



IAU ACTIVITIES AND FINANCE REPORT

2000–04

Action, Adaptability and Achievement

TABLE OF CONTENTS

1. Introduction	5
2. Membership	5
2.1 Membership Policy.....	6
2.2 Recruitment and Retention	7
2.3 Membership Communications.....	8
3. IAU Governance	8
3.1 Setting Priorities	9
4. Activities.....	10
4.1 2000-2004 IAU Meetings at a Glance	10
4.2 Working Groups Revisited	10
4.3 Linking Activities to Outcomes	12
4.4 The Thrust of Adaptation.....	15
5. Partnerships and Networking.....	15
5.1 IAU and UNESCO: the Changing Nature of an Abiding Partnership....	15
5.2 Cooperation, Networking and Alliances	16
6. IAU Publications Programme.....	17
6.1 Higher Education Information.....	17
6.2 Research and Analysis	19
6.3 IAU Newsletter and Website	20
7. Finance and Administration	21
8. Conclusion	22
ANNEX 1 : IAU – Financial Overview 2000- 2004	23
Notes on Financial Overview 2000-2004	24
Notes on Budget Items.....	25

1. Introduction

This Report is an analytical account of the developments and initiatives undertaken by the International Association of Universities (IAU) **from August 2000 to July 2004**. These four years have seen marked changes in practically all areas of IAU activity: internal governance, closer co-ordination between different activities, development of substantial working ties with various partners, most particularly with UNESCO and, last but not least, in the administration of the Secretariat and the attainment of a certain degree of financial stability in the course of 2003.

Such internal developments, however, have to be set against equally dramatic shifts in both perception and expectation of how the universities of the world are - and ought to - develop. The strengthening of the international domain in the affairs of academe, the tensions which arise from that multi-dimensional change which conceptually is compressed into the general notion of 'globalisation' and policy constructs such as the Knowledge Economy or the Knowledge Society – all stand well to the fore. All demand a boldness of response, by individual universities, by the systems of which they are part, as they do of an Association whose motto is "**The Universities of the World Working Together.**"

The Association draws its membership from every region of the world and the challenges and difficulties explicit in the transition to a Knowledge-based Economy and towards a Knowledge Society are reflected in the varied conditions under which its members evolve. Yet there are **many issues and questions that affect institutions no matter where they are** and no matter with what resources they operate. How far is globalisation compatible with sustainable development? Is the gap in the economic development between the North and the South growing wider and deeper? What measures may be envisaged to alleviate it? What role can or should universities play? How may dialogue between civilisations and cultures be sustained and conflict averted? Is internationalisation of higher education the answer? Last but not least, how may the potential of Information and Communication Technologies be harnessed to open access to knowledge for those individuals and nations that face a very real prospect of being or remaining marginalised in the rush towards a global Knowledge Economy?

The answers to these questions are paramount to societies and thus to all institutions of higher education. They are precisely the questions to which the IAU addressed itself during the past four years.

This Activities Report is organised around six headings as follows:

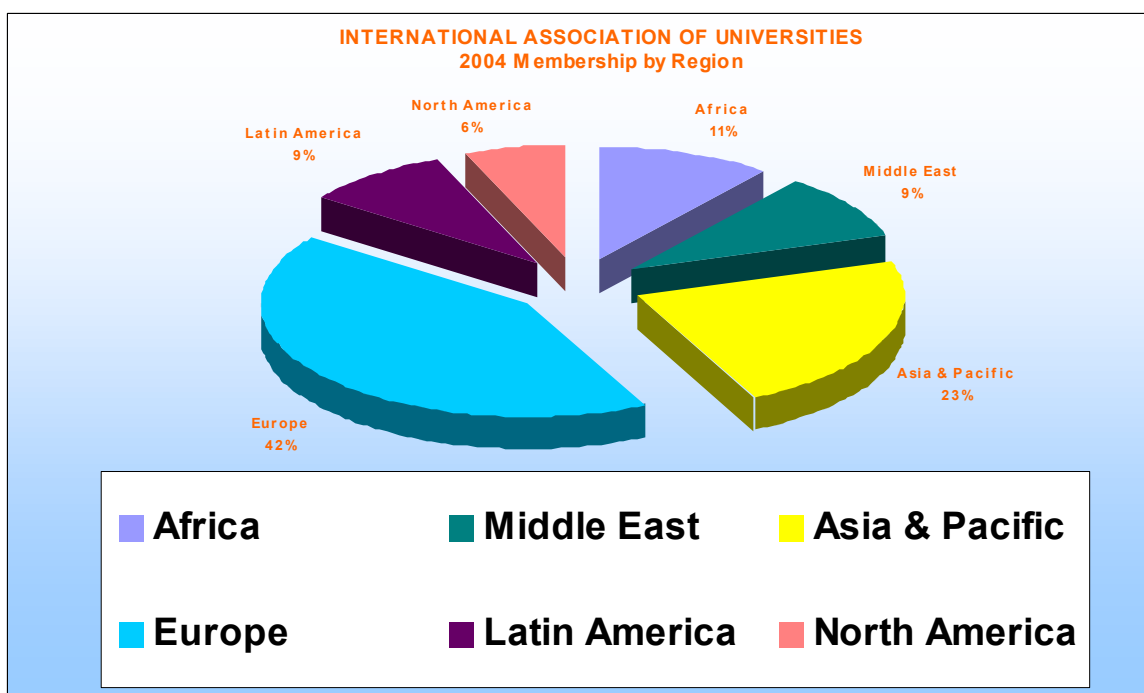
1. Membership.
2. IAU Governance.
3. Activities.
4. Partnerships and Networking.
5. IAU Publications Programme.
6. Finance and Administration.

The purpose of the Report is two fold: first, to provide a **factual account of the Association's goals, activities and achievements** over the past four years; second, to furnish an **analysis of such activities**, set against broader trends, both within the Association's policy and those external developments in society and in the world economy. This Report also serves as the backdrop for the Association's ambitions for the future, which after all, must build on its achievements in the past and present.

2. Membership

For any organisation acting on behalf of a constituency, the state of its membership is a sensitive barometer to its standing and to the satisfaction of those on whose behalf it acts. Membership is a *leitmotiv* across all initiatives the Association undertakes. It is a constant focus, shaping the priorities and thus the nature of the service it provides. Membership numbers have been fairly

steady, despite a strict application of the Association's rules about how to count members. Only institutions and organisations that regularly pay their fees are counted as IAU members. Three years in arrears in fee payment are allowed before an institution or organisation is removed from membership. In addition, during the past four years, IAU began taking count of members in accordance to the financial rather than a calendar year, making comparisons even more difficult. Finally membership counts need to be placed against several important developments, prime amongst them is the rise in membership fees by about 11%, effective from 1 October 2002. It is noteworthy that no major drop in Member Institutions was felt as a result of this increase. Rather than providing data on trends in the size of IAU membership, the chart below depicts the geographical distribution of IAU members as of May 2004. This regional distribution has seen no major change over the past four years. The total number of Member Institutions stands at 615.



The 11th General Conference held in Durban in 2000 also ushered in a new stage in defining IAU membership with the decision to invite regional and national organisations in addition to institutions to join as members. It granted full benefits and voting rights to these organisations, subject to their being in good standing, and, at the same time, gave them representation on the Administrative Board. This decision, entailed a very substantial increase - by a factor of ten - in the annual dues paid by organisations, which shifted from being Associate Members with no rights, to full membership. The impact of this change was felt in 2003 as several organisations lapsed not having paid these new fees. At the end of May 2004, 26 university organisations are members of IAU.

Due to its importance in the life of the Association, membership is a perennial debate. It has several aspects that may be summarised under three headings: *Membership Policy, Recruitment and Retention and Monitoring.*

2.1 Membership Policy

Debates about which institutions or organisations can join IAU are not limited to the internal condition of the Association; they also reflect changes in higher education itself. These changes are complex. They arise from the fragmentation of the classic university on the one hand, and from the multiplication of different types of higher education, on the other. The classic boundaries between the academic and the vocational, between education and training, between full and part time attendance, between learning 'on site' and the various modes of distance teaching, are less clearly delineated than once they were. Such changes reflect new ways of

coping with the continuing demand for access to knowledge and very especially so in the developing economies together with the emergence, mainly in the economies of the North, of new learning organisations – sometimes presented as ‘alternative providers’ – that have sprung up from the application of Information and Communications Technologies (ICTs) to the central functions of transmission, dissemination and delivery of teaching and learning (Tschang & della Senta, 2001¹). In addition, and of great import to IAU, is the international dimension of these changes. They call for new roles for, and greater cooperation among, organisations.

New forms of higher education and their implications for IAU membership have been subject to intense exchange amongst Members of the Administrative Board throughout the current mandate. The crux of the matter turns around whether IAU membership should be limited to institutions that, nowadays, are identified as ‘research universities’ – that is, doctoral awarding universities – which originally made up the greater part of IAU membership, or whether the Constitution suggests instead a more inclusive interpretation. The Board also considered this issue in 2001, in the context of ‘alternative providers’ - various forms of distance teaching, ‘enterprise-based’ and ‘virtual’ universities – part of a more general examination of globalisation and its implications for membership and recruitment. The Executive Committee, also in 2001 discussed the ‘vocational sector’ of higher education, which, they viewed as increasingly difficult to separate out, even within the university sector itself.

An inclusive approach to membership continued to be applied although, the basic links between teaching and research remained the single most defining feature of eligibility for IAU membership for institutions.

2.2 Recruitment and Retention

The long-established **procedure of recruitment to IAU** membership places the onus on the individual university to apply for membership to the Association. The initial application is subject to procedures of verification conducted by the Membership Committee of the Administrative Board, on advice provided by national or regional organisations. Various pro-active approaches, including reliance on Board Members to bring in new members supplement this process.

Just as recruitment is linked to provision of services, so is **membership retention**. The apparent stability in membership hides a continual movement of entries and exits in the course of any given year. In the course of the past quadrennial, however, the Association has stepped up its active canvassing for membership. Letters co-signed by several Board Members and the incoming Secretary-General were sent to a few university heads in their country; and letters to all the Presidents of Canadian universities were sent during her first year of office. The decisions about which conferences staff should attend became directly linked to the potential such occasions present for recruitment and member services, and follow-up with potential members is rigorously implemented.

The second dimension to recruitment involves less the attraction of new members or re-attracting members that have lapsed, so much as extending the ‘institutional embeddedness’ of the Association – to embrace the interests of other ‘constituencies’ within individual establishment. The Administrative Board underlined this strategic point in December 2000. The Board called for greater attention to be paid to linking the Association’s activities to the interests and concerns of university administrative staff. It urged ‘network development’, well focused around clear goals and involving relatively small, operational groups to strengthen and carry forward the Association’s agenda. In short, emphasis rested on establishing substantive working relationships, as opposed to simply making links.

The Board outlined a further variation on this objective in September 2003. It envisaged expanding IAU capacity for networking by creating the **IAU Affiliates** and the **IAU Associates**. The former caters for higher education organisations, wishing to work with IAU, but not eligible

¹ Tschang, F.T. & della Senta, Tarcisio (Eds) (2001) *Access to Knowledge: Information Technologies and the Emergence of the Virtual University*, Oxford, Elsevier Pergamon for IAU.

for membership as organisations. The latter is intended for individuals who wish to develop or maintain personal ties with IAU. Neither constitutes a new category of Members nor will Affiliates and Associates have voting rights. This move requires only an amendment to the Association's General Decisions and Guidelines by the Administrative Board. It will begin in 2004.

Among specific examples of initiatives to enhance the Association's 'embeddedness' in a broader institutional constituency, was the Lyon (France) International Conference of April 2002, jointly organised and hosted by Université Claude Bernard, thanks to the commitment of IAU Board Member, Edgard Elbaz, chair of the Working Group on Internationalisation. Focusing on "Internationalisation of Higher Education: Policy and Practice," the conference demonstrated the Association's readiness to tackle issues of key significance to Vice-Presidents, and others with responsibility for 'international relations', and to create a forum where they, and university leaders, could work together on such issues of institutional outreach across borders and regions.

2.3 Membership Communications

An active - as opposed to a merely 'responsive' - policy of recruitment does not stop at registering entries and exits, however. It requires close and continuing dialogue with those who come and even those who go. **Regular information** or the flow of intelligence between Secretariat, Executive Committee and the Administrative Board is the *conditio sine qua non* to ensure recruitment is co-ordinated in keeping with the general purpose of the Association's agenda. Flows of 'intelligence' between those entrusted with shaping the policy and progress of the Association during the four years between General Conferences have also to be complemented by flows of information to the members, especially when new initiatives are involved. The Association's *raison d'être* lies in demonstrating and being seen to uphold an agenda for collaboration, both vibrant and attractive.

Recognising this, the Administrative Board called for supplementary briefings and the development of more focused information for all members. The latter has taken the shape of occasional (twice-yearly) updates from the Secretary-General to all members. Each communication to members invites a two-way flow – aiming to increase membership involvement. Some successes have been met: increased information about events, descriptions of new member initiatives and, in general, far more interchange with members, including, for example special inserts in the *IAU Newsletter*, through which IAU can act as an information conduit for members or partner organisations such as UNESCO.

3. IAU Governance

The 11th General Conference set broad lines of approach for the period 2000–04. These underlined first, the Association's purpose **to represent the interests and concerns of universities**; second, **to strengthen existing and develop new partnerships** with international bodies and organisations third, **to develop new membership services** through co-operation and networking as a means to enhance the Association's capacity.

The internal governance of the Association was changed to accomplish these goals:

- Reducing the period between General Conferences from five to four years;
- Raising the number of Vice-Presidents from two to four, with one representing a Member Organisation;
- Increasing the steering capacity of the Administrative Board through the establishment of an Executive Committee, consisting of the President and Vice- Presidents;
- Strengthening ties with national, regional and international university organisations through membership rights and benefits;
- Holding annual events in conjunction with the Administrative Board meeting, whenever possible.

3.1 Setting Priorities

The General Conference identified **broad priorities** for the period 2000–04 as follows:

- Research, debate and reflection on issues concerning universities and dissemination of results;
- Strengthening solidarity and contributing to reduce inequalities between universities;
- Creation of a common, global voice on behalf of universities before intergovernmental organisations and agencies such as UNESCO, the World Bank and others.

As usual, it was the *first Administrative Board meeting* following the General Conference (December 2000) that refined these priorities. Particular weight was laid on internationalisation, on the research function of universities as part of their responsibility to society and on the issue of access to knowledge. Stress was placed on ‘networking’ as a way of enhancing the Association’s public profile as well as concentration on concrete activities of a relatively restricted dimension.

Four broad-ranging **Working Groups** were created to advance the Association’s work. These were entitled:

Values	Chair - Julio Teran Dutari – Former President, International Federation of Catholic Universities.
Voice	Chair - Brenda Gourley – Vice-Chancellor, Open University, U.K., later Hanna Nasir – President, Birzeit University, Palestine
Information	Chair - Henrik Toft Jensen – Rector, Roskilde University, Denmark
Internationalisation	Chair - Edgard Elbaz – Former Vice-President, Université Claude Bernard Lyon 1, France

These four Working Groups took over the work that during the previous mandate had been conducted by various Task Forces. In setting out the work plan for 2000–04 around these new priorities, the Association embarked upon a strategy of building change upon continuity.

Continuity was evident in the transferral of work on academic freedom and university autonomy to the *Working Group on Values*, which was also to focus on sustainable development issues. It was also evident in the renewal of the remit assigned to the *Working Group on ICTs*. This Working Group combined, in a rather ambiguous way, what could be termed an internal and an external focus, both of which were seen as having high potential and promise as a way to strengthen the Association through new channels of communication and services to members and the general public.

The internal aspect crystallised around the portal project, proposed by IAU Vice-President, Luc Weber. Entitled HigherGate and developed with support from the UNU, the portal aimed at establishing a commercially operated gateway to information on the world’s higher education and research. This portal was to build incrementally other information resources around the IAU higher education database, eventually offering a comprehensive on-line service and enhancing the Association’s financial situation by offering new services.

The more external or policy-oriented mandate of the ICT Working Group was confirmed in 2002 and focused the work on two initiatives that were brought to completion in 2004. First was a project to track good practice in using ICTs in universities, conducted in collaboration with the International Association of University Presidents (IAUP). Second the Working Group prepared a draft Policy Statement for adoption by IAU at its 12th General Conference and used as input during the World Summit on Information Society (WSIS) in December 2003.

The commitment to adaptation and change resulted in the creation of Working Groups dealing with *Internationalisation of Higher Education* and *Voice*, respectively. The latter was to find ways of providing the Association with more profile amongst the ranks of non-governmental

organisations speaking on behalf of the university interest. This Working Group was to restate those values higher learning shared, to examine the implications globalisation might hold for them and for the universities of the world.

The 2000-04 strategy also built upon activities in which the Association was already engaged, especially in the wake of the 1998 World Conference on Higher Education and was to pursue an active policy of reinforcing ties with regional and national organisations. This was linked to another element in the approach adopted at the 11th General Conference, namely to meet or organise more frequent meetings, particularly in cooperation with host institutions/organisations. Combining all these elements with an increased desire to offer concrete services to members resulted in several initiatives as described in the next section on Activities. It also led to a reformulation of the Working Group terms of reference starting with the 2002 Board Meeting.

4. Activities

Analysis of the activities undertaken by the Association needs, for sake of clarity, to distinguish between the so-called 'staple products' in contrast to those, which are a direct outcome of the priorities set for a specific period. There are strong links between these; for example, publications can provide a channel for the outcome of reflections on priorities; or vice versa. The topics of various meetings and conferences, which are part of the 'staples' of any association, are chosen according to current priorities of the Association. In this section, however, the Report presents more specifically, an overview of the meetings IAU has organised during the period, and the activities undertaken by the four IAU Working Groups. Publications are treated in a later section of this Report.

4.1 2000-2004 IAU Meetings at a Glance

The **IAU Administrative Board** meets at minimum once a year and usually includes an Executive Committee meeting as well as meetings of all Working Groups. Also, the Executive Committee comes together, usually in Paris for at least one additional session. The Meetings listed below are events that were held, often in conjunction with the Board Meeting, but open to the membership and others more generally:

- IAU/UDUAL Conference on "Academic Freedom and Social Responsibility", Mexico City, Mexico, 16-17 November 2001.
- IAU Conference on "Internationalisation of Higher Education: Policy and Practice", Lyon, France, 12-13 April 2002.
- Université Laval in cooperation with IAU, International Conference on "Globalisation: what Issues are at Stake for Universities?" Québec, Canada, 18-21 September 2002.
- First Meeting of IAU Member Organisations, Paris, France, 15-16 January 2003.
- IAU/IAUP International Seminar on "Women and Leadership in Higher Education - How thick is the Glass Ceiling?" Monterrey, Mexico, 12-14 June 2003.
- International Conference on "Education for a Sustainable Future. Shaping the Practical Role of Higher Education in Sustainable Development", Charles University, Prague, Czech Republic, 10-11 September 2003.

4.2 Working Groups Revisited

The setting up of Working Groups – or their functional equivalent – under previous mandates rested on the assumption that their remit would run the full term between two General Conferences. This practice was justified on several grounds: the dispersed nature of the Association's global membership and the attendant cost of holding meetings; and the need for a certain measure of stability to build up momentum in discussion. These were important considerations.

The past four years, however, witnessed a departure from this custom. The reasons for such a break are multiple. For example, the dramatic and tragic attacks of 11 September 2001 gave a new immediacy to the role that has always been incumbent upon the Association since the days of its foundation in 1950, namely to sustain dialogue between the world's academic communities. Dialogue, whether intercultural or between civilisations is a natural extension of this abiding engagement.

The arrival of the new Secretary-General in January 2002 allowed for new approaches to be tried and tested. Re-assessing the place and functioning of the Working Groups was one of the marker events of the 2002 Board Meeting held in Quebec City, although discussions at previous meetings of the Executive Committee prepared the terrain. Succinctly stated, the Administrative Board took unprecedented action – it disbanded the Working Groups on Values and Voice. Noting the successful completion of a major part of the work by the Task Force on Academic Freedom and University Autonomy, it suspended this group. Thus it allowed a shift in emphasis to equally pressing, but slightly adjusted thematic priorities. Since 2002, IAU has focused its thematic work within the following Working Groups:

Higher Education and Sustainable Development	Chair - Goolam Mohamedbhai – Vice-Chancellor University of Mauritius;
Internationalisation of Higher Education	Chair - Edgard Elbaz – Former Vice-President, Université Claude Bernard Lyon I
Intercultural Dialogue in Higher Education	Chair - Paolo Blasi – Former Rector, University of Florence
ICTs and Higher Education	Chair - Henrik Toft Jensen – Rector, Roskilde University, Denmark

Confirmation of these Working Groups was part of a broader exercise that redefined the administrative lines of reporting as well. The Working Group membership became more stable over time; deputy chairs were identified and the principle of opening their membership beyond IAU Board Members was adopted, along with the idea that Working Group chairs, themselves always drawn from the Board, reported to the Administrative Board. Furthermore a greater degree of self-guidance was given to each group to determine its agenda within the bounds of its overall remit. Most importantly, the idea of Working Groups having a finite life was adopted along with the understanding that for their activities, Working Groups had the additional responsibility for raising their operating funds.

These changes aim to increase involvement of IAU membership beyond the Administrative Board and to extend the base of experience and expertise IAU can call upon. These changes also confirm the possibility for IAU to shift direction if progress is not possible, or if other priorities surface and require attention.

These are profound modifications to previous arrangements, which, effectively, give Board Members a dual status as trustees of the Association, and as individual scholars when sitting in their individual capacities on Working Groups. Further, by making Working Groups responsible for funding their agenda, they have the option to meet independently from the timing of meetings of the Administrative Board, thereby creating a new flexibility and, hopefully, imparting a greater intensity to both discussion and action.

Even if to some extent IAU's activities during this period may be split into two periods with the dividing line occurring at the Administrative Board Meeting in Quebec in September 2002, change is very often a subtle process that emerges from established practice gradually. Thus, for instance, the activities undertaken by the Working Group on Values, and more particularly those involving Academic Freedom and University Autonomy, did not end completely. During these four years, several events took place. The 2001 Round Table mentioned above on Academic Freedom and Social Responsibility, were reported in broad terms in the *IAU Newsletter* in December 2001 and then published *in extenso* in a special issue of *Higher Education Policy*, Vol.15, N°. 4 2002. Also, continued external presence and servicing of debate inside the Association on this topic include, for example, IAU's attendance in 2001 of a joint

experts' meeting organised by UNESCO and the International Labour Office to examine the possibility of a global study into academic freedom and university responsibility. Likewise, IAU was represented by Board Member Paolo Blasi, at the launching by EUA of the European Observatory on Fundamental Academic Values in Bologna, with which collaboration continues.

As indicated already, continuity is also evident in the activities of the Working Group on ICTs, which conducted a major survey on the use of ICTs in Member Universities. The survey, polled some 500 establishments in July 2001 to identify good practice in the use of ICTs and again published the results in the *IAU Newsletter* and on the Web pages of the Association devoted to ICTs. Another aspect of the Group's work evolved from this survey of good practice towards the preparation of a draft Statement of Principles in view of the World Summit on Information Society, in December 2003. Our collaboration with UNESCO in this area secured a place for the Director of IAU/UNESCO Information Centre at a Round Table on Education organised by UNESCO at the Summit.

4.3 Linking Activities to Outcomes

In several areas, continuity gave way to change. What were the levers of mobilisation? The reduction of the Association's activity cycle from five to four years is, it can be argued, one such lever. A second factor is the shift in policy style and the new approach to tie Working Group activities to major events in the public domain. In effect, some Working Group activities became set to a schedule, which if not wholly externally determined, nevertheless imposed some concrete and immediate objectives. This tested the capacities of the Secretariat and served to concentrate the (organisational) mind. Since the Association had, at the start of the present mandate, committed itself to holding at least one major international – or regional – event each year, the pressure was high indeed!

So, in 2002 and relatively shortly after the regional Round Table on *Academic Freedom and Social Responsibility* in 2001, IAU held its second major conference on **Internationalisation of Higher Education: Policy and Practice**, in Lyon (France) in April 2002. The conclusions of the Conference were reported in the *IAU Newsletter* March 2002, Vol. 8, N°. 1 and May/July 2002, Vol.8, N°s. 2 and 3, as well as on the website immediately.

'Forward Mapping and Backward Mapping': the Anatomy of Activity Mobilised

Linking Working Group activities to the Association's public events are a form of 'forward mapping'. It involves plotting a policy from its initial steps towards its final outcome. There is, however, another method, which the American policy analyst, Richard Elmore² termed 'Backward Mapping'. Backward mapping begins with the desired outcome and works backwards to specify the prior conditions required for achieving that outcome. Both concepts allow us to analyse another means used during the period under review to mobilise the Association.

Forward and backward mapping involves the alignment of activities on public outcomes; both have served to revitalise the Association's activities. Forward linking affords more latitude to the Association's decision-makers: the Administrative Board decides *when* the event will take place, may negotiate *where* it will take place and *what* will be discussed there. The outcome event is determined within the Association. Backward linking by contrast, involves a decision to link up with a public event, which has not been launched by the Association. This is not to say that the Association's independence in decision-making is in any way curtailed. It has, after all, to decide whether or not it wishes to be part of that event. In the case of backward linking, the event, its timing, content and/or purpose are either already in place and/or shaped by other interests, partners or organisations. The Association, in order to be part of, contribute to, or to influence such an event, must adjust its own resources to the opportunity presented. It has to map the event backwards onto its own area of activities and incorporate it into its own procedures.

² Elmore, Richard F. (1979) 'Backward Mapping: Implementation Research and Policy Decisions', *Political Science Quarterly*, N°. 94, pp. 606-616.

Sustainability and Higher Education: a Case Study in Backward Mapping

Amongst the activities of the IAU during the past four years, the clearest example of backward mapping occurred in the area of *sustainable development*. This thematic area also illustrates another process. It was that activity where the transition in the Association's strategy from a reactive towards a proactive stance was first accomplished. Continuing on from a previous Task Force through which IAU played a central role on this topic in the 1998 WCHE, the 2000-04 period is marked first and foremost by the creation of the Global Higher Education for Sustainability Partnership (GHESP). The Memorandum of Understanding (MOU), signed in December 2000 to create GHESP, brings together COPERNICUS-Campus an environmental policy group initially part of the EUA, University Leaders for a Sustainable Future (USLF), based in the United States, IAU and UNESCO.

For the three NGOs the birth of GHESP may be seen as an example of 'backward linking'. All were engaged in 'mapping on' to the United Nations' World Summit on Sustainable Development, to take place in 2002 in Johannesburg (South Africa).

From the IAU perspective, the birth of this partnership and the Johannesburg Summit provided major external impetus, a dateline and the opportunity to present the interests of its constituents worldwide at a world event. Allying with other NGOs forged a partnership of weight sufficient, it was hoped, to have education included as one of the recognised stakeholder groups in the Summit. While the Association had thus secured presence 'at the table' of world affairs – a significant success in raising its public profile – two issues remained outstanding. Both had to do with mapping IAU's commitment to Sustainable Development back into the Working Group; first in terms of specific initiatives to take and second the issue of resources to sustain such a commitment. Already in December 2001 in Mexico, the Working Groups on Voice and Values pointed out the need to work on this issue and to enlarge IAU's base to institutions from developing countries. Subsequent debate in the Executive Committee deepened and broadened IAU's commitment to develop a GHESP Action Plan and in February 2002 the Secretariat applied to UNESCO's Participation Programme for resources to enable IAU to involve developing country institutions in the Action Plan.

The final piece in the process of 'backward linking' sustainable development into the IAU's work took place in Quebec City in September 2002. Having heard the Association President's report on the World Summit on Sustainable Development and following the reconfirmation of a Working Group on Higher Education and Sustainable Development, IAU was invited by the Rector of Charles University in Prague, to focus its next international conference on the topic of Education for a Sustainable Future and to hold it in Prague in conjunction with the Administrative Board meeting. Furthermore, from September 2002 to September 2003, the Association took over the annually rotating leadership of GHESP. Just before, during the World Summit on Sustainable Development in Johannesburg, IAU and its GHESP partners also decided to join the Ubuntu Alliance in which the United Nations University succeeded to link major university organisations with major organisations of scientific research, such as the International Council for Science (ICSU), the Third World Academy of Science (TWAS), the African and the Asian Academies of Sciences and the World Federation of Engineering Organisations. In this way, a strong and broad coalition was formed to prepare for the Year and Decade of Education for Sustainable Development.

The third in the series of annual conferences during this period is thus the result of a happy concurrence between IAU's commitment to sustainable development, the interest in the topic on the part of one of IAU members and the confirmation of a UN Decade on Education for Sustainable Development to begin in 2005. IAU accepted to hold its 66th Administrative Board Meeting in Prague and to organise, a thematic conference on **Education for a Sustainable Future**, integrating a meeting of GHESP and developing country representatives into the programme as well.

Other Working Groups at Work

The policy of linking outcomes with events became systematically applied to each Working Group. Each organised its agenda around events and issues that were themselves mobilising agents for the world of higher education. Thus, the Working Group on *Higher Education and Sustainable Development* adopted the dual goals of carrying forward the Action Plan of GHESP and preparing the Prague meeting.

The Working Group on *Internationalisation of Higher Education* began to consolidate achievements of the Lyon Conference and prepare for the WCHE+5 UNESCO meeting to be held in June 2003. The Secretary-General had been asked to chair a consultation of higher education NGOs on globalisation and internationalisation and later, the Association was invited to prepare a background report on internationalisation for the world meeting. This invitation sparked the idea of the first-ever global survey on internationalisation of higher education institutions, whose findings would serve as input for the background report. Thus *'Internationalisation of Higher Education Institutions: Practices and Priorities: 2003 IAU Survey Report* was produced and circulated to members in March 2004. Its findings were not only part of IAU's background report to UNESCO, but they also continue to structure our work in the future.

More closely linked to the *impact of globalisation on higher education*, IAU's position on developments associated with the General Agreement on Trade in Services (GATS) has also been evolving. Having endorsed the 2001 Joint Declaration on GATS and Higher Education, prepared by three IAU Member Organisations (EUA, the Association of Universities and Colleges of Canada (AUCC), the American Council on Education (ACE)) and the Council for Higher Education Accreditation (CHEA), IAU agreed to continue to work together with these associations on the elaboration of a new Statement entitled *Sharing Quality Higher Education across Borders*. The Executive Committee and the full Administrative Board have been consulted more directly on the work of the Secretariat in this area. IAU, on behalf of the four originating associations (AUCC, ACE, CHEA and IAU) will give wide circulation to this draft Statement and will coordinate the consultations on its revisions. The consultations are expected to end in the fall of 2004.

Globalisation was also high on the agenda of the First Meeting of IAU Member Organisations in January 2003. The group that gathered, endorsed the need for IAU to work on the issue of 'trade in education', to ensure that all voices would be heard in this debate. Other topics that appeared to strike a common cord among these IAU members included the brain drain and the wider debate of academic mobility, the wider context of the process of higher education reform and particularly the Bologna Process. This first meeting demonstrated that IAU should use its convening power more often as Member Organisations lack a global forum for meeting regularly.

The newly created Working Group on *Higher Education and Intercultural Dialogue* began its work immediately following its establishment in 2002 by liaising closely with various divisions at UNESCO involved in this field. Its chair and members quickly proposed a project - building up an institutional network - to carry its agenda forward. The development of a Glossary of Terms for use by participating establishments has been considered and the work programme also contains the identification of good practice in the area of intercultural dialogue, based on the experiences of participating universities. Noting that IAU needed to secure expertise, broad engagement and resources in this highly complex and, at times, delicate area, the Working Group chaired by Paolo Blasi, agreed to launch the project with an Experts Seminar scheduled for November 2004 in Budapest. Again, a happy concurrence of interests led the IAU President, Secretary-General and the Chair of the Working Group to be invited and attend an International Conference on Intercultural Dialogue organised by an IAU member, the Islamic Azad University in Iran, in January 2004.

4.4 The Thrust of Adaptation

Reviewing the IAU thematic priorities, several points can be made: there is a shift of focus away from a rather 'internal perspective' towards one that concentrates on the *interplay between higher education and the external environment*. Second, in what may appear as a paradox, the Working Group agendas are increasingly tied to *specific events*, thus defined far more in the short term, yet the issues taken up by the Association are essentially long term. Sustainable development, internationalisation, globalisation and intercultural dialogue are areas where the consequences for higher education, however abstract they might appear today, will work their way through the world's higher education systems for the next twenty years at least. Third, the Association's leadership appears ready to adjust priorities more frequently, placing perhaps greater stress on the capacity of the Secretariat, both to adapt rapidly and to act swiftly to seize opportunities. Finally, as a fourth point, there is a marked desire and expectation to have specific outcomes or practical deliverables from each Working Group.

5. Partnerships and Networking

As its own membership attests, IAU is today one of many national and regional organisations and a variety of other interested actors, engaged and active in promoting higher education and cooperation among institutions and organisations. Choosing cooperation over competition led the Association to open its membership to organisations. This same choice has placed partnerships and networks at the heart of the Association's strategy for strengthening its capacities and impact and better serving its members.

5.1 IAU and UNESCO: the Changing Nature of an Abiding Partnership

Baldly stated, IAU was created in 1950 under the aegis of **UNESCO** to knit together an academic community rent by war (Georges Daillant, 1990³). The Association stood then as a very real expression of solidarity and cooperation between nations and universities. Many aspects of this historic partnership have endured, reflected, for example in the joint IAU/UNESCO Information Centre on Higher Education, and more generally, extended through UNESCO's Executive Board decision of 2001 to recognise IAU as one of six NGOs having formal associate relations with the Organisation.

Despite the continued strong cooperation, the operational nature of the relationship has undergone a fundamental change during the past four years. UNESCO moved away from providing financial support to IAU, even for some of the public service functions that the Association saw delegated to it by the Organisation and shifted towards contracting for specific tasks and projects. At the same time, and from a substantive point of view, the priority focus given to 'Education for All' also had a major impact on the budgets available for ongoing activities at all partner organisations in higher education.

Between 1999 and 2001, UNESCO financial support fell from US \$ 83,000 to \$10,000. The impact on IAU and the subsequent adaptation required was not negligible. The reforms the Association introduced in the areas of internal governance and the new drive in outreach, may be seen as ways to cope with the very real squeeze. In part the thrust to forge new partnerships and networks was aided by necessity, namely by UNESCO's new approach, and had a great impact on IAU collaboration with the Organisation. IAU sought links more aggressively and cast its net more broadly within the Organisation. The Association shifted from a relationship of subsidy and support, towards one that emphasises a substantive exchange of expertise and knowledge, and diversifies the lines of activity between the two institutions. The number of contracts secured by the Association, albeit all relatively small and hard-won, rose in the recent past. So too did the Secretariat's involvement in the more long-term activities of the Higher Education Division at UNESCO.

³ Daillant, Georges (1990) *Universality, Diversity, Interdependence – the International Association of Universities 1950-1990: A Commemorative Essay*, Paris, IAU.

This, in turn, has resulted in greater recognition for IAU input – the Association was invited on to various committees, the Higher Education Division had set up, to carry forward new avenues of collaboration and enquiry. Amongst them, were the Steering Committee and the Global Scientific Committee of the UNESCO Forum on Higher Education, Research and Knowledge and involvement in the Forum for International Quality Assurance, Accreditation and the Recognition of Qualifications; both initiatives established as part of the follow-up of the 1998 WCHE.

Strengthening the substantive relationship with the Higher Education Division constituted the first step in the Association's drive to inject new substance to the historic partnership with UNESCO. The second step turned around extending this working relationship beyond the specific domain of higher education to one focused on the interface between higher education, society and the external environment. Expansion within education includes ongoing liaison concerning the preparations of the UN Decade of Education for Sustainable Development.

Beyond education, IAU initiated contacts principally with the Cultural and Science Sectors, an approach which has resulted in cooperation on specific projects. Agreements were reached and contracts signed with the Division of Science Analysis and Policies in 2003 concerning the distribution to universities in Least Developed Countries (LDCs) of the Encyclopedia of Life Support Systems (EOLSS) co-produced by UNESCO. A second project is focused on promoting a new UNESCO-Daimler Chrysler partnership - the Mondialogo Engineering Awards - among the world's universities.

As well, IAU accepted to be a candidate, and was elected in 2002 and re-elected in 2004, to the UNESCO/NGO Liaison Committee, which is a collective NGO conduit for dealing with all sectors. Through this Committee, IAU remains actively involved with the UNESCO/NGO Programmatic Commission on Information and Communications Technologies and works closely with the Information and Communications sector.

5.2 Cooperation, Networking and Alliances

Revitalising ties with partners was not a policy limited to UNESCO. Another example is the collaboration with the **International Association of University Presidents (IAUP)**. Following the proposal to give real substance to that linkage made at the meeting of the Administrative Board in December 2000, the two associations launched several initiatives. First, concentrating on the area of ICTs, cooperation took shape in the organisation by IAU and IAUP, together with the EUA, of a Conference in Skägen (Denmark) in 2001 on the theme "*Sharing Knowledge and Experience in Implementing Information and Communications Technologies in Universities*". The follow-up to this conference included an effort to collect and disseminate good practice cases. These initiatives were well documented in the *IAU Newsletter*. Second, the two associations jointly organised and co-sponsored an International Conference on "*Women and Leadership in Higher Education*" at Monterrey (Mexico) in 2003. Finally, IAU and IAUP found themselves as co-sponsors of the major *Technology Clusters* Conference in Montreal (Canada) in late 2003 and shared a panel on "*Internationalising the Campus*" at the ACE Annual Conference in Miami (U.S.) in early 2004.

The signing of the Memorandum of Understanding (MOU) between IAU and the **Global Higher Education Sustainability Partnership (GHESP)** and between IAU and the Norwegian-based **Higher Education Data Development Agency (HEDDA)** in 2002 and 2003 respectively, are other examples of networking. They stem, in part, from the need to expand IAU's capacities and, in part, the desire to expand scope. Partnership with HEDDA, a consortium of scholars and specialists in higher education policy from research institutions and universities in Western Europe all active in comparative higher education policy study, aimed to develop direct ties between institutional leadership and those undertaking fundamental research in higher education. Unfortunately, this partnership and the MOU have so far not borne fruitful action.

IAU is also committed to build alliances or coalitions to advance its position or engage in advocacy. As mentioned earlier, the *Joint Declaration on Higher Education and the General Agreement on Trade in Services* (GATS), drawn up in 2001 by several associations was signed by IAU in February 2002. The Joint Declaration was, in essence, a critique of the increasing trend, made most real by the GATS negotiations at the World Trade Organisation (WTO), to define higher education as a 'service' and in effect a tradable commodity. It is this view that the Joint Declaration contested, underlining instead certain essential values and practices of international cooperation and exchange, managed through policies rather than the forces of the market. The pursuit of this position has continued as mentioned above and remains part of a group effort. In fact, IAU and its partners are working hard to expand the alliance in order to create an even stronger, more representative, voice of higher education institutions on this issue.

Thus partnerships and alliances and cooperation in general have become a *modus operandi* for IAU. They also played a central part in planning for the 12th General Conference at São Paulo. Not only will the Conference be hosted by a partnership of five local universities, several events prior and post conference also allow IAU to build on the efforts of others and vice versa, for other groups to benefit from the convening power of IAU. The fact, for example that the Global Scientific Committee of UNESCO's Forum on Higher Education, Research and Knowledge holds its second meeting in São Paulo immediately prior to the General Conference, demonstrates how synergies can be of benefit to both partners. It is also a gauge of the ties between policy-oriented research, institutional leadership and action, which IAU wishes to develop even more in the future.

6. IAU Publications Programme

IAU is a unique membership association that prides itself on a **publications programme** that covers a full spectrum of outputs ranging from the provision of data, information and intelligence to the dissemination of research and analysis. Furthermore, all of the publications produced by the Association are available to the IAU membership as well as to the world of learning in general, thus serving both an internal and an external function. Information, intelligence, research and analysis and ways to communicate and share these, are also the cement that binds IAU membership. Thus the *IAU Newsletter* and the **Association's website** have become integral parts of the overall publications programme, designed for members and others. In addition, 2003 marked the first year in which IAU published several publications with partners, resumed preparing *ad hoc* reports and in 2004 came out with its first **Annual Report**. Clearly, the publications programme is expanding, with improvements and innovations being tried and tested all the time.

For this reason, it is perhaps not surprising to note that the IAU Publications Programme, and particularly its availability to institutions and scholars in developing countries, was seen of sufficient merit to secure a grant from the Swedish International Development Agency (Sida), known for its support of research capacity building efforts in developing countries. IAU is grateful for this support, proud to have earned it and hopeful that it will continue.

It must also be underlined that none of the IAU publications are a service apart. On the contrary, each line of products gives concrete and real expression to some aspect of IAU efforts, be it in the area of thematic priorities, furthering our efforts to build partnerships or simply the commitment to improve information about, and advancing the understanding of, higher education around the world.

6.1 Higher Education Information

The quantitative and qualitative explosion of the higher education sector worldwide, that is a testimony to the advent of the knowledge-based economy, presents IAU with an ongoing challenge. Being the world's most comprehensive and authoritative source of up-to-date information on higher education institutions, is a highly labour-intensive and often frustrating task, especially since even with advances in ICTs which facilitate the job of gathering and

dissemination, the sheer volume and the demands it places on people who supply the data, continues to increase. Keeping up is no mean feat.

Nevertheless, the **World Higher Education Database** maintained by IAU and the various print and electronic by-products that are published using the information it contains, remains a cornerstone of the work of IAU. These publications, (each with a lengthy history of production) are:

***International Handbook of Universities,
World List of Universities and Other Institutions of Higher Education,
World Higher Education Database CD-Rom
Guide to African Higher Education***

In addition to institutional information, which itself is expanding all the time, the descriptions of some 180 national systems of higher education are continuously in need of revision as higher education undergoes reforms (such as, for example, the results of the Bologna Process in Europe). These reference works, produced regularly and on a continuous basis, also serve to supply data to the IAU website, where free access to parts of the database are available. More detailed information about courses, programmes, study duration and credentials is only available on the CD-Rom or in the publications.

The IAU/UNESCO Information Centre on Higher Education contains over 40,000 volumes on higher education worldwide and as a support of IAU staff research work the Centre also coordinates the Higher Education Bibliographical Database (HEDBIB), bringing together bibliographic references (30,000) selected from different sources on higher education systems, higher education policy, university administration, student mobility and evaluation of higher education. HEDBIB is available online on the UNESCO Portal on Education, for worldwide consultation.

This work is very much part of the Association's 'staple products' and a long-standing membership benefit offered to all IAU members. The publications, produced and distributed commercially by Palgrave Macmillan Ltd., are also sold to libraries and higher education institutions around the world. During the period under review, these 'staple products', were reassessed with two major developments taking place.

First, all IAU publications, including the quarterly journal and monograph series discussed below, were brought together under one publishing roof and new multi-year contracts were negotiated for each. Negotiations were both delicate and protracted on several fronts. In the area of these reference works, they were complicated by the fact that IAU was also developing a web portal, which was to improve overall IAU services, visibility and financial viability in this area. Attempting to make the transition to electronic publishing was not new for IAU, but the strong commitment of the IAU Vice-President and other Board Members, along with technological developments, made the timing appear particularly propitious.

Two directions needed pursuit - the design and technical development of an interactive web portal that would allow on-line access to IAU's *World Higher Education Database*, and contract negotiations with the publisher – Palgrave Macmillan, concerning continued publication of IAU reference works and the copyright for the data. Proposed by the IAU Vice-President, Luc Weber, the Web Portal idea was accepted by the Administrative Board and with a grant from UNU the design and development of a prototype was contracted to a consultant (Nicholas Weber) who completed his initial work in time for the Administrative Board meeting in December 2001. The protracted negotiations with Palgrave were completed in early 2003, only after several extensions.

Two difficulties prevented the web portal to move beyond the initial stage. The collapse of the 'dot com' economy in 2001 and subsequent reduction of available funding in this area caused a major financial setback for the project. Second, the refusal, for financial viability reasons, on the part of the publisher to commit itself to the venture and, at the same time their refusal to continue

to publish IAU reference works should the web portal go ahead. These reasons, and having found no solution to the problem of the financing of the portal, caused IAU to shelve the project in early 2003 in favour of continued publishing under a new contract.

More recent developments, spearheaded by OECD and UNESCO, to develop an on-line database of recognised institutions of higher education around the world have brought this aspect of IAU work back to centre stage. As the Experts Group commissioned by the two intergovernmental organisations makes progress, IAU's future work in this area may again be reshaped and reconsidered. IAU is a full and active member of the Experts Group, which met in April 2004 for the first time.

6.2 Research and Analysis

It would be an error to believe that, despite change in other areas, scholarly publications continued down well-established paths. As with other spheres of IAU activity during the past four years, here too change left its mark. Both the journal *Higher Education Policy* (HEP) and the monographs series *Issues in Higher Education* changed publishers and, after a protracted search for alternatives, contracts to take over the HEP were signed with Palgrave Academic Journals of Basingstoke (UK), and with Palgrave Academic New York for *Issues* in 2002. The first number of *Higher Education Policy* to be brought out under the Palgrave imprimatur was Volume 16. N°.1 in March 2003, the first *Issues* in May 2004.

The decision to change publishers was taken by the Executive Committee in April 2001 for several reasons, including the price charged for *Issues in Higher Education*, the reluctance of Elsevier Pergamon to consider less expensive paperback editions and the belief that marketing IAU 'products' would be more productive if all were in the hands of a single publisher, giving the Association higher visibility as well. Gains were made by IAU particularly in the contract for HEP as Palgrave provided support for editorial expenses, a royalty of 10% on all earnings and made provision to fund a prize for a research essay competition to be awarded in the name of IAU and the publisher. The shift to Palgrave for *Issues* has yet to prove its benefits. So far the approval process for submitted manuscripts appears slower and communications could be improved. Only one volume has been produced so far, so the jury is still out.

Higher Education Policy

Debate and the policy which it shapes, depend on information too, but on information that is processed, is subject to the rigour and to the careful weighing up of evidence that are the heart of scholarship. Since 1988, the IAU has sought to underpin the broader policy discussion by disseminating the latest ongoing research through its quarterly journal, ***Higher Education Policy***. The domain of higher education policy is both cross- and multi-disciplinary. In addition, *Higher Education Policy* concentrates on comparative and international dimensions and, at the same time, builds each issue around a particular theme. This characteristic differentiates it from most other journals in the field. Its role in the Association's strategy is two-fold: to provide the Association's members with access to the latest ongoing research; and to provide the scholarly community with access to a worldwide readership – benefits not to be under-estimated since most journals specialised in this domain tend to be regionally, if not nationally, oriented.

The Journal has done well in the transition to a new publisher with revenues generated in 2003 well beyond the level foreseen in Palgrave's business plan for that year. It is cited by six worldwide references and abstracting services in the various disciplinary fields it covers. It is now available on-line for subscription and for downloading the contents.

The topics covered in the period under review are:

- *Sciences, Training and Career* Vol. 17, N°. 2, 2004
- *The Business of University Research: Cross National Perspectives* Vol. 17, N°. 1, 2004

- *Higher Education Policy in China and Far East* Vol. 16, N°. 4, 2003
- *Africa: Reform or Collapse?* Vol. 16, N°. 3, 2003
- *Europe: Higher Education in Transition* Vol. 16, N°. 2, 2003
- *Perspectives on Higher Education in North America* Vol. 16, N°. 1, 2003
- *Academic Freedom in a Globalising World* Vol. 15, N°. 4, 2002
- *Research Management: Cross National and Regional Perspectives* Vol. 15, N°. 3, 2002
- *Sustainability and Higher Education: Initiatives and Agendas* Vol. 15, N°. 2, 2002
- *General Education: New Rationales, New Thinking* Vol. 15, N°. 1, 2002
- *Dimensions of Comparison* Vol. 14, N°. 4, 2001
- *Policy Making: Perspectives from Eastern Europe* Vol. 14, N°. 3, 2001
- *Out of Africa: Planning Change and Reform* Vol. 14, N°. 2, 2001
- *The Changing Frontiers of Autonomy and Accountability* Vol. 14, N°. 1, 2001

Issues in Higher Education

The comparative monograph series, *Issues in Higher Education* draws upon the work of the world's leading experts in comparative higher education policy. Started in 1994, to date *Issues in Higher Education* has brought out some nineteen volumes, four of them in the course of the past quadrennial. Three volumes have been commissioned in the course of 2004 and will come out over the coming two years. *Issues in Higher Education* is made available free of charge to all IAU Member Institutions in developing countries as part of the Association's commitment to solidarity and access to knowledge. Otherwise, *Issues* are commercially sold, at a substantial discount to IAU members.

The most productive way to demonstrate the scope and breadth of the contribution that IAU makes to the wider policy debate with *Issues* is to cite the themes and topics that have been covered in the period under review.

- *The OECD, Globalisation and Education Policy*, Edited by Miriam Henry, Bob Lingard, Fazal Rizvi and Sandra Taylor. 2001, 187 pp.
- *Higher Education and the Nation State: the International Dimension of Higher Education*, Edited by Jeroen Huisman, Peter Maassen and Guy Neave, Oxford, Pergamon/IAU Press, 2001, 237 pp.
- *Access to Knowledge: New Information Technologies and the Emergence of the Virtual University*, Edited by F. T. Tschang & T. Della Senta, Oxford, Pergamon/IAU Press, 2001. 411 pp.
- *The Open World and Closed Societies: Essays in Higher Education Policies "in Transition"*, Edited by Voldemar Tomusk, Palgrave Academic, 2004. 241 pp.

Publications in Partnership:

Globalisation and the Market in Higher Education: Quality, Accreditation and Qualifications, edited by Stamenka Uvalic-Trumbic, IAU and UNESCO Publishing, 2002. 212 pp.

Universities and Globalisation: Private Linkages, Public Trust, Edited by Gilles Breton and Michel Lambert. UNESCO Publishing, Economica, IAU, 2003. 244 pp.

6.3 IAU Newsletter and Website

Another well-known and visible 'staple' of the IAU is the bi-monthly *IAU Newsletter*, produced in English and French, and given wide dissemination in paper and on the website. With feature articles, recurrent sections, space for news from IAU members, and for reports on partners' activities, the *Newsletter* tries to offer a balanced and always varied look at what is going on in higher education in different parts of the world. Focusing on the issues of the moment and

offering a brief look at how different systems are dealing with those issues, compiling an inventory of venues where debate is taking place and keeping readers aware of IAU activities are some of the key objectives of this publication. The *IAU Newsletter*, appears five times a year and is very much part of membership services. In keeping with the goals of reaching a broader institutional base, each IAU member receives two copies to ensure that it is given wide circulation.

Websites are an information resource of limitless potential; limits being set only by the capacity of the web master to update it continuously. IAU makes great use of its website and the growing number of pages within some **thematic areas**, such as sustainable development for example, becoming known among specialists as the prime resource for up-dated and relevant information on the subject.

A website is 'a work in progress' *par excellence*. As such it is hard to report on four years of development. Suffice it to say that improvements and expansion have taken place in each series of web pages and will continue in the future.

Clearly, the IAU publications programme plays a central part in bringing the work and activities of the IAU to the attention of membership, of academe, of the higher education community in general and of IAU partners. Publication coordinates with the other activities, internal and external, that carry the Association's policy and action forward. It opens up useful avenues for partnerships to be deepened and for the results generated by working together in IAU and with IAU, to become visible.

7. Finance and Administration

As has already been mentioned, the 2000-04 period was one marked by changes. This includes changes in IAU's finances, management, and even the location of the Secretariat. Over the four-year period, **IAU's financial health** went from precarious to troubling and more recently to somewhat reassuring (**See Annex 1**). In fact a small reserve has been set aside in each of the past two years. An important aspect of this redressed situation stems from the fact that an outstanding debt owed to the French social security system was forgiven in 2000. Nevertheless, and in spite of the more positive results achieved during the past two years, much needs to be done and it is clear that so far improvement has been achieved by greater efficiency and more productivity rather than by substantial increases in revenues, particularly in terms of revenues generated from membership fees. The financial support lost from UNESCO has, in part, been compensated by grants and small contracts, but generally speaking the bulk of IAU revenue, coming as it does from membership fees, remains insufficient to develop the activities that the Association needs to carry out. It is in this financial context that some of the policy changes, for example concerning the Working Groups or the search for more economically sound publishing contracts, must be viewed.

IAU's support from UNESCO has always been more than strictly financial. The Organisation also provides space for the Association's offices and offers infrastructure support, such as heat and light and space on UNESCO's server. This in-kind support has continued, but in the fall of 2002, IAU along with several NGOs was **moved to a new building within the UNESCO complex**. This move, while keeping our address and our Documentation Centre intact, represents a substantial reduction of office space for the Secretariat and has rendered future growth rather difficult.

There have also been **staff changes** during the period under review. These include the departure in December 2001 of Franz Eberhard and the arrival in January 2002 of Eva Egron-Polak in the position of Secretary-General, Executive Director. Also in 2002, following Corinne Salinas' departure, IAU welcomed back Hilligje Van't Land as Coordinator, Programme Development. Both Eva Egron-Polak and Hilligje Van't Land had worked at IAU in the late 1990s. Finally, the end of 2003 also brought the retirement, after more than three decades, of Claudine Langlois, whose successor, Isabelle Turmaine joined IAU as Director, Information

Centre and Communication Services in April 2004. Sylvain Charpentier joined IAU as a Programme Officer in the fall of 2003. IAU also hosted short-term interns who come to acquire their first international work experience and greatly contribute to our work. Several joined IAU during the four years. Finally, part-time clerical staff, working primarily on IAU reference publications rounds out the personnel.

8. Conclusion

In the course of the past four years, IAU's strategy turned around internal reform, revitalisation of activities, the opening up and activation of new channels of communication to Members, the forging of new alliances and partnerships and the consolidation of those already in place. Major events and conferences have increased in number and greater emphasis has been placed on deepening institutional involvement in addition to the leadership that has long been the *raison d'être* of IAU. If new interests are being taken up and new partners brought into the Association's sphere of activities, the overall aim is to strengthen further its presence, contribution, visibility and weight in the world of higher education. There are clear signs this is happening, as the number of times the IAU is asked to co-sponsor, participate or lead a discussion, have increased exponentially. Linking our acceptance to the Association's interests and giving privileged treatment to Members and partners has, of necessity, become standard practice.

This report outlines a number of shifts that have taken place in terms of priorities and even *modus operandi* of the instruments such as the Working Groups that IAU has at its disposal for carrying out its work. Such shifts in ways of doing things or viewing one's role requires time and, to some extent, this report describes a kind of laying down of new ground rules. While some positive results are clearly evident, far more needs to be achieved, not only for members to remain active in the Association, but new institutions to join and become engaged in our work. We also hope to see our partners seek cooperation with IAU because our support and input are essential.

Finally, as was pointed out, IAU's priority themes tend to be long term and touch on the very fundamentals of the role of higher education in society. Nourishing this debate is necessary. It must also, however, be pragmatic and respond to institutional needs of those who make sacrifices to pay their fees or chose, in a very busy schedule, to give their time to IAU work. The Association must continuously pay attention that it finds the right balance between focusing on the broad, philosophical underpinnings and fundamental values of higher education and focusing on the day-to-day dilemmas, crises and challenges faced by leaders of higher education.

ANNEX 1 : IAU – Financial Overview 2000- 2004

In Euros 1000										
	1	2	3	4	5	6	7	8	9	10
	Budget 2000	Result 2000	Budget 2001	Result 2001	Budget 2002	Result 2002	Budget 2003	Result 2003	Budget 2004	Estimated Result 2004
TOTAL INCOME	1133	1358	1109	1095	1162	1267	1073	1139	1346	1380
TOTAL EXPENDITURE	1084	1127	1079	1086	1125	1208	1073	1016	1346	1301
Balance	49	231	30	9	37	59	0	a) 123	0	a) 79
INCOME	1133	1358	1109	1095	1162	1267	1073	1139	1346	1380
MEMBERSHIP FEES	838	860	869	885	(b) 975	890	890	890	(c) 920	920
OTHER INCOME	295	498	240	210	187	377	183	249	426	460
Unesco	134	134	134	134	58	61	71	82	83	83
Contracts	(d) 91	91	(d) 91	91	15	18	28	39	40	40
Office Rent	43	43	43	43	43	43	43	43	43	43
Publications	61	31	61	43	46	80	46	68	60	86
Grants	30	12	30	17	39	(e) 94	(e) 51	54	(e) 51	51
Conferences	0	0	0	0	29	(f) 108	0	0	(f) 200	200
Miscellaneous	70	(g) 321	15	16	15	34	15	45	32	40
EXPENDITURE	1084	1127	1079	1086	1125	1208	1073	1016	1346	1301
STAFF COSTS	808	776	823	790	820	737	800	767	850	810
Salaries	438	(h) 521	437	410	480	(h) 533	550	544	560	542
Consultants	20	20	20	18	0	0	20	11	20	20
Social Charges	350	235	366	362	340	204	230	212	270	248
ADMIN. BOARD	30	43	38	36	35	33	35	26	35	35
PROGRAMME	131	125	98	86	149	213	107	99	303	299
Information	1	1	1	18	(i) 38	40	4	2	3	3
Studies	0	0	0	0	0	0	(j) 5	5	10	10
Conferences and Meetings	54	23	15	0	30	(k) 102	8	23	(k) 200	200
Publications	61	(l) 80	67	(l) 58	66	(l) 56	75	(l) 54	70	61
Travel	15	21	15	10	15	15	15	15	20	25
OVERHEADS	110	120	115	100	116	101	121	102	138	137
Communication	30	34	30	24	30	21	30	18	35	35
Equipment	12	12	15	8	15	14	15	15	17	17
Maintenance	6	6	6	5	6	5	7	5	8	8
Office expenses and Printing	6	9	8	7	8	8	(m) 14	12	(m) 20	20
Hospitality	1	1	1	1	1	1	2	1	2	3
Audit	5	5	5	4	5	5	5	5	8	6
Bank charges	6	6	6	7	7	3	4	2	4	4
Office Rent	43	43	43	43	43	43	43	43	43	43
Miscellaneous	1	4	1	1	1	1	1	1	1	1
OTHER CHARGES	5	(n) 63	5	(n) 74	0	(n) 124	0	(n) 13	10	10
CONTINGENCY	0	0	0	0	5	0	10	(o) 9	10	10

For notes, please see page 24. For explanation of budget items, see page 25.

Notes on Financial Overview 2000-2004 (IAU Financial Year - 1st October to 30th September)

- (a) In 2003 IAU created a reserve with Euros 30,000 and will add Euros 30,000 in 2004;
- (b) An increase of 11% in membership fees in 2002;
- (c) Expected increase in membership payments in 2004 due to the General Conference;
- (d) UNESCO contracts expected in 2000: Euros 91,000, received Euros 22,000.
In 2001: expected Euros 91,000, received Euros 11,000 (see also note (n) below);
- (e) 1st year of a three-year contribution from Swedish International Development Cooperation Agency (Sida), in 2002 contribution from the United Nations University (UNU) for information portal;
- (f) Lyon Conference in 2002 and IAU 12th General Conference in Brazil 2004 (see also note (k));
- (g) Includes, in 2000, cancellation of debt by the French Social Security System in the amount of Euros 309,000. In subsequent years, also includes interest, exchange rate gains, and membership fees paid for previous years;
- (h) Indemnities paid to former Secretary-General and not budgeted in 2002. In 2003 and 2004 the salary mass includes small salary increases and new Program Officer;
- (i) Contract to develop a prototype of an internet Portal on Higher Education and Research (see note (e) above);
- (j) Since 2003, small amount has been allocated for studies;
- (k) Lyon Conference in 2002 and IAU 12th General Conference in Brazil, 2004;
- (l) IAU Publications *Handbook*, *World List*, *Higher Education Policy Journal*, *Issues in Higher Education*, *Newsletter* provided free to members;
- (m) Starting in 2003 increase in office expenses for printing information kits and reports;
- (n) Exchange losses, charges on previous years and non-receipt of expected funds from UNESCO;
- (o) Gifts and promotional material.

Notes on Budget Items

INCOME

Membership fees	Membership fees for current year only
UNESCO Contracts	Contracts received from all divisions
UNESCO Office Rent	Estimated value of space infrastructure support
Publications	Royalties on sale of all IAU publications
Grants	Grants and contributions received from various donor institutions.
Conferences	Revenue generated from registration fees and fundraising from all conferences and meetings.
Miscellaneous	Interest, exchange rate gains, sales of database extractions, sale of other services and membership fees for previous years.

EXPENDITURE

STAFF COSTS

Salaries	Gross salaries and contribution to public transportation expenses, partial reimbursement of some salaries under special French Government contracts.
Consultants	Fees for consultants
Social Charges	Employer's charges for (French Social Security, Pension Fund, complementary health insurance, unemployment fund, etc.

ADMINISTRATIVE BOARD

Costs of Administrative Board and Executive Committee meetings, including Board Members expenses as required (travel , hotels, meals etc).

PROGRAMME

Information	Acquisitions of publications, software, etc.
Studies	Commissioned reports or studies.
Conferences and Meetings	Includes General Conference every 4 years and other meetings.
Publications	Cost of providing IAU Publications to Members.
Travel	Staff travel and participation at meetings.

OVERHEADS

Communication	Telephone, fax and postage.
Equipment	Leasing printer and photocopy machine and purchasing of computers and other ICT equipment.
Maintenance	Maintenance of equipment and purchasing toners.
Office expenses and printing	Office material, design and printing of IAU documents.
Hospitality	Hospitality and entertainment.
Audit	Auditor's fees.
Bank charges	Charges on bank transfers, especially for membership fees.
Office Rent	Space provided by UNESCO.
Miscellaneous	Annual membership and subscription charges, gifts, etc.

OTHER CHARGES

Includes exchange losses, charges on previous years.

CONTINGENCY

Unexpected costs.