



AC21 Newsletter

Contents:

| | |
|---|----|
| AC21 International Forum 2010 Welcome Message | 1 |
| AC21 Working Breakfast at NAFSA 2010 | 2 |
| The Fourth AC21 Student World Forum, May 2011 | 3 |
| Member Institutions | |
| Jilin University | 5 |
| Northeastern University | 6 |
| Attending APAIE 2010 | 7 |
| Announcement of 2010 ACSPF Results | 7 |
| Who Ultimately Benefits from International Exchanges? | 8 |
| Upcoming AC21 Events | 9 |
| AC21 General Secretariat Activities | 9 |
| AC21 Members | 10 |
| AC21 Partners | 10 |

AC21 International Forum 2010 Welcome Message

**Professor Jie Zhang, Academician
AC21 President
President, Shanghai Jiao Tong University**

Dear AC21 Colleagues:

Shanghai, meaning “above the sea”, is China’s most vibrant, international and fascinating metropolis. Although there is evidence that humans settled in this area around 4,000 B.C., Shanghai only became a major commercial centre, producing cotton and textiles, in the 16th century. Foreign settlers, from the 1840s to the early 20th century, contributed to the transformation of Shanghai into one of the greatest cities in the world, earning it the titles “Paris of the East” and “a paradise for adventurers”. Furthermore, since the founding of the People’s Republic in 1949, Shanghai has become one of the major industrial bases in China.

Shanghai Jiao Tong University has a shining history of 114 years, and as one of China’s premier institutions of higher education it has the strategic goal of becoming a world-class university. The university’s tradition of distinctive scholarship and service has drawn the best and the brightest youngsters and scholars from China and abroad, making the university a powerhouse of talent for the entire country.

We, at Shanghai Jiao Tong University, look forward to hosting the Academic Consortium 21 (AC21) International Forum 2010. The theme of the conference is



Competition and Cooperation among Universities in the Age of Internationalization. The Forum will bring together an international panel of university leaders, practitioners, scholars, and policymakers interested in advancing research and cooperation for the benefit of higher education. Forum sessions will address the following three sub-themes: university ranking and the evaluation of higher education, graduate education in the age of internationalization, and building world-class universities in the age of internationalization.

By featuring these three specific sub-themes, the AC21 International Forum 2010 will illuminate how international competition and cooperation among universities impacts institutional quality. We have already received a number of proposals from AC21 member





institutions and from internationally renowned scholars. We look forward to their contributions and we are certain that they will prove to be stimulating and thought-provoking.

The two-day main Forum will commence on the morning of Tuesday, October 19. The AC21 Steering Committee and General Assembly representatives will meet in the afternoons of Monday, October 18 and Wednesday, October 20. The Forum will organize a conference dinner in the evening of Tuesday, October 19.

This year, the conference will be hosted during the prestigious World Expo 2010. This is a unique occasion for China to bring the world

at home, and for the world to feel at home in China. By dedicating a 5.28-square-kilometer area at the core of the city to exhibitions, events and forums on the Expo theme, “Better City, Better Life,” Shanghai hopes to build a powerful and lasting example of sustainable and harmonious urban living. Conference participants are invited to visit the Shanghai EXPO 2010 site after the Forum on Thursday, October 21.

For more information, please visit the AC21 International Forum 2010 Website (gse.sjtu.edu.cn/ac21).

We look forward to welcoming you to Shanghai!



International Student Exchange and Experiences with the European Bologna Process

European and non-European positions discussed fruitfully at AC21 Working Breakfast on NAFSA 2010



Katrin Schulz
Chemnitz University of Technology

The globalized world of today is characterized on the one hand by a growing world-wide competition for the “best heads” but on the other also by a strong need for international cooperation and exchange. To find a Europe-wide answer to these tasks 29 European countries signed the Bologna Declaration in 1999 to increase the international competitiveness and connectivity of the continent by creating a “European Higher Education Area”. One of the main goals was to facilitate the mobility of students within and beyond Europe, i.e. by har-

monizing degrees and simplifying recognition of studies and qualifications acquired abroad.

After ten years of implementation it is time to draw up an interim balance of the “Bologna process” — not only from the European point of view but also from the perspective of partners world-wide. AC21 is the ideal forum to discuss topics like these in a holistic sense because this consortium associates member universities from every continent which can bring in their opinions and recommendations.

For this reason Eberhard Alles, member of the Steering Committee of AC21 and chancellor of Chemnitz University of Technology, took advantage of the NAFSA 2010 in Kansas City to invite all consortial participants at this event to an “AC21 Working Breakfast” intended to serve as a brainstorming platform for topics which consider the organization as a whole. After the benefits of networking for universities at the 2009 Working Breakfast on June 3, 2010 dealt with the above-mentioned Bologna process. The participants were representatives of Nagoya University, North Carolina State University as well as delegates from the Universities of Adelaide, Strasbourg and Sydney.

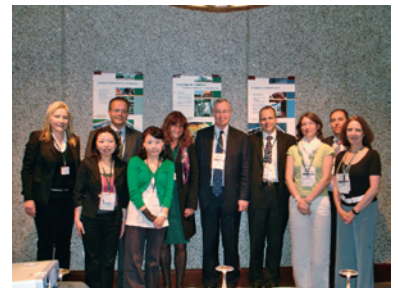
In his speech Chairman Eberhard Alles emphasized the need to increase the use of modern communication technologies in order to accelerate academic cooperation and suggested the development of a best practice strategy for AC21 until the International Forum on October 18, 2010 at Shanghai Jiao Tong University. Then he introduced his main topic by presenting the achievements of Chemnitz University of Technology within the implementation of the Bologna process.

The next lecture, held by Prof. Dr. Cornelia Zanger, vice-president for marketing and

international relationships of Chemnitz University of Technology, dealt with the difficulties of the Bologna process for international student exchange such as the differing durations, contents and focus of the study programs, incomplete standards for awarding credit points, and the lack of an integrated accreditation practice.

Finally, Prof. John Taplin, pro vice-chancellor (international) at the University of Adelaide, gave his point of view “from a non-European perspective”. He stated that the “Bologna-Process” has shown that obstacles in the development of joint teaching programs and the promotion of greater student mobility could be overcome but also that further development towards a standardization of teaching content and learning outcomes will be necessary.

The subsequent discussion brought together many ideas and concepts on how the implementation of the Bologna process could be improved to foster international student exchange and university cooperation. Once again the AC21 Working Breakfast turned out to be a great success. It should become one of the good traditions ensuring active and direct communication between AC21 members to fill the consortium with the life and energy necessary to tackle the questions of tomorrow.



The Fourth AC21 Student World Forum, May 2011

Dr. Manoj Lohatepanont
Assistant Professor of Civil Engineering, Faculty of Engineering
Assistant Dean for International Affairs
Chulalongkorn University

The Fourth AC21 Student World Forum (SWF) will be hosted by Chulalongkorn University in Bangkok and Petchaburi, Thailand from May 15 to 21, 2011. The theme for the 4th AC21 SWF is *Sustainable Rural Development*.

Given the concern and care for the world’s environment, sustainable development projects

have been attracting a lot of attention. Many researchers and organizations have proposed various ways to lead the development of cities along sustainable paths. Green technologies are being invented everyday throughout the world. These technologies apply directly to cities like Tokyo, Paris, Los Angeles, or even Bangkok.

But for the majority of the Thai people, many of these technologies are less relevant as a majority of the areas of the country are considered rural with only very basic infrastructure. Issues and problems for these rural communities are very different from those of the big cities. Developing these rural areas poses a different set of challenges. How best can we develop these rural areas?

This is an important question for many rural areas in Thailand. For example, because Thailand's tourism industry is a major industry which draws millions of visitors every year, many areas are competing to attract more and more tourists by developing themselves into tourist destinations. Many of these developments are less concerned about sustainability than about short-term profitability. Such developments can be counter-productive in the long run as evidenced by the many failed tourist destinations in the country.

Sustainable rural development is therefore a crucial element for developing countries like Thailand. It focuses not only on the development of infrastructure, but also on that of rural economy and society. How can a rural community sustain itself in the long run in this changing world of ours?

Chulalongkorn University invites AC21 members to visit Thailand and participate in the 4th AC21 Student World Forum: Sustainable Rural Development. During this event, participants will have the opportunity to immerse themselves and get firsthand experience in rural developments. We will travel to Huay Sai district in Petchaburi province (2–3 hours west of Bangkok) and spend 2–3 days in the area. Participants will come into contact with real rural activities and understand the issues from the locals. They will then have opportunities to work together and with the locals to develop and propose their own new and exciting ideas for sustainable rural developments.

The final presentations will be made at Chulalongkorn University in Bangkok, where participants will spend the last two days of their stay. The program will include a tour of the Grand Palace in Bangkok. Other exciting activities are being planned and will be announced to AC21 members in the coming months. Please stay tuned. Chulalongkorn University looks forward to welcoming you to Bangkok in May 2011!



Member Institutions

Jilin University

Jilin University (JLU) is a leading national university under the direct jurisdiction of the Ministry of Education of China. Located in Changchun, the capital city of Jilin Province in Northeastern China, the University has eight campuses in six districts which are home to forty-three colleges covering twelve academic disciplines, including philosophy, economics, law, literature, education, history, science, engineering, agriculture, medicine, management and military science. The University boasts 6 national key laboratories, and 8 national bases for the development of basic science. Other resources include 5 research bases for humanities and social sciences, 9 key laboratories sponsored by the Ministry of Education and 14 by other ministries of the Chinese government.

JLU offers a variety of degree programs. At present, it has 122 undergraduate programs, 285 master's degree program, 195 doctoral degree programs, and 37 post-doctoral programs. The year 2009 saw the enrollment of a total of around 62,000 full time students among whom more than 21,000 are graduate students.

At present there are 6,220 faculty members, with 18 members of the Chinese Academy of Science and/or Chinese Academy of Engineering, and 1,604 full professors. This dedicated education community is a guarantee of excellence in teaching and research. For years, the University has been playing a major role in the education, cultural and economic life of the Northeast Region. In the beginning decade of the new century, the University is committed to achieving status as one of the leading institutions for higher education in China and around the world. Jilin University has established worldwide exchange and cooperation ties with more than 110 universi-

ties, colleges, and research institutes from 25 countries/districts.

The University Library claims a collection of 6.28 million books and is designated as the library of UNESCO, UNIDO and the World Bank. It also serves as the Comprehensive Information Center of Liberal Arts of the Ministry of Education, the only Foreign Scientific Text Book Center in Northeastern China, and the National Humanities and Social Science Higher Education Books Import Center. It is one of the seven centers of the China Academic Library and Information System (CALIS) in Northeastern China.

JLU is one of the host institutes of Chinese Government Scholarship students. In 2009–2010, over 3,000 international students in short-term and long-term programs are pursuing their studies at JLU, among whom over 1,500 are degree students. JLU has set up the “Jilin University Chinese Language Study Scholarship” to support their academic pursuits in China with the aim of encouraging those international students who are interested in Chinese language and culture. International students can apply to all BA/MA/Ph.D majors provided by Jilin University, both English and Chinese programs.

Life for international students is pleasant on campus. Dormitory rooms are furnished with nice furniture, TV sets, telephones and network terminals. There are reading rooms, cyber-café, tea houses and fitness rooms in different buildings. Each year, the University hosts many academic and cultural events including seminars, forums, speech competitions, and performances on various subjects.





Northeastern University

Li Jiannan
Int'l Cooperation & Exchange Department
Northeastern University

Northeastern University (NEU) is affiliated with the Ministry of Education, P. R. China. NEU is located in Shenyang, the capital of Liaoning Province.

NEU consists of 13 academic schools as well as the Graduate School, Qinhuangdao Branch, the School of Distance Learning, and the School of Continuing Education. NEU confers 131 master's programs, 43 doctoral programs and 51 undergraduate programs. In addition, it offers 7 state level key disciplines, 4 Chinese National Engineering (Technology) Research Centers, and 1 state level laboratory. The Northeast China Center of the China Education and Research Network (CERNET) is also housed on campus.

NEU is a key university in the "211 Project" and "985 Project" of China and is administered by the Ministry of Education and by provincial and municipal governments. NEU is proud of its traditional disciplines such as mining, material science, metallurgy and mechanical science in which it has held a leading position in China for many years. It has made headway in newly rising and cross disciplinary programs such as automation, computer science, telecommunication, biological medicine and other high tech fields, further extending its national influence. Spearheaded by its engineering schools, the university also features strong programs in mathematics, physics, chemistry, the arts, business administration, law and education.

NEU boasts a multi level educational framework consisting of undergraduate programs, master's programs, doctoral programs, inter-

national programs, distance learning programs, adult education programs, and professional training of high level management personnel. It enrolls around 30,000 full time students, including 9,271 full time registered postgraduate students, and 20,739 full time undergraduate students.

NEU has made significant progress in pursuing its primary mission: the modernization of China through education. Since the year 1996, the university has carried out more than 6,400 research projects including state funded natural science projects, key state level basic research and development projects, "863" High Tech Projects, doctoral funding programs, state reconstruction projects, key state funded scientific research and collaborative international projects and other cooperative projects between the university and industries. Among these, 326 research projects have been recognized for their excellence with international, state and provincial awards.

NEU has adopted a policy of opening toward the world and tapping all manners of resources. The university has set up academic exchange programs with 140 universities and institutes in 28 countries and regions, including the USA, Japan, the UK, Germany, France, Italy, Russia, Taiwan Province, and Hong Kong SAR. It has strengthened exchange and cooperation by inviting renowned scholars, professors and adjunct professors; sending staff abroad for further education, lectures and cooperative research; and cooperatively running a Chinese foreign school.

Attending APAIE 2010

The AC21 General Secretariat attended the APAIE (Asia-Pacific Association for International Education) 2010 Conference held in Gold Coast, Australia, from April 14 to 16, 2010. We exhibited a joint booth with Nagoya University which attracted many attendees and provided an opportunity for exchanging interesting ideas and comments. We were

very happy to meet representatives from Jilin University, the University of Adelaide, the University of Freiburg and Chulalongkorn University who also attended the conference. The booth indeed afforded AC21 wide publicity, including for the upcoming AC21 International Forum in Shanghai.



Announcement of 2010 AC21 Special Project Fund (ACSPF) Results

The second round of application of the AC21 Special Project Fund (ACSPF) closed on February 26, 2010. After detailed examination by STC members, the following two projects were adopted.

- Nanjing University, Nagoya University, the University of Sydney:
“The Training Workshop on Three University’s Academic Discuss on Agricultural Production & Grain Safety Affected by Globalisation”
- The University of Sydney, Shanghai Jiao Tong University, the University of Strasbourg:
“Research seminar and clinical trials planning on the anti-tumour potential of iron chelators in the treatment of colorectal cancer”

The aim of the ACSPF is to promote the development of research and educational exchanges between AC21 members. We expect these two projects will contribute to advancing AC21 activities and enhancing further collaborations. They received our support for the year 2010. Please look forward to their report in the next AC21 newsletter, vol. 11.

AC21 will continue to encourage cooperative projects between members and applications for ACSPF 2011. The AC21 General Secretariat looks forward to receiving your applications in the future.

Who Ultimately Benefits from International Exchanges?

Dr. Mitsuyoshi Yanagihara
Associate Professor of the School of Economics,
Nagoya University

My specialty is one theory of economic growth referred to as the human capital accumulation theory. This theory is characterized by the idea that the source of national or economic growth is people's accumulation of knowledge. In the past, a country's level of production was thought to be determined by its number of workers and the number of factories and amount of equipment. In economics, factories and equipment are referred to as capital, and the increase in this capital over time as capital accumulation. The general view was that capital accumulation determines the rate of economic growth, the rate at which the level of production increases; however, recently it is prevailed that workers' knowledge and skills can be also accumulated over time, just like capital. Knowledge and skills possessed by people that contribute to production is referred to as human capital to liken it to the capital discussed earlier.

Educational institutions play an extremely important role in the accumulation of human capital. In particular, universities not only give birth to new intangible knowledge and skills through research but also pass these on to students – who are the next generation – which gives birth to even newer knowledge and skills. What are the necessary “inputs” to generate the “outputs” of new knowledge and skills? Similar to the case of production discussed above, you probably would think of various education-related facilities, such as laboratories and educational material, and the number of people working in the field of education such as researchers, teaching staff and officers. However, there is another important factor. This is called the peer effect.

In simple terms, the peer effect refers to the greater benefits, or greater “outputs,” generated from striving to learn through friendly competition between oneself and one's peers than the

benefits from studying alone. Large numbers of top students attend Nagoya University, where I work, because they expect to increase their knowledge not only on their own but through interactions with other talented students.

What type of benefits can be expected from universities promoting international exchange? Creating a consortium of numerous universities in various countries can be expected to generate a greater peer effect. These benefits will likely be visible in various aspects such as research and education. The peer effect will increase the knowledge and skills that students acquire, in whatever form.

In addition, the benefits are not limited to students. This human capital will also probably make the lives of people in that country and people throughout the world richer. The best example of this is information technology such as computers and the Internet. Furthermore, human capital is accumulated as it is passed onto the next generation. The human capital input generates a richer life as output not only for the current generation but also for future generations.

AC21 can most likely be called infrastructure to generate a peer effect between countries. The benefits are extremely large and extend vastly farther than we can imagine. Twice I have been able to participate in the Steering Committee (STC) meetings held at Nagoya University. This is where the representatives of the AC21 member universities hold heated but useful discussions on how to improve AC21. This year's STC meeting, which I plan to attend, will be held at Shanghai Jiao Tong University. I believe that, like previous meetings, there will be lively discussions, which will lead to AC21 activities that create prosperity for both the current and future generations.

Upcoming AC21 Events

| | | |
|------|--------------|---|
| 2010 | October | Fifth AC21 International Forum, Shanghai Jiao Tong University Eighth Steering Committee, Shanghai Jiao Tong University Fourth General Assembly, Shanghai Jiao Tong University |
| 2011 | May [TBA] | Fourth Student World Forum, Chulalongkorn University Ninth Steering Committee, Nagoya University |
| 2012 | [TBA] | Sixth AC21 International Forum, The University of Adelaide Tenth Steering Committee, The University of Adelaide Fifth General Assembly, The University of Adelaide |

AC21 General Secretariat Activities (2010.4 – 2010.9)

| | | |
|------|---------------|--------------------------|
| 2010 | April 14–16 | Attend APAIE |
| | April 27 | 84th AC21 Office Meeting |
| | May 27 | 85th AC21 Office Meeting |
| | May 30–June 4 | Attend NAFSA |
| | June 17 | 86th AC21 Office Meeting |
| | July 15 | 87th AC21 Office Meeting |
| | September 16 | 88th AC21 Office Meeting |



Academic Consortium 21

AC21 Members

Chemnitz University of Technology (Germany)
Chulalongkorn University (Thailand)
Gadjah Mada University (Indonesia)
Huazhong University of Science and Technology (China)
Jilin University (China)
Kasetsart University (Thailand)
Nagoya University (Japan)
Nanjing University (China)
National University of Laos (Laos)
North Carolina State University (U.S.A.)
Northeastern University (China)
Peking University (China)
Shanghai Jiao Tong University (China)
Stellenbosch University (South Africa)
The University of Adelaide (Australia)
The University of Freiburg (Germany)
The University of Strasbourg (France)
The University of Sydney (Australia)
The University of Warwick (U.K.)
Tongji University (China)

AC21 Partners

Advantage West Midlands
Asia House
CHUBU Electric Power Co., Inc.
ITOCHU Corporation
NGK Insulators, Ltd.
Toyota Motor Corporation

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