



AC21 Newsletter

Contents:

7th AC21 International Forum 2014 Report	1
12th AC21 Steering Committee Meeting and 7th AC21 General Assembly Report	4
New AC21 Member University of Canterbury	6
APAIE 2014 Report	8
NAFSA 2014 Report	8
1st FEALAC Academic, Universities and Science, Technology and Innovation Roundtable Report	10
2014 AC21 Special Project Fund	10
Announcement of 6th AC21 Student World Forum 2015	11
AC21 Member Introduction Peking University	12
From the General Secretariat	13
Upcoming AC21 Activities and Events	15
AC21 General Secretariat Activities	15
AC21 Members	16

7th AC21 International Forum 2014 Report

Science for Society – Higher Education as Builder of Hope

Robert Kotzé
Senior Director, Postgraduate & International Office,
Stellenbosch University



“The 21st century is an opportune time for humanity to overcome its divisions by focusing less on the things that divide us and more on our commonalities. And this network of ours can play a key role in this with its stated goals of promoting *mutual understanding*, encouraging *shared values*, and generating the knowledge required to *improve quality of life* for everyone in society.” With these words, the late Rector and Vice-Chancellor of Stellenbosch University, Prof Russel Botman, opened the 7th AC21 International Forum in Stellenbosch, South Africa.

The 4-day International Forum explored the successes and challenges facing higher education in the 21st century within the broader theme “Science for Society: Higher Education as Builder of Hope.” Considering “hope” as a substantial directive in Higher Education, the late Prof Botman presented the opening keynote address, in which he stated Universities produce knowledge for the public good – through research addressing

urgent needs, and by delivering graduates able to participate fully in the global knowledge economy. Hope in a Higher Education context becomes a radical concept, transforming the world through knowledge.

This notion of transforming the world through knowledge was carried through by the Forum’s keynote speakers. Prof Dr Hans Schiewer, Rector of the University of Freiburg in Germany, discussed his university’s approach to environmental sustainability, considering how postgraduate research projects, teaching and training models, faculty organisation and university management can promote sustainability within the institution but also in the world. Mr Ghaleeb Jeppie, Chief Director: International Relations at the Department of Higher Education and Training in South Africa, shared his insight and vision of an Internationalisation Strategy



for South African Higher Education. Prof Pascale Quester from the University of Adelaide explained the concept of co-creation, where university management and the student body work together to improve university structures, services and use of campus space. The closing keynote address was delivered by Prof Arnold Van Zyl, Rector of the host institution of the 2016 AC21 International Forum, Technische Universität Chemnitz. According to him, universities have an important role to play in the innovation chain and their continued relevance as innovation ecosystems requires balance between teaching, research and engagement.

The 2014 International Forum also provided platforms for joint and parallel sessions as well as panel discussions. The joint sessions focused on African scholarship: the role of foreign-trained PhDs in the developing

world, the participation of African scholars in major global research labs, and the PANGeA network as an example of how Stellenbosch University fosters excellence in African scholarship.

Delegates were also able to attend sessions that considered how Higher Education Institutions (HEIs) build curricula for community engagement, how study-abroad and other international academic mobility programmes can build bridges between divergent communities, the role of higher education in competitive industries as well as the role of technological advances and simulations in disaster management and climate change.

The broad International Forum theme also allowed for exploration of several subthemes and added a unique African characteristic and relevance, in particular during the panel discussion, in which four

African HEIs participated. An interactive platform was created: panellists deliberated on the barriers that African universities in particular are facing today: different languages owing to the colonial legacy and multitude of indigenous groups, university infrastructure and policy as well as governmental challenges and the high cost of travelling in Africa.

Collaboration among HEIs, not just in Africa but around the world, is necessary in response to societal need. The idea of collective impact, according to Prof Botman, “recognises that social problems have multiple causes – and multiple solutions – and that these are interrelated and interdependent. They cannot be addressed by uncoordinated actions among isolated organisations.”



Panel Discussion: Internationalisation at Higher Education Institutions in Africa – Perspectives from Four Universities in Africa

Christoff Pauw
Manager

International Academic Networks, Postgraduate & International Office
Stellenbosch University



Africa's higher education internationalisation to date has been shaped largely by north-south relationships with Europe and North America. Universities are typically connected with institutions in former colonising countries, with relationships usually cast in roles of benefactor and beneficiary, in capacity building initiatives. As a result, Africa does not have a long history of intra-African exchange or cooperation. So how is the landscape of internationalisation changing at higher education institutions in Africa? We invited four panellists to share their unique experiences of internationalisation at their institutions. To elicit an open discussion on the successes and challenges that African higher education institutions face in terms of internationalisation, they were each asked to respond to a specific theme:

- **Prof Agnes GATHUMBI**
 Director, Centre for International Programmes and Collaborations,
 Kenyatta University
Are there any meaningful developments in HE internationalisation in Africa?
- **Prof Roger RANDRIANJA**
 Vice-President (Teaching and Research),
 University of Antananarivo
What is the view on internationalisation from the perspective of Madagascar and

the University of Antananarivo – being an island nation, and a Francophone country?

- **Prof Richard TABULAWA**
 Dean, Faculty of Education,
 University of Botswana
Do African students consider a semester of study abroad as an option, and what can we do to encourage it?
- **Prof William OGARA**
 Director, Centre for International Programmes and Links,
 University of Nairobi
Please give us an overview of how your institution and the CIPL are planning to advance internationalisation.

The discussions that ensued reveal that student exchange has been a one-way movement of study abroad students from the north to Africa, while scientific cooperation has often meant that African partners merely collect data or samples while their collaborators in the north perform the analysis and produce new knowledge.

This, coupled with the fact that institutions have had limited human resource capacity and limited funds to support internationalisation initiatives, has meant that many African institutions rarely initiated their own international relationship strategies. They had little connection with institutions in other African countries and international relations mainly served to raise income.

Increasingly, students are beginning to move across African

borders to study at neighbouring institutions. Over the past decade there have also been more concerted efforts by academics, by institutions and by some funding agencies to encourage intra-African collaboration. This is creating opportunities for the two-way mobility of students and for multi-partner academic cooperation in south-south and south-south-north consortia. African institutions now find themselves at the starting phase of a rapid expansion of internationalisation. Many are responding to this by establishing international offices and formulating internationalisation policies with an emphasis on contributing to knowledge generation and creating opportunities for their students to spend periods abroad.

Panellists discussed the barriers their universities are facing in their processes of internationalisation. Owing to the colonial legacy and the wide array of indigenous groups, African institutions are often separated due to language, and what is often found is somewhat of a divide between Lusophone, Francophone and Anglophone Africa.

Structural challenges, in the context of university infrastructure and bureaucratic delays, as well as governmental challenges and the high cost of travelling in Africa, can further impede the progress of internationalisation in Higher Education.



Madagascar's Perspective on the Internationalisation of Higher Education: Overview of the University of Antananarivo

Roger Randrianja
Vice-President (Teaching and Research)
University of Antananarivo



Madagascar is confronted with economic and political crises that have significantly affected the country since 2009. Universities, in particular, face the additional challenge of gaining autonomy from the state, as university budgets are subject to strict control by the State. Coupled with this, the exorbitant cost of new technologies (ICT in particular) also hinders the growth of international networks, which is important for the University of Antananarivo (UA), one of six public universities in Madagascar. UA considers internationalisation as a means to an end. African higher

education institutions today cannot remain marginalised from the phenomenon of the internationalisation of higher education, characterised by the progressive harmonisation of teaching programmes, degrees and levels of study. At Antananarivo, although the size and budget of the office for international relations are limited, more than 30 partnership agreements have been established with foreign universities.

In our Strategic Institutional Development Plan, we have integrated a policy to further improve the consolidation of internationalisation activities at our University. Among the important aspects for the UA as an African island are the promotion of linguistic programmes to bridge the language divide, financial management autonomy from the State and engagement in international collaboration projects and higher education standards, ranging from

research collaboration and participation in strategic consortia to promoting student and staff mobility, and the adoption of the LMD system in the teaching structure.

Consortia such as AC21 and its International Forum provide sound platforms for networking, allowing various institutions that might otherwise not have engaged in deliberations on best practices in higher education worldwide to collaborate, form new partnerships and augment their own international profiles.



Report on the 12th AC21 Steering Committee Meeting and 7th AC21 General Assembly

Ayako Ido
Associate Professor, Nagoya University
AC21 Project Coordinator, AC21 General Secretariat

On April 13 (Sun) and 15 (Tue), 2014, the 12th AC21 Steering Committee (STC) Meeting and Seventh AC21 General Assembly (GA) were held at the Spier Conference Centre in Stellenbosch, on the outskirts of Cape Town in the Republic of South Africa. These meetings took place on

the first and third days of the Seventh AC21 International Forum, which was hosted by AC21 member Stellenbosch University, and was held at the same time in the same location.

Representatives (vice-presidents/faculty/international affairs staff) from 14 of the

19 AC21 member universities took part in the STC Meeting: seven from the STC member universities, and seven attending as observers.

The following seven agenda were raised at the STC Meeting: 1) Report on the AC21 General Secretariat's activities for

the year; 2) Financial report on the 2013 AC21 International Graduate Summer School; 3) Implementation report on the 2013 AC21 Student World Forum; 4) STC membership rotation procedures and AC21 Article changes; 5) Selection method for host of Ninth AC21 International Forum (2018); 6) Recruitment strategy for new AC21 members; 7) Application from the University of Canterbury (New Zealand) as a new AC21 member.

1) In the report on the AC21 General Secretariat's activities for the year, first a report was made on the joint booth AC21 exhibited with Nagoya University at the annual Asia-Pacific Association for International Education (APAIE) conference. Next, reports were given on reciprocal visits and joint research among member universities; the projects selected for the AC21 Special Project Fund, which offers financial support for joint research between multiple member universities; issuance of the AC21 newsletters; sending of AC21 monthly reports; 2013 settlement of accounts; and financial plans for 2014.

2) A financial report was given on the 2013 AC21 International Graduate Summer School, followed by 3), an implementation report (including financial report) on the 2013 AC21 Student World Forum. Both reports were approved by the STC.

4) Submission to the GA of the proposals made by the AC21 General Secretariat regarding STC membership rotation procedures and AC21 Article changes was approved by the STC.

5) The STC approved submission to the GA of the proposal, that the host university for the Ninth AC21 International Forum (2018) would be the university with the most votes of support, with one representative voting from each member university attending the GA; the STC also approved submission of the proposal made in 6), a plan to recruit of universities from the Central-South America region, where we do not yet have any member universities.

7) STC approval was given to the AC21

membership of the University of Canterbury, New Zealand.

Representatives (presidents/vice-presidents/faculty/international affairs staff) from 15 of the 19 member universities, as well as a representative of the University of Canterbury (as an observer), attended the GA held on April 15. In addition to the seven agenda raised at the STC meeting, preparation progress reports were given by the host universities of main AC21 events to be held in the next three years.

At the GA, continuing agenda 1) to 3) above, preparation progress reports were given by the University of Strasbourg and the University of Freiburg on the 2015 Student World Forum; by Technische Universität Chemnitz on the 2016 International Forum; and by Gadjah Mada University on the 2017 event aimed at students.

Following this, based on the proposal made by the STC in 4) above and approved at the GA regarding STC membership rotation procedures and AC21 Article changes, an election for STC membership was held (term: four years from the 2014 GA to the 2018 GA). As a result of the election, the Technische Universität Chemnitz, University of Adelaide and the University of Freiburg were selected. Therefore, including the three universities whose term of office lasts until the 2016 GA (North Carolina State

University, Shanghai Jiao Tong University and Stellenbosch University), and Nagoya University, which does not have a term of office, the STC members comprised a total of seven universities.

The proposal regarding selection methods made by the STC in 5) above was approved, and, as a result of the election, the host university of the Ninth AC21 International Forum (2018) was determined to be Jilin University (China).

The AC21 membership recruitment strategies in 6) above were proposed by the STC, and the GA also agreed with the plan to recruit universities from the Central-South America region.

Regarding 7) above, it was reported that AC21 membership for the University of Canterbury had been approved by the STC, and it was officially determined at the GA that the same university would be an AC21 member.

Entering the 13th year since AC21 was established, various initiatives that make membership of the Consortium a valuable thing have increased, such as the implementation of joint research and joint degree programs among member universities. The human networks and the trust created among member universities during this time are supporting these initiatives. With the holding of new events



like the International Graduate School and the increase in the amount of financial support for joint research through the AC21 Special Project Fund, we strive to provide an ever-improving environment in which research and educational activities can develop among AC21 member universities. These meetings gave us an opportunity to get a sense of the member universities' willingness to work together to raise our value as a consortium by broadening the scope of AC21 activities and enriching the content of existing events.



New AC21 Member

University of Canterbury

Hamish Cochrane
Deputy Vice-Chancellor (Academic and International)
University of Canterbury



The University of Canterbury (UC) has a proud place in the history of Christchurch, New Zealand's largest city in the country's South

Island, and will play a vital role in the city's future.

This role includes educating future leaders, and knowledge creation through its academic and research activities. It also makes a significant economic contribution as one of Christchurch's largest employers, and through the thousands of students it attracts to the city. Between 2013 and 2023, UC will contribute up to \$15 billion to the region's economy.

The University was established in 1873, making it New Zealand's second oldest university. Originally located in the central city, the University is now located in the suburb of Ilam in 87ha of park-like

surroundings.

It is ranked in the top three per cent of the world's universities and remains the only tertiary institution in New Zealand to have a five-star rating from the international university ranking research company QS. This year, QS also ranked UC 19th in the world in civil and structural engineering – one of the highest ranked programmes offered in New Zealand.

While UC has particular strengths in science and engineering, it prides itself on a broad, world-class learning programme. It has 16 disciplines ranked in the top 200 in the world, including education, law, geography and

history rated in the top 100. Last year, UC improved its world rankings in mechanical, chemical and civil engineering and in environmental sciences and modern languages.

For 140 years, the University has been producing graduates who have the skills to make an informed and genuine contribution to local, national and international communities. Their ideas and drive,



thinking and actions have been a catalyst for positive change. From physicist Ernest, Lord Rutherford, crime writer Dame Ngaio Marsh and prominent New Zealand politicians Sir Apirana Ngata to current New Zealand Prime Minister John Key, UC graduates have used their skills and learning to challenge and question the status quo to make an enduring contribution to their communities, thereby delivering the vision of “people prepared to make a difference”. This ability to think critically and contribute effectively is enhanced by the real world learning experiences UC students have access to outside of laboratories, libraries and lecture theatres. The University has an extensive network of field stations, more than any other university in New Zealand. This includes the internationally renowned Mt John Observatory in Tekapo, field stations in the sub-Antarctic Snares Islands and Antarctica, and a field station in Nigeria as part of the Nigerian Montane Forest Project. UC has a number of international partnerships and the unique Erskine programme, which sees more than 70 visiting scholars visit UC every year, opening up a global world to students and staff.

UC students graduate with degrees relevant to their chosen path. Work integrated learning is a part of UC degrees and is a

response to employers’ needs for attributes in graduates above and beyond academic achievement, and also in response to students’ desire for more integrated learning opportunities as part of their tertiary study. UC is determined that students will graduate:

- Ready for professional life as employees, innovators and entrepreneurs
- Actively engaged in communities
- With international experience and connections
- Prepared to play their part in a bicultural society and multicultural global environment.

The UC campus is currently undergoing an extensive revitalisation programme aimed at creating a 21st century learning environment, and one that produces outstanding graduates in all disciplines, be it arts, business and law, education, science or engineering. The revitalisation will create a brighter, newer campus, one that is more stimulating for students and staff who work, study and socialise in its environs.

The revitalisation programme was spurred by the earthquakes of 2010 and 2011, which provided an opportunity to transform campus while also remediating it. Buildings will be made newer and fresher, incorporating new technological enhancements and better infrastructure. It’s

a chance for the University to create spaces that will inspire and stimulate all those studying and working at the University, and will reposition UC well into the future.

The University also received commitment from the New Zealand government for an investment of up to \$260 million for two major developments in science and engineering. The Regional Science and Innovation Centre project will see the creation of an international centre of excellence in science. Planning is also under way on Canterbury Engineering the Future, a \$145 million expansion and modernisation of College of Engineering facilities.

As a research-led institution, students at all levels of the University are taught by staff who are actively engaged in generating new knowledge and who are scholars in their chosen fields. For the University of Canterbury, it’s all about an investment in people, scholarship, in ideas and in facilities at a time and in a community where it has the greatest potential to make a difference. As the newest member of AC21, UC will be seeking to form new relationships and to strengthen existing relationships to enhance the opportunities that are available to our students and staff to make a difference in their chosen area of study and research.



APAIE 2014 Report

The AC21 General Secretariat operated its annual shared booth with Nagoya University at APAIE 2014, held in Seoul from March 17 to 20. As usual, many APAIE participants visited our booth, where we introduced AC21 and publicized its upcoming events. AC21 members Chulalongkorn University, Jilin University, Kasetsart University, the University of Minnesota, and North

Carolina State University attended APAIE, and we had the chance to talk with all of them about the International Forum, which was to be held the following month, as well as future activities; so we were able to spend a very productive time. In comparison with last year's APAIE, the number of registered attendees was slightly less, at around 1000 people, but the venue was overflowing with

energy. From now on, the AC21 General Secretariat will continue to create such opportunities to actively meet member universities outside the Steering Committee Meetings and General Assemblies to exchange information, and continue to work for the further development of AC21.



NAFSA 2014 Report

Networking at its Best

6th AC21 Working Breakfast held on the occasion of the NAFSA Conference

Katrin Schultz
Chancellor's Assistant
Technische Universität Chemnitz



Networking at its best – this has become a traditional characteristic of the AC21 Working Breakfasts, organized by Technische Universität Chemnitz on the occasion of the NAFSA Conferences, since the first time in Washington, in 2008. This year, the AC21 Working Breakfast was held for the sixth time on May 27, 2014 in San Diego. More than 15 delegates from AC21

member universities, i.e. Nagoya University, University of Minnesota, North Carolina State University, Stellenbosch University and also the University of Canterbury, New Zealand, which recently joined the AC21 network, discussed how to further develop and enhance cooperation between the members.

The organizer, Technische Universität Chemnitz, was represented by its Chancellor, Dr. Eberhard Alles, by Prof. Dr. Lothar Kroll, Dean of the Faculty of

Mechanical Engineering and Speaker of the Federal Cluster of Excellence “MERGE Technologies for Multifunctional Lightweight Structures”, by its AC21-Coordinator Katrin Schulz, and by the Head of the International Office, Dr. Wolfgang Lambrecht.

After being welcomed by Dr. Alles, the Chancellor of Technische Universität Chemnitz, the delegates immediately got an impression of the great abilities and perspectives of modern technologies by listening to a long-distance presentation from Tokyo by Rudolf Maly, Head of Unified Access Sales EMEAR of Cisco Systems Inc., who introduced them to the newest ways of virtual networking and interaction with the potential to revolutionize teaching and learning in higher education by the creation of a “Mobile Campus” or an “Interactive Auditorium” accessible by anyone from anywhere for anything at any time. As an example of an already successful implementation of this new generation of technologies, Mr. Maly cited the “Center for IT Enhanced Research & Education” established in cooperation with Cisco Systems at Technische Universität Chemnitz, which allows students and professors to form “Virtual Training Groups” through the use of web conference software. As AC21 member universities are spread across all five continents, this could be a model for close interaction in spite of great geographical distances.

Following this, the Head of the International Office of Technische Universität Chemnitz, Dr. Lambrecht, talked about “Pathways to Globalization – Experiences with an increasing number of students from abroad”. At the beginning he presented charts showing that the number of international students at Technische Universität Chemnitz has nearly tripled in just a few years, reaching a recent ratio of

about 15% of the total number of students. In response to that development, services for advice and support of international students at Technische Universität Chemnitz were optimized, cross-linked and enhanced thanks to the establishment of a constant and continuous “service flow”, in order to gain international “ambassadors” from among international students who have enjoyed an academically successful and personally enriching stay at Technische Universität Chemnitz.

In the next presentation the Dean of the Faculty of Mechanical Engineering of Technische Universität Chemnitz, Prof. Kroll, introduced the new English-speaking Master’s degree program, “Merge Technologies for Resource Efficiency”, within the Federal Cluster of Excellence MERGE, which is unique in its field in Germany. The degree program will start in the winter term of 2014/2015 and aims to bring together not only technologies but – and above all – international and German students. For this reason the English-speaking lectures are complemented by lectures in German in the advanced stage of students’ studies. Furthermore, the students will have the opportunity to select different modules according to their needs and interests. The Chancellor of Technische Universität Chemnitz, Dr. Alles, recognized the great potential of this new degree program to serve as a “role model” for the further enhancement and deepening of cooperation within the AC21 network, not only in the area of student exchange but also by integration and use of new teaching and learning technologies (i.e. blended learning).

Finally, Nagoya University presented its “Global 30 Program”, which is part of a national program to expand the offer of English-speaking degree programs at Japanese universities in order to reach

the objective of raising the number of international students in Japan to 300,000 by 2020. In this context, Nagoya University aims to nearly double the number of international students from 1,800 to 3,000 by 2020. The English-speaking degree programs at Nagoya University include a wide range of fields, from automotive engineering via biology, chemistry and physics to social sciences, and are open to exchange as well as degree-seeking students from abroad. Despite some challenges met at the beginning due to the great earthquake in 2011, the number of students in the “Global 30 Program” of Nagoya University has continuously grown to a current number of 630, with a ratio between international and Japanese students of about 50:50. As the objective of the Japanese “Global 30 Program” is not only to attract more incoming students but also to enhance the outgoing mobility of Japanese students by offering scholarships, Nagoya University invites all AC21 member universities to participate in this program in both ways by sending their students to Nagoya and by receiving students from Nagoya at their institutions.

The interesting opportunities presented for further intensifying collaboration, and the fruitful discussions among the delegates, show that the 6th AC21 Working Breakfast was once more a great success, serving as an important step to promote the network and to foster cooperation and exchange between its members. It is even more important for new members like the University of Canterbury to get an overview of all the activities and opportunities offered by the network. Technische Universität Chemnitz as organizer would like to thank all the participants in the AC21 Working Breakfast, and is very much looking forward to the next great event – the upcoming AC21 Student World Forum at Strasbourg in 2015.

Report on the 1st FEALAC Academic, Universities and Science, Technology and Innovation (STI) Roundtable

Prof. Yoshihito Watanabe, a director of AC21 General Secretariat, was invited by Ministry of Education in Thailand to speak in the session, “Best Practices on Establishing Academic/Research Network” at the 1st FEALAC Academic, Universities and Science, Technology and Innovation (STI) Roundtable held in Bangkok on August 20, 2014. This roundtable was one of the side events of the 15th Senior Officials Meeting of FEALAC (Forum for East Asia – Latin America Cooperation), which is an association to discuss and enhance political, economic and cultural cooperation between 36 member countries in the two regions. A total of approximately 120 participants attended the session, comprising of ambassadors, officials of Ministries of Education and Ministries of Foreign Affairs, faculty and administrative staff of universities and research institutes in the two regions.

At his speech, Prof. Watanabe introduced AC21 and its activities, and what impact were brought about by the strengthened network among member universities, and these networks are contributing to

the internationalization of the member universities using Nagoya University as an example. His presentation received high attention and the AC21 was recognized as one of the best practices of academic and research network initiated by universities.

In addition to Prof. Watanabe’s presentation, Dr. Choltis Dhirathiti, Deputy Executive Director of ASEAN University Network (AUN), and Dr. Orlando Delgado, Coordinator of the Latin American Higher Education Area, Unión de Universidades de América Latina y el Caribe A.C. (UDUAL), introduced their academic/research networking organizations and goals. Importance of building networks around issues of interests and strength of each university through FEALAC rather than building geographical-based academic network was emphasized

during the session. Participants confirmed that universities are taking leading roles in initiating the cross-regional collaborations. This was a great opportunity for AC21 to promote its profile in East-Asia and Latin American regions, enabling us to expand our cross-regional networks and to foster academic collaborations. The AC21 General Secretariat will continue to seek such opportunities for AC21’s further development.



2014 AC21 Special Project Fund

Application for the 2014 AC21 Special Project Fund (SPF) closed on January 31 this year, and two projects were selected by review of Steering Committee members. All applications showed unique and strong potential for research, and the competition for funding awards was particularly intense. The selected projects are “*International Workshop on Application of CFD Technology in Innovative Nuclear Power Plant Design and Safety Analysis*” proposed

by Shanghai Jiao Tong University, Nagoya University, North Carolina State University and Xi’an Jiao Tong University; and “*Pilot Project: Creating Greater International PhD Student Mobility through Short Term Exchange Opportunities*” by the University of Adelaide, Nagoya University, and the University of Freiburg.

The AC21 SPF invites applications from November to January every year. An eligible project should stimulate international

collaboration and have the potential to be developed as an ongoing AC21 project contributing to the fields of research, education, management and international exchange. Participation of researchers and students from more than three respective universities from at least two countries are required as the AC21 SPF’s main objective is to facilitate a wider network for academics and enhance the development of AC21.

6th AC21 Student World Forum 2015

Supporting the AC21 Student World Forum 2015

Katharina Aly
 Director, International Office
 University of Freiburg



Our close partner, the University of Strasbourg, will host the AC21 Student World Forum 2015. We will support this event with its main topic of

cross-border cooperation, with one day of the Student World Forum to be held at the University of Freiburg. This is possible because both universities, despite being in two separate countries, are only 65 km apart. The close cooperation between the two universities across borders is a good example of how the policies of the European Union and also of Germany and France shape political geography and reduce the meaning and importance of national borders. The University of Freiburg was founded in 1457 by Archduke Albrecht VI., with the city of Freiburg belonging to the Austrian empire at the time. With its four faculties of Theology, Law, Medicine and Philosophy it was considered a comprehensive university. The main objectives were the education of priests and administrators. 557 years later, the University of Freiburg

still considers itself a comprehensive university, with 11 faculties and 25,000 students. Today the university covers humanities, law, social sciences, and natural sciences, as well as medicine and engineering for the twenty-first century with computer science and microsystems technology. One of the things that has remained the same over the centuries is the fact that the university still owns vineyards and produces its own wine.

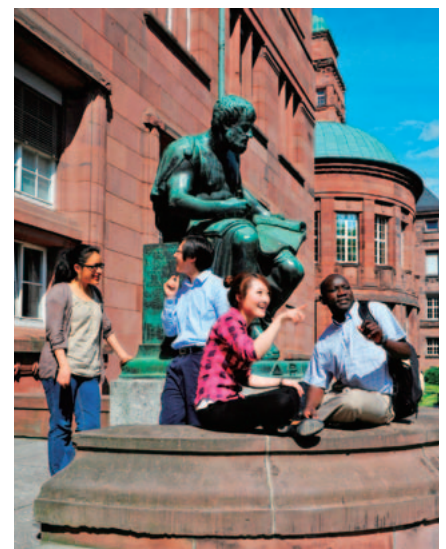
Over the past few decades, the city of Freiburg has become known as a pioneer for sustainability within Germany and far beyond. Apart from science and technology, municipal policy and responsible citizenship, factors such as culture, climate, and landscape coupled with lifestyle and quality of life, complete the profile of the “Green City” and make it a magnet for creative minds, investors and tourists from all over the world. As an example, today nearly 28% of the traffic in Freiburg is made up of bicycles, and many roofs are covered with solar cells in this warmest area of Germany.

Not surprisingly, cross-border cooperation and sustainability are the focus for the Student World Forum’s day at the University

of Freiburg. We want to show that cross-border cooperation is not only occurring between the member states of the European Union, but is also deeply affecting the everyday life of the citizens and in our case of students and researchers as well.

There is of course more to explore in the regions of Alsace and Baden, the beautiful Rhine valley with the Vosges mountains on the one side and the Black Forest on the other side, dotted with vineyards, farms and small villages offering a high quality of life for residents and visitors from all over the world. You may be sure that the high quality of life is an important consideration for our international students, PhD candidates and researchers; but our scientific quality is still the determining factor!

After events held in Asia and South Africa we are very much looking forward to welcoming the participants of the AC21 Student World Forum and the members of the Steering Committee (which will hold its annual meeting parallel to the Student World Forum) in the “heart of Europe”!



AC21 Member Introduction

An Introduction to Peking University

Founded in 1898, Peking University was originally named the Imperial University of Peking. It was the first state-run comprehensive university, as well as the supreme administrative organ for education in China at that time. In May 1912, the University adopted its present name. In 1952, to meet the reform demands of the country, Peking University became a key national university focusing on both humanities and sciences, with an added emphasis on research. In April 2000, Peking University and Beijing Medical University merged, totally changing the composition and diversity of the university. In 2005, the School of Engineering was reconstructed. Today, Peking University includes natural sciences, applied sciences, engineering sciences, and medical sciences, as well as humanities, social sciences, management

sciences, education studies, foreign language studies, and a variety of other fields, and has become a comprehensive institution of higher learning in China.

There are around 38,000 students currently attending Peking University. The University comprises 53 schools and departments, 360 institutes and eight affiliated hospitals. Moreover, it offers 120 specialized subjects for undergraduates, 242 specialized subjects for Master's candidates, and 212 specialized subjects for Doctoral candidates. In addition, there are 81 national key academic disciplines and 35 post-doctoral research stations. The teaching faculty is composed of about 4,294 professors and associate professors, including 63 academicians of the Chinese Academy of Sciences, and nine academicians of the Chinese Academy of Engineering.



Peking University is an increasingly internationalized university. By spring 2014 alone, around 2,540 degree-seeking international students from over 115 countries were studying at Peking University. In the meantime, many heads of state and celebrities also paid visits to the beautiful campus. When the University celebrated its centennial in 1998, over 40 heads of state visited Peking University and delivered speeches. Distinguished guests also include Nobel Laureates and presidents of prestigious institutions, whose visits further connect Peking University to the rest of the world and promote its academic cooperation worldwide. Currently, Peking University has established relationships with 384 institutions from 61 countries and regions. Supported by the Chinese government, Peking University is now embarking on an exciting journey to become a world-class university in the twenty-first century.



From the General Secretariat

Hideki Kasuya

**Associate Professor, School of Medicine/Graduate School of Medicine
Nagoya University**

Toward the end of last year we received a proposal from the Faculty of Health Sciences at the University of Adelaide, one of AC21's member universities, to jointly apply for the AC21 Special Project Fund. Upon inquiring about the details of the application, we were informed that the University of Adelaide wished to plan a joint version of its annual presentation conference aimed at doctoral students, to be held at its Faculty of Health Sciences in September this year and inviting doctoral students from the Nagoya University School of Medicine and the University of Freiburg's Faculty of Medicine. We quickly agreed to the contents of the application, and, the University of Freiburg also being in agreement, the University of Adelaide submitted our application for the AC21 Special Project Fund. Happily, our application, written by Dr. Christiane Niess at the University of Adelaide's Faculty of Health Sciences, was successfully selected; at the time of writing this report, we are working hard to choose student participants and coordinate the itinerary for the conference. I understand that the University of Freiburg's Faculty of Medicine has also begun screening students. Nagoya University plans to send six students

from the School of Medicine.

I believe that being able to hold such an event among three universities has been made possible as a result of the relationship of mutual trust built up between our universities through the various initiatives carried out in the name of shared research and education. On March 18 this year we held an International Joint Symposium in Nagoya, followed by Joint Strategy Sessions on March 19 and 20. At the International Symposium, after opening remarks by Professor Masahide Takahashi, Dean of the Graduate School of Medicine, a total of 11 speakers from the three universities gave research presentations at Kakuyu Kaikan (Alumni Hall) on Tsurumai Campus. Speeches were given in the field of oncology by Prof. Kenji Kadomatsu, Prof. Andrew Zannettino, Prof. Christoph Peters, Dr. Daniel Worthley, and Prof. Takashi Takahashi; in the field of psycho-oncology by Prof. Michael Wirsching and Prof. Hiroyuki Kimura; and in the field of neuroscience by Prof. Jozef Gecz, Prof. Branco Aleksic, and Prof. Kinji Ohno. Many faculty members, undergraduates and graduate students attended on the day and listened with great enthusiasm, leading to lively question and

answer sessions. Beginning the next day on March 19, two days of Joint Strategy Sessions took place. At this event we were able to have a vigorous exchange of ideas about the overseas exchange of medical students, joint supervision programs for doctoral candidates, and partnerships for exploring the possibilities of research collaboration even further. Following this, a Memorandum of Understanding (MOU) on matters including a Joint Supervision Program for awarding medical doctoral degrees was signed by six representatives: Prof. Kent Anderson, Pro Vice-Chancellor (International) of the University of Adelaide, and Prof. Justin Beilby, Executive Dean of the University of Adelaide's Faculty of Health Sciences; Prof. Hans-Jochen Schiewer, Rector of the University of Freiburg, and Prof. Michael Wirsching, proxy for the Dean of the Faculty of Medicine; and Prof. Michinari Hamaguchi, President of Nagoya University, and Prof. Masahide Takahashi, Dean of the Nagoya University Graduate School of Medicine & School of Medicine. By completing these necessary requisites, it has been made possible for Nagoya University students, without having to extend the standard



duration of their doctoral program, to receive combined screenings of a single doctoral thesis by multiple institutions, thereby enabling them to be awarded a diploma or degree certificate proving that their achievements satisfy the requirements for a medical doctoral degree from several institutions.

Such international quality assurance from two different countries is the first venture of its kind for a school of medicine in Japan; we hope that by obtaining assessment from higher education institutions in multiple countries, which have differing appraisal standards regarding the academic field of medicine, the students concerned will be evaluated highly by international research institutions, which will offer even more opportunities for them to play active

roles as flourishing young researchers overseas. The MoU stipulates that doctoral programs will not have to be halted, and that overseas exchange of medical students (both undergraduate and master's level), cutting-edge joint research, seminars, etc. will be carried out; with the cooperative relationship springing from the strong connection between our three universities as a foundation, the MoU also affirms that our universities will from now on continue to set out various educational programs, joint research, etc.

These joint research and joint education initiatives have developed because our three institutions are AC21 member universities; I believe that, through AC21, a relationship of mutual trust has been built. There is already one doctoral student staying in

Adelaide to receive joint education under the Joint Supervision Program between the University of Adelaide's Faculty of Health Sciences and the Nagoya University School of Medicine. Then, in June of this year, two honors students from the University of Adelaide's Faculty of Health Sciences received short-term training in the Nagoya University School of Medicine laboratories as candidates for the future Joint Degree Program. With such activities in our view, I truly feel that AC21-based inter-university initiatives are sure to achieve success. I hope that joint research and joint education initiatives of this kind between AC21 member universities will become even more active from now on.



Upcoming AC21 Activities and Events

2015	April	Sixth AC21 Student World Forum, University of Strasbourg & University of Freiburg 13 th Steering Committee Meeting, University of Freiburg
2016	May	Eighth AC21 International Forum, Technische Universität Chemnitz 14 th Steering Committee Meeting, Technische Universität Chemnitz Eighth General Assembly, Technische Universität Chemnitz
2017	TBA	Second AC21 International Graduate School, Gadjah Mada University
2018	TBA	Ninth AC21 International Forum, Jilin University

AC21 General Secretariat Activities (2014.3 – 2014.9)

2014	March 13	124 th AC21 Office Meeting
	March 17 – 20	Attend APAIE
	April 2	125 th AC21 Office Meeting
	April 13 – 16	Attend 7 th AC21 International Forum
	April 13	Hold 12 th Steering Committee Meeting
	April 15	Hold 7 th General Assembly
	May 8	126 th AC21 Office Meeting
	May 25 – 30	Attend NAFSA
	June 19	127 th AC21 Office Meeting
	July 17	128 th AC21 Office Meeting
	August 20 – 21	Attend the 1 st FEALAC Academic, Universities and Science, Technology and Innovation (STI) Roundtable
September 17	129 th AC21 Office Meeting	



Academic Consortium 21

AC21 Members

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)
Technische Universität Chemnitz (Germany)
The University of Adelaide (Australia)
The University of Canterbury (New Zealand)
The University of Freiburg (Germany)
The University of Minnesota (U.S.A.)
The University of Strasbourg (France)
Tongji University (China)

What is AC21?

AC21 is an international academic consortium comprised of educational and research organizations from around the world. It was established at the Nagoya University International Forum, held on June 24, 2002, with the aim of creating an international academic network; the AC21 Secretariat is also located at Nagoya University.

Contact Information:

AC21 General Secretariat



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