

ICG THOUGHT LEADER SESSION AT 2010 NAFSA

Talent, Immigration, and Competition

IMPRESSUM

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Publication Notes

Release Date: 2 June 2010.
Version: Final PDF.
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Cover Design: Illuminate Consulting Group.

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FOREWORD

Dear colleagues,

I am delighted to welcome you to the fifth ICG Thought Leader Session at the 2010 NAFSA Annual Conference.

ICG conceived the Thought Leader Session format in 2007 to provide a forum for intellectually rigorous and unafraid debate based on expert presenters. This year's session at NAFSA focuses on *Talent, Immigration, and Competition*.

This thematic cluster was chosen based on the increasing attention governments, business, and educational institutions on the one hand, and students on the other hand pay to the nexus of selecting the right institution for studying abroad, opportunities for post-graduation work and immigration – all driven by an increasingly more competitive dynamic.

The session centers on three presenters who offer distinct perspectives on two levels. For one, presenters offer a Canadian, Indian, and Swedish perspective which in many ways represent larger geographic and cultural clusters. Second, presenters represent three distinct actors: Governments, higher education providers, and students. The combination of these – six – perspectives should provide for a broad, comprehensive, and lively debate.

Attendees of the session are being provided with ample opportunity to comment on presentations, and share in a general, hour-long moderated debate towards the end of the session.

ICG remains committed to the continuous discussion of salient strategy topics in international education. At the 2010 EAIE Annual Conference, ICG will co-convene the EAIE Conference Symposium on *Perspectives on International Research Relationships, new Collaboration Models, and Cooperation with Industry* (15 September 2010).

Throughout 2011, ICG will continue to gather experts at in ICG Thought Leader Sessions at relevant international education conferences.

Yours sincerely,

Dr. Daniel J. Guhr,
Managing Director

SESSION PROGRAM

Session Program

- 8:30 Continental Breakfast
- 9:00 Welcome and Housekeeping
- 9:15 The Importance of Talent, Immigration, and Competition
Dr. Daniel J. Guhr (Illuminate Consulting Group)
- 9:25 A University Perspective
Prof. Eva Åkesson (Lund University)
- 9:55 Questions & Answers
- 10:00 A Governmental Perspective
Jean-Philippe Tachdjian (Department of Foreign Affairs and Trade
Canada)
- 10:30 Questions & Answers
- 10:35 Tea Break
- 10:50 A Student Perspective
Dr. Rahul Choudaha (World Education Service)
- 11:20 Questions & Answers
- 11:25 Moderated Discussion
- 12:25 Session Summary
- 12:30 Session Close

PRESENTERS AND CHAIR

Prof. Eva Åkesson

Prof. Eva Åkesson serves as a Pro Vice-Chancellor and a senior lecturer in chemical physics at Lund University, Sweden. As the Pro Vice-Chancellor she is responsible for education at the undergraduate and graduate levels, quality of work, and related international issues. She also has extensively worked on educational issues pertaining to the Bologna Process. Prof. Åkesson conducted her undergraduate and postgraduate studies in chemistry at Umeå University, and her post-doctoral research at the University of Minnesota.

Dr. Rahul Choudaha

Dr. Rahul Choudaha serves as an Associate Director of Innovation and Development at World Education Services in New York. He specializes in the strategic management of higher education, international market development, and technology based recruitment. Previously, he led international recruitment and marketing at the Indian School of Business in Hyderabad. Dr. Choudaha earned his Ph.D. in Higher Education from the University of Denver, and holds an MBA as well as a B. Engg. in Electronics.

Dr. Daniel J. Guhr

Prior to founding ICG, Dr. Guhr served as a consultant with the Boston Consulting Group and as a Director of Business Development with SAP. He holds a D.Phil. in Higher Education and a M.Sc. in Educational Research Methodology from the University of Oxford, as well as a M.A. in Political Science from Brandeis University. Dr. Guhr also trained at Bonn and Harvard Universities, and conducted research at UC Berkeley as well as the Max-Planck-Institute for Human Studies in Berlin. He has authored more than 25 papers, studies, and reports on education, business, and technology issues.

Jean-Philippe Tachdjian

Jean-Philippe Tachdjian serves as the Deputy Director of Edu-Canada in the Department of Foreign Affairs and Trade Canada (DFAIT). He is responsible for the promotion efforts of Canadian embassies and consulates abroad in the education field, and the promotion of Canada as a study destination for international students. Previously, he served as a Second Secretary in Canadian Embassy in Egypt and in the Middle East and Economic Law section of DFAIT. He holds a LLB degree from the Université de Montréal and a LLB from York University.

A UNIVERSITY PERSPECTIVE

Introduction

From September 2011 students from countries other than EU/EEA states will have to pay tuition fees for studies in Sweden. Swedish and European students will continue to enjoy free higher education paid for by the taxpayers, but the more competitive landscape will affect them as well. For the faculty, this implies a whole new way of thinking.

The Situation in Sweden and the On-going Changes at Lund University

This spring, the universities in Sweden are being presented with a whole set of government bills: *Focus on knowledge - quality in higher education* (a new quality assurance system), *Academia for this day and age - greater freedom for universities and other higher education institutions*, and *Competing on the basis of quality, tuition fees for foreign students*. They are all delayed and without adequate funding.

The introduction of student fees is by far the most controversial of these bills and requires skilled strategic leadership at all levels, as there has been fierce resistance among both students and academia. Student fees bring about a conflict between the traditional way of thinking and a more business oriented approach.

A strategic approach: For Lund University, it is important keep its identity, strategies, and basic academic values and to incorporate student fees in the regular activities but at the same time use the reform in a strategic manner to strengthen and position the university. Therefore, it is a strategic choice to not develop a separate organization for fee-paying students, but rather to make the necessary changes and adjustments within the existing units and departments.

Our strategic plan with the vision to belong to the foremost universities in Europe identifies our four strategies: Quality assurance, internationalization, cross disciplinary collaboration, and excellence in leadership and coworkers. We use the strategic plan as a platform to face the challenges with the introduction of the student fees. One foundation is equal treatment, independent of the source of financing. Another is to keep, and even enhance the ambition level of internationalization.

A proactive approach. The anchoring process for the introduction of student fees started early, even before the government bill was presented. There have been regular strategic meetings with University management and representatives from all faculties and units within the university administration. It is of great importance to involve all levels early in the process. A joint trip to Brussels was arranged in January, giving ample opportunities to meet external experts and to have interdisciplinary discussions.

The University has invited external experts to Lund to discuss strategic issues, such as pricing and branding, at open seminars. In addition to this a couple of benchmarking trips has been made to partner institutions.

A quality approach: An important prerequisite for the educational development of Lund University in connection with the introduction of student fees is that all activities should be quality-based. There is no desire to become dependent on selling education in large volumes to finance other activities. In any case there is a low risk this will happen, as Swedish higher educational institutions are required to keep track of, and separate, its costs within different activities.

The implementation of the Bologna process in 2007 meant a fundamental overhaul of the educational system in Sweden, and gave rise to approximately 800 new international master programs offered in English. Lund University has been in the forefront in this development and has by large the highest number of international applicants compared to other Swedish institutions. A large number of high quality programs have been developed as a part of the Bologna process. Some of them are unique and innovative with a strong cross disciplinary character.

Learnings and Implications

Need for dialogue: Several regulations in the current Higher Education Act and Higher Education Ordinance set up obstacles in implementing a strategic approach to the introduction of fees. Since the reform is done in a hasty manner, adjustments of a number of rules and regulations have shown to be necessary in a late phase of implementing the reform. It is necessary to have a continuous dialogue with authorities at government level.

For larger institutions, as Lund University, it is for example of vital importance to have increased control of the admission process, which entails an adjustment of the centralized national admission system. In the longer term it may be necessary to develop a local admission system.

There is *no comprehensive national strategy* for internationalization. Lund University is ambivalent to this. On the one hand there is a need for support and on the other hand the University values its independence. It should be noted that Lund University has excellent support - in the form of growth analyses for example - from embassies in countries where the university act as coordinator for Erasmus Mundus programs, such as India and some Middle Eastern countries.

Everybody's responsibility. Based on the experience so far and the experience from the Bologna process it has shown vital to involve the whole university from the start. It cannot be an administrative issue, but all levels of the university have to be allowed into the process, from top management, to administration, faculty as well as the students at the University. Not to forget the external stakeholders.

Possible Trends?

In Sweden there is a great concern for increased blended financing of higher education, i.e. fees also for Swedish students. Sweden has a long tradition of free higher education and so far the government has assured that this will not happen. With the introduction of the bill the government made a new law, stating that higher education will be free for Swedish and hence for European students. But trends in other countries show that once fees are introduced for International students, the same will happen for national students some years later. This was the case of the UK and the discussion has started in Denmark already.

A possible trend for the coming years is that the supply of higher educational programs overall will focus more on the advanced level. But on the other hand, Lund University has the potential to develop a number of unique interdisciplinary programs at bachelor level. On a national level it is likely that we will see more private initiatives in the coming years, institutions supplying more narrow educational programs targeted to specific groups.

Undoubtedly, the introduction of student fees in Sweden will lead to the weed out of advanced level programs that do not reach up to a high enough standard. Quality and completion will be sharpened.

About the presenter: Prof. Eva Åkesson serves as the Pro Vice-Chancellor and senior lecturer in chemical physics at Lund University.

A GOVERNMENTAL PERSPECTIVE

Introduction

Facing important demographic challenges and low birth rates, Canada's future competitiveness depends largely on attracting immigrants to meet labour market gaps. Despite efforts to facilitate the recognition of foreign credentials, significant difficulties remain due to provincial jurisdiction over education credential recognition as well as the protection attributed to regulated professions. Increasingly, there is considerable interest in attracting international students to Canada's high quality post-secondary education institutions and to retain international graduates as valued immigrants to Canada.

Competing interests of provinces who wield jurisdiction over such matters according to the 1867 Constitution have made Canada a late-comer to the field of strategic talent acquisition. However, this is a key goal of the Government of Canada. While an overarching strategy has never been clearly enunciated in a single publicly-available document, we can see a definite trend starting with the November 2006 Advantage Canada Strategy. Canada is now taking major steps to attract more of "the best and the brightest" to study, conduct research, and settle in Canada. The Canadian talent acquisition strategy is identified across four pillars:

Enhanced promotion of Canada as a study destination

Starting in 2007, Government efforts have revolved around the Edu-Canada Initiative, which was included in the new Global Commerce Strategy. Edu-Canada's main purpose was to launch a marketing campaign in priority markets to attract more international students to Canada's universities and colleges. The campaign centered on the new "Imagine Education au/in Canada" Brand, developed by DFAIT in partnership with provincial and territory governments who have exclusive jurisdiction over education. This complex consultative process included student-based research, stakeholder input but ultimately, necessitated the agreement of all provinces and territories in determining the Brand name, the platform and authorized use of the Brand.

The Council of Ministers of Education, Canada (CMEC) representatives in coordination with DFAIT found unique common ground in the overall need to attract international students and support talent acquisition for Canada's future position in a knowledge-based economy. The successful conclusion of this brand positioning process resulted in an official launch for most priority countries and inaugural activities in other key markets. We have witnessed a 14 percent growth in study permit issuance over two years indicating an upward mobility trend toward Canadian education opportunities, particularly at the university level. International students present in Canada have increased from 167,145 in December 2005 to 196,227 at the same time in 2009.

Research reports a conservative contribution of CAD 6.5 b by international students to the Canadian economy in 2008. For economic and future global competitiveness,

international mobility is an extremely rich and valuable pillar of talent acquisition. The promotion program however, remains significantly under funded for its needs and in comparison with resources dedicated by other countries and even single institutions.

More scholarships to attract the best and the brightest

In order to streamline the various scholarship programs offered, most Government of Canada awards aimed at international students have been streamlined into two categories, the Graduate Students Exchange Program (GSEP) for developing countries and the Post-Doctoral Research Fellowships (PDRF) for developed countries. The GSEP is to assist researchers in developing countries while being sensitive to the "brain drain" issue. The PDRF is to encourage "brain circulation" and encourage researchers to work in Canadian universities and laboratories, and settle here if they wish.

In response to the move away from traditional scholarships and to give Canada a prestigious scholarship to compete with the USA's Fulbright and Australia's Endeavour Awards, the Government of Canada announced the creation of the prestigious Vanier Canada Graduate Scholarships for doctoral studies in 2008 (CAD 50,000/year for up to three years). As well, Budget 2010 provides CAD 45 m over five years to the granting councils to establish a new and prestigious postdoctoral fellowships program to attract top-level talent to Canada. The new postdoctoral research fellowships are valued at CAD 70,000 per year for a two-year duration. We are awaiting further details about the official launch of this program.

Facilitating permanent settlement through immigration policies

Whereas international students have been welcomed to study in Canada for decades, there was an expectation to leave the country right after graduation. In the last few years, immigration policies have been adjusted to facilitate permanent settlement of international students who graduate in Canada. We encourage eligible students who meet academic and immigration criteria to get work experience in Canada through the Off-Campus Work Program or through the many cooperative programs offered at Canadian universities and colleges. After graduation international students are offered a Post-graduate work permit which allows graduates of Canada's publicly funded universities and colleges to work in Canada for up to three years.

Any graduate of a Canadian university or community college with at least one year of relevant Canadian work experience can ask to change his or her status and remain as a permanent resident of Canada, leading to citizenship three years thereafter. Some provinces are using special arrangements made with the Federal Government to offer this possibility immediately after graduation (rather than a year later) if the graduate promises to remain and settle in the province. Statistics following trends in immigration from this pool of international students will soon reveal if this is both a draw for study in Canada and if graduates are indeed choosing to follow the offered path to immigration.

Creating Clusters of Excellence at Canadian Universities

Canada ranks first in the G7, and second among Organisation for Economic Co-Operation and Development (OECD) countries for research and development performed in the higher education sector as a percentage of gross domestic product. Government funding of university-based research began to dramatically increase in 1997. Canadian universities conducted 35 percent of all research and development, more than double the OECD average (17 percent) and surpassing the European Union average (23 percent) in 2007.

With the creation of the Canadian Excellence Research Chairs program, universities receive up to CAD 10 m over seven years to endow high-profile Research Chairs and attract talented researchers to Canadian universities. A total of 19 Research Chairs have been awarded to 17 universities, leveraging existing expertise at the institutions and the various private companies located in the same geographic area. Research Chairs bring their associates and other researchers with them to establish within the university a real Centre of Excellence in a particular field. Canada's Economic Action Plan (2009) contains one of the single largest federal budget investments in science and technology to date, ensuring Canada's commitment to future economic growth.

Summary

In all, these four approaches are essential elements required in meeting the needs of a knowledge-based economy at a time when Canada faces an aging demographic and key labour market gaps. A coordinated, high-level strategy with sustained, unwavering support and financial resources is critical to the success of each pillar. While it is clear that government at all levels now recognizes the need to build, attract and retain talent, Canada is still moving carefully rather than aggressively. This strategy is a work in progress but we are finding increasing collaboration among like-minded departments to establish a framework for a greater sustained initiative.

As Canada moves into the next phase of developing a strategic position it is important to note and include all of the work that continues within institutions, among associations in Canada and their partners abroad and also in the collaborative approach our provinces are taking as they specifically seek out opportunities to gain a stronger foothold in profiling the long-recognized excellence of Canada's education system. Canada's conservative approach in this aggressive field may be curious to other competitors but it is also a fundamental strength in ensuring quality assurance, carefully planned immigration policies and stable commercial development within research and technology.

About the presenter: Jean-Philippe Tachdjian serves as the Deputy Director of Edu-Canada at the Department of Foreign Affairs and Trade Canada.

A STUDENT PERSPECTIVE

Context of Indian Talent

Indian talent is globally mobile and this is highly related to the socioeconomic state of the country. Factors supporting outward mobility include increasing prosperity, affordability and career aspirations and growth of global industries like Information Technology (IT).

Consider the case of IT services industry which provides an opportunity for software developers to work in the US. This has increased the demand for engineering education in India. This is evident from the enrollment growth in engineering colleges from 115,000 to 653,000 students (19% annual growth) in ten years from 1997-2007 (Banerjee & Muley, 2008).

Unfortunately, the quality of engineering institutions has not kept pace with the increasing demand. This has led to a situation of unemployment or underemployment among educated youth and thus creating a segment of prospective Indian students who plan to study abroad in engineering or management programs at graduate level.

Classification of Indian Students

The number of students going abroad has consistently increased over the years, with the exception of decrease caused by the unfortunate events of 9/11 in the US and recent attacks on Indian students in Australia. In fact, last year, US and the UK had witnessed the largest enrollment figures for Indian students in their history.

As a result of recent immigration policies, the UK and Australia would see a dip in the number of students from India, especially for the segment which seeks foreign education primarily for immigration purposes. Other segments will continue to see strong growth driven by expanding pipeline of undergraduate students in India and increasing affordability for international higher education.

Future Directions

Given below are three major categories of trends in the next five years regarding the mobility of Indian talent:

- **Growth.** The demand for international education by Indian students will continue to be strong especially in professional fields like engineering, management and health care. The US will maintain its overall attractiveness and leadership for Indian students, given the sheer vastness of the options available and opportunities of career advancement.

- Drivers. Different segments of Indian students will be driven by a combination of motivators--career advancement, international experience, and achievement and immigration prospects. With increasing prosperity and cost of education in India, cost of foreign education will become less important.
- Quality. Good quality Indian institutions will pose significant competition for outward mobility as some globally competitive students will opt to stay in India. Poor/average quality Indian institutions will support outward mobility, especially from educated but unemployed graduates, seeking graduate education.

Schematic Classification of Mobile Indian Students

| | | | |
|--------------------------------|------|--|--|
| Academic Ability | High | <ul style="list-style-type: none"> • Advancement (D) • Self-directed (S) • Grad (L) <p style="text-align: center;">(~45%)</p> | <ul style="list-style-type: none"> • Achievement (D) • Self-directed (S) • Grad/Undergrad (L) <p style="text-align: center;">(~10%)</p> |
| | Low | <ul style="list-style-type: none"> • Immigration (D) • Agents (S) • Vocational (L) <p style="text-align: center;">(~20%)</p> | <ul style="list-style-type: none"> • Experience (D) • Agents (S) • Undergrad/Grad (L) <p style="text-align: center;">(~25%)</p> |
| | | Low | High |
| Financial Affordability | | | |

Legend

- D = driver for seeking foreign degree
- S = support required in admissions decision
- L = level of foreign degree sought
- Percentage estimates of students in each segment

About the presenter: Dr. Rahul Choudaha serves as the Associate Director of Innovation and Development at the World Education Services in New York.

REGISTERED SESSION PARTICIPANTS (I)

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- Rahul Choudaha, World Education Service (USA)
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- Richard Stenelo, Lunds universitet (Sweden)
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- Sarah Todd, University of Otago (New Zealand)
- Niklas Tranaeus, Svenska institutet (Sweden)
- Valerie Woolston, University of Maryland (USA)
- Lorna Wright, York University (Canada)

PREVIOUS ICG THOUGHT LEADER SESSIONS

Shifting Poles of Power in International Education: How the Mighty Have Fallen and the Ascent of Asia

The fourth ICG Thought Leader Session was jointly arranged with APAIE in April 2010. The session focused on questioning the apparent transition of power, influence, and talent from traditional education powerhouses in Europe and North America to emerging institutions in Asia. Presenters included: Dr. Daniel J. Guhr, ICG; Mr. Nigel Healey, University of Canterbury; and Dr. Christopher Tremewan, University of Auckland.

Looking Beyond the Global Economic Crisis: International Education Ten Years Out

The third ICG Thought Leader Session was held at the 2009 NAFSA Conference. The session was dedicated to a discussion of the future direction of international education. It used the global economic crisis as a jumping off point and looked at the long term trends and strategic change scenarios. Presenters included: Dr. Wedigo de Vivanco, Freie Universität Berlin; Dr. Daniel J. Guhr, ICG; Mr. Andrew B. Shaindlin, Caltech Alumni Association; and Mr. David L. Wheeler, Chronicle of Higher Education. The session was moderated by Ms. Britta Baron.

University Alliances

The annual ICG Thought Leader Session was held at the 2008 NAFSA Conference. The session was dedicated to a discussion of three prominent international university alliances – IARU, the IDEA League, and Universitas 21. Presenters included: Dr. John Andersen from Københavns Universitet (IARU); Dr. Piers Baker from Imperial College London (IDEA League); Mr. Anders Hagström from the ETH Zürich (IDEA League); and Dr. Christopher Tremewan from the University of Auckland (Universitas 21). The session was moderated by Mr. Christopher Madden from Griffith University.

Best Practices in International Education

The first ICG Thought Leader Session was held at the 2007 NAFSA Conference. The session was dedicated to a survey of current best practices in international education. Nine institutions from six countries presented best practice initiatives: Mr. Stuart Boag from Education New Zealand; Dr. Robert Coelen from Universiteit Leiden; Ms. Laurel Bright from the Queensland Department of Education and Ms. Erika Müller-Blass from the Hessisches Ministerium für Wissenschaft und Kunst; Dr. Ayoub Kazim from Dubai Knowledge Village; Mr. Chris Madden from Griffith University; Mr. Wolfgang Mекle from Universität Tübingen; Dr. Kirk Simmons from the University of Arizona; and Ms. Tracy Thomas from the University of Tasmania.

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