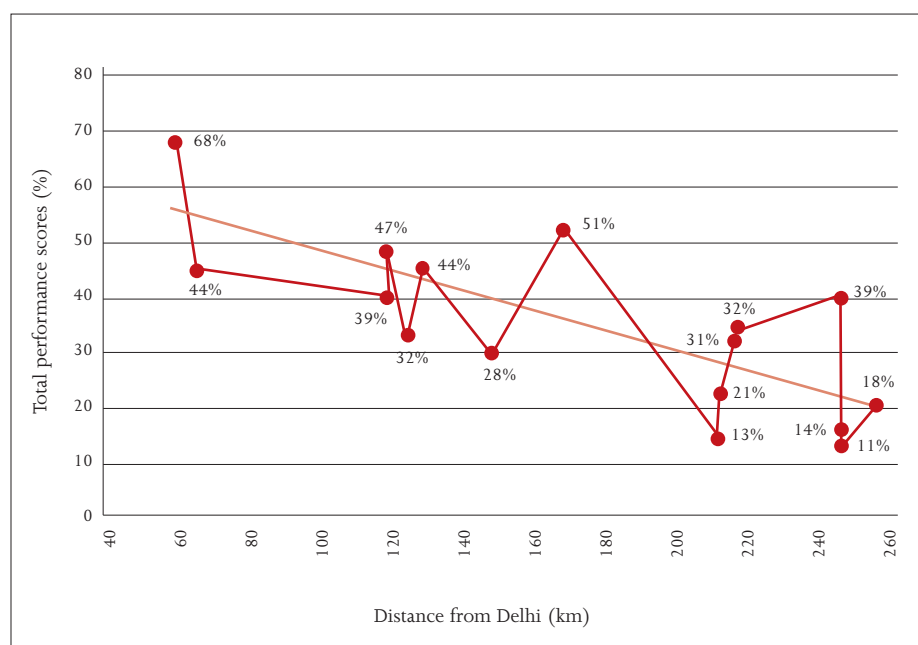
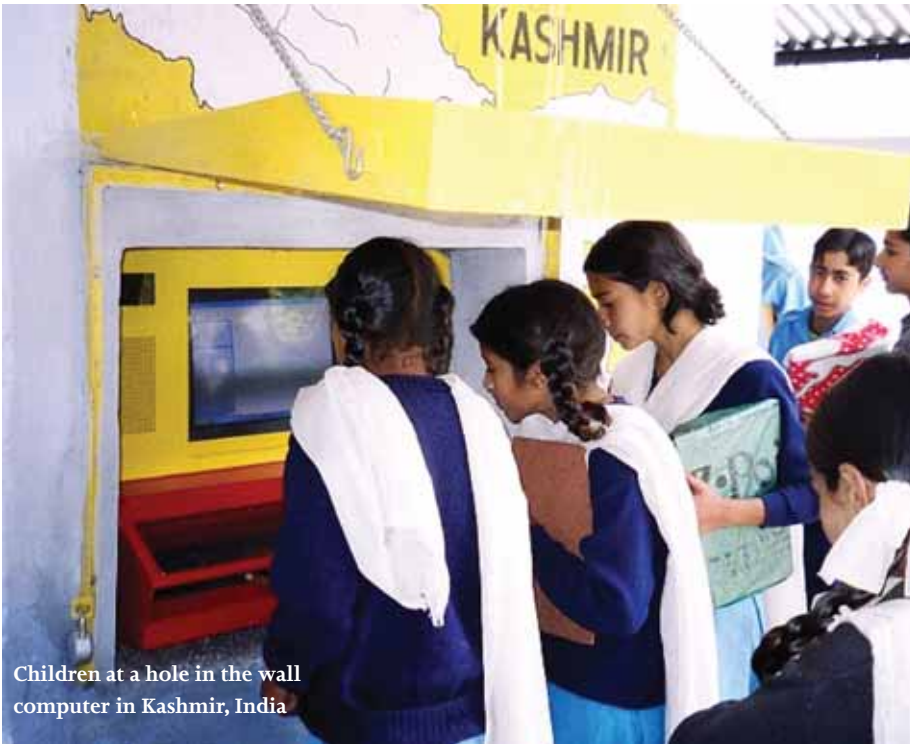


Figure 1: Performance of schools in remote areas in northern India



Children at a hole in the wall computer in Kashmir, India

the boundary wall of NIIT Limited in Delhi, where I used to work, to hundreds of villages and slums in India, Cambodia and six African countries, we installed computers embedded into brick walls in public places.

These computers were designed for use by 6-15 year old children, free of charge and free of any supervision or teaching.

In the first five years of the experiment, we showed that groups of children can teach themselves to use a computer and the internet, irrespective of who or where they are. Irrespective of what language they speak. Irrespective of whether they went to school or not.

Nine years have passed since the first of the

village children in India encountered their 'hole in the wall' computers. A recent documentary film reports on a girl in rural Maharashtra who has gone on to study aeronautical engineering from her encounter with the computer in the wall.

In several schools we find evidence of an improvement in English, maths and science scores. Armed with Google, what were our digital natives doing?

I decided to find out what else the children could learn on their own apart from learning to use computers. Amongst many experiments that we did, three stand out as examples of the new ways of learning that children are able

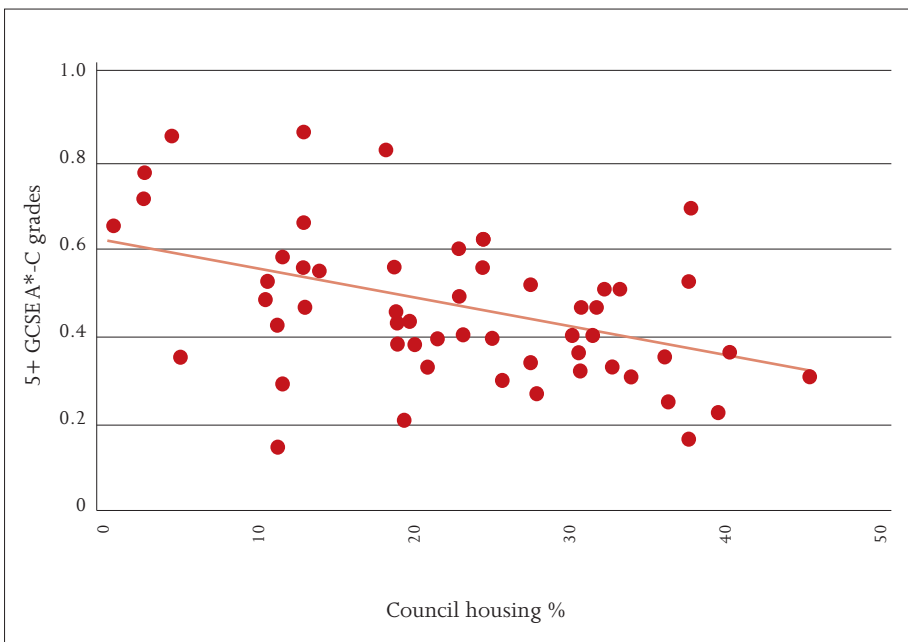


Figure 2: Scatterplot of 5+ GCSE A\*-C grades vs council housing %

**I decided to take technology to some of the remotest locations I could find, to see if it would survive and, if it did survive, what would it do for education.**

and indeed eager to use.

In Hyderabad, groups of children showed significant improvement in English pronunciation on their own with only a few hours of practice. They used a computer and a speech to text programme that had been trained in a native English accent. The published results ([www.mitpressjournals.org/toc/itid/1/1](http://www.mitpressjournals.org/toc/itid/1/1)) show that speech to text engines can be used for self-regulated improvements in pronunciation.

In the tsunami-hit village of Kalikuppam in southern India, children with access to a hole in the wall computer taught themselves basic biotechnology on their own to reach a test score of 30% in just two months. They had started with a score of zero. If Tamil-speaking children could teach themselves biotechnology in English, on their own, how far could we go?

In Gateshead, UK, ten-year olds working in groups could answer GCSE questions that they would encounter six years later in less than 20 minutes. I asked them if they could have done this in less time if they had not shared a computer in groups but had worked on their own laptops, alone. They said they could not have done it that way at all.

I have a new hypothesis now: Groups of children, given the appropriate digital infrastructure, a safe and free environment and minimal intervention can pass their school leaving examinations (that is, GCSE in the UK and CBSE in India) on their own.

This project is starting in Hyderabad, India. We will know the results in three years. We call this project 'The Antithesis'. ■

**Professor Sugata Mitra** is Professor of Educational Technology at the School of Education, Communication and Language Sciences at Newcastle University, UK.  
[www.hole-in-the-wall.com](http://www.hole-in-the-wall.com)  
[www.ascilite.org.au/ajet/ajet24/mitra.html](http://www.ascilite.org.au/ajet/ajet24/mitra.html)

# Bills of rights in the Commonwealth: how the past can shape the future

The ACU has housed the secretariat of the Commonwealth Scholarship Commission since its inception, nearly fifty years ago. **Charles Parkinson**, from Australia, was awarded a Commonwealth Scholarship to study for a DPhil in modern history at the University of Oxford. His research has recently been published by Oxford University Press, under the title *Bills of Rights and Decolonization: the emergence of domestic human rights instruments in Britain's overseas territories*.

**A**ustralia is one of the few democratic nations without a bill of rights. This drew me to ask how and why bills of rights became so prevalent throughout the Commonwealth. It soon became clear that these questions could only be answered by examining British decolonisation during the period 1950-1962; in 1950, bills of rights were almost unknown in Britain's overseas territories, but by 1962 bills of rights were being widely adopted.

This project could only be undertaken in the UK because the bulk of sources is located in the Public Records Office in London. I was fortunate to be awarded a Commonwealth Scholarship to undertake this research for a DPhil degree at the University of Oxford.

The methodological approach of the project was to examine the circumstances in which a selection of British overseas territories obtained their bills of rights. By examining each of these territories' debates about whether to adopt a bill of rights, it was hoped a change in British government policy towards bills of rights could be identified and then explained. Consequently, case studies were undertaken on the following pivotal territories (the year in brackets indicates the date of independence): the Sudan (1956), Malaya (1957), Ghana (1957), Nigeria (1960), Jamaica (1962), Trinidad and Tobago (1962), British Guiana (1966), Sierra Leone (1961), Tanganyika (1961), Uganda (1962) and Kenya (1963). This research also provides one of the first empirical studies about the adoption of bills of rights in the above territories.

The key findings from this research have ongoing implications for constitution-making in developing nations. First, a bill of rights can play an important role in bringing political parties together to work within a new constitutional system. Second, constitution-makers should not rely upon a bill of rights to guarantee a civil society or to ensure the protection

of individual rights. It was well understood even during the period under study that a bill of rights could not guarantee either of these outcomes. The subsequent history of the British territories after independence stands as testament to this reality. A bill of rights should be viewed as just one component in a complex matrix of factors that contribute to a stable civil society.

To elucidate these key findings, it is useful to set out the results of this research in greater detail. The British government was decolonising its overseas empire. In doing so, it had two distinct but coterminous aims. First, it wanted the transfer of power at independence to take place without violence. Second, it wanted to create a viable long-term civil society that protected human rights. Both aims required the involvement of the local political groups in the decolonisation process and their consensus.

The starting point was that the Colonial Office thought bills of rights were not effective at protecting rights and created long-term difficulties for governments. This adhered exactly to the English legal establishment's long-held scepticism towards bills of rights. When the question of a bill of rights was raised with the Colonial Office, it followed closely the catalogue of arguments honed by

British constitutional lawyers since the first appearance of human rights instruments at the end of the eighteenth century: a bill of rights was ineffective at protecting rights, it limited the actions of the colonial administration, it hamstrung parliament, it invited litigation, it required skilled judges to interpret, it politicised the judiciary, it was almost impossible to draft effectively, and, perhaps most importantly, it was not the British method of protecting rights!

At the same time forces were acting to create local demand for bills of rights. The appearance of bills of rights in former dependencies such as Ireland and India and human rights instruments in international declarations such as the United Nations Universal Declaration of Human Rights and the European Convention on Human Rights popularised the concept.

The principal support for bills of rights came from minority groups that saw them as a means to protect their minority rights. But other groups had powerful reasons for supporting them. For example, in Malaya, the Malays latterly saw the proposal for a bill of rights as a method to lock in their privileged status. In Nigeria, the ruling party in the Western Region wanted a bill of rights to instil the rule of law and democratic values through-

The **Commonwealth Scholarship Commission's** secretariat, based at the ACU, is currently working on an in-depth evaluation programme examining the impact of the scheme since its inception in 1959. In the past few weeks, almost 2,200 former award holders have responded to a questionnaire designed to find out more about the roles and fields in which alumni are working, as well as to update their contact and employment details. This information will also, with consent, appear in the next edition of the *Directory of Commonwealth Scholars and Fellows*, which will be published as part of the Scheme's 50th anniversary celebrations in 2009. Former Commonwealth Scholars and Fellows who wish to include their details in the *Directory* and who have not received a questionnaire by email or by post should contact Rachel Day at [rachel.day@cscuk.org.uk](mailto:rachel.day@cscuk.org.uk) by 1 September 2008.





major groups would participate. It was equally important for the majority group to feel able to govern under the constitution, and hence not to rewrite it after independence, as for the minority group to feel able to oppose the government under it and hence not pursue violent dissent. Thus the Colonial Office exerted great pressure upon the local groups to agree to the design of any new constitution. The incentive for both the majority and minority groups to agree was that the British government rarely granted a new constitution, and consequently any extra powers of self-determination contained therein, without local agreement. There was also the prospect that without local agreement the British government might impose a constitutional settlement unfavourable to one group.

The Colonial Office developed its policy towards bills of rights on a case by case basis. And once the Colonial Office decided to grant a particular territory a bill of rights, that territory's

out the country and to ensure free elections in the North. In Kenya, the European population sought a bill of rights to entrench its property rights. In Trinidad and Tobago, the Williams government endorsed a bill of rights to meet the expectations of the international community, while the opposition also sought the bill of rights to lock in the Westminster system of government. And in Jamaica, the Manley government agreed to a bill of rights to reassure foreign investors of the intentions of the Jamaican state after independence, while the opposition pressed for a bill of rights to entrench the existing constitutional balance.

The process of constitutional decolonisation also operated to create local consensus for bills of rights within each territory with vocal minority groups apprehensive about the withdrawal of British oversight. Throughout the dependencies, minority groups proposed constitutional instruments for independence that were designed to restrict the power of the majority group. Thus, a bill of rights was commonly put forward in conjunction with

### **The key findings from this research have ongoing implications for constitution-making in developing nations.**

devolution of power from the central government, reserved seats for minority groups in the legislature, and a council of state. The majority group, however, aspired to maximise its powers in the independence settlement; it conceded a bill of rights because it believed that the bill of rights was the proposal of the minority groups that least restricted its power.

The Colonial Office also inadvertently created a political environment that fostered local consensus for bills of rights. The Colonial Office wanted the peaceful transfer of power with a viable constitution within which all the

relevant characteristics were usually identified to form a policy of general application throughout the overseas territories. Most of the pivotal cases occurred in Africa; the basic policy emerged from Ghana and Nigeria, was then extended in British Guiana and Kenya, and finally reformulated as a result of Tanganyika.

We are currently debating the merits of a bill of rights in Australia. As a result of this research, the debate in Australia is starting to be conducted with a greater understanding of the complex forces that led other nations to adopt their bills of rights. ■

**Charles Parkinson** completed his DPhil in 2005, and is now a solicitor at Freehills in Melbourne, Australia.

# Who do research managers think they are?

The ACU is a founding collaborating organisation of the Global Research Management Network. The Network is currently conducting an international survey profiling research management staff and seeking their opinions on their profession. **Julie Stackhouse** reports.

All university staff engaged in research management activities around the world are invited to take part in the Global Research Management Network (GRMN) survey, which asks not only about themselves and what they do but also what they think about research management (RM) at their institution, in their country and as a profession in general. From the results we hope to build a picture of where research management staff come from, in terms of their educational and employment background; what their job entails; what type of offices they work in; what they think about their jobs; and where they think both they and the profession might be headed. The survey is currently ongoing and a more in-depth analysis will be presented at the INORMS Congress in June 2008 (see *Bulletin* No 162, November 2007; [www.inorms2008.org](http://www.inorms2008.org)) and in Issue 20 of *Research Global*, the GRMN's magazine.

So far, around 400 individuals have responded to the survey, which has largely been conducted online through the GRMN. This method of distribution has meant that the survey has already achieved a very wide spread of those involved in research management at all levels. We are pleased to say that national and regional research management organisations have also assisted with distribution, making the survey an excellent example of collaboration amongst the International Network of Research Management Societies (INORMS). The majority of the first wave of respondents comes from Australasia, the UK and Africa and so this early analysis, of the first 320 responses, focuses on these regions. Responses are currently being received from other regions, particularly North America, and will be included in the later analysis.

## What do research management staff do?

Around three-quarters of our early respondents work exclusively on research management activities. This appears to reflect an increasing trend to specialisation when compared with earlier surveys, although distribution methods may have an influence on this.

The survey was prefixed with the following proposed definition of research management and respondents were asked whether this is a suitable description of what they do:

*Research management embraces anything that universities can do to maximise the impact of their research activity. It includes assistance in identifying new sources of funds, presenting research applications and advice on costing projects and negotiating contracts with external sponsors. It incorporates project management and financial control systems. It also involves help in exploiting research results – through commercialisation, knowledge exchange and dissemination to wider society.*

So far, we have a very high degree of agreement with this statement, at 85%. The remainder have been split between those who work on other areas and those who work exclusively on research management but feel that certain elements are missing from this definition, such as research policy and strategy, research quality and evaluation, and ethics.

We asked respondents how much time they spent working on particular types of research management activities. Early responses suggest that the management and reporting of grants

and contracts and the sourcing and publicising of funding opportunities are the areas in which most respondents have some involvement, while knowledge transfer and commercialisation are less well covered. We intend to carry out further analysis of this alongside job titles and office names to give an international perspective of how RM is organised.

Other questions about respondents' current roles included who they are employed by, who they report to, and how their performance is evaluated and rewarded. We also asked which sources of external information they had found most helpful in their jobs. Answers to these questions will be included in our subsequent analysis.

## Skills and training

Respondents were asked what skills they feel are important in the role of research manager, what areas of expertise both they and the institution need to increase, and to rate potential barriers to meeting these training needs. Results will be analysed in detail and compared regionally and across levels of

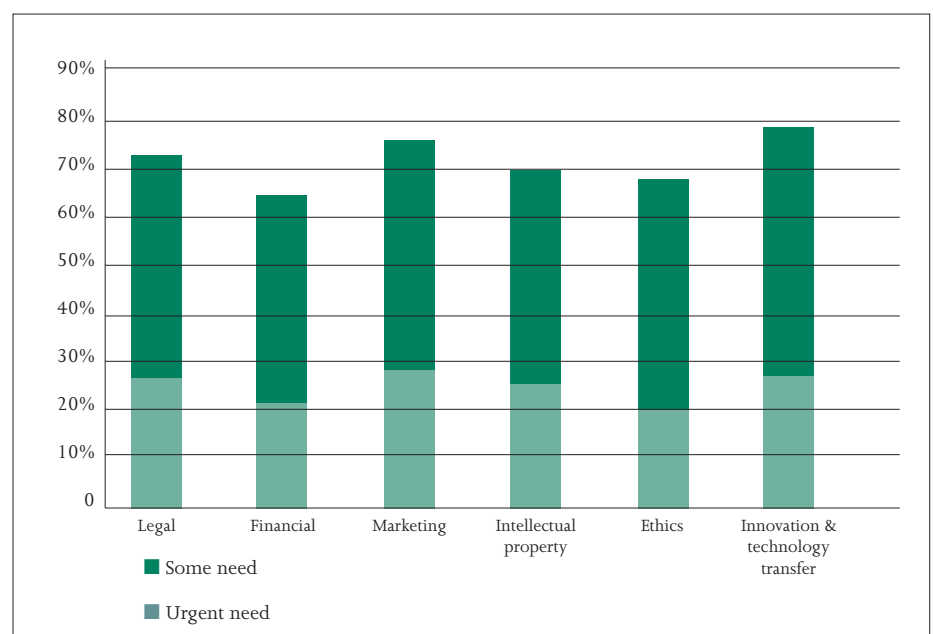


Figure 1: Areas where respondents felt their institution needed to increase expertise

seniority in our later analysis. From the responses so far, the abilities to develop good personal relationships and to absorb complex information are seen as most important for the job; there is most perceived need for institutions to increase expertise in innovation, technology transfer and marketing; and the greatest barrier to increasing expertise is that appropriate training courses are not available. So far, nearly 60% of respondents feel they have unmet training needs.

However, early results also suggest an increasing degree of organisation, with around three-quarters of respondents being members of professional associations and the same number having attended an event of a professional association or a training course in the last twelve months.

#### Past career

Respondents were asked a number of questions about their previous employment, qualifications held and their career route into research management. The majority so far have come from positions within HE administration and from other public sector organisations. At present, only around 10% of respondents previously worked in the private sector. Within Africa, there is also a significant minority who were previously academics. All respondents tend to have high-level academic qualifications, with nearly all being graduates and over half having a postgraduate qualification.

#### Perceptions of research management

Respondents were presented with a series of 12 statements about research management in their environment, and asked to rate them on a five-point scale from 'Strongly agree' to

'Strongly disagree'. For all respondents so far, those that elicit the strongest agreement are, respectively, *Research management plays an important role in improving the research reputation of my institution*, *Research management plays an important role in increasing the income of my institution* and *My office has expanded in the last three years*. Respondents are most undecided about whether or not career prospects for research managers at the start of their careers are very good.

#### The future

In the final section of the survey, respondents are asked to look to the future. This section includes questions on where they think their career will go, whether or not they will stay in research management, and, if not, where and why they will move. Respondents were also asked what they see as the main challenges facing the profession in general. Regarding the latter, of six suggested issues, the increased expectations of funding bodies has so far been perceived as the greatest challenge facing the profession, slightly ahead of the need to deal effectively with an increasing number of international partners.

#### Conclusion

The picture emerging so far from this and other surveys is that the RM profession is still in a state of rapid expansion. On the one hand, it is becoming an increasingly well-defined and organised profession with high levels of membership of professional associations. On the other hand, research managers are working in an increasingly complex and changing environment where development of appropriate training, evaluation and other structures remain outstanding concerns. It will be



## Join the network

The Global Research Management Network (GRMN) is managed by the Association of Commonwealth Universities (ACU) and is dedicated to the development of international collaboration amongst the research management community. The network directly provides regular information, analysis and networking opportunities to individual practitioners and their institutions.

Network members receive *Research Global* magazine, the *International Journal of Technology Management and Sustainable Development*, regular emails, including a monthly international news briefing, and are kept informed of forthcoming international events and other opportunities. Each ACU member institution is entitled to one free individual subscription. Subscription rates start at GBP 55 per annum for individual membership for those based at institutions in developing countries and for additional ACU and collaborating organisation members. See [www.globalrmn.org](http://www.globalrmn.org) or email [resman@acu.ac.uk](mailto:resman@acu.ac.uk) for further details.

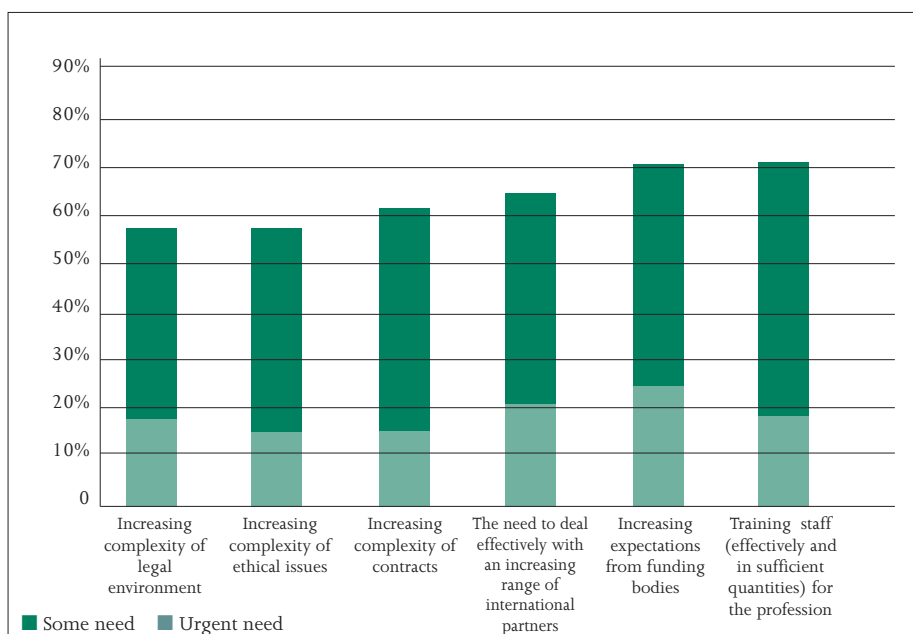


Figure 2: Issues rated by respondents as a serious challenge for the RM profession (4 and 5 of 1-5 scale)

interesting to see how this picture develops with added responses and how regions (and other variables) will compare in detailed analysis.

The survey will remain open for some months to come and results will be updated. All those participating in the survey and registering an email address will be notified of the analysis. The survey is online at <http://snaonline.snapsurveys.com/surveylogin.asp?k=120523777547>

This is an edited version of an article published in *Research Global* Issue 19, June 2008.

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# Is commercialisation an impetus for the quality of higher education?

Making profit out of educational 'products' in higher education – commercialisation – is increasing. Is this a threat or an opportunity? During a three-month sabbatical at the ACU, **Ellen Offers** explored this theme. Here, she gives a preview of her paper on the topic.

**N**owadays, many higher education institutions (HEIs) enter the market to 'sell' programmes and courses. For example, they provide continued education for professionals, or they convert existing programmes into distance education courses which can be followed individually. Some universities even establish campuses abroad.

The urge for commercialisation originates from financial constraints and the idea that more market orientation will lead to greater cost-efficiency. It is facilitated by the increasing importance of higher education in society, internationalisation and the availability of information technologies.

Nevertheless, many HEIs and governments do not feel comfortable with this phenomenon. They wonder if commercialisation suits the public role of HEIs; they do not consider the provision of education as a business and they fear negative effects on the quality and accessibility of the provision. However, while they rarely define their activities as commercial, at the same time they pursue extra income generation from new target groups, accomplish market research and compete for students on a global scale.

The negative image of commercialisation is probably due to two threats it is assumed to

pose. The first is that commercial provision of HE will favour privileged groups, who can pay high fees, and exclude less wealthy groups and regions that might need the education most.

The second threat is that institutions will go for profit instead of quality. The effect of this can be seen primarily in the content of provision. Providers whose main drive is to make money tend to offer programmes which are profitable at the expense of programmes which are needed. Institutions can also make the most profit out of cheap programmes, and so there is a risk of highly standardised and teacher-lean programmes.

However, because HEIs are conscious of these risks, they can reduce them. The exclusion of less privileged groups and regions can be undone by acquiring financial resources such as government funds for special activities, community support, and grants from private and non-government organisations, funding agencies and donors. From these sources, scholarships for individual students as well as grants for specific institutional programmes are available. As a result, institutions would not have to raise high fees for their commercial provision or restrict themselves to commercially viable subjects – they are not totally at the mercy of commercial forces.

As for quality, success in a commercial, competitive context is very much dependent on it (among other things). Moreover, HEIs are anxious about losing their reputation. As one of the respondents put it, 'Quality is absolutely essential.'

To compete successfully, you need to maintain quality. Students are consumers. Nowadays, quality is very transparent by formal methods of quality assurance and by informal rankings. Once you lose quality, it is very difficult to get it back.'

Another argument to counter distrust in the quality of commercially-provided

HE is the convergence between conventional on-campus education and other modes of provision, especially through the increasing use of information technology in teaching.

This convergence also appears with regard to the financial management of HE. Both conventional and commercial education are confronted with finding a good balance between cost efficiency and good quality. With conventional students increasingly seen as a market and approached as 'purchasers' of educational services, commercial imperatives are beginning to permeate all areas of provision.

While public universities are primarily not-for-profit institutions with a responsibility to offer high-standard education to society, they are confronted with growing financial pressures and rising competition. Consequently, they are increasingly expected to diversify their income, and look to income generation and commercial activities for financial stability and to compete successfully within the HE market. In the paper, the opinion is defended that commercialisation does not have to be a threat to the quality of higher education. It can also be an opportunity. However, the paper also demonstrates that commercialisation of HE is not something to do in the spur of the moment, without careful thought and planning. A general conclusion, therefore, is that HEIs should think carefully before entering the market of commercially-provided HE and should not view it as only a 'money-making' enterprise – important pedagogical and quality considerations need to be part of the equation. To facilitate this, the paper ends with some key considerations, hoping this will help HEIs to take advantage of commercial opportunities and avoid failure. ■

**Dr Ellen Offers** is a senior policy advisor in higher education at the University of Groningen, the Netherlands.

Ellen's paper on commercialisation and HE is available at [www.acu.ac.uk/policyandresearch/ellen\\_offers](http://www.acu.ac.uk/policyandresearch/ellen_offers)





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# Marshall Scholarships – a long-term investment in a special relationship

Can international scholarships generate goodwill and better relations between countries? How can this be quantified? The Marshall Scholarship programme, administered by the ACU, has offered scholarships to US citizens to study in the UK for over 50 years. **Jay Kubler** looks at the results of a recent survey of former Scholars – a valuable and novel exercise in this under-researched area.

**A**t a time of increased global interaction and interdependence, it is of critical importance that countries build and maintain strong and meaningful international relations on a variety of fronts. The higher education arena has long provided a strong platform for international collaboration and integration and this has never been more true or relevant than now. While the political and economic aspects of global relations might dominate the headlines, intellectual ties and cultural understanding, such as that fostered within the higher education sphere, are no less important and arguably create the context for building strong international relationships. International scholarships are an important tool for demonstrating a commitment to the values of international cooperation and for building links with new generations of leaders and opinion formers across the globe. A recent survey of former Marshall Scholars, administered by the ACU, provided strong evidence of the wide-ranging and enduring benefits that can be achieved through an international scholarship programme. Since their inception, the Marshall Scholarships have set out to strengthen relations between the UK and the US through the support of exceptional students with the ability to lead in their chosen fields. The survey highlighted the long-term impact of the Scholarships on the personal and career development of recipients and also in cultivating positive perceptions and greater understanding of the UK, with many former Scholars retaining strong links to the UK. The Marshall programme demonstrates that large numbers of scholars are not essential to long-term effectiveness in establishing important cultural ties, especially at senior level, as it has generated a highly influential body of alumni who continue to express profound appreciation for the opportunities provided by their Scholarship.

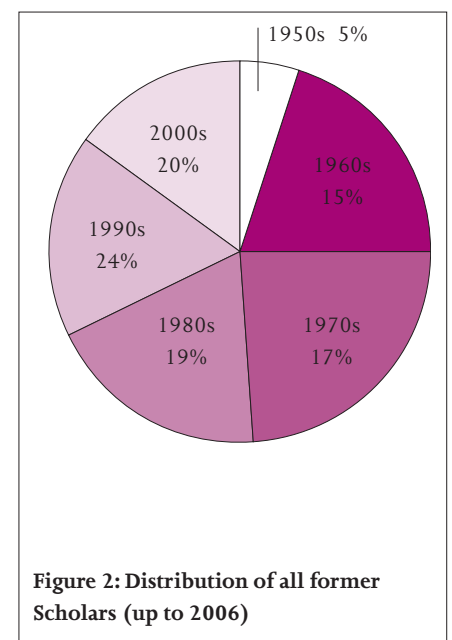
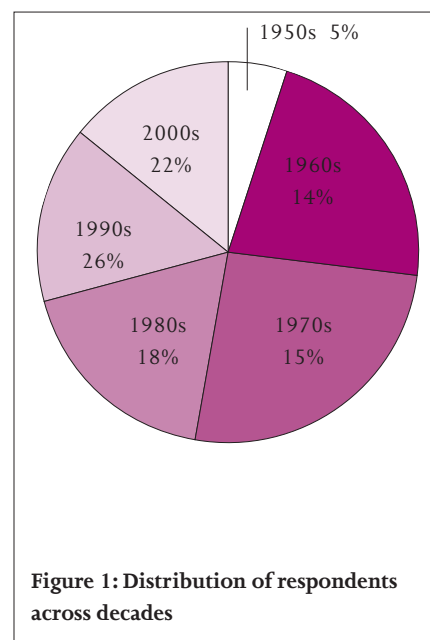
The Marshall Scholarships were established

in 1953 as a symbolic gesture of Britain's gratitude to the United States for the Marshall Plan following World War II. Since the first Scholarships were awarded in 1954, over 1,500 US citizens have received Scholarships under this programme to study at universities in the UK. Whilst there are countless anecdotal examples of success stories among the alumni, this survey represented the first attempt to systematically analyse progress and continued links with the UK among former award holders. The survey achieved a high response rate, with 49% (717) of all former award holders responding, comprising a strong and highly representative sample of Scholars across the six decades of the programme's existence.

## Career choices

A large number of respondents went on to pursue a career in academia following their Scholarship, but significant numbers also hold prominent positions in other sectors such as law, politics and diplomacy, medicine and

financial services. Within academia, there is a high proportion of professors and senior academic staff. Taking the Ivy League universities in the US alone, over 100 academic positions were held by respondents. Respondents to the survey also included a number of institutional heads including the former heads of Magdalen College, Oxford, the California Institute of Technology, and Duke University. Within the legal profession, public appointments were widely reported, with a significant proportion of respondents providing legal counsel for the government, including the current senior counsel to the Speaker of the House of Representatives. Also responding was a circuit judge for the US Court of Appeals, and the programme numbers a Supreme Court associate justice, one of the highest legal appointments in the US, among its alumni. There are also several high-profile appointments in the field of politics and diplomacy, including a state senator, a former ambassador and a presidential advisor.



Journalism was also well represented, with journalists from internationally renowned publications such as *Time* magazine, the *Financial Times*, *The Washington Post*, *The New York Times* and *The Economist* responding to the survey along with one Pulitzer Prize-winning author.

### Impact of the Scholarship

The perception of those responding to the survey of the impact of the Scholarships on their careers and personal development was profound. Around 90% of all respondents agreed or strongly agreed that the qualifications and skills gained during their Scholarship were important to their career development. A similar proportion indicated that the prestige of the Marshall Scholarship played an important role in advancing their career. Virtually all respondents (97%) agreed that the Scholarship had played an important role in their personal development. Many described their Marshall years as formative and a period when they discovered who they were and what they wanted to do with their life. The experience was described variously as intellectually, socially, politically and culturally revelatory and rewarding. One 1999 Scholar wrote: 'This was the most pivotal and crucial time of development both personally and professionally for me. I am who I am today because of my experience as a Marshall Scholar. Academically the opportunity to study in the UK was unique and the peers with whom I interacted were just phenomenal people – thoughtful, engaged, and stimulating to be around'.

### Experience of the UK and continued links

Scholars' time in the UK was viewed as overwhelmingly beneficial with 93% of respondents reporting that their experience of living and studying in the UK was largely positive. 98% felt that they developed a greater awareness and understanding of the UK while on their Scholarship. In terms of cultivating links between the UK and the US and the residual benefits for the UK of sponsoring the programme, one alumnus wrote: 'I benefited tremendously from the Scholarship, and I don't think there is any question that the British government received a substantial return on its investment. Within five years after finishing at Oxford, I was working closely with UK FCO [Foreign and Commonwealth Office] officials on diplomatic matters related to the Kosovo conflict for the US government... My relationship with and trust in my UK counterparts was much stronger as a result of my affinity for the country, cultural understanding and detailed understanding of the functioning of UK and EU political institutions as a result of my studies. These kinds of ties

## The importance of the Scholarship was seen to extend beyond the benefits to the individual and to represent a symbolic gesture of cooperation and allegiance.

truly do bind together the "special relationship" between our countries in a manner that it is hard to imagine replicating any other way. A pretty cheap investment for the return in my view'. This was echoed by a significant number of respondents who remarked that their Marshall Scholarship has led to a strong and lasting bond with the UK. Nearly a quarter of respondents lived in the UK for at least a year following their Scholarship and, since leaving the UK, 90% of respondents have been back to visit (rising to 97% or above for those who were here during or prior to the 1980s). Among those who have returned to the UK, 83% have maintained professional or business links, highlighting a fairly substantial level of continued professional association with the UK. Moreover, almost half the respondents reported that they have made donations to or invested in the UK. Around half of the donors provided details of the amounts invested, which amounted to over USD 50 million; five donations were for more than USD 1 million – this excludes a number of alumni who are known to have made major investments in the UK, such as Ray Dolby who founded Dolby Laboratories in England in 1965 following the completion of his Marshall Scholarship in 1961.

### Symbol of a 'special relationship'

The vast majority of respondents (96%) felt that the willingness of the UK government to fund scholarships for US citizens helped to demonstrate and contribute to the close relationship between the two countries and that the Scholarships were regarded as highly prestigious within the US. The importance of the Scholarship was seen to extend beyond the benefits to the individual and to represent a symbolic gesture of cooperation and allegiance. This was a strong message emerging

from the evaluation and is summed up by a comment from one alumnus, who wrote: 'I doubt that many people in the UK government know how much goodwill and admiration for the UK is created by the Marshall Scholarship'. An important element in this, and in the long-term dividends for both countries, is the engagement of the UK government and partners in the programme.

This evaluation proved a highly instructive and encouraging exercise in assessing the impact of the Scholarship programme. Very few international scholarship schemes maintain sufficient contact with their alumni to carry out such a systematic impact study. The Marshall Programme is fortunate in this respect as it has maintained an extensive database of contact information and is aided by an active US-based alumni association. The fact that nearly half of all alumni who have participated in the scheme in its 55-year history responded is testimony to the strong links and continued support for the programme among former award holders. What emerged clearly and consistently in this study was the high regard with which Marshall Scholars continue to hold their Scholarship and the appreciation of the time they spent in the UK. The evaluation confirms that the programme has produced a high calibre of graduates, with many holding influential positions in academia and public life as well as in other professional fields. The Marshall Aid Commemoration Commission, recognising the importance of receiving feedback from award holders, plans to continue to monitor the impact of Scholarships on recipients and looks forward to building on this very important first step. ■



The Marshall Scholars' Class of 1956

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[www.marshallscholarship.org](http://www.marshallscholarship.org)  
[macc@acu.ac.uk](mailto:macc@acu.ac.uk)

# Building new relationships: networking the extension professional

Extension activity is a key mechanism for universities to fulfil their public mission, and also to ensure their relevance to the local community. Yet staff working in this area often lack the support they need to carry out their job most effectively. **Liam Roberts** looks at plans for a new ACU network for extension workers, following a recent event in Ghana.

**C**ommunity engagement and extension activity are essential for universities that are looking to play a strong role in local economic growth, knowledge transfer, and general regional development. This is especially so in a developing world context, where higher education institutions have the unique potential to disseminate valuable research results and act as a wellspring for technology transfer – including basic technologies for working rural communities.

While this area of work carries real importance for universities and communities everywhere, but especially so across the developing Commonwealth, community engagement and extension are not always a top priority for overburdened university staff. It can be difficult for extension enthusiasts to build sustainable extension programmes with reliable and adequate financial support within their institutions, and many academics of course find themselves obliged to meet publication and administrative demands before they can engage in community knowledge dissemination and extension. These factors can leave extension projects operating at less than their full potential, which generates further chal-

enges in making the case for expanded work in this area.

In helping to address these challenges, the ACU recently convened an international, day-long seminar of extensionists and community engagement professionals, to exchange views and experiences and build the foundations for further networking together. The ACU Seminar on 'Effective Dissemination of Research Results' was held on 2 April 2008, at the Centre for African Wetlands at the University of Ghana, and was supported by the Development Partnerships in Higher Education (DelPHE) programme.<sup>1</sup>

Over 50 delegates participated in the event, drawn from not only West Africa, but also Cameroon, Uganda, Zambia and South Africa, as well as international session speakers from South and Southeast Asia. We were very pleased to see such a diverse turnout for the event, with representatives from a wide range of countries in the south coming together to share views and experiences in conducting extension work in their various contexts.

The purpose of the seminar was twofold. First, in bringing extension professionals together to share their experiences in leading projects in rural communities or remote health

clinics, be it in securing funding or in identifying the right research activity of benefit to both the investor and the community, we believed that delegates could gain more confidence in their work and generate new ideas of what might work well in their own contexts. Speakers at the seminar also made the case that extension activity should be seen as a natural part of the research process, especially so in countries where technology transfer and knowledge dissemination are so crucial for poor communities looking for support.

But the seminar also served as a launching point from which the ACU will establish a new professional network for university staff working in extension. We are confident that this new initiative will carry forward the momentum generated at the seminar itself, enabling extensionists across the developing Commonwealth to participate in a uniquely global and development-driven professional network.

At the seminar itself, presentations from Africa included a range of case studies in rural development. Delegates' presentations explained a range of extension programmes in education about erosion and desertification, biodiversity



The steering committee of the ACU network for extension workers: (back l-r) **Moses Zinnah** (Sasakawa Africa Fund for Extension Education), **Punna Rao** (Acharya N G Ranga Agricultural University, India), **Sandeep Malhotra** (University of Allahabad, India), **Liam Roberts** (ACU), **John Kirkland** (ACU), **Bernard Yerima** (University of Dschang, Cameroon); (front l-r) **Agnes Kurniawan** (University of Indonesia), **Joseph Foba Tendo** (University of Buea, Cameroon), **B O Antwi** (CSIR-Soil Research Institute, Kumasi, Ghana), **Stella Odebode** (University of Ibadan, Nigeria), **Chandrakant Puri** (SNDT Women's University, India), **Vivian Tackie-Ofosu** (University of Ghana)

and resource management, linking enterprise and research, and understanding wider market trends for agricultural products. These programmes are all aimed at helping agricultural practitioners to maximise their capacity without sacrificing sustainability, and presentations also touched upon wider policy lessons learned and how these projects might relate to different local contexts.

The ACU presented findings from its survey on university extension capacity to the seminar, to help establish some of the challenges for extensionists in both Asia and Africa, and to discuss some of the reasons for similarities in certain aspects of the work and differences in others.<sup>2</sup> For example, when asked if 'There is a lack of suitably trained staff at my institution to carry out extension work', 22% of the Asian respondents disagreed with the statement (with half of these strongly disagreeing), whereas 35% of African respondents disagreed (three-quarters of them strongly disagreeing). Also, while 45% of Asian respondents agreed that there is a 'Lack of leadership at (their) institution in extension activity', 53% of African respondents agreed with the statement. These differences in confidence in the adequacy of extension support structures at institutions are of course indicative, but nevertheless an important launching point for discussion amongst participants.

This was followed by further presentations in the morning by African extension professionals. Dr Bernard Yerima from the University of Dschang in Cameroon spoke about the difficulties in coordinating research activity towards national development drives, and that this disconnect with demand-driven research can have a negative impact upon the utility of

community engagement. He also noted that extension activity itself is not prioritised at the national level, meaning that academics who pursue extension will often have to do so without significant public funding and without the work being appropriately recognised. As extension activity falls outside of many academics' career mobility paths in this way, the work can be further undervalued.

Dr Moses Zinnah of the Sasakawa African Fund for Extension Education (SAFE) in Kano, Nigeria, noted that, despite a report by the Food and Agriculture Organisation (FAO) of the United Nations and the World Bank, which extolled the importance of researchers, university leaders, extensionists and farmer associations working together more closely to achieve greater development, extension remains neglected by too many institutions and governments. Dr Zinnah said that, while the majority of African universities espouse a three-prong mandate including teaching, research, and extension or community engagement and services, 'only the teaching and research mandates are usually properly funded and carried out. Even between these two activities, it is the teaching component that is better funded. The extension arm of African universities, which is the primary means of fulfilling their community engagement and service mission, receives little or no attention. Due to this neglect, universities have weak linkages with rural societies, especially farmers, farmer associations and other organizations that are engaged in agricultural and rural development'.<sup>3</sup> He also noted that other challenges to strengthening extension in Africa are that '75% of the agricultural extension staff in Africa are poorly trained' and that better training for

extensionists is essential, as are better international networking opportunities.

Also presenting was Dr B O Antwi of the CSIR Soil Research Institute in Ghana, who emphasised that a policy shift towards steering research to meet developmental demands is crucial, and that universities can play a stronger role in not only disseminating agricultural and medical knowledge or technologies, but also teaching about microcredit schemes, enterprise, and environmental sustainability. Dr Stella Odebode from the University of Ibadan, Nigeria, and Dr Masokoyi Wasswa from the Islamic University in Uganda also presented, with Dr Wasswa explaining that helping rural communities to strengthen their market knowledge was a key function of his institution's extension programme, and one that can have lasting positive impact in rural regions.

The afternoon sessions were designated to our speakers from Asia, and featured Dr Punna Rao from Acharya N G Ranga Agricultural University in India speaking about local district and state programmes designed to help customise extension activities for the greatest

Continued on page 25

**Liam Roberts** is Project Officer (Research) at the ACU.

[www.acu.ac.uk/delphe/delphe.html](http://www.acu.ac.uk/delphe/delphe.html)

For more information on how to join the ACU network for extension workers, and to find out more about the ACU Seminar on Effective Dissemination of Research Results or the ACU survey of university extension capacity, please contact Liam Roberts at [l.roberts@acu.ac.uk](mailto:l.roberts@acu.ac.uk)

<sup>1</sup> DelPHE is a funding programme for inter-institutional collaborative projects which seek to address Millennium Development Goals (MDGs) in the countries involved. DelPHE is managed by the British Council with the support of the ACU. For more information, please visit [www.britishcouncil.org/delphe](http://www.britishcouncil.org/delphe)

<sup>2</sup> See 'Reaching out: university extension in the developing world', Liam Roberts, *Bulletin* No 163 (February 2008)

<sup>3</sup> Moses Zinnah, 'Enhancing university extension in local communities via students' supervised enterprise projects: the experience of Sasakawa Africa Fund for Extension Education (SAFE) Initiative', Paper presented to the ACU Seminar on Effective Dissemination of Research Results, Accra, Ghana, 2 April 2008.

The ACU organised the most recent **West African Research and Innovation Management Association (WARIMA)** workshop on the 'Fundamentals of Research Management', held at the Centre for African Wetlands, University of Ghana on 31 March-1 April 2008. The workshop, which was facilitated by the Association of Research Managers and Administrators (ARMA) UK, identified the key roles and functions of research support offices and staff. This included some practical pointers which were of particular relevance to administrators in the region. The workshop also covered some higher-level strategic

issues, relevant to those with a management responsibility for supporting and developing research, and creating research support offices.

The ACU also organised the final meeting of the **Carnegie Programme to Strengthen Research Management in African Universities**, which was held at the same venue on 3-4 April 2008. The year-long project, funded by the Carnegie Cooperation of New York, intends to develop specific proposals for steps to improve capacity to perform competitive research in five Carnegie partner universities, four MacArthur universities and four other ACU member universities in Africa (the latter

group selected by their recent developments in research management). The project was facilitated by Society of Research Administrators (SRA) International, the ACU and the Southern African Research and Innovation Management Association (SARIMA).

The week of events at the University of Ghana was coordinated by Dr John Kirkland, Deputy Secretary General (Development) of the ACU. Further details on these events can be found on the WARIMA website at [www.warima.com](http://www.warima.com)

# Noticeboard



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The UK government set out its long-term vision to make Britain one of the best places in the world for science, research and innovation in its Ten Year Science and Innovation Framework 2004-2014. The **5th Annual Science and Innovation Conference** will examine how the key recommendations of the review have been taken forward by the government with the aim of positioning Britain as a key knowledge economy and one of the best places in the world to study science at the forefront of 21st century innovation, able to compete with the emerging innovation hotspots of Asia. ACU members are eligible for a 20% discount on the registration fee: GBP 199 + VAT (standard rate GBP 249). To reserve your place, please call Naz Malik on +44 (0)161 211 3030 or email [naz.malik@govnet.co.uk](mailto:naz.malik@govnet.co.uk), quoting 'ACU1'. For further information about the conference, please visit [www.govnet.co.uk/science](http://www.govnet.co.uk/science)

**Friends of the Commonwealth** is a new initiative for people who share an interest in Commonwealth-related issues and who want to do something about them. Friends can express their own views and exchange them online with others, and they can build their own networks and contacts through Friends. If you have thoughts and views about Commonwealth issues and events, have skills and experience to offer or want to support our work, Friends of the Commonwealth provides a variety of interesting ways to do so. To register, visit [www.commonwealthfoundation.com/friends](http://www.commonwealthfoundation.com/friends)

The ACU has just published **Whispers of Change**, an update of its reports on female staff numbers in Commonwealth universities. Together with the two earlier reports, *A Single Sex Profession?* (1998) and *Still a Single Sex Profession?* (2003), they represent the only records of comparative data on women's participation at different levels of the management and administrative hierarchies of Commonwealth universities. Copies of the report, priced at GBP 15.00, can be purchased by contacting Dorothy Garland, Deputy Secretary General (External) at [d.garland@acu.ac.uk](mailto:d.garland@acu.ac.uk).



**Sir Shridath Ramphal**, better known as Sonny Ramphal, was Chancellor of three Commonwealth universities – the Universities of Warwick, Guyana and the West Indies. He is celebrating his 80th birthday this October and a special volume of essays – *Sonny Ramphal: Commonwealth Statesman* – has been prepared for the occasion. It gives new insight into the struggle against apartheid and, among many other topics, discusses the Grenada affair and Ramphal's complex

relationship with Margaret Thatcher.

The University of Warwick, UK, where Ramphal was Chancellor from 1989 to 2002, is sending a complimentary copy of this book to every ACU member university in his honour, and to support library collections of contemporary history. Edited by Richard Bourne, the book is fully illustrated, published by Hansib Books, and the normal retail price is GBP 15.99.



Sir Sonny Ramphal

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The Commonwealth Secretariat is inviting submissions for the second **Commonwealth Education Good Practice Awards**, which will culminate in Kuala Lumpur, Malaysia, in June 2009 at the 17th Conference of Commonwealth Education Ministers (17CCEM). Good practice submissions must be programmes, projects, policies, strategies or significant interventions which have made a positive difference to the status and condition of primary school children, their teachers or the education system of a country in one or more of six specified Action Areas. Departments of Education in Commonwealth universities are eligible to make submissions. For more information, visit [www.thecommonwealth.org/education](http://www.thecommonwealth.org/education)

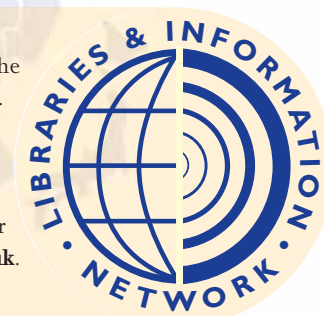
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The ACU's recently established **Libraries and Information Network** is currently conducting a substantial survey of all ACU member libraries. The information gathered through this exercise will contribute to a report to be published by the Network later this year on the challenges that Commonwealth university libraries face – and the major contribu-

tions that they make, now and into the future, to the success of their institutions. The head librarian at each member institution is invited to take part by completing the survey at [www.acu.ac.uk/libraries/survey](http://www.acu.ac.uk/libraries/survey). For further details or assistance please contact [libraries@acu.ac.uk](mailto:libraries@acu.ac.uk).



**Dr John Kirkland**, Deputy Secretary General (Development) of the ACU, has been appointed Visiting Professor at the Bristol Business School, University of the West of England (UWE). Dr Kirkland said, 'I am honoured to be appointed to this position, which relates particularly to the ACU's work in research management, and I look forward to developing closer links with UWE, one of our member institutions'.



The School of Oriental and African Studies (SOAS), University of London, UK, has received a GBP 1.375 million gift from the Mo Ibrahim Foundation to fund a new initiative, **Governance for Development in Africa**, which will support increasing knowledge and debate in Africa on the economic, political and legal dimensions of governance and development.

The initiative is comprised of four dedicated programmes organised

by SOAS: short-term visiting Leadership Development Fellowships; Residential Schools on Governance and Development, to be held in different African countries; an annual series of Governance Lectures commissioned for streaming to sub-Saharan Africa; and PhD Scholarships linking African universities with SOAS. They will be managed by the Centre of African Studies at SOAS. For further information, visit [www.soas.ac.uk/cas](http://www.soas.ac.uk/cas) or contact [cas@soas.ac.uk](mailto:cas@soas.ac.uk)

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# The changing role of PR in a modern university

The 2nd conference of the ACU PR, Marketing and Communications Network is being held in Durban, South Africa, this July. Ahead of the event, **Peter Reader** considers the function of PR in the university, and what institutions need to do to maximise its impact.

**I**t is not so long ago that universities shunned words such as 'public relations' and 'marketing', preferring to describe staff working in these areas as 'information officers' and even 'assistant registrars' and with such staff drawn from a cadre of generalist administrators. But changing times bring changing needs. And whilst PR professionals have long talked about the fundamental of public relations being to build mutual understanding between an organisation and its publics, today this readily translates into the essential need for universities to engage with their stakeholders.

Traditionally, PR in universities was a mix of media relations and events, with the precise mix tailored to an institution's particular mission and location. Media relations were largely reactive, dealing with locally based media, and events were built around the academic community rather than the public. In essence, the role was passive with the focus of media relations being, for example, to deal as necessary with the upsets sometimes caused by students and balancing this with some 'good news' stories, to reassure the local public that their university was doing good work. Event programmes celebrated the work of the academic community, irrespective of the relevance to the wider community.

Of course, media relations and events management are still essential in a modern university, but not only does the role extend well beyond these core activities but also a modern university needs to engage proactively, with specialist staff dedicated to the work, often on targeted activity and campaigns. Reputation management remains at the core of PR activities but there are huge changes in the planning of activity, aligning this ever more closely to the institutional mission, working alongside both marketers and academic staff and supporting them in meeting their objectives, and engaging both with an ever-wider media landscape and a wider set of stakeholders.

Some PR professionals coming new into

universities from the commercial world struggle with media relations in the academic environment. For it is not a case of having a set of agreed corporate messages with which to promote their employer and providing a ready-made framework for media relations, but rather a skill in bringing to the public the range and diversity of views, including the controversial, in a way that demonstrates the value of universities to wider society. Careful management is now required to achieve a balance of coverage that reflects the academic mission of the university; simply following the external news agenda can result in an institution gaining a public profile which is not aligned with the work of the university.

Proactivity means that a PR team should not only advise on communication strategies but also lead on the training of staff. Expecting the PR team to provide media training for academics and scientists, as well as for institutional leaders, is now the norm, with training covering both print and broadcast media. Detractors may claim this can lead to 'spin', but engaging with the wider public through the media is an extension of the fundamental work of any university – to extend access to knowledge.

But change is not only happening in universities. Over recent years, the media has proliferated, not only with 24/7 news but also with the explosion in available channels. The traditional channels of print, radio and TV have been joined by social media, Web 2.0, making

**Engaging with the wider public through the media is an extension of the fundamental work of any university – to extend access to knowledge.**

it impractical for any university to 'control' its media profile; the best that can be achieved is to 'influence'. The emergence of the citizen journalist who can be any member of the public including, of course, a student means greater openness has to be seen as a fact of life.

This has changed the role of the PR professional in the modern university, who now has to be a key adviser of institutional leadership, requiring open and sometimes immediate access to the head of the institution, assessing opportunities and providing professional judgement, and advising on the tone as well as the content of messages delivered. However they may have been caused, recent campus tragedies have demonstrated how institutions can be thrust into the media spotlight, sometimes on the world stage. How well the PR team handles crisis communication can be one way for university management to judge the effectiveness, or otherwise, of its institutional media relations.

New media channels, blogs, wikis and livestreaming (individuals streaming video content straight to the web live) bring new demands. Blogs provide both information and misinformation; Facebook and other social media groups can be problematic, attracting hundreds, sometimes thousands of members, but with no 'control' of content, let alone certainty that any information is even accurate.

Events management is changing too. A direct consequence of more stakeholder engagement is the need for a greater diversity of events, targeted at addressing differing stakeholder needs rather than just those of the institution. Events have to be managed as a planned activity to professional standards with specific events created to provide the opportunity for engagement with target groups. If a university is to be compared with the best, then events must stress quality at every opportunity.

This drives the requirement for a wider skills base of PR staff, with institutions looking, for example, for the provision of greater support to the most senior members of the institution by providing timely briefs and



speechwriting. They also need to ensure all events are well managed in a style appropriate to the occasion and to the importance of visitors and guests, which means staff have to understand the different protocols, whilst the publicity potential of all events has to be maximised by improving communication both internally and externally and using new communication channels to full advantage. Today, the modern university demands a 'one-stop shop' approach for the organisation and coordination of events institution-wide.

Managing the message has never been more important. In the modern university, PR has a vital and increasingly important role as the 'eyes and ears' of the institution. And that can lead to one of the most challenging needs to be addressed and one which the institution may not always appreciate: feeding back into the university views of stakeholders which are not complimentary.

The place of PR in the institution can vary enormously and may reflect not only the development of the institution but also the range of other related activities, including marketing and fundraising. In the modern university, PR has to be a core function; anything less will sell the institution short. ■

**Simply following the external news agenda can result in an institution gaining a public profile which is not aligned with the work of the university.**

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# Brain drain, brain gain and brain circulation – migration in the 21st century

The brain drain debate has long been a standard part of discussion about international scholarships. **John Kirkland** argues that this way of thinking is no longer relevant to the nature of higher education today.

**B**rain drain is dead – long live ‘brain circulation’. That seems to be the message emerging from recent discussions on the international migration of highly skilled personnel.

The theory is that, in an increasingly competitive and global market, it is too simplistic to talk merely in terms of how many individuals have left the developing world to work elsewhere. In practice, things are more complex. Highly skilled individuals are now less likely to base their entire career in a single country. Many of those who do work abroad are doing so in fields that directly benefit their home nation. Even those who do not may still bring an economic benefit; the debate over the role of the diaspora and remittances home is well established.

Taken alone, this news will be of little consolation to developing country universities. Whatever the global economics, thousands of university posts remain empty, or are filled by inexperienced and under-resourced staff; the need for expertise remains urgent. One study found that the emigration of skilled personnel has left just 20,000 scientists and engineers in Africa, to service a population of 600 million.<sup>1</sup> The supply of university places is increasing, but this will have limited impact if the underlying factors that cause migration remain in place.

Increasing competition is not necessarily good news for universities in the developed world, either. Combined with the global shortage of staff, the growth of performance-related funding mechanisms and increased flexibility in rewards systems, these institutions also face a constant challenge to retain their existing staff and attract new ones. Attracting staff from developing countries is likely to play only a small part in such strategy.

The new market also provides innovative universities in both developed and developing countries with opportunities. Once it is clear

that high quality staff need not be based at a single location, then collaboration for mutual benefit becomes a strong possibility. Is it possible that the emphasis could shift from trying to ‘steal’ staff to trying to obtain a ‘share’ in those that remain in their home countries – at the same time increasing their value to their ‘home’ university?

The potential for this can be seen in a survey of Asian scientists and engineers, which found that four times as many respondents cited lack of funding and lack of infrastructure rather than salary issues as their reason for wanting to migrate.<sup>2</sup>

A similar picture emerges from the ACU’s work in administering Commonwealth Scholarships. The vast majority of developing country recipients go home and spend the majority of their career in their home country. Those who do leave their home countries do not go immediately after their awards, but after a period of further work. In some cases, this may reflect the need to fulfil a formal commitment to their governments or employers. More commonly, it seems to reflect frustration with research facilities. The inability to fully utilise their expertise is also cited as a major frustration in alumni surveys.

The frustration is further highlighted where no staff development or mentoring structures exist. Recent work by the ACU in

**It is too simplistic to talk merely in terms of how many individuals have left the developing world to work elsewhere. In practice, things are more complex.**

African universities notes the lack of post-doctoral opportunities, fellowships and joint publishing as being particular problems for the career development of young staff.<sup>3</sup> This further highlights the sense of isolation felt by many.

Much of this could be eased through a structured relationship with a university in a developed country. This might involve short visits, but would embrace other factors as well. Access to library and other facilities, professional networks, teaching materials and participation in joint publications and research grants could all contribute.

Developed country universities would only offer such arrangements if they saw some tangible benefit from doing so. This raises the question of whether such relationships could add value to the teaching and research output of the host university, rather than being essentially a one-way training exercise.

One way of ensuring this would be by focussing on individuals that have recently completed their doctorates at the host institution, thus building on ideas and personal relationships that already exist, and ensuring a high degree of synergy with existing expertise. This would significantly increase the chances of joint publications. Many doctoral students return home with partly formed ideas for projects and publications but are quickly swamped by the factors described above, and their ideas do not come to fruition. Planning would also be enhanced if it were known that the relationship was going to continue well in advance. The process of applying for research grants, and even submitting articles, can be a long one. At present, ideas often emerge too close to the student returning home to be carried forward. In many cases, the relationships could also contribute to the teaching of the host institution. Some students will already have done so during their doctoral study.

Realising these advantages would depend



on imagination, finance, incentives and a sympathetic legal environment. The imagination and finance could largely come from the institution. Developing long-term relationships with high quality doctoral students returning to take their main position in a developing country institution would be popular and cost effective, given the potential benefits described above.

Incentives, however, need to be provided at a national level. Some of these could involve joint funding, others less direct. It would need to be established that the output of the fellows could be counted towards institutional performance in national evaluation exercises. Immigration authorities, for whom fellowships are not easily understood, would need to agree mechanisms that recognise the long-

term nature of the programme, and the necessity of a series of short visits over the period. Given the recent trend of many countries to attract international talent more actively, this should not be impossible.

The other key question is how developing country universities would respond to such programmes, and particularly the suggestion that several weeks each year would be spent away from the campus. Where returning doctoral students are involved, there may be a feeling that these should now concentrate on their home university responsibilities. There could also be concern that more regular international exposure might make staff more, rather than less, likely to migrate in the longer term. Most, however, would recognise that more international exposure is something to

be welcomed. In this context, the benefits of a more motivated staff, regular career updating and stronger teaching and research outputs should outweigh such fears.

Whatever the merits of the structure described above, the increasing competition for high quality staff is a trend that will continue. The challenge for universities, in both developing and developed countries, is to find solutions that bring mutual benefit. This will increasingly require collaboration, rather than competition. ■

**Dr John Kirkland** is Deputy Secretary General (Development) of the ACU and Executive Secretary of the Commonwealth Scholarship Commission in the United Kingdom.

<sup>1</sup> T Turpin, J Marceau, R Woolley, *Training, networks and mobility of scientists in the Asia Pacific region* (Centre for Industry and Innovation Studies, University of Western Australia)

<sup>2</sup> *The use of science in UK international development policy* (House of Commons Science & Technology Select Committee, 2004)

<sup>3</sup> Jonathan Harle, *Frameworks for Africa-UK Research Collaboration in the Social Sciences and Humanities* (Report to the British Academy by the ACU, August 2007)

# Transforming higher education leadership

A recent conference in South Africa considered how best to boost the number of female leaders in higher education. **Lesley Shackleton** reports.

**H**igher education bodies in South Africa were called to action at the conclusion of a two-day conference at the University of Cape Town in March 2008. The conference, 'Institutional Cultures and Higher Education Leadership: Where Are the Women?' attracted some 120 delegates, including Vice-Chancellors and senior executives from across South Africa and other African countries. The conference was convened to focus on the paucity of women at senior levels in higher education. It resulted in a declaration calling for a significant improvement in the representation of women in senior academic, administrative and executive leadership positions in all higher education institutions. The Minister of Education, Naledi Pandor, received the declaration on behalf of the Department of Education. The declaration was also presented to Higher Education South Africa (HESA) and the Council on Higher Education (CHE).

Invited presentations by key players in higher education emphasised that gender inequity was but one expression of an incomplete social transformation. Intersecting forms of social exclusion incorporating issues of race, class, and asymmetrical relations of power and privilege all needed targeted attention. Whilst monitoring numbers was important – currently only 3 of South Africa's 23 Vice-Chancellors and 14 of the 71 Deputy Vice-Chancellors are women – the issue went beyond that of statistics. Dr Mala Singh, South African higher education expert and currently Professor of International Higher Education Policy at the Open University in the UK, called for a shift in values, cultural conceptions and cognitive understandings. There was a call to reconceptualise leadership beyond the current (often masculine) modes and to transform institutional cultures.

Delegates to the conference recognised that, beyond being the objects of change, universities should be functioning as agents and leaders of change in society. Transformed higher education institutions should be rising to the challenge of exposing young people to

new patterns of social reproduction.

Several of the speakers deplored the gap between policy and practice in South Africa. Ideology should be leading to transformation, not merely compliance with policies. Professor Jonathan Jansen queried why there was not more of an expression of outrage at the gender inequalities at senior leadership levels. This inequity was especially stark in respect of black women, who represented only about 30% of the women who achieved academic leadership.

The conference called on the Department of Education and the CHE to promote the importance of equity at senior leadership levels. The Department of Education was also requested to consider setting targets (with timeframes) for the representation of women

**There was a call to reconceptualise leadership beyond the current modes and to transform institutional cultures.**

in senior positions. The CHE would play an important role in monitoring progress towards gender equity in leadership positions.

HESA was called on to draw up a National Plan of Action on women in leadership in higher education that would support the attainment of the targets set for the representation of women in senior positions. In this, the conference was emulating the approach taken by the Australian Vice-Chancellors' Committee (now Universities Australia) some ten years ago and which has resulted in Australia now being the country with the best representation of women at senior levels in universities.

A number of practical steps were identified to take the issue forward within individual institutions. Universities were called upon to identify institutional barriers to equity and success in leadership and undertake innovative ways of addressing these impediments. Annual reports should be presented to councils on gender equity at senior levels. Employment equity policies and their implementation needed to be examined. The conference delegates clearly voiced the opinion that, since 1994, gender has become a distant second to



race in a perceived hierarchy of employment equity in South Africa.

Whilst the conference focussed on the pivotal higher education sector, there was a broader call for a new national vision on gender and leadership. Dr Mamphela Ramphele

challenged universities to lead the way in questioning our strong authoritarian, racist and sexist culture. She called for a redefinition of power away from a control model to an enabling model: 'Power as the capacity to act and enable others to do likewise reframes social relationships from those characterised by domination of one group or sector over others to relationships that thrive on celebration of diversity'.

■

This article was first published in the Mail & Guardian on 15 April 2008.

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## Institutional Cultures and Higher Education Leadership: Where Are the Women?

Conference declaration (28 March 2008)

### Preamble

This Declaration is addressed to government, higher education institutions, educational and research establishments and organisations and individuals who are responsible for ensuring equity in higher education. The Declaration complements existing charters and regulations regarding gender equity. The Declaration calls for action to improve gender equity in academic, administrative and executive leadership in higher education at all levels.

We acknowledge that significant progress has been made to promote gender and race equity in higher education in relation to student access. However, we are concerned that the low representation of women at all levels of higher education leadership and the cultures in our higher education institutions continue to contribute towards perpetuating old patterns of racial and gender discrimination.

We believe that a focus on improving gender equity in higher education is one strategy, amongst others, to change prevailing institutional cultures into ones that are more inclusive and embracing of diversity.

### Acknowledging that:

- Issues of gender and race cannot be viewed in isolation.
- The experience of women in higher education is not homogenous.
- Higher education is both an agent and object of change.
- There are many women qualified to take on leadership roles.
- Improving gender equity across higher education leadership will both provide positive role models and bring additional perspectives and approaches to leadership, and thus impact on institutional cultures.

**We commit ourselves to improve significantly the representation of women in senior academic, administrative and executive leadership positions in all of our institutions.**

### We call on:

- **The Department of Education and the Council on Higher Education** to promote the importance of equity at senior leadership levels. The Department of Education should consider the setting of targets (with timeframes) for the representation of women in senior positions in higher education.
- **The CHE** to monitor progress towards gender equity in leadership positions.
- **HESA** to draw up a National Plan of Action on women in leadership in higher education which would support institutional and sector-wide initiatives towards the attainment of the targets set for the representation of women in senior positions.
- **All higher education institutions** to:
  - a. Commit to identifying institutional barriers to equity of participation and success in leadership and undertake innovative ways of addressing these impediments.
  - b. Initiate annual monitoring and reporting to university Councils on gender equity across senior positions
  - c. Undertake an examination of university employment policies and their implementation, particularly as they impact on senior leadership positions.
  - d. Promote and monitor fair and effective representation of women on senior committees and external bodies to which the university nominates members or representatives
  - e. Facilitate women's participation in leadership development initiatives.
  - f. Promote a holistic, integrated and sustained approach to gender equity.

# Supporting and leading educational change



The ACU hosts a number of organisations, whose work in higher education aligns with that of our members. **Roz Grimmitt** takes a look at the work of the UK's Staff and Educational Development Association (SEDA).

**H**igher education has undergone massive change over the past thirty years. An increase in the number of higher education institutions (HEIs) and a corresponding rise in the proportion of young people entering HE means that the UK, as elsewhere, is moving ever closer to a system of 'mass' higher education. Diversification of the student population, increasingly modularised degree courses and changes in the funding structure of HE (particularly the introduction of tuition fees) have led to a greater focus on learning and teaching. Huge government investment in learning and teaching, for example through the Teaching Quality Enhancement Fund (TQEF), has meant that there are now significant numbers of staff in universities involved in leading and supporting educational change.

The Staff and Educational Development Association is the professional association which represents those staff in the UK. Whilst the majority of SEDA's members are located in

central educational development units, membership is open to anyone concerned with developing teaching and learning in HE, and so also includes those working in staff development units, faculty-based learning and teaching coordinators, and academic staff. SEDA's membership currently represents 109 of the UK's 150-plus HEIs, illustrating its value and importance to the educational development community and beyond. Many of the issues with which SEDA is concerned are not confined to the UK and this is reflected by the fact that it has a number of members throughout the Commonwealth too. SEDA extends its international reach further through membership of the International Consortium for Educational Development (ICED), which has members in countries such as India, South Africa, Australia and Canada.

One of SEDA's defining characteristics has always been its commitment to a set of professional values which underpin its activities.

## SEDA's values

- An understanding of how people learn
- Scholarship, professionalism and ethical practice
- Working in and developing learning communities
- Working effectively with diversity and promoting inclusivity
- Continuing reflection on professional practice
- Developing people and processes.

## SEDA's activities

SEDA is committed to promoting innovation and good practice in learning and teaching in higher education. It achieves this through its core activities of publications, conferences and events, and professional development provision for individuals and institutions.

A session at the SEDA Spring Conference 2008



## Publications

SEDA's flagship publication is *Educational Developments*, a quarterly magazine covering topical issues in the fields of staff and educational development. Both its audience and contributors represent a wide range of HE staff from all fields and disciplines.

SEDA Papers and Specials are relatively short publications which consider best practice in educational development and are aimed at anyone concerned with developing teaching and learning in HE. They deal with a variety of topics including: enhancing academic practice, assessment, tutoring and supervision, student support, and personal development. Full details can be found at [www.seda.ac.uk/publications.htm](http://www.seda.ac.uk/publications.htm)

SEDA's scholarly journal *Innovations in Education and Teaching International (IETI)* contains articles on developments in teaching and educational technology from around the world. SEDA also co-publishes the Staff and Educational Development Series with Routledge.

## Conferences and events

SEDA holds two conferences annually. Its spring conference is aimed at anyone involved in enhancing teaching and learning in universities. The 2008 conference took 'Engaging with Student Expectations' as its theme, with a keynote address from Professor Stephen Ball, who examined the implications of the so-called 'commoditisation' of HE on the relationship between teacher and learner. Its annual conference, which takes place in November, is more specifically aimed at the staff and educational development community. This year's event will look at what the future holds for educational development.

## Professional development

SEDA plays an important role in supporting and leading educational change in HE through its extensive professional development provision. This currently comprises three strands; the SEDA Professional Development Framework (SEDA-PDF), the SEDA Fellowship scheme and a suite of courses based on supporting and leading educational change. SEDA-PDF prov-

ides recognition for HEIs, their professional development programmes and the individuals who complete those programmes, and offers support to institutions in the design and development of their professional development activity. The SEDA Fellowship scheme offers individuals the opportunity to gain formal accreditation for their educational development work. SEDA has recently developed several distance learning courses on the theme of supporting and leading educational change, aimed at anyone working on enhancing programmes and courses, student support and staff capability in higher education. ■

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local impact. Dr Sandeep Malhotra from the University of Allahabad, India, and Dr Chandrakant Puri from SNDT Women's University, India, also spoke about improving research strategies to meet local development needs and gave extensive case studies of how the process works in their regions.

Dr Agnes Kurniawan from the University of Indonesia presented on a DelpHE project that she helps to lead, providing knowledge transfer in the area of parasite diagnosis to rural clinics. She elaborated on the benefits that this work has on local communities and how the DelpHE project support is helping her institution to reach some of the most remote and impoverished areas of her country.

The seminar concluded with a discussion period in which delegates compared the information from extension workers in both Asia and Africa and how enhanced south-south networking could not only provide these

workers with a forum for exchanging good practice, but could also help them to make a strong case within their institutions for the necessity of the work they pursue.

As many universities do not maintain discrete, permanently-staffed extension offices, the new ACU network for extension professionals will be open to a wide range of university professionals who are working, in some capacity, with community engagement. This will inevitably include research managers, lifelong learning specialists, distance education specialists, consultancy managers and industrial liaison officers, and will also rely upon the input of deans and deputy vice-chancellors.

Indeed, support for the network is already strong; nearly 400 university staff members across Africa, Asia, and the Caribbean are members of our extension network distribution list, and we are looking to expand this as our activities grow. Our first goal will be to

distribute a publication including conference papers from the seminar in Accra to all members of the network. We will then work towards regular publications which will feature specific case studies in community engagement, views on university policy and public policy as regards extension and how they need to evolve, examples of successful collaboration between institutions and other community actors, and information on outputs from DelpHE projects, so that members can see concretely what kinds of results can be achieved for local communities when they are engaged by universities with well-funded and well-managed extension projects. We will also be planning future meetings and events besides these publications, and so we invite extensionists and related university staff across the ACU membership in the developing Commonwealth to take part in this new initiative. ■



# Building a profile: key relationships for the communications professional



2nd conference of the ACU PR, Marketing and Communications Network

14-16 July 2008

Southern Sun Elangeni, Durban, South Africa

<http://acupr2008.ukzn.ac.za>

[acupr2008@ukzn.ac.za](mailto:acupr2008@ukzn.ac.za)



UNIVERSITY OF  
KWAZULU-NATAL



**HESA**  
HIGHER EDUCATION  
SOUTH AFRICA



# ACU publications

'Navigating research ethics – trends and innovations in ethics policy'

Liam Roberts

In *Journal for New Generation Sciences*, Vol 5 No 1 (2007), 94-107

*Foreign-backed universities: A status report on international academic affiliation*

Dr Ute Lanzendorf

Online report – [www.obhe.ac.uk](http://www.obhe.ac.uk)

February 2008

*Student Engagement (SEDA Special 22)*

Len Hand and Colin Bryson

March 2008

(ISBN 978 1 902435 40 4)

*Student Transition: Practice and Policies to Promote Retention (SEDA Paper 121)*

Anthony Cook and Brian S Rushton

April 2008

(ISBN 978 1 902435 41 1)

*The Evolving Academic e-Learning Endeavour: The Impact of Using Technology in Learning and Teaching*

Carol Scarafiotti, Russell Poulin, and Dr Don Olcott Jr

Online report – [www.obhe.ac.uk](http://www.obhe.ac.uk)

April 2008

*Transnational Education in China: Key Issues, Critical Issues, and Strategies for Success*

Dr Robin Matross Helms

Online report – [www.obhe.ac.uk](http://www.obhe.ac.uk)

May 2008

*Commercialisation and HE*

Dr Ellen Offers

Online report – [www.acu.ac.uk](http://www.acu.ac.uk)

June 2008

*Whispers of Change: Female Staff Numbers in Commonwealth Universities*

Jasbir K S Singh

June 2008

## Commonwealth Universities Yearbook 2008

82nd edition

Forthcoming: Autumn 2008

For further details and an order form, visit [www.acu.ac.uk/yearbook](http://www.acu.ac.uk/yearbook)

# Recent publications

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

## **Cooperating with a University in the United States: NAFSA's Guide to Interuniversity Linkages**

Tilman, M. (ed.); NAFSA; 2007

([www.nafsa.org/publication.sec/working\\_with\\_international/cooperating\\_with\\_a\\_university](http://www.nafsa.org/publication.sec/working_with_international/cooperating_with_a_university))

An updated guide (first published in 1997), aimed at 'representatives of foreign universities interested in co-operating formally or informally with a college or university in the United States'. It summarises the US HE system, typical institutional structures, and accreditation. The main focus, though, is advice on identifying, negotiating, and formalising university links. Examples of Memoranda of Understanding and partnership agreements are included as well as a brief listing of related resources.



## **Counting what is measured or measuring what counts? League tables and their impact on higher education institutions in England**

(HEFCE Paper (April 2008/14))

Centre for Higher Education Research and Information (CHERI), Open University; Hobsons Research; (on behalf of) HEFCE; 2008

([www.hefce.ac.uk/pubs/hefce/2008/08\\_14](http://www.hefce.ac.uk/pubs/hefce/2008/08_14))

A report commissioned by the Higher Education Funding Council for England examining 5 HE league tables, their basis and comparative results, and how universities respond to them. In acknowledging apparent weaknesses of current ranking approaches, it includes discussion of possible alternative models and refers to good practice guidelines. In practice, the expansion of HE opportunities, or simply the availability of information internationally, raises the potential value which rankings may play in affecting reputation. (The report also notes for future research the effect which 'new sources of information', such as social networking sites, may have.)

## **English-Taught Programmes in European Higher Education: the Picture in 2007**

Wächter, B.; Maiworm, F.; 978-3-932306-89-1; Lemmens for the Academic Cooperation Association (ACA); 2008

([www.aca-secretariat.be/05publications/aca\\_papers.htm](http://www.aca-secretariat.be/05publications/aca_papers.htm))

A study confirming the increase of university-level courses taught in English which updates an earlier (2002) analysis by the same authors. Based on a survey of HEIs in 27 European countries, the report indicates that the 'number of English-taught programmes has roughly tripled in the last five years'. This 2006/08 survey both expanded the range of countries covered and narrowed the language criteria – only courses taught entirely in English being included. The Netherlands, Germany, Finland, and Nordic countries are the leading providers of such courses, the majority of which are at postgraduate level. In addition to the statistics it analyses, the report raises issues of curricula, marketing, quality, and accreditation.

## **Foreign-Backed Universities: a Status Report on International Academic Affiliation**

Lanzendorf, U.; Observatory on Borderless Higher Education (OBHE); 2008  
([www.obhe.ac.uk](http://www.obhe.ac.uk))

An analysis of universities which, though legally independent in the country where they are located, are also academically affiliated to HEIs ('patron universities') elsewhere. The US, Germany and the UK are among the leading countries of the sponsor or 'patron universities'; countries in which developing or modernising HE systems exist are the usual target areas. The report usefully draws attention to the distinct forms which international HE has been taking more recently, the motives and means for such development, and the roles and ambitions which foreign-backed universities represent.



## **Global Trends in University Governance**

(Education Working Paper Series, 9)

Fielden, J.; World Bank; 2008

(<http://siteresources.worldbank.org/>

[EDUCATION/Resources/278200-109907987269/547664-1099079956815/Global\\_Trends\\_University\\_Governance\\_webversion.pdf](http://siteresources.worldbank.org/EDUCATION/Resources/278200-109907987269/547664-1099079956815/Global_Trends_University_Governance_webversion.pdf))

An overview and analysis of tertiary education sector governance, considering the different management models that have emerged to allow for a flexible, expanding, and varied (public/private) tertiary education sector. Though global in analysis, the study acknow-

ledges that 'its coverage applies more systematically to the Commonwealth world than to other regions'. Governance as it relates to university structures ('the power of the board, the appointment of its chair and its composition, and then the appointment of a president') includes brief international comparisons. Several useful and detailed appendices are given, comparing for several countries the relationship between national and institutional legislation, university autonomy, possible sources of performance indicators, and the membership and role of governing bodies.

## **Higher Education in the World: New Challenges and Emerging Roles for Human and Social Development**

Global University Network for Innovation (GUNI); 0-230-00046-0; Palgrave; 2008  
([www.palgrave.com/products/title.aspx?PID=275513](http://www.palgrave.com/products/title.aspx?PID=275513))

The third in the very useful GUNI Series on the Social Commitment of Universities, summarising issues affecting HE internationally through brief analytical essays, comparative statistics, and a related bibliography. The 2008 focus is the redefinition of universities and their continuing potential, particularly in an environment where HE systems are often both international in reach, but national, even local, in development practice.

## **International Higher Education Finance: an Annotated Bibliography**

Marcucci, P.; Johnstone, D.; Center for International Higher Education (CIHE); International Comparative Higher Education Finance and Accessibility Project (ICHEFAP), SUNY; 2007

([www.bc.edu/bc\\_org/avp/soe/cihe/publications/pub\\_pdf/Marcucci-DBJ\\_2007\\_Final\\_bib.pdf](http://www.bc.edu/bc_org/avp/soe/cihe/publications/pub_pdf/Marcucci-DBJ_2007_Final_bib.pdf))

A detailed bibliography covering the years 1999-2007 undertaken by an ICHEFAP research team, as part of a Ford Foundation-funded project. It tracks the 'worldwide shift in the burden of higher education costs from governments and taxpayers to parents and students'. The bibliography includes books, papers, journal articles and some unpublished sources, covering the economics of education to student loans, grants and private HE, and is cross-referenced by geographical region. The project, though US-based, has involved partner centres internationally.

### **Internationalizing the Campus 2007: Profiles of Success at Colleges and Universities**

Schock, L. (ed.); Connell, C. (author/researcher); NAFSA; 2007 ([www.nafsa.org/publication.sec/working\\_with\\_international/itc\\_2007\\_pub](http://www.nafsa.org/publication.sec/working_with_international/itc_2007_pub))

Includes profiles, with interviews, of each selected (US) institution, as part of an annual report for a campus internationalisation award overseen by NAFSA. It concentrates on four higher education institutions, though a further two are also referenced. Detailed case studies and current institutional practice rather than comparative analysis.



### **Research Project on International Student Exchanges: Sending our Students Overseas**

Doyle, S. et al; Victoria University of Wellington, Jessie Hetherington

Centre for Educational Research and Massey University, Department of Marketing on behalf of the Ministry of Education (NZ); 2008

([www.educationcounts.govt.nz/publications/international/19688](http://www.educationcounts.govt.nz/publications/international/19688))

A detailed analysis undertaken by Victoria University of Wellington's Centre for Educational Research, in collaboration with Massey University (Department of Marketing) for the Ministry of Education. Its aim was to 'identify the factors which assist and inhibit the development of international student exchange schemes in New Zealand Tertiary Education Institutions (TEIs) and in encouraging New Zealand students to study abroad'. It is based on institutional surveys, interviews and case studies; implications are summarised for strategy (New Zealand government), and practice (New Zealand universities). Contextual international trends cover Australia, Canada, UK and the US, with some 'institutional exemplars' for each. Useful in its concentration on the practical issues of the implementation and experience of student exchanges, particularly as it profiles the student's perspective, rather than the value or ideals of internationalisation in general. (In this context the country's more comprehensive research – **Internationalisation in New Zealand Tertiary Education Organisations** (New Zealand Ministry of Education; May 2006) remains influential ([www.minedu.govt.nz/index.cfm?layout=document&documentid=11632&indexid=11329&indexparentid=6663](http://www.minedu.govt.nz/index.cfm?layout=document&documentid=11632&indexid=11329&indexparentid=6663)).)



New Zealand's **International Education Agenda** (978-0-478-13696-8), which determines a 5-year plan, was also released last year ([www.minedu.govt.nz/index.cfm?layout=document&documentid=11950&indexid=6663&indexparentid=2107](http://www.minedu.govt.nz/index.cfm?layout=document&documentid=11950&indexid=6663&indexparentid=2107)).



### **Strengthening Study Abroad: Recommendations for Effective Institutional Management for Presidents, Senior Administrators and Study Abroad Professionals: Report of NAFSA's Task Force on Institutional Management of Study Abroad**

Task Force on Institutional Management; NAFSA; 2008 ([www.nafsa.org/\\_/File/\\_/final\\_imsa\\_taskforce.pdf](http://www.nafsa.org/_/File/_/final_imsa_taskforce.pdf))

Summarised guidelines for effective management of study abroad opportunities. The analysis is based on undergraduate options at US institutions, but its recommendations are generally applicable. Institutional commitment, study abroad infrastructure, resources and accountability are the general categories by which the guidelines are reviewed and presented. The report concludes that 'study abroad will become the routine, not the exception, on US college campuses'.



### **Tertiary Education for the Knowledge Society: OECD Thematic Review Of Tertiary Education: Synthesis Report: overview**

OECD; 2008 ([www.oecd.org/dataoecd/20/4/40345176.pdf](http://www.oecd.org/dataoecd/20/4/40345176.pdf))

The Review project aimed to analyse comparatively a range of issues affecting tertiary education policy, including internationalisation. Specific national reports have been produced from 2004 onwards (see *Bulletin* No 163, February 2008). This brief summary of the Synthesis Report (issued April 2008) integrates various policy issues: funding, quality, research and innovation, student support and the labour market. The overview recognises that internationalisation strategies and policies, although held in common as ambitions, need to be adapted to distinct national interests and situations. In addition to on-campus internationalisation, the Overview also refers to 'international complementarities' – in practice

balancing student mobility with local provision.

### **The Future Size and Shape of the Higher Education Sector in the UK: Demographic Projections**

(UUK Research Report, 1) Ramsden, B.; Brown, N.; 978-1-84036-171-9; UUK; 2008 (<http://bookshop.universitiesuk.ac.uk/show/show.aspx?id=282>)

The first report of an ongoing and ambitious project which 'is intended to provide a basis for assessing the size and shape of the UK higher education sector in 20 years' time'. Its projections are based on analysis of 'the demographic data on the age groups most relevant to the future demand for higher education'. The study, however, also includes brief reference to possible patterns of international student enrolment in the UK, while acknowledging that this 'is unpredictable, and is not in any clear way related to the demography of those countries: rather it is related to an external global market, within which the UK competes'.



### **The Road Not Traveled: Education Reform in the Middle East and North Africa**

World Bank; Galal, A. (principal author); 978-0-8213-7062-9; World Bank; 2008

([http://siteresources.worldbank.org/INTMENA/Resources/EDU\\_Flagship\\_Full\\_ENG.pdf](http://siteresources.worldbank.org/INTMENA/Resources/EDU_Flagship_Full_ENG.pdf))

Analysis and policy guidance on the development of education in the Middle East and North Africa (MENA) region. It particularly recognises the potential benefits which may be achieved through changes not in solely the education system, but 'the behaviour of key education actors – teachers, administrators, and educational authorities'. The report focuses on three principal issues: the direct benefits of investment in education, relevant development policy, and the potential and impact of a more educated labour force. It examines inclusively rather than by educational level, arguing that linking human capital and economic development 'depends on progress made by countries at all levels of education', and that similar problems exist whether at basic, secondary, or higher. Overall recommendations for reform relate to incentives and public accountability, in particular 'closing the gap between the supply of educated individuals and labour demand, both internally and externally'. ■

# ACU membership update

The current membership total (as at 16 May 2008) is 481.

We are delighted to welcome **Bath Spa University, UK, Kwantlen University College, Canada, Padmashree Dr D Y Patil University, India, Tshwane University of Technology, South Africa, and York St John University, UK**, as new ACU members.



Professor Zaharin Yusoff

**Prof Kshanika Hirimburegama** has been appointed Vice-Chancellor of the **University of Colombo, Sri Lanka**, as of 2 January 2008.

**Prof Zaharin Yusoff** has been appointed President of **Multimedia University, Malaysia**, as of 2 January 2008.

**Prof Kandarpa Deka** has been appointed Vice-Chancellor of **Dibrugarh University, India**, as of 1 April 2008.

**Prof Nasim A Khan** has been appointed Vice-Chancellor of **Hamdard University, Pakistan**, as of 1 April 2008.

**Dr R Karpaga Kumaravel** has been appointed Vice-Chancellor of **Madurai Kamaraj University, India**, as of from 20 April 2008.

## Name changes

General Sir John Kotelawala Defence Academy, Sri Lanka, has changed its name to **General Sir John Kotelawala Defence University**.

Sri Sathya Sai Institute of Higher Learning, India, has changed its name to **Sri Sathya Sai University**.

Ziauddin Medical University, Pakistan, has changed its name to **Ziauddin University**.

## Executive heads

**Dr Bernie MacDonald** has been appointed Co-President, Vice President Administration, and

**Dr Leslie MacLaren** has been appointed Co-President, Vice-President Academic of **Nova Scotia Agricultural College, Canada**, as of October 2007.

**Prof O R Reddy** has been appointed Vice-Chancellor of **Doctor B R Ambedkar Open University, India**, from 12 November 2007.

**Dr Eddy Campbell** has been appointed Acting President and Vice-Chancellor of **Memorial University of Newfoundland, Canada**, from 1 January 2008.

**Prof Clement Sankat** has been appointed Campus Principal of the University of the West Indies, St Augustine, as of 1 January 2008.



Professor Greg Craven

**Prof Steven West** has been appointed Vice-Chancellor of the **University of the West of England, Bristol, UK**, as of 7 January 2008.

**Prof C Ratnam** has been appointed Vice-Chancellor of **Sri Venkateswara University, India**, as of 11 January 2008.

**Prof M Ramanathan** has been appointed Vice-Chancellor of **Annamalai University, India**, as of 29 January 2008.

**Prof Greg Craven** has been appointed Vice-Chancellor of **Australian Catholic University** as of 1 February 2008.

**Dr P Raghava Reddy** has been appointed Vice-Chancellor of **Acharya N G Ranga Agricultural University, India**, as of 8 February 2008.



Professor Eddy Campbell

**Prof Ian Warrington** has been appointed Acting Vice-Chancellor of **Massey University, New Zealand**, as of 3 March 2008.

**Prof Peter Kopelman** has been appointed Principal of **St George's, University of London, UK**, as of 31 March 2008.



Professor Steven West

**Prof Aruna Anantharishnan** has been appointed Vice-Chancellor of **Mother Teresa Women's University, India**, as of 20 April 2008.

**Prof R T Sabapathy Mohan** has been appointed Vice-Chancellor of **Manonmaniam**

**Sundaranar University, India**, as of 23 April 2008.

**Dr Denis Brière** has been appointed

Rector of the **Université Laval, Canada**, as of 1 June 2007.



Professor Dennis Brière

**Prof Thomas D Traves**, President and Vice-Chancellor of **Dalhousie University, Canada**, has been appointed Chair of the **Council of Nova Scotia University Presidents**.



Professor Peter Kopelman

# Calendar

2008

June

15-17

ACA (Academic Co-operation Association) (in co-operation with the Archimedes Foundation) Annual Conference

**Beyond 2010: European Higher Education in the Next Decade**

Tallinn, Estonia

[www.aca-secretariat.be/08events/Conferences/Tallinn/tallinn.htm](http://www.aca-secretariat.be/08events/Conferences/Tallinn/tallinn.htm)

16-19

International Network of Research Management Societies (INORMS) (Hosted by Association of Research Managers and Administrators UK (ARMA)) 2nd Congress  
**Exploring Similarities: National and International Research Management and Administration**

Liverpool, UK

[www.inorms2008.org](http://www.inorms2008.org)

July

1-4

Higher Education Research and Development Society of Australasia (HERDSA) Annual Conference (31st)

**Engaging Communities**

Rotorua, New Zealand

<http://conference.herdsa.org.au/2008>

13-17

COL (Commonwealth of Learning), University of London: Pan-Commonwealth Forum on Open Learning (5th)

**Access to Learning for Development**

University of London, UK

[www.pcf5.london.ac.uk](http://www.pcf5.london.ac.uk)

14-16

ACU PR, Marketing and Communications Network Conference (2nd)

**Building a Profile: Key Relationships for the Communications Professional**

Durban, South Africa

[www.acu.ac.uk/prnetwork](http://www.acu.ac.uk/prnetwork)

15-18

IAU (International Association of Universities) General Conference (13th)

**Higher Education and Research: Addressing Local and Global Needs**

Utrecht University, Netherlands

[www.unesco.org/iau/conferences/Utrecht/index.html](http://www.unesco.org/iau/conferences/Utrecht/index.html)

29-1 August

Improving University Teaching (IUT): International Conference on Improving University Teaching (33rd)

**Transforming Higher Education Teaching and Learning in the 21st Century**

University of Strathclyde, Glasgow, UK

[www.iutconference.org](http://www.iutconference.org)

August

17-21

International Meeting of University Administrators (IMUA) Conference

**Globalization (evolution of learning, research commercialization, sustainability, leading & organising academic institutions of the future)**

University of British Columbia, Vancouver, Canada

[www.imua2008.ca](http://www.imua2008.ca)

September

8-10

OECD, IMHE Biennial General Conference

**Outcomes of Higher Education: Quality, Relevance and Impact**

Paris, France

[www.oecd.org/edu/imhegeneralconference](http://www.oecd.org/edu/imhegeneralconference)  
2008

October

23-25

European University Association (EUA) Autumn Conference

**Inclusive and Responsive Universities: Ensuring Europe's Competitiveness**

Rotterdam, Netherlands

[www.eua.be](http://www.eua.be)

November

1-4

Canadian Bureau for International Education (CBIE) Annual Conference

**Shaping Worldviews: Diversity and International Education**

[www.cbie.ca](http://www.cbie.ca)

28-30

ACU Conference of Executive Heads (in association with the Association of Indian Universities (AIU) and co-hosts: Maulana Azad National Urdu University and the University of Hyderabad)

**Dazzling Technologies: Seismic Shifts in Higher Education in a Fast-Changing and Unequal World**

Hyderabad, India

[www.acu.ac.uk/hyderabad/index.php](http://www.acu.ac.uk/hyderabad/index.php)

December

3-5

National University of Singapore (NUS), Centre for Development of Teaching and Learning (CDTL): International Conference of Teaching and Learning (5th) (TLHE 2008)

**Frontiers in Higher Education**

National University of Singapore

[www.cdtl.nus.edu.sg/tlhe](http://www.cdtl.nus.edu.sg/tlhe)

9-11

Society for Research into Higher Education (SRHE) Annual Conference

**Valuing Higher Education**

Liverpool, UK

[www.srhe.ac.uk/conference2008](http://www.srhe.ac.uk/conference2008)

2009

June

15-19

**Conference of Commonwealth Education Ministers (17CCEM)**

Kuala Lumpur, Malaysia

[www.thecommonwealth.org](http://www.thecommonwealth.org)

July

6-8

UNESCO World Conference on Higher Education (WCHE)

**The New Dynamics of Higher Education**

Paris, France

[www.unesco.org/education/hed](http://www.unesco.org/education/hed)

# INFORMATION

# NETWORKING

# BENCHMARKING

# DEVELOPING CAPACITY

# RESEARCH

# COST SAVINGS

Our activities are growing – and with your input they can grow further still. If you have ideas for further collaboration, or would like to become a member, please contact:

## The Association of Commonwealth Universities

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 Tel: +44 (0)20 7380 6700  
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Established in 1913, the Association of Commonwealth Universities is the oldest inter-university network in the world. Today's ACU combines the expertise and reputation of over ninety years' experience with new and innovative programmes designed to meet the needs of universities in the 21st century.

Higher education is more international than ever before. The market for students and staff is a global one. Research funds are increasingly allocated on an international, collaborative basis. Academic reputations are based on global connections. Innovation and good practice do not stop at national borders.

Our five hundred members are spread across six continents. As you might expect, they represent a diverse range of institutions – but there are also many similarities. As such, we provide forums for universities in Australasia, Canada and the UK to benchmark their research contract/grant activity, and for those in Africa and South Asia to compare their extension work programmes. At a time when tertiary education has never been higher on the development agenda, our experience in fostering collaboration between developed and developing country universities has never been more relevant or important.

At the ACU, our emphasis is on *practical* solutions. Our portfolio of services includes:

**Information** – the most comprehensive database of Commonwealth universities and their staff available

**Networking** – hands-on networks to bring together practitioners in key functional areas, such as public relations and research management

**Benchmarking** – seminars, surveys and publications allowing members to compare their activities with international good practice

**Developing Capacity** – scholarships and fellowships to meet the needs of tomorrow's staff – both from our own resources and through the management of prestigious international schemes for external bodies

**Research** – up-to-date reports and analysis of key issues

**Cost Savings** – access to negotiated discounts in areas such as recruitment and academic journals