



AC21 Newsletter

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Social Investment Impact in Universities

James McWha
Vice-Chancellor and President
The University of Adelaide



Spending time recently in Asia and the United States of America caused me to reflect on the disparity of funding models for universities and attitudes towards philanthropy in different parts of the world. This critical nexus, between social investment and higher education, is complex and heavily influenced by the cultural and eco-political environment of the region in which each university operates.

American universities include some magnificent institutions with a historical reliance on traditional philanthropy and corporate sponsorship which, although now flowing at a reduced level, is still breathtaking. There is longstanding social expectation that ensures private sector support continues to underpin institutions ranging from community colleges to research universities. Sadly, this strong belief in benefaction has been eroded by environmental pressures, including the Global Financial Crisis, which has diminished the confidence of many universities and weakened their structures.

The story in Europe is not dissimilar. Universities are largely state-funded and, as a result in the UK, we see them struggling with annual student fees now rising to as much as £9,000 amidst the prospect of entire universities failing. The public response to the changing funding paradigm has been marked by student protests and widespread community outrage.

In contrast in much of Asia, we see significant public funding being directed to universities

bolstered by concurrent growth in private philanthropy. This reflects a genuine belief in the power and value of higher education as both a private and a public good. As a consequence, the development of institutions and the increasing level of participation is truly startling.

Here in Australia, private philanthropy is limited and the government, although enthusiastic, is somewhat constrained by the impact of natural disasters and the global economic climate. It also appears that both the government and the wider community are undecided about whether they might derive the social and economic benefits of higher education without paying for them!

At the same time all this is happening, we know that when the world is faced with the great challenges, whether climate change, food security, energy demands or social unrest, we turn to our universities for answers.

We should then ask ourselves; what price will our community pay for higher learning? What cost would we bear without it? Can we afford to compromise higher education and the development of new knowledge because of short-term economic challenges? Different countries appear to have different answers or perhaps they haven't given the question sufficient thought.

To me the conclusion is simple. Education is valuable both in itself as a driver of social well-being and as the major contributor to economic development. Investment in universities – from public and private sources – is the currency of innovation, creativity and advancement.

It is up to us as leading universities to demonstrate that the trust placed in us is justified and that we are willing to be the drivers of social development and economic growth.

The 9th AC21 Steering Committee Meeting Report

Yoshihito Watanabe
Director, AC21 General Secretariat
Vice-President, Nagoya University



The AC21 Annual Steering Committee Meeting (STC) was held together for the first time with the 4th AC21 Student World

Forum and hosted by Chulalongkorn University. STC meeting participants and observers had the opportunity to visit the impressive and centrally located Chulalongkorn University, as well as participate in an arranged campus visit and personally guided tour of our other AC21 Thai member, Kasetsart University. Participants also had the special honour of being invited to witness the Student World Forum Opening Ceremony and it was a pleasure to meet and chat with student participants from other AC21 member institutions.

The STC meeting was split into two separate meetings over two days. The first day focused on issues that required discussion, while the second day was reserved for reports on the upcoming AC21 events in 2012, 2013 and 2014. The STC meetings were attended by Chancellor Eberhard Alles and International Coordinator Katrin Schulz (Chemnitz University of Technology); Vice President Kua Wongboonsin (Chulalongkorn University); Myself, Vice President and Director of the AC21 General Secretariat, as well as six members of the AC21 General Secretariat (Nagoya University); Vice Provost Bailian Li (North Carolina State University); Section Chief Xu Jun (Shanghai Jiao Tong University); Pro Vice-Chancellor John Taplin (The University of Adelaide); and the Director of International Development Anton McLachlan (The University of Sydney). There were also six observer member institutions present includ-

ing Gadjah Mada University, Northeastern University, Stellenbosch University, The University of Strasbourg, Tongji University and the University of Minnesota for a total of 25 participants.

The following six items were on the agenda for 'Day One'.

1. Activity report for the past year
2. Recommendation of New Membership
3. Responsibilities of Members
4. Steering Committee Membership Terms
5. Special Project Fund Guideline Amendments
6. AC21 Schooling Project Update and Introduction to the UNAI program

1. The activities of the past year were reported by the AC21 General Secretariat including the attendance at APAIE in Taiwan, a visit to Stellenbosch University, a report of the successful candidates for the Special Project Fund for 2011, the AC21 Postal Vote Results, miscellaneous activities such as newsletter publication and financial reports.

2. The membership candidacy for a new member was once again brought to the agenda. After a brief discussion on the potential new member, it was decided that a final decision be postponed until later in the meeting. It was also pointed out that the process for new member selection may be too arbitrary and a more strategic approach be reviewed for future member inclusion. (A vote was later taken on the admission of the new member candidate. There were four votes for inclusion and three votes against. As the decision was not unanimous, the bid for membership was unsuccessful.)

3. The issue of "Non-active" members in

the AC21 was raised. Although a consensus could not be reached on the definition of "non-active members", nor the manner in which they should be dealt with, the need to clarify the Responsibilities of Members in the articles was agreed upon. It was also pointed out the optimum number of members for the AC21 had been previously set at 20 to 25. The General Secretariat and STC will continue to encourage non-active members to increase participation and it was decided that these issues will be discussed again at the next GA meeting.

4. The following terms for the STC were decided upon by all members: There shall be seven STC members; Nagoya University shall remain the only permanent STC member; Every four years, half of the STC membership shall change (three members stay, three members are up for renewal); All members may self-nominate or nominate other members for an STC term; STC members who wish to serve consecutive terms may resubmit their names for re-election at the end of their four year term; STC members who wish to withdraw will not submit their bid for re-election; STC membership shall remain on a voluntary basis; the STC election shall be held at GA meetings every two years. The following new terms shall be placed on the agenda at the next GA meeting for final review and approval.

5. The newly amended Guidelines for the AC21 Special Project Fund (SPF) were reported and included a new streamlined format and extended application period. A new focus was also placed on the objectives and aims of the SPF in order to increase submissions that promote the development of research and educational exchange between AC21 members. A new evaluation rank of

“NQ” or “Not qualified” was introduced to assess projects that do not meet the criteria of the fund and cannot be judged accordingly. Additionally, a maximum of two proposals per year was introduced.

6. a.) An update was given on the proposed AC21 Science and Technology Schooling project. Chulalongkorn and Kasetsart Universities have offered to act as hosts for this project and the estimated date will be spring 2013.

b.) An introduction was given on the United Nations Academic Impact Program (UNAI)

and the STC agreed to join as a “Partner Institution”. A report of the progress shall be made at the next GA meeting in 2012.

The meeting on “Day Two” started off with the passing over of the AC21 Presidency’s “ornamental trophy” from Shanghai Jiao Tong University to the University of Adelaide. The meeting also included the latest report on the upcoming International Forum to be held at the University of Adelaide from 12-15 June, 2012. The introduction for the AC21 Student World Forum 2013, to be held at Tongji University was also reported. The theme will be “Auto

Development and the City of the Future”. A final presentation was made by a representative of Stellenbosch University for the 2014 International Forum. The final dates for 2013 and 2014 have yet to be decided.

As a consensus was not able to be reached on some of the issues, the AC21 General Secretariat will continue working with STC members to devise new ways to ensure smoother running of the consortium and its future activities.



4th AC21 Student World Forum : Staff Report

Sheri Love Yasue
AC21 Project Coordinator
Nagoya University



The 4th AC21 Student World Forum (SWF) was held in Bangkok, Thailand in May and hosted by Chulalongkorn University. A total

of 63 students attended this forum, with 34 international students and 29 local students from both Chulalongkorn and Kasetsart Universities. The students came from 16 AC21 Member institutions and included 14 nationalities. Starting with the arrival of the students on Saturday the 14th and Sunday the 15th, the first official activity was a beautiful reception held in the open air comfort and splendour of the historical “Thai House”, a reproduction of traditional Thai architecture on campus. Also in attendance were the members of the AC21 Steering Committee who were visiting Chulalongkorn University to attend the 9th AC21 Steering Committee Meeting. Students not only met each other that first evening, but were also given the rare chance to meet university representatives from the AC21. Monday morning was the official Opening Ceremony of the SWF where students were able to hear opening comments by the President of Chulalongkorn University and the Director of the AC21, which focused on the value of participating in student focused international events and the contribution that it makes to a well rounded and comprehensive education. After the ceremony, students made a hasty departure to the lush countryside of Petchaburi Province, three hours south of bustling Bangkok, to study at the Huay Sai Royal Development Study Center. Students heard lectures and participated in hands-on agricultural fieldwork in the areas of “Soil Recovery”, “Conservation of

Water Sources”, “Forestry Development” and “Crop Cultivation Development”. Participants were able to witness firsthand successful examples of soil recovery, made necessary by the degradation and desertification of the once fertile local soil, due to unsustainable pineapple cash cropping plantations in the area. The bulk of the fieldwork on the first day focused on the planting of the hardy “Vetiver” grass in hardpan soil to prevent further erosion and to promote overall regeneration of the soil quality. The “soil”, or so it was called, was closer in appearance and texture to concrete. Students bravely took hammer and chisel to hand, and under the blazing sun, had turns planting some of the grass seedlings into the holes that were painstakingly opened up in the desertified soil. It was definitely hard work, but we could see, and were unquestionably left with a feeling that soil recovery *is* possible. This “miracle” grass proved that with the proper planning, policy management, dedication and time, seriously degraded soil can be transformed back into arable, fertile and profitable land once again. On the second day of the intense fieldwork study, the students moved on to forestry development, in particular focusing on the usage of water source recovery as a model. Students hiked in the intense heat to the top of a local hill where multiple reforestation methods were on display. A highlight of the fieldwork, many students appreciated the chance to meet local farmers and learn firsthand the successes of a “diversified farm” and the direct benefits of a sufficiency economy. Before moving back to Bangkok, students enjoyed a morning of leisurely sightseeing at the beautifully preserved Mrigadayavan Palace in Cha-am district, viewing the vast lush grounds and royal splendour of historical Thai architecture. Friday morn-

ing was back to the books and a serious reflection of what students had studied over the past three days. Keynote speeches were delivered to students on Friday morning at Chulalongkorn University Campus. The first was by Ms. Kamolinee Suksriwong, Director of the Foreign Affairs Group of the Office of the Royal Development Projects Board. She explained that the Huay Sai Royal Development Study Center is only one of approximately 4,000 ongoing projects around the country which help promote the concept of this economic theory. Associate Professor Thavivonse Sriburi, of Chulalongkorn University, stressed that one of the major issues facing developing countries today is despite the existence of clear and feasible policies on climate change, there is little actual implementation on the ground, so to speak. The third and final keynote speech, delivered by Associate Professor Jun Murase, from Nagoya University, cleverly focused on bringing students back to the original questions posed to them at the outset of the forum. Were they any closer to answering them? He asked each student how *they* could implement what they had learned during the forum in their own countries and encouraged them to keep thinking about ways to solve our common global problems. The mood became tense on the last day as students worked on their own final group presentations. After the successful afternoon of back-to-back presentations and academic pursuits behind them, students were treated to a buffet dinner cruise down the Chopraya River. Students were able to relax, sing and dance while they sailed by famous historical sites, beautifully illuminated along the river’s edge, sharing in the success of their presentations and the weeklong activities. For many, including myself, this was the first trip to Thailand, and the end of the forum

brought a strong desire to do some serious sightseeing after so many days of study. The final day was spent touring the exquisitely preserved Grand Palace grounds and the Royal Monastery of the Emerald Buddha (a national treasure), as well as a tour through the National Discovery Museum Institute's "Museum of Siam" for a comprehensive look at Thai history and culture through the ages. How can we label a SWF a success in the end? There were some surprises, some mi-

nor misunderstandings and some very strong bridges formed, filled with palpable emotion and excitement, and built across wide cultural divides. We brought the students together, but it was up to them to learn and grow from this unique experience. Thanks go out again to Chulalongkorn University, Vice President Kua Wongboonsin, Professor Manoj Lohatepanont, and all the staff, student volunteers and AC21 Members on the resounding success of the 4th AC21 Student

World Forum. It was very difficult for the students to say goodbye after their week together and I am certain that they will nurture their special bonds of friendship for many years to come.

The forum was also attended by Dr. Cao Jing and Ms. Claire Ge of Tongji University, who were hopefully able to return home with a wealth of new ideas for the 5th Student World Forum in 2013.



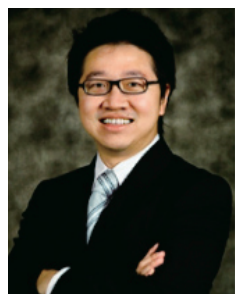
Grand Palace in Bangkok



Students during a fieldwork demonstration

4th AC21 Student World Forum : Staff Report

Manoj Lohatepanont
 Assistant Dean for International Affairs
 Chulalongkorn University



It was proven once again that AC21 is a live and dynamic grouping of global universities.

Chulalongkorn University is proud to be an active member of AC21. We were honored to be given the opportunity to organize the 4th AC21 Student World Forum (SWF) in Bangkok and Petchburi from 15 - 21 May, 2011. Careful planning and preparation began early on in order to ensure the best possible forum for AC21 students. After the success of the 3rd SWF, hosted

by Chemnitz University of Technology, we decided that for the 4th SWF we would try to double the size of the forum to increase participation from AC21 students and create a larger network. We are grateful that this proposal was supported by other member institutions.

The theme for the 4th AC21 Student World Forum (SWF)—“Sustainable Rural Development”—was selected almost two years in advance. This was a difficult decision back then because we wanted a theme that had impact, was relevant and, for the most extent possible, was of current interest. Even though the organizing committee was comprised mainly of faculty members and

staff from the Faculty of Engineering, we were compelled not to select an engineering related theme for two reasons: the 3rd SWF organized by Chemnitz University of Technology had covered that, and we wanted to broaden the pool of students participating in the event and create an interdisciplinary gathering. It was thus concluded that a topic in social science was best. Topics such as poverty gap, digital divide, and sustainability were discussed, as they are long term issues that are not likely to disappear quickly. We narrowed it down to sustainability and realized along the way that the organizers of the first two SWF's in Japan and France were probably thinking

along the same lines as they both focused on sustainable development. To differentiate our theme from previous ones, we decided to focus on rural development, which is very relevant to Thailand and many other developing countries.

Once the theme was selected, we had to decide on the format. Because the theme was about rural sustainable development, we thought that it would be more interesting for students to get hands-on experience and get to see real applications of the theory. The Huay Sai Royal Development Study Center was selected as our site because Chulalongkorn University has been actively involved in research and development in the area. In particular, Associate Professor Thavivongse Sriburi, who also served on the organizing committee for the 4th SWF, had devoted countless hours to the development of this center. There was also the added plus that we could stay overnight at a sea-side resort, perfect for leisure activities.

As this was a student forum, we involved volunteer students in the process as much as we could. The students were divided into five groups, each taking care of different functions such as team leading, catering, logistics, audio & visuals, and medical care. They were responsible for the preparation and daily operation before and during the event. The social networking site “Facebook” also played an important role early on as an online meeting place where students got to meet and greet each other before the event even began. A main staff coordinator took care of directing and supporting the students throughout the prepara-

tion as well as during the event.

Students began arriving and were greeted by intermittent heavy rain. We were fortunate, however, that rain did not interrupt any of our planned events during the entire week. The rain even stopped just long enough for us to take a joint AC21 Steering Committee and SWF group photo.

After the opening session, students traveled to the Bor Fai Residence, a seaside resort, and had ice-breaking activities along the beach in the setting sun. They quickly became close and many new friendships began.



For the next two days, the students got to learn and experience first-hand about the four themes of the forum—soil rehabilitation, water distribution, reforestation, and sufficiency economy. They were very eager to learn despite the searing hot weather. Students took turns to chisel pieces of hardpan soil from the ground to make room for planting the vetiver grass. They marched up and down the hill to see the real-life demonstration of the natural water distribution system designed to support reforestation efforts. Then they were split into two groups

to visit two farmers and took a tour around their farms, which exemplified the application of the “Sufficiency Economy” concept in sustainable rural development.

Despite the day’s hard work, students were able to find the energy and stamina to hang-out and bond along the beach long into the early hours of the morning. With these evening activities, as well as the social activities that we arranged for them, including a visit to Mrigadayavan Palace, a tour of the Grand Palace, and the Chopraya Cruise, students were sure to have ample opportunities to get to know each other and form bonds that we hope will last long into the future. It is this type of international networking, in addition to the knowledge and experience working in groups with international members, that we hope will serve the students well in the future as leaders in a global society.

Chulalongkorn University is very pleased to see the successful outcome of the forum, as well as to receive so much positive feedback and words of encouragement from participants and observing staff from member universities. We sincerely thank the AC21 and its members for the trust and honor bestowed on us. We reaffirm our commitment to the growth and development of AC21 as an important consortium of leading universities around the world.



4th AC21 Student World Forum: Student Report

Chulalongkorn University
 Rassadarie Kanjanabose
 Gadjah Mada University
 Ahmad Nasikun



It was such a great honor for us, being selected to represent our universities in joining AC21 SWF 2011, meeting friends from five different continents, a perfect miniature of global citizens. The knowledge and experience that we learnt from this forum can really develop our thoughts and behavior in many real ways, both relating to global friendship and to sustainable development.

In-line with “Sustainable Development” as the main focus of this SWF 2011, we thought that the four workshops at the Huay Sai Royal Development Center really provide a conceptual understanding of the Royal Project and hands-on experiences. Besides adding our perspectives, it also showed us the real process in sustainable development; actual learning outside classrooms. The Royal Development Center gives a great example of how Thai local wisdom (Sufficiency Economy, Vetiver grass, New Theory of Agriculture) can re-

ally help reduce their problems and increase their quality of life.

The group working really challenged our collaboration and leadership skills, in which we have to wisely position ourselves when we should show up to be a good leader and when we have to manage ourselves as a cooperative follower, especially during the preparation for group presentations and performances. It was even harder since we are from different countries with different cultures, majors, and level of studies, but it was amazing since everybody worked hard and contributed to make great results.

This forum also provided us a chance to explore multicultural and character diversities among participants. We enjoyed American modern dance and were amazed by Lao traditional dance. We learnt that Western students are more eager to share their opinions and learn new things, while Asian students tend to focus more on preparing and working hard for every activity. That cognition then led us to better tolerance and understanding among others, and therefore provided us with wiser ways in interacting with global communities.

All students’ activities in the forum, includ-

ing recreation, group performances, and the sightseeing programs, had tightened our friendships. We had lots of conversations, jokes, and discussions alongside those programs. We are glad that we had come to know all people in the forum and become friends. Even though we came from different countries with different cultures, departments, and ages, it did not matter since we all share the same world; friendship has no boundaries. We are now still in touch with many friends from different countries, and we hope we will meet each other again someday.

This friendship is really important for widening our global network, which is very significant for our future. Since youth is the iron stock for future leaders, if we can make friends with and understand each other, particularly those from very different backgrounds, we can make better partnerships for world peace, eradicating the hatred and discord we are now facing, caused by lack of cross-cultural understanding.

On this occasion, we would like to thank AC21 for giving us an incredible experience. It will stay in our minds as time passes by, together with the wonderful memories it brings.



Students enjoying the recreation activity



All participants held hands and sang “Heal the World”

4th AC21 Student World Forum: Student Report

Stellenbosch University
Lelani Mannetti



Due to the changes humanity has affected upon ecosystems, we currently face complex global challenges, such as resource depletion, climate change, famine and drought. Since both the natural environment and human societies are driven by complex dynamics, mitigating these challenges becomes an inherently difficult task. Academic networks, such as the AC21, hence try responding to such complexities by establishing common pools of knowledge, expertise, experience and platforms on which to exchange these. In particular, by initiating the Student World Forum (SWF), the AC21 affords students, as the future leaders and decision-makers, the opportunity to learn and exchange ideas on issues of international concern.

In May 2011, the 4th biennial SWF, under the theme: “Sustainable Rural Development”, was hosted by Chulalongkorn University, in Bangkok, Thailand. The forum allowed more than 60 students, from 14 countries and representing 16 universities, to come together and gain international experience by exposing them to this modern day predicament, from a global context. The general aim of the forum was for students

to network, while learning, hands-on, about rural activities and to discuss perspectives from their home countries. Sustainable rural development, a crucial element for developing countries, focuses on the development of infrastructure, rural economy as well as rural society and what better way to expose students to this, than to immerse them in the middle of such a rural setting.

Participants spent three days in the Petchaburi province, visiting the Huay Sai Royal Development Study Centre, gaining practical knowledge on matters surrounding soil restoration, irrigation techniques, reforestation initiatives and livelihood development activities aimed at bettering the quality of life of locals. During fieldwork, groups (comprising students from an array of disciplines; from Ecology to Engineering, Agriculture to the Arts) engaged directly with farmers and workers and examined, first-hand, the benefits of integrated farming. By practicing various agricultural techniques and producing a variety of goods, local farmers avoid land degradation caused by monoculture, while diversifying income and avoiding the pitfalls of market fluctuations. Where implemented, farmers potentially decrease operational costs, boost family income and can ultimately achieve financial security. This, under the philosophy of ‘sufficiency economy’, under-

pins many Royal Development Projects in Thailand and where practiced alongside due consideration, moderation and resilience, is fundamental to all aspects in life.

Team building activities (academic and non-academic), led to students not only becoming better acquainted, but also provided the opportunity to develop and improve interpersonal skills, with the workshop culminating in group presentations on sustainable resource development, resource use, and the technologies involved, on local and global scales. Most importantly, students all ended up as friends, and the goals of the forum, which were to facilitate international friendship, encourage the development of global mindsets and strengthen the AC21 network, were successfully met. On an individual level, the forum taught students to be more self-reliant, in a sustainable manner, encouraging them to develop their generic or ‘soft’ skills, alongside academic and leadership skills, by networking with individuals from various walks of life while living harmoniously with nature and within society.

The experience, however, would not have been as extraordinary were it not for the omnipresent smiles, unlimited generosity and cordial hospitality displayed by the hosts, and without the zeal of all the participants to learn and forge new friendships.



Mrigadayavan Summer Palace

4th AC21 Student World Forum: Student Report

Nagoya University
Nahoko Ieda
Shiho Kato
Hiroshi Kimoto



We three students attended the 4th AC21 Student World Forum, organized by Chulalongkorn University in Bangkok, as representatives of Nagoya University. We spent such a wonderful week that we will never forget, making friends with students from all over the world through the program.

The main theme of this forum was “Sustainable Rural Development”, and the workshops were held in Royal Huay Sai Development Study Centre, where we learnt about environmental destruction caused by mono-culture and large scale plantation management and the solutions for it. Being from Japan, we were very impressed, espe-

cially by the water management system for forest recovery, because Japan is very rich in water resources and we had never seen such a big attempt to manage it. We also learnt that economic development does not mean a temporary increase of income in cash, but that productivity needs to be maintained for the next generations. This idea is not only the case for rural areas in Thailand, but should be applied for other countries too, including an industrialized country like Japan. After a few days spent in workshops, we had group discussions and presentations on what we learnt. It was very interesting to discuss with new friends from different backgrounds and to learn how to take leadership, as we rarely have such an opportunity to do so in our own university.

The programs in the daytime were not the only successful ones; the recreation programs in the evenings were also interesting and fun. A Thai fashion show, German dancing, Chinese songs and other performances by 10 countries were all very exciting and enjoyable. A very special and impressive

incident happened when the students from Laos were singing “We are unity”. They took the hands of the audience sitting in the front row and invited them to dance. Then those students also took a new person’s hand and invited them, one after the other, eventually making one long line. Finally the last two students at the end of the line joined hands with each other to make one huge circle of students. Being in this circle made by all students around the world, we thought this scene symbolized the purpose of the AC21 Student World Forum. Lastly, we would like to thank all the people who were involved. The Chulalongkorn students who welcomed us with big smiles and gave us so much energy, the professors and staff who gave us meaningful lectures, the participants from all over the world who brought different backgrounds to the forum, and everyone we met in Thailand, we would like to say thank you to you all once again. The ‘hot-test’ week that we spent with lovely friends and delicious Thai foods is one of our most unforgettable and precious memories.



4th AC21 Student World Forum: Student Report

Stellenbosch University
Hanson Arthur



The idea of going to Thailand was “completely random” (courtesy a friend of mine), yet it fitted so well with what I’ve been doing, post BSc graduation, that I decided to give it a try. The PGIO (Postgraduate International Office) had advertised for interested students (and those whose work involved “sustainable development”) to apply for a bursary to Thailand. There, selected students would participate in the 4th AC21 Student World Forum themed “Sustainable Rural Development” under the auspices of the Academic Consortium for the 21st Century (AC21). When I was selected as part of three-man team (oh, two men, and a woman!) to attend the forum, I was at once happy and anxious – happy to be going to Asia for the first time and anxious about the prospect such an adventure held. Beyond these two states of mind, my passion for sustainable rural development held sway and I couldn’t wait for the day we would finally ‘land’ in Thailand! As expected, I needed to work on visa acquisition and other documentary requirements to enable me undertake my new adventure. Additionally, and as if to test my resolve to go to Thailand, it was within the same period required by the South African Home Affairs to renew my permit from my home country – where the Royal Thai Embassy has no offices. This threw me a whole

new set of challenges to surmount because the Thai Embassy in Pretoria required my physical passport before they could attempt to process any sort of visa to the renowned Kingdom. With the assistance of the PGIO, and at the nick of time when I had returned from my home country, I got my visa to Thailand! After several hours of flight, we got to Thailand, at the Suvarnabhumi Airport in Bangkok, to a warm reception by a group of Thai young ladies who had apparently been trained by a combination of culture and education to go the extra mile in making a great first impression on visitors to their warm country. Coming from Cape Town to Bangkok, we could not help but immediately noticed the change in weather, but I was no stranger to a hot and humid climate, as someone from tropical Africa south of the Sahara. There was something equally hot for my first day in Bangkok – the extra spicy Thai foods which we took during the evening. From my own judgment, Thailand takes spicy foods to the next level, beyond those of West Africa, to which I’m much accustomed. After such a warm and spicy welcome, we retired later in the evening to our modest, spacious and decent rooms at Chulalongkorn University, the host institution of the 4th AC21 Student World Forum. My curiosity surged when we had to start a 220 km journey from Bangkok to the Huay Sai Royal Development Center located in

the vicinity of the historic Mrigadayavan Palace, in Petchaburi Province. The name alone invoked inquisition. The beautiful beaches and nice accommodations offered a perfect scene for intellectual regurgitation of the events from our daily trips to sites of ongoing development projects in this province. For three days, we saw the damaging, almost irreparable impact of unsustainable agricultural practices on the land resources of the rural people. We saw efforts in water resource utilization and forestry development projects. Even more interesting was the triumph of technology over what had virtually become “concrete soil” (what the locals call “din dang”), reclaiming the soil back for agricultural purposes. We made the journey back to Bangkok to Chulalongkorn University to share perspectives on our collective experiences and deepen budding friendships. But we had returned to Bangkok not only to share perspectives, we had also returned to central Thailand and into its palaces and market squares where art and craft adorned beautiful buildings of ancient architecture, each holding a story of its own.

In the end, these images of Thailand, physical and philosophical, did not necessarily offer simple solutions to sustainable development. They offered more. They presented to me a new Third World development paradigm that will stay with me for several years and certainly shape how I perceive “development” for many more years to come.



4th AC21 Student World Forum: Student Report

The University of Adelaide
 Melissa Coventry
 Nikki Hebenstreit
 Amalia Sosrodiredjo



In May, we attended the 4th AC21 Student World Forum in Thailand. This year the forum topic was “Sustainable Rural Development”, with the participants therefore coming from a variety of disciplines (including Agriculture, Sustainability, Engineering, and International Relations). Approximately 60 students from countries including Australia, Austria, China, Germany, Ghana, Guyana, Indonesia, Japan, Laos, Moldova, Namibia, South Africa, Thailand and the USA met at Chulalongkorn University in Bangkok to learn and share knowledge from the perspectives of the various countries.

We had the opportunity to participate in fieldwork studies in a rural area south of Bangkok. There we observed sustainable development and farming techniques based around the four focus areas of soil, water, forestry and quality of life (the theory of “Sufficiency Economy”). It was particularly interesting to learn of the socio-political system and role of the Monarchy in initiating many of these development projects, from a Thai perspective.

Soil: Historical uses of chemical pesticides, fertilisers and cultivating mono-crop agri-

culture have contributed to soil degradation in some rural areas in Thailand. The soil becomes very dry and compacted losing the ability to absorb water to support crops and tree planting. Based on this condition, His Majesty the King has introduced an agricultural Royal Project to improve the quality of soil by planting Vetiver Grass. The roots of this grass grow down vertically and very deeply which helps to break down the compacted soil and bring in water and nutrition. The Royal Project is also introducing multiple crops to prevent soil depletion.



A plant is able to grow in compacted soil

Water resource development: Water resources are significant elements to sustain agriculture, forestry, human and industrial needs. Some rural areas in Thailand have experienced water shortages. Past ineffective management of water use or allocation was explained as one of the causes. His Majesty the King has introduced a Royal irrigation project using gravity systems from higher water reservoirs to lower water reservoirs. It allows water to run down naturally to other catchments for irrigation. The system of irrigation works by pumping water from a land reservoir 100 metres up to water tanks located on the top of mountain forests. The project spreads the water out using sprinklers to moisten the soil.



Reservoir at the summit to irrigate mountain forests

Reforestation: Begun nearly 25 years ago, it is estimated it will take 70 years in total to complete the King’s reforestation initiative. This community and government project is successfully revitalising the mountain forests of the province of Petchaburi, which once were completely destroyed by clearing for agriculture and trees used as firewood. However, this time around, the forest has been designed to support humans and to conserve the natural forest species long into the future. As the new forest system matures, stabilises and becomes its own ecosystem once again, the forest will be left to it’s own devices, with less need for human intervention.

We had a fantastic time learning more about sustainable rural development and about sustainability issues in the countries of the various participants. There was a general consensus overall, however, that one of the most important lessons taken from this forum was the value of international networking, as well as experiencing the extraordinary generosity of the Thai people and developing many new friendships.

APAIE Report, 2011

AC21 General Secretariat

The 6th Annual Asia Pacific Association for International Education Conference (APAIE) was held in Taipei, Taiwan at the National Taiwan University from 9-12 March, 2011. This event was attended by AC21 General Secretariat Deputy Director Nami Iwaki, AC21 Project Coordinator Sheri Love Yasue and AC21 Support Staff Miyuki Kanda. As in previous years, the AC21 shared a booth space with Nagoya University. Our booth was kept busy by many curious participants eager to learn more about the consortium, our specific goals and objectives and what role we play for our members. The theme of this year's forum was "Asia Pacific Education: Impacting the World" and the hosts did a wonderful job of setting the stage for both skill and knowledge building, as well as for the transfer of creative world-wide visions for the future of International

Education in Asia.

The AC21 delegation was able to connect with representatives from the University of Adelaide and Jilin University, as well as meeting new people which aids in creating potential connections in the future. The many workshops and presentations were definitely the highlight of the symposium, with most focusing their themes on "better practices", particularly on the skills needed to manage the ever increasing number of international educational events, collaborations and student exchanges, both within Asia and globally. Some interesting facts that came to light during the conference, according to one presentation, was the fact that of the approximately 3,000,000 students currently engaged in international education around the world, over 1,200,000 of them are from Asia. Another popular topic that

led many discussions was the prediction that as Asian countries continue to develop, Asian Higher Educational Institutions may soon begin receiving a larger portion of the world's international students. Will this prediction signal a possible future trend in the direction of student flows in the not too distant future, namely from West to East? Certainly only time will tell, however it is for this reason that the AC21, with its feet firmly planted in many countries around the world, attempts to help our member institutions navigate and understand global developments for a smoother transition in these quickly changing times.

Next year's APAIE event will be hosted by Mahidol University in Bangkok, Thailand and will run from 4-6 April, 2012.



NAFSA Report, 2011

AC21 Working Breakfast, Vancouver, Canada “Networking Worldwide” (Hosted by Chemnitz University of Technology)

Molly Portz
The University of Minnesota



It was a great pleasure to attend the AC21 Networking Breakfast hosted by Chemnitz University of Technology at the NAFSA conference

this year in Vancouver. I was a new attendee, as the University of Minnesota is a relatively new member, and I have recently assumed the role of coordinating our involvement with AC21. In addition to Chemnitz and Minnesota, members attended from North Carolina State University, the University of Strasbourg, Kasetsart University, the University of Adelaide, and Jilin University. Several attendees at the breakfast were together a few weeks earlier at the AC21 Steering Committee Meeting and Student World Forum hosted by Chulalongkorn University. It was productive for me to be together again with AC21 colleagues in such a short time and to have the opportunity to meet new ones. I also was fortunate to have two colleagues from my university’s Global Programs Office join me, so that they could network and learn more about AC21.

The agenda was very robust, including presentations from Dr. Eberhard Alles, Chemnitz University of Technology; Dr. John Taplin, the University of Adelaide; Mr. Rudolf Maly, Cisco Systems; and Dr. Jiro Takai, Nagoya University.

Highlights for me included: Dr. Eberhard Alles speaking about global networking, including criteria to evaluate new partners: specialization, compatibility, and visibility, as well as impressive strategies employed by Chemnitz to foster international collaborations. He presented a list of networking best practices that encompassed many of the activities of AC21. Later on the agenda, Mr. Rudolf Maly from Cisco systems, Education and Research, illustrated how technology could enhance global networking and support collaboration across borders.

Dr. John Taplin shared how the University of Adelaide collaborates with industry and international partners in areas of shared expertise, such as wine making, to advance research and create internship opportunities. He also mentioned that international education is the 3rd largest industry in Australia. For me, this highlighted that the U.S. could

do a better job of demonstrating the financial impact international education has on our economy.

Finally, Dr. Jiro Takai shared Nagoya University’s experience responding to the March 11 earthquake, tsunami, and nuclear disaster the day of, and the days, weeks, and months following. The earthquake response protocol and compliance is beyond impressive and unfathomable for those of us outside Japan. Other members bemoaned our ever-present challenge of simply getting faculty to report international travel so that assistance could be provided in case of emergency. We all have much to learn from Japan.

The Networking Breakfast was a great event to host during NAFSA because it’s convenient for AC21 member institutions already attending the conference. We should identify more opportunities to incorporate AC21 gatherings at other international conferences so we can continue to benefit from sharing in each other’s experiences.



AC21 Special Project Fund, 2011

Announcement of AC21 Special Project Fund (SPF) Results, 2011

The third round of applications of the AC21 Special Project Fund (SPF) closed on February 28, 2011. After detailed examination by STC members, the following two projects were accepted.

2011	Collaborative Computational Studies of Cellulose Degradation in Ionic Liquids for Biofuel Production	<ol style="list-style-type: none"> 1. Nagoya University (Representative) 2. Chulalongkorn University 3. Kasetsart University
2011	Design of Ligands for Extraction of $AU(CN)_2^-$ and $AuCl_4^-$	<ol style="list-style-type: none"> 1. Stellenbosch University (Representative) 2. Chemnitz University of Technology 3. The University of Sydney

The aim of the SPF 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 2011. Please look for their report in the next AC21 Newsletter, Vol.13.

AC21 will continue to encourage cooperative projects between members and applications for the SPF 2012. The AC21 General Secretariat looks forward to receiving your applications in the future.

Mark Your Calendars!

AC21
Academic Consortium 21
The Global University-Architect
of the New Century

<http://www.ac21.org/>

Chulalongkorn University
จุฬาลงกรณ์มหาวิทยาลัย
Pillar of the Kingdom

มหาวิทยาลัยเกษตรศาสตร์
Kasetsart University

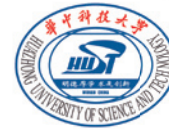
**AC21 SCHOOLING
PROJECT
IN ASIA**

Academic Consortium 21

**“GREEN SCIENCE
& TECHNOLOGIES
FOR
A SUSTAINABLE FUTURE”**

Late May 2013
Bangkok, Thailand

AC21 Member Introductions



Huazhong University of Science and Technology

Lin Pinghua
Executive Vice President



It is my pleasure to welcome all AC21 members to Huazhong University of Science and Technology (HUST) for cooperation and exchange. HUST is a national key university directly under the administration of the Ministry of Education of the People's Republic of China, and was founded after the merger of the former Huazhong University of Science and Technology, the former Tongji Medical University and the former Wuhan Urban Construction Institute. It is among the first universities to join the national "211 Project" and "985 Project".

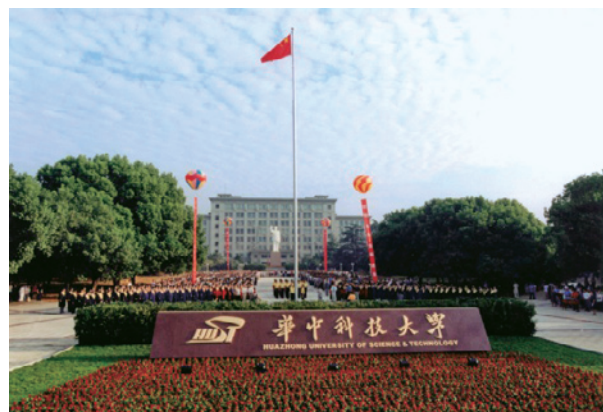
HUST is located in Hubei Province's capital city Wuhan, which is known as the thoroughfare leading to nine provinces.

The campus covers an area of over 4.67 million square meters with well-equipped facilities, picturesque environment and elegant surroundings, enjoying the reputation of a "Forest University". The university has over 1,000 professors, 1,300 associate professors, and 24 academicians. The full-time resident student number, including international students, exceeds 50,000. Relying on research strengths, the university boasts Wuhan National Laboratory for Optoelectronics and Wuhan National High Magnetic Field Center. The university is also home to five national key laboratories. In recent years, with growing social impact, HUST has enrolled more high quality students. Meanwhile, the graduates have been enjoying popularity among employers in the job market, and the graduate employment rate has reached above 95%. Dedicated to building a world renowned high-level university, HUST has entered partnerships

with over 100 institutions of higher education and research institutes. Every year more than 1,000 well-known world scholars and experts come to HUST for visits and lectures. Since 1983, the university has established collegiate collaboration with over 20 Japanese universities for academic and student exchange such as Tohoku University, Nagoya University, Kyushu University, Keio University, the Faculty of Medicine of Kyoto University, and the Faculty of Engineering of the University of Tokyo. HUST has also maintained close ties with industry such as Renesas Technology Corp., Tsuneishi Group and Fujitsu Limited.

HUST looks forward to welcoming all AC21 members!

International Exchange Center
eww@mail.hust.edu.cn
<http://english.hust.edu.cn/>



AC21 Member Introductions



Gadjah Mada University

Rachmat Sriwijaya
Head, Office of International Affairs



As the oldest in Indonesia, *Universitas Gadjah Mada* has maintained over six decades of pioneering, people-oriented innovations and, most importantly, educational leadership among the thousands of universities in the country.

Starting with only five faculties in 1949, *Universitas Gadjah Mada* now has over 70 regular programs offered in 18 faculties and two schools (graduate and vocational), with five International Undergraduate Programs (IUP) and numerous joint-education programs with both national and international partners. Albeit considerably young for the world university standard, you will agree that this university has come quite a long way.

Universitas Gadjah Mada aims to be a

World Class Research University which is excellent, independent, dignified, inspired by *Pancasila* (the state's five ideological principles), and dedicated to the needs and welfare of the nation and the world. The university further acknowledges that such a goal is not itself an end, but instead a means from which it shall aim higher. Improvement shall, therefore, be sought in this ongoing process.

Furthermore, consistent dedication to the community has harbored a certain distinction for *Universitas Gadjah Mada*, setting it apart from its national, even international, peers. Since its inception in 1949, the university has ensured that its lands and resources be accessible for all who seek knowledge; that each of its policies takes into high consideration the will of its stakeholders –i.e. the people– and, subsequently, bears for them significant advantages. Such high level of community-appreciation, which lands *Universitas Gadjah Mada* the title of the only “People’s University

(*Universitas Rakyat*)” in Indonesia, stems from the belief that global efforts can only be conducted maximally when there is harmony and cooperation within the university, which naturally includes the people in its surrounding area.

These qualities have accordingly rendered *Universitas Gadjah Mada* among the most prominent higher learning institutions in Indonesia, most especially in the execution of elemental aspects of university education, internationalization and social services.

He who wishes to improve needs only look to his elders. This value remains as the world constantly changes. Following 62 years of quality performance, *Universitas Gadjah Mada* is still worth modeling after; still the one to look up to.

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<http://www.ugm.ac.id>



AC21 Member Summer School Introduction



北京大學
PEKING UNIVERSITY

Peking University

This program integrates the best of Peking University's teaching resources and aims to provide a stage for communication and learning between global students. The goal is to develop students' global outlook and enhance their international competitiveness. The program offers ten content courses and one Chinese language course. The subjects of the content courses will be related to

philosophy, economics, public policy, sociology, culture, literature and music. During study at PKU, in addition to academic courses, students will also get chances to take cultural visits and experience social practices organized by Peking University. They will be able to fully experience the "Democracy and Science" tradition of Peking University and make linguistic and academic exchanges with PKU students face

to face, as well as experiencing the rich academic atmosphere and colourful campus life in a more direct way. The scheduled visits arranged by Peking University include both historical relics, such as Tiananmen Square, The Forbidden City, The Great Wall, and characteristic shows, as well as exhibitions, such as Beijing Opera. All of these activities would enrich their spare time and deepen their understanding of Chinese culture.

Program Name	Peking University Summer School International (International College of Chinese Language Studies)
Academics	All majors, open to all students
Education	Undergraduate and above (Non-Chinese citizens, ages 18–40)
Language(s) Used	Chinese and English (must prove English ability)
Duration	4 weeks in the Summer (usually July)
Application Deadline	End of April
Program URL	http://www.oir.pku.edu.cn/pkusummerschool/
Group Applications	Ms. Jiao Lu, summerschool@pku.edu.cn
Individual Applications	Mr. Weipeng Lin, linwp@pku.edu.cn



* Each new AC21 Newsletter will now showcase one member's Summer/Winter or Short Stay Program in detail. We hope you will treat this new addition to our pages as an opportunity to learn more about our members.

* Please visit our updated AC21 webpage which contains detailed information on member's Summer/Winter and Short Stay Programs at http://www.ac21.org/activities/summ_school/index.php. There are over 32 programs to choose from!

Essay Corner: From the General Secretariat

The Role of Universities and Their Networks for Sustainable Development

Akiyoshi Yonezawa
Associate Professor
Nagoya University

The eastern part of Japan experienced a historical disaster on 11 March, 2011, which continued on for many months. Nagoya University was not damaged directly because of the great distance (more than 400 km) from the core area hit by the earthquake, tsunami, and Fukushima Daiichi Nuclear Power Plant accident. These tragedies, however, raised a fundamental question across the whole country and world about the role of universities and university networks for the sustainable development of our global community.

Students and staff members of Nagoya University and others participated in various activities for supporting and encouraging the many people who suffered from the disasters. Some visited the damaged districts to remove the rubble and provide medical and community care. Others analyzed the disasters and published scientifically reliable information. Campaigns were raised for donations and the promotion of safe food products from the northeastern part of Japan. Some researchers from damaged laboratories were accepted temporarily by other universities, including Chemnitz University of Technology and Nagoya University.

We, the universities, are trying to create and utilize our knowledge for the global well-being through education, research and other services for society. As we are entrusted with excellent talent from society at large, it is our primary responsibility to contribute back to society through our academic and professional activities. This time, however, some have questioned the role of universities as to the exact meaning and future perspectives of our core activities, i.e. research and education. It is obviously undeniable that universities are highly involved in the design and usage of nuclear energy, in principle, for realizing an “environmentally friendly” and “sustainable” society. As for human resource development, a lack of leadership and management capacity was pointed out among national top leaders in Japan. Although the safety and information provision to the international students were, in principle, well considered inside and outside of the university community this time, there was still a critical view on the transparency of the information provided, especially for those who do not communicate in the Japanese language.

Now in Japan, there is a booming discussion on how to foster human resources who

can work actively in a globalized world. Communication skills in a commonly used language, such as English, are of course indispensable, as well as those generic or basic skills acquired through a university education. Adding to this, the ability to mutually understand colleagues of different backgrounds, and the skills to organize and lead a multi-cultural group is highly desirable.

I recently had an opportunity to discuss many things with students who participated in the 4th AC21 Student World Forum, held in May 2011 and hosted by Chulalongkorn University. It was, to be honest, beyond my expectations that many participants already held high communication skills in multi-cultural settings, and started to enjoy their friendships from the first encounter. I am confident that we may have a better future through the network among our young students of AC21 member universities. Every society has certain social tasks, and prospective universities are highly embedded in their own social contexts. There is no single answer on how to realize a better society through the knowledge and talent of our Academic Consortium 21. Do join our activities, and let us continue to discuss these issues!



Prof. Yonezawa (left)

Upcoming AC21 Activities and Events

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 (2011.4 – 2011.9)

2011	April 21	95th AC21 Office Meeting
	May 11	96th AC21 Office Meeting
	May 16	Kasetsart University Visit
	May 30–June 1	NAFSA Attendance
	June 16	97th AC21 Office Meeting
	July 21	98th AC21 Office Meeting
	September 22	99th AC21 Office Meeting



6th AC21 International Forum



**THE UNIVERSITY
of ADELAIDE**

12-15 June, 2012

The University of Adelaide

Australia

Theme:

**“Maximizing the Benefits
of Internationalisation”**





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 Minnesota (U.S.A.)
The University of Strasbourg (France)
The University of Sydney (Australia)
Tongji University (China)

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Toyota Motor Corporation

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