

CWI PRESENTATIONS ALPHABETICAL LIST OF PRESENTER WITH BIOGRAPHY & ABSTRACT

Dr François Amar (University of Maine USA)

Dr. François G. Amar is Professor of Chemistry and Dean of the Honors College at the University of Maine. He earned his PhD in theoretical physical chemistry from the University of Chicago in 1979 and has research interests in simulation of nanomaterials, cluster kinetics and dynamics, and chemical education. He has been involved in interdisciplinary teaching and learning for over 20 years. He can often be found reading and occasionally writing poetry and is a practitioner of the art of zymurgy and other ways that yeast makes our lives better.

The Honors Collegiate Way: Excellence, Innovation and Engagement

Using the University of Maine as a model, I will discuss the general features of a “fully developed” honors college as articulated by the National Collegiate Honors Council (NCHC). Established in 1935, Honors at UMaine is one of the oldest such programs in the US, and became a college in 2003. Its four-semester *Civilizations* course sequence is based on the great books model and retains a remarkable curricular similarity to the original (5-6 students/year) invitation-only program of small seminars and individual tutorials in the humanities and the arts. Over three hundred first-year students are now admitted annually, half of whom live in Honors-only residence halls. The tradition of a rigorous Honors senior thesis requirement has continued since the inception of the program but now about a hundred students per year graduate with honors from UMaine.

Honors colleges share some aspects of the small liberal arts colleges prevalent in the US but tend to be situated in larger comprehensive and research universities and thus also bear comparison with existing residential college models. I will show how the Honors college serves its students and its institution as a center of academic rigor, pedagogical innovation, interdisciplinary collaboration, and community engagement.

I will also invite discussion of contrasts in residential college models that emerge from the fact that an Honors college may be the only residential college option available in its university. How, too, does the Honors designation alter the role of the college within its institution?

Dr François Amar & Assoc Prof Greg Clancey (University of Maine & Tembusu College NUS)

Gregory Clancey is Master of Tembusu College at the National University of Singapore (NUS). He is concurrently Associate Professor in the Department of History and Leader of the STS (Science, Technology, and Society) Cluster at the Asia Research Institute (ARI). Clancey received his PhD in the Historical and Social Study of Science & Technology from MIT, and has been a Fulbright Graduate Scholar at the University of Tokyo, a Lars Hierta Scholar at the Royal Institute of Technology (KTH) in Stockholm, and a Visiting Professor at Nagasaki University. Clancey’s research centers on modern Japan and East Asia.

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Colleges Partnering Across the Globe: The Tembusu College and University of Maine Honors College Experience

The Honors College at the University of Maine and Tembusu College of the National University of Singapore (NUS) are both situated in research universities and present academic programs as well as residential experiences for a select group of undergraduates. We will describe the genesis of our three-year old partnership and approaches and challenges to achieving strong connections between these two institutions with very different histories and contexts. Among the curricular issues of importance to both institutions is that of teaching about sustainability and food systems in the face of climate change. However, the impacts of climate change have very different manifestations in the two geographical locations. We will explore plans to develop some shared curriculum modules in these areas. We shall also discuss how curricular practices from each side of the partnership can influence the other. Our talk will also discuss and contrast the American honors college and commonwealth residential college models (with Tembusu being a modified version of the later) and make the case for learning from both.

Dr Kerry Bennett (Graduate House, Melbourne)

Dr Bennett is CEO of The Graduate Union, a global membership association, and the Head of Graduate House, a residential college and meeting place (per annum ~600 residents and >22,000 meeting). Dr Bennett holds a neuroscience PhD from Cambridge University (UK), two post-graduate qualifications in tertiary education and an applied science degree. She has worked in universities across the world (in Cambridge, USA, Italy, Australia), as well as for the Defence Science Technology Organisation, Neurosciences Victoria and Neurosciences Australia. She is a Fellow of the Neuroscience Institute at The University of Melbourne, a Member of the advisory boards for 17Goals and Framericas and has over 60 publications in international peer-reviewed journals.

Seizing the potential of globally based post-graduates for the global context

Most colleges around the world have post-graduate residents. Some, like Graduate House, have only post-graduates. Such post-graduate communities comprise talent and expertise from all life stages, disciplines and ethnicities. The aim of this presentation will be to outline the opportunities to foster international collegiality in graduate communities within and between colleges. Examples from Graduate House (a graduate residential college and meeting place) will be used to illustrate methods for fostering in-college networking and the learning of 'teaming' for the global context. Examples from The Graduate Union (a global association of graduates) will be used to illustrate between-college solutions for bringing together graduates (different alumni groups) into collaborative operational nodes which work with international organisations. The potentials afforded by live and on-line distributed teaming will be outlined and an explanation as to why and how this 'House' and 'Union' have committed to the 17 United Nations 2030 Sustainable Development Goals will be provided. In conclusion, an invitation will be put to explore

collaboration between college-based graduate groups around the world and to develop learning platforms to support distributed effective teaming.

Dr Rebecca Bouveng (Ustinov College, Durham University)

I joined the senior management team of Ustinov College in 2013, where I manage the Global Citizenship Programme & Scholarships, oversee the student welfare team and have responsibility for projects on the student experience, marketing and communications. I have always been interested in questions of politics, language and identity. My PhD, from Durham, looked at messianism in Russian identity and foreign policy; and as Templeton Research Fellow at St John's College, I've studied discourses on science and religion among UK Christian leaders. I also teach part time at the School of Government and International Affairs.

Ustinov College Global Citizenship Programme & Scholarships: Benefits and Challenges

The Ustinov Global Citizenship Programme & Scholarships were set up to build a strong academic community and scholarly events programme; to attract engaged and able students into College accommodation; and to provide students with intellectual and professional development and networking opportunities. Scholarships take the form of accommodation awards to postgraduate students interested in contributing to College life. The scholars become part of teams; organise seminars, conferences and social events; and work on media, marketing and communications. It's a two way knowledge transfer: students bring their ideas and expertise to the College, and develop new skills and networks for their future careers in the process. They also make friends as part of the teams, involve volunteers in the projects, and help build a stronger, friendlier and more caring community. The scholars and volunteers bring an infectious enthusiasm and passion which makes a notable difference to the overall atmosphere in the College, and which has helped raise Ustinov's profile.

The presentation will introduce the Programme and its various strands, offering a discussion of its many benefits as well as some of the challenges in managing it. The challenges include the notion of global citizenship itself and its application in a multicultural community; long term funding; staff resources; balancing between students' autonomy, and the long term College strategic direction; and the varying skills and engagement levels of students.

I will use a PowerPoint and also show a couple of film clips made by students in the Programme. I hope to share the joys of working with a cohort of passionate, skilled and intelligent postgraduates in a scholarly setting, and aim to show the difference a Programme like this can make both to individuals and the whole collegiate community.

Prof T.P. Burt Hatfield College, Durham University & Prof H M Evans Trevelyan College, Durham University

Tim Burt has been Master of Hatfield College and Professor of Physical Geography at Durham University (UK) since 1996. Before that, he was a Fellow of Keble College, Oxford for 12 years. He is firmly committed to the collegiate way, providing as it does a rich student experience that significantly enhances each member's personal development: academic, social and cultural.

With Martyn Evans, Tim convened the first *Collegiate Way* conference in Durham in 2014. They continue to be passionate about collegiate institutions in all their myriad forms.

Martyn Evans is Principal of Trevelyan College, and Professor of Humanities in Medicine in the School of Medicine, Pharmacy and Health; he is also an associate member of the Department of Music and the Department of Philosophy.

The collegiate way forward: choices on the road ahead

Our context for this paper is a proposal to expand student numbers significantly at Durham University (UK). In the current financial climate, how can we afford to retain the fundamentally collegiate nature of the University? What is vital? What is a luxury? This expansion throws into stark relief fundamental questions about the current and future shape of the Durham collegiate system.

For example, we observe that college membership can range from comprising only those who are resident (Otago, where membership of a college is not a university requirement) through colleges with a resident minority (Durham) to those where all students in the university are resident in colleges (e.g. Queens', Cambridge houses all its undergraduates). What is an ideal mix – could a college have no residents, or even be simply a virtual community of distant scholars?

Again, Oxbridge colleges are generally independent, in governance and finance; but most colleges elsewhere are simply part of their university administration: what works best? What scholarly activity is possible if there be no academic subject support within a college? How else can colleges support curiosity about life in general? Student communities support students' personal development: in our view this is best achieved by the students themselves so what else is needed in terms of facilities, support from the college principal and other staff? What if all the resident students are freshmen with no input from more experienced students? And who pays for all these facilities and activities – should it be just the residents, or every member of college?

Finally, there is the capital cost of bricks and mortar – what possibilities are there for third-party finance for capital development or must the university provide all the money? Can a college (or “society”) exist without premises? Could existing colleges even ‘buy themselves out’ and attempt financially-independent operation as providers, to their respective universities, of the residential collegiate experience? In addressing these questions (and others), our deep concern is the future of the collegiate system, not just at Durham but at other universities too. Our assumption is that colleges provide value for money; but this raises questions of cost and benefit, to which we need to have responses. In the end, we do what we do as college heads because we are interested in the broad personal development of our students, academically and personally, and we contend that colleges must, one way or another, significantly enhance each member's capacity to shape and live a flourishing life.

Dr Helen Cameron (Uni SA & Jane Franklin Hall UTas)

After over 30 years of teaching and research in higher education Helen Cameron has retired and has taken on a role as Adjunct Senior Research Fellow, both within the School of Psychology, Social Work and Social Policy, She is the author of many published papers, book chapters and a book *The Counselling Interview*, 2008, Palgrave . She now resides at Victor Harbor. During early 2016 she was Visiting Fellow in residence at Jane Franklin Hall, during which time she conducted this research with students.

First year at Jane

Entrance to university is an especially crucial time for all first year students but is especially so for those from international locations. Most first year students however, find this a very stressful time and some may suffer social isolation and cultural shock that requires support or even psychological counselling. Bringing further hurdles for international students are differences in learning styles compared with those used in Australian universities (Slade & Morgan 1998). The challenges faced by all first year students are social, cultural and academic and targeted assistance may be needed to help them become successful in their learning. This paper expands on these matters in reference to the findings from original research conducted with the 2016 cohort of University of Tasmania students in residence as first years at Jane Franklin Hall. A presentation of relevant literature will precede a review of the findings of our research. A discussion of key issues will follow with an opportunity for general comments and questions

Assoc Prof Greg Clancey (Master, Tembusu College NUS)

Gregory Clancey is Master of Tembusu College at the National University of Singapore (NUS). He is concurrently Associate Professor in the Department of History and Leader of the STS (Science, Technology, and Society) Cluster at the Asia Research Institute (ARI). Clancey received his PhD in the Historical and Social Study of Science and Technology from MIT. He has been a Fulbright Graduate Scholar at the University of Tokyo, a Lars Hierta Scholar at the Royal Institute of Technology (KTH) in Stockholm, and a Visiting Professor at Nagasaki University. Clancey's research centers on modern Japan and East Asia. He is the recipient of MIT's Morison Prize, and the Edelstein and Robinson Prizes of the Society for the History of Technology.

Singapore's Curricular Colleges: Building Teaching & Research into the Residential College Model

Since the initial founding of residential colleges at the National University of Singapore (NUS) in 2010, each has operated much like an academic department, having charge of its own curricula and building a staff of Fellows whose primary job is in-college classroom teaching. While they also carry out the pastoral and extra-curricular functions of colleges around the world, the NUS colleges award certificates on top of the many university degree programmes in which their students are also enrolled. Their emphasis on for-credit teaching and even research may be relatively unusual among commonwealth-system universities in the 21st century. My talk will describe why this system was established, how it operates, and why it merits consideration as a model beyond Singapore. I'll also touch on the reward and challenges of being a College Master in this system, concentrating on my own college, Tembusu. A number of other Tembusu College staff will be giving papers on their specific portfolios at the conference, so that my own will be something of an overview, and focused on the creation and sustenance of the Singapore college model over the last five years, and its possibilities for the future.

Dr Catelijne Coopmans & Assoc Prof Lina Lim (Tembusu College NUS)

Dr Catelijne Coopmans was first exposed to interdisciplinary seminar-style education as an undergraduate in the Art and Sciences Program at the University of Maastricht, and to college life as a graduate student at St Cross College, University of Oxford. An interdisciplinary scholar in the field of Science and Technology Studies, she joined Tembusu College in 2011 as Director of Studies. Besides coordinating the

academic programme, Cateljine was a residential fellow from 2011 until 2015, and has played a key role in developing personal development and mentorship opportunities for senior students at Tembusu.

A/P Lina Lim is jointly appointed at the Department of Physiology at Faculty of Medicine, NUS, and Tembusu College as the Residential Fellow of Ora House. She has lived in colleges in the UK for 12 years and has a BSc degree from King's College London and her Ph.D from the William Harvey Research Institute in London, both in Pharmacology. After a post-doctoral fellowship at Johns Hopkins University Medical School in Baltimore, she returned to Singapore where she now leads the Inflammation & Cancer Laboratory situated in the Immunology Program, Life Sciences Institute, NUS. Having lived at Tembusu since the college opened its doors in 2011, Lina has played a key role in developing and organizing pastoral care. In semester 2 of AY2015-2016 she was also Tembusu's Acting Director of Studies. She is a loving mother of two beautiful daughters.

The Fellow's Role in a 'Living/Learning' College in 21st Century Asia

A living/learning college is a space where students find residence as well as opportunities for intellectual and social engagement in and out of classroom settings. This space generates a unique set of demands on, and possibilities for the involvement of, academic staff. In this paper, we draw on our own experiences and the perspectives of colleagues and students at Tembusu College – a residential college of the National University of Singapore – to reflect on the multi-faceted role fellows can and do play in this space. We review the most salient aspects of the leadership, collaboration and support-provision in which fellows engage across the domains of teaching, pastoral care, and out-of-classroom initiatives to foster student development. We then consider the relationship of these aspects to the success of the college, and reflect on the institutional viability of the fellow's role within and beyond the home university.

The paper addresses the conference theme in its emphasis on the contributions of academic staff to the development and maintenance of a collegiate community; it also touches on the global positioning of Tembusu College, its fellows and its students. The paper will be presented as a talk conducted by two speakers, supported by visual material on power point slides.

Ms Fiona Crowe (St Catherine's College, The University of Western Australia)

Fiona is Head of College at St Catherine's College at the University of Western Australia. She is an Ancient Historian and educator with over 20 years experience in higher education and building collegiate communities. Fiona is a former President of University Colleges Australia (UCA). She a non-executive director of Bloom and a board member of the Presbyterian Ladies College (PLC) Perth, a Fellow of Leadership WA and a 40 Under 40 Business awardee.

Creating an Innovation Hub, Creating a Shift in Thinking.

There is much talk of the death of universities as we know them and a shift away from place-based learning. It is old news that our students will work in jobs that are yet to be invented. It is a global imperative that we diversify our economies and think

sustainability in a global sense. And essential to us assisting our students to meet these challenges is how we nurture and assist them create and embrace disruptive technologies and innovation.

This paper presents the learning around establishing an innovation hub at St Catherine's College, within the University of Western Australia, run by students for students. Now adopted as its university's student innovation hub, in just two years, *Bloom* offers 75 workshops per year, complements in-class learning, teaches practical skills from structuring a business to developing a social media campaign, offers a Startup Incubator Program to take an idea through to a viable business venture, is home to 50 entrepreneurs and 25 start ups, is part of a nascent innovation eco-system, works with other innovators to solve industry challenges, provides a dynamic co-working space and reaches over 2000 students per year.

Mr Eddie de Wet (Academic Coordinator, University of the Free State, South Africa)

Eddie de Wet started his experience in the Higher Education sector as student leader in 2012 and is currently the first full time Academic Coordinator of Residential Colleges at the University of the Free State (UFS), South Africa. He obtained a B.Soc.Sc (Social Sciences) degree in 2013, the degree B.Soc.Sc Hons. (Criminology) in 2014, and is currently completing his Masters-degree in Higher Education Studies in the field of transformation. He served as research assistant at the *Institute for Reconciliation and Social Justice*; a flagship programme at the University of the Free State focusing on issues of transformation. As former student leader and staff member he is considered as one of the leading voices in a new generation of intellectuals focusing on innovative ways in which institutional cultures within Higher Education can be transformed.

The model of collegiate communities; challenged, unrestricted and developmental.

A large body of literature supports the notion that collegiate communities must not exceed the number of opportunities for students to recognize one another face-to-face; a number that equals 250-350 students. Up to now it was argued that keeping to this restricted number is important to establish a strong sense of belonging within college communities. Research done at the University of the Free State (South Africa) shows the opposite; that it is possible to create much larger college communities without compromising a strong sense of belonging and individual as well as collective development. This research paper will focus on the ways in which these college communities were established at the UFS together with the positive outcomes after challenging the restriction. It will use Bronfenbrenner's ecological systems theory as theoretical framework to evaluate qualitative data gathered within residential colleges at the UFS during the past five years. The significance of this research paper revolves around the ways in which it can contribute towards new models for college communities, especially in contexts where a strong sense of belonging must be established for a large number of students of which a substantial number are not staying on campus.

Miss Jane Dove (Stephenson College, Durham University)

Jane Dove is Assistant Senior Tutor of Stephenson College, Durham University. She leads the pastoral support for undergraduate and postgraduate students and students engaging in professional programmes.

Piloting Apps: A College's response to student mental health needs

Mental health issues are increasingly prevalent in young adults, particularly University students; evidence indicating a higher proportion of students experiencing anxiety and depression, in comparison to peers who are not studying (Stallman, 2010). With many barriers to help seeking, especially amongst students from certain cultural backgrounds, where there may be stigma associated with admitting the need for help, this highlights the need to explore less conventional methods in early intervention for mental health issues.

In a collegiate University, the College is often the first point of contact for students presenting with mental health issues and we recognise that this allows us to take a proactive, preventative approach in supporting students, as well as providing interventions for many low severity mental health issues which can prove very positive both for the student and for the community as a whole.

As specialist mental health provisions become ever in demand and help seeking amongst students remains low, technology presents a way to enable people to take responsibility for their own wellbeing and to engage in virtual self-help techniques (Farrer et al, 2015). As such, much support can be found via online resources and smart phone Applications (Apps) dedicated to mental health awareness, guidance and advice, allowing students to access support immediately and, crucially, without disclosure, where preferred.

This paper shares the findings of Stephenson College (Durham University) in exploring the effectiveness of the use of apps as a tool in supporting students. The College has trialled the apps over a period of 6 months, sought opinions and recommendations from those having used them and will be adapting them further in the future. The overall experiences of using mental health apps are positive, though with some caveats. Their use as an additional tool is one that the College believes that others could usefully explore.

References:

- Farrer, L., Gulliver, A., Chan, J.K., Bennett, K. and Griffiths, K.M., (2015) A Virtual Mental Health Clinic for University Students: A Qualitative Study of End-User Service Needs and Priorities. *JMIR Mental Health*, 2(1):e2
- Stallman, H. M, (2010). Psychological distress in university students: A comparison with general population data. *Australian Psychologist*, 45, pp.249-257

Dr Michael Eamon (Traill College, Trent University, Canada) & Ms Melanie Sedge (Champlain College, Trent University, Canada)

Melanie Sedge has an undergraduate honours degree in psychology, a post-graduate diploma in ecotourism management & a Canadian Studies Diploma from Trent University. She spent seven years building & running Trent University's Continuing Education program & coordinated a successful Canadian Studies program for international scholars. She would later manage the university's summer

athletics & recreation programs. She is currently the Head of Trent University's Champlain College.

Michael Eamon holds four degrees in history & has worked for both federal and provincial governments in the fields of culture, history & heritage. He is the past principal of Trent University's Lady Eaton College & current principal of Traill College. He is also Director of the Continuing Education program. In 2015, he was appointed the Chair of the Collegiate Way's International Advisory Board and is working to transform the movement into a successful & sustainable global organization.

Collegiality, Compromise & Cooperation: A Canadian Perspective on Striking a Balance between Centralised University Services & College Autonomy

The collegiate way is forged by the dialogue between a central university authority and its constituent colleges. The diversity that university colleges provide, marked by independent, interdisciplinary and safe communities of scholars, is at the core of collegiate success. However, it is also that same independence and decentralization that has proven a major administrative challenge, particularly in the ever-changing global environment of higher education.

This presentation will look at how Trent University, one of Canada's top-ranked institutions, has dealt with the constant tensions of centralized administrative control in a decentralized collegiate environment. Founded over 50 years ago, Trent University was envisaged as a ready-made collegiate university. In an era of large campus-style universities, Trent was unique in both its scale and mission. However, from the beginning, the independence of the university's colleges was challenged and questioned. Both philosophical differences and financial realities led to the centralization of many of the university's services.

Yet, centralization does not have to be detrimental to a collegiate university. Indeed, it can free up the colleges to focus on their core mandates and foster a high-level of intercollegiate interaction. This paper will highlight a few core operations that have actually strengthened the university's collegiate mandate. This paper will also address several challenges that continue to exist and the importance of maintaining a collegiate ethos, or compass, in the navigation of conflicting, administrative attitudes. While rooted in the Canadian context, it is hoped that this presentation will offer useful exemplars for other collegiate institutions.

Dr. Eamon and Ms. Sedge, who themselves come from very different backgrounds, embody the high-level of interaction and collegiate cooperation at Trent University. They will, in a light-hearted and engaging manner, talk about the importance of collaboration and show that a balance can be struck between central authority and collegiate autonomy.

Mr Wayne Erickson (Principal, St Andrew's College, Sydney University) & Dr Hester Wilson (Vice Principal St Andrew's College, Sydney University)

Wayne Erickson is the 12th Principal of St Andrew's College, within the University of Sydney. He was appointed in March 2008, having served the College as Secretary to the Council and Manager since 2004. In a former life he was a teacher, housemaster, sports master and College Executive member at The Scots College, Sydney, during the 1980's. He left teaching to pursue a long-held interest in the business of sport, and was the General Manager of Operations at Australian Rugby until 1995, when he became world rugby's first full time professional referee. He is a member of world rugby's referee selection committee, coaxing talent and aspiration towards excellence – much like his role in St Andrew's.

Vice Principal at St Andrew's College, **Dr Hester Wilson** has long had an interest in the culture of student life in College and has been involved in supporting and facilitating wellbeing, resilience, leadership and respectful relationships training in College since 2004. An experienced sexual assault physician, she is a Fellow of the Royal Australian College of GPs and the Royal Australian College of Physicians (Addiction Medicine) and works in primary care. She holds a Masters in Mental Health and an interest in integrated care and addiction and mental health co-morbidity in young people.

Respectful Relationships – Residential Life in St Andrew's College

On the eve of the sesquicentenary of St Andrew's College, and in the fifteenth year of co-residency, this presentation examines the evolution of the Residential Life Program in St Andrew's. In particular, we examine the core elements of living in this community, whose culture is value driven and which includes programs in leadership, service and professional development. We examine the challenges and opportunities presented by our continuing embrace of the College's enduring student-driven leadership and governance model, and in particular the collaborative contribution to the unifying principal of Respectful Relationships in Residential Life. The presentation will be a joint exercise, with Wayne Erickson establishing the background to the evolution of the program, and Hester Wilson providing detailed insight to the Respectful Relationships theme, as it relates to the specific elements of the program. We understand that the session is allocated 30 minutes, but would appreciate an additional 10-15 minutes for Q&A, as some challenges will be presented for audience response.

Prof Keith Gaddie (Headington College, The University of Oklahoma)

Keith Gaddie (Ph. D. 1993, The University of Georgia) is Senior Fellow of Headington College and President's Associates Presidential Professor and Chair of the Department of Political Science at the University of Oklahoma. He and his coauthor Prof. Mark Morvant are the leadership team creating Oklahoma's first residential colleges. Keith is the author or coauthor of several books including *Politics in America*, *The Three Governors' Controversy*, and *The Rise and Fall of the Voting*

Rights Act. He and his wife Dr. Kim Gaddie raise English Bulldogs and restore English sports cars, but they love Ireland most of all.

“*Civi Et Republicae: The Residential College and the 'Architecture of Democracy' in the Civic University*”

The Rev'd Tim Harling (Chaplain, Queens' College, Cambridge)

Tim is a Priest in the Church of England. Originally a Scientist (Oceanographer), he has worked within Chaplaincy for most of his career both within the seafaring community, the prison service and university Chaplaincy. He has been Chaplain of Queens' College for 3 years and works as a part of the welfare team in the College. Queens' is a large Cambridge University College with just under 1000 students with a diverse mix of Undergraduates/Graduates

Consent and Sexual Violence Management in a Collegiate Environment

Bringing experience and research from high profile British cases involving consent, rape and sexual violence I will lead a discussion on issues faced in managing these situations within the College environment. I will give the back ground of where current thinking and practice is around the understanding of consent, look at the particular challenges residential colleges can face and the need for strategy, management of risk and protecting students on all sides of this process. I will then reflect on the difficulties faced within the College, on individuals, and the potential pastoral “fall-out” on student lives. The presentation will be 20-30 minutes, leaving time for discussion and sharing of best practice.

Prof John Hutchinson (Dean of Undergraduates, Rice University, Texas)

John Steven Hutchinson is the Dean of Undergraduates and Professor of Chemistry at Rice University. Hutchinson is a 1977 graduate with highest honors of the University of Texas and also did his doctoral work at UT. Hutchinson taught at the University of Denver and the University of Colorado, Boulder, before joining the Rice faculty in 1983. He has served as Associate Vice President for Student Affairs and Director of Academic Advising. He was also the resident faculty master of Brown College (2003-2008) and Wiess College (1994-2001), two of the eleven residential colleges at Rice. Rice University recognized Hutchinson in 2007 with the George R. Brown Certificate of Highest Merit in recognition of outstanding contributions to undergraduate education.

Residential College Self-Governance as an incubator for leadership and problem-solving

One of the great strengths of a residential college system is the creation of many excellent opportunities for student leadership development. Students can serve in various college government roles including the presidency of the college. They can manage large budgets. They can create and enforce the rules of the college. And they can represent their constituency to university leaders and administrators. In all of these roles, the students benefit enormously in personal growth and skill development.

At Rice, we have also leveraged this student leadership as partners in problem solving for major issues which arise on campus. By asking and allowing our college leaders to take ownership of an issue, we get buy-in and wider acceptance of changes which need to be implemented. I will cite several examples where we believe the residential college system has produced much better outcomes than we could have achieved otherwise.

In addition to these excellent outcomes, the students who led these initiatives develop confidence in themselves as agents of change in their communities.

Dr Kuan Yee Han (Director Student Affairs, Tembusu College NUS)

Dr. Kuan Yee Han received his B.Eng (Hons) in Mechanical Engineering, and a Ph.D. in Biomedical Engineering, from the National University of Singapore. During his undergraduate days, he was active in the NUS Students' Union, where he was elected President, and was involved in many of the student initiatives and programs. He has been with Tembusu College since the pilot program as a Graduate Fellow while completing his Ph.D. He has been involved in the five years of college orientations and several other student orientations in the university. Currently, Yee Han is a full-time Fellow at Tembusu College; where he is both the Director of Student Affairs and the Residential Fellow of Gaja House.

Tembusu – Realignment of College Orientation in Singapore

The university orientations in Singapore are often student-run where the focus would be to create a common experience through various bonding activities. Team games, amazing races, etc are common features in such orientations. As residential college being a new concept in Singapore, there is a need to orientate students to what residential living and learning means. Students from various faculties and disciplines reside in the college.

Although the majority of the students who will participate in orientation are freshmen, the college also welcomes new seniors students and exchange students. This paper/presentation focuses on how various stakeholders of the college are involved in the orientation; senior students, fellowship, residential team, dining committee, management office, etc. Best practices, what worked and what didn't will be explored. An example is the involvement of the fellowship which is particularly important as the college attempts to break the student-lecturer barrier at the start and to allow students to get to know the lecturers better beyond their academic interests through conversations in a small group settings. Being a young college, the orientation has taken many forms for the past 5 years and the college is still trying to fine tune to create a seamless and meaningful orientation experience for students.

Dr Bradley Kunda (International House, Sydney University)

Dr Bradley Kunda convenes a diverse living-learning program as Residential Life Officer and Assistant Director of International House, The University of Sydney. In these roles, Bradley researches and develops the Global Leadership Program and supervises the House's calendar of events designed to complement the educational experience of 200 students from over 45 countries. Bradley is also a Doctor of Musical Performance of The Australian National University and is one of the country's pre-eminent classical guitarists with recordings published on ABC Classics and Soundset Recordings (USA).

Engendering systemic and cultural leadership practices in residential college communities: the Global Leadership Program at International House, The University of Sydney

International House has run its Global Leadership Program (GLP) for the past two consecutive years. The program draws on current research in global competence and sustainable leadership practices and develops core leadership skills including influence and persuasion and cross-cultural communication techniques. The program is tightly integrated into the extensive and vibrant members-run community events program as participants develop their leadership skills while running events and programs for their peers. Eminent leaders support the GLP by giving talks on leadership as part of a public lecture series that has included the current CEO of the High Court of Australia, a pioneering computer science researcher, and the former CFO of IBM Australia/NZ, among others.

This paper explores the research basis for the Global Leadership Program at International House before outlining its structure and method of delivery. Feedback from program participants is evaluated before concluding remarks are given as to the broader impact of the GLP on engendering systemic and cultural leadership practices within the culturally diverse collegiate community at International House.

The presentation will include selected short video segments from the training workshops and participant projects by way of illustrating the dynamic approach to learning and the diverse impact on the collegiate community.

Dr Marie Leech (Principal, Sancta Sophia College, Sydney University) & Dr Rose Leontini (Faculty of Health Sciences, Sydney University)

Dr Leech has a PhD in Social Policy from the University of Sydney and a Masters of Science and Society from the University of New South Wales. Her business achievements were recognised as a NSW Finalist in the 2005 Telstra Business Women's Awards. Marie was appointed to the Federal Government's Stronger Families and Communities Strategy Partnership, was a member of the Board of Directors of the Australian Institute of Family Studies; and served on the Boards of Families Australia and City West Housing; and on a number of Committees, including Working Groups of the Australian Research Alliance for Children and Youth (ARACY).

Previous roles include the position of General Manager, Community Services, at Mission Australia, and Senior Policy Advisor at Uniya, the Jesuit office for social justice research.

Amongst her various Board roles, Dr Leech is a member of the Executive of University Colleges Australia (UCA) and Chair of the Mental Wellbeing Group of Healthy Sydney University.

Dr Leontini is a Lecturer in Behavioural and Social Sciences in Health, Faculty of Health Sciences, Sydney University. Her research interests are in hereditary risk and genetic testing, youth and alcohol, sociology of health and illness, sociology of everyday life, and health ethics. She was a chief investigator in the three year project that examined alcohol consumption and practices of harm minimisation among university students in Australia.

How do we support both harm minimisation and student autonomy when it comes to alcohol use in university residential colleges?

Senior managers and policy makers in university residential colleges face major challenges in advancing key organisational aspirations, goals and ‘outcomes’ related to students’ drinking. Arguably the most significant is achieving harm minimisation at the same time as supporting students’ independence and autonomy. Based on a multi-method and intensive Australian study conducted over several years, this paper identifies and analyses the principal barriers to and opportunities for college governance in successfully addressing the tensions related to university residential college alcohol use. It concludes with suggested future directions that college managers, policy makers and students might wish to discuss in ‘moving forward’.

Rev’d Dr Anita Monro (Principal, Grace College UQ)

Anita Monro is Principal of Grace College, a women’s residential college at The University of Queensland (UQ). She is a graduate of the Australian Institute of Company Directors; and currently undertaking further study in the area of Not-For-Profit Governance. She has served on a range of councils and committees of non-profit organisations including the national Assembly of The Uniting Church in Australia. She has also served in teaching and administrative roles in a range of tertiary settings in Qld and NSW. She is currently an Honorary Research Senior Fellow with the School of History & Philosophical Inquiry at UQ.

Strategising a College’s Future with Multiple Stakeholders: The Value of Team Production Theory in Producing a Cohesive Outcome from a Complex Set of Interests

Many non-profit organisations operate in an environment where multiple stakeholders hold a variety of interests. In a residential college such stakeholders can include current residents, alumni, associated educational facilities, and auspicing organisations (e.g. churches or service clubs). While the legal role of stakeholders varies according to the type of entity the college is, the investment of stakeholders in the college as an entity affects the college’s governance and operations.

This paper reflects on a strategic planning consultation undertaken with multiple stakeholders in a residential college setting. It explores the value of Team Production Theory in understanding the processes involved and evaluating the outcome of the process.

The theoretical component of this paper is based on the Team Production Theory of governance as articulated by Margaret Blair and Lynn Stout. The case study component of this paper is based on a consultation process conducted in collaboration with Dr Carol Bond, Research & Development Manager at Grace College. The exploration of the implications of the theory for the process is indebted to the investment of 6 key stakeholders in the work of Grace College: residents, alumnae, staff, The Uniting Church in Australia (Qld Synod), The Presbyterian Church in Queensland, and The University of Queensland.

The presentation will consist of:

- a brief outline of the principles of Team Production Theory in a contemporary governance context;

- an overview of a consultative process undertaken with multiple stakeholders in order to develop a strategic plan for a residential college; and
- a series of reflections on the relevance or otherwise of Team Production Theory for the outlined case study.

On being the ‘Fridge on the Ridge’: The (Dis)Empowerment of a Virginal Stereotype for Young Women in a Residential College Setting

"Fridge on the Ridge" is a colloquial epithet for a women's residential college at a major Australian university. The college operates under the auspices of 2 Protestant churches. It has particular policies about limiting alcohol on site and not having overnight male guests. These policies (and earlier ones concerning curfews) may have provided some of the impetus for the epithet. What effect does this epithet have on the young women who reside at the college? This paper explores some initial responses to the epithet from recent residents. It considers these responses in the light of the Virgin/Whore dichotomy identified by a range of scholars as informing stereotypical responses to women generally. From this preliminary consideration, the article will offer some initial reflections on current community practices in the light of the stereotype and responses to it; as well as next steps for assisting the college community to work with the popular application of the epithet in a manner which focusses on the empowerment of young women for leadership in the face of the continuing dichotomisation of the representation of women.

The theoretical component of this paper is based on a hermeneutical model of “subjecting the ambiguity of identity” founded in the work of French feminist and psychoanalyst Julia Kristeva. The empirical component of this paper is based on research conducted in collaboration with Dr Carol Bond, Research & Development Manager at Grace College. The exploration of the implications of the theory and the data for community development practice is indebted to the work of staff and student leaders at Grace College over the course of its history.

The presentation will consist of:

- a brief exploration of the “fridge on the ridge” stereotype and some of its implications for young women in a residential college setting;
- a short series of graphs depicting residents responses to the stereotype; and
- the exploration of 2 or 3 community practices and how they interact with the stereotype.

Dr Kelvin Pang (Tembusu College, NUS)

Dr Kelvin Pang is currently a teaching Fellow at Tembusu College, NUS, and Director of Residential Life. Having also served in the capacity as Director of Student Affairs in the formative years of the college, Kelvin has worked extensively with students and enjoys developing student leaders. His academic work focuses on negotiation and conflict management, and he teaches a senior seminar on “Negotiating in a Complex World” at the college.

Developing Student Leadership: Building a Culture of a ‘Home of Possibilities’

Tembusu College is a two-year residential college program for incoming freshmen to the university. Some of these students go on to stay on a 3rd and 4th year to serve as

mentors to their younger colleagues. We have a diverse international community of students with more than 20 different nationalities living in the college. An important part of the student journey through the college experience is to help them develop strong leadership skills, relevant in a global context.

How do we provide as many of our residents an opportunity to serve as student leaders? How do we support their leadership development experience? A large part of this is achieved by creating a culture that espouses student autonomy, and encourages students to craft their own college experience. This presentation will focus on sharing the learning journey of the college as fellows and students co-create a culture of a “Home of Possibilities”. I will share on how this student-initiated slogan “Home of Possibilities” has come to be an important defining statement that the community embraces, how we encourage students to be partners with the fellows, how we break down invisible structures that prevent leadership emergence, how we developed a Third Year Experience program that supports student self-discovery and exploration of possibilities in their lives, which also includes a 4th year mentoring structure that continues this work through individualized coaching. This presentation will be told through a “culture-creation” story, comprising of a slideshow of photos and text.

Dr Mark Ryan & Prof Tim Burt (Yale University & Hatfield College, Durham University)

Tim Burt has been Master of Hatfield College and Professor of Physical Geography at Durham University (UK) since 1996. Before that, he was a Fellow of Keble College, Oxford for 12 years. With Martyn Evans, Tim convened the first *Collegiate Way* conference in Durham in 2014. He is firmly committed to the collegiate way, providing as it does a rich student experience that significantly enhances each member’s personal development: academic, social and cultural.

Mark B. Ryan is Chair of the Jonathan Edwards Trust at Yale University. For more than two decades, he was Dean of Yale’s Jonathan Edwards College. Subsequently, he helped to establish the first residential college system in Latin America, at the Universidad de las Américas, Puebla in Mexico, where he served as Dean of the Colleges and as *Regente* (Master) of Colegio José Gaos. Mark is author of *A Collegiate Way of Living: Residential Colleges and a Yale Education*. His writings on residential colleges have appeared in *Change: The Magazine of Higher Learning*, the *Yale Alumni Magazine*, and other publications.

The College in the University: Issues of Autonomy and Governance

The Collegiate Way takes its inspiration from the independently founded colleges of Oxford and Cambridge, which retain a high degree of autonomy within their universities, with their own governing boards, independent financing, and authority over appointments. The vast majority of residential colleges worldwide, however, have been established in universities organized according to different principles of governance, where university administration is more centralized and the power of faculty appointments is vested in schools and departments of study. Like any organization, colleges will have their own interests within the larger polity; but their capacity to pursue such interests generally is dependent on, and sometimes restricted by, higher authority. The difference between the original collegiate model and the realities of modern university governance almost inevitably leads to tensions over the

relative autonomy that colleges might maintain within the university's governance structure.

The discussants will broach this theme with accounts of university-college relationships at two prominent 'collegiate universities,' Durham University in the U.K. and Yale University in the U.S. Topics will include issues regarding independent financing of the colleges, fund raising, student selection and assignment, community loyalties, relations with departments of study, and authority over academic offerings in the colleges. After presentations from each of the two panelists, the discussion will be open for commentary by participants.

Dr Margaret Tan (Tembusu College, NUS)

Margaret is currently a Fellow and Director of Programmes at Tembusu College, where she teaches undergraduate students and oversees a wide portfolio of out-of-classroom programmes and events. She is also the Co-director of the NUS Art/Science Residency Programme and a Research Fellow with the Science, Technology and Society research cluster at Asia Research Institute, National University of Singapore.

Margaret holds a PhD from the Department of Communications and New Media, National University of Singapore, a Masters in Interactive Media and Critical Theory from Goldsmiths College, University of London, and a degree in Fines Arts from RMIT-Lasalle College of the Arts.

Learning and Living: Collegiate Life at Tembusu College

Tembusu College is one of four residential colleges at University Town (UTown), National University of Singapore. In our college, learning is not just restricted to the classroom but interwoven throughout daily life, and highly valued. This presentation aims to share some of the official out-of-classroom programmes that connect our students to local and global issues and communities. Through key examples from our Teas, Tembusu Forums, NUS Art/Science Residency Programme, and other ad hoc events, the presentation will discuss the challenges and rewards of running such programmes. It will also highlight how such programmes can close the loop for classroom learning, and how students have benefitted from participating in such programmes beyond life at the college.

Prof Kit Thompson (University of Macau)

- Presidente Inaugural do Conselho de Mestres e Diretor do Colégio, Universidade de Macau
- Vice President European Chamber of Commerce
- Vice Chairman British Business Association Macau
- Board Director French Macau Business Association
- Board Director Association Culturelle France - Hong Kong Ltd
- Orquestra de Macau Conselheiro
- University College and Academy president: Hong Kong Academy for Performing Arts, Dartington, and Birmingham Conservatoire

Colleges on the cusp of the world's largest metropolitan area

It is Good Friday. There are hot cross buns in the toaster and packing to be completed for an imminent trip to Spain. The University was placed 39th in the 2015 Times Higher Education World 100 under 50 Rankings. This alone represents a quite remarkable trajectory. I was privileged to be chosen to represent the University in the 2016 Summit and Rankings, *'Is your institution a disruptive innovator?'* being held in Barcelona. Beforehand there is a visit by Academy of St Martin in the Fields with Sir Neville Marriner, a workshop with players and students, followed by evening, pre-concert drinks to be prepared. Afterwards, with timpani crated, double basses safely secured, I set forth for Iberia, FC Barcelona and spring sunshine. It is just another typical atypical living and learning day in the life of a collegiate community. Whilst our days too are Iberian, our nights are distinctly Far Eastern on this island campus, one for which there is 'no recent precedence', *New York Times, 2013*. It is hard to envision European cross-border paradigms. In November 2013, the leader in the city's most widely-read newspaper was given over to an editorial of Vice Premier Wang Yang officiating at the ceremony of inauguration of the new campus. Subsequently, December 2014, President Xi Jinping visited to mark the 15th anniversary of this former Portuguese enclave's return to China. *Disruptive innovator* or not, the first three years alone represent a singular, defining moment in an evolving narrative of concept Colleges, unquestionably so, but also in terms of evolution of University of Macau's emergent collegiate system. The paper looks at UM's collegiate development to date. Whilst the pace of progress is quickening, given recent economic turndown, the possibilities are perhaps not quite so limitless as they once seemed. Tomorrow's world will require farsightedness in planning, resourcefulness in meeting ticklish situations. Colleges on the cusp of the world's largest metropolitan area require dynamic approaches to strategy, nuanced for its developing needs. They have to stay ahead of the curve, build cultural software, help to strengthen the SAR's social infrastructure and enhance Macau's quality of life if this former enclave is to come of age, diversify from within and move forward within the greater Pearl River Delta and China.

Mr Tasmin Trezise (Tanda Qld)

Tasmin Trezise is a CoFounder and Director at Tanda, a cloud based time and attendance software company based in Brisbane, Australia. Like most great ideas, Tanda started out as an idea with uni mates whilst enjoying a pint at the Uni Bar. It was not long before Trezise began balancing his responsibilities as President of the QUT Student Guild Association, fulltime study and cofounding the startup that would become Tanda. Trezise is driven by innovation and the belief that university students and the youth of today can not only drive success in the business arena, but also bring about meaningful change for the wider community.

Using Boards and Councils to drive Innovation

Technology is driving education into the 21st century, and University and College Boards and Councils must be ready to step up and accept their roles as innovators and mentors for the youth of tomorrow. Society now requires a high standard of immediacy, efficiency and innovation, the like of which has never been seen before. Despite the gentle reminders to slow down and enjoy the ride, higher efficiency and productivity means that we can take the time to focus on what is important. Tanda is a market leading technology company that was created by four University students hoping to improve the productivity of the oncampus Uni Bar. Through their university experience and positions within the QUT Student Guild, Tanda's

founders were not only able to found a new company, but become experts in younger workforces and specifically how institutions like colleges can make the most from student employees.

The importance of providing platforms and opportunities for the next generation is crucial, as the needs of society require graduates to not only be equipped with skills for the real world, but also with the ability to innovate and improve society.

University Boards and Councils have become the primary stakeholders in leading innovation as they have the power to influence change, but also the platform to promote and canvass ideas to the future generation.

Using his background as President of QUT Guild and as a young entrepreneur, Tasmin Trezise will highlight the importance that his University experience had on his success, and why such opportunities are crucial for future generations.

Dr Ian Walker (Toad Hall, ANU)

Ian Walker is Head of Toad Hall ANU and President, University Colleges Australia. Previously involved in teaching and counselling in government and independent secondary schools, he was appointed Dean at New College UNSW in 1994 and, in 2002, was awarded a PhD in the history of Australian universities and their colleges/residences. In that year he was appointed Principal of The Kensington Colleges at UNSW. In 2010, he moved to Canberra and the ANU as Head of Toad Hall, a mainly postgraduate and international residential community; from 2011 to 2014 he was also Head of Ursula Hall, until 2003 an independent affiliated College of the Ursuline Order.

160 years of Australian university residence & 70 years of The Australian National University: a brief overview

The establishment of the first residential colleges in Australia's first universities was couched in controversy and compromise; it was noted as a "very difficult experiment". The opening of St Paul's College at Sydney University in 1856 occurred in a context of sectarian rivalry and a determination that Australian universities would be secular and free of any religious tests whatsoever. Residential students would attend the teaching of and be examined by the university, not within and by the colleges. While various compromises occurred, this was to be the pattern for the establishment of universities and residential colleges in Australia, albeit most residential colleges up to WWII were owned and operated by religious foundations. The end of the War and the establishment of The Australian National University in 1946 marked the beginning of a significant change in university growth and development and in the provision of residence, with many colleges and halls established and operated by the universities themselves, mostly along 'traditional' collegiate lines. The 1960s and 1970s saw the 'golden era' of government funding for university capital works, including for the establishment of new affiliated/religious colleges and halls as well as ones owned and managed by universities. Government funding for religious foundations, including for the establishment of denominational colleges at ANU, was controversial. With the end of Government 'largesse' and the Dawkins reforms of the late 1980s, together with funding cuts to higher education in the mid to later 1990s and pressure from an increasing need for student accommodation with less funds to provide it, commercial developers began to provide opportunities for partnerships in the provision of what was often referred to as the 'non-core' business of student housing. College and collegiality were caught up in the growth of more corporate governance and management of universities, as well

as in the enormous demand for accommodation for the international student 'market'. The burgeoning of commercial accommodation providers, in partnership with or separate from the universities, poses clear challenges to collegiate models of residence and to the nature of the most appropriate student residential experience.

“No-one ... has previously traversed the field in so comprehensive a way. By analysing the changes that have come about in the college system over the past 125 years or so ...and by comparing the situation as it existed at different times and in different universities, Mr Walker has succeeded in breaking new ground. Overall, his thesis contributes to our understanding of a dimension of Australian university life that has not previously been examined in this way.” Emeritus Professor Brian Fletcher OAM FAHA (Foundation Bicentennial Professor of Australian History, University of Sydney).