

Associations' / Networks' Responses to IAU Questionnaire

In preparation for the discussions at the Global Meeting of Associations, IAU wished to prepare a brief overview of the ways in which the various actors on the global higher education scene coexist and address issues of common interest. To learn more about the reasons behind and the impact of the growth of various higher education groups and organizations around the world, the Secretariat sent a brief series of questions to all associations and networks listed in its data base. The replies received are presented below, in alphabetical order, and in language of submission.

Replies received from:

- Association of Arab Universities (AArU) *
- Association of African Universities (AAU) *
- American Council on Education (ACE)
- Associació Catalana d'Universitats Públiques (ACUP)
- Asociación Iberoamericana de Educación Superior a Distancia (AIESAD)
- Association of Indian Universities (AIU)
- Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES)
- Association of Universities and Colleges of Canada (AUCC)
- Agence universitaire de la Francophonie (AUF)
- Committee on Institutional Cooperation (CIC)
- Committee of Vice Chancellors and Principals in Tanzania *
- Compostela Group of Universities
- Consortium for North American Higher Education Collaboration (CONAHEC)
- Conférence des Recteurs et des Principaux des Universités du Québec (CREPUQ) *
- European Association for International Education (EAIE)
- European Centre for Strategic Management of Universities (ESMU)
- European University Association (EUA)
- Forum International des Universités Publiques (FIUP)
- Hispanic Association of Colleges and Universities (HACU)
- International Association of Universities (IAU)
- Inter-American Organization for Higher Education (IOHE)
- Network of Latin American and Caribbean Macro-universities (RedMacro)
- The Talloires Network
- Unión de Universidades de América Latina y el Caribe (UDUAL)
- Universitas 21
- Vice Chancellors Ghana
- Worldwide Universities Network (WUN)

* Not attending the GMA III due to prior commitments.

Association of Arab Universities (AArU)

Association/Network: (AArU)	Association of Arab Universities
Country/Region:	Jordan/ Arabic Countries
Founding year:	1964
Number of member institutions:	214
Permanent Secretariat:	Yes
Number of staff in Secretariat:	18
Legal Status:	NGO
Sources of funding:	Membership dues
Major partner(s) at the regional/international levels:	UNESCO, IAU, AEUA, AAU, ISESCO, Arab Thought Forum.

- 1) What does your organization consider to be among the most important issues on which collective action of associations/networks is needed at the global level?

Provide one or two examples:

Quality Assurance

Networking

- 2) Does your organization consider the diversity of your institutional members as a constraining factor or is it perceived as a strength? Please explain in either case. How do you respond to the increasing diversity, if any, among your members?

Diversity is not a constraining factor for our organization as all members work together to achieve the same goals.

- 3) Are you involved in collaborative projects with other associations/networks at the global level? How would you describe this collaboration?

Yes, we have several collaborative projects. For example, we work with AAU on an initiative that promotes harmonization of higher education in Africa. Another example is the collaboration with ANQAHE (The Arab Network for Quality Assurance in Higher Education) which operates in association with INQAHE (The International Network for Quality Assurance Agencies in Higher Education).

- 4) What are the consequences of the increasing competition among higher education institutions for associations/networks?

Competition is a suitable environment to improve performance, but at the same time it will require universities to rethink their objectives, and to re-examine their outcomes as all factors will determine their success or failure.

- 5) What services would you most value as a (potential) Member organization of IAU? How can IAU work with your association/network to address the challenges you face?

The emphasis on themes like Quality Assurance and Information Sharing are the most important.

Association of African Universities (AAU)

Association/Network:	Association of African Universities
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Country/Region:	Ghana, Africa
Founding year:	1967
Number of member institutions:	215
Permanent Secretariat:	Yes
Number of staff in Secretariat:	27
Legal Status:	International NGO
Sources of funding:	Secretariat support from Ghanese Government; membership fees and grants from development/donor agencies
Major partner(s) at the regional/international levels:	African Union; ADEA; UNESCO & BREDIA; African Capacity Building Foundation (ACBF); PHEA; Dfid (UK); Sida; IDRC; World Bank.
Is the Association/Network a Member of a global organization?	Yes, IAU
1) What does your organization consider to be among the most important issues on which collective action of associations/networks is needed at the global level?	
I. Global university rankings	
II. Role of higher education in meeting global challenges	
2) Does your organization consider the diversity of your institutional members as a constraining factor or is it perceived as a strength? Please explain in either case. How do you respond to the increasing diversity, if any, among your members?	
Both a constraint and a strength.	
Constraint: Not easy to operate in multiple languages and different HE system, difficult to mount programmes to satisfy diverse membership	
Strength: Institutions learn from each other and enrich the dialogue among HEIs	
Response: operate in at least two languages, ensure that AAU activities take place in all linguistic regions, and ensure reasonable representation in governing structure and at the secretariat.	
3) Are you involved in collaborative projects with other associations/networks at the global level? How would you describe this collaboration?	
Yes. With IAU, in a joint publication on African HEIs. With EUA, participating in project on Access. With NASULGC (US) in helping to link African and American institutions.	
4) What are the consequences of the increasing competition among higher education institutions for associations/networks?	
I. Institutions give priority to associations where they feel they get greatest benefits; they are not necessarily motivated by the common good of the association.	
II. Stronger institutions network with others of similar strength, to the detriment of the less-strong ones.	
5) What services would you most value as a (potential) Member organization of IAU? How can IAU work with your association/network to address the challenges you face?	
I. To continue with its assistance in AAU's publications.	
II. To bring an international perspective to the AAU.	

III. To assist AAU members to participate in IAU's international events

American Council on Education (ACE)

Association/Network:	American Council on Education
Country/Region:	USA
Founding year:	1917
Number of member institutions:	1800
Permanent Secretariat:	Yes
Number of staff in Secretariat:	225
Legal Status:	non profit organization
Sources of funding:	Membership dues, grants, contracts, sales and services
Major partner(s) at the regional/international levels:	IAU, EUA, HESA, ANUIES, AUCC, CONAHEC, SARUA, IMHE, UUK, Leadership Foundation (UK)
Is the Association/Network a Member of a global organization?	YES

1) What does your organization consider to be among the most important issues on which collective action of associations/networks is needed at the global level?

Cross-border education; promoting partnerships and international cooperation.

2) Does your organization consider the diversity of your institutional members as a constraining factor or is it perceived as a strength? Please explain in either case. How do you respond to the increasing diversity, if any, among your members?

ACE has from its founding been an "umbrella organization" with highly diverse institutional and association members. The benefit is that ACE's diversity enables US higher education to "speak with one voice" on many issues. Not surprisingly, our members also hold divergent positions that ACE tries to reconcile.

3) Are you involved in collaborative projects with other associations/networks at the global level? How would you describe this collaboration?

Collaboration with HESA on leadership development (ACE Fellows Programme), with EUA on Transatlantic Dialogue, LFHE on a leadership seminar for US chief academic officers and UK top managers.

4) What are the consequences of the increasing competition among higher education institutions for associations/networks?

Especially in times of limited resources, institutions must be selective about which associations they join. This puts pressure on all associations to demonstrate their added value.

5) What services would you most value as a (potential) Member organization of IAU? How can IAU work with your association/network to address the challenges you face?

IAU's information and convening function is an important one. It is very useful for associations to know each other, their issues, and their work.

Associació Catalana d'Universitats Públiques (ACUP)

Association/Network:	Catalan Association of Public Universities (ACUP)
Country/Region:	Spain/ Catalonia
Founding year:	2002
Number of member institutions:	8
Permanent Secretariat:	Yes
Number of staff in Secretariat:	4
Legal Status:	association
Sources of funding:	Member universities, private and public funding
Is the Association/Network a Member of a global organization?	EUA

1) What does your organization consider to be among the most important issues on which collective action of associations/networks is needed at the global level?

- Discussion space/arena on challenges, policy developments, etc.
- Benchmarking on best practices
- Quality standards

2) Does your organization consider the diversity of your institutional members as a constraining factor or is it perceived as a strength? Please explain in either case. How do you respond to the increasing diversity, if any, among your members?

It is perceived as a strength, although it is also a challenge. Member institutions, apart from size and age, are quite homogeneous at the moment. The ACUP intends to increase diversity and differentiate individual institutional profiles. For 2009 the ACUP aims to design a common strategic plan for all institution members with a set of shared goals. We are convinced that eight institutions working together can achieve much more than one individual institution on its own.

3) Are you involved in collaborative projects with other associations/networks at the global level? How would you describe this collaboration?

At present, the ACUP is involved in several collaborative projects, among others:

- Joint study programme in International Relations (together with Universities Scotland and University Bayern)
- EU-DRIVERS European Drivers for a Regional Innovation Platform, coordinated by ESMU
- OECD: Higher Education in Regional and City Development

4) What are the consequences of the increasing competition among higher education institutions for associations/networks?

The different positions in international rankings of the member institutions is a challenge to manage as their views, needs and aims will most probably differ. University cooperation is hard to promote and stimulate in an environment of competitiveness. But precisely for this reason we think that university collaboration is essential for the future of universities, which have to find a balance between competitiveness and collaboration.

5) What services would you most value as a (potential) Member organization of IAU? How can IAU work with your association/network to address the challenges you face?

- Comprehensive information

- Networking space
Discussion arena on higher education challenges and issues.

Asociación Iberoamericana de Educación Superior a Distancia (AIESAD)

Association/Network:	Ibero - American Association of Distance Higher Education
Country/Region:	Ibero America
Founding year:	1980
Number of member institutions:	38
Permanent Secretariat:	YES
Number of staff in Secretariat:	2
Legal Status:	Non - profit Association
Sources of funding:	Partner fees, National and International projects from different funding institutions

Major partner(s) at the regional/international levels:

Universidad Nacional de Educación a Distancia (UNED), España; Universidad Nacional Abierta y a Distancia (UNAD), Colombia; Universidad Nacional Autónoma de México (UNAM), México; Universidad Estatal a Distancia (UNED), Costa Rica; Centro Universitario de Ensino a Distancia do estado do Rio de Janeiro (CEDERJ), Brasil; Universidad de La Habana, Cuba; Universidad Abierta para Adultos (UAPA); República Dominicana; Universidad Técnica Particular de Loja (UTPL), Ecuador.

- 1) What does your organization consider to be among the most important issues on which collective action of associations/networks is needed at the global level?
 - To promote high quality standards in higher education as a condition for successful collaboration. Examples of collaborative projects are the development of joint courses and degrees, student and teacher mobility, etc.
 - To enhance access to higher education by offering a broad variety of high quality educational programmes that are flexible and tailor-made to fit students' and faculty's different linguistic and geographical backgrounds.
- 2) Does your organization consider the diversity of your institutional members as a constraining factor or is it perceived as a strength? Please explain in either case. How do you respond to the increasing diversity, if any, among your members?

The diversity of AIESAD members is perceived mostly as an advantage. AIESAD' s membership body consists of a combination of large and small universities that focus in varying degrees on distance learning. Because these differences have been present since AIESAD's foundation, no new measures with respect to diversity have been taken.

- 3) Are you involved in collaborative projects with other associations/networks at the global level? How would you describe this collaboration?

AIESAD has closely collaborated with CREAD in America and with EADTU in Europe. The most important areas of collaboration are: 1) quality assurance and quality standards for e-learning; 2) mobility

programmes for distance students. The programmes mix virtual and physical mobility. By means of distance education, curricula of different programmes can complement one another.

- 4) **What are the consequences of the increasing competition among higher education institutions for associations/networks?**

At the moment, competition is not a big issue among AIESAD members because of their differences in size, methodology and geographic location. Nevertheless, AIESAD aims to help increase the number and quality of services offered by its member institutions so that they can be more competitive in their respective areas of influence.

- 5) **What services would you most value as a (potential) Member organization of IAU? How can IAU work with your association/network to address the challenges you face?**

AIESAD and its members are currently interested in enhancing the complementary combinations of presence, distance and virtual higher education. Also, they would like to increase cooperation between higher education institutes in areas such as joint courses (graduate and postgraduate), development cooperation and teacher, researcher, administrator and student mobility, etc.

IAU could be of help in increasing opportunities to participate in multilateral projects, extending the scope of dissemination, receiving information about funding opportunities, etc.

Association of Indian Universities (AIU)

Association/Network:	Association of Indian Universities
Country/Region:	India
Founding year:	1925
Number of member institutions:	281 plus 3
Permanent Secretariat:	Yes
Number of staff in Secretariat:	69
Legal Status:	Registered Society
Sources of funding:	Membership subscription, sale of publications, grant from the government for projects
Major partner(s) at the regional/international levels:	Both
Is the Association/Network a Member of a global platform/association?	Yes

- 1) **What does your organization consider to be among the most important issues on which collective action of associations/networks is needed at the global level?**

Commercialization of Higher Education

GATTS, Foreign Providers without legal status

- 2) **Does your organization consider the diversity of your institutional members as a constraining factor or is it perceived as a strength? Please explain in either case. How do you respond to the increasing diversity, if any, among your members?**

We consider diversity to be our strength. We are a multi-ethnic, multi-cultural, multi-religious society.

- 3) Are you involved in collaborative projects with other associations/networks at the global level? How would you describe this collaboration?

We have signed Memoranda of Understanding (MoU) with Universities Australia (Australia), VSNU (Netherlands), AUCC (Canada), CPU & CDEFI of France, Consortium of three universities the Danish School of Education, Denmark, the Institute of Education, University of London and University of Deusto, Bilbao, Spain, and IIE, New York.

- 4) What are the consequences of the increasing competition among higher education institutions for associations/networks?

No visible impact.

- 5) What services would you most value as a (potential) Member organization of IAU? How can IAU work with your association/network to address the challenges you face?

Collaborative projects mainly in research and capacity building programmes for academicians and educational managers, students and researchers.

Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES)

Association/Network:	Asociación Nacional de Universidades e Instituciones de Educación Superior
Country/Region:	Mexico
Founding year:	1950
Number of member institutions:	152
Permanent Secretariat:	Yes
Number of staff in Secretariat:	145
Legal Status:	Civil association
Sources of funding: revenue	Federal funds and self-generated

Major partner(s) at the regional/international levels:

ACID (Spain), CREPUQ (Canada), ECOS (France), CSUCA (Central America), CIN (Argentina), DAAD (Germany), CRUE (Spain), CPU (France), AUCC (Canada), ACE (United States), IAU.

Is the Association/Network a Member of a global organization? IAU, CUIB, CONAHEC

- 1) What does your organization consider to be among the most important issues on which collective action of associations/networks is needed at the global level?

To generate, with counterparts from around the world, a space in which to develop or strengthen cooperation activities.

To obtain the most up-to-date information on new tendencies in higher education from around the world.

- 2) **Does your organization consider the diversity of your institutional members as a constraining factor or is it perceived as a strength? Please explain in either case. How do you respond to the increasing diversity, if any, among your members?**

The diversity of member institutions is undoubtedly a strength, as it better represents all of the higher education institutions in Mexico. In order to comply with the growing diversity, it is necessary to find points of common interest, as well as identify the problems the different institutions face.

- 3) **Are you involved in collaborative projects with other associations/networks at the global level? How would you describe this collaboration?**

We are participating in several projects funded by the European Commission, which has been an enormously fulfilling experience for our Association, given the results achieved and the benefits obtained for students and academics of Mexican universities.

- 4) **What are the consequences of the increasing competition among higher education institutions for associations/networks?**

The increasing competition among higher education institutions leads associations and networks to improve the attention they provide to their affiliates. It also leads them to improve their levels of quality, their position in society, and the pertinence of the studies they offer.

5) **What services would you most value as a (potential) Member organization of IAU? How can IAU work with your association/network to address the challenges you face?**

To receive innovative information on topics relevant to the global higher education scene, quality assurance, programme accreditation, options for funding international cooperation, etc.

To create a platform that allows the counterparts from other countries and continents to identify interests in international cooperation.

It would be interesting for IAU to distribute a survey among its members in order to learn about and share their interests and priorities in international cooperation, thus facilitating encounters among member organizations.

Association of Universities and Colleges of Canada (AUCC)

Association/Network:	Association of Universities and Colleges of Canada
Country/Region:	Canada
Founding year:	1911
Number of member institutions:	94 public and private, not for profit universities and university-degree granting colleges
Permanent Secretariat:	Yes (located in Ottawa)
Number of staff in Secretariat:	105
Legal Status:	Not-for-profit
Sources of funding:	Membership fees; project and programme management; contractual services

Major partner(s) at the regional/international levels:

At the regional level, AUCC works closely with the American Council on Education (ACE) especially but also with the National Association of Universities and Institutions of Higher Education (ANUIES) (with whom AUCC has a formal MOU) and the Consortium for North American Higher Education Collaboration (CONAHEC). Internationally, AUCC has a formal Memorandum of Understanding (MOU) with the Association of Indian Universities (AIU), the African Association of Universities (AAU) and the Council of Rectors of Chilean Universities (CRUC). It is in the process of cementing ties with Brazil through FAUBAI (Association of International Relations at Brazilian Universities) and CRUB (Council of Rectors of Brazilian Universities). AUCC also works closely with the European University Association (EUA) as well as maintains links to Universities Australia, Universities UK, the HRK in Germany and the CPU in France in particular.

Is the Association/Network a Member of a global organization?

AUCC holds formal membership in the IAU, the Canadian Council on Africa (CCA) and the Programme on the Institutional Management in Higher Education (IMHE). In terms of the IMHE, AUCC sits on the Governing Council and AUCC's President sits on the Executive Board or "Bureau". In addition, AUCC's President is a member of ACE's International Commission and CHEA's International Commission. Informally, AUCC holds membership in CONAHEC through ex-officio representation by the Vice-President, International on its Board of Directors.

1) **What does your organization consider to be among the most important issues on which collective action of associations/networks is needed at the global level?**

- Sustaining/enhancing the international academic cooperation efforts of our members and ensuring they are positioned effectively to respond to ongoing and emerging trends towards the integration and harmonization of higher education efforts around the world (e.g., Bologna).
- Promoting institutional interests in light of the current initiatives, such as the OECD's AHELO feasibility study, to assess and measure student learning outcomes in higher education and the corresponding trend towards assessing academic quality in terms of programme learning outcomes.

2) **Does your organization consider the diversity of your institutional members as a constraining factor or is it perceived as a strength? Please explain in either case. How do you respond to the increasing diversity, if any, among your members?**

Diversity is a key feature and strength of AUCC's membership. Universities in Canada are characterized by differences in their size as measured by overall enrolment, their location geographically (e.g., rural/urban), their overall academic scope and thrust (e.g., there are self defined "research intensive" universities, there are institutions focused exclusively on the fine arts or on the sciences, there is a university that is only engaged in distance education and there is an institution that is focused exclusively on providing education to First Nations) and their language (e.g., all English, all French or officially bilingual).

This diversity is a strength in that it allows for a richness of views, ideas etc. to emerge to support the association's perspectives and positions. At the same time, it can add a level of complexity to the Association's work in that we must be mindful to structure services that respond to such a diverse set of needs and requirements among differing institutions.

3) **Are you involved in collaborative projects with other associations/networks at the global level? How would you describe this collaboration?**

- Memorandum of Understanding with Association of Indian Universities (AIU): This partnership will provide a platform for further strategic dialogue to promote further academic and research collaboration among Canadian and Indian universities. It will also facilitate the development of concrete initiatives in comparative research and knowledge exchange, policy dialogues on issues of common interest (quality assurance, higher education governance) and programming to leverage Canadian expertise to strengthen higher education and research capacity in India.
- Transatlantic Dialogue with ACE and EUA: This collaboration provides an opportunity for institutional leaders on both sides of the Atlantic to discuss possible solutions to a number of key concerns and challenges. The most recent dialogue was held in Vancouver in June 2008, focusing on the shifting contexts of competition, globalization and technology that are shaping the climate for higher education and on the approaches institutions must adopt to respond. The 2008 themes included understanding the drivers of change in the current operating environment that have created new conditions requiring new institutional responses; and reflecting on an emerging paradigm of cooperation -- what this looks like and its implications for institutional strategies and leadership -- as a means to helping universities better serve students, enhance research and meet public needs.

4) **What are the consequences of the increasing competition among higher education institutions for associations/networks?**

We need to "change the channel" from international competition to international collaboration when it comes to international higher education policy dialogue. From the international perspective, we need to think creatively on how national associations can work collectively to promote win-win situations and serve all members' interests on key issues.

5) **What services would you most value as a (potential) Member organization of IAU? How can IAU work with your association/network to address the challenges you face?**

The IAU can serve as a global platform for dialogue and should give some thought on how to take the Forum of Global Associations to the next level, e.g. develop some concrete common initiatives to "change the channel" from international competition to international collaboration among higher education institutions. IAU might consider organizing staff exchanges to promote this idea further.

IAU's internationally comparative research (such as the recently launched internationalization survey) is very valuable.

Agence Universitaire de la Francophonie (AUF)

Nom de votre Association/Réseau:	Agence universitaire de la Francophonie (AUF)
Pays/région:	Siege Montréal Canada - Travaille sur les 5 continents
Date de création de votre association/réseau:	1961
Nombres d'établissements membres:	686 dans 81 pays
Votre association/réseau a-t-elle/il un secrétariat permanent ?	Oui
Nombre d'employés au sein votre secrétariat:	435
Statut légal:	Agence de l'organisation internationale de la francophonie et association des universités.
Sources de financement :	Etats, bailleurs de fonds
Partenaires principaux aux niveaux régional/international:	Unesco, Banque Mondiale, Conférences des Recteurs et Présidents D'Universités, UEMOA, ACU.

1) Quelles sont les problématiques les plus importantes au sujet desquelles votre organisation considère-t-elle qu'une action collective des associations/réseaux est nécessaire au niveau mondial ?

- Les universités, acteur du développement
- La gouvernance universitaire

2) Votre organisation considère-t-elle la diversité de ses membres institutionnels comme un facteur contraignant ou bien comme une richesse ? Dans les deux cas, merci de bien vouloir préciser.

Il s'agit d'une richesse, d'ailleurs, la gestion de l'AUF est de partagée avec ses membres en les impliquent dans nos programmes et dans nos actions.

Comment votre organisation répond-elle (le cas échéant) à la diversité croissante de ses membres ?

3) Votre organisation est-elle impliquée dans des projets de collaboration avec d'autres associations/réseaux a l'échelle mondiale ? Comment décririez-vous cette collaboration ?

Oui. Avec L'ACU. Il s'agit d'une collaboration prometteuse. Et avec L'AIU.

4) Quelles sont les conséquences de la compétition de plus en plus importante entre les établissements d'enseignement supérieur, pour les associations/réseaux ?

La compétition nous invite a mieux cibler les aspects et les types de partenariats possibles entre les établissements.



Committee on Institutional Cooperation (CIC)

Association/Network:	Committee on Institutional Cooperation (CIC)
Country/Region:	USA
Founding year:	1958
Number of member institutions:	12
Permanent Secretariat:	Yes
Number of staff in Secretariat:	18
Legal Status:	Unincorporated association, organized as an office within one of the member universities.
Sources of funding:	Member university dues/grants
Major partner(s) at the regional/international levels:	Google, Chicago Council on Global Affairs
Is the Association/Network a Member of a global organization?	No

- 1) What does your organization consider to be among the most important issues on which collective action of associations/networks is needed at the global level?

Facilitating the creation of effective frameworks within which our respective universities can engage - that is, can we create connections between our organizations in the same way we create connections between our member universities? And can we do it in a way that it adds significant strategic value for our members?

- 2) Does your organization consider the diversity of your institutional members as a constraining factor or is it perceived as a strength? Please explain in either case. How do you respond to the increasing diversity, if any, among your members?

Our universities are (by and large) peers. Where they diverge (some are private, some are public; areas of research focus varies) we view that as a strength. We do know, however, that collaboration is difficult across areas where our member universities have widely divergent strategies or systems.

- 3) Are you involved in collaborative projects with other associations/networks at the global level? How would you describe this collaboration?

No - though we have initiated preliminary conversations with our colleagues in Australia.

- 4) What are the consequences of the increasing competition among higher education institutions for associations/networks?

We will all be called upon to demonstrate and deliver a significant return on the investment our members make in our organizations. I think our members are also wisely looking at how and whether any existing associations or affiliations can be merged to good effect. We don't view this as a threat or "bad thing" - we are constantly looking for ways to innovate in service to our universities.

- 5) What services would you most value as a (potential) Member organization of IAU? How can IAU work with your association/network to address the challenges you face?

It is always useful to have 'toolkits' that help us share strategies for working with universities and for building and managing partnerships. Additionally, the opportunity to develop specific meaningful and valuable partnerships between and among our member universities would be great.



Committee of Vice Chancellors and Principals in Tanzania

Association/Network:	Committee of Vice Chancellors and Principals in Tanzania
Country/Region:	Tanzania, East Africa
Founding year of:	2007
Number of member institutions:	23
Permanent Secretariat:	Yes
Number of staff in Secretariat:	3
Legal Status:	Is recognized in Tanzania's "Universities Act"
Sources of funding:	Member contributions
Major partner(s) at the regional/international levels:	Similar country committees in the East African region (partnership not active at the moment).
Is the Association/Network a Member of a global organization?	Not yet.

1) What does your organization consider to be among the most important issues on which collective action of associations/networks is needed at the global level?

- Quality control strategies and measures;
- Country and regional networking for optimal utilisation of available resources.

2) Does your organization consider the diversity of your institutional members as a constraining factor or is it perceived as a strength? Please explain in either case. How do you respond to the increasing diversity, if any, among your members?

Diversity is a strength because it makes higher education more holistic and accessible than would otherwise be the case.

3) Are you involved in collaborative projects with other associations/networks at the global level? How would you describe this collaboration?

Not at the moment.

4) What are the consequences of the increasing competition among higher education institutions for associations/networks?

In our case competition opens up more opportunities for younger people to receive university education at an affordable cost.

5) What services would you most value as a (potential) Member organization of IAU? How can IAU work with your association/network to address the challenges you face?

We would expect IAU to assist our association in achieving some of its objectives. This may include the institution of sustainable mechanisms for ensuring basic quality levels for all Tanzanian universities.

Compostela Group of Universities

Association/Network:	Compostela Group of Universities
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Country/Region:	Spain
Founding year:	1993
Number of member institutions:	71
Permanent Secretariat:	Yes
Number of staff in Secretariat:	4
Legal Status:	Non-profit association
Sources of funding:	Membership fees, subsidies from regional government and public entities, EC projects.
Major partner(s) at the regional/international levels:	Xunta de Galicia, University of Santiago de Compostela, European Commission, IAU, EAN, WACE, EMUNI Center, EUA.
Is the Association a Member of a global platform/association?	WACE (World Association for Cooperative Education), IAU.

- 1) **What does your organization consider to be among the most important issues on which collective action of associations/networks is needed at the global level?**

To make the voice of those involved in higher education heard at all levels, to be a point of reference for policy makers.

- 2) **Does your organization consider the diversity of your institutional members as a constraining factor or is it perceived as a strength? Please explain in either case. How do you respond to the increasing diversity, if any, among your members?**

The CGU is an inclusive, international network that sees a diverse membership as one of its main strengths. Our activities are organized in different working groups, task forces and projects with very different aims so that we can respond to the different needs.

- 3) **Are you involved in collaborative projects with other associations/networks at the global level? How would you describe this collaboration?**

We have celebrated a joint event with World Association for Cooperative Education (WACE), and with the European Access Network. These positive experiences have encouraged us to seek collaboration with other associations and organizations.

- 4) **What are the consequences of the increasing competition among higher education institutions for associations/networks?**

It means no one can "sit on their laurels." Members expect good services and look closely at what the association/network can do for them before joining or renewing membership. Simply being part of a club is no longer enough.

- 5) **What services would you most value as a (potential) Member organization of IAU? How can IAU work with your association/network to address the challenges you face?**

It is important to find synergies and build on each other's strengths. Joint activities can help to make the best use of resources and be advantageous for all involved.

Consortium for North American Higher Education Collaboration (CONAHEC)

Association/Network:	Consortium for North American Higher Education Collaboration
Country/Region:	North America (Canada, the U.S. and Mexico)
Founding year:	1994
Number of member institutions:	143
Permanent Secretariat:	Yes
Number of staff in Secretariat:	7
Legal Status:	Non formal association
Sources of funding:	Membership fees, conference revenues, grants
Major partner(s) at the regional/international levels:	National associations of higher education (AUCC, ACCC, ACE, AACC, ANUIES) and international higher education associations in the region (AMPEI, AIEA, NAFSA, CBIE)
Is the Association/Network a Member of a global organization?	Yes. We host and are members of the Network of International Education Associations (NIEA)

- 1) What does your organization consider to be among the most important issues on which collective action of associations/networks is needed at the global level?
- Internationalization of higher education: easier and more fluid student and academic staff exchanges on an asymmetrical basis; internationalization of the curriculum in academic programs; involvement of professors and researchers in international networks; joint academic programmes, etc.
 - Harmonization of academic credentials and mutual recognition of academic programs.
- 2) Does your organization consider the diversity of your institutional members as a constraining factor or is it perceived as a strength? Please explain in either case. How do you respond to the increasing diversity, if any, among your members?

Our principal and more valuable strength is the great diversity of institutions that belong to our Consortium. Institutional diversity is welcomed since it is our major asset.

- 3) Are you involved in collaborative projects with other associations/networks at the global level? How would you describe this collaboration?

CONAHEC constantly becomes involved in developing collaborative efforts with related organizations. It is part of our mission and operational principles. Some recent examples follow:

- We became involved in the creation (and currently host the secretariat) of the Network of International Education Associations, which brings together the most important regional associations devoted to fostering international education. (<http://www.ieanetwork.org>)

- Also, we collaborate with the International Association of Universities (IAU) for the implementation of the Global Survey on Internationalization.
 - We partner with OECD-IMHE in developing a model for a discounted membership fee for institutions belonging to both organizations.
 - We joined efforts with the Inter-American Organization of Higher Education (IOHE-OUI) and the Hispanic Association of Colleges and Universities (HACU) in co-convening an international conference.
- 4) What are the consequences of the increasing competition among higher education institutions for associations/networks?

It becomes more appropriate and necessary to collaborate rather than to compete. It is forcing us to become more efficient and innovative.

- 5) What services would you most value as a (potential) Member organization of IAU? How can IAU work with your association/network to address the challenges you face?
- Convening dialogues and interactions like the one being held in Guadalajara.
 - Putting together and widely disseminating on a timely manner global reviews of emerging issues of interest for higher education on a global/regional comparative basis.
 - Maintaining constant contact on behalf of higher education with relevant international and national bodies (UNESCO, WB, OECD).

Conférence des Recteurs et des Principaux des Universités du Québec (CREPUQ)

Association/Réseau:	Conférence des Recteurs et des Principaux des Universités du Québec (CREPUQ)
Pays/Région:	Québec (Canada)
Date de création:	1963
Nombres d'établissements membres:	18
Secrétariat permanent :	Oui
Nombre d'employés au sein votre secrétariat:	41
Statut légal : lucratif	Société privée à but non lucratif
Sources de financement :	Universités membres/Gouvernement du Québec
Partenaires principaux aux niveaux régional/international :	AUCC/AUF/OUI/AIU
Votre association est-t-elle/il membre d'une association internationale?	OUI/AIU

- 1) Quelles sont les problématiques les plus importantes pour au sujet desquelles votre organisations considère-t-elle qu'une action collective des associations/réseaux est nécessaire au niveau mondial ?

Défense et illustration de l'importance de l'université pour le développement économique, social et culturel.

Valorisation d'une culture de l'éducation, de la connaissance et de l'innovation.

- 2) Votre organisation considère-t-elle la diversité de ses membres institutionnels comme un facteur contraignant ou bien comme une richesse ? Dans les deux cas, merci de bien vouloir préciser.

Comment votre organisation répond-elle (le cas échéant) à la diversité croissante de ses membres?

Notre diversité n'est pas croissante; aucune nouvelle université ne s'est ajoutée au paysage québécois depuis plus de vingt-cinq ans.

La diversité impose certaines contraintes mais est surtout une force; c'est en complémentarité, dans le respect de leurs missions spécifiques respectives et en misant chacune sur leurs forces particulières, que les universités au Québec peuvent le mieux répondre à l'ensemble des attentes que la société québécoise place en elles.

3) **Votre organisation est-elle impliquée dans des projets de collaboration avec d'autres associations/réseaux à l'échelle mondiale ? Comment décririez-vous cette collaboration ?**

Échanges et accords avec la CPU (et la CDEFI). Participation à des activités de l'AUF sur la gouvernance universitaire. Collaboration aux activités de l'OUI. Accueil de délégués d'autres associations d'universités en visite au Québec.

4) **Quelles sont les conséquences de la compétition de plus en plus importante entre les établissements d'enseignement supérieur, pour les associations/réseaux?**

Plus de difficultés, à l'occasion, de dégager des positions communes significatives sur des sujets où les intérêts peuvent être divergents.

5) **Quels services apprécieriez-vous le plus en tant que Membre organisationnel potentiel de l'AIU ? De quelle manière pensez-vous que l'AIU puisse collaborer avec votre association/réseau pour relever les défis auxquels vous êtes confrontés ?**

Information sur les meilleures pratiques à l'égard de l'enseignement et de la recherche et en matière de gouvernance.

Échanges sur les meilleures stratégies pour valoriser l'éducation et plus précisément l'université aux yeux du public.

Recherche de voies innovantes pour assurer à long terme l'essor de l'université.

European Association for International Education (EAIE)

Association/Network:	European Association for International Education
Country/Region:	Europe
Founding year:	1989
Number of member institutions:	over 1800
Permanent Secretariat:	Yes
Number of staff in Secretariat:	13
Legal Status:	Association under Dutch law
Sources of funding:	membership, conference and training courses income
Major partner(s) at the regional/international levels:	EUA, ACA, NAFSA, APAIE, AEIA

Is the Association/Network a Member of a global organization? Yes, NIEA Network of International Educational Associations

1) What does your organization consider to be among the most important issues on which collective action of associations/networks is needed at the global level?

To build out more intense relationships among the member associations, specifically by allowing prominent presence at each other's conferences.

2) Does your organization consider the diversity of your institutional members as a constraining factor or is it perceived as a strength? Please explain in either case. How do you respond to the increasing diversity, if any, among your members?

EAIE has individual membership; diversity is considered to be a strength: the relative weight of North-Western European members needs to be counterbalanced by us working with more members from Eastern and especially Southern Europe.

3) Are you involved in collaborative projects with other associations/networks at the global level? How would you describe this collaboration?

Yes. In this year, with Latin-American networks like AMPEI with a view to our Madrid conference theme in September 2009, "Connecting Continents", with a focus on Latin America.

4) What are the consequences of the increasing competition among higher education institutions for associations/networks?

A sharp turn in what members nowadays expect from us as their professional association: good, relevant and up-to-date products and services, e.g. our significantly extended training course programme.

5) What services would you most value as a (potential) Member organization of IAU? How can IAU work with your association/network to address the challenges you face?

That our relationship as Courtesy Associates will be deepened in overlapping areas, beyond the mere reciprocal favours and obligations.

European Centre for Strategic Management of Universities (ESMU)

Association/Network:	European Centre for Strategic Management of Universities
Country/Region:	Belgium
Founding year:	1986
Number of member institutions:	
Permanent Secretariat:	Yes
Number of staff in Secretariat:	3 full time employees, 1 part time, currently 2 trainees and short term experts
Legal Status:	Non profit
Sources of funding:	Activities

Major partner(s) at the regional/international levels:

I. Partners we have for our MODERN project (European Higher Education Modernisation Platform):

European Foundation for Management Development (EFMD); Centre for Higher Education Development (CHE); Danube University Krems - University for Continuing Education; Centre for Higher Education Policy Studies, University of Twente (CHEPS); European Consortium of Innovative Universities (ECIU); European Association for International Education (EAIE); International Centre for Higher Education Management, University of Bath (ICHEM); Politecnico di Milano; Higher Education Development Association (HEDDA); In addition, 26 associate partner organizations.

II. Partners we have for the EU-STEP Study Tours programme:

Universidad Politécnica de Valencia (UPVLC); European Centre for Higher Education (UNESCO-CEPES); University of Strathclyde (UoS); The Norwegian University of Science and technology (NTNU); LH Martin Institute of Higher Education Leadership and Management, University of Melbourne; Universidad Autónoma del Estado de Morelos; The Carnegie Foundation for the Advancement of Teaching (CFAT).

Is the Association/Network a Member of a global organization?

No. ESMU has, however, launched a large European platform (see above MODERN project).

1) What does your organization consider to be among the most important issues on which collective action of associations/networks is needed at the global level?

Improving higher education governance and management to support universities in better addressing the challenges in their external environment.

Better responding to the needs of society (labour market, students, regional development, cultural role...).

2) Does your organization consider the diversity of your institutional members as a constraining factor or is it perceived as a strength? Please explain in either case. How do you respond to the increasing diversity, if any, among your members?

We consider the diversity of European Higher Education Institutions as a strength and through our activities, we promote not a single but many good practices to improve university governance, leadership and management.

- 3) Are you involved in collaborative projects with other associations/networks at the global level? How would you describe this collaboration?

Yes, we have just started the ERASMUS - MUNDUS EU STEP project (see partnership in previous section). The aim is to improve the visibility of European Higher Education throughout the world and to promote Europe as a centre of excellence in learning, so as to strengthen its dynamic character and foster opportunities of collaboration and exchange between European and third country HEIs. Direct target groups of the project are policy-makers and university leaders from Australia, Latin America and the United States who will be involved in six European study tours. The project will also benefit the European HEIs involved as well as Networks in Higher Education. This is a valuable experience and a partnership where mutual learning about different higher education systems can take place.

- 4) What are the consequences of the increasing competition among higher education institutions for associations/networks?

Higher education institutions will make choices about which associations/networks to join (or not) based on their own strategic profiles. It is therefore essential for association/networks/themselves to have a clear profile and a specific offer to meet specific needs and to adapt to new requests from HEIs.

- 5) What services would you most value as a (potential) Member organization of IAU? How can IAU work with your association/network to address the challenges you face?

As a new affiliate IAU member, we will most value information and networking with non European Higher Education Institutions as we would like to develop new partnerships to join forces in improving university governance and management.

European University Association (EUA)

Association/Network: (EUA)	European University Association
Country/Region:	Europe (as defined in the European Cultural Convention)
Founding year:	2001 (merger)
Number of member institutions:	840
Permanent Secretariat:	Yes
Number of staff in Secretariat:	32 FTE
Legal Status:	Private Non-Profit
Sources of funding:	Membership fees, project grants
Major partner(s) at the regional/international levels:	ACE, AUCC, AUN, ASEF, AAU, IAU
Is the Association/Network a Member of a global association?	Yes

- 1) What does your organisation consider to be among the most important issues on which collective action of associations/networks is needed at the global level?

Associations are vital facilitators of international and interregional dialogue at a time where higher education systems are increasingly intertwined and inter-dependent. The most important issue of collective action are ensuring compatibility and transparency in higher education systems across the globe, so that higher education institutions can internationalise in such a way that optimally contributes to the

new needs of the global citizens they train. This is first and foremost facilitated by multi-level dialogue-between governments, regional and national higher education organisations, institutions, students, etc. This must be a sustained dialogue that identifies common areas cooperations and common international challenges. International recognition, quality assurance and and HEI capacity building through international partnership are key issues on the dialogue agenda

- 2) **Does your organisation consider the diversity of your institutional members as a constraining factor or is it perceived as a strength? Please explain in either case. How do you respond to the increasing diversity, if any, among your members?**

As a strength and as part of our mission. Preserving and encouraging diversity in higher education institutions across Europe is believed to be the most effective way to meet Europe's societal and economic challenges in the future. Each institution has a role in meeting local national and international demands and each can help make lifelong learning a reality. It is important to remember that the Bologna process in Europe is not about homogenizing higher education, but rather increasing the compatibility and transparency of the higher education offered across diverse institutions and systems. EUA has recently changed its statutes to encourage greater diversity across its membership by widening the category for individual full membership.

- 3) **Are you involved in collaborative projects with other associations/networks at the global level? How would you describe this collaboration?**

Provide one or two examples:

Most collaborative international projects that EUA undertakes aim to utilise the various competencies of our members- national university associations- and to encourage and facilitate bi-regional dialogue. The European Commission development aid sponsored project 'EU-Asia Higher Education Platform' which EUA leads from 2007-2009, aims at creating a dialogue platform between European and Asian higher education stakeholders. It organises a variety of thematic dialogue events - workshops, roundtable, and even higher education fairs- that structure bi-regional discussion on themes such as doctoral education, partnership, joint degrees, quality assurance, etc. EUA intends for this to compliment other bi-regional higher education cooperation initiatives such as the work of ASEF and the newly launched ASEM University Platform. EUA remains in close contact with the different regional networks in Asia that are vital in contributing to this process.

Forum International des Universités Publiques (FIUP)

Association/Network:	International Forum of Public Universities
Country/Region:	22 countries on 4 continents
Founding year:	2007
Number of member institutions:	23
Permanent Secretariat:	Yes
Number of staff in Secretariat:	2
Legal Status:	Yes
Sources of funding:	Memberships
Major partner(s) at the regional/international levels:	
Is the Association/Network a Member of a global organization?	

- 1) What does your organization consider to be among the most important issues on which collective action of associations/networks is needed at the global level?

Financing.

- 2) Does your organization consider the diversity of your institutional members as a constraining factor or is it perceived as a strength? Please explain in either case. How do you respond to the increasing diversity, if any, among your members?

Strength.

- 3) Are you involved in collaborative projects with other associations/networks at the global level? How would you describe this collaboration?

No.

- 4) What are the consequences of the increasing competition among higher education institutions for associations/networks?

Our association is too young to have experienced any problems linked to competition.

- 5) What services would you most value as a (potential) Member organization of IAU? How can IAU work with your association/network to address the challenges you face?

To create a network of networks in order to discuss new challenges and promote common solutions.

Hispanic Association of Colleges and Universities (HACU)

Association/Network:	Hispanic Association of Colleges and Universities
Country/Region:	Primarily US, but international members in Latin America, Spain and Portugal
Founding year:	1986
Number of member institutions:	466
Permanent Secretariat:	Yes
Number of staff in Secretariat:	50
Legal Status:	Non-profit corporation 501(c) 3
Sources of funding:	Member dues, corporate donations
Major partner(s) at the regional/international levels:	IOHE, CONAHEC, NAFEO, AIHEC
Is the Association/Network a Member of a global organization?	No

- 1) What does your organization consider to be among the most important issues on which collective action of associations/networks is needed at the global level?

Facilitating cross border collaborations, student and faculty exchanges, and curricular internationalization.

- 2) Does your organization consider the diversity of your institutional members as a constraining factor or is it perceived as a strength? Please explain in either case. How do you respond to the increasing diversity, if any, among your members?

Diversity is very much a strength of our member institutions. HACU's core membership consists of Hispanic-Serving Institutions, US colleges and universities with enrolments of at least 25% Hispanic. Internationalization of member campuses, both US and other, is a strong theme.

- 3) Are you involved in collaborative projects with other associations/networks at the global level? How would you describe this collaboration?

HACU is collaborating with IOHE and CONAHEC to present a Joint International Conference April 22-24, 2009, in Guadalajara, Mexico.

- 4) What are the consequences of the increasing competition among higher education institutions for associations/networks?

Especially in a tight economic climate, institutions are being forced to decide which associations to join or stay with. If the association does not offer tangible benefits to membership, it will become increasingly difficult to maintain membership numbers.

- 5) What services would you most value as a (potential) Member organization of IAU? How can IAU work with your association/network to address the challenges you face?

HACU would value wider awareness of our organization on a global scale and a forum for facilitating institutional partnerships across borders.

International Association of Universities (IAU)

Association/Network:	International Association of Universities (IAU)
Country/Region:	International
Founding year:	1950
Number of member institutions:	609 HEIs 27 member organizations 12 IAU Affiliates
Permanent Secretariat:	Yes
Number of staff in Secretariat:	15
Legal Status:	international non-governmental and not-for-profit organization
Sources of funding:	membership fees, publication sales, grants and contracts
Major partner(s) at the regional/international levels:	member organisations, UNESCO, OECD, Council of Europe, UNEP, ASEF, WB
Is the Association/Network a Member of a global platform?	No

1) What does your organisation consider to be among the most important issues on which collective action of associations/networks is needed at the global level?

- Promotion and safeguarding of fundamental values and conditions which underpin and are essential for higher education and research in the public interest.
- Expressing and advocating shared interests of the higher education community worldwide.
- Coordination of capacity building and cooperation for the sustainable development of higher education and research in developing nations.
- Undertaking research and analysis of higher education issues in order to facilitate evidence based policy making at institutional and state levels

2) Does your organisation consider the diversity of your institutional members as a constraining factor or is it perceived as a strength? Please explain in either case. How do you respond to the increasing diversity, if any, among your members?

The diversity of IAU members is one of its major strengths though the Association finds limited ways in which to 'exploit' this diversity as a real wealth of approaches, experiences and perspectives. IAU's strategy is to accurately document the diversity (reference publications and directories), analyse how the diversity impacts on a variety of issues (Higher Education Policy journal and Global Survey's on internationalization) and present and showcase the differences in its communication strategy (IAU Horizons) and during its meetings and conferences.

3) Are you involved in collaborative projects with other associations/networks at the global level? How would you describe this collaboration?

IAU is strongly committed to working in partnerships with others and seeks opportunities for collective actions. The list of activities undertaken collaboratively presented here is not exhaustive, but illustrative. IAU co-publishes the *Guide to African Higher Education* in collaboration with AAU; IAU has elaborated a *Policy Statement on Quality Cross-border Higher Education* with 4 other Associations; IAU collaborates

with UNEP on the Global Survey on Sustainable Lifestyles (GSSL) project; the project focusing on linkages between the Education for All campaign and higher education/research is being implemented with partners such as WGHE (Africa), NUFFIC, and others. IAU is a partner in the Student Atlas project of IIE and others. Together with UNU-IAS and the Ubuntu Alliance, IAU initiated the Regional Centres of Expertise programme in sustainable development. IAU's bibliographic database HEDBIB is a collaborative project of several organizations coordinated by IAU. In collaboration with ASEF and ACA, IAU has created a Database on Educational Exchange Programmes (DEEP) and portal. In the past the Association has collaborated with UNU, UNESCO, OECD and others and new projects are being investigated on a continuous basis with organizations and networks around the world.

4) **What are the consequences of the increasing competition among higher education institutions for associations/networks?**

- Increased fragmentation of international networks with the potential for increased duplication of activities and services which can drain limited human and financial resources;
- a general trend to work with ever smaller groupings which define highly specific interests and spheres of activity;
- multiplication of opportunities to work with partners at various levels;
- weak global advocacy for shared objectives and goals.

Inter-American Organization for Higher Education (IOHE)

Association/Network:	Inter-American Organization for Higher Education
Country/Region:	Latin America
Founding year:	1979
Number of member institutions:	376
Permanent Secretariat:	Yes
Number of staff in Secretariat:	Four
Legal Status:	Non-profit Network of Universities
Sources of funding:	USD 1.4 Million
Major partner(s) at the regional/international levels:	OEA, UDUAL, HACU, CONAHEC, IAU, CREAD, VIRTUAL EDUCA, IESALC-UNESCO
Is the Association/Network a Member of a global organization?	Yes

1) **What does your organization consider to be among the most important issues on which collective action of associations/networks is needed at the global level?**

To share university values such as "Alma Mater", which is an essential part of the 21st century society.

The creation of Higher Education areas and their relationship with Europe, Asia and Africa. To work collaboratively on initiatives such as ENLACES, which is a project we are working on with IESALC-UNESCO and UDUAL. To focus on the theme of Knowledge Management in the context of ICTs, Open Educational Resources, Creative Commons Licences and other Web. 2.0 applications for Higher Education, and to capitalize on the effectiveness of networks using new technology.

- 2) Does your organization consider the diversity of your institutional members as a constraining factor or is it perceived as a strength? Please explain in either case. How do you respond to the increasing diversity, if any, among your members?

One can distinguish between three types of universities in Latin America: i) Complex Universities that can be compared to those in developed countries. According to various rankings, they are characterized by a decent balance between teaching, research and service to society, and are located in the following clusters: Mexico City, Santiago de Chile, Buenos Aires, and a number of cities in Brazil such as Sao Paulo, Rio de Janeiro, Campinas, Rio Grande do Sul, Brasilia, and Bello Horizonte. They comprise less than 3% of the total. ii) Important universities in the continent's major cities that are well organized, have an impressive cadre of professors, a significant impact in their respective countries, but are mainly focused on teaching, and possess only a few isolated research units, although many of them have achieved a degree of development and established international relations. We estimate that they comprise no more than 7% of the Latin American university sphere. iii) The remaining 90% are universities centred on teaching, have accomplished little in the field of research, or have failed to make a significant contribution to the social contexts of which they are a part. The scientific development of the former can be compared to other development contexts, but its proportion is very small. Conversely, scientific development that occurs in other contexts i.e. where it does not exist, or is incipient or extremely difficult has created a wider gap.

- 3) Are you involved in collaborative projects with other associations/networks at the global level? How would you describe this collaboration?

The Latin American and Caribbean Area for Higher Education (ENLACES):

ENLACES is an initiative that was created by IESALC-UNESCO, OUI and UDUAL. It is based on the idea of cooperation and convergence, which increases the potential of the following areas: curriculum harmonization and institutional reforms; inter-disciplinarity; mobility and academic exchange; the development of joint agendas for prioritized research work and social relevancy. These factors are based on the following needs: advanced human resource training, advanced ICT, the promotion of knowledge and culture, and the provision of an increased range of services for various public and productive sectors of our countries.

From the perspective of regional integration and university internationalization ENLACES is an opportunity for change. It is aimed at increasing the sphere of influence in various areas such as quality, relevancy and social inclusion. Moreover, it seeks to facilitate accreditation policies, evaluation, quality assurance, educational innovation as well as support the Regional Agenda for Science, Technology and Innovation, and the key strategies for the CRES 2008 Plan of Action.

- 4) What are the consequences of the increasing competition among higher education institutions for associations/networks?

This competition allows the best universities to survive in the global context by means of a natural selection process. Competition also enables the creation of synergies for the development of science.

- 5) What services would you most value as a (potential) Member organization of IAU? How can IAU work with your association/network to address the challenges you face?

As a member of the IAU, we value the fact that you create opportunities for networking on a global level. This facilitates exchange of skills and experiences. Also, IAU also allows us to connect with other higher education institutions in order to create north-south and south-south collaborative projects.

Network of Latin American and Caribbean Macro-universities (RedMacro)

Association/Network:	Network of Latin American and Caribbean Macro-universities (RedMacro)
Country/Region:	Latin America and the Caribbean
Founding year:	2002
Number of member institutions:	32 universities
Permanent Secretariat:	Yes
Number of staff in Secretariat:	5
Legal Status:	
Sources of funding:	Private (Banco Santander) and Public (participating institutions)
Major partner(s) at the regional/international levels:	National University of Mexico (UNAM) and University of Sao Paulo (USP)

Is the Association/Network a Member of a global platform/association? Yes, of IAU

- 1) What does your organization consider to be among the most important issues on which collective action of associations/networks is needed at the global level?

RedMacro believes that worldwide collective action is crucial for:

- I. Guaranteeing public financing of higher education;
 - II. Encouraging the mobility of students and academics within the region;
 - III. Promoting joint research on the frontiers of knowledge related to solving the main problems of the region;
 - IV. Contributing to the preservation and development of the historic heritage associated with Latin American and Caribbean macro-universities.
- 2) Does your organization consider the diversity of your institutional members as a constraining factor or is it perceived as a strength? Please explain in either case. How do you respond to the increasing diversity, if any, among your members?

RedMacro regards its institutional diversity as a strength. In this respect, it is a network of cooperation and skills coordination. Its logic is based on solidarity, collaboration and the union of institutional forces which, rather than competing, seek to complement each other. Although there is significant diversity in the academic development of the various universities constituting RedMacro, generally speaking, the comparative advantages of each of these have been sought to cooperate and strengthen inter-university programmes that contribute to the improvement of quality, the promotion of equity and relevance and the integration of higher education in the region.

- 3) Are you involved in collaborative projects with other associations/networks at the global level? How would you describe this collaboration?

We collaborate with the Union of Latin American Universities (UDUAL). We promote the student mobility programme and organize various events to discuss issues of academic interest such as the accreditation and development of graduate programmes and research in the region.

4) **What are the consequences of the increasing competition among higher education institutions for associations/networks?**

RedMacro members believe that since academic institutions all possess different origins and settings, working in a network requires an institutional effort to integrate or unite to achieve various shared aims and undertake cooperation projects and specific exchanges designed to achieve sustainable, supportive and reciprocal development. The growing competition between institutions requires strategic partnerships to be able to achieve greater dialogue and regional consensus, in order to create a platform of mutual learning and convergence regarding common objectives, such as promoting academic exchange and establishing joint projects in vital areas for educational development (such as research, continuous education and distance learning, the mobility of students and professors in broader collaboration frameworks, academic recognition of degrees and diplomas and academic innovations, among other important aspects.) Shared development and supportive integration is what, in the last analysis, determines the direction in which the comparative advantages of each institution are exploited. Otherwise, the result could be an increased shortage of interconnection and exchange between higher education institutes, which would lead to an increase in the dramatic inequalities in countries' levels of competitiveness, prosperity and welfare as well as the possibilities of transformation of social practices.

5) **What services would you most value as a (potential) Member organization of IAU? How can IAU work with your association/network to address the challenges you face?**

RedMacro is backed by the support IAU offers in the promotion of policies and practices based on the principles of freedom, justice, human dignity and solidarity, since these values are also the starting point for the regional integration RedMacro is designed to achieve.

IAU has served as a representative of RedMacro for establishing a dialogue with governments and inter-governmental organizations so that national and international policies and practices can promote these values by encouraging the development of a Latin American sphere of higher education and innovation. This may be achieved through the creation of meeting places such as the forums organized, which permit the exchange of particular experiences, the presentation of legal initiatives and instruments and plans of action congruent with RedMacro's broader objectives.

IAU has also played a key role in defining the challenges, transformations and opportunities facing higher education institutions in both Latin America and the Caribbean, as in the rest of the world, in today's changing circumstances.

The Talloires Network

Association/Network:	The Talloires Network
Country/Region:	Global
Founding year:	2005
Number of member institutions:	81
Permanent Secretariat:	Yes
Number of staff in Secretariat:	5
Legal Status:	501(c) 3
Sources of funding:	Private and corporate foundations

Major partner(s) at the regional/international levels: CLAYSS in Latin America, America University of Cairo in MENA

Is the Association/Network a Member of a global organization? No

1) What does your organization consider to be among the most important issues on which collective action of associations/networks is needed at the global level?

We envision universities around the world as a vibrant and dynamic force in their societies, incorporating civic engagement and community service into their research and teaching mission. It is imperative that universities work to serve their communities and societies and meet the most pressing needs of the 21st century. Universities should promote community partnership at all levels and institute policies and practices that encourage students to be civic leaders.

2) Does your organization consider the diversity of your institutional members as a constraining factor or is it perceived as a strength? Please explain in either case. How do you respond to the increasing diversity, if any, among your members?

It is very much a strength. All our institutions are committed to community engagement, but they take different approaches in their programmes and policies. They are able to learn from one another by sharing promising practices. We overcome some of the difficulties of diversity by encouraging regional activity and affiliation within the global network.

3) Are you involved in collaborative projects with other associations/networks at the global level? How would you describe this collaboration?

Yes. We are working closely with CLAYSS in Latin America to build on existing regional efforts to promote community engagement in higher education. We have partnered with them on regional and global meetings in Buenos Aires. Also, we work with them to advertise opportunities of participation in the global network, while supporting local work like faculty workshops.

4) What are the consequences of the increasing competition among higher education institutions for associations/networks?

Limited resources are spread out farther among various organizations. Also, the huge amount of information can be daunting to examine and pull out the best or most relevant for you or your organization. It also makes it more difficult to obtain new members who may already have a number of memberships. The value of your organization must be clearly communicated and understood by others.

5) What services would you most value as a (potential) Member organization of IAU? How can IAU work with your association/network to address the challenges you face?

It would be excellent if the IAU could serve as a hub for connecting individuals and institutions who have specific areas of interest within the large higher education sector. As an organization who focuses mainly on community engagement, we would be interested in connecting with other universities, associations or networks with a similar interest.

Unión de Universidades de América Latina y el Caribe (UDUAL)

Association/Network: Union of Universities of Latin America and the Caribbean (UDUAL)

Country/Region: Latin America and the Caribbean

Founding year: 1949

Number of member institutions:	200
Permanent Secretariat:	The general secretary is (re-)elected every three years. It has a permanent address in Mexico City.
Number of staff in Secretariat:	7
Legal Status:	NGO under Mexican law, organ of information and consultancy of UNESCO
Sources of funding:	Quotes for affiliation
Major partner(s) at the regional/international levels:	IESALC/ Yes
Is the Association/Network a Member of a global organization?	GUNI/ IAU

- 1) What does your organization consider to be among the most important issues on which collective action of associations/networks is needed at the global level?

Assure and promote quality of the services. Promote academic mobility and cooperative research.

- 2) Does your organization consider the diversity of your institutional members as a constraining factor or is it perceived as a strength? Please explain in either case. How do you respond to the increasing diversity, if any, among your members?

We consider that a strength as diversity enriches our work. We respect diversity and enforce better quality of our services.

- 3) Are you involved in collaborative projects with other associations/networks at the global level? How would you describe this collaboration?

We have a good relation with the EU and participate in steering committees in ALBAN an ALPHA III projects

- 4) What are the consequences of the increasing competition among higher education institutions for associations/networks?

As a consequence, there will be an increasing differentiation between associations and the services they offer to their members.

- 5) What services would you most value as a (potential) Member organization of IAU? How can IAU work with your association/network to address the challenges you face?

We would value the global perspective on Higher Education, thematic reviews in journals and a chance to cooperate with other HEIs all around the world.

Universitas 21

Association/Network:	Universitas 21
Country/Region:	Global
Founding year:	1997
Number of member institutions:	22
Permanent Secretariat:	Yes
Number of staff in Secretariat:	3 FTE
Legal Status:	Company limited by guarantee: not for profit
Sources of funding:	Subscription
Is the Association/Network a Member of a global organization?	Yes

- 1) What does your organization consider to be among the most important issues on which collective action of associations/networks is needed at the global level?

Sharing and developing of best practice, joint application of university endeavours.

- 2) Does your organization consider the diversity of your institutional members as a constraining factor or is it perceived as a strength? How do you respond to the increasing diversity, if any, among your members?

Global diversity is taken to be a strength as it adds greater depth of consideration of issues. Members are very similar in size, profile etc. (though we have both private and public universities in membership) and so the issue of 'increasing diversity' is not one which has caused any concern. We see the increase in global membership as a strength, but have mutually agreed that we should set strict membership criteria to ensure that we have a dialogue of like institutions.

Additional Comments

There were 4 questions we chose not to answer on the questionnaire. They were: listing our major partners at regional/international levels (because we didn't feel the question was specific enough for us to answer at a network level - our member institutions would produce a very long answer to this question); whether we are involved in collaborative projects at a global level (because that is a sine qua non for us as an organization); the consequence of increasing competition among HEIs for associations (because I do not accept the premise that there is increasing competition among HEIs in this way); and the services which IAU could offer us (because I did not feel in a position to make a contribution to this).

Vice Chancellors Ghana

Association/Network:	Vice Chancellors Ghana
Country/Region:	Ghana
Founding year:	1968
Number of member institutions:	6
Permanent Secretariat:	Yes
Number of staff in Secretariat:	4
Legal Status:	Recognized by National Council for Higher Education and Government

Sources of funding:

Council for Tertiary Education, Membership subscription, Foundations, eg. Carnegie, A.G. Leventis

Major partner(s) at the regional/international levels:

Association of African Universities (AAU), Universities UK (UUK), Association of Commonwealth Universities (ACU), International Association of Universities (IAU)

Is the Association/Network a Member of a global organization?

Yes, all our members belong to AAU, ACU & IAU

1) What does your organization consider to be among the most important issues on which collective action of associations/networks is needed at the global level?

- World financial crisis and Higher Education
- Access to open-source materials

2) Does your organization consider the diversity of your institutional members as a constraining factor or is it perceived as a strength? Please explain in either case. How do you respond to the increasing diversity, if any, among your members?

Diversity of institutional members is more a complementing factor than a constraining factor. It allows for flexibility in programme choices and in training diverse human resource needs for the country. It provides an opportunity for the development of higher education policies that respond to the challenges of equitable access and successful participation of deprived communities.

3) Are you involved in collaborative projects with other associations/networks at the global level? How would you describe this collaboration?

No.

4) What are the consequences of the increasing competition among higher education institutions for associations/networks?

Increasing competition among HEIs demand that associations/networks may have to deal with conflicts that could develop among member institutions as well as possible splintering if competition is not healthy. On the other hand, increasing competition may create room for the development of innovative ideas among "competitors," the sharing of which associations may facilitate.

- 5) What services would you most value as a (potential) Member organization of IAU? How can IAU work with your association/network to address the challenges you face?

Valuable services provided by IAU include advocacy for higher education (HE) worldwide, undertaking research in HE issues and sharing the results through publications and provision of information on HE in the world in general.

Current challenges faced by Vice Chancellors Ghana are those of under-funding, ageing faculty, increasing student population in institutions that have not expanded infrastructure significantly and high cost of bandwidth. IAU could help by facilitating networking with institutions that are in a position to assist in faculty development and by playing an advocacy role in getting lower charges for bandwidth for less endowed institutions.

Worldwide Universities Network (WUN)

Association/Network: (WUN)	Worldwide Universities Network
Country/Region:	International
Founding year:	2001
Number of member institutions:	18
Permanent Secretariat:	Yes
Number of staff in Secretariat:	1 at the moment, 2 usually.
Legal Status:	Limited Company UK
Sources of funding:	Subscription fees

Major partner(s) at the regional/international levels:

Alberta, Bergen, Bristol, Leeds, Madison Wisconsin, Nanjing, Penn State, Sheffield, Southampton, Sydney, Toronto, UCSD, UIUC, Utrecht, UWA, UW Seattle, York, Zhejiang - all universities

Is the Association/Network a Member of a global platform? Yes

- 1) What does your organization consider to be among the most important issues on which collective action of associations/networks is needed at the global level?

Capacity building, strategic influence, networking opportunities for next generation of innovators.

- 2) Does your organization consider the diversity of your institutional members as a constraining factor or is it perceived as a strength? Please explain in either case. How do you respond to the increasing diversity, if any, among your members?

Our membership is a strength. We also encourage faculty to collaborate with colleagues from outside of WUN on particular initiatives. The number of members is limited primarily for the sake of governance. We do not intend to grow above 20-22 member institutions.

- 3) Are you involved in collaborative projects with other associations/networks at the global level? How would you describe this collaboration?

No but we would like to establish links with APRU and other regional networks who are interested in establishing global funding mechanisms for collaborative research. We have similar aims to some of the

regional UK networks (e.g. White Rose) who are working on 'climate change' and would like to build bridges there.

- 4) **What are the consequences of the increasing competition among higher education institutions for associations/networks?**

Rather than encouraging faculty to be open and to explore big, challenging ideas, competition for funding makes them insular. There is also more emphasis on quantitative benefits to belonging to a network, i.e. 'What return on investment does this organization give to my institution?' when many of the benefits of networking are qualitative and therefore harder to measure.

- 5) **What services would you most value as a (potential) Member organization of IAU? How can IAU work with your association/network to address the challenges you face?**

There is definite benefit for us in discussing themes around the future of Global Higher Education and the operations or examples of good practice that go hand in hand with working internationally. It is not always easy to find comparative studies of higher educational models from different regions and this lack of basic information can lead to misunderstandings e.g. the number of days in an academic year postgraduates are required to be on campus. This differs significantly among WUN partners and has an impact when we try to organise research mobility across our Partnership. If the IAU held this information centrally, that would be a really useful resource for universities trying to work globally.