The Open Society University Network (OSUN) was created in the belief that freedom, personal autonomy, the protection of human and civil rights, the rule of law, and the pursuit of equality, in economic and social terms, are and will remain dependent on access to a higher education of excellence. As democracy is in retreat and autocracy on the rise, the need for OSUN grows ever more compelling.

OSUN pursues the mission of building a new model of global higher education through deep, long-term partnerships among diverse institutions committed to advancing the values of open society. This network is designed to integrate teaching, learning, and research across institutions around the world and thus enable higher education to address local and global challenges collaboratively. It expands access to rigorous higher education for populations subject to prejudice and discrimination and promotes the civic role of colleges and universities in local, national, and global contexts.

Excellence in higher education is made possible by vigorous support for academic freedom and critical inquiry. It assumes rigorous standards of scholarship, including the constant application of analysis grounded in evidence, the task of confronting received wisdom, and the commitment to teaching—understood as a sustained dialogue between faculty and students. Excellence also demands a sustained dialogue among scholars—university faculty—that transcends institutional affiliations and national boundaries.

OSUN seeks to link higher education to the ideals of open society by making distinctive intellectual contributions on the themes of the politics of democracy, the humanities, the arts and society, inequalities, human rights, global justice, migration, sustainability, global public health, and the study of technology as it relates to these themes. It does so through a commitment to liberal education. By advancing integration across partner institutions, the network fosters diverse participation and greater geographic balance in research, scholarship, teaching, and learning, which can break new ground in addressing global challenges.

The network engages with underserved communities to draw in previously overlooked talent and build pathways into universities for the most marginalized, such as refugees and displaced persons. It brings together students all over the world, regardless of background, to learn from each other and grow into globally engaged citizens and leaders.

We all share in the success of OSUN and can take pride in its genuinely new and unique model for global cooperation in higher education.

Leon Botstein
Chancellor, OSUN
Bard College
OSUN’S VISION

The Open Society University Network envisions a new model of global higher education built on sustained deep partnerships among diverse institutions committed to addressing global challenges together. The network is global in demographic and geographic scope and extends to places where it is needed most. It strives to integrate curricula and research across institutions in different countries and support impactful civic engagement of higher education actors.

OSUN SEEKS TO:

• foster critical thinking and intellectual inquiry to strengthen the foundations of open society amidst a resurgence of authoritarian regimes

• inspire students to address global challenges by getting to know other societies from the inside

• expand access to higher education at a time of growing inequalities

• counteract polarization by promoting global collaboration in research and teaching and students to examine issues from different perspectives

• bolster efforts by universities in challenging environments to build their own capacities through global partnerships, so that they can make greater contributions to their societies

ABOUT THIS REPORT

This report highlights the key impacts of OSUN during the 2021-2022 academic year. It illustrates the network’s power to accomplish more collectively than member institutions can on their own and demonstrates the network’s scope and ambitions to deepen integration across partner institutions. The report highlights the distinctive contributions OSUN makes in addressing global challenges, the unique higher education ecosystem that OSUN is building, and the advances OSUN is leading as it expands access to higher education and fosters civically engaged universities.
THE POWER OF THE NETWORK: RESILIENT, ADAPTIVE, INNOVATIVE

OSUN Vice Chancellor Jonathan Becker, in Liberal Education, wrote that the power of a strong international network lies in its members’ shared values, allowing a dynamic response to urgent crises around the globe. OSUN’s model is highly adaptable, as evidenced by the network’s resilience in the face of the 2021 coup in Myanmar, oppression in Afghanistan following the Taliban takeover in summer 2021 and aggression against Ukraine in spring 2022, and by its innovations, exemplified by OSUN’s initiative supporting threatened scholars.

WHAT CAN WE DO TOGETHER THAT WE CANNOT DO ALONE?

Aiding Scholars and Students from Afghanistan and Ukraine

As the Taliban were advancing across Afghanistan during the summer of 2021, OSUN coordinated closely with the Open Society Foundations and several partners to facilitate the evacuation of students from the country. Shortly after the Taliban’s takeover, 177 students were evacuated from Afghanistan in nine overland trips and three flights. Most went to the American University of Central Asia to continue their studies, with others going to American University of Beirut, Bard College Annandale, Bard College Berlin, and the Central European University.

In the wake of Russia’s invasion of Ukraine in early 2022, the Central European University, American University in Bulgaria, European Humanities University, Bard College in New York and Berlin, and other OSUN member institutions opened their doors and programs to Ukrainian students and scholars. CEU is providing free residential spaces to refugee academics and alumni and has dramatically increased scholarship allocations for continuing and incoming Ukrainian students. In April, the Democracy Institute at CEU launched the Invisible University for Ukraine (IUFU), a certificate program for degree-seeking undergraduate and graduate students from Ukraine whose studies have been disrupted by the Russian invasion, many of whom are now displaced. The program, designed collaboratively by CEU faculty and prominent Ukrainian academics and international experts on Ukraine, was up and running less than a month after its conception. It enrolled over 130 students from Ukraine, with over 40 instructors and 20 doctoral students volunteering to act as mentors.

The Threatened Scholars Integration Initiative (TSI) Responds to Repression and Crises of Academic Freedom

TSI has created 54 long-term residential and non-residential academic affiliations for threatened scholars currently being hosted by 18 OSUN institutions and expects to provide up to 30 additional residential and non-residential fellowships during the 2022/23 academic year. Through a designated Afghanistan Challenge Fund, TSI is working to place up to 50 Afghan scholars, professionals and
civil society advocates at host organizations in North America and the United Kingdom. Additionally, in response to the fall of the democratic government in Afghanistan and Russia's war of aggression in Ukraine, TSI provided over 50 emergency fellowships for scholars and over 40 scholarships for students displaced from their home countries in 2021-22. TSI supports scholars who suffer as a result of their critical academic work and resistance to oppression—individuals whose academic careers, and sometimes lives, are endangered by authoritarian regimes.

TSI formulates its mission not only in humanitarian terms, but also in terms of the value for OSUN students and faculty, who have the chance to learn from talented scholars and engage with their unique perspectives and stories. Beyond providing safe havens to threatened scholars, TSI takes advantage of the commitment to shared values and the programs across OSUN to enable deep integration of fellows in their host academic community and in the network. OSUN programs offer opportunities that support and enrich the skill sets necessary for fellows to succeed in the pedagogical and research cultures of their new academic homes. Moving into a global network of like-minded academic peers of vastly different backgrounds helps them overcome intellectual isolation so they can thrive.

INVISIBLE UNIVERSITY FOR UKRAINE

An emergency response to the war, the Invisible University for Ukraine (IUFU), developed by the CEU Democracy Institute, is a credit-bearing, non-degree academic program that is tuition-free. It is also designed as a pilot project for a future, more inclusive transnational program focusing on students and scholars at risk. IUFU offers an intensive learning experience and engages Ukrainian students with transnational comparative perspectives on history and memory, culture and heritage, media and narratives in conflict, European integration, rights and justice, and migration and displacement. IUFU familiarizes students with cutting-edge interpretative paradigms and interdisciplinary approaches in the humanities and social sciences. Its primary goal is to equip the new generation of Ukrainians with skills to better understand the war and its aftermath, providing deeper integration with international academia, and broader discussions on the role of Ukraine in shifting European and global contexts.
With more than 60 programs and 45 partner institutions across five continents, OSUN is building a diverse network that advances an unwavering commitment to excellence in teaching, scholarship, and research, and to the ideals of an open society.

Al-Quds University/
Al-Quds Bard College of Arts and Sciences (Palestine)
American University of Afghanistan (Afghanistan)
American University of Beirut (Lebanon)
American University in Bulgaria (Bulgaria)
American University of Central Asia (Kyrgyzstan)
Arizona State University (United States)
Ashesi University (Ghana)
Bard College (United States)
Bard College at Simon’s Rock: The Early College (United States)
Bard College Berlin (Germany)
Bard Early Colleges (United States)
Bard Prison Initiative (United States)
Birkbeck, University of London (United Kingdom)
Black Mountains College (United Kingdom)
Bocconi University (Italy)
BRAC University (Bangladesh)
Carnegie Council for Ethics in International Affairs (United States)
Central European University (Austria and Hungary)
Chatham House (United Kingdom)
European Humanities University (Lithuania)
European University Institute (Italy)
Graduate Institute of International and Development Studies (Switzerland)
Haitian Education and Leadership Program (Haiti)
Hertie School (Germany)
Institute for New Economic Thinking (United States and United Kingdom)
Institute for Philosophy and Social Theory, University of Belgrade (Serbia)
Institut für die Wissenschaften vom Menschen (Austria)
Kyiv School of Economics (Ukraine)
London School of Economics (United Kingdom)
National Sun Yat-sen University (Taiwan)
National University of Political Studies and Public Administration (Romania)
Parami University (Myanmar)
Picker Center for Executive Education, Columbia University (United States)
Princeton Global History Lab (United States)
Rift Valley Institute (Kenya)
Sciences Po in Paris (France)
SOAS University of London (United Kingdom)
The Afghanistan Project at the Center for Governance and Markets, University of Pittsburgh (United States)
The Talloires Network of Engaged Universities (United States)
Tuskegee University (United States)
Universidad de los Andes (Colombia)
University of California, Berkeley Human Rights Center (United States)
University of Connecticut Human Rights Institute (United States)
University of the West Indies (Jamaica)
University of the Witwatersrand (South Africa)
INTEGRATION ACROSS THE NETWORK

"Overnight, the liberal arts offerings at Ashesi have quadrupled after joining the network. Nothing internally had changed at Ashesi University concerning faculty capacity, curriculum development, or course offerings to bring about this valuable change. One word, OSUN!

— Angela Owusu Ansah, Provost, Ashesi University, Ghana

The Open Society University Network is distinguished by the breadth and depth of collaboration across its partner institutions. It provides many opportunities, venues, and platforms for institutional and individual collaborations in the classroom, co-curricular activities, and research. OSUN partners are working to integrate curricula, learning, and the advancement of knowledge across a range of themes while making an institutional commitment to build a long-lasting network together. Collaboration in OSUN draws on the contributions of diverse institutions and enables its members to achieve far more through the network than they can on their own.

OSUN’s strategy prioritizes increased integration to build a more cohesive, vibrant, and resilient network. Integration across OSUN promotes comprehensive cooperation, from teaching methods and course design to course credit transfers, curriculum development, and faculty development. It is pivotal for building a more advanced model of global higher education and for stimulating the network’s creativity, dynamism, and impact.
OSUN PROGRAMS

OSUN programs are grouped into four categories with distinct purposes:

- **Core Integrative Programs** bind the network together and reflect its shared values. They draw participation from most OSUN institutions and integrate teaching, research, and civic engagement. They connect courses, curricula, research, and pedagogy across institutions and provide the mobility and infrastructure required to advance such integration.

- **Thematic Core Programs** are central to OSUN’s guiding themes, such as democratic practice, human rights, and inequalities. These programs make distinctive scholarly and educational contributions to their respective themes through cross-institutional collaboration.

- **Signature Access Programs** expand opportunities for students from underserved communities to enter and succeed in higher education. They focus on the distinct needs of marginalized populations, including incarcerated individuals, internally displaced persons, and refugees.

- **Pilot Programs** draw on the creativity and initiative of faculty across the network to generate innovation in OSUN. They develop new, additive components of teaching and research activity in line with OSUN’s mission and strategy. Successful pilot programs are expected to grow into core integrative, thematic core, or signature access programs.

The Center for Liberal Arts & Sciences Pedagogy (CLASP) offers OSUN faculty the opportunity to collaborate on best practices in liberal arts and sciences pedagogies. Faculty evaluations demonstrate that CLASP workshops are highly regarded, and the experience of gathering to discuss issues of teaching and learning leads to increased attention to pedagogical methods on individual campuses, and to the creation of a common language that facilitates dialogue across the network.

During the 2021-22 academic year, CLASP held 27 workshops with approximately 500 faculty participants joining from 25 partner institutions. CLASP also welcomed its first cohort of fellows – 20 faculty members from 15 OSUN partner institutions. The fellows are preparing to lead new professional development opportunities across OSUN and build a transnational center for teaching and learning whose work will help to define and support the unique vision of the liberal arts and sciences across OSUN.

Mayur Suresh of SOAS University London and Jazmin Puicon of Bard High School Early College Newark discuss the days events at a CLASP Fellow meetup. (Photo by CLASP)
BUILDING THE NETWORK TOGETHER

OSUN fosters horizontal cooperation, based on reciprocity and mutual respect, that draws on the strengths of each partner institution and benefits the network as a whole. Beyond its programs, OSUN’s widely representative academic advisory committees and working groups support network building, program design and review, and sharing of best practices.

- **Academic Advisory Committees:** A total of 37 faculty and staff from 20 partner institutions serve on four OSUN Academic Advisory Committees, which focus on: Strategic Programs; Teaching and Curriculum Development; Research; and Access and Engagement Strategies. Each committee provides guidance to OSUN on strengthening the network, reviews current programs, and gives input on new program development.

- **Working Groups:** More than 20 working groups and/or program steering committees bring together colleagues across OSUN to collaborate on areas of common interest and to develop various components of the network.

Current working groups include:

Academic Technology
Access Programs
Advancement
Awards Management
Civic Engagement
Chief Academic Officers
Collaboration in the Arts
Communications
Disability Justice
Engaged Research
Environmental Studies
Faculty Mobility

Gender Equity
Global Debate Network
Human Rights & the Arts
Library Resources
Refugees, IDP’s and Host Communities
Social Enterprise
Student Affairs
Student Mobility
Unemployment, Inequality, and Economic Policy

I think knowledge is multi-directional. It’s from many different actors and academics. Co-developing curriculum sends a very strong message from OSUN that this is not something we learn from but something we’re learning together.

— Sabina Rashid, Professor and Dean, James P. Grant School of Public Health, BRAC University

Leaders of the new OSUN project on Collaborating for Rural Sustainability (CORUSUS) traveled to Kyrgyzstan to study rural structures, local tourism, and farming taking place within the forests, grasslands, natural parks, farms, and villages throughout the countryside. The scholars used this experience to inform their project’s research dimensions as applied to real world processes within Kyrgyzstan, Lebanon, and South Africa. Through both research and civic engagement, CORUSUS faculty and student interns engaged in a cross-institutional exploration of rural sustainability challenges and the adaptations developed by livestock farmers in the three countries. Challenges included rangeland access, lack of support from government authorities, livestock disease, market pressures, youth out-migration, and human-wildlife conflict.

(CORUSUS)
CREATING A HIGHER EDUCATION ECOSYSTEM

Through its deep institutional partnerships and integration of curricula, courses, research, and civic engagement across institutions, OSUN is creating a vibrant transnational ecosystem of higher education. This ecosystem cultivates and thrives on the creativity and initiative of faculty, students, and university administrators inspired to promote a shared mission. This self-generating ecosystem fosters intellectual innovation across national, institutional, and disciplinary boundaries and enhances learning and scholarship.

Network Collaborative Courses (NCCs)
NCCs address the essential nature of global community engagement, challenging students to examine their ideas through interactions with other students and faculty across OSUN. They are co-designed across partner institutions and offered simultaneously at multiple campuses. A total of 112 faculty have developed and offered 30 NCCs since OSUN’s inception. More than 2,200 students across 19 partner institutions have taken NCCs. Courses range from Global Citizenship and Economic Perspectives for Policy Making to Social Entrepreneurship, Research Creation on Forced Migration, and Visual Storytelling for Civic Engagement. The Visual Storytelling course spawned the production of over 40 student-made videos based on OSUN themes which are now being used as teaching materials and to promote OSUN opportunities among new audiences.

OSUN Online Courses (OOCs)
The courses have become a hallmark of OSUN’s work to integrate teaching and learning across the network. They were initially offered during the summer of 2020 to keep students engaged and provide credits in the face of disruptions caused by COVID lockdowns. For the past two years OOCs have served as the primary vehicle for connecting students across the network in virtual exchanges that respond to challenges posed by closed borders. They also provide unique learning environments and continue to grow even as the pandemic recedes.

“Network Collaborative Courses are an exciting format for students (and teachers) from different historical, cultural and political contexts from so many countries to come together and discuss common, critical issues that have so much bearing on our lives. The greatest joy for me was to realize how so many young people are motivated to engage in change.

—Syed Hashemi, Professor of General Education, BRAC University

415
OSUN COURSES

7,000+
STUDENTS

272
TEACHING
FACULTY

23
PARTICIPATING
PARTNERS
OSUN Online Courses are expanding opportunities for non-traditional students – including refugee and displaced students – so that they can engage with international peers and continue their education without interruption.

Over 5,000 students from 23 partner institutions have participated in 385 OSUN Online Courses since their inception. This academic year, nearly 2,000 students from 23 partners have participated in 129 OOCs. Many of these students are from the American University of Afghanistan, where the courses provided a supportive environment during extraordinarily difficult times. OSUN Online Courses are supported by a dedicated tutoring system and a remote ambassador program that brings students together in informal online meetings. OSUN Online Courses have been taught by 272 distinct faculty at 23 partner campuses since inception.

Certificates: Providing a Transferable Credential
OSUN has developed academic certificate programs to further integrate curriculums, sequence coursework, and allow non-degree students, such as refugee and displaced learners, to obtain credits and a transferable micro-credential.

Certificate programs are further linked to OSUN Online Courses and Network Collaborative courses. Institutions are asked, where possible, to recognize certificates on academic transcripts. Each certificate requires 3-6 courses and may include co-curricular activities. There are currently four approved OSUN Certificate Programs – in Public Policy and Economic Analysis, Civic Engagement, Global Educational Development, and Social Enterprise and Leading Change – and two under development – in Food Studies and in Human Rights. OSUN also offers Professional Training Certificates for network-sponsored professional development programs, such as programs offered by the Professional Development for University Administrators program and the Center for Liberal Arts and Sciences Pedagogy.

Summer University at CEU
OSUN Summer University (SUN) courses contribute to curricular innovation around academic, professional, and civil society perspectives on global issues. SUN serves advanced students and young scholars and professionals, supporting collaboration and experimentation on teaching content and methods. The intensive courses promote interactive learning through course readings,

GLOBAL HISTORY LAB

GHL at Princeton University is a blended open-access network collaborative course called “The History of the World,” which enables refugee learners to transition from consumers of knowledge into producers of knowledge. Refugee learners and host community learners design collaborative oral history projects, creating studies and stories about migration, resettlement, integration, and exclusion. The GHL has created an online repository of multimedia stories available for use by educators worldwide. As universities explore new vistas for civically-engaged learning, and as the humanities and social sciences consider their humanitarian commitments, the GHL is an experiment in cross-border learning, social inclusion, and inter-university collaboration.
pre-recorded lectures, live faculty presentations, and both facilitated and independent small group discussions followed by plenary sessions. Several SUN course teams have developed applications for OSUN programs, and numerous new faculty collaborations have emerged through network connections established at SUN. During the past two years, SUN has offered 38 courses with OSUN support, which were developed and taught collaboratively by over 170 faculty, including OSUN faculty from 11 partner institutions and completed by over 765 students, including 220+ students from 18 OSUN campuses.

Student Mobility
As campuses returned to in-person learning and international travel opened up, OSUN’s program for in-person student mobility launched a pilot for undergraduate and graduate students, rebooting international study and research opportunities that are aligned with academic plans. The student mobility program fosters new pathways among OSUN partners, particularly those outside of North America and Europe, and is testing methods to improve mobility access for students who have historically been excluded from international study. During academic year 2021-22, a total of 20 small travel stipends were awarded to OSUN undergraduates. In the summer of 2022, awards supported travel and study for 10 students to attend a summer institute or conduct graduate research. The program has grown in the fall of 2022 to cover 26 undergraduate and 11 graduate students. Participants have come from AQB, AUCA, AUBG, BRAC, Bard, CEU, EHU, UniAndes, SOAS, and the University of Witwatersrand.

Faculty Mobility
OSUN’s mission to create a global, integrated network requires significant engagement of faculty across institutions. The OSUN Faculty Mobility program strengthens bonds that spur collaboration on teaching, course design, curriculum development, scholarship, research, and civic engagement, with an emphasis on supporting under-resourced partner institutions by building teaching capacity, enhancing expertise, and expanding course offerings. OSUN has awarded 12 faculty mobility fellowships, which commenced in summer 2022. Nine institutions are participating, either sending or hosting visiting faculty—AUBG, AUCA, Bard, Bard Early Colleges, Bard College Berlin, CEU, EHU, Institute of Philosophy at Belgrade University, and UniAndes.

The Global History Lab explores the global past through a truly global lens. Through collaboration across partner institutions in five continents, students learn to become knowledge producers for a wider world.”

—Jeremy Adelman, Global History Lab Director, Princeton University
Collaboration and integration across partner institutions positions OSUN well to advance the creation of knowledge and prepare students to address fundamental global challenges. OSUN stimulates collaborative, cross-border research and gives all partners ample opportunity to shape research priorities and design, so they can contribute solutions to issues that increasingly cross national and social boundaries, such as authoritarianism’s resurgence, technological change, environmental degradation, and growing disparities in well-being and opportunity. OSUN students are immersed in diverse perspectives on humanity and society throughout their education and regularly debate and exchange ideas with their counterparts in other countries, who challenge their assumptions. In the process, OSUN students learn to address global challenges through transnational solutions and engagement with diverse segments of society.
CEU Democracy Institute (DI)

DI is a multi-disciplinary research institute committed to studying the demise and revival of democracy around the world. Established in Budapest, the DI is now located at the fault line between the liberal democratic order and its authoritarian challengers. It has become a sanctuary to threatened scholars and intellectuals displaced by the war in Ukraine, and its fellows launched the Invisible University for Ukraine, a new non-degree educational initiative benefiting displaced Ukrainian students and scholars.

DI serves as a research hub, attracting over a dozen externally funded multi-year, networked research projects and supporting intellectual innovation through doctoral and post-doctoral fellowships and small grants for more advanced scholars. It brings together scholars, public intellectuals, advocates, and practitioners from civil society and the media to step up research and foster public debate on democratic decline and renewal in the global context. The Review of Democracy, DI’s online platform, has attracted over 29,000 readers.

Solve Climate By 2030

Climate solutions are engaging tens of thousands of young people around the world each year. Most students now understand the basics of climate change but the dominant response is despair and avoidance. Solve Climate seeks to inspire young people to embrace their agency and engage as voters, volunteers, interns, and workers to change the future. The project is also building a global community of climate-concerned educators at universities and high schools who connect with students across campuses through extracurricular education and in the classroom.

During March of each year, faculty and staff are empowered to #MakeClimateAClass, taking at least one class period each term to discuss the intersection of climate change with whatever course they are teaching. In 2022, Solve Climate transitioned from on-line webinars to bottom-up discussions by organizing The World Wide Teach-in on Climate and Justice. More than 300 discussions on climate solutions were held across 50 countries with an estimated 50,000 participants, from Liberia and Colombia, to Taiwan and Austria.

The Critical Theory Summer School (CTSS) at Birkbeck combines critical thought with a sense of the political urgency of our times. It addresses the rise of authoritarian leaders around the world, the global inequality to which they attest, the inhumane policies, ethno-nationalism, racism, and misogyny which they sanction, and the forms of historical forgetting which they appear to demand. The highly successful 2022 program, the first in-person Summer School since 2019, sponsored 14 students from 5 OSUN institutions and 12 different countries of origin. Faculty from seven institutions led the courses, which were also offered online.

One student from BRAC University said “For someone like me who comes from a background in data science and dabbles in interdisciplinary studies, the sessions have been a source of pure inspiration and ideas.” Overall, the summer school was “extensive, ambitious, and intellectually stimulating. The environment was also very inclusive when it came to race relations, internationalization, and gender expression…” they said. A student from CEU remarked that “It was truly inspiring to be surrounded by people who are asking the same types of questions as you, especially given the fact that
critical theory is suppressed in many departments.” Another student from CEU said, “Being in contact with top-tier professors engaged in critical theory, such as Etienne Balibar, Slavoj Zizek, Jacqueline Rose, Esther Leslie, Achille Mbembe, Costas Douzinas, Jodi Dean stimulated my thinking on many questions currently bothering me.”

Global Observatory on Academic Freedom (GOAF)

GOAF builds on two core objectives of OSUN: to advance and safeguard academic freedom globally and to promote new models of higher education, research, and civic commitment in the face of rising global anti-democratic trends. It approaches academic freedom as both an intellectual concept and an empiric practice. Looking beyond rationalist systems of academic freedom that evade issues of hegemonic knowledge production, GOAF instead builds trust and develops solidarity within OSUN’s academic communities. It acknowledges the intrinsic link between academic freedom and democracy, providing a much needed bridge between academic knowledge, advocacy, and policy development.

GOAF has hosted multiple global events that fostered debate on academic freedom; published widely accessible, in-depth analytical reports; and developed an extensive repository of resources on academic freedom. GOAF’s analytical work is highly regarded, as evidenced by the tender GOAF won from the Council of Europe to assess the relationship between academic freedom and quality assurance.

Economic Democracy Initiative (EDI)

EDI addresses the importance of economic democracy and securing basic rights as preconditions for stability, security, and opportunity in a global economy that works for all. Based at Bard College, EDI has focused on the connections between unemployment, precarious employment, and broader socioeconomic deprivations and on the structural forces within labor markets that produce and reproduce inequality, poverty, and...
social exclusion. By advancing cutting-edge economic thinking and leveraging the interdisciplinary research and teaching of experts across the network, EDI explores policy solutions for a just and sustainable world.

EDI sponsored the first-ever Global Forum on Democratizing Work, which brought together over 3,000 scholars, public intellectuals, policy makers, and activists from 85 countries. The Forum addressed the urgent need to democratize, de-commodify, and de-carbonize work by involving employees in workplace decision-making, guaranteeing useful employment for all, and marshaling collective efforts to preserve life on the planet.

“The job guarantee is one of the very powerful ways to contribute to the de-commodification and the de-carbonization of the economy,” explained economist and Forum participant Thomas Piketty, and it “comes with the process of empowering local actors and associations to redefine what economic value is and redefine our priorities.” EDI also hosted 50 students from 20 countries at its Summer Workshop in Public Finance and Economic Policy, an intensive week of seminars, lectures, and interactive sessions with international faculty to study new approaches for tackling issues such as inequality, unemployment, and poverty.

New Frontiers in Public Health
Two ground-breaking research projects, Digital Health and Rights and New Business Models for Medicines Research and Development, both hosted by the Geneva Graduate Institute (IHEID) Global Health Centre in collaboration with the BRAC School of Public Health and Universidad de los Andes, together aim to promote equitable access to medicines and technology through research and civic engagement. Both research projects are deeply enriched by their diverse partnerships.

The Digital project has brought BRAC and UniAndes into a global consortium that uses transnational participatory action research to engage communities of people living with HIV with youth advocates and human rights lawyers as thought partners in the research and policy advocacy processes. The project is building a transnational cadre of junior researchers at national organizations with growing expertise to speak authoritatively, based on empirical data they gather on the experience of young people affected by the digital transformation in health.

In the Medicines project, BRAC and UniAndes are collaborating with IHEID to investigate and map the pharmaceutical R&D system and research capacities in low and middle-income countries, with the aim of bringing underrepresented expertise into the global policy debate. As the world looks at how to change the global pharmaceutical innovation system to assure more equitable access to health technologies, the project is crucial in informing advocates for more democratic global health governance.
OSUN partners share a core institutional commitment to serving the world’s most promising students, particularly those traditionally cut off from higher education. Reaching students with untapped talent and potential, OSUN employs evidence-based models to create opportunities for academic excellence and empower populations such as refugees and displaced persons, targets of political persecution, incarcerated individuals, and others. Students from a range of backgrounds and locations dialogue with one another in the classroom as equals, where they access pathways to university degrees and OSUN-accredited certificates.

**OSUN Hubs for Connected Learning**

OSUN’s Hubs for Connected Learning Initiatives (Hubs) is a global initiative working in three areas related to refugees and displaced populations – higher education pathways, professional development, and advocacy – in partnership with universities in countries of first asylum, state actors, refugee-led organizations, the private sector, and UN agencies.

The Hubs offer evidence-based, blended programs with courses that are co-designed by refugee learners and refugee-led organizations. Transcripts and certificates provided to Hubs students upon course completion help build sustainable pathways. The Refugee Higher Education Access Program (RhEAP) prepares students for BA programs by developing academic writing and critical thinking skills, currently serving 160 students in Kenya, Sudan, and Jordan, with an additional 120 students in Bangladesh. The Language, Images, and Critical Thinking Program (LIT) is a youth empowerment program that cultivates creative problem solving skills. In 2021-22, 730 students completed LIT and currently 500 are enrolled.

The Hubs also develop professional research skills, which are used to support advocacy on behalf of refugees, and have trained over 100 teaching and leadership mentors in Rohingya camps in Bangladesh, impacting nearly 30,000 students.

Increasingly recognized as a global leader in refugee education, OSUN co-chairs the UNHCR Global Task Force on Third Country Education Pathways and is part of the Implementing Coalition for the US Higher Education Pathways Initiatives.

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**EXPANDING ACCESS**

“Education to refugees is like water and we are very, very thirsty.”

— Kocho Ibrahim, Student, Hubs For Connected Learning, Kakuma Camp, Kenya
Collaborative for Liberal Education for Adolescents (CLEA)
The Collaborative for Liberal Education for Adolescents offers intellectually inspiring opportunities to young learners and provides regional education systems with programmatic models and resources to enhance secondary education. In 2021-22, CLEA launched a set of liberal arts courses at early colleges in eight Palestinian high schools and hosted a recruitment conference giving 120 students an immersive introduction to Al-Quds Bard (AQB). At AUCA’s Technical School for Innovation, eight courses were collaboratively redesigned, and at AQB, TSI, and Universidad de los Andes, faculty benefited from professional development sessions.

Enhanced Network Teacher Education Capacity (ENTEC)
The Enhanced Network Teacher Education Capacity program extends Master of Arts in Teaching pedagogy in the Middle East, Central Asia, and other regions through collaborative online and in-person development workshops for secondary school educators and through cross-campus curricular enhancement. In ENTEC’s first year, faculty from Bard, Al-Quds Bard, and other institutions benefitted from intensive professional development opportunities.

Students are not only engaging with the material but they’re able to transfer that material from the classroom into their daily lives. That’s a major credit to the students here in Kakuma and the students all over Kenya and outside in the RhEAP program. Their passion is just unparalleled.

—Robert Todd, Professor, RhEAP Program at Kakuma Camp
and American University of Central Asia successfully established a Teacher Mentoring Certificate Program, and partners continued to provide graduate research advising and mentoring at AUCA.

**Consortium for the Liberal Arts in Prison**
The Consortium for the Liberal Arts in Prison builds on the efforts of the Bard Prison Initiative (BPI) to provide high-quality college-in-prison education in the United States. In collaboration with OSUN, these efforts have expanded to involve 22 institutions and include capacity-building partnerships with programs at colleges and universities across the globe.

BPI’s two-week Summer Residency program at Bard College Annandale in 2022 connected 20 emerging college-in-prison practitioners to a series of immersive workshops led by BPI staff and alumni subject matter experts. The experience provided hands-on training and facilitated a broader community-of-practice among participating educators.

In early 2022 the Consortium also presented a series of dynamic virtual seminars on prison education. National and international college-in-prison practitioners spoke to a wide global audience during two documentary film screenings and a webinar with the UNESCO Chair for Prison Education.
CIVIC ENGAGEMENT AND SOCIALLY RESPONSIBLE SCHOLARSHIP

The OSUN Civic Engagement Initiative (CEI) coordinates a transnational network that strengthens the capacity of students, faculty, and their communities to realize their potential as catalyzing civic actors. OSUN partners have addressed the human and educational needs of various communities in crisis, providing civically engaged responses to the COVID-19 pandemic, restrictions on civil society, and emergencies in Afghanistan, Belarus, Myanmar, and Ukraine.

CEI reinforces the impact that institutions and individuals within OSUN have in local, regional, and international communities, with 22 partner institutions placing civic engagement and social responsibility at the forefront of their institutional planning and vision. CEI connects community projects that are student-, faculty-, and institutionally-led and informs curriculums, undergraduate capstone projects, and research by graduate students and faculty. CEI also coordinates training, provides seed funding, creates resource libraries, and develops best practices. The program deepens transnational partnerships at a time when threats to civil society are increasing, by providing the infrastructure and support that institutions and their partners around the world need.

CEI has awarded 60 microgrants for student-led initiatives, 40 grants to faculty for community engaged liberal arts and sciences courses, and 35 research grants for knowledge co-creation with community partners. CEI has also led three experiential learning communities of practice with the Center for Liberal Arts and Sciences Pedagogy, serving 62 OSUN faculty.

BUILDING A GLOBAL NETWORK OF STUDENT LEADERS

- 22 student Global Engagement Fellows hosted monthly workshops, connecting and supporting students across the network.
- 189 students from 21 institutions participated in the first Virtual Student Leadership Conference.
- 60 students and 32 mentors from 17 OSUN partner institutions participated in the first in-person Get Engaged Conference in Kyrgyzstan.
- The OSUN Certificate in Civic Engagement, available on 6 partner campuses, connects theory with practice and deepens understanding of civic engagement.
All of this activity enables students, faculty, and staff to connect classrooms to communities and research to progressive social outcomes.

GLOBAL COMMONS
OSUN Digital Student Publication

The inaugural edition of OSUN’s digital student publication featured 43 multimedia works selected from contributions from 11 different OSUN institutions. 1,800 readers viewed the popular Spring 2022 issue featuring essays, articles, creative writing, and artwork by students from 8 countries. The issue was developed by a dedicated international student editorial team over the course of the Fall 2021 and Spring 2022 semesters, who selected works related to OSUN themes, including Sustainability and Climate, Inequalities, Human Rights, Global Justice, Global Public Health, Arts and Society, and the Liberal Arts and Sciences. For many of the contributing students, publication in Global Commons gave them their first opportunity to share their work with a wide audience.

GLOBAL STUDENT LEADER
Joodi Mourhli and “MedWork”

Joodi Mourhli, a nursing student at OSUN partner the American University of Beirut (AUB) leads MedWork, an initiative based in Beirut that collaborates with HEAL (Health Empowerment Advocacy Learning), a student-run clinic on the AUB campus, to provide free primary health care services to medically underserved individuals.

“Healthcare services have become a luxury to many individuals in Lebanon” – Joodi Mourhli

Mourhli explains that ongoing political and economic instability have left many individuals, such as immigrant workers, LGBTQ+ people, underprivileged women, people with special needs, and Syrian refugees, unable to pay for their medical care. MedWork fills the gap by connecting those in need to free care from medical and nursing students on campus who volunteer their services. So far, Mourhli and her team have provided medical solutions for over 160 individuals.

“The Objective Self,” artwork by student Coco Deng, was featured in the inaugural issue of Global Commons.
LOOKING AHEAD

In a short time, and in parallel with extraordinary global challenges, the Open Society University Network has grown to encompass 45 institutions across five continents, launched over 60 projects, attracted participation from 1,800 faculty and staff, and served tens of thousands of students. It has demonstrated the benefits of deep institutional partnerships, rooted in the values of open society, which make distinct contributions in fostering critical thinking, diversifying access to knowledge, breaking down barriers to access and success in higher education, while addressing fundamental global challenges.

The priority for OSUN in the year ahead is to build a more cohesive, vibrant, and resilient network, with an eye to deepening integration across partner institutions. Integration promotes academic excellence and leverages the diversity and comparative strengths of OSUN institutions, spurring educational innovations and stimulating creativity and real-world impacts across the network. OSUN will develop research hubs that can make distinctive contributions to knowledge production on OSUN themes.

OSUN takes pride in its progress over the past year and looks forward to a bright future.