



# 2021 Talloires Network Leaders Conference

30 September – 3 October 2021

GLOBAL INSTITUTIONS, LOCAL IMPACT:  
THE POWER AND RESPONSIBILITY OF ENGAGED UNIVERSITIES



Jonathan M. Tisch  
College of Civic Life



HARVARD Kennedy School  
INSTITUTE OF POLITICS

Co-hosted by Tufts University and Harvard University

## Acknowledgments

A special thanks to President Tony Monaco and President Nieves Segovia, Talloires Network Steering Committee Chair and Vice-Chair; President Lawrence Bacow, Harvard University; Dean Dayna Cunningham, Tufts University's Tisch College of Civic Life, Director Mark Gearan, the Institute of Politics at Harvard Kennedy School, and Dean Emeritus Alan Solomont, Tufts University's Tisch College of Civic Life, for their personal involvement in the conference and demonstrated commitment to university civic engagement.

The Talloires Network secretariat expresses gratitude to the many stakeholders who worked in partnership to plan and implement the conference, including Paula Alaniz, Luz Avruj, Claudia Baffy, Lauren Bartshe-Hanlen, Jessica Byrnes, Diana Chigas, Gene Corbin, Thomas Cox, Shanley Daly, Ryan Evans, Christian Flynn, Alexandra Fognani, Colin Gerrity, Samara Jones, Georgina Manok, Shirley Mark, Jennifer McAndrew, Lauren Miller, Linda LaNoue, Cathey Park, Marty Ray, Diane Ryan, Kathy Sammartino, Sherri Sklarwitz, Jacklyn Varela, and Andrew Vincent.

The Talloires Network secretariat also recognizes the courage and conviction of Grants for Engaged Universities recipients, many of whom overcame significant obstacles to increase global conference access and direct participation. They include Abdul Wali Khan University Mardan (Pakistan), Brac University (Bangladesh), Centro Latinoamericano de Aprendizaje y Servicio Solidario (Argentina), Instituto Tecnológico Superior de Xalapa (Mexico), International Medical University (Malaysia), Kalinga Institute of Industrial Technology (India), LivingStone International University (Uganda), Makerere University (Uganda), Meridian Global University (Cameroon), Mount Kenya University (Kenya), Rhodes University (South Africa), Stellenbosch University (South Africa), The American University in Cairo (Egypt), Universidad Nacional Autónoma de Nicaragua (Nicaragua), University of Pretoria (South Africa), University of Technology Sydney (Australia), Universidad Veracruzana (Mexico), and University of Zimbabwe (Zimbabwe).

The Talloires Network secretariat thanks the people who created and edited the content of this report, including Donald Bodzo, Nathan Greenfield, Lorlene Hoyt, Christina Kaltcheva, Nomfazwe Matimba, Nic Mitchell, Phil Mlanda, and Brendan O'Malley. This report contains University World News' coverage of the conference.

The Talloires Network secretariat also acknowledges Centro Latinoamericano de Aprendizaje y Servicio Solidario for report translation and interpretation, and Patricia Nieshoff, Nieshoff Design, for the report layout and design.

Lastly, the Talloires Network secretariat extends sincere appreciation to sponsors and partners of the conference.

### Sponsors and Partners

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## Letter From Lorlene Hoyt

### Executive Director of the Talloires Network

Congratulations to conference co-hosts Tufts University and Harvard University. Thank you to all of you who made the 2021 Talloires Network Leaders Conference (TNLC2021) a productive and rewarding experience.

TNLC2021 reached more than 1,400 university leaders, faculty, staff, students, and community partners in 53 countries worldwide. With generous support from Carnegie Corporation of New York, Mastercard Foundation, and Open Society Foundations, the Talloires Network secretariat provided 18 grants to engaged universities in 14 countries to organize local gatherings. We also expanded conference access and participation by conducting all 24 conference sessions in English and Spanish and recording sessions to accommodate time zone differences.

Student voices and perspectives were a distinctive feature of our 4-day movement-building event, which included dynamic exchanges on the themes of Pandemic Recovery and Resilience, Conflict and Inequality, Climate Justice, Assessing Engagement, and Civic Engagement Futures. In partnership with the Mastercard Foundation, the Talloires Network created the Next Generation Leaders Program to support and engage 36 university students representing 18 countries around the world (Bangladesh, Burkina Faso, Cameroon, Ghana, India, Ireland, Kenya, Kyrgyzstan, Lebanon, Mexico, Pakistan, Rwanda, Saudi Arabia, South Africa, Spain, Sudan, Uganda, and the United States). To support the active participation of students as they organized their plenary and breakout sessions, the Network secretariat shipped laptops, phones, books, and other materials to Next Generation Leaders.

We are grateful to the University of Zimbabwe's paNhari team who provided mentorship and coaching as the interdisciplinary student working groups met weekly to share their experiences of civic engagement, form lasting collegial ties, and identify priorities for advancing the university civic engagement movement in higher education. We appreciate the steadfast commitment and significant contributions of the Next Generation Leaders to our common cause. They have offered our coalition of engaged universities a sparkling North Star — a shared and hopeful vision for the future of higher education to guide us all as we navigate unpredictable terrain.

The effects of the coronavirus pandemic, climate change, and other crises are ongoing. We remain hopeful about the potential of the Network to improve research and teaching while addressing societal challenges — 92% of post-conference survey respondents indicated they feel they “are part of” the Talloires Network and 99% expressed that they “would encourage others to attend future Talloires Network Leaders Conferences.” Together, we will continue to build a global movement of civically engaged universities.

In solidarity, let us leverage the collective imagination and generative utility of engaged universities to improve the lives of all people and better communities around the world.

Sincerely,

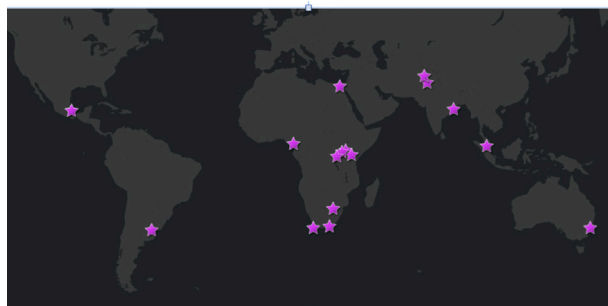


Lorlene Hoyt  
Executive Director  
Talloires Network of Engaged Universities



## TNLC2021 Hub-and-Spoke Model

To expand conference access and participation in under-resourced countries, the Talloires Network utilized the “hub-and-spoke” model. 18 Grants for Engaged Universities were provided in 14 countries around the world. Despite several barriers, grant recipients found innovative and inspiring ways to participate in TNLC2021. The locations of the grant recipients around the world can be seen below.



Geographic distribution of Grants for Engaged Universities recipients around the world

### Student Experiences

*“I learned about Climate Change and its huge impacts on disadvantaged peoples. Rainfall patterns in Zimbabwe are no longer predictable due to climate change. Everyone has a part to play, but as students, we have a greater part to play because we are the future, and education should not be confined to the four corners of our classrooms...”*

—**Samantha Malasha**, a Speech and Language Therapy undergraduate student at the University of Zimbabwe. Samantha was among the 20 students who safely gathered at the University of Zimbabwe to participate in TNLC2021.



University of Zimbabwe students tuning into TNLC2021 session moderated by Dean Rachel Kyte

*“The pandemic presented us with several challenges, but at the same time, it offered many possibilities to be creative and innovate in different processes and activities at our university.”*

—**Joao Elton de Jesús**, a Centro Latinoamericano de Aprendizaje y Servicio Solidario scholarship recipient in Brazil.

*“I learned a lot about resilience from the young people who presented during the panel discussions. Despite the obstacles they faced, they were able to continue fighting for what they believed in. It made me aware of how young people can have a big impact, no matter where we come from. All it takes is for us to think positively and innovatively in times of crisis.”*

—**Yang Xing Zhi**, a student at the International Medical University (Malaysia)



TNLC2021 participants at Kalinga Institute of Industry Technology (India)

*“It is important that we are part of promoting more spaces for critical thinking and questioning, productive discussions, and fair dialogues, from a rights-based approach.”*

— Student at the Universidad Nacional Autónoma de Nicaragua (Nicaragua)



Participants gather to join TNLC2021 at Mount Kenya University (Kenya)

### Looking Ahead

Several Network members provided feedback about the ways in which their local gatherings created new opportunities for collaboration.

**Stephen Langa of Makerere University** (Uganda) describes an exciting new proposal, saying, “One of the outstanding outcomes from the conference is a proposal to initiate a project for service-learning at Makerere University.”

**Filliam Efiti of LivingStone International University** (Uganda) describes one of the results from their event, “the team resolved as individuals to become members of the Talloires Network, and advocate for membership by the universities and organizations they represent.”

Dean Efiti added, the “student body also formed a joint group to venture into a community engagement program by partnering with other universities which were represented in the conference.”



*Gathering of participants from LivingStone International University (Uganda) attending TNLC2021*

In another session, a slate of presenters from different countries in Africa presented four case studies on learning through community engagement, and how their projects impacted graduate employability. Speakers included representatives from LivingStone International University (Uganda), Saint Monica University in (Cameroon), Rhodes University (South Africa), University of Cape Town (South Africa), and University of Pretoria (South Africa).

## Our Movement-building Event

### Opening Remarks



**Anthony P. Monaco**, *President*  
Tufts University  
(United States)



**Lawrence Bacow**, *President*  
Harvard University  
(United States)



**Nieves Segovia**, *President*  
University Camilo José Cela  
(Spain)



**Duaa Zahra Shah**, *Student*  
National University of Sciences  
and Technology  
(Pakistan)

Tufts University, home to the secretariat of the Talloires Network, hosted the 2021 Talloires Network Leadership Conference in partnership with Harvard University. TNLC2021 marks the first time that the Leadership Conference has been hosted in North America, with previous events convened in Europe, Latin America, and Sub-Saharan Africa. Due to the COVID-19 pandemic, TNLC2021 was a hybrid event broadcasted from Tufts and Harvard Universities, with engaged universities around the world gathering in smaller groups to enhance access and participation with our members in the Global South.

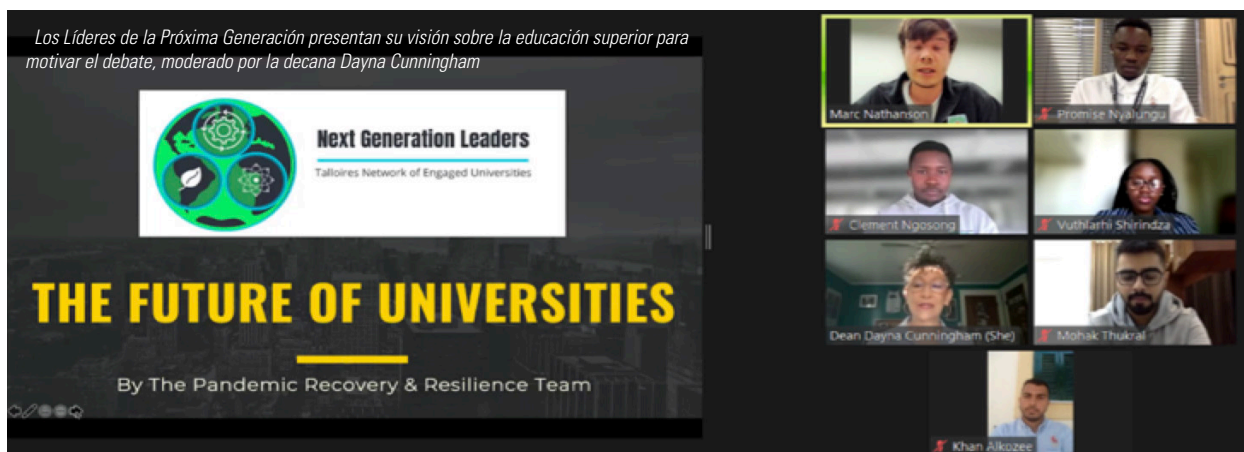
**Tufts University President and Talloires Network Steering Committee Chair Anthony Monaco**, welcomed the participants of the 2021 Talloires Network Leaders Conference, remarking, “We value your ongoing contributions to the university civic engagement movement. We are delighted to have you here, and we invite you to join our growing global coalition of institutions collaborating with communities to confront societal challenges such as disease, famine, structural racism, gender oppression, economic inequality, and climate change.”

*“I am grateful to be speaking to a network that is now grown to 417 members strong in 79 countries. Actually, the largest network of its kind anywhere on the planet,”* said Harvard University President Lawrence Bacow, who convened the first conference in Talloires, France in 2005.

President Bacow quoted Vladimir Lenin, saying, “Revolutions seem impossible before they happen and inevitable after they happen.” He encouraged institutions and individuals to think globally and act locally. In his conclusion, he asked, “How do we help to ensure that listening generously and speaking freely and sharing and working together are at the heart of our efforts to speed change?”

**University Camilo José Cela President and Talloires Network Steering Committee Vice-Chair, Nieves Segovia**, brought the voices and perspectives of Next Generation Leaders to the forefront, reminding us that students are making the case that the global pandemic is an experience that “should not be in vain.” This shared global experience must achieve something. Students “are calling on us to re-think everything.” She continued, saying,

*“Just as the pandemic forced us on a personal level to re-think our values and prioritize the people whom we love and activities that matter to us, so should be the case with our higher learning institutions. This time we should strive to dream bigger and collaborate on a larger scale because this virtual conference is a testament that there no walls or borders to hinder collaboration.”*



**Duaa Zahra Shah**, student at the National University of Sciences and Technology in Pakistan, provided powerful opening remarks. “We are coming together, collaborating across diverse differences in a tumultuous time.

*“As we move against the tides of the pandemic, climate change, and inequality, our solutions must emerge from a place of understanding, pursue a paradigm of justice, and evolve informed by the voices of the marginalized.”*

“In this space, I invite us all to think, aspire, and go beyond the confines of a familiar word and fully embrace the power of civic engagement. It is with this very power that we, as a global higher education community, can move forward. And I am proud to be part of this movement.”

### Global Universities, Local Impact: Roles and Responsibilities of Universities

**Philip Cotton**, Head of Mastercard Foundation Scholars Program and former Vice-Chancellor, University of Rwanda



During the opening plenary, Philip Cotton shared his history working with young people and the importance of listening to their voices, views, and visions. He remarked, “Listen to the young people—they are telling us what is wrong with our systems and the solutions are in their hands.”

*“It is possible that the more you become the kind of university that matters to our young people, our economies, and the poorest and most hard to reach, and often most harshly oppressed by climate change, then the more serving you become, the more humane you become, and the more engaged you become.”*

### Student Roundtable Discussion: Pandemic Recovery and Resilience

**Dayna Cunningham**, Dean, Tisch College of Civic Life, Tufts University (United States) – *Moderator*

**Mahugnon Samuel Ahossouhe**, student, International Institute for Water and Environmental Engineering (Burkina Faso)

**Khan Alkozee**, student, Universidad Camilo José Cela (Spain)

**Marc Nathanson**, student, Stellenbosch University (South Africa)

**Clement Ngosong**, student, Ashesi University (Ghana)

**David Niyitanga**, student, University of Rwanda (Rwanda)

**Promise Nyalungu**, student, University of Venda (South Africa)

**Vuthlarhi Shirindza**, student, University of Cape Town (South Africa)

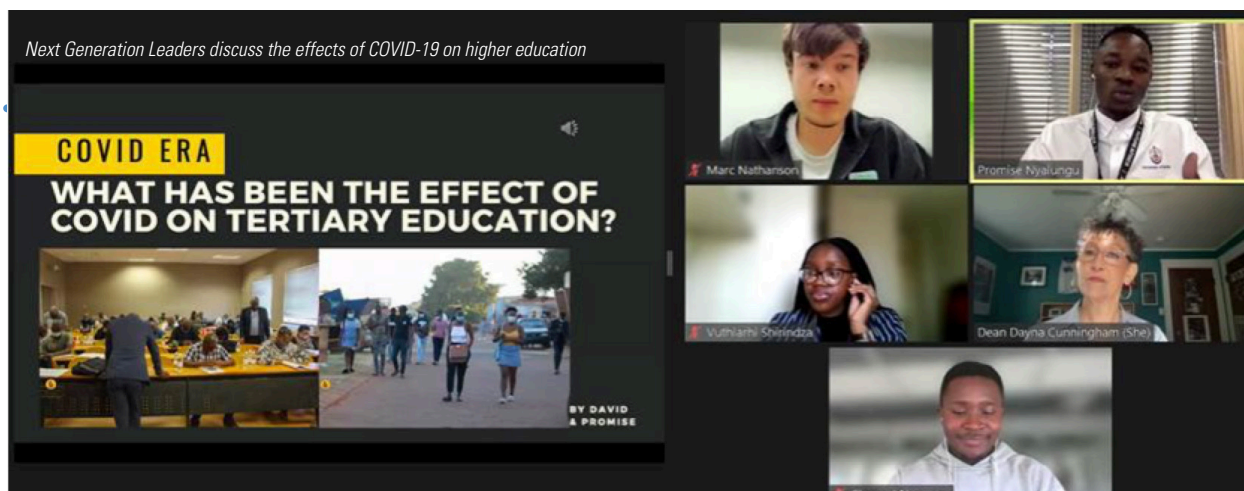
**Ángel Solís**, student, Tecnológico de Monterrey (Mexico)

**Mohak Thukral**, student, OP Jindal Global University (India)

Tufts University’s Dean of Tisch College, Dayna Cunningham, facilitated the discussion with the Next Generation Leaders. Students noted that in the pre-COVID-19 era, they had a plethora of opportunities for in-person interaction and could participate in extracurricular activities; thus the university experience was multifaceted. However, the COVID-19 pandemic disrupted the normal way of life.



**Dean Dayna Cunningham** noted that students should be empowered to select more tailored and appropriate learning methodologies, *“There are so many possible innovations in the structure of education. Students more and more will demand it because they know it’s possible and universities will have to respond.”*



Among other things, students proposed digital inclusion and changing curricula as important changes for implementation after the pandemic. The discussion acknowledged that universities are developing various modes of flexible curricula both online and offline, and students are discovering many new opportunities for learning with local communities.

### Knowledge Democracy and Social Responsibility in Higher Education

**Suriani Dzulkifli**, Coordinator, Knowledge for Change Mentor Training Programme, University of Victoria (Canada)  
— Moderator

**Budd Hall**, Professor Emeritus, University of Victoria and UNESCO Co-Chair in Community-Based Research and Social Responsibility in Higher Education (Canada)

**Renata Anahi Bregaglio Lazarte**, Law Professor, Pontificia Universidad Católica del Perú (Perú)

**Tom Olijhoek**, Editor in Chief, Directory of Open Access Journals (Netherlands)

**John Saltmarsh**, Professor of Higher Education, University of Massachusetts, Boston (United States)

**Rajesh Tandon**, Founder, Society for Participatory Research in Asia and UNESCO Co-Chair in Community-Based Research and Social Responsibility in Higher Education (India)

This session focused on the 2021 *'Socially Responsible Higher Education, International Perspectives on Knowledge Democracy'* book, authored by 45 individuals from 17 countries.

The authors highlighted the need for education to evolve after the pandemic, for next-generation professionals to be sensitive to climate mitigation and adaptation, and for better preparation of

the next generation of professionals for global challenges. The book is available for [free download](#).

Rajesh Tandon presented the key elements of socially responsible higher education, which include the recognition of diversity of knowledge systems and epistemologies, transcending rankings, and reclaiming the purpose of higher education as a public good.

Budd Hall remarked, *"Higher education institutions are unlikely to change from within. Change is going to come from engagement with society and the community."* He highlighted the commendable example from the University of Victoria, which offers a growing range of courses and programs that reflect the cultural and historical perspectives of Indigenous people.

### Service-Learning Before, During, and After the COVID-19 Pandemic

**María Rosa Tapia**, Member, Centro Latinoamericano de Aprendizaje y Servicio Solidario (Argentina) — Moderator

**Bojana Ćulum Ilić**, Associate Professor, University of Rijeka (Croatia)

**María Catalina Nosiglia**, Professor of Education Policy, University of Buenos Aires (Argentina)

**Matthew Pink**, National Manager/Research Fellow, ACU Engagement, Australian Catholic University (Australia)

The panelists highlighted how service-learning projects have been developing for many years, and how the pandemic presented the challenge of finding ways to remain open to their communities' needs and address some of them even with the many restrictions posed by the pandemic.

Bojana Ćulum Ilić highlighted how they have embraced service-learning as part of elective and mandatory courses. The pandemic

called for increased adaptability and flexibility to cope with the new reality. Medical students operated a 24-hour COVID-19 Information Call Center and over 200 students volunteered at local hospitals. The Department of Mathematics developed 3D printed visors which were shared all over various public institutions.

Pink highlighted that students participate in community engagement activities as part of the core curriculum at the Australian Catholic University. A major challenge faced during the pandemic at Australian universities was the suspension of work placements for students. The university remedied this by shifting opportunities online for teleworking.

### Innovative University-Community Partnership Responses to COVID-19

**Kevin Hall**, President and Vice-Chancellor of University of Victoria (Canada) – Moderator

**Miguel Ángel Escalona Aguilar**, Sustainability Coordinator and Lecturer, Universidad Veracruzana (Mexico)

**Elvis Akomoneh**, Vice President for Institutional Advancement, Meridian Global University (Cameroon)

**Peter Kirira**, Principal, College of Graduate Studies & Research and Senior Lecturer, Mount Kenya University (Kenya)

**Leana Lanuza**, Internationalization Coordinator, Universidad Nacional Autónoma de Nicaragua (Nicaragua)

**Cliona Maher**, Latin American Officer and Vice-Chair of the Latin American Regional Working Group, University College Cork (Ireland)

**Phil Mlanda**, Co-Founder and Program Manager, paNhari, University of Zimbabwe (Zimbabwe)

**Miurell Suárez Soza**, Social Worker, Instructor of Higher Education, Universidad Nacional Autónoma de Nicaragua (Nicaragua)

**Sharon Dione Sumelong**, Coordinator of Community Healthcare Programmes, Meridian Global University (Cameroon)

This plenary session brought together five university-community partnerships that responded to COVID-19, each part of the **University Award for Innovative Civic Engagement**. Supported by a grant from the Open Society Foundations, this pilot program was designed to discover novel research and learning strategies for university civic engagement among Talloires Network member universities. It provided direct support



for the local expansion of civic engagement partnerships to build more equitable and inclusive societies. It also facilitated critical reflection and exchange among awardees and members of the Network who shared their achievements during this session.



**CAMEROON:** Health Care for Internally Displaced Persons in Cameroon to Mitigate the Impacts of COVID-19

**Partners:** Meridian Global University and the Access Care Foundation

**Project:** This initiative provided basic healthcare services for people trapped or displaced by the conflict in the Anglophone Regions of Cameroon. The partnership focused on a hygiene and education campaign, and other preventive measures against the COVID-19 pandemic, as well as the reduction of maternal and neonatal deaths.



**KENYA:** Co-creation Strategies for Improving the Health of Children and Access to Safe Water in a Time of Crisis

**Partners:** Mount Kenya University and Partners for Care

**Project:** The partners implemented more sustainable and impactful interventions in rural East Africa to improve the quality of water and sanitation services. The interventions aimed to reduce waterborne illnesses and preventable diseases. In light of the COVID-19 pandemic, they focused on installing handwashing stations to curb the spread of the virus.



**MEXICO:** Food Security & Health Promotion Initiatives During the COVID-19 Crisis

**Partners:** Universidad Veracruzana and the Veracruz State Department of the Environment

**Project:** The initiative involved indigenous youth in food security projects throughout the region. By way of participatory research and reflection-in-action, community members worked with students to incubate initiatives to increase local food production, sustain the economy, and empower local producers, such as agroecological farming and seed exchanges.



#### **NICARAGUA:**

Biopsychosocial Strengthening of the University Community and its Environment Against COVID-19

**Partners:** Universidad

Nacional Autónoma de Nicaragua (Nicaragua) in Managua in collaboration with municipal mayors and non-profit community institutions

**Project:** This campus-community effort promoted biopsychosocial health and wellness habits. The university's Psychosocial and Community Clinic worked with its partners to offer online resources and to promote community awareness of the importance of mental health during the COVID-19 crisis.



**ZIMBABWE:** Combating COVID-19 Through Digital Innovation and a Community-Driven Approach

**Partners:** The University of Zimbabwe and the Mabvuku Simbiso Jump Start

**Project:** This initiative addressed the devastating impact of COVID-19 on people's livelihoods and the local

economy. It promoted decent employment creation and income generation by providing entrepreneurship education and establishing a revolving loan facility for vulnerable small and medium-sized enterprises and entrepreneurs.

### **Conference Keynote Address: A Conversation with U.S. Special Envoy John Kerry**

In this session, **U.S. Special Envoy on Climate John Kerry** discussed the effects of climate change in conversation with **Alan Solomont, Dean Emeritus of Tisch College**. When questioned on his vision for global diplomacy and international collaboration to achieve climate change and climate justice, Secretary Kerry noted that the 2021 United Nations Climate Change Conference would raise ambition and momentum



*Alan Solomont, Dean Emeritus of Tisch College with U.S. Special Envoy on Climate John Kerry*

around the fight against climate change, and that the United States pledged to aid least developed countries to combat climate issues.

Secretary Kerry indicated that the success of President Biden's administration will be measured by how the United States manages to become a modern green economy, while also prioritizing job security and economic growth. He emphasized the importance of addressing inequity in the effects of climate change, saying "The climate issue bears the truth of injustice." He added, "for years the climate crisis has discriminated against the poor and powerless."

**U.S. Special Envoy on Climate John Kerry said, "I think there's a fundamental responsibility for the university not just to teach its student body, but to be responsible for teaching the community and the world around it."**

It is the role of universities to ensure that their graduates are "public citizens" who not only vote but also hold to account the U.S. Congress which, as he put it, "is not reflective of the urgency that needs to be applied" to climate change. The situation is so dire that universities can no longer keep the intellectual powers of their professors and researchers inside the campus gates.

## Keynote Responses and Questions



**Rachel Kyte**, Dean, Fletcher School of Law and Diplomacy, Tufts University, (United States) – Moderator



**Saleemul Huq**, Director, International Centre for Climate Change and Development, Independent University (Bangladesh)



**Emily Shuckburgh**, Director, Cambridge Zero, University of Cambridge (United Kingdom)



**Nieves Tapia**, Founder and Director, Centro Latinoamericano de Aprendizaje y Servicio Solidario (Argentina)

Saleemul Huq began by presenting a stark reality about the ongoing fight against climate change noting that, “we are losing to climate change.” However, he highlighted that universities in Bangladesh have put in place climate change-based research. Despite being a vulnerable country, Bangladesh has built resilience towards climate change. Universities have established a consortium to collaborate, aid and learn with each other on how best to enhance the adaptative capacity of vulnerable communities. Huq emphasized that, “climate change can only be solved in the long-term, and resilience and adaptability ought to be taught for survival in the short-term.”

Dean Rachel Kyte touched on the important role that the younger generations must play in climate change and the need for universities to have enhanced engagement with communities and increased resiliency.

Emily Shuckburgh, added that the Cambridge Zero initiative, “spans the entire university.” Shuckburgh emphasized that Cambridge Zero is “embedded in all the functions that the university undertakes,” demonstrating a key element in the fight against climate change—interdisciplinary collaboration and the inclusion of environmental content across academia. In a recent survey, students from a wide variety of disciplines across the University of Cambridge expressed the desire to have climate change incorporated in their curricula. Shuckburgh described one of her current projects, which aims to bridge the gap across disciplines and “to bring the chemists, the engineers, the social scientists, and the conservation experts together” to address climate issues.

## Perspectives of African Leaders in Higher Education

**Ali Awni**, Director, John D. Gerhart Center for Philanthropy, Civic Engagement and Responsible Business, The American University in Cairo (Egypt) – Moderator

**Efiti Filliam**, Dean, School of Media Technology, LivingStone International University (Uganda)

**Diana Hornby**, Director of Community Engagement, Rhodes University (South Africa)

**Mary Nyanjuki Gichuki Manana**, Principal, Uganda Christian University (Uganda)

African university leaders showcased how they seized opportunities embedded within their institutions to adapt to the COVID-19 pandemic and become more resilient. The speakers highlighted the ways in which the pandemic challenged the traditional approach to teaching and learning, and how higher education institutions must promote social responsibility.

Diana Hornby, Director of Community Engagement at Rhodes University, noted that higher education institutions have been dramatically shaken by the onset of the COVID-19 pandemic. She highlighted three truths that the pandemic has brought to light: “The capacity to imagine is integral to human nature; change is constant, and uncertainty is a part of life.” She said that the idea of a university *can* change and *has* changed over the years.



**Describing the citizen that ought to be produced by higher education, Hornby quoted Kwame Nkrumah, “Africa needs a new type of citizen, a dedicated, modest, honest and informed citizen. A citizen who submerges himself in service to the nation and humankind.”**

Dean Efiti noted the challenges that many students faced during the pandemic. Some students could not access and afford resources for online learning, lockdown increased responsibilities for students leading to less time to focus on studies, and idleness and isolation led to the increased consumption of alcohol and drugs.

Speakers shared various case studies of university-community engagement with youth programs that have served as starting points for reimagining higher education. In conclusion, speakers highlighted how the COVID-19 pandemic has shown that the time has come to reimagine and transform the purpose of higher education globally.

### Structured Listening Methods: Climate Choices

**Akmaljon Akhmedjonov**, student, Bard College  
(United States)

**Faiza Arshad**, student, Effat University (Saudi Arabia)

**Harunah Damba**, student, Makerere University  
(Uganda)

**Funwako Bakhile Dlamini**, student, University of Cape Town  
(South Africa)

**Mercy Koti Fri**, student, Redemption Higher Institute of  
Biomedical and Management Sciences (Cameroon)

**Stephen Mwangangi Munyoki**, student, University of Nairobi  
(Kenya)

**Duaa Zahra Shah**, student, National University of Sciences and  
Technology (Pakistan)

**Farhana Shahnaz**, student, Brac University (Bangladesh)

Next Generation Leaders examined the potential of structured listening for addressing climate change in a post-pandemic world and how universities might adopt such practices. Students discussed how the effects of climate change are most often measured in physical effects on the earth, but rarely examined through the lens of psychology. University of Nairobi (Kenya) student Stephen Mwangangi Munyoki highlighted that the human mind tends to shut down on issues related to harming the environment, and that individual bottom-up solutions to climate action should be encouraged. He went on to illustrate how 'doom and gloom journalism' does more harm

than good. He quoted Espen Stokes who stated, "the biggest obstacle with climate disruption lies between your ears," and highlighted the ability of deliberative democracy to generate accurate, balanced, and substantive information with the public. Farhana Shahnaz, a student at Brac University (Bangladesh) went on to highlight that, "public opinion on climate change is the aggregate of attitudes and beliefs held by the adult population concerning the science, economics and politics of climate change. It is affected by media coverage of climate change." Duaa Zahra Shah, a student at the National University of Sciences and Technology (Pakistan), further explained the need to come together and harmonize diverse perspectives to ensure that everyone is heard, and this can be done by structured listening methods, which offers a systematic and deliberate approach to listening.

### What Does Student Leadership Look Like in Crisis?

**Zarlasht Sarmast**, Global Engagement Fellows Program  
Coordinator, American University of Central Asia (Kyrgyzstan)  
– Moderator

**Vũ Đức Huy**, Lead Global Engagement Fellow, Fulbright University  
(Vietnam)

**Wisdom Kalu**, Lead Global Engagement Fellow, Ashesi  
University (Ghana)

**Catherine Kasungia Mumo**, Founder/Director of Nawiri Sist3rs,  
Strathmore University (Kenya)

**Marc Nathanson**, Lead Global Engagement Fellow, Stellenbosch  
University (South Africa)

**Sol Rodriguez**, Co-Founder of Bamboo Building Systems,  
University of British Columbia (Canada)

Organized with the Open Society University Network, this session explored critical questions about what individuals within an international network can do together to make change. Moderator, Zarlasht Sarmast, who has been leading community work in Kabul, Afghanistan, began by asking the panelists what student leadership looks like in crisis, and what student leaders need in order to act.

Catherine Mumo, a recipient of the Talloires Network and Open Society University Network's COV-AID Student Engagement Award and Founder of the Nawiri Sist3rs Foundation in Kenya, described her company, which she established in 2019 with a

mandate to fight shame and restore dignity around menstruation. The foundation has worked with 65 university volunteers to distribute 38,000 sanitary products to over 1,000 girls.

In Nicaragua, Sol Rodriguez, recipient of the Talloires Network and Open Society University Network's COV-AID Graduate Student Grant, described how educational and employment opportunities have supported the recovery of the local economy while also regenerating the natural environment through beach clean-ups, recycled plastic design, educational and awareness campaigns.

In South Africa, Marc Nathanson, a student leader at Stellenbosch University and Vice President of Osler Student Private Organization spoke about how they provide mental health support to students who have particularly suffered from isolation because of COVID-19. Nathanson hosts mental health sessions on various platforms such as Instagram Live, and also prepares and donates meals to vulnerable local communities.

In Nigeria, Lead Global Engagement Fellow with Open Society University Network, Wisdom Kalu, started My Scholarship Info, an organization that supports students who struggle to attain higher education due to financial constraints. Kalu's organization publishes scholarship opportunities for students. Describing the initiative, he noted, "challenges we face include assisting students in war-torn areas or areas with poor network connectivity."

In Vietnam, OSUN Lead Global Engagement Fellow Vũ Đức Huy started the YUU Organization in his hometown. "Our main areas of focus are providing education and career coaching to ethnic minority students and young people," said Huy. YUU has worked with 16 orphanages to support over 220 participants. Huy explained that they ventured into virtual connections to ensure the continuation of their projects during COVID-19.

## Internationalizing the Carnegie Community Engagement Classification

**Andrew Petter**, President Emeritus of Simon Fraser University (Canada) – Moderator

**Verity Firth**, Executive Director, Social Justice, University of Technology Sydney (Australia)

**Matthew Johnson**, President, Albion College (United States)

**Lorraine McIlrath**, Coordinator, Community Knowledge Initiative, National University of Ireland, Galway (Ireland)

**Susan Mide Kiss**, Senior Director, Strategic Initiatives in Community Engagement, University of Calgary (Canada)

## Next Generation Leaders



**Top to bottom, left to right:** Adina Sulumbekova, Akmaljon Akhmedjonov, Ángel Solís, Cameron Noah Keighron, Claire McCann, Clement Ngosong, Daniel Patrick Muigai, David Niyitanga, Duaa Zahra Shah, Fadi Salahedin, Faiza Arshad, Farhana Shahnaz, Funwako Bakhile Dlamini, Halima Dolif, Harunah Damba, Hellen Wanyora Irungu, Ilaf Nasreldin Mohammed Ahmed Mohammed Mustafa, Karen Estevez, Karla Jazmin Garcia Antonio, Keila Zurisadai Contreras Santos, Khan Alkozee, Mahugnon Samuel Ahoossouhe, Marc Nathanson, Maria Gitau, Maria Torres, Mercy Koti Fri, Mohak Thukral, Mwangangi (Stephen) Munyoki, Paseka Elcort Gaola, Patrick Oyenga, Patrovas Gabriel Okidi, Philip Adebayo, Promise Nyalungu, Sarah Alharthey, Vuthlarhi Shirindza, Zukile Nttema.

See page 21 for Appendix 2: Next Generation Leaders Directory.

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The Carnegie Community Engagement Classification is an elective classification, meaning that it is based on voluntary participation by institutions. It “involves data collection and documentation of important aspects of institutional mission, identity and commitments and requires substantial effort invested by participating institutions. It is an evidence-based documentation of institutional practice to be used in a process of self-assessment and quality improvement.”

Lorraine McIlrath highlighted that the issue of community engagement was not a new phenomenon for the Irish government. She spoke about how the opportunity to be the first country outside the United States to pilot the international Carnegie Community Engagement Classification has provided institutions in Ireland the ability to showcase the work already being done and better understand local engagement at a national level.

In a bid to continue internationalization, several institutions of higher education have begun pilot projects in Australia and Canada. In Australia, debate has ensued over the last decade about the role of universities and how to demonstrate impact. Verity Firth noted that there are pockets of excellence when it comes to community engagement within Australia, but that there was no unifying framework.

Speakers acknowledged that piloting the international Carnegie Community Engagement Classification has prompted vital conversations and transformed the universities’ methods of research, teaching and learning, resulting in increased awareness of cultural issues.

## How Universities Work with Local Leaders to Solve Global Problems

**Mark Gearan**, Director, Institute of Politics, Harvard Kennedy School of Government (United States) – Moderator

**Jim Breslin**, Secretary General of the Department of Further and Higher Education, Research, Innovation and Science (Ireland)

**Sara Ladrón de Guevara**, Former Rector, Universidad Veracruzana (Mexico)

**Michael Nutter**, Professor of Professional Practice, Columbia University (United States)

**Setti Warren**, Executive Director, Institute of Politics, Harvard Kennedy School of Government (United States)

Sara Ladrón de Guevara, former Rector of Universidad Veracruzana, noted that students must engage in the community and undertake

voluntary placement for a year prior to graduation. “Most of the students are first generation university students in their communities,” she said. “They are seen as leaders in their communities and when they are empowered, they tend to be productive members of the society,” she continued. The speakers talked about “Collective Impact Theory,” which brings the entire community together, including local leaders, to solve global problems. Further, they highlighted the need for students to receive recognition for engaging in their communities and to reward universities that promote engagement. In closing, they discussed how the starting point for solving global problems is to recognize and value the power of immediate and collective engagement.

## Strengthening Regional Networks as a Strategy Movement Building

**Luz Avruj**, Coordinator of Institutional Relations and Networks, Centro Latinoamericano de Aprendizaje y Servicio Solidario (Argentina) – Moderator

**Manuel Caire Espinoza**, Social Worker, P. Universidad Católica de Chile, and Magister in Social Psychology, Universidad Alberto Hurtado (Chile)

**Alžbeta Brozmanová Gregorová**, Associate Professor, Social Work Department of the Faculty of Education, Matej Bel University (Slovakia)

**Carol Ma**, Associate Professor, Singapore University of Social Sciences (Singapore)

This session promoted exchange among participants and generated mutual learning among service-learning networks from around the world. Representing the Service-Learning Asian Network, Carol Ma shared that the network was set up at the International Christian University in Japan, 2005, and now has more than 17 members from different institutions in the region. Ma said that non-profit organizations as well as governments, have joined the effort to expand service-learning throughout the region, leading to research, project collaboration and student exchange programs in Hong Kong, India, Japan, Philippines, Singapore, and Taiwan.

Alžbeta Brozmanová Gregorová represented two networks in Slovakia and shared how they connect people interested in higher education and service-learning. The speakers discussed their experiences in building these networks, difficulties they encountered in the process and why they believe it’s still worth the effort. They also discussed how university networks must become more diverse and learn from each other.

## Gender in Dual Crisis: Women at the Intersection of Climate Change and COVID-19

**Sarah Alharthey**, student, Effat University (Saudi Arabia)

**Karla Jazmin Garcia Antonio**, student, Universidad Veracruzana (Mexico)

**Halima Dolif**, student, Kenyatta University (Kenya)

**Karen Estevez**, student, Tecnológico de Monterrey (Mexico)

**Cameron Noah Keighron**, student, National University of Ireland, Galway (Ireland)

**Ilaf Nasreldin Mohammed Ahmed Mohammed Mustafa**, student, Ahfad University for Women (Sudan)

**Daniel Patrick Muigai**, student, Kenyatta University (Kenya)

**Patrick Oyenga**, student, Jomo Kenyatta University of Agriculture and Technology (Kenya)

**Keila Zurisadai Contreras Santos**, student, Tecnológico de Monterrey (Mexico)

**Adina Sulumbekova**, student, American University of Central Asia (Kyrgyzstan)

**Hellen Wanyora Irungu**, Strathmore University (Kenya)

Next Generation Leaders discussed the ways in which gender inequality limits the resilience and adaptive capacity of women. They noted that the impacts of climate change affect women and men differently, referencing the World Health Organization:

*"Women are more vulnerable to the effects of climate change than men because they constitute the majority of the world's poor."*

Students also presented the dire impacts of COVID-19 on women, who have been particularly affected by the sharp decline in economic activity in key sectors for female employment such as manufacturing and tourism.

Women are not only vulnerable to climate change, but they are also effective agents of change in relation to both mitigation and adaptation. They quoted research by the United Nations, *"Women can play a critical role in response to climate change due to their local knowledge and leadership."*

The students discussed how women often have vital knowledge and expertise that can be used in climate change mitigation, environment conservation, and adaptation strategies. They

noted that women's responsibilities in households and communities as stewards of natural and household resources, position them well to contribute to new livelihood strategies and environmental realities.

Students concluded that, despite their vulnerabilities, women play a crucial role in societies as we navigate climate change adaptation, emphasizing that, "Women will break barriers."

## Just Sustainabilities: Critical Learnings from the Pandemic

**Julian Agyeman**, Interim Chair and Professor, Urban and Environmental Policy and Planning, Tufts University (United States)

**Penn Loh**, Associate Chair, Urban and Environmental Policy and Planning, Tufts University (United States)

During this session, "Just sustainabilities" was introduced as an approach to reframe the relationship between humans, the environment, the economy, and our social systems.

**Penn Loh shared lessons learned from local community responses to the pandemic, highlighting those who have been building equitable approaches to resilience for climate impacts. He explained, "Social and equity-centered resilience is not about bouncing back to normal but bouncing forward to transform the systems that produced vulnerability in the first place."**

Julian Agyeman shared his work exploring how "just sustainabilities" efforts are growing in communities across the globe and its implications for climate justice. He said, "Sustainability cannot simply be a 'green' or 'environmental' concern. A truly sustainable society is one where wider questions of social needs, welfare and economic opportunity are integrally related to environmental limits imposed by supporting ecosystems."

## Comparing International Frameworks for University-Community Engagement

**Leslie Van Rooi**, Senior Director, Social Impact and Transformation, Stellenbosch University (South Africa)  
— Moderator

**Uwe Brandenburg**, Managing Director of the Global Impact Institute (Czech Republic)

**Thomas Farnell**, Higher Education Policy Expert, Institute for the Development of Education (Croatia)

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**Mathew Johnson**, President, Albion College (United States)

**Haifa Jamal Al-Lail**, President, Effat University (Saudi Arabia)

This session discussed emerging frameworks from across the globe, including the Carnegie Community Elective Engagement Classification, Internationalization in Higher Education for Society, and Toward a European Framework for Community Engagement. President Johnson briefly discussed how the Carnegie framework “is about partnership with outside entities that are not in academia.” He highlighted the importance of having focused core principles to ensure that the “concept of partnership is good, collaboration is achieved with mutual reciprocity.” Speakers discussed strengths and opportunities for modes of collaboration to highlight the diversity of community engagement approaches that can be utilized toward a common goal. President Al-Lail argued that the standards put in place by the International Ranking Agency typically do not apply to Arab social life and partnerships for most institutions. Panelists also reflected on emerging frameworks from other regions across the globe.

### 2021 MacJannet Prize for Global Citizenship

The MacJannet Prize was established by the Talloires Network and the MacJannet Foundation to recognize exceptional student community engagement initiatives at Talloires Network member universities and contribute financially to their ongoing public service efforts. **Tony Cook, President of the MacJannet Foundation**, announced the three 2021 MacJannet Prize winners from South Africa, India, and the United Kingdom at the TNLC21. Following the announcement, **Alex Fognani, student, Harvard Kennedy School of Government**, moderated a panel discussion with the award winners.

### 2021 MACJANNET PRIZE WINNERS

#### FIRST PLACE: Nine Tenths Programme (Rhodes University, South Africa)

Born out of the need to address the unequal education sector in Makhanda, Nine Tenths provides mentorship and increased

access to education to improve pass rates of local no-fee schools. Student volunteers apply to be part of the programme and are put through rigorous training. These leaders are critical as conduits of information and quality assurance of sessions. The program strives to enhance access to tertiary education, and equip young people to transform their socio-economic status.



*Mentor and mentee meeting, Nine Tenths Programme, South Africa*

#### SECOND PLACE: Art of Giving (Kalinga Institute of Industrial Technology, India)

The Art of Giving program strives to share the spirit of generosity and kindness to their community and the world to address a variety of societal issues. The program offers resources and student-led initiatives to improve access to inclusive education, support gender equality, uplift indigenous communities, and promote sustainable development.



*Kalinga Institute of Medical Sciences, India*

### THIRD PLACE: Humanizing Healthcare (University of Manchester, United Kingdom)

Healthcare students lead programs and deliver free health services to communities including refugees, asylum seekers, LGBTQ+ community members, and Non-Native-English speakers, working to break down the barriers to healthcare. The First Language Project, an initiative in Humanizing Healthcare, aims to expand the role of civic engagement in the healthcare field and curriculum and is “based on the premise that we cannot create excellent healthcare professionals of tomorrow without creating engaged ones.



First Language Project at Humanising Healthcare, University of Manchester

### Civic Engagement Futures: A Next Generation Leaders' Dialogue

**Nico Koopman**, Deputy Vice-Chancellor, Social Impact, Transformation and Personnel, Stellenbosch University (Cape Town) – Moderator

**Philip Adebayo**, student, American University of Beirut (Lebanon)

**Okidi Patrovas Gabriel**, student, Makerere University (Uganda)

**Paseka Elcort Gaola**, student, University of Pretoria (South Africa)

**Maria Gitau**, student, Strathmore University (Kenya)

**Claire McCann**, student, Rhodes University (South Africa)

**Zukile Ntentema**, student, University of Cape Town (South Africa)

**Fadi Salahedin**, student, American University of Beirut (Lebanon)

**Maria Torres**, student, University College Cork (Ireland)

This student-led session critically examined the ways universities can be active and positive forces in their communities in a post-pandemic world. Students discussed the historical role of universities and noted that universities have always had an economic approach towards education to train students for employment. However, students spoke about how this approach may lead to negative outcomes.



Students shared their vision for how universities should instead produce graduates with critical thinking skills, narrative imagination, and the ability to see themselves as part of a heterogeneous world. The discussion also touched on how there should be a move from a “transactional paradigm” to a “transformative paradigm,” and the need for students to engage in their communities through service-learning and civic engagement. Students discussed the ways in which civic engagement provides a space for them to contribute to the improvement of the world and allows them to have a sense of purpose through their community experiences and social responsibility.



## Enacting the 2021 Talloires Network Declaration on Higher Education

The conference closed with the enactment of the 2021 Talloires Declaration, read by the Steering Committee student representatives **Susan Azizi**, student, American University of Central Asia (Kyrgyzstan) and **Rowyn Naidoo**, student, University of Cape Town (South Africa).

### 2021 Talloires Network Declaration on Higher Education: A Moment of Challenge and Opportunity

The Talloires Network of leaders from 417 universities in 79 countries across the globe gathered virtually at Tufts and Harvard Universities in North America and locally on 18 campuses in 14 countries around the world to strengthen our shared commitment to civic engagement and social responsibility.

It was appropriate at this critical time to return to our founding institution, Tufts University, since their leaders first convened the Network in 2005. In partnership with Harvard University, this year's virtual gathering honored the successful 16-year history of enhanced collaboration globally by bringing together university leaders to critically reflect on our efforts to create a more just, equitable and sustainable society.

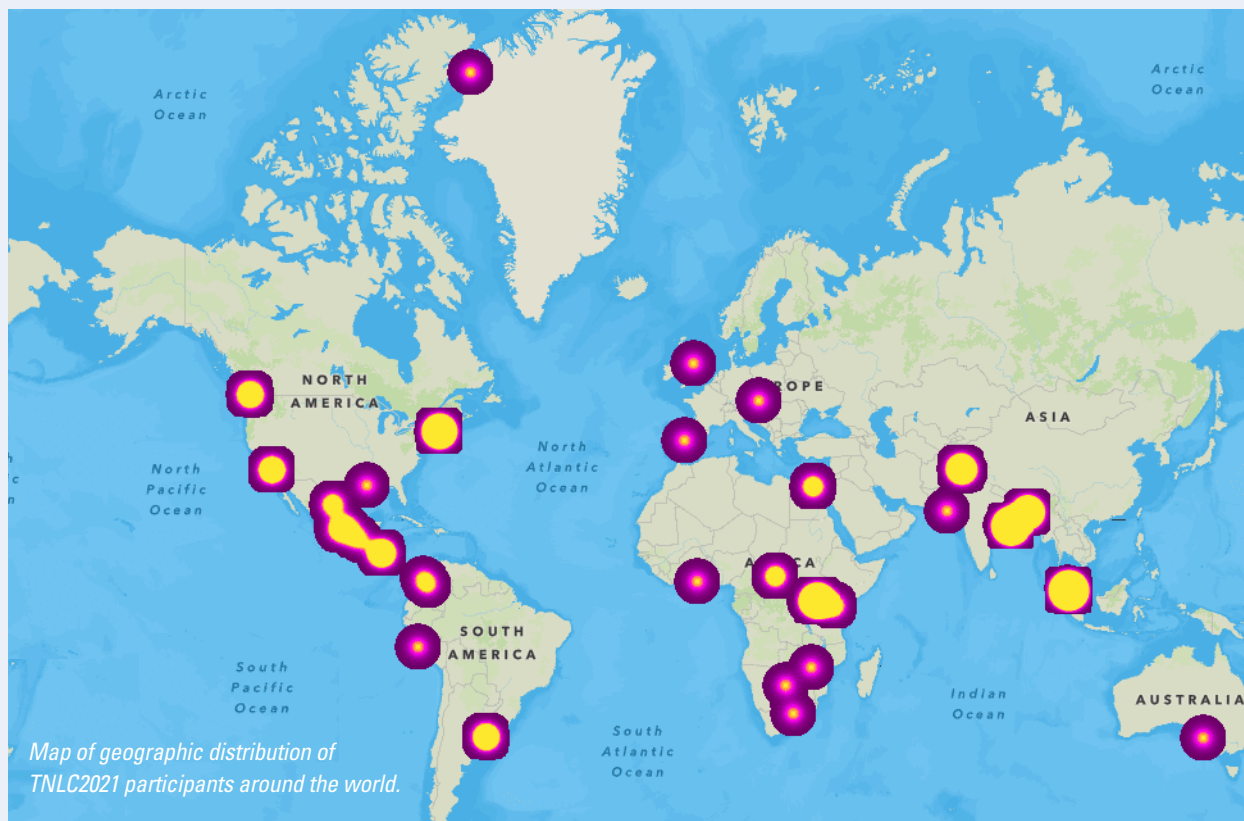
Since the historic first Talloires Declaration On the Civic Roles and Social Responsibilities of Higher Education 16 years ago, we have utilized our conferences in Europe, Sub-Saharan Africa, and Latin America to articulate shared values and to strategically adapt to the changing needs of our growing global coalition.

The past year has presented both unprecedented challenges and opportunities for our institutions as we were confronted with the global pandemic, inequities in health care and educational access, economic inequality, gender oppression, structural racism, and climate change.

We seek to promote human rights and further the free exchange of knowledge, ideas, and practices. We recommit to realizing the potential of university civic engagement as a practical strategy for improving research and teaching and addressing societal challenges. We also remain steadfast in our commitment to encourage reciprocity, the co-generation of knowledge and learning between universities and communities, embracing difference as an essential ingredient of productive collaboration. We will continue to promote multiple ways of knowing and multiple ways of understanding as a strategy for creating more equitable and prosperous communities around the world.

This year, the Talloires Network of Engaged Universities examines the responsibility of higher education institutions in an equitable COVID-19 recovery while also continuing to target the societal problems that the pandemic has amplified. Now, more than ever before, we feel the urgency to champion university-community collaborations that are adaptable and quick to respond to emerging social issues.

We have long held that universities have a responsibility to develop the next generation of active citizens with the capacity to address the complex challenges around the world. Throughout the pandemic, university students have practiced global citizenship by co-designing collaborations with local communities to mitigate the harmful impacts of COVID-19 while exchanging strategies across geo-political boundaries through regular virtual convenings. The pandemic has tested the modes of delivery of education, showing the potential to expand access to education in a dramatic way. However, it has also exposed how, in an increasingly digital world, technology and digital literacy is becoming much more of a necessity and a right, than a privilege. We re-affirm our common aspiration to create socially inclusive institutions and to promote quality education for all.



*We acknowledge that map bias is unavoidable and do not intend to diminish the significance of southern-hemisphere continents.*

The onset of COVID-19 has exposed and exacerbated the socioeconomic inequality in our communities. It is estimated that the pandemic pushed an additional 119 million to 124 million people into extreme poverty in 2020. It is important to acknowledge that the COVID-19 pandemic has disproportionately impacted women across the world and poverty levels among women are now rising rapidly, particularly in the least developed countries.

We strive to amplify the voices and lived experiences of all marginalized groups including women, refugees, Indigenous Peoples, children, people with disabilities, and the elderly. We believe this is only possible in an environment committed to fostering respect, dignity, and justice. Furthermore, we continue our efforts to correct a historical imbalance by increasing the visibility of innovative civic engagement activities ongoing in the Global South.

As a global coalition of engaged universities, we understand the centrality of science to effective policymaking. We acknowledge that there is a fundamental injustice in the impacts of climate change as they fall the hardest on those who have done the least to bring us to this point. We declare climate justice an urgent priority and we begin a new chapter of civic engagement with a focus on activities to mitigate harmful carbon emissions and to adapt to climate impacts caused by the pollution of the last decades.

For sixteen years, the Talloires Network has lifted up higher education institutions to serve the communities that they are a part of by upholding values of social responsibility and civic engagement. In doing so, our institutions influence their own members to contribute positively to their broader local, national, and global communities, which is central to the success of inclusive, thriving and sustainable societies.

In solidarity, we aim to advance the application of high standards and the evolution of ethical ideas and strategies in the field of university civic engagement. We commit to leveraging the collective imagination and generative utility of universities to improve the lives of all people and better communities around the world.

## Thank You From Anthony P. Monaco

### Talloires Network Steering Committee Chair



[The Talloires Network Leaders Conference \(TNLC2021\)](#), hosted by Tufts University and Harvard University (30 September – 3 October), brought together more than 1,400 university presidents, vice-chancellor, rectors, faculty, student leaders, and community partners around the world to share ideas, build momentum, and create a more equitable and just future.

TNLC2021 was designed to maximize engagement and strengthen connections. Our fifth global conference since the Network's founding in 2005, and our first hybrid conference, we broadcasted from North America and provided support for local gatherings in Argentina, Australia, Bangladesh, Cameroon, Egypt, India, Kenya, Malaysia, Mexico, Nicaragua, Pakistan, South Africa, Uganda, and Zimbabwe. The "hub-and-spoke model" proved effective in increasing global conference access and direct participation.

We admire the creativity of our member institutions around the world who hosted safe convenings on their campuses. For example, at Meridian Global University (Cameroon) attendees had to take shelter on campus four days prior to the conference due to violent conflicts with armed separatist fighters in the Anglophone region. Organizers at Universidad Veracruzana (Mexico) quickly expanded from five to fifteen gathering locations when their region faced increased COVID-19 restrictions. Wherever we gather, this is truly a global network—and one that continues to grow in its reach, with our network now representing more than 400 member universities in 79 countries.

Additionally, conference participants collaboratively produced and signed the [2021 Declaration](#), a statement of our shared values and vision for higher education. We acknowledge the unprecedented challenges and opportunities for our institutions as we confront the global pandemic, inequities in health care and educational access, economic inequality, gender oppression, structural racism, and climate change. Importantly, signatories have recommitted to realizing the potential of university civic engagement as a practical strategy addressing societal challenges. The Declaration is available in [English](#), [Spanish](#), [French](#), [Portuguese](#), [Urdu](#), [Arabic](#), and [Chinese](#).

While we have lost friends, family, and colleagues to COVID-19 and the effects of the pandemic are ongoing, we have witnessed tremendous innovation. I know from experience how we have reinforced our partnerships through our shared mission and common purpose. I am especially invigorated by our young leaders who are taking action to make a difference in the lives of others and playing an active role in shaping the strategic direction of the Talloires Network of Engaged Universities. They truly embody the spirit of thinking globally and acting locally.

Anthony P. Monaco  
President, Tufts University

## Appendix 1: Cover, Speakers in Order of Appearance

**Alan Solomont**, Dean Emeritus, Tisch College of Civic Life, Tufts University (United States)

**Phil Mlanda**, Program Manager & Co-Founder, paNhari (Zimbabwe)

**Andrew Petter**, President Emeritus, Simon Fraser University (Canada)

**Anthony Monaco**, President, Tufts University (United States)

**Julian Agyeman**, Professor of Urban and Environmental Policy and Planning, Tufts University (United States)

**Diana Hornby**, Director of Community Engagement, Rhodes University (South Africa)

**Dr. Budd Hall**, UNESCO Co-Chair in Community-Based Research and Social Responsibility in Higher Education (Canada)

**Carol Ma**, Associate Professor, Singapore University of Social Sciences (Singapore)

**Catherine Kasungia Mumo**, Student Speaker, Lead Global Engagement Fellow, Founder of Nawiri Sis3rs, Strathmore University (Kenya)

**Cliona Maher**, International Officer, University College Cork (Ireland)

**Dayna Cunningham**, Dean, Tisch College of Civic Life, Tufts University (United States)

**Elvis Akomoneh**, Vice President for Institutional Advancement, Meridian Global University (Cameroon)

**Rowyn Naidoo**, Talloires Network Steering Committee Student Representative, University of Cape Town (South Africa)

**Diane Ryan**, Associate Dean, Tisch College of Civic Life, Tufts University (United States)

**Efiti Filliam**, Dean of the School of Media Technology, LivingStone International University (Uganda)

**Deborah Donahue-Keegan**, Associate Director, Generous Listening and Dialogue Center, Tisch College of Civic Life, Tufts University (United States)

**Matthew Pink**, National Manager/Research Fellow, ACU Engagement at Australian Catholic University (Australia)

**Haifa Reda Jamal Al-Lail**, President, Effat University (Saudi Arabia)

**Lawrence Bacow**, President, Harvard University (US)

**Jim Breslin**, Secretary General, Ireland's Department of Further and Higher Education, Research, Innovation and Science (Ireland)

**John Kerry**, Special Presidential Envoy on Climate (United States)

**John Saltmarsh**, Professor of Higher Education, College of Education and Human Development, University of Massachusetts (United States)

**Bojana Čulum Ilić**, Associate Professor, University of Rijeka (Croatia)

**Kevin Hall**, President, University of Victoria (Canada)

**Archon Fung**, Professor, Harvard University Kennedy School (United States)

**Alex Fognani**, Global Programs Graduate Assistant, Talloires Network of Engaged Universities (United States)

**Manuel Caire Espinoza**, Social Worker, P. Universidad Católica de Chile and, Magister in Social Psychology, Universidad Alberto Hurtado (Chile)

**Mauricio Cárdenas**, Senior Research Fellow, Center on Global Energy Policy, Columbia University (United States)

**María Catalina Nosiglia**, Professor of Education Policy, University of Buenos Aires (Argentina)

**Mark Gearan**, Director, Institute of Politics at Harvard University (United States)

**Mary Nyanjuki Gichuki Manana**, Principal, Uganda Christian University Mbale University College (Uganda)

**Mathew Johnson**, President, Albion College (United States)

**Luz Avruj**, Coordinator of Institutional Relations and Networks, Centro Latinoamericano de Aprendizaje y Servicio Solidario (Argentina)

**Michael Nutter**, Professor of Professional Practice in Urban and Public Affairs, Columbia University (United States)

**Miguel Ángel Escalona Aguilar**, Sustainability Coordinator and Lecturer, Universidad Veracruzana (Mexico)

**Miurell Suárez Soza**, Social Worker and Instructor of Higher Education, National Autonomous University of Nicaragua - Managua (Nicaragua)

**Nico Koopman**, Professor of Systematic Theology and Ethics, Stellenbosch University (South Africa)

**Nieves Segovia**, President, University Camilo José Cela (Spain)

**Nieves Tapia**, Director, Centro Latinoamericano de Aprendizaje y Servicio Solidario (Argentina)

**Penn Loh**, Associate Chair, Urban and Environmental Policy and Planning, Tufts University (United States)

**Peter Kirira**, Principal, College of Graduate Studies & Research and Senior Lecturer, Mount Kenya University (Kenya)

**Peter Levine**, Associate Dean, Lincoln Filene Professor, Tisch College of Civic Life, Tufts University (United States)

**Alžbeta Brozmanová Gregorová**, Associate Professor, Social Work Department of the Faculty of Education, Matej Bel University (Slovakia)

**Philip Cotton**, Head of Mastercard Foundation Scholars Program and former Vice-Chancellor, University of Rwanda (Rwanda)

**Rachel Kyte**, Dean, The Fletcher School, Tufts University (United States)

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**Rajesh Tandon**, Founder, Society for Participatory Research in Asia and UNESCO Co-Chair in Community-Based Research and Social Responsibility in Higher Education (India)

**Renata Anahi Bregaglio**, Professor, Pontificia Universidad del Peru (Peru)

**Saleemul Huq**, Director, International Centre for Climate Change and Development, Independent University (Bangladesh)

**Sara Ladrón de Guevara**, Former Rector, Universidad Veracruzana (Mexico)

**Setti Warren**, Executive Director, Institute of Politics at Harvard University (United States)

**Sharon Dione Sumelong**, Coordinator of Community Healthcare Programmes, Meridian Global University (Cameroon)

**Sol Rodriguez**, Director of Built Environments, Co-Founder, PhD Student, Bamboo Building Systems, University of British Columbia (Canada)

**Susan Mide Kiss**, Senior Director, Strategic Initiatives in community Engagement, University of Calgary (Canada)

**Susan Azizi**, Talloires Network Steering Committee Student Representative, American University of Central Asia (Kyrgyzstan)

**Thomas Farnell**, Higher Education Policy Expert, Institute for the Development of Education (Croatia)

**Emily Shuckburgh**, Director, Cambridge Zero, University of Cambridge (United Kingdom)

**Uwe Brandenburg**, Managing Director of the Global Impact Institute (Czech Republic)

**Verity Firth**, Executive Director, Social Justice, University of Technology Sydney (Australia)

**Vũ Đức Huy**, Lead Global Engagement Fellow, Fulbright University (Vietnam)

**Wisdom Kalu**, Lead Global Engagement Fellow, Ashesi University (Ghana)

**Lorraine McIlrath**, Coordinator, Community Knowledge Initiative, National University of Ireland, Galway (Ireland)

**Zarlasht Sarmast**, Global Engagement Fellows Program Coordinator, American University of Central Asia (Kyrgyzstan)

## Appendix 2: Next Generation Leaders Directory

**Adina Sulumbekova**, American University of Central Asia (Kyrgyzstan)

**Akmaljon Akhmedjonov**, Bard College (US)

**Ángel Solís**, Tecnológico de Monterrey (Mexico)

**Cameron Noah Keighron**, National University of Ireland (Ireland)

**Claire McCann**, Rhodes University (South Africa)

**Clement Ngosong**, Ashesi University (Ghana)

**Daniel Patrick Muigai**, Kenyatta University (Kenya)

**David Niyitanga**, University of Rwanda (Rwanda)

**Duaa Zahra Shah**, National University of Sciences and Technology (Pakistan)

**Fadi Salahedin**, American University of Beirut (Lebanon)

**Faiza Arshad**, Effat University (Saudi Arabia)

**Farhana Shahnaz**, Brac University (Bangladesh)

**Funwako Bakhile Dlamini**, University of Cape Town (South Africa)

**Halima Dolif**, Kenyatta University (Kenya)

**Harunah Damba**, Makerere University (Uganda)

**Hellen Wanyora Irungu**, Strathmore University (Kenya)

**Ila Nasreldin Mohammed Ahmed Mohammed Mustafa**, Ahfad University for Women (Sudan)

**Karen Estevez**, Tecnológico de Monterrey (Mexico)

**Karla Jazmin Garcia Antonio**, Universidad Veracruzana (Mexico)

**Keila Zurisadai Contreras Santos**, Tecnológico de Monterrey (Mexico)

**Khan Alkozee**, Universidad Camilo José Cela (Spain)

**Mahugnon Samuel Ahossouhe**, International Institute for Water and Environmental Engineering (Burkina Faso)

**Marc Nathanson**, Stellenbosch University (South Africa)

**Maria Gitau**, Strathmore University (Kenya)

**Maria Torres**, University College Cork (Ireland)

**Mercy Koti Fri**, Redemption Higher Institute of Biomedical and Management Sciences (Cameroon)

**Mohak Thukral**, OP Jindal Global University (India)

**Mwangangi (Stephen) Munyoki**, University of Nairobi (Kenya)

**Paseka Elcort Gaola**, University of Pretoria (South Africa)

**Patrick Oyenga**, Jomo Kenyatta University of Agriculture and Technology (Kenya)

**Patrovas Gabriel Okidi**, Makerere University (Uganda)

**Philip Adebayo**, American University of Beirut (Lebanon)

**Promise Nyalungu**, University of Venda (South Africa)

**Sarah Alharthey**, Effat University (Saudi Arabia)

**Vuthlarhi Shirindza**, University of Cape Town (South Africa)

**Zukile Ntentema**, University of Cape Town (South Africa)