Report from the 2018 Academic Development Symposium: Connecting and Staying Connected

Thursday, October 25, 2018

Victoria University of Wellington, Kelburn Campus

Report published online by HERDSA NZ, and available from the symposium website (https://adsymposium.net/).

From the Symposium Organisers

The 2018 Academic Development Symposium – held on Thursday, October 25 – enabled educationalists from across Aotearoa New Zealand to connect with each other, and with some of the latest thinking and practice in the field of academic development. The event also provided participants with insights into the major innovations taking place in each other's units, and the relevant changes occurring in the nation's universities more broadly. This short report summarises the day's proceedings and captures its key discussion points.

The Symposium was attended by over 30 educationalists, the majority of whom were staff members from seven of Aotearoa New Zealand's universities:
- Auckland University of Technology,
- Massey University,
- University of Auckland,
- University of Canterbury,
- University of Otago,
- University of Waikato, and
- Victoria University of Wellington.

The participants represented the following role types:
- academic developer,
- academic,
- professional learning advisor,
- learning and teaching technology officer,
- educational developer,
- learning designer,
- researcher,
- director of learning support,
- learning project funds manager, and
- professional learning advisor.

Much like last year, we hope that this short report will not only provide participants (as well as those who could not attend the event) with a brief recap of the day, but also serve to guide future discussions about academic development in Aotearoa New Zealand. We also sincerely thank Ako Aotearoa and the New Zealand branch of the Higher Education Research and Development Society of Australasia (HERDSA NZ) for generously sponsoring the event.

The symposium organisers:
Luk Swiatek, Kathryn Sutherland and Erik Brogt

Note on Structure

The report is structured according to the Symposium programme. That is, it comprises summaries from all of the sections (except the Welcome and Mihi), provided chronologically over the following pages. The programme is reproduced below. The report ends with an overview of the feedback received from a survey conducted at the end of the event, as well as several photographs.

Programme

The Symposium was held in the Murphy Building, Room 632, on Victoria University of Wellington's Kelburn Campus.

- **09:00 – 09:30:** Coffee and tea (provided)

- **09:30 – 09:45:** Mihi (from Associate Professor Meegan Hall, Assistant Vice-Chancellor Māori, Victoria University of Wellington) and Welcome (Associate Professor Stephen Marshall, Centre for Academic Development, Victoria University of Wellington)

- **09:45 – 11:00:** *Initial connections*: A Pechakucha session from all eight universities to set the scene

- **11:00 – 11:30:** *Ongoing connections*: The Academic Development Expo will provide you with a chance to gather new ideas from the different universities (including morning tea, provided)

- **11:30 – 12:30:** *Connecting with the Treaty in Academic Development*, featuring an invited panel of senior Māori leaders:
  - Dr. Bevan Erueti (Associate Dean Māori, Massey University),
  - Associate Professor Meegan Hall (Assistant Vice-Chancellor Māori, Victoria University of Wellington),
  - Dr. Joe Te Rito (Deputy Director Māori, Ako Aotearoa), and
  - Dr. Mary Boyce (Director Māori Teaching and Learning, University of Canterbury).

- **12:30 – 13:15:** Lunch (provided)

- **13:15 – 13:30:** *Connecting with research*: profiles of ground-breaking new academic development-related research in Aotearoa New Zealand (provided by Dr Beatrice Dias-Wanigasekera, Project Funds Manager, Ako Aotearoa)

- **13:30 – 15:00:** *Connecting with new ideas*: World café session on key issues, including: connecting literature, research, theory and practice; connecting with students; connecting internally and externally; connecting with strategic directions nationwide; and connecting with new staff

- **15:00 – 15:15**: Afternoon tea (provided)

- **15:15 – 15:45:** *Connecting with our future*: What's ahead on the academic development horizon?

- **15:45 – 16:00:** Close

- Drinks at Milk and Honey Café (optional, and at participants' own expense)

Introductory Remarks

After the Mihi and Welcome – from, respectively, Meegan Hall and Stephen Marshall (both from Victoria University of Wellington) – Kathryn Sutherland highlighted the Symposium's theme: "Connecting and staying connected". She emphasised that the day was designed to give everyone the opportunity to connect with each other and with the field of academic development.

Initial Connections

The 'Initial Connections' session showcased the key initiatives being undertaken in each centre. Representatives from the centres gave short PechaKucha presentations (comprising 20 slides shown for 20 seconds). The key points from each centre's presentation are outlined below.

Centre for Learning and Research in Higher Education, University of Auckland

Cathy Gunn outlined that the Centre:
- had undertaken, or was in the process of undertaking, several strategic initiatives (such as an internal restructure, technical projects such as 'SRES / On Task', and a HEA Fellowships pilot),
- was organised into six Kete following the restructure,
- had a diversity of programmes, ranging from courses for beginning academics to academic leadership initiatives,
- had 31 PhD students,
- was building a community of researchers that would be able to support, and learn from, each other,
- was undertaking equity and outreach initiatives (such as 'He Vaka Moana'),
- was helping establish connections and engaging in culture-building across the university, and
- was undertaking several leadership and innovation initiatives.

Click here to view the Centre's slides.

The Centre for Learning and Teaching, Auckland University of Technology (AUT)

Mark Northover outlined that the Centre:
- was undertaking initiatives driven by the new AUT strategic plan,
- was involved in helping shape the new strategy by surveying teaching staff,
- had contextualised the UK Professional Standards Framework into the Ako Aronui Framework and was expecting over 70 HEA Fellows by the end of the year,
- had a growing community of mentors (i.e. 'teaching and learning champions'),
- had implemented its new CMALT cMOOC course successfully,
- was developing a 'Mana curriculum',
- is in the process of developing a new induction programme for new staff,
- ran the SoTEL Conference successfully in 2018, and will be holding another SoTEL Conference in February 2019,
- is involved in organising the 2019 HERDSA Conference,
- organised a successful Oceania Professional Recognition Hui, and
- is actively undertaking and publishing a range of scholarly (research) pieces.

Click here to view the Centre's slides.

Centre for Tertiary Teaching & Learning, the University of Waikato

Marcia Johnson and Lynne Parmenter outlined that the centre is undertaking business-as-usual initiatives and non-business-as-usual initiatives. The business-as-usual initiatives include:

- the Postgraduate Certificate in Tertiary Teaching and Learning,
- teaching and course evaluations,
- support for Teaching Excellence Awards,
- a range of workshops and consultations,
- individual consultations,
- e-Tuts: enabling teachers to use technologies, and
- the university's annual LearnFest Conference.

Non-business-as-usual initiatives include:
- a project looking at assessment practices across the whole university,
- an evaluations project,
- a project with the School of Engineering,
- a student engagement focus for 2019,
- a universal design for learning (UDL) project,
- the development of better processes for staff new to the university,
- an investigation into ways to support international staff more effectively,
- a new building being constructed in Tauranga, and
- an AdvancHE Partnership.

Click here to view the Centre's slides.

National Centre for Teaching and Learning, Massey University

Fiona Murray outlined that the centre:
- is undertaking a range of initiatives (including open discussions with staff) in order to begin the journey towards achieving the university's aim of becoming a Tiriti-led institution,
- has been involved in creating a new university Teaching and Learning Strategy,
- has helped develop Toro Mai, an international online course for learning about te reo Māori and Tikanga,
- has been engaged in the new Te Rau Tauawhi (Māori student centre) that supports Māori students in achieving study success,
- is helping develop the university's communities of practice,
- is running two accredited programmes with the Higher Education Academy,
- has established Friday Sessions (small, bite-sized, online professional development sessions),
- has continued its Teaching and Learning Circles initiative on the Manawatū campus,
- is creating a new Design for Learning website, and
- has helped develop the university's minimum standards for technology enhanced learning.

Click here to view the Centre's slides.

Centre for Academic Development, Victoria University of Wellington

Irina Elgort, Amanda Gilbert, Meegan Hall, Sarah Hoyte, Bernadette Knewstubb, Stephen Marshall, Kwong Nui Sim, Kathryn Sutherland and Beth Smith outlined that the Centre:
- has grown in the past year, and connections have developed across the university,
- has a relationship-building strategy that aligns with the university's Learning & Teaching Strategy,
- is working with the university's new Academic Career Framework,
- continues to provide and enhance its Early Career Academic Programme,
- is creating a culture of reflection (rather than judgement) through its peer observation programmes,
- has established 'Open Classrooms Weeks' as part of the peer observation approach,
- launched 'Ako in Action', a pilot of a students-as-partners programme,
- is updating its digital teaching and learning approaches across the university,

- is providing support for the growing numbers of online and blended courses,
- is undertaking its Innovative Pedagogy Project to determine what innovative pedagogy is across the university,
- is helping implement a flexible delivery redesign of HELT501,
- has piloted a project for critical partnerships for HEA Fellowships,
- ran its ResBaz and TeachBaz events,
- helped develop and implement a Tutor Policy, and
- is organising the Tertiary Education Research in New Zealand (TERNZ) conference in Wellington in November.

Click here to view the Centre's slides.

University of Canterbury

Erik Brogt noted that he was the only academic developer at the University of Canterbury. He outlined that he:
- works across the entire spectrum of academic development, but receives a lot of support from his colleagues;
- has divided his work into four categories:
  - o teaching support, which includes visits to all new staff, running the university's teaching month, running the PGCert in Tertiary Teaching, and running tutor training,
  - o strategic initiatives support, which includes the HEA programme and the implementation of the graduate profile,
  - o course and programme development, which includes curriculum reviews, and curriculum and assessment development, and
  - o research and research support;
- has been helping implement the large SCIE101 (Science, Society and Me) course;
- organised a successful trial run of the HEA Fellowships;
- is undertaking research to help others develop their capacity and capability;
- is developing training (in conjunction with Massey University) for controllers in emergency management situations; and
- is navigating the changes in the university's leadership.

Click here to view Erik's slides.

Higher Education Development Centre, University of Otago

Sarah Stein explained that she is not a member of the Higher Education Development Centre (HEDC), but is affiliated with it. Given the absence of HEDC staff at the Symposium, Sarah was able to explain some of the Centre's activities, commenting that it:
- is mainly involved in academic development for staff (and this includes development for new staff, ongoing development for current staff, and supporting staff applying for recognitions),
- engages in student learning development,
- provides teaching evaluation mechanisms,
- runs accredited courses for higher education staff development,
- will be running a symposium in November, and
- is celebrating its 40th birthday this year.

Click here to see the Centre's website.

In wrapping up the 'Initial Connections' session, Kathryn Sutherland commented that everyone has become more aware, thanks to these Academic Development Symposia, that academic development occurs in more places in the nation's universities than just in academic development centres. She

also stated that it is wonderful to see that staff have developed or enhanced initiatives based on their participation in the 2017 Symposium.

Ongoing Connections: The Academic Development Expo

The Academic Development Expo, which took place over morning tea, gave participants the chance to discuss the initiatives about which they had heard in the PechaKucha presentations during the previous session. Participants were also able to read the collateral – including brochures, posters and guides – provided by some of the centres.

Connecting with the Treaty in Academic Development

Erik Brogt introduced the session by stating that connecting with the Treaty is important for all staff, but especially those coming to Aotearoa New Zealand from overseas. He emphasised that it is important to think about how we implement the Treaty into academic development. He introduced the session's four panellists:
-   Bevan Erueti (Associate Dean Māori, Massey University),
-   Meegan Hall (Assistant Vice-Chancellor Māori, Victoria University of Wellington),
-   Joe Te Rito (Deputy Director Māori, Ako Aotearoa), and
-   Mary Boyce (Director Māori Teaching and Learning, University of Canterbury).
A summary of each panellist's points is provided over the following pages.

Meegan Hall

In her presentation (titled *Treaty-Led Academic Development*), Meegan commented that:
-   she believes all universities should be Treaty-led,
-   has been looking at a range of areas, including research, training, resources, and policy,
-   her PhD thesis (*Rethinking Māori Academic Development in New Zealand Universities*), has played a major role in the development of her approach, especially in terms of the theory and the practices that sit behind Māori academic activities,
-   mentioned the Te Hāpai workshops (run by HR) at Victoria University of Wellington that feature information about Tikanga Māori, Te Reo Māori, Rangahau Māori and Ako Māori (among other things),
-   commented on the usefulness and popularity of the university-produced booklets about different Māori worldviews and practices, and
-   noted that the university's Te Tiriti o Waitangi Statute has been re-written and will be published soon.

Bevan Erueti

In his remarks, Bevan:
-   explained that Massey University's new initiative to become a Te Tiriti-led university has begun to drive conversations and questions about how the university can enact this initiative;
-   stated that the key questions for him are: why did the university need to do this, and why wasn't it normalised before?;
-   mentioned that the Te Tiriti-led approach is very important for the Tertiary Education Commission, which has asked higher education institutions to show how they care about their Māori students and staff;

- asked everyone other key questions:
    o what does a Te Tiriti-led institution look, feel and sound like?
    o what sorts of differentiating attributes do graduates from Te Tiriti-led institutions have (compared to graduates from other institutions)?,
    o what roles will staff play, and how can they contribute?, and
    o what are the challenges?;
- noted some of the resources and activities at Massey University, outlined in the previous session by Fiona Murray; and
- emphasised that nothing that the university is doing is innovative, nor should it be, as it is a set of taonga passed down by Māori ancestors.

Mary Boyce

In her remarks, Mary:
- mentioned that the panellists were, in different ways, discussing many of the same initiatives,
- explained that she works with staff to embed bicultural competence into all curricula,
- commented that the University of Canterbury is currently renovating its Māori strategy, looking particularly at its Māori competence and confidence framework,
- noted that, although the university has received pushback over its initiatives, there has mainly been goodwill across the institution,
- observed that biculturalism isn't about being Māori, but rather about undertaking our collective responsibility as Treaty partners,
- mentioned the University of Canterbury's seven kaupapa or themes, which, in terms of cultural competence, need to be met at least twice during a student's degree programme, and
- explained the idea of the cycle of continuous improvement that underpins the implementation of bicultural competence at the university.

Joe Te Rito

In his presentation (titled *Connecting with the Treaty in Academic Development: Efforts by Ako Aotearoa to implement Treaty-led academic development for teaching staff*), Joe:
- explained that, from Ako Aotearoa's perspective, it's hard to say anything is Treaty-led (and, instead, it is treaty-informed, or treaty-derived),
- outlined some of Ako's key projects and deliverables with respect to cultural competence,
- discussed some of Ako's policies under development (such as the draft Professional Standards Framework, and the Māori 'overlay' in, or the "indigenisation" of, the draft framework),
- mentioned that Ako has developed online cultural competency modules,
- explained that Ako's values are very much the same as the other values of the different higher education institutions in Aotearoa, and
- re-emphasised that Ako Aotearoa aspires to be treaty-informed, or treaty-derived.

Responding to the panellists' remarks, Piki Diamond stated that she has realised that what often stops people from implementing Māori-sensitive practices is fear. She also commented that the decolonising process is about connecting people to themselves, and not about obliging them to become Māori. She added that universities, as public institutions, should be encouraging this. Bevan agreed.

Meegan stated that she has found that a cohort approach, in getting colleagues to do things together, tends to be a more effective way of securing engagement; she has also found that this

approach has a transformational impact. Piki commented that AUT brings all staff (professional and academic) together in cohort approaches.

In concluding the session, Erik observed that academic developers are also on their own journeys. They need to look to their colleagues for support. They also need to be willing to show their own ignorance about Māori-related practices and ways of thinking.

Connecting with Research

Luk Swiatek introduced this session by explaining that it was designed to give everyone the chance to hear about recent, effective, funded academic development-related research in Aotearoa New Zealand. It was also an opportunity to ask questions about the funding models presented by the speaker: Beatrice Dias-Wanigasekera, the Project Funds Manager at Ako Aotearoa.

In her presentation (*Connecting with research: Profiling high-impact academic development-related research in Aotearoa New Zealand*), Beatrice:
-   outlined some of the key sources of funding (including the Pacific Professional Development Fund, the National Project Fund, the Regional Hub Project Fund, the Hei Toko Project Fund) and the selection criteria for the National Project Fund,
-   mentioned that, in future, Ako Aotearoa will be looking at impact in diverse areas (including industry and community), and
-   provided a few recent research highlights (from the University of Otago, Victoria University of Wellington, and the University of Canterbury).

Connecting with our Future

This session wrapped-up the previous session, 'Connecting with new ideas', which gave participants the opportunity to share their thoughts in a world-café discussion format about five key topics:
-   connecting literature, research, theory and practice,
-   internal and external connections,
-   connecting with students,
-   connecting with strategic directions nationwide, and
-   connecting with new staff.
The following pages provide key points from the summaries delivered by each world-café table leader.

Connecting Literature, Research, Theory and Practice

Marcia Johnson reported that the attendees who had joined her world café topic table had commented that:
-   there are many constraints for academic developers on connecting literature, research, theory, and practice,
-   achieving two or three of these activities is possible, but achieving all four is difficult,
-   in terms of research, obtaining ethics approval tends to be time-consuming,
-   many academic developers are not on academic (research) contracts and, as such, have limited opportunities to do research, and
-   academics are busy, have limited time for academic development, and grants to buy-out time are limited.

Internal and External Connections

Erik Brogt and Piki Diamond reported that the attendees who had joined their world café topic table had commented that:
- in terms of internal connections:
    o every academic development unit is positioned differently, resulting in different relationship lines going everywhere across the university,
    o academic developers need to know with whom to engage and, to do that, each one needs to know what her or his job is,
    o they need to engage with the politics of the institution,
    o they often have a hand in everything,
    o so much is often dependent on the role itself and on the particular people in that role, and
    o the job is often about who one knows and about navigating the system; and
- in terms of external connections:
    o academic developers need to look to their different stakeholders,
    o they need to keep in mind their university whanau,
    o they need to look at different international frameworks, worldviews and values, and
    o they need to look at how partners are involved, in order to build more inclusive relationships.

Connecting with Students

Raj Shekhawat reported that the attendees who had joined his world café topic table had commented that:
- it is worth taking the time to reflect on the teachers we have had and the qualities that made them so amazing,
- two of the keys to connecting with students are passion and care,
- barriers to connecting with students include scale (given the hundreds of students in classes now), time (given that there seems to be less of it, making it harder to get to know students as individuals), and fear (of lack of knowledge, of lack of skill, and of exposure),
- institutions, to overcome these barriers, can recognise, value and reward good teaching, and provide funding for dedicated teaching and learning, as well as spaces for professional development, and
- we, to overcome these barriers (individually), can connect with ourselves, listen to students, be non-judgemental, be brave when exposing ourselves, and be authentic: an extremely important quality.

Connecting with Strategic Directions Nationwide

Kwong Nui Sim reported that the attendees who had joined her world café topic table had commented that:
- they had asked themselves whether there actually are any strategic directions nationwide (yet), and whether we (as a group of academic developers) need them;
- had developed a list of 13 factors or items for consideration:
    o the roles of academic developers themselves,
    o the roles that the leaders of universities play,
    o the impacts of government policies (such as the free first year of study policy),
    o the use of frameworks (such as the HEA framework),
    o mandates versus practices (such as ticking the boxes),
    o theory versus practice (such as measurement),
    o systems versus concepts (such as initiatives),

- o the environment (such as individual versus interdisciplinary environments),
  - o connections (including internal and external),
  - o the coherence of Ako Aotearoa (as an overarching reference),
  - o the context (as a concept or as a compliance),
  - o the social aspect (such as cheaper textbooks), and
  - o resources (such as funding);
- had considered several opportunities:
  - o shifts in teaching and learning,
  - o leadership with other stakeholders,
  - o the change of roles of the university, and
  - o futuristic thinking or perspectives; and
- had discussed several further elements in terms of future developments:
  - o the extent of strategic directions,
  - o keeping values in conjunction with strategy,
  - o the nature of connection (versus waiting or driving),
  - o questioning who is driving, and
  - o questioning the nature of the strategic directions themselves; and
- had ultimately found themselves asking whether they, as academic developers, "'say' or 'do'".

Connecting with New Staff

Luk Swiatek reported that the attendees who had joined his world café topic table had commented that:
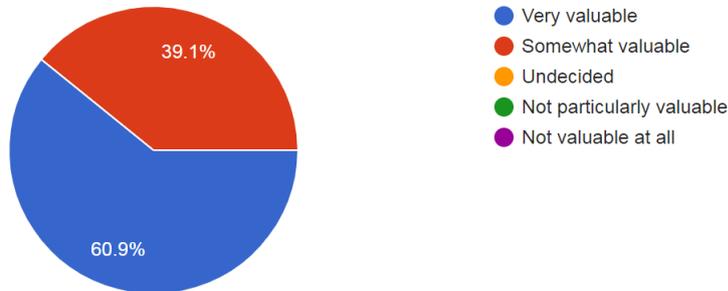- there are several recurring factors across the universities that pose challenges for establishing connections with new staff:
  - o the nature of the new staff (which is difficult to know given that details are not always provided, the time of their arrival is often unknown, and the categories of staff are often left out or not counted in inductions),
  - o systems (especially online systems) as a problem globally,
  - o background and culture (in terms of new staff members' professional and social backgrounds needing to be considered, the whole person and her or his family needing attention, and international staff needing special care),
  - o needs (given that these differ for sessional, full-time, professional, and academic staff, and given that staff members in different disciplines have different needs),
  - o time-length (in asking whether new employees should be inducted intensively at the start, or a little more progressively during their time at a university),
  - o incentives and sanctions (in recognising that mechanisms, such as promotions and policing, as well as mandatory inductions, all have different impacts, and that staff often find loopholes to avoid particular activities),
  - o connecting (with participants highlighting that, often, new staff need to find one key person with whom to connect, that we have a responsibility towards our whanau, and that networking can become mentoring, which can lead to communities of practice), and
  - o structures (with inductions being viewed as an academic development role at some universities but a HR role at others, restructures bringing challenges, universities continually growing, the culture of the institution mattering, and formal versus informal induction processes both being important); and
- ultimately, it will be important for academic developers (and universities) to develop and deliver timely, tailored and flexible inductions underpinned by effective systems.

In concluding the session, Erik observed that most of the world café table leaders' summaries had raised new questions instead of providing answers.

Feedback from the End-of-Symposium Survey

Below is the feedback from a short, anonymous survey about the symposium conducted at the end of the event. Responses were received from 23 participants after the closing remarks.

1. Overall, I found the symposium:

- Very valuable
- Somewhat valuable
- Undecided
- Not particularly valuable
- Not valuable at all

39.1%

60.9%

2. I am:

- An academic developer (17)
- An academic (2)
- Director (3)
- Capability and educational technologist (1)

**3. Which aspect(s) of the symposium (if any) did you like best?**

- Te Tiriti panel
- lots of opportunity for talking to others
- Connections
- Pecha Kucha
- The world cafe
- Round tables and discussion with colleagues
- Meeting up with others and working through big questions
- When we engaged in discussion in groups. The pecha kuchas were great. If time wasn't limited, they would have droned on.
- Connecting and chatting
- Pecha Kucha - hearing from all Universities, also the World cafe worked well I think
- Cafe tables
- The world cafe discussions were very interesting
- Hearing about what is going on around the various institutions
- Petcha lurch's Treaty and cafes
- All of it, but in particular the Pechakucha session and the panel discussion.
- Māori panel and pechakucha
- Plenty of flexible time to talk to colleagues
- Meeting and connecting with people. Small conversations that led to a decision that we should keep in touch.
- Discussions with colleagues
- pechakucha and round table discussions on topics
- Listening to pecha-kucha to find out what is happening elsewhere, and the round tables in the afternoon

- the pecha kucha summary of what each uni was doing was great, punchy and really prompted a conversation

4. Which aspect(s) of the symposium (if any) did you like least?

- None
- Too much content too little time
- Long panel session
- Panel
- I would have liked the panel more if they spoke less and had question time. I think it was a missed opportunity. But panel speakers from last year also did the same.
- The coffee
- I think the sharing resources didn't work as well as it could - good idea, but maybe needs a different strategy
- Nothing
- Ako Aotearoas prese ntation
- The world cafe
- The weather
- The world cafe is tricky - it will inevitably throw up more questions. How, as a group, do we try and take these forward? Because people are so busy, the good ideas will tend to get lost when people go back to their institutions. I'll try and think about this!
- A bit too broadly focused. Too much to talk about and more questions than answers
- I enjoyed everything
- Summaries of the cafe discussions
- the panel, too long without being able to engage via asking questions or discussions
- Ako presentation but only because I had already heard most of this previously
- nothing really

5. I would like to attend another such one-day symposium in 2019:

Legend:
- Definitely
- Possibly
- No thanks

Pie chart values: 78.3%, 21.7%
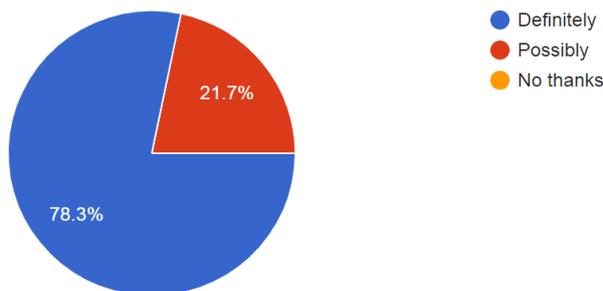
6. If you have any other feedback on the day, topic ideas for future symposia, or any other suggestions, please feel very welcome to add them:

- How academic developers can collaborate?
- What was one idea you found particularly valuable and ran with when you got back to your institution - what happened - make this as a Roundtable discussion.
- I thought this was another great symposium. Thanks so much to you all for organising this.
- Alternative research impact factors, particularly in SOTL & SOTEL
- I think keep it at Vic, or at least in Wellington - easier for everyone to attend
- Thank you.

- A great day. Thank you for organising it. Can you pin the 2019 date down as soon as possible so I can make sure I can get it into the diary! :-)
- Fantastic thanks. And keen to be part of ongoing community
- Many thanks to the organising team. A valuable and worthwhile day to participate in. Tino pai.
- Thank you!!
- Thanks so much for organizing this!
- Thank you for an interesting and informative day. Great to see how colleagues go about similar issues and initiatives across NZ universities in their own creative ways.
- maybe consider a call for collaborative research projects
- It would be great to have opportunity to talk about possible collaborative research projects.
- THANK YOU for organizing this day - it is much appreciated!
- each person bring their burning question to post up and get others to post up ideas, suggestions and solutions

Photographs

Below are several photographs showing different components of the Symposium.