ACADEMIC
CONSORTIUM 21
[AC21]

Sixth International Forum 2012
Maximising the Benefits of Internationalisation

Celebrating Academic Consortium 21 [AC21]
10th Anniversary Forum

Conference Report
A Message from Director of the AC21 General Secretariat

The AC21 International Forum 2012 addressed the challenging theme, ‘Maximising the Benefits of Internationalisation.’ During the two-day forum, thought-provoking speeches and presentations by internationally renowned scholars were given and lively discussions were held among the participants from around the world.

This International Forum 2012 was also very special and memorable, as AC21 was able to celebrate its 10th Anniversary there. It provided a forum where delegates of member universities could look back on the past 10 years and discuss the future directions of AC21. For the next new phase for AC21, various suggestions were made in further enhancing collaboration in education and research among member universities, as well as between universities and industries, by making the best use of the international academic network that AC21 helps to strengthen.

I would like to express my gratitude to all the speakers, facilitators and delegates from the member universities that helped to make this International Forum so successful. Our deepest thanks also go to our host, the University of Adelaide, for the devoted commitment, generous support and contributions of the faculty and staff members. Without these, the International Forum would not have been successful.

Yoshihito Watanabe
Director, AC21 General Secretariat
Trustee (for International Affairs and Public Relations) and Vice President, Nagoya University, Japan

Contents

AC21 International Forum .................................................. 2
About Academic Consortium for the 21st Century (AC21) ........ 3
About the University of Adelaide ....................................... 4
Timetables .................................................................... 5-10
Opening Remarks ............................................................ 11
Keynote ........................................................................... 11-14
Facilitators .................................................................... 14-16
Parallel sessions: Abstracts ............................................... 17-33
ABOUT AC21

The University of Adelaide, in the capital of South Australia, hosted the 6th AC21 International Forum on 12-13 June. The overall theme was Maximising the Benefits of Internationalisation. The Forum attracted 130 delegates from 15 of the AC21 member universities: senior executives, academic staff and administrators. It was a great success, with a consistently high standard of thought-provoking keynote speeches, several panels, a range of presentations, and a number of proposals for collaboration among AC21 members.

Keynote speeches were given by Australia’s Minister of Tertiary Education (Senator Chris Evans), Madame Zhang Xiuqin (Director-General of China’s Ministry of Education), Dr Christian Bode (former Director General of DAAD), Prof Simon Marginson (Professor of Higher Education, University of Melbourne) and Robert Hill (Chancellor of the University of Adelaide). Their presentations can be downloaded on the Forum website: www.adelaide.edu.au/ac21conference/post-conference/presentations/

The panels covered collaboration with China, and the future of university rankings.

As this is the 10th anniversary year for AC21, there was also a plenary session reviewing AC21’s past and looking at its future role and activities.

The 20 parallel sessions had individual and group presentations covering four sub-themes: global research priorities/capacity building; industry partnerships; intercultural competence; encouraging student mobility. There was also a President’s Club special session, for the most senior person attending from each member institution.

On the day after the Forum, there were meetings of the AC21 Steering Committee and General Assembly, discipline-led sessions, and a tour of the University’s Waite campus (the largest agricultural research facility in the southern hemisphere).

The conference helped to support collaboration between AC21 Consortium members as well as encourage further linkages. This was achieved not only through the conference sessions, but also through good attendance at social events including the Welcome Cocktail Reception and the Conference Dinner.

An emerging theme from the conference was leveraging the past 10 years of success into specific value-added Consortium activities going forward. Recognising that all partners will have different priorities, the use of sub-groupings of partners was advanced as a practical way to take specific projects forward. For example, some of the projects suggested included:

- Research collaboration around Automotive Engineering;
- Research collaboration around Agriculture and Food Security;
- Benchmarking and professional staff exchange;
- A web of student mobility/exchange based on bilateral or sub-groupings;
- AC21 short-courses for graduate students in areas of collective strength.

The AC21 General Assembly endorsed a proposal from Nagoya University to hold an AC21 International Graduate Summer School in Bangkok from 31 May to 4 June 2013. Tongji University gave a presentation about the AC21 Student World Forum which it will host in October 2013, with the theme “Sustainable Mobility and the City of the Future”. Stellenbosch University gave a presentation about the next AC21 International Forum, which it will host in spring 2014.

The University of Strasbourg will be hosting the 2015 Student World Forum. Several Universities registered interest in hosting the 2016 International Forum and/or the 2017 Student World Forum.
Maximising the Benefits of Internationalisation

About Academic Consortium for the 21st Century (AC21)

AC21 was established on June 24, 2002 as an international network comprised of educational, research and industrial organisations. In an era of continuous change, we believe that institutions of higher education must take the initiative in responding to the rapidly transforming needs of society, and that an international university network, with its common pool of knowledge, expertise and experience, comprises the optimum means to accomplish this.

The vision of AC21 is the promoting of cooperation in education and research between members, the bridging between different societies in the world and the delivering of wisdom to all people to mutually understand and share values, knowledge and cultures necessary to improve quality of life and to foster co-existence beyond national and regional boundaries in the 21st Century. Please visit AC21’s website at www.ac21.org/english/index for more information.

AC21 Member Universities (as of May 1, 2012)

- 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)
- 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)
The University of Adelaide is consistently ranked in the top 1% of universities in the world. We have produced numerous Nobel Prize winners and more than 100 Rhodes Scholars.

The University is a member of the Group of Eight made up Australia’s top research intensive universities. Rich in tradition, we have a long-standing commitment to excellence in research, learning and teaching. We have over 25,000 students with 99 countries represented within the student cohort. With nearly 3,200 staff the University is a destination of choice for highly talented researchers and academics. The University is divided into five faculties, with various subsidiary schools:

• Faculty of Engineering, Computer & Mathematical Sciences: Australian School of Petroleum (ASP); School of Chemical Engineering; School of Civil, Environmental & Mining Engineering; School of Computer Science; Education Centre for Innovation & Commercialisation; School of Electrical & Electronic Engineering; School of Mathematical Sciences; School of Mechanical Engineering.

• Faculty of Health Sciences: University of Adelaide School of Dentistry; School of Medical Sciences; Medical School; School of Paediatrics & Reproductive Health; School of Population Health & Clinical Practice; School of Psychology.

• Faculty of Humanities & Social Sciences: Elder Conservatorium of Music; School of History & Politics; School of Humanities; School of Social Sciences; Wilto Yerlo Centre for Australian Indigenous Research & Studies.

• Faculty of the Professions: School of Architecture, Landscape Architecture & Urban Design; Business School; School of Economics; School of Education; Law School.

• Faculty of Sciences: School of Agriculture, Food & Wine; School of Chemistry & Physics; School of Earth & Environmental Sciences; School of Molecular & Biomedical Science; School of Animal and Veterinary Science.

The University’s North Terrace main campus is the site of most teaching and research facilities. Set in the cultural heart of the city, the University offers excellence in its educational and social facilities. The recent Hub Central development in the heart of our historic campus is an example of how the University is embracing the future of university life.

The City of Adelaide has earned a reputation as Australia’s Learning City. It houses world class centres of excellence in research and training and is renowned as a premier destination for students from around the world.

The forum will include post-conference sessions at the University of Adelaide’s main North Terrace and Waite Campus. The conference will be held at the National Wine Centre situated on the corner of Adelaide’s stunning Botanic Gardens.

The University of Adelaide is consistently ranked in the top 1% of universities in the world. We have produced numerous Nobel Prize winners and more than 100 Rhodes Scholars.

The University is a member of the Group of Eight made up Australia’s top research intensive universities. Rich in tradition, we have a long-standing commitment to excellence in research, learning and teaching. We have over 25,000 students with 99 countries represented within the student cohort. With nearly 3,200 staff the University is a destination of choice for highly talented researchers and academics. The University is divided into five faculties, with various subsidiary schools:

• Faculty of Engineering, Computer & Mathematical Sciences: Australian School of Petroleum (ASP); School of Chemical Engineering; School of Civil, Environmental & Mining Engineering; School of Computer Science; Education Centre for Innovation & Commercialisation; School of Electrical & Electronic Engineering; School of Mathematical Sciences; School of Mechanical Engineering.

• Faculty of Health Sciences: University of Adelaide School of Dentistry; School of Medical Sciences; Medical School; School of Paediatrics & Reproductive Health; School of Population Health & Clinical Practice; School of Psychology.

• Faculty of Humanities & Social Sciences: Elder Conservatorium of Music; School of History & Politics; School of Humanities; School of Social Sciences; Wilto Yerlo Centre for Australian Indigenous Research & Studies.

• Faculty of the Professions: School of Architecture, Landscape Architecture & Urban Design; Business School; School of Economics; School of Education; Law School.

• Faculty of Sciences: School of Agriculture, Food & Wine; School of Chemistry & Physics; School of Earth & Environmental Sciences; School of Molecular & Biomedical Science; School of Animal and Veterinary Science.

The University’s North Terrace main campus is the site of most teaching and research facilities. Set in the cultural heart of the city, the University offers excellence in its educational and social facilities. The recent Hub Central development in the heart of our historic campus is an example of how the University is embracing the future of university life.

The City of Adelaide has earned a reputation as Australia’s Learning City. It houses world class centres of excellence in research and training and is renowned as a premier destination for students from around the world.

The forum will include post-conference sessions at the University of Adelaide’s main North Terrace and Waite Campus. The conference will be held at the National Wine Centre situated on the corner of Adelaide’s stunning Botanic Gardens.
Timetables

Monday 11 June 2012: Pre-Conference Activities

<table>
<thead>
<tr>
<th>Public Holiday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00am - 11:00am Registration, National Wine Centre of Australia</td>
</tr>
<tr>
<td>9:00am - 5:00pm Free time to explore South Australia.</td>
</tr>
<tr>
<td>Pre-booked McLaren Vale &amp; Adelaide Hills Ultimate Wine Tour - Exceptional wines, beautiful scenery and restaurants and café’s serving up delicious regional produce.</td>
</tr>
</tbody>
</table>

McLaren Vale & Adelaide Hills Ultimate Tour

On departing Adelaide, you will travel south to the picturesque wine region of McLaren Vale known for its boutique style wineries. The first stop is at Blessed Cheese for morning tea or coffee. You will make your way to Fox Creek Winery’s state of the art winemaking facility for a tour of their production area before stopping at their quaint Cellar Door for tasting of their range of wines. The next stop is the Olive Grove where you can taste olives, olive oils and other local products together with the Lloyd Brothers range of wines for tasting. The lunch venue is the picturesque Woodstock Winery & Coterie set amongst a beautiful native garden setting. Here you can taste their wines and indulge in a delicious lunch with a regional platter of local produce, followed with tea or coffee. Following lunch, you will depart this region and travel via the countryside to the Adelaide Hills stopping at Longview Vineyard, the cellar door with a panoramic view over the typical rolling hills of this region. You will be able to taste from the range of cool climate dry style wines. The last stop is at a small family owned winemaker’s vineyard named Blefari. You will meet the owner / winemaker and spend time learning about the facets of wine making from the different varieties used, the growing, pruning and tasting of these wines. It will be a truly memorable finish to the day.
## Timetables

### Tuesday 12 June 2012: Day 1, National Wine Centre

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Venue</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am</td>
<td>Registration and coffee/tea (Pod 3)</td>
<td></td>
</tr>
<tr>
<td>8:40am</td>
<td>Welcome and opening remarks from <strong>Professor James McWha</strong>, Vice Chancellor and President, The University of Adelaide</td>
<td>Exhibition Hall</td>
</tr>
<tr>
<td>8:50am</td>
<td>Indigenous Welcome to Country from Kaurna Elder Lewis O'Brien</td>
<td>Exhibition Hall</td>
</tr>
<tr>
<td>9:00am</td>
<td>Opening remarks from <strong>Dr Michinari Hamaguchi</strong>, President, Nagoya University</td>
<td>Exhibition Hall</td>
</tr>
<tr>
<td>9:10am - 9:50am</td>
<td>Plenary</td>
<td>Keynote address by the <strong>Hon. Christopher Evans</strong>, Minister of Tertiary Education, Skills, Science and Research</td>
</tr>
<tr>
<td>9:50am</td>
<td>Coffee Break (Pod 3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Theme A: Global Research Priorities/ Capacity Building</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Venue</strong></td>
<td><strong>Venue</strong></td>
</tr>
<tr>
<td>10:00am</td>
<td>Parallel session 1.1</td>
<td>Broughton/Ferguson Room</td>
</tr>
<tr>
<td></td>
<td>10:00am</td>
<td>Russell Botman</td>
</tr>
<tr>
<td></td>
<td><strong>Russel Botman</strong></td>
<td>'Creating International Knowledge Coalitions to Benefit Society: The Case of Stellenbosch University's Hope Project'</td>
</tr>
<tr>
<td></td>
<td>10:30am</td>
<td>Hilary Kowina, Steve Kelley &amp; Gayle Woodruff</td>
</tr>
<tr>
<td></td>
<td><strong>Hilary Kowina, Steve Kelley &amp; Gayle Woodruff</strong></td>
<td>'Educating Globally Competent Citizens through Transformative Learning: Diverse Case Studies' University of Minnesota</td>
</tr>
<tr>
<td>11:00am - 11:25am</td>
<td>Morning Tea (Pod 3)</td>
<td></td>
</tr>
<tr>
<td>11:30am</td>
<td>Plenary</td>
<td>Exhibition Hall</td>
</tr>
<tr>
<td></td>
<td><strong>Topic: Higher Education in Times of Globalisation - 'The Universities’ responsibility</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Keynote address by Dr. Christian Bode</strong>, recently retired Director General of DAAD (Germany)</td>
<td></td>
</tr>
<tr>
<td>12:15pm</td>
<td>Interactive Session</td>
<td>Exhibition Hall</td>
</tr>
<tr>
<td></td>
<td><strong>Topic: Collaboration with China</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Facilitator: Professor Christopher Findlay</strong>, Executive Dean Faculty of the Professions, The University of Adelaide</td>
<td></td>
</tr>
</tbody>
</table>
## Timetables

### 1:00pm - 1:40pm
**Lunch (Pod 3, Exhibition Hall)**

### Theme
- **C: Intercultural Competence**
- **D: Encouraging Student Mobility**

<table>
<thead>
<tr>
<th>Venue</th>
<th>1:00pm - 1:40pm</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parallel session 1.3</strong></td>
<td></td>
</tr>
<tr>
<td><strong>1:45pm</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mitsuyoshi Yanagihara</strong></td>
<td><em>Global Human Resources Management Program</em></td>
</tr>
<tr>
<td>Nagoya University</td>
<td></td>
</tr>
<tr>
<td><strong>Jinping Zhang</strong></td>
<td><em>Chinese Students’ Intercultural Acculturation Strategies in a Unique Undergraduate Exchange Program at University of Washington and Si Chuan University</em></td>
</tr>
<tr>
<td>Shanghai Jiao Tong University</td>
<td></td>
</tr>
</tbody>
</table>

### Parallel session 1.4
**2:15pm**

- **Xu Ting**
  - ‘Explorative Research on International Student’s Intention to Participate in International Research Exchange’
  - The University of Adelaide
- **Jun Murase**
  - ‘Effects of the “Global COE Program” on Student Mobility in Japan’
  - Nagoya University

### 2:45pm - 2:55pm
**Afternoon Tea (Pod 3)**

### Theme
- **C: Intercultural Competence**
- **D: Encouraging Student Mobility**

<table>
<thead>
<tr>
<th>Venue</th>
<th>2:45pm - 2:55pm</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Parallel session 1.5</strong></td>
<td></td>
</tr>
<tr>
<td><strong>3:00pm</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Jiro Takai</strong></td>
<td><em>Institutional Level Strategies in Fostering Intercultural Competence Development</em></td>
</tr>
<tr>
<td>Nagoya University</td>
<td></td>
</tr>
<tr>
<td><strong>Tania Aspland</strong></td>
<td><em>Enhancing Frameworks for Assuring the Quality of Learning and Teaching in University Offshore Education Programmes</em></td>
</tr>
<tr>
<td>The University of Adelaide</td>
<td></td>
</tr>
</tbody>
</table>

### Parallel session 1.6
**3:30pm**

- **Teresa Burgess, Annette Braunack-Mayer, Christiane Niess, Carol Davy & Vicki Xafis**
  - ‘Key Considerations when Developing Strategies to Support Mid-Late Candidature HDR International Students and their Supervisors’
  - The University of Adelaide
- **Cally Guerin & Ian Green**
  - ‘The Letters Home Project’
  - The University of Adelaide

### Parallel session 1.7
**4:00pm**

- **Lalitha Velautham & Michelle Picard**
  - ‘Tending the Research Garden’
  - The University of Adelaide
- **Arnold van Zyl**
  - ‘Preparing Academics at Chemnitz University of Technology for Internationalisation’
  - Chemnitz University of Technology

### 4:30pm - 5:00pm
**Plenary**

**Keynote address by the Hon. Robert Hill, Chancellor, The University of Adelaide**

**Venue**

- **Exhibition Hall**

### 5:00pm
**Welcome Cocktail Reception**

**Performance by Elder Conservatorium String Quartet**

**Venue**

- **Gallery Room**
Timetables

Wednesday 13 June 2012: Day 2, National Wine Centre

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00am - 8:45am</td>
<td>Registration and coffee/tea (Pod 3)</td>
</tr>
<tr>
<td>8:50am</td>
<td>Welcome remarks from Professor Pascale Quester, Deputy Vice-Chancellor and Vice-President (Academic), The University of Adelaide</td>
</tr>
<tr>
<td></td>
<td>Venue: Exhibition Hall</td>
</tr>
</tbody>
</table>
| 9:00am - 9:40am | **Plenary**  
                | Topic: Internationalisation of Education: China’s Policy and Strategies  
                | Keynote address by Madame Zhang Xiuqin, Director, General Ministry of Education, People’s Republic of China                                                                     |
|            | Venue: Exhibition Hall                                                                                                                                                              |
| 9:45am     | *Parallel session 2.1*  
                | Akihiro Asakawa  
                | ‘Internationalisation of University and its Positive Effect on Local Students’  
                | Nagoya University                                                                                                                                                               |
| 9:45am     | Anita Nel  
                | Maximising the impact of university IP through Industry Partnerships: The Start-up model                                          
                | Stellenbosch University                                                                                                                                                           |
| 10:15am    | *Parallel session 2.2*  
                | Richard Russell & Michelle Picard  
                | ‘Panel on Researcher Education and Training to maximize the benefits of internationalisation’  
                | The University of Adelaide                                                                                                                                                     |
| 10:15am    | Ray Choate & Yoshi Matsuura  
                | ‘Libraries Consortium’  
                | The University of Adelaide and Nagoya University                                                                         |
| 10:45am - 11:10am | Morning Tea (Pod 3)                                                                                               |
| 11:15am - 12:00pm | **Panel Discussion**  
                | Topic: The Future of Rankings  
                | Facilitator: Professor Mike Brooks, Deputy Vice-Chancellor & Vice-President (Research), The University of Adelaide          |
|            | Venue: Exhibition Hall                                                                                                                                                              |
| 12:00pm - 12:40pm | Lunch (Pod 3)                                                                                                      |
### Timetables

<table>
<thead>
<tr>
<th>Theme</th>
<th>C: Intercultural Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Venue</strong></td>
<td>Broughton/Ferguson Room</td>
</tr>
<tr>
<td><strong>Parallel session</strong></td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>12:45pm</td>
<td></td>
</tr>
<tr>
<td><strong>Anton McLachlan</strong></td>
<td></td>
</tr>
<tr>
<td>‘Optimising Research and Capacity Building: University of Sydney Regional Strategies’</td>
<td></td>
</tr>
<tr>
<td>University of Sydney</td>
<td></td>
</tr>
<tr>
<td>President’s Club Special Session for Invited Guests</td>
<td></td>
</tr>
<tr>
<td><strong>Parallel session</strong></td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td></td>
</tr>
<tr>
<td>1:15pm</td>
<td></td>
</tr>
<tr>
<td><strong>Cally Guerin, Ian Green &amp; Michelle Picard</strong></td>
<td></td>
</tr>
<tr>
<td>‘A Coordinated Framework for Developing Researchers’ Intercultural Competency’, The University of Adelaide (Roundtable Discussion)</td>
<td></td>
</tr>
<tr>
<td><strong>2:00pm - 2:20pm</strong></td>
<td>Afternoon Tea (Pod 3)</td>
</tr>
<tr>
<td><strong>2:25pm - 4:00pm</strong></td>
<td><strong>Plenary</strong></td>
</tr>
<tr>
<td><strong>Topic:</strong></td>
<td>AC21’s 10th Anniversary: Past and Future</td>
</tr>
<tr>
<td><strong>Facilitator:</strong></td>
<td>Professor Kent Anderson, Pro Vice-Chancellor (International), The University of Adelaide</td>
</tr>
<tr>
<td><strong>Speakers:</strong></td>
<td>Associate Professor Nami Iwaki, Deputy Director of AC21 General Secretariat, Nagoya University</td>
</tr>
<tr>
<td></td>
<td>Dr Eberhard Alles, Chancellor, Chemnitz University of Technology</td>
</tr>
<tr>
<td></td>
<td>Professor Kua Wongboonsin, Vice-President, Chulalongkorn University</td>
</tr>
<tr>
<td></td>
<td>Ms Molly Portz, Chief of Staff, University of Minnesota</td>
</tr>
<tr>
<td></td>
<td>Mr Robert Kotze, Senior Director, Stellenbosch University</td>
</tr>
<tr>
<td><strong>Venue</strong></td>
<td>Exhibition Hall</td>
</tr>
<tr>
<td><strong>4:05pm - 4:55pm</strong></td>
<td><strong>Plenary</strong></td>
</tr>
<tr>
<td><strong>Topic:</strong></td>
<td>A More Plural Higher Education World: Global Implications of the Rise of the East Asian Systems</td>
</tr>
<tr>
<td><strong>Keynote address by:</strong></td>
<td>Professor Simon Marginson, Professor of Higher Education, Centre for the Study of Higher Education, University of Melbourne</td>
</tr>
<tr>
<td><strong>Venue</strong></td>
<td>Exhibition Hall</td>
</tr>
<tr>
<td><strong>5:00pm - 6:30pm</strong></td>
<td><strong>Free Time</strong></td>
</tr>
<tr>
<td><strong>6:30pm</strong></td>
<td>Pre-Dinner Drinks &amp; Canapés</td>
</tr>
<tr>
<td><strong>Venue</strong></td>
<td>Hickinbotham Hall</td>
</tr>
<tr>
<td><strong>7:00pm</strong></td>
<td>Conference Dinner</td>
</tr>
<tr>
<td></td>
<td>Performance by Elder Conservatorium Jazz Band</td>
</tr>
<tr>
<td><strong>Venue</strong></td>
<td>Hickinbotham Hall</td>
</tr>
</tbody>
</table>
**Thursday 14 June 2012: Post-Conference Activities (North Terrace Campus)**

<table>
<thead>
<tr>
<th>Registered Guests</th>
<th>Steering Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:50am</td>
<td>Steering Committee Members to meet in front of Mitchell Building, North Terrace Campus to be guided to the Henry Basten Room</td>
</tr>
<tr>
<td>9:00am</td>
<td>Morning tea on arrival (Level 5, Hub Central, North Terrace Campus)</td>
</tr>
<tr>
<td>9:00am</td>
<td>Morning tea on arrival (Henry Basten Room, Mitchell Building)</td>
</tr>
<tr>
<td>9:30am - 10:25am</td>
<td>Hub Central Presentation and Hub Tour led by Professor Pascale Quester, Deputy Vice-Chancellor &amp; Vice-President (Academic)</td>
</tr>
<tr>
<td>9:30am - 12:00pm</td>
<td>Steering Committee Meeting (registered STC members only) (Henry Basten Room, Mitchell Building)</td>
</tr>
<tr>
<td>10:30am</td>
<td>Delegates to meet with Discipline Representatives at the Information Desk located on Level 4, Hub Central</td>
</tr>
<tr>
<td>10:30am - 12:30pm</td>
<td>Discipline led sessions open to share expertise and ideas. You will have the opportunity to meet with key University of Adelaide staff to discuss further opportunities. The focussed event features showcases, case studies, workshops with many expert contributions.</td>
</tr>
<tr>
<td>12:30pm - 1:00pm</td>
<td>Transport from North Terrace Campus to Waite Campus to attend BBQ Lunch All Delegates to meet in front of Mitchell Building</td>
</tr>
<tr>
<td>1:00pm - 2:30pm</td>
<td>Lunch – BBQ Event General Assembly (Urrbrae House, Waite Campus)</td>
</tr>
<tr>
<td>2:30pm</td>
<td>Waite Campus Tour and Wine Tasting Delegates transported to North Terrace Campus on completion</td>
</tr>
<tr>
<td>4:00pm</td>
<td>Transport from Waite Campus to North Terrace Campus All Delegates to meet in front of Urrbrae House</td>
</tr>
</tbody>
</table>

**End of Conference**
Opening Remarks

Dr Michinari Hamaguchi
President, Nagoya University, Japan

Biography
President Hamaguchi earned a PhD in medicine from Nagoya University after graduating from the Nagoya University School of Medicine and having served as a resident physician at Ogaki Municipal Hospital. He was appointed Research Associate at the Nagoya University School of Medicine in 1980, and since then, he has been working at Nagoya University, except for the time he pursued his research at Rockefeller University in the U.S. from 1985-1988. During his service at Nagoya University, he has served as Dean of School of Medicine and Director of the Supporting Center for Medical Research and Education before becoming the President of Nagoya University in April 2009.

His scholarly interest is Pathological Medical Chemistry. His research group has focused on signaling pathways in cell growth, transformation, and tumor invasion and the analysis of the signaling critical for tumor invasion and metastasis, including the production and activation of matrix metalloproteinases (MMPs), in order to clarify the mechanisms that contribute to the invasion and metastasis of human cancer cells and to develop molecular tools that can inhibit tumor progression. He has published a number of reviewed original papers in the pathological medical chemistry area. He currently serves as a Board Member, of ‘Cancer Biology & Therapy,’ and board members of leading academic societies including Japanese Cancer Association and Japanese Biochemical Society.

Keynote

The Hon. Robert Hill
Chancellor, The University of Adelaide

Biography
A University of Adelaide graduate in Arts and Law, Mr Hill is known locally, nationally and internationally for his role with the United Nations and as a former Australian federal politician. Before entering politics, Mr Hill was a barrister and solicitor having gained a masters degree in law from the University of London. His long political career, from 1981 until 2006, included roles as Defence Minister of Australia (2001-2006), Leader of the Government in the Senate (1996-2006); Minister for the Environment and Heritage (1996-2001). After leaving Parliament, he was Permanent Representative to the United Nations (2006-2009). He is an Adjunct Professor in Sustainability within the United States Studies Centre at the University of Sydney.
Keynote

Dr Christian Bode
Recently Retired Director General of DAAD (Germany)

Biography
Christian Bode was Secretary General of the German Academic Exchange Service (DAAD) for 20 years (1990-2010). DAAD is one of the largest scholarship organisation for international mobility and cooperation with a budget of more than 530 Mill USD p.a., more than 250 programs out of and into Germany and over 70,000 scholarships per year. It also runs many initiatives to internationalise German higher education and to enhance its global attractiveness. Christian Bode was educated in law and received his PhD from the University of Bonn in 1971. Between 1972 and 1982 he held different senior positions in the Federal Ministry of Education and Science. From 1982 until 1990 he was Secretary General of the (then West) German Rectors’ Conference. He was one of the founders of the Academic Cooperation Association (ACA) in Brussels and was its Vice President several times.

Christian Bode has published widely on all aspects of higher education policy, with a special focus on internationalisation. He is a member of several administrative boards and professional societies and was rewarded several honorary doctorates and numerous other distinctions including OBE (UK), ‘Chevalier de l’Ordre National du Mérite’ (F), the Cassandra Pyle Award (NAFSA, USA) and the Constance Meldrum Award of the European Association for International Education (EAIE).

Keynote Address
Higher Education in times of globalisation – ‘The Universities’ responsibility

Given the international orientation of the AC21 consortium and the professional expertise of the audience, the keynote will try to go beyond the current businesslike discussion on programs, mobility, marketing, recruiting etc. and will address a series of more fundamental questions related to a change of paradigm for the role of universities in a globalised world.

Since the fall of the iron curtain and as a result of geopolitical upheavals, cheap transportation and omnipresent new media, globalisation has become a dominant driver of economic growth, world trade, mobility of goods, people, information and ideas. Globalisation has accelerated its speed and widened its scope, has become irresistible and irreversible, is complex and complicated, ambivalent in its benefits and damages, but still man-made and thus open to human design and device. The universities have a special responsibility in this respect since they co-determine the research agenda and they educate the future leaders.

The universities’ answer to the galloping globalisation should be more and more meaningful internationalisation. Our universities risk not keeping pace with the political and economical globalisation, neither in speed, nor in scope, nor in content and vision. Yes, we do need more investment in international mobility, exchanges and partnership, more expertise and better funding but even more so we need a new vision of educational goals for our global village. Meaningful internationalisation is first and foremost a matter of mentality and includes a moral orientation. It features open minds and tolerance, solidarity and sustainability, cooperativeness as much as competitiveness, in short: global citizenship.

In this sense, internationalisation is not a newly added branch of university activities but must become an integral element of all its functions. To ensure this institutional diffusion, internationalisation must be adopted as a matter of leadership. It should be embedded in the university mission statement and be substantiated in a deliberate strategy that is widely supported by students and staff.

However, such a strategy can only be truly global if it can be shared and accepted by partners and competitors in other regions of the world. Finding such common denominators and ‘minima legalia’ of fair play in a global setting might be a troublesome process. That is particularly true if it comes to educational goals and moral orientations for the global citizen. It goes without saying that these orientations must be independent from any religious belief, let alone fundamentalist missions. The solution has been formulated two centuries ago in Koenigsberg by Emmanuel Kant with his famous ‘categorical imperative’: “Act only according to that maxim whereby you can, at the same time, will that it should become a universal law.” This heritage of the enlightenment period is still valid for our world of today and tomorrow.

Cross-border university consortia such as AC21 offer a unique chance for an intercultural dialogue that our global societies so urgently need. Maybe this conference can set a starting signal.

Notes
Keynote

The Hon. Christopher Evans
Minister of Tertiary Education, Skills, Science and Research

Biography
He was elected to the Senate at the 1993 election and was re-elected in 1998, 2004 and 2010.
Chris graduated from the University of Western Australia with a Bachelor of Arts. Before entering Federal Parliament he worked as an Industrial officer of the Federated Miscellaneous Workers’ Union and as the State Secretary for the Fire Brigade Union.
He was a member of the Opposition Shadow Ministry in 1998 until December 2007 when Labor won the election. In that period he held various Shadow Ministries including: Shadow Minister for Family Services and the Aged (October 2008 – December 2001); Defence (November 2001 to August 2004); Reconciliation, Aboriginal and Torres Strait Islander Affairs (December 2002 to February 2003); Defence Procurement, Science and Personnel (August 2004 – October 2004); Social Security (October 2004 – June 2005); Indigenous Affairs (June 2005 – December 2006); Family and Community Services (June 2005 – December 2006) and National Development, Resources and Energy (December 2006 to December 2007).
Chris was appointed Leader of the Opposition in the Senate in 2004 and Leader of the Government in the Senate after the 2007 election. He was appointed Minister for Immigration and Citizenship in the Rudd Ministry and retained this portfolio in the First Gillard Ministry.

Madam Zhang Xiuqin
Director General, Department of International Cooperation & Exchanges, Ministry of Education

Biography
Ms. Zhang Xiuqin entered Tianjin Foreign Languages Institute in 1978. In the same year, she won a Chinese government scholarship to be an exchange student at Durham University, England for three years. In 1986, she was awarded a British Council scholarship and got her Master Degree of Education Administration from Leeds University, UK.
Ms. Zhang started her career as an international educator in 1981 with the Department of Study Abroad, Chinese Ministry of Education.

In 1988, she was posted as Third Secretary (educational) at the Chinese Embassy in Washington DC. From 1995 to 1998, she was the Head of the Education Office of the Consulate General of the People’s Republic of China in Toronto, Canada.
Ms. Zhang Xiuqin was appointed Secretary General of the China Scholarship Council in 2004 after serving as the Deputy Director General of the Department of International Cooperation and Exchanges, Chinese Ministry of Education for six years. In 2008, she took up the current position as the Director General of the Department of International Cooperation and Exchanges, Chinese Ministry of Education.

Keynote Address
Internationalisation of Education: China’s Policy and Strategies
In 2010, the Chinese government announced a major policy on education and published a paper, entitled ‘Guideline for Education Reform and Development: 2010-2020’. This document outlined the goals and strategies of internationalisation of education.
Since then, governments at various levels and universities have been actively involved in all sorts of activities designed to promote internationalisation of education in the country. For instance, there has been a sharp increase of student exchange programs between Chinese universities and their international counterparts. There has also been a remarkable rise in the number of international collaborative research projects, as well as quite a number of new joint-run academic programs.
The Chinese government is committed to the further development of the Chinese education system, and hopes to see more collaboration with other countries.

Notes
Professor Simon Marginson  
Professor of Higher Education, Centre for the Study of Higher Education

Biography
Simon Marginson is a Professor of Higher Education in the Centre for the Study of Higher Education (CSHE) at the University of Melbourne, and one of the Coordinating Editors of Higher Education, the principal scholarly journal in higher education studies. Simon is also a Commissioning Editor of the social theory journal Thesis Eleven and serves on 16 other Editorial Boards including Educational Researcher and the Journal of Higher Education in the USA and is a member of both the Editorial Board of Times Higher Education and the Advisory Committee of the Shanghai Jiao Tong University Academic Ranking of World Universities (ARWU).

Simon Marginson specialises in higher education policy and organisation, and comparative, global and international higher education, being one of the world’s most highly cited social science researchers in these fields. In the last decade his research has focused especially on university rankings, innovation systems, higher education in the Asia-Pacific region, and international student rights and security. The last culminated in the book International Student Security (with Nyland, Sawir and Forbes-Mewett, Cambridge University Press, 2010). He has conducted case studies of the global strategies of leading national research universities in each system in East and South East Asia, in parallel preparing the edited collection Higher Education in the Asia-Pacific: Strategic responses to globalisation (with Saur and Sawir, Springer, 2011). In late 2011 he also published Ideas for Intercultural Education (with Sawir, Palgrave Macmillan). Simon has prepared policy papers for OECD, Malaysia, Hong Kong, Vietnam, Japan and Ireland as well as Australia. He has won three awards for scholarly publication in the United States and delivered the opening keynote at the British Educational Research Association (BERA) conference in September 2011. Simon has published more than 300 books, chapters, journal papers and reviews and is the most cited scholar working in Education in Australia. He also publishes a regular newspaper column in Australia and writes for the global higher education media. Four of his books have been translated and published in China and a fifth is in preparation.

Keynote Address
A More Plural Higher Education World:  
Global implications of the rise of the East Asian systems

In the last decade Asia has become the world’s third great zone of higher education and innovation, joining North America and Western Europe. The creation of a world-class system in Japan forty years ago has been followed by the rapid rise of South Korea, Taiwan, Hong Kong SAR, Singapore and China. All of the emerging Post-Confucian systems are marked by an effective marriage of public and private investment within low tax polities, participation rates that tend towards universal levels, the creation of a layer of high performance science universities, and an astounding rate of growth in research outputs. The paper explores the drivers of the dynamic systems of Northeast Asia and Singapore; considers the characteristic strengths and possible limits of the ‘Post-Confucian Model’; and reflects on the broader implications for pathways of development in higher education, models of higher education provision, and patterns of global competition, collaboration and leadership.

Notes
Facilitators

**Professor Pascale Quester**  
Deputy Vice-Chancellor & Vice-President (Academic), The University of Adelaide

**Biography**

Professor Pascale Quester was the Inaugural Professor of Marketing at the University of Adelaide. She took on the role of Associate Dean of Research for the Faculty of the Professions. In 2007, she was appointed Executive Dean of the Faculty of the Professions, a role she held until her appointment as Deputy Vice-Chancellor and Vice President (Academic) at the University in 2011.

A strong advocate of global education, Pascale has been actively involved in developing links with overseas institutions in Asia and Europe. She has over the years held several appointments as visiting professor in overseas institutions including La Sorbonne, ESSEC and the University of Nancy. In 2007, she received the highest academic recognition by the French National Academic Committee to become Professor des Universités et Habilitée à Diriger la Recherche.

Her qualifications include a Bachelor of Business Administration from her native France, a Master of Arts (Marketing) from Ohio State University and a PhD in Marketing from Massey University (New Zealand). As an active researcher in the areas of consumer behaviour and marketing communications, she is the author of two leading textbooks, each in its sixth edition (as well as one in French) and over 125 international journal publications. Over the years, Pascale’s work has also been funded by a number of competitive funding bodies, including the GRWDC and the Australian Research Council.

**Professor Mike Brooks BSc, MSc, PhD, FACS, FTSE**  
Deputy Vice-Chancellor & Vice-President (Research), The University of Adelaide

**Biography**

Professor Mike Brooks was appointed to the position of Deputy Vice-Chancellor and Vice-President (Research) in July 2008. Professor Brooks is a leading international researcher in computer vision and image analysis. His work has seen wide commercial use in the security and defence industries and has resulted in international awards.

At the time of his appointment, Professor Brooks held the position of Pro Vice-Chancellor (Research Strategy), following on from his successful role as Chair of the Research Quality Framework Board, where he played a major part in auditing the University’s research capability.

Professor Brooks is Research Leader of Video Surveillance within the Australian Centre for Visual Technologies at the University of Adelaide and is a former Head of the School of Computer Science, where he holds the Chair in Artificial Intelligence.

He has published numerous influential papers in the field of computer vision, image analysis and surveillance and has won many Australian Research Council (ARC) Discovery Grants for his research. Professor Brooks is a Fellow of the Australian Computer Society and the Australian Academy of Technological Sciences and Engineering, Co-Investigator with the ARC Research Network for a Secure Australia, Associate Editor of the International Journal of Computer Vision, and serves on the Board of National ICT Australia.
Facilitators

Professor Kent Anderson
Pro Vice-Chancellor (International), The University of Adelaide

Biography
Kent Anderson is a comparative lawyer specialising in Asia. He joined the University of Adelaide in 2012 as Pro Vice-Chancellor (International) and Professor of Law in the Adelaide Law School. He has an eclectic background doing his tertiary studies in Japan, US, and UK. Kent first worked as a marketing manager with a US regional airline in Alaska, then as a practicing commercial lawyer in Hawaii, and subsequently joining academia as associate professor at Hokkaido University School of Law. For the decade before joining the University of Adelaide, Kent was a joint appointment at the Australian National University College of Law and Faculty of Asian Studies, where he was Director from 2007-2011.

Professor Christopher Findlay
Executive Dean of the Faculty of Professions, The University of Adelaide

Biography
Professor Christopher Findlay was educated at the University of Adelaide and the Australian National University (ANU). He was Professor of Economics in the Asia Pacific School of Economics and Government at the ANU before moving in late 2005 to the University of Adelaide to become Professor of Economics and Head of the School of Economics. He is now Executive Dean of the University of Adelaide Faculty of the Professions. His chief interests are Australia’s economic links with Asia and international trade and investment in services, air transport in particular.
Parallel sessions: Abstracts

Day 1 Session 1.1

A: Creating International Knowledge Coalitions to Benefit Society: The case of Stellenbosch University’s Hope Project.

Russel Botman
Stellenbosch University

In this paper the author looks at how universities’ international knowledge networks and partnerships can be maximised. These have traditionally focussed on student mobility and benefiting the participating institutions. However, in light of the challenges facing Africa and other developing regions, networks and partnerships should do much more. To have a broader impact, two aspects should be emphasised: institutional capacity building and multi-structure linkages, as well as situating networks and partnerships within the context of the need to promote human development in society. The theoretical foundation for this analysis is twofold. Castells defines the university as an ‘engine of development’ in society. It plays this role by generating, transferring and applying the knowledge required for human advancement. And Freire’s ‘critical pedagogy’ emphasises the idea that education should play a role in changing the world for the better. Along these lines, Stellenbosch University’s Hope Project allows the institution and its partners to direct their academic and research activities towards the achievement of developmental goals. This approach has found expression in several pan-African and international networks, such as PANGeA (the Partnership for Africa’s Next Generation of Academics), TRECCAfrica (Transdisciplinary Training for Resource Efficiency and Climate Change Adaptation in Africa) and Periperi U (Partners Enhancing Resilience to People Exposed to Risks). These networks between various African universities – with European and American partners – serve a dual purpose: They address pertinent societal challenges, and also strengthen the various participants. This shows that the impact of bilateral and multilateral collaboration can be increased by moving beyond a narrow conception of institutional advancement, embracing instead the much broader idea of critical knowledge partnerships for human development. By creating hope in and from Africa by means of excellent scholarly practice and collaboration, the concept of ‘science for society’ is made tangible.

Keywords
Critical pedagogy, development, HOPE Project, networks, partnerships, society, Stellenbosch, universities.

*Professor Hayman Russel Botman is the Rector and Vice-Chancellor of Stellenbosch University, South Africa, and a Vice-President of the Association of African Universities. He holds a PhD in Theology from the University of the Western Cape. Address: Private Bag X1, Matieland, 7602, South Africa; Tel: +27 21 808 4490; Fax: +27 21 808 3714; Email: russelbotman@sun.ac.za

Notes
Parallel sessions: Abstracts

Day 1 Session 1.1

B: Making the most of our intellectual partnerships

Masahiro Abe

Nagoya University

AC21 is a consortium which focuses on academic collaboration predominantly focusing on the exchange of research, knowledge, faculties and students. These activities are very important and essential for the continuation of maximizing the benefits of AC21 members.

However, it is also equally important for the AC21 to take the opportunity to further develop collaboration maximisation in areas other than academia. AC21 member numbers are limited, which may more easily facilitate common goals and identify strengths and similarities among core members. One example is the enhancement of AC21 members’ intellectual property through partnerships with industry.

From the standpoint of Nagoya University, we are located in the central region of Japan, which is well known as the center of manufacturing. For instance, the automotive, aerospace and ceramics industries are heavily concentrated in this region. Last summer, Nagoya University established the ‘Green Mobility Collaborative Research Center’ whose objective was to develop the next generation vehicle required to accomplish ever higher efficiency and develop stricter environmentally friendly technology. It is difficult to develop this kind of next generation vehicle through academia alone and collaboration among academia, government and industry is essential in order to accomplish successful and efficient research and development. The ‘Green Mobility Collaborative Research Center’ was established owing to the successful collaboration among academia, government and industry in Japan.

AC21 members may be interested in the research and development of the next generation vehicle as there is increasing market demands for such technology on a global scale. Furthermore, many AC21 members may already have collaborative relations with the automotive industry, and I would therefore like to propose that AC21 members discuss and exchange their own successful schemes relating to joint research and development with industry.

Key words
Cross-institutional collaboration with industry.

Notes
Day 1 Session 1.2

A: Educating Globally Competent Citizens through Transformative Learning: Diverse Case Studies

Hilary Kowina, Steve Kelly & Gayle Woodruff
University of Minnesota

The University of Minnesota has started a program of training faculty members in best practices for internationalizing teaching and learning. Authors Kowina and Kelley participated in the pilot program which was organized by author Woodruff. A primary goal of the program is to nurture University of Minnesota students as globally competent citizens. The authors contend that mere internationalisation is insufficient to achieve the goal and that global subject matter and outlooks must be combined with the goal of transformational teaching and learning based on concepts advanced by Dee Fink. Significant learning in the global context requires some degree of ‘internationalisation of the academic self’ for instructors, as advocated by Gavin Sanderson. These were the frameworks used in developing Minnesota’s program.

The authors will report on their progress in implementing transformational, internationalised learning based on the frameworks/methodology of Fink and Sanderson. This paper and presentation is a collaboration of faculty members working at different campuses of the University of Minnesota, in different disciplines, in undergraduate and graduate degree programs and coming to internationalised teaching with different national backgrounds. The authors will use case studies from their classes and their own transformational learning experiences to support the argument that internationalisation of classes and the curriculum can and should be combined with a deep commitment by faculty to transforming their own approaches to learning and to teaching in order to nurture globally competent citizens.

Key words
Globally competent citizens, transformational learning, internationalised academic self, case studies.

Notes
Day 1 Session 1.3

C: Global Human Resources Management Program

Mitsuyoshi Yanagihara & Makoto Nishimura

Nagoya University

In this presentation, we will introduce the ‘Global Human Resource Management Program’ in the School of Economics at Nagoya University and why it is necessary, especially for global Japanese companies.

These Japanese companies, as well as many companies around the world, are increasingly required to deal with the globalisation of their businesses, to adapt to international accounting standards and to tackle environmentally related issues. Above all, speed becomes critical in the business world with the rapid progress of globalisation. In addition, Japan has been, and will continue to suffer from a declining birthrate and an aging population. Therefore, Japan will need to meet the demand for work-ready graduates in the coming years.

From the viewpoint of companies which have accepted many of our domestic students in the past, it was noted that despite the fact that our students are ‘late bloomers’, they have extraordinarily high potential and superior thinking skills during their working careers. On the other hand, our students were also inclined to work only in Japan, or rather, in the Greater Nagoya area, after their graduation. One of the reasons why they may have looked inward is they had not yet had any opportunities to taste alternate realities, or ‘experience the real world.’

It was in response to the above issues that the ‘Global Human Resource Development Program’ was introduced by our school in 2009. The most distinctive feature of this program was that it was constructed considering the characteristics of the students in our school so that the final outcome of industry-university collaboration would be maximised. The students are expected to have (i) English skills, (ii) presentation skills, (iii) agenda-setting skills and (iv) rumination skills. To achieve our objectives, we concretely developed three special limited courses: Global Manufacturing Management, Global Finance Management and Global Logistics Management. All of these courses have attempted to mediate the area between theories and the real world.

Key words
Intercultural competence, global human resources management.

Notes
Day 1 Session 1.3

D: Chinese Students’ Intercultural Acculturation Strategies in a Unique Undergraduate Exchange Program at University of Washington and Si Chuan University

Jinping Zhang & Shaoxue Liu
Shanghai Jiao Tong University

This study aimed to investigate Chinese students’ intercultural experience in the international undergraduate exchange program at University of Washington and Si Chuan University based on Berry’s acculturation strategies framework. Interview survey was used in this study on students’ intercultural experience during exchange mainly from the perspectives of motivation, satisfaction with program, and adjustment strategies. The finding showed that language, motivation and communication network with local people played different roles on affecting their intercultural acculturation strategies. Although all students felt satisfied with this international experience, there were still some problems such as unbalanced time distribution between academic study and social contacts with local nationals, inadequate preparations for intercultural acculturation. It was suggested that partner universities and institutes provide regular orientation programs and intercultural courses, and students have clear personal development plans and research proposals. By analyzing influencing factors from internal and external perspectives, it is helpful to reveal reflections on how to enhance and maximise the benefit of students’ intercultural experience.

Key words
Chinese exchange students, intercultural experience, acculturation strategies.

Notes
Day 1 Session 1.4

C: Explorative Research on International Student’s Intention to Participate in International Research Exchange

Xu Ting
The University of Adelaide

International students contribute to domestic economic development, knowledge and culture exchange, and creation of new knowledge. Current research on postgraduate research international exchanges mainly focuses on subjective satisfaction ratings of the host country by the students (e.g. the International Student Barometer) or descriptive statistics about the increasing number of international students and their publications and research outputs (e.g. the Shanghai Jiaotong Academic Ranking of World Universities). However, the factors that influence the international students’ to continue studying abroad and to maintain the international relationship after the completion of their research degree remain comparatively under-explored.

This focus on evaluating the international exchange and students’ intentions has become pertinent in recent years in countries like India and China due to internal changes in policy and the external economic environment. A positive exchange experience benefits both host and home institutions and countries. The host institution can retain their students and encourage continued collaboration and research outputs. If the international student decides to permanently stay in the host country as a result of the positive exchange, the country as a whole can benefit economically and socially from their skills. Equally, if the exchange is positive and the international student continues the collaboration and cooperation with the host institution after returning home, the both host and home institution enhances their research performance, knowledge and skills-base and the country benefits economically and socially. It is important to understand what actually influenced their intention to continue their doctoral degree and/or their perceptions of what factors are likely to influence post study exchange, since intention is a powerful predictor power of behaviour (Ajzen, I. 1991; Ajzen, I 2002). This paper explores the data from online interviews with twelve international research students using Azjen’s perceived behaviour control theory. It also proposes a conceptual model to assist future researchers and strategists in evaluating international research student exchanges.

Key words
Student mobility, international collaboration.

Notes
Day 1 Session 1.4

D: Effects of the ‘Global COE Program’ on Student Mobility in Japan

Jun Murase
Nagoya University

The Japan Society for the Promotion of Science (JSPS) initiated the ‘Global COE (Centers of Excellence) Program’ in 2007 to establish education and research centers that would perform at the apex of global excellence, as well as to strengthen and enhance the education and research function of graduate schools. The effects of the ‘Global COE Program’ on the mobility of students will be reviewed focusing on the Nagoya University Program, ‘Advanced Systems-Biology: Designing the Biological Function’. One of the aims of this program was to foster young researchers for the next generation. Various projects were offered to train graduate students and postdoctoral fellows, not only to become successful and competent biological researchers, but also from the perspective of internationalisation. The improvement of presentation skills (oral and writing) was achieved through an English language training program, and young researchers, including graduate students, were offered opportunities to present their work at international meetings. Students were also given the opportunity to study or intern at foreign universities or institutes for a short period of time in order to experience international atmospheres in science and which also acted as a motivator to build their international careers. Young researchers also had the chance to plan and coordinate national and international symposiums, which helped them to understand the flow of organising a large academic event. This series of programs encouraged young Japanese researchers to study/work in foreign institutions and also attracted international students to study at Nagoya University. The same can be said for all universities that may not necessarily be internationalised as a whole. It is suggested that internationalisation with accelerated student mobility is achievable at any university by focusing on a particular academic strength.

Key words
Global COE, education, interfaculty cooperation, internationalisation.

Notes
Day 1 Session 1.5

C: Institutional Level Strategies in Fostering Intercultural Competence Development

Jiro Takai
Nagoya University

Intercultural competence is often thought of as something that can be gained through intervention, perhaps through education and training geared toward fostering cultural sensitivity, and intercultural communication skills. However, these methods are labor, time and cost intensive, for both facilitator and target. A more effective method of enhancing intercultural competence of people on campus, although ideal, is to provide opportunities for constructive and optimal cross-cultural interaction, allowing students, faculty and administrators to gain competence through their natural course of work or study on their own initiative. This paper will propose some possible models of how this can be achieved, based on tenets of social identity theory, self-categorisation theory, and intergroup contact theories. In particular, the strategies of recategorisation, decategorisation, subcategorisation, and cross-categorisation will be discussed in the context of the campus. Each of these models assumes that people identify themselves as members of a specific group. Those sharing such membership are referred to as ingroup, while those of other groups are called outgroup. In a campus context, oftentimes international students and host students have high awareness of their different group membership, and contact between each other is considered intergroup, leading to detrimental intergroup phenomena such as outgroup stereotyping and prejudice, and ingroup favoritism. If this contact can be structured so as to minimise this difference in group identity, and to maximise identity as members of a common group, they can interact at an individual level of contact. Institutions have the potential of structuring such cross-cultural contact so that this can be actualised, and a discussion of possible strategies based on intergroup theories will be presented.

Keywords
Social identity theory, self-categorisation theory, intergroup contact theory, recategorisation, decategorisation, subcategorisation, cross-categorisation.

Notes
D: Enhancing Frameworks for Assuring the Quality of Learning and Teaching in University Offshore Education Programmes

Tania Aspland & Tom O’Donoghue
The University of Adelaide & University of Western Australia

The provision of education to overseas students constitutes Australia’s 6th largest export earner. Offshore education is a growing component of this activity. In 2003, Australian universities were offering 1,569 offshore programmes, with more than 70% of them being located in China (including Hong Kong), Singapore and Malaysia (AVCC, 2003). More than 100,000 students were studying offshore with Australian universities in 2005 (Nelson, 2005).

Sensitive to the grave responsibilities which accompany this scenario, the Australian Vice-Chancellors’ Committee (AVCC) committed itself to the principle that ‘the provision of education services to international students, both onshore and offshore, by Australian universities, brings with it the ethical commitment that quality education be provided and that value be given for the investment made by international students’ (AVCC, 2002, p.1). This point was made as far back as 1994 (Aspland & O’Donoghue, 1994, p. 60) in one of the very first international publications on Australian universities’ obligations to ensure quality learning and teaching. Of particular importance in the development of any such plan is the need to take account of the perspectives of key academic stakeholders on the delivery of such programmes across the range of models which operate. Not to do so would be to ignore a wealth of as yet uncodified practical knowledge which has the potential to contribute greatly to improving the quality of learning and teaching. Equally significant in this regard is the work of those educationalists who, for quite some time now, have recognised the importance of paying major attention to key-stakeholders’ perspectives when developing quality education programmes (Fullan, 1982; Fullan & Stiegelbaur, 1991; Hargreaves, 1993). Particular emphasis is placed in their work on the need to focus on those who are responsible for formulating policy, and on those responsible for teaching programme units and other aspects of programme provision, since their perspectives influence greatly what actually takes place in the learning and teaching processing in the supervision of overseas students.

This paper reports on one project that was funded by the Australian Government to investigate the issues surrounding transnational education from the perspectives of key stakeholders.

The project aim was achieved by:
1. Compiling a database of international and national policy documents, empirical studies and quality assurance frameworks relating to such programs.
2. Conducting an empirically-based qualitative study of the perspectives of key academic stakeholders on the delivery of such programs across the range of models which operate (to be reported as a set of individual case studies).
3. Deducing from the findings of the empirical study sets of principles to:
   • Enhance existing frameworks aimed at assuring the quality of learning and teaching in Australian university offshore programs; and
   • Inform the design of professional development programs for key stakeholders, aimed at maintaining professionalism in the delivery of quality learning and teaching in Australian university offshore education.

Keywords
Encouraging student mobility, quality of learning and teaching, offshore education programmes.

Notes

Day 1 Session 1.6

C: Key Considerations when developing Strategies to Support Mid-Late Candidature HDR International Students and their Supervisors

Teresa Burgess, Annette Braunack-Mayer, Christiane Niess, Carol Davy and Vicki Xafis

The University of Adelaide

There has been growing anecdotal evidence that international students and those from non-English speaking backgrounds (who have been in Australia for <10 years), may require significant support in academic areas as their HDR candidature progresses. Current formal programs often support international students at the beginning of their candidature; however, there may be few formal supports after this. If international / non-English speaking students feel they are not able to participate effectively in their academic community, they may not necessarily integrate effectively into those communities and this may impact adversely on timely completion of PhDs.

This research used a mixed methods approach (including a survey, focus groups and interviews) to explore mid-late candidature issues for both international students / students from non-English speaking backgrounds and their supervisors in the Faculty of Health Sciences at the University of Adelaide. The project aimed to map the supports available to these students, identify any gaps in support and to recommend policies and procedures that would meet the needs of the students and/or support their supervisors in their practice.

A key finding from the research was that international / non-English speaking students are extremely diverse and a ‘one size fits all’ program is not appropriate for either students or supervisors. While supervisors are generally willing to assist students with practical and personal issues in addition to providing academic support, they often feel they do not have the appropriate levels of knowledge or resources to do this. Access to a wide range of information/resources in a timely manner is key to supporting supervisors, as are resources to support understanding of the cultural issues associated with many International Students. For students, financial issues in particular impact on their ability to focus on their HDR studies and to participate in many student activities.

Key Words

International/non English speaking students, mid – late candidature support, diversity.

Notes
Despite Australian universities being long established as multicultural research institutions, we still face a range of challenges in terms of the internationalisation of doctoral education: values can be parochial (Singh 2009; Singh & Han 2009; Singh & Meng 2011; Manathunga 2011); international and local students do not always integrate effectively (Cotterall 2011); publishing in English can be an even tougher expectation for those with English as an Additional Language (Cho 2009); and students and supervisors may have very different expectations about their respective roles in relation to each other (Cargill 1996; Evans & Liou 2011). Our focus here is on the narratives told by international doctoral students negotiating this multicultural research environment.

In late 2010 we established the Letters Home Project, a series of short videos (approximately 3 minutes each) providing personal accounts of doctoral candidature from the perspective of international students. Doctoral candidates who had arrived in Australia to embark on PhDs reflected on the challenges faced over the course of a research degree and their successful responses to cross-cultural differences in expectations and behaviours. Students were asked to imagine that they were writing a letter home to advise prospective students from their own country about what to expect when they enter the Adelaide University research environment.

In this paper we describe the major insights gained from these reflections and how the videos can be used: to help international students prepare for their postgraduate studies in Australia; to help supervisors from a range of cultural and linguistic backgrounds to understand some of the concerns of their newly arrived doctoral students; and to help local students recognise the challenges faced by their international peers, as well as appreciate the many aspects of the research degree journey that are common to all HDR candidates, in turn promoting a greater sense of commonality and community between domestic and international students.

**Key Words**

Encouraging student mobility, international student narratives.

**Notes**
Day 1 Session 1.7

C: Tending the Research Garden

Lalitha Velautham & Michelle Picard
The University of Adelaide

The borderless or world university is increasingly being promulgated (Hearn, 2010; Wanatabe, 2010). This concept presupposes greater staff and student mobility, flexibility in programs, multinational research partnerships, joint international appointments and publication and, most importantly, free exchange of knowledge. However, to maximise the benefits of internationalisation and ensure sustained collaboration, ‘the incoming side [should not be] expected to do all the adapting’ (Nerad, 2010) (p.74). This panel offers papers describing a coordinated framework for developing researchers’ intercultural competency at the University of Adelaide.

1. The Integrated Bridging Program (IBP-R) is a concurrent research development program for research students with English as an additional language. We describe the linguistic, academic and socio-cultural tools the Program provides to interrogate disciplinary practices, seamlessly integrate research students into the research University community, and develop their intercultural competence for future international exchanges.

2. Thesis Writing Groups have also succeeded in developing intercultural competence for both local and international research students. While developing academic writing skills in all members, these multicultural groups also build personal understandings of cultural specificities, and acculturation to the expectations of wider disciplinary communities of practice. This is the result of direct, personal experience of working together on authentic tasks for mutual benefit.

3. The Exploring Supervision Program offers a series of developmental activities for academic staff who wish to qualify as principal PhD supervisors. Attempting to avoid potted anthropology and stereotyping, we offer our audience strategies for exploring, codifying and collaboratively critiquing their own ethnographic understandings, as these apply variously to intercultural, subcultural and interpersonal situations.

Key Words
Intercultural competency, research topic development.

Notes
Day 1 Session 1.7

D: Preparing Academics at Chemnitz University of Technology for Internationalisation

Arnold van Zyl
Chemnitz University of Technology

The focus of internationalisation at Chemnitz University of Technology is to maximise the resulting benefits for the academics, the institution and the region. A variety of measures are implemented in order to achieve this objective; ranging from establishing a continuous ‘service flow’ for internationally mobile students and scientists via active and intensive integration in the global scientific community up to strong commitment to shape a welcoming society. This paper will review the internal, integrated service flow processes that have been put in place at the CUT to achieve, institutional transformation through academic exchange.

Key Words
Academic mobility.

Notes
Day 2 Session 2.1

C: Internationalisation of University and its Positive Effect on Local Students

Akihiro Asakawa
Nagoya University

This paper will seek to link the internationalisation of university with its positive effect on local students from an example of a graduate school which has high concentration of international students. The Graduate School of International Development (GSID), Nagoya University has a mission to develop human capital in developing countries so as to contribute to their home countries' development. Therefore, of the total student body, about half are international and the rest are Japanese. The international students are from 36 countries, mainly in East Asia and Southeast Asia. This high concentration and diversity of international students in one particular graduate school has a positive effect on local Japanese students. They have close and daily contact with international students not only in the classroom, but also in their daily life. As most of classes are taught in English, English is de facto official language in GSID. This daily contact with international students and daily use of the English language in the practical communication gives Japanese students the opportunity to gain not only practical English language ability but also insights into intercultural communication, foreign culture and customs. Because of declining population and the economic downturn in the domestic market, there now exists an economic environment in which Japanese companies are increasingly expanding business in overseas emerging countries. Many companies are thus positively looking for ‘Global Human Capital’ with English and other language abilities, overseas experience, and a good understanding of foreign customs and culture. Because of their daily and intense contact with various international students, Japanese students in GSID are likely to be advantageous as this employment trend continues. This paper mainly argues that interaction between international students and local students gives greater benefit in terms of developing ‘Global Human Capital’, which is increasingly becoming important in the Japanese employment market.

Key Words
Internationalising local students, intercultural competence.

Notes
Day 2 Session 2.1

E: Maximising the impact of university IP through Industry Partnerships: The Start-up model

Anita Nel
Stellenbosch University

At Stellenbosch University (SU), like any academic institution, leadership is focussed on achieving its mission: to create and sustain, in commitment to the academic ideal of excellent scholarly and scientific practice, an environment where knowledge can be discovered (research), can be shared (education), and can be applied (innovation) to the benefit of the community. Universities have progressed from primarily educational institutions, to being research-driven, and more recently to entrepreneurial institutions, with a greater responsibility for innovation and the effective solution of real-world problems.

SU has long appreciated the value of commercialising academic activities and pioneered this concept by establishing the first formal Technology Transfer Office at a South African academic institution in 1999. At present, the University’s wholly owned technology transfer company, InnovUS, is involved in academic entrepreneurship over a broad spectrum, such as negotiating the IP and commercialisation clauses of research contracts, funding development work, licensing technologies, setting up and incubating start-up companies, assisting start-ups to acquire venture capital, training and supporting academic entrepreneurs, and assisting academics. In 2011, seven companies in SU’s group of spin-out companies had a combined turnover of R106m and employed 194 people, which highlights that the social and economic impacts of a university’s entrepreneurial can be significant to a region.

Any university faces challenges and risks around spin-out activities, but these can be dealt with through an institution’s IP and commercialisation policies, its commercialisation structures, well thought through contracts, good corporate governance and careful planning. Some university technologies are clearly outright candidates for licensing, but we should also consider spin-out companies, the Cinderella of the university technology commercialisation strategy. The time has come for industry, government and universities to join forces and to create a well-endowed fund to support university start-ups.

Anita Nel is Chief Executive Officer of InnovUS, the technology transfer company of Stellenbosch University.

Key Words
Enhancing AC21 Partnerships, Industry Partnerships.

Notes
Parallel sessions: Abstracts

Day 2 Session 2.3

C: Optimising Research and Capacity Building: University of Sydney Regional Strategies

Anton McLachlan
University of Sydney

We will offer a preliminary analysis of international engagement by The University of Sydney across a range of activities, including research, institutional networking, staff and student mobility, training and capacity building.

The spread of these activities will be quantified across ten geographic regions: China, Southeast Asia, South Asia, Europe, North America, Northeast Asia, Latin America, Africa, the Middle East and the Pacific. Patterns of engagement between developing and developed regions will be contrasted.

Clear regional trends emerge in research engagement, with the strongest research ties and outputs, by all measures, being with Europe and North America. The presence or absence of institutional research-focused agreements appears to make little impact on research output, whereas network partnerships may contribute to greater research outputs.

On student intake and capacity building activities, developing regions take the lead, the most important area being the four Asian regions.

International university ranking is advanced by cutting edge research collaboration with highly ranked institutions, especially in Europe and North America. Engagement in developing regions may include more focus on issues such as contributing to the realisation of the Millennium Development Goals and general capacity building. This does not mean that capacity building programs cannot include a significant research component, nor the reverse; indeed, many research collaborations include significant capacity building through doctoral programs and other means.

Global trends in higher education are exerting increasing sway over all institutional activities as universities progressively internationalise and compete for talent.

Key Words
Capacity building, staff and student mobility.

Notes
Day 2 Session 2.4

C: A Coordinated Framework for Developing Researchers’ Intercultural Competency

Cally Guerin, Ian Green and Michelle Picard
The University of Adelaide

The borderless or world university is increasingly being promulgated (Hearn, 2010; Wanatabe, 2010). This concept presupposes greater staff and student mobility, flexibility in programs, multinational research partnerships, joint international appointments and publication and, most importantly, free exchange of knowledge. However, to maximise the benefits of internationalisation and ensure sustained collaboration, ‘the incoming side [should not be] expected to do all the adapting’ (Nerad, 2010) (p.74). This panel offers papers describing a coordinated framework for developing researchers’ intercultural competency at the University of Adelaide.

1. The Integrated Bridging Program (IBP-R) is a concurrent research development program for research students with English as an additional language. We describe the linguistic, academic and socio-cultural tools the Program provides to interrogate disciplinary practices, seamlessly integrate research students into the research University community, and develop their intercultural competence for future international exchanges.

2. Thesis Writing Groups have also succeeded in developing intercultural competence for both local and international research students. While developing academic writing skills in all members, these multicultural groups also build personal understandings of cultural specificities, and acculturation to the expectations of wider disciplinary communities of practice. This is the result of direct, personal experience of working together on authentic tasks for mutual benefit.

3. The Exploring Supervision Program offers a series of developmental activities for academic staff who wish to qualify as principal PhD supervisors. Attempting to avoid potted anthropology and stereotyping, we offer our audience strategies for exploring, codifying and collaboratively critiquing their own ethnographic understandings, as these apply variously to intercultural, sub cultural and interpersonal situations.

Keywords
Intercultural competency, coordinated framework.

Notes