



AC21 Newsletter

Contents:

Chulalongkorn University to Host Next Student World Forum and AC21 Steering Committee Meeting	1
Internationalization in Higher Education... and Beyond	3
Fifth AC21 International Forum — Report from the Host	
A Successful AC21 International Forum in Shanghai	5
To Cooperate or to Compete? Reflections on the Shanghai AC21 International Forum	6
2010 AC21 Special Project Fund	
The 2010 Final Project Result Report for AC21-Project	7
Report – AC21 Grant: Research Seminar and Clinical Trials Planning	8
Maximising the Benefits of Internationalisation	9
Member Institutions	
University of Minnesota	10
Kasetsart University	12
Stellenbosch International Network Symposium	13
The Shanghai International Forum	14
Upcoming AC21 Events	15
AC21 General Secretariat Activities	15
AC21 Members	16
AC21 Partners	16

Chulalongkorn University to Host Next Student World Forum and AC21 Steering Committee Meeting

**Kua Wongboonsin
Vice-President
Chulalongkorn University**



Chulalongkorn University (CU) was founded nearly a century ago by King Rama VI, who named the university after his father, King Chulalongkorn. Thailand's first and the most prestigious institution of higher education started out as a Royal Page School aimed at realizing King Chulalongkorn's vision of providing equal access to education for all and the university has diversified to now offer a wide spectrum of programmes, from the arts and humanities to science.

CU has developed into a truly comprehensive university with 19 faculties, a graduate school, three colleges (Population Studies, Petroleum & Petrochemical and Public Health Science) as well as the Sasin Graduate Institute of Business Administration providing more than 80 international programs including a Masters of Arts in South East Asian studies. The vision of CU is for the university to be a "Pillar of the Kingdom" and this has positioned CU to be a "world-class national university."

Set in a beautiful green landscape and offering a serene academic environment with high-quality facilities to enhance the ability for learning in the age of globalization, CU welcomes around 11,000 new students each year. Among the 39,000-strong student body, some 2,500 are enrolled in international programs, 300 are visiting exchange students and 250 are international students from Europe, the United States, Australia and Asia.

CU's international reputation stems primarily from outstanding academic performance. Last year, CU stood at 138th in the top 200 list of universities in the Times Higher Education – QS World University Rankings – the only Thai university on the list. Fields that rose to international prominence included Arts & Humanities (49th place), Life Sciences &



Biomedicine (51st place), Social Sciences (51st place) and Engineering & IT (78th place). These accolades reinforced its position as the country's finest university. Recently, the university received the Reader's Digest's Trusted Brands Platinum Award for universities in Thailand.

Becoming a part of globally-renowned academic networks such as the International Association of Universities, the Association of Pacific Rim Universities, Academic Consortium 21 (AC21), and the ASEAN University Network has inspired extensive opportunities for research collaboration, information-sharing and exchanges for staff and students. This dedication to sharing and excellence has paid off: in the last two years, CU clinched nearly 400 awards and other distinctions on both a national and global level, including victories in

the World Robo Cup 2008 and the USC Marshall International Case Competition 2009. In 2008, CU was the highest ranking Thai Institution – and 112th overall – on the top 200 university website list (www.4icu.org).

Over many decades, the university has nurtured a number of influential politicians, distinguished professors and world-recognised researchers and artists. From the approximately 1.5 million graduates (both degrees and certificates) there have been many standouts, such as HRH Princess Maha Chakri Sirindhorn, the current Prime Minister Abhisit Vejjajiva, the WHO regional director Dr. Samlee Plianbangchang, prize-winning author Win Lyovarin and the internationally-exhibited artist Montien Boonma.

CU has the honor of hosting two important events for AC21 in 2011 — the Steering Committee Meeting from 15–16 May 2011 and the Student World Forum from 15–21 May 2011. The Steering Committee Meeting will be held in one of the most elegant original buildings on campus. The Student World Forum's opening ceremony will be arranged in the same building and students will travel to Huay Sai, Petchburi Province, three hours to the west of Bangkok. In Huay Sai, we prepared two full days of activities that are designed to allow students to learn and gain hands-on experience in sustainable rural development. More information will be provided on the web at www.eng.chula.ac.th. CU looks forward to welcoming all AC21 members to these important events in 2011!



Internationalization in Higher Education... and Beyond

Sheri Love Yasue
AC21 Project Coordinator,
Nagoya University

Please allow me to introduce myself. I am the new Project Coordinator for AC21, hired in September 2010 to manage the AC21 General Secretariat Office, located at Nagoya University. I came to Japan in the early 1990's and despite a five year stint in France, I have called Japan my home ever since. As such, I am honored to be given the rare opportunity to work with an international consortium which proudly, yet somewhat uncharacteristically, boasts an Asian University at its helm. It's difficult to doubt the commonly held opinion that overall, there is general support for the notion of internationalization in Higher Education. I doubt there are many people these days who do not believe, at least to some extent, that there are benefits to be gained from the internationalization of a university campus. This is especially true in Japan and though, historically speaking, Japan may not be first country that comes to mind in terms of progress or noteworthy advances in globalization, Japan does have much to offer the world, and stands to gain just as much, or more, from it. Japan has been free from political, self-imposed isolation for almost 150 years, however the geographical, cultural and linguistic barriers do still exist in some form, and I have hope that some progress may be made through the efforts of internationally based organizations, such as the AC21. Discovering the true meaning of "Internationalizing a University Campus", learning how to tap into the benefits of internationalization and applying them smoothly into the existing Japanese Higher Education System will be the task for our generation.

My first few months on the job last year were promptly inaugurated with the very successful 5th AC21 International Forum hosted by Shanghai Jiao Tong University in China. This

experience can certainly qualify as the perfect crash course for quickly putting names to faces and connecting with members on a personal level, but more importantly, this opportunity allowed me to gain a more concrete understanding of some of the individualistic missions, goals and hopes of the AC21 and its member institutions. I was particularly impressed with the theme of last year's forum, "Competition and Cooperation among Universities in the Age of Internationalization". It is no secret that throughout history, different universities around the world, both domestically and internationally, have considered themselves as competitors with one another, no different from competition in the financial markets, large corporations or even sports teams. The new idea here perhaps is the concept of deeper and more frequent international university cooperation which may include cross marketing ventures, even among traditional competitors, for the mutual benefit of higher education, specifically the idea that we, as institutions, will stand stronger together, rather than alone. With international collaborations, exchange agreements and global consortium memberships growing at an unprecedented rate, universities now have a palpable and vested interest, not only in promoting the quality and advantages of the home institution, but also in highlighting the interests of their partner institutions.

Also present in the theme title of the last AC21 International Forum was the term the "Age of Internationalization". It often seems to me that the terms "internationalization" and "globalization" are used so frequently, by any number of international forums, conference themes, research projects and organizations the world over, that there is a real risk of these terms being misused, misunderstood or worse, diluted over time. *Kokusaiika* (internationalization) is certainly the most common catchphrase

heard throughout Japanese society today. Efforts to "internationalize" are seen everywhere. But where exactly can a clear definition of this



trend be found? Is there a consensus on the definition and vision of internationalization within Japanese borders? Is it simply the number of international students or university wide agreements that signifies whether an institution has reached some external goal? The Oxford Dictionary lists *international* as *concerning or involving two or more nations*, while *internationalization* is listed as simply a derivative of the verb *internationalize*: *to make something international or bring a place under the protection or control of two or more nations*. In terms of *internationalizing* a university campus and higher education in general, where can we turn to for an accurate description of the policy steps that will point us in the right direction? We may simply be at too early a stage in our collective evolution to accurately define these broad terms and place any real value on their use. Perhaps we should not think of internationalization as an end point, or a concrete goal to be achieved, but rather as an ongoing process that changes over time, and with the times.

The concept of internationalization, in terms of identifying an *age* however, is not a completely unknown notion, and certainly is a much easier one to grasp. If we simply think back to our parents' and grandparents' generation, whether you are from China, Germany or Thailand, there is no refuting the idea that we, in this age, are vastly more globally mobile, aware and culturally flexible than in

previous generations. My own grandmother in Canada considers Chinese cuisine ‘too exotic’ for her tastes, whereas nowadays in Canada, especially among the newer generations, many ethnic dishes are practically considered genuine national dishes. Many countries, including Canada, experienced mass migrations in the 18th, 19th and 20th centuries, but those journeys often consisted of a one way ticket to a new country, with little possibility of returning, even for a visit, to the country of origin. Today’s émigrés and expats, including international students, often enjoy yearly visits home, free international phone service through the internet and a greater likelihood that adventurous family members will visit, no matter where in the world they are. Additional advances in media and transportation technology, the political stabilization and the economic development of entire regions have all played a part in the process of the ‘age

of internationalization’, but more than that, it is the combination of these advances that have resulted in a new global consciousness that can, even if broadly, characterize this ‘age’. Savvy new students today are absolutely aware that the education they seek needs to be firmly situated in a global context. They know their future jobs will depend on trends and advances being made in international markets, industries and transnational corporations. They will be competing for jobs with an international and incredibly mobile workforce that no longer scoffs at the idea of accepting a well paying job with benefits in faraway Dubai, Delhi, Bucharest or Bangkok. Students will increasingly expect and demand to gain international experience *before* they enter the workforce and society at large, thereby putting the ball in the court of higher education. What can we do, in concrete terms, to offer “internationalization” to our students, save for

actually sending them abroad? Undergraduate, master’s and doctoral students should ideally be exposed to international students from further and further corners of the globe, foreign professors committed to teaching their trades through curricula designed with an accurate understanding of international values and mutual respect for different cultures, religions and peoples, without forgetting the importance and role of the native or host culture.

I will be working hard with our AC21 Members to discover the best ways in which we can make our shared goals into reality for the mutual benefit of higher education and our students. Our vision is to maximize the learning potential and success of all students through our mutual cooperation and collaboration. If our shared vision is strong, we will succeed, to the advantage of all.



Fifth AC21 International Forum — Report from the Host

A Successful AC21 International Forum in Shanghai

Kai Yu

Assistant Dean, Graduate School of Education
Shanghai Jiao Tong University

Hosted by Shanghai Jiao Tong University (SJTU), the Fifth Academic Consortium 21 International Forum was held in Shanghai from October 18 to 21, 2010. The forum brought more than 100 participants together to discuss the significance of, strategies for, and benefits of the internationalization of higher education. In attendance were representatives from 16 AC21 member institutions and two institutions considering membership. Additionally, the forum attracted professors and educational specialists from numerous non-member universities and international organizations around the globe.

The theme of the forum was “Competition and Cooperation among Universities in the Age of Internationalization”, and Shanghai Jiao Tong University President Jie Zhang, Nagoya University President Michinari Hamaguchi, and former Nagoya University President Shin-ichi Hirano opened the meeting with welcome speeches. In his opening, President Zhang expressed his pleasure that SJTU had the opportunity to host the gathering at such an opportune time—just as the issue of the internationalization of higher education has taken center stage. He noted that the challenges of meeting contemporary educational requirements in an evolving and increasingly global context are shared by all institutions of higher education. Shared concerns of significant interest include the globalization of academic professions, the internationalization of curricula, and boosting and diversifying of participation in international cooperation. Meeting these challenges will likely require coordinated efforts and coherent policies between governmental bodies and educational institutions.

By organizing a forum on this topic, AC21 hoped to elevate the level of dialogue on these issues and to begin mapping out international and collaborative strategies to directly address them. Organized around the three sub-themes of 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, the conversation centered on how, while striving as individual institutions to achieve top rankings, cooperative action remains essential. As mentioned by President Zhang, you should be competitive if you want to be incrementally better, and be cooperative if you want to be exponentially better. In this vein, institutional leaders came together at the AC21 International Forum to discuss both competition and cooperation and to help to shape a better future together.

On behalf of Shanghai Jiao Tong University, I would like to extend my sincere appreciation

to the Steering Committee for calling upon us to host this event. I must also express my appreciation of the many participants whose insights, contributions and enthusiasm helped ensure that the forum was not only successful, but also productive. Additionally, I am indebted to the AC21 staff for their hard work. Without the contribution of their skills and efforts this meeting would not have been possible. Finally, for those unable to attend the forum, please visit the website gse.sjtu.edu.cn/ac21/ for more detailed conference information. Also, interested parties should look for proceedings to be published in the coming months. It was our great honor to host the forum and to welcome all of the participants to China and to the city of Shanghai.



To Cooperate or to Compete? Reflections on the Shanghai AC21 International Forum

Christoff Pauw
Manager, International Academic Networks
Postgraduate and International Office, Stellenbosch University

The sobering moment during our deliberations in Shanghai came during a very enlightening (and entertaining) presentation by Jamil Salmi, the World Bank's tertiary education coordinator. He showed a photograph of three friendly-looking researchers based at Shanghai Jiao Tong University's Center for World-Class Universities. These were the researchers, he announced, who in 2003 developed the Academic Ranking of World Universities (ARWU), better known as the (in)famous Shanghai Rankings.

There it was: one of the most influential university rankings was the product of an honest inquiry by ordinary human beings with their own contexts and priorities, insights and fallibilities. Bringing the human faces behind a seemingly rigid system to the fore immediately created a sense of the fluidity and potential flexibility of their system. There is no reason why we cannot engage with the researchers behind these ranking systems to

make suggestions on improving the measurements. In fact, is it not our responsibility as university administrators and researchers to critically engage with these individuals so that we can jointly develop, not only the rankings, but also the idea of the university in the 21st century?

One aspect that emerged clearly from various presentations was that rankings and benchmarking of higher education institutions may be useful indicators in an age of globalisation, but that the real goal for universities in a globalised world must be to develop cooperation. It is often no longer enough for graduates to proclaim that they obtained their degree from a reputable institution; it is typically the candidate with well-developed soft skills gained from international exposure – professional and intercultural competencies – that stand a better chance of landing the position. Likewise, it is often the research project that includes researchers from various

contexts and traditions (“transdisciplinary research”) that deepens understanding and can reach real-world, problem solving outcomes.



Competition can be a positive force in driving excellence amongst universities, but when competition detracts from cooperation, for example by citing one's impressive position on the rankings when trying to prove your worth as partner, the purpose of rankings becomes muddled. It was encouraging to witness that the Academic Consortium 21 certainly favours cooperation among its members rather than competition, and as one of its newest members Stellenbosch University looks forward to participating in this network's activities and programmes.



2010 AC21 Special Project Fund

Mini-Symposium on the Development of a New Class of Anti-Tumour Agents and Their Potential Use for Cancer Treatment

The 2010 Final Project Result Report for AC21-Project

Jianlong Li
Professor and Director
Nanjing University

Globalization has led to unprecedented impacts and challenges on the agricultural economy, science and technology and grain productions around the world. It is necessary to discuss the positive and negative aspects of the agricultural economy, production and grain security brought by globalization worldwide, particularly in the developing agricultural countries with large population such as China and India, and also find fine solutions for them to deal with the pressures from agricultural globalization, economical and technological development as well as social stability and sustainability. Our three universities (Nagoya University, University of Sydney and Nanjing University) have worked together to establish an interdisciplinary team, and held a training workshop for about 20 young doctors and staff on advanced methods of remote sensing technology, GIS (Geographic Information System) and urban landscape pattern analysis in global changes in Nanjing University from July 15–18, 2010. Through interdisciplinary strong teams and networks established by the three universities, the program will help to set up college-alliance institutions, which

sustain vibrant, effective and long-term cooperation. It will provide a platform and mechanism for future academic exchanges, apply international projects and get fund support from other organizations. Therefore, it is very important to establish a durative cooperative relationship between the three universities to develop interdisciplinary academic exchange and international collaborative research addressing recognizable global challenges.

Under the leadership of Prof. Jianlong Li (Nanjing University), our work group in Nanjing University laid stress on the global change monitor, the affects of climate warming to the yield of crops and the establishment of national early warning systems. With the application of improved BP (Back Propagation) neural network model, we can forecast the total output of wheat and rice.

The summaries of major works in our work group this year are listed briefly below:

- (1) Established further exchange of scientific and internet databases from China, Australia and Japan

- (2) Set up an international disciplinary team consisting of professors and doctors who provide a database of research and professional competence
- (3) Promoted academic visits among cooperating universities and student exchange projects
- (4) Provided an integrated technical report of the different actual situation, policy and education on food safety between China and Australia in the future.
- (5) Published the paper “Establishment on Early Warning System of Grain Security in Zhangjiagang, China Using Immune-Based Optimized BP Neural Network Model” in PACIA, 2010, which reported our research results of the last year



Lastly, we are pleased to offer our thanks to the AC21 Special Project Fund and AC21 General Secretariat very much.



Report – AC21 Grant: Research Seminar and Clinical Trials Planning

Des Richardson, Louise Freckelton and Yue Fei

AC21 partners: Shanghai Jiao Tong University, The University of Sydney and University of Strasbourg

Non-AC21 partner: National Centre for Nano-science and Technology of China – Beijing (part of the Chinese Academy of Science)

The Special Project Fund Grant from AC21 has assisted in developing a research relationship between three AC21 partners: The University of Sydney, The University of Strasbourg and Shanghai Jiao Tong University. The aim of the AC21 funded project was to bring key players from these universities together to work to translate laboratory findings on the anti-tumor potential of iron chelators in the treatment of colorectal cancer into clinical application.

The grant enabled a mini-symposium to be held to discuss new directions in our research examining the development of a new class of anti-tumour agents and their potential to be used for the treatment of cancer. The symposium was held in Shanghai Jiao Tong University School of Medicine, Shanghai on the 9th of October 2010.

A total of seven presentations were made at the mini-symposium, six of which were made by representatives of the three AC21 partners. A seventh presentation was made by a collaborating scholar in the field, Professor Nie Guangjun from the National Centre for Nano-science and Technology of China.

Unfortunately due to personal change in circumstances for the University of Strasbourg representative, Professor Jacques Marescaux was unable to attend in person. This was a

very last minute change to the plans. However Professor Marescaux made a valuable contribution to the mini-symposium via a videoed presentation covering “The state of clinical research in France”. This provided a state of the art update that could be useful in entering our novel compounds into clinical trials.

Following the presentations on the research work to date and the state of clinical trials research in both France and China, detailed discussions resulted in the following forward planning for joint research.

Step 1: *The packaging the iron chelators with nano-particles for nano-particle delivery of the compounds direct to the cancer cell and the use of free chelators as anti-tumour agents*

Research partners: Professor Des Richardson (University of Sydney), Professor Nie Guangjun (National Centre for Nano-Science and Technology of China) and Associate Professor Zhao Qian (Shanghai Jiao Tong University).

Step 2: *In-vivo experiments using the nano-particles and free chelators developed in Step 1*

Research partners: Professor Des Richardson (University of Sydney), Professor Zheng Minhua (Shanghai Jiao Tong University) and Associate Professor Zhao Qian (Shanghai Jiao Tong University).

Step 3: *Phase 0 clinical trials of the anti-tumor activity of the nano-particle delivered iron chelators and free chelators*

Research partners: Professor Zheng Minhua (Shanghai Jiao Tong University) and Professor Jacques Marescaux (University of Strasbourg) and Associate Professor Zhao Qian (Shanghai Jiao Tong University). It was decided that all three AC21 partners and the non-AC21 research partner be provided with all research outcomes.

In addition to the development of the research plan above, a very important development from this meeting was the initiation of discussions towards the establishment of a joint Cancer Cell Biology Research Laboratory between the University of Sydney and Shanghai Jiao Tong University. The Laboratory co-heads will be Associate Professor Zhao Qian (Shanghai) and Professor Des Richardson (Sydney). As part of this exciting new initiative, Professor Richardson (University of Sydney), will be appointed as a Visiting Professor and Principal Investigator at the Department of Pathophysiology, Shanghai Jiao Tong University. This joint research lab will also allow for the exchange of junior scientists between Shanghai and Sydney. The new research laboratory will definitely stimulate the collaboration between Shanghai Jiao Tong University and the University of Sydney and is an important milestone from the funding derived from the AC21 Project Grant. The joint laboratory initiative will also allow for closer contact with the University of Strasbourg partners. The University of Strasbourg are long-time associates of Shanghai Jiao Tong University and a common meeting place in Shanghai will greatly assist in the development of the research plan.



Maximising the Benefits of Internationalisation

John Taplin
Pro Vice-Chancellor (International)
University of Adelaide

In the world of commercial advertising, taglines are frequently used to summarise in a few words the product or service being offered and to build trust or encourage consumers to buy. Some of the more famous taglines are BMW's *The ultimate driving machine*, The New York Times' *All the news that fit to print*, and Mastercard's *There are some things that money can't buy – for everything else there's Mastercard*.

In the world of higher education, too, many universities now have adopted taglines. For example, the taglines for those institutions which have most recently become members of AC21 are: Stellenbosch University *Your Knowledge Partner*; the University of Minnesota *Driven to Discover*; and the University of Strasbourg *European by nature, International by design*. For the University of Adelaide, also a relatively new member of AC21, the tagline is *Life Impact*.

As the host of the AC21 International Forum, which is to be held in Australia from 12–15 June 2012, the University of Adelaide's tagline invites us to consider the impact that our research and teaching has on the world around us. Insofar as international collaborations and exchanges are an

intrinsic part of these research and teaching activities, the contribution of our internationalisation programs in particular may be highlighted. Hence the theme for the 2012 AC21 International Forum is "Maximising the Benefits of Internationalisation".

There are a number of sub-themes that can be embraced under this International Forum theme. They include: collaborating on global research priorities; joint learning and teaching programs; strategies for encouraging greater student mobility; the development of increased intercultural competence; and university-industry partnerships in the age of globalisation.

Another possible sub-theme was suggested by the United Nations Secretary-General, Ban Ki-Moon, when he launched the UN's Academic Impact Program (UNAI) last November. This Program seeks to magnify the impact of universities in solving global problems through a partnership between the UN and higher education institutions committed to 10 universally accepted principles in the areas of human rights, literacy, sustainability, and conflict resolution – see <http://academicimpact.org>. UNAI asks each participating university to support at least one project or activity each year that furthers

the realisation of these principles.

Already, many hundreds of universities, including the University of Adelaide, from more than 90 different countries around the world have signed up as participating members of this UN Academic Impact Program. National and international councils and consortia like the Association of International Educators (NAFSA), the International Association of University Presidents, and Universitas 21 have also endorsed the principles of the UNAI and committed themselves to encouraging their individual members to contribute to this global initiative.

Arguably, the Academic Consortium 21 should make a similar commitment as a partner organisation. In this event, projects by AC21 members undertaken as part of this UN Program could also be presented at the 2012 International Forum as another demonstration of how the internationalisation of higher education can have a truly positive impact on the lives of people.



Member Institutions

University of Minnesota

Founded in 1851, the University of Minnesota is a presence throughout the state of Minnesota, with five campuses and numerous research and outreach centers. As a land-grant institution, the University's mission includes research and teaching, plus a special emphasis on outreach to contribute knowledge and innovations to help build a healthier, sustainable world. The University is a hub for creativity, research, artistic expression, critical thinking, and debate about the world's most pressing issues such as climate change, poverty, and health care.

The University's Twin Cities campus is among the largest public research universities in the United States, offering more than 370 degree programs for its 52,000 students. Students at the University of Minnesota come

from all 50 U.S. states and 127 countries, offering a diverse student body and many cross-cultural opportunities. The University graduates 80 percent of all the health care providers in the state.

The University has schools (faculties) of biological sciences, dentistry, design, education, agriculture, law, liberal arts, management, medicine, nursing, pharmacy, public affairs, public health, science and engineering, and veterinary medicine, making it one of the most comprehensive universities in the world.

Access to so many programs on one campus enables faculty and students to research, collaborate, and study across disciplines. This ensures that the world's most vex-

ing problems are tackled from multiple perspectives. Examples of the University's interdisciplinary work in action include the U.S.'s first and largest veterinary medicine and public health dual degree program and the Institute on the Environment, encompassing biological sciences, engineering, forestry, agricultural and animal sciences, among others.

In 2009, the University received \$563.8 million in external research funding and ranked ninth among public research institutions in the latest *National Science Foundation Survey of Research and Development*

John Romano
University of Minnesota



The University's art collection is housed in the Weisman Art Museum, a modern building that was designed by internationally renowned architect Frank Gehry.

Expenditures. This funding supports life-changing work, such as the creation of a beating heart (<http://www.ccvr.umn.edu/>) (see attached photo) and the formation of methods that could prevent the spread of HIV (<http://www.ahc.umn.edu/research/corridors/infectiousdisease/gml/index.htm>). Our faculty and graduates receive many national and international awards and recognition, including more than 20 who have received the Nobel Prize.

The University is also a recognized leader in international education, receiving the Simon Award for Campus Internationalization

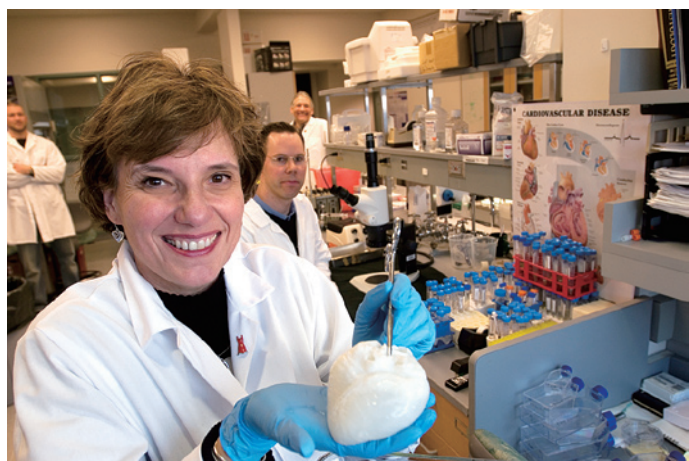
from NAFSA in 2009. Students participate in study abroad in record numbers and the University ranks 6th among research institutions with 2,347 students sent abroad in 2008-2009. In addition, almost 4,700 international students and 1,400 international faculty and scholars add diversity to the campus community. International education at the University extends beyond student mobility. A major priority is to increase international and intercultural opportunities for students on campus, in the community, and in the curriculum.

The Twin Cities campus is located along

the banks of the Mississippi River at the heart of one of the nation's most vibrant, diverse metropolitan communities. With a population of 2.8 million, the Twin Cities are the 16th largest metropolitan area in the U.S. Minnesota is home to the world-renowned Mayo Clinic and the headquarters of 21 Fortune 500 companies, including 3M, Medtronic, and Cargill. Faculty and students benefit from extensive partnerships with world-renowned health centers; international corporations; government agencies; and arts, nonprofit, and public service organizations.



The University of Minnesota, Twin Cities campus is located on the banks of the Mississippi River near the downtown core of the city of Minneapolis.



Dr. Doris Taylor, director of the University's Center for Cardiovascular Repair, has gained international recognition by creating a beating heart in the laboratory. Taylor hopes this process may one day make new donor organs.

Kasetsart University

Kasetsart University is a public university in Thailand, it was the very first university to offer post-secondary educational programs in agriculture.

Kasetsart University emerged initially in 1938 at Maejo Village in Chiang Mai as a unit of division rank of the Department of Agriculture and Fisheries of the Ministry of Agriculture with the name of Kasetsart College, literally meaning College of Agricultural Science. Its primary responsibility was offering three-year post-secondary educational programs in response to the personnel requirements of the Ministry of Agriculture. In 1939, it was transferred to the present location at the Bangkhen district in Bangkok, and the School of Forestry in Phrae Province was placed under its jurisdiction. The college offered post-secondary

education programs in agriculture, cooperative science and forestry.

On February 2, 1943, under the proclamation of the Kasetsart University Act B.E. 2486, the Division of Kasetsart College was detached from Department of Agriculture and Fisheries of the Ministry of Agriculture and transformed into a unit equivalent to a department of the ministry with the name Kasetsart University (KU). Faculty of Agriculture, Faculty of Forestry, Faculty of Cooperative Science, and Faculty of Fisheries were its primary structural units, and the University was authorized to offer post-secondary educational programs in crop production and animal husbandry, forestry, fisheries and cooperative science. Hence, February 2, 1943 has been officially designated as the foundation day of

Kasetsart University.



Kasetsart University has grown steadily and accomplished much through the years. It has become a comprehensive university highly recognized nationally and internationally. Kasetsart University have occupied 4 campuses namely Bangkhen, Kamphaeng Saen, Si Racha, Chalermphrakiat Sakon Nakhon Province, and Suphan Buri Campus Establishment Project. Moreover, the University has all together 17 research stations and 4 field stations in all regions of the country. Besides, in 2009, the University had been designated by Commission of Higher Education to be a National Research University. The University will celebrate its 70th anniversary in the academic year 2013.



Stellenbosch International Network Symposium

Robert Kotzé

**Director, Postgraduate & International Office
Stellenbosch University**

The Postgraduate & International office at Stellenbosch University has an established tradition of hosting an annual Stellenbosch Family Meeting (SFM) since celebrating our 10th birthday in 2003. This year the Family Meeting will be renamed the Stellenbosch International Network Symposium (SINS) and will be from 30 March to 5 April 2011.

The purpose of the event is to showcase the University's facilities and its beautiful surroundings to further strengthen the relationship with our partner institutions. It also serves as a platform to highlight what we have to offer to prospective partner institutions and to extend our gratitude to our

partners for the continued support that we receive from them.

The week is used to introduce partners to the structure of the University and give members of the management team the opportunity to share their vision and internationalisation strategy with our guests. A Study Abroad Fair is also held during this week, giving our partners the opportunity to entice local students to a semester or year abroad at their institutions. We also host an International Food Evening where our partners have an opportunity to meet with their students on campus as well as South African students.

The Stellenbosch International Network

Symposium (SINS) is not all work and no play... our guests are treated to various activities and excursions including wine tasting and visits to Cape Point, District Six and other local attractions.



The Stellenbosch International Network Symposium is an excellent opportunity for our partners to experience the beauty, culture and prestige of Stellenbosch University while reinforcing the relationship with our partners.



Comments from the International Forum

Tohru Uzawa
Nagoya University

It was a whirlwind of activities during the four days in Shanghai. Let me thank first the team at Shanghai Jiao Tong University who organized such a wonderful meeting, and the secretariat of the Academic Consortium 21 (AC21). To be honest, at first I had been quite sceptical about a rank and file professor joining such a prestigious meeting; every time I exchanged name cards, there would be a ‘vice’ or a ‘president’ in the title. To my surprise, I came back, after the sharing of viewpoints and discussions, with a heightened sense of what I may be able to do, and what should be done. Let me tease apart my mangled impressions into a resemblance of coherency.

The first question is: Is internationalization, or globalization that necessary? Is it just an artifact to please the administration, the bureaucrats? I would say: a resounding no! Back here at Nagoya University, it is not as convincing as it had been in Shanghai, but that is the reason why there should be more exchange of students, faculty members and administrators. The urgency can only be felt by being part of it. The phenomenal economic growth of Shanghai, which I hope will be painless, nevertheless suggests many profitable exchanges between economists, sociologists and civil engineers. If we want our students to be lead-

ers in any sense of the word, then I would like to see some of them go into lively debates, and fruitful collaborations to analyze possible situations.

We were also treated to a presentation on “Sustainable Rural Development” by Chulalongkorn University representatives in preparation for the upcoming Student World Forum in May this year. Chulalongkorn’s expertise in forest management is just wonderful. I would like to see some of our students participate in this discussion. At Nagoya University, we also have a group of historians, geophysicists and civil engineers looking at past natural disasters to provide solutions in ways that will last for centuries.

On another note, should we accept more foreign students? In truth, I would be happier to be on the sending side, not on the receiving side, but after all that I have heard from Ms. Picard at Adelaide, I think that it is actually worth the effort, not the least for the feed-back in pedagogy for our own students. Writing and exposition are acquired skills, for native speakers and non-native speakers alike.

On a final note, is it worthwhile to be in a club with such diverse universities? If we could live in a proverbial ivory tower, I would say no, definitely not. But as everyone has made the point — the Australian Universities in an especially cogent way at the forum;

we do not live apart from the societies that surround us.

I came to Nagoya University eight years ago, as a Principle Investigator for a fairly large grant (remember, we mathema-

ticians are paupers, not used to big grants), needing to increase the number of PhD’s, and having to find employment for them. Since there are far more companies than universities, it was natural to look at what mathematicians can do for small to mid-sized companies around Nagoya. In due course, I discovered that the vaunted Japanese manufacturing sector is not doing that well, and will surely be outpaced in time. Worse still, if the industry were to stick to automobiles, it would face an agonizing death. I was feeling strongly that there should be collaboration between small to mid-sized companies with universities, and lo and behold, just a chat with our colleagues at Adelaide reveals that they have expertise in co-operation with winemakers, the quintessential small to mid-sized company that can create a lot of value by properly realizing the potential of the terroir. The Greater Nagoya region (Tokai area in Japanese) is the top producer of Sake, Japanese rice wine, however, painfully few are in the business of creating great Sake. During a parting chat with the Chancellor of the Technical University of Chemnitz, I found that there is something going on in manufacturing in Germany, and some possibilities of collaboration between universities and companies with cutting edge technologies in order to move into new directions.

In this time of changes, I must say that I am very happy that Nagoya University is a member of AC21, to be able to share our experiences, failures and hopes; happy that there are so many ideas now waiting in line to be implemented



Upcoming AC21 Events

2011	May	Fourth Student World Forum, Chulalongkorn University Ninth Steering Committee, Chulalongkorn University
2012	June	Sixth AC21 International Forum, The University of Adelaide Tenth Steering Committee, The University of Adelaide Fifth General Assembly, The University of Adelaide
2013	[TBA]	Fifth Student World Forum, Tongji University Eleventh Steering Committee, [TBA]
2014	[TBA]	Seventh AC21 International Forum, Stellenbosch University Twelfth Steering Committee, Stellenbosch University Sixth General Assembly, Stellenbosch University
2015	[TBA]	Sixth Student World Forum, The University of Strasbourg Thirteenth Steering Committee, [TBA]

AC21 General Secretariat Activities (2010.10 – 2011.3)

2010	October 18–20	Attend 5th AC21 International Forum
	November 18	90th AC21 Office Meeting
	December 21	91th AC21 Office Meeting
2011	January 20	92th AC21 Office Meeting
	February 17	93th AC21 Office Meeting
	March 9-11	Attend APAIE
	March 17	94th AC21 Office Meeting
	March 29 – April 3	Visit Stellenbosch University



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 (Republic of South Africa)
The University of Adelaide (Australia)
The University of Freiburg (Germany)
The University of Minnesota (U.S.A.)
The University of Strasbourg (France)
The University of Sydney (Australia)
Tongji University (China)

AC21 Partners

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

Contact Information:

AC21 General Secretariat Nagoya University

Furo-cho, Chikusa-ku, Nagoya 464-8601 Japan
Tel: 81-52-789-5684/5686 Fax: 81-52-789-2045
E-mail: office@ac21.org
URL: <http://www.ac21.org>

**Visit our website
for the latest information!
www.ac21.org**