

**Peer Review Report
to the EAALS Board for the

International Master of Science
in Rural Development
(IMRD – ATLANTIS)**

EAALS Secretariat

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1 Introduction

The International Master of Science in Rural Development (IMRD) and the Double Degree in Rural Development and Agricultural Economics (ATLANTIS) are both two-year programmes. The IMRD programme is partly funded by the EU Erasmus Mundus initiative to a consortium of six European Universities widely recognised for their expertise in Rural Development and Agricultural Economics education and research. These are the University of Ghent (Belgium, The Co-ordinating University), Agrocampus Ouest, Rennes (France), Humboldt University of Berlin (Germany), University of Pisa (Italy), Slovak University of Agriculture, Nitra (Slovakia) and Wageningen University (The Netherlands). Each partner has well developed European and International links and networks in Rural Development and Agricultural Economics teaching and research. In addition, there are five non-EU partners, participating the University of Pretoria (South Africa), the University of Agricultural Sciences, GKV, Bangalore (India), Nanjing Agricultural University, China, Escuela Superior Polytechnica del Litoral, Ecuador and the China Agricultural University, Beijing. The Atlantis programme is funded under the EU-Atlantis programme and involves the European partners with the University of Arkansas, Fayetteville and the University of Florida, Gainesville.

The International Master of Science in Rural Development (IMRD) programme started in 2004 and 220 students, representing 58 countries, have since been admitted. The IMRD-ATLANTIS programme commenced in 2008, with 18 students admitted to date.

The IMRD-ATLANTIS Self Assessment Report included tables which give a schematic overview of the IMRD and ATLANTIS curricula and these tables are reproduced in Annex 5, Tables 1 and 2.

Currently, for the IMRD degree programme in Session 2012-13, there are 7 Erasmus Mundus scholarships available for non-EU candidates, 4 grants for EU students and 10 students are self-funded or receive other national grants. The programme of study is organised over five study periods (two academic years) and successful candidates obtain a minimum of 120 ECTS credits. Once enrolled, all students follow their first semester at Ghent University, which consists of general modules with a minimum of 30 ECTS awarded, whilst the second semester begins the specialisation process, with advanced modules, each with an ECTS minimum value of 15 ECTS. Advanced Module 1 may be studied at Ghent, Humboldt or at a third party institute. The first year is then followed by a compulsory, practical-based case-study lasting for one month at either Nitra or Pisa.

During the first semester of the second year, the students specialise in their field of interest at another partner university of their choice, with a minimum of 15 ECTS at either Agrocampus Ouest, Wageningen, Humboldt or at a third country institution followed by the 30 ECTS research thesis at one of the previously visited universities. Students therefore visit at least three universities during the programme and have the opportunity to become acquainted with the realities of studying and living in Europe and outside the EU. On completion of the programme, a joint diploma is

issued by five of the six core university partners, recognising the other universities, where appropriate.

Candidates from the USA studying for the IMRD-ATLANTIS double degree programme in Rural Development and Agricultural Economics, commence their General Entrance module in semester 1 at either the University of Arkansas or Florida, before joining the Ghent cohort for the rest of their programme. This entails study at least two EU universities. EU students take the General Entrance module at Gent and then must study at least at one other EU university and at a US university. In order to obtain the double degree students must spend an equal time period in the US and EU.

The IMRD-ATLANTIS programme offers students the opportunity to become specialists in integrated rural development, resource governance and international policies from developed, developing and transition countries. It provides international visions of rural development and agricultural economics, with a focus on socio-economic and institutional aspects.

2 Methodology

The EAALS Board selected a Peer Review Team to conduct the accreditation process according to the EAALS Handbook for the Quality Assurance and Accreditation of International Master degree Programmes in the Life Sciences (2012)¹. The Peer Review Team comprised Emeritus Professor Dr Andrew Cobb (Chairman), Professor Peter Lloyd (Quality Assurance Expert), Mr Antonio Sanchez-Barrera (Student Member), Mr Guy Garrod (Subject Specialist, Agricultural Economics), Dr Maria Wurzinger (Subject Specialist, Rural Development) and Dr Simon Heath (EAALS Executive Secretary). See Annex 1 for brief biographical details.

Simon Heath visited Ghent on 2 February 2012 to meet with the local programme managers to offer guidance on the review process, including the request for the preparation of a Self Assessment Report as a critical assessment of the programme, and proposing a timetable for the visit of the Peer Review Team.

The EAALS Handbook, at Appendix 2 starting at page 19, sets out the EAALS Quality Assurance Framework, containing six categories, sub-divided into twenty seven benchmarks. Each benchmark is further defined by general and specific indicator questions which are designed to address whether (1) the Master degree programme is relevant to the needs of international students, and (2) there is evidence of added value provided by internationalisation in the delivery of the degree programme. There is a set of verifiers for each benchmark, which were used by the Peer Review Team to assess whether there was evidence to show that each benchmark had been achieved.

¹ Cobb A, Heath S and Steen J (2012). EAALS Handbook for the Quality Assurance and Accreditation of International Master Degree Programmes in the Life Sciences. 2nd edition, Association of European Life Science Universities, Ghent, Belgium. pp66. (download from www.eaals.eu)

The Peer Review Team visited the University of Ghent on 18th -21st September 2012 for meetings with the academic staff, administrators and students in order to verify the Self Assessment Report in relation to the EAALS Quality Assurance Framework. Each member of the Peer Review Team had previously agreed and signed a Confidentiality Agreement with EAALS to protect the confidentiality of all information provided to the team and to preserve the anonymity of all the responses made by staff and students who participated in the meetings. EAALS had previously signed an agreement with IMRD-ATLANTIS setting out the responsibilities of each partner and giving IMRD-ATLANTIS confidentiality of the information provided.

The format of the visit was as follows (Annex 2). The Peer Review Team met privately in their hotel on the 19th September to discuss programme documentation and to prepare questions for the meetings. In particular, they identified the evidence for the verification of each benchmark statement following their prior independent analysis of the Self Assessment Report, and agreed the lines of enquiry to be followed in the meetings with staff and students the following day. During the evening, they met with members of the local and international management team for an informal buffet.

On arrival at the University of Ghent the following morning (20th September), the Peer Review Team had a courtesy meeting with the Director of Educational Affairs, the Head of the International Office and the Head of Quality Assurance in the Faculty of Bioscience Engineering. This was followed by a sixty minute meeting with the IMRD-ATLANTIS Programme Management Board, with the following in attendance, Professor Dr. Guido Van Huylenbroek (Ghent), Renate Judis (Humboldt), Professor Dr Francesco Di Iacovo (Pisa), Professor Dr. Jan Schakel (Wageningen), Christine Heuze (Rennes), Professor Anna Bandlerova (Nitra), Professor Bruce Ahrendsen (Arkansas), Professor Jeffrey Burkhart (Florida), Vice-Chancellor Professor K Narayanagowda (Bangalore), Professor Shi Xiaoping (Nanjing) and Professor Xu Xiuli (Beijing). Also in attendance were Frederik De Wulf and Marie-Paule De Wael (technical coordinators and IMRD secretariat at Ghent).

There then followed a forty five minute meeting with Professor Guido Van Huylenbroeck, Marijke D'haese, Luc Tirry, Chantal Hongenaert, Marie-Paule De Wael and Joke Claeys (all Ghent), Renate Judis (Humboldt), Professor Anna Bandlerova (Nitra), Professor Francesco Di Iacovo (Pisa), Professor Jan Schakel (Wageningen), Christine Heuze (Rennes), Professor Bruce Ahrendsen (Arkansas) and Professor Jeffrey Burkhart (Florida) focussing on the quality assurance aspects of the programme.

After a private meeting of the Peer Review Team, there followed a forty five minute meeting with technical and support staff at each university, responsible for the day-to-day management of the programme, student counselling and support. In attendance were Frederik De Wulf, Martine De Witte, Marie-Paule De Wael, Evy Mettepenningen and Andries Verspeeten (all Ghent), Renate Judis (Humboldt), Jan Schakel (Wageningen), Loreta Schwarzcova (Nitra), Paola Scarpelini (Pisa), Christine Heuze (Rennes), Bruce Ahrendsen (Arkansas) and Jeffrey Burkhart (Florida).

Over lunch, the Peer Review Team met a total of fourteen students, three starting their first year, four in the second year, five who had just graduated and two alumni. The responses noted from a set of questions, listed in Annex 3, are detailed in Annex 4. Although this was only a sub-sample of the student body, the students generally expressed their overall satisfaction with the programme, with many positive endorsements of the philosophy and practical aspects recorded.

After lunch, the Peer Review Team had a forty five minute meeting with Ghent academic and support staff responsible for the common module delivered at Ghent, and colleagues involved with the advanced modules, offering thesis guidance. In attendance were Professor Guido Van Huylenbroek, Professor Marijke D'haese, Professor Vim Verbeke, Professor Jan Brusselaars, Professor Evy Mettepenningen, Professor Stijn Speelman, Professor Jeroen Buysse, Professor Luc D'haese, Professor Fabienne Bossuyt, Professor Olivier Thas and Dominique Langouche. A further seventy five minute meeting was with other teaching staff and administrators from EU partners other than Ghent. In attendance were Professors Andreas Thiel and Udo Kummerow (Humboldt), Professor Anna Bandlerova, Loreta Schwarzcova and Professor Pavol Schwarz (Nitra), Professor Francesco di Iacovo, Paola Scarpelini, Angela Guarino (Pisa), Professors Jan Schakel and Dirk Roep (Wageningen) and Christine Heuze (Rennes).

Discussions with representatives from ATLANTIS and non-EU partners then took place in a further sixty minute meeting. In attendance were Professor Bruce Ahrendsen (Arkansas), Professor Jeffrey Burkhart (Florida), Vice-Chancellor Professor K Narayanagowda (Bangalore), Professor Shi Xiaoping (Nanjing), Professor Xu Xiulu (Beijing) and Professor Johan Kirsten (Pretoria, by video-conference). Unsuccessful attempts were made to have a video-conference with Professor Paul Herrera (Ecuador). Following this was a SKYPE discussion with Mr Louis Mahy, a second year student representative, currently studying in Florida. The final meeting of the day was an opportunity to address any remaining or outstanding issues with members of the Management Board. The Peer Review Team did not wish to explore any further issues and the meeting was cancelled.

On the morning of 21st September, the Peer Review Team met in private to review their observations, agree items of good practice and recommendations for further attention by the Management Board and to agree a list of outcomes for the draft report. At 2pm, the Peer Review Team met the full IMRD-ATLANTIS Management Board to give preliminary feedback, including items of good practice and recommendations for the Management Board to address.

The Peer Review Team conveyed their sincere thanks to the Programme Management Board, local and central Coordinators and Administrators for their documentation, including the Self Assessment Report and annexes, their time allocated to the meetings and their excellent organisation and hospitality during the visit. They were also asked to thank all participants for their frank and constructive comments in their discussions with the Peer Review Team.

In compiling this report, the Peer Review Team used an evidence-based approach, seeking to highlight good practice and to make recommendations for enhancement for the Programme Management Board to address.

3 Changes since the last audit

The previous visit in 2008 made several in-text comments and four major recommendations for enhancement. These were (1) the need to formally consult with national and international stakeholders, (2) the production of an IMRD Handbook, (3) the development of a programme-wide Quality Assurance strategy, and (4) the introduction of learning outcomes throughout the curriculum.

In their scrutiny of programme documentation in the Annexes to the Self Assessment Report, and in subsequent meetings, the Peer Review Team noted that (1) consultation with stakeholders was ongoing, with an aspiration to introduce internships, (2) an IMRD-ATLANTIS Handbook has been introduced, which the students had found to be both informative and helpful, (3) a programme-wide Quality Assurance system had been introduced, based on the PDCA system, with documented operational procedures in place for each partner university, and (4) learning outcomes have been introduced in all programme documentation.

In addition, following discussions at the 2008 visit, the Management Board has introduced a common semester 1 at Ghent for the IMRD programme. This has led to a more coherent and structured introduction to the Master programme, with a more cohesive student cohort. It has also provided the opportunity for all students to avail themselves of the excellent support at induction provided by the University of Ghent, by its well-resourced central and local Faculty administrative staff.

The biggest change to the IMRD programme has been the widening of the consortium of university partners to include universities in Bangalore (India), Ecuador, Pretoria (South Africa) and the China Agricultural University in Beijing, China. Secondly, but not least, has been the introduction of the ATLANTIS degree programme with the universities of Arkansas and Florida (USA). The University of Cordoba had withdrawn from the consortium. The Peer Review Team was informed that visits to Vietnam were planned to further widen the consortium with the inclusion of a university in South-East Asia.

The biggest challenge to be faced by the consortium will be to plot a strategic course of action following the presumed cessation of dedicated Erasmus Mundus and Atlantis scholarships in 2013/4.

The Management Board reported that good personal and inter-university relationships had been built in the partnership over the years, with an increase in trust and understanding in the management of the programme.

4 Responses to the general and specific indicators

The Peer Review Team reviewed the Self Assessment Report against the verifiers listed alongside each of the General and Specific Indicators for each of the Benchmarks in the EAALS Quality Assurance Framework, as outlined in the EAALS

Handbook for the Quality Assurance and Accreditation of International Master degree Programmes in the Life Sciences (2012), page 19. In their review, the Peer Review Team identified issues which required further clarification before a decision could be made as to whether the indicators could be verified. This section of the report addresses these issues by identifying the questions for each benchmark which the Peer Review Team asked during their meetings with the different groups. These questions are identified in italics at the start of each benchmark and indicator. The following text in each section provides a summary evaluation of each benchmark against the stated verifiers. Table 1 reports the overall summary of the verification of each benchmark, good practice and recommendations for enhancement.

4.1.1 Mission Statement:

The programme mission and aims are clearly presented in the Self Assessment Report and were further described by the Management Board. The objective of the IMRD-ATLANTIS programme is to raise the level of economic performance in all sectors of the rural economy, to shape viable rural communities, to maintain indigenous cultures, to protect the environment and to conserve natural resources and features. The Management Board and the programme were clearly international in outlook. Indeed, the IMRD-ATLANTIS programme aims to train specialists from all over the world in integrated rural development, resource governance and international policies, for effective action all over the world.

4.1.2 Needs of Stakeholders: How do you know that the programme is needed?

Whilst there are strong academic networks based on active research programmes working with stakeholders in transition and developing countries, none were formally consulted when the IMRD programme was established in 2004. Since 2009, in response to the previous visit, the Management Board has sought more formal links with stakeholders. The Peer Review Team noted a list of associated professional international, partner organisations and that contacts were now ongoing to formalise these links. Sixteen organisations responded to a questionnaire in 2011, with all respondents valuing highly skills and experience in rural development and sociology. Fine-tuning of the programme has resulted from this activity. The case-study has now been extended to one month in duration and the development of internships is now on the agenda.

Students met by the Peer Review Team were eager for the introduction of “short” and “long” internships, especially in relation to their Master research topics. This issue remains a challenge to the Management Board. The further, active involvement of stakeholders is needed to support this initiative, assuming that space and time can be created in the delivery of the curriculum.

4.1.3 Aims and learning outcomes: Are you familiar with the Dublin Descriptors?

Yes. The objectives of the IMRD-ATLANTIS programme have been translated into sixteen learning outcomes, which cover the second level Dublin Descriptors and are related to the European Qualifications Framework. These learning outcomes, as set out in the IMRD-ATLANTIS Self Assessment Report, are listed in Table 3 of Annex 5.

4.2.1 Curriculum Planning: How did you arrive at the compulsory five modules chosen in the first year of study? How does a student decide on the modules to be followed in the first year?

As set out in Annex 5 Table 4 for the IMRD programme, students must obtain 120 ECTS credits over two years. They should study at a minimum of 2 EU universities other than the one where their last degree was obtained. As set out in Annex Table 5 for the IMRD-ATLANTIS programme, students must also obtain 120 ECTS credits over two years. They should study at a minimum of two EU and one US institution. Attendance at an extended Case Study (10 ECTS), allowing the application of theory into practice, and the submission of a Master thesis, are compulsory for both degree programmes. This experience can be further enhanced on the IMRD programme by studying at a Third Country partner institution – maximum of 3 months for non-EU students and EU students a maximum of half the programme time. The mobility of the last graduated cohort of IMRD and ATLANTIS students is shown in Annex 5, Tables 9 and 10. Such a curriculum structure ensures that students gain both experience of integrated rural development in a range of environments and a multi cultural experience. This curriculum structure is commended.

The introduction of the common General Entrance Module at Ghent in 2009 has strengthened the coherence of the programme and removed the major perceived weakness that students lacked a common knowledge base. It constitutes the basic training that underpins the IMRD programme, providing an insight into applied quantitative and qualitative research methods, agronomy and environmental sciences, social sciences applied to rural development, rural development and planning, and the European dimension to the discipline. In the Atlantis programme there is either the General Entrance Module at Ghent or similar starting courses at Florida and Arkansas, as described in Annex 5, Tables 1 and 2.

In semester 1, students are required to obtain at least five ECTS credits in each of five disciplines from a list of seven, four of which are obligatory. All students need to pass an entrance test for statistics, the outcome of which may result in the recommendation to follow a course in applied statistics in the semester 1. Similarly, an additional English course is available, if required. The emphasis chosen depends on the previous experience of the student and their interests. This flexibility is attractive to the students.

The Advanced Modules taken in the first and second years are based on the specialisms of the partner universities, with a range of obligatory courses, taught in English, and optional modules, often taught in local languages. The details of the courses offered are listed in Annex 5, Tables 4 and 5.

4.2.2 Teaching and Learning Process: What teaching methods are used? Is there an over-reliance on formal lectures?

The teaching and learning strategy is based on the transition from theory to practice, and learning by doing. A range of teaching methods is employed in the programme. Some universities employ a mix of lectures and student-centred learning, whilst others are more theoretically based using conventional lectures. Some students

were becoming increasingly resistant to the use of Powerpoint presentations during lectures, preferring a more interactive approach to learning. It was acknowledged that experience-based, self-learning and problem-solving approaches also feature in the delivery of the programme. The case-studies in Nitra and Pisa were more practically-based teamwork approaches to relevant issues influencing rural development, and were well received by the students.

Discussions with students revealed that although the curriculum was mainly presented in English, it was only delivered in French in Rennes. Some students felt disadvantaged by this if they lacked this additional language and did not have the time nor the inclination to learn it. Indeed, one student commented that he would not have been able to study at Rennes without previous knowledge and a good understanding of French.

The issue of overlap of module content is monitored by both the local and central secretariat checking the study track of each student. The Management Board might wish to convince itself that this is not an issue by undertaking a full cohort analysis, monitoring the modules taken by a complete cohort.

4.2.3 Assessment of Learning Outcomes: Is there a common assessment strategy? Are students clear and familiar with the assessment process?

The Self Assessment Report acknowledges that “the development of a system to harmonise different assessment systems used in the partner institutes has been a major challenge for the IMRD programme”. The Self Assessment Report states that “the assessment system of the individual courses, as well as the conversion system, is clearly communicated to students through the student handbook and student website”. The Peer Review Team, on inspection of the student handbook and the entry in the student website, were not convinced that the process of conversion between partner institutions was transparent.

IMRD-ATLANTIS students follow modules taught with local students at each partner university. The Management Team for the IMRD programme is challenged to execute an equitable system for the accumulation of marks obtained by students from the different partner institutions. The resulting inconsistency is that different marking systems and scales are used at the different partner institutions and there is a requirement to convert all the marks to a common scale. This common scale is the Ghent scale.

The work of the IMRD students is marked using the assessment process in operation at the particular partner university, and these marks are then sent to Ghent. At the end of the academic year all the marks from all courses for each partner institution are converted using a conversion table. The conversion table relates the marks distribution awarded at the partner institution for the IMRD students alone to the marks distribution defined by the ECTS distribution scale. This conversion table is constructed for each partner university on the basis of all scores awarded during at least two academic years. The mark on the ECTS scale is then converted to the Ghent University scale. In this way, the local marks obtained at each partner

institution for a particular IMRD student are converted to the Ghent scale to enable the marks to be stored in the Ghent University student record system.

The need for a conversion process is avoided in the assessment of the Master thesis, where all Master theses are marked on a single and transparent assessment scale (the Ghent scale) and the use of an external examiner in a “Jury” system to provide an independent and objective view of the process.

Given the use of the ECTS grading system the Peer Review Team has confidence in the procedure used for harmonising the marks the students are awarded resulting from the different grading scales of the partner institutions.

In the eyes of a number of the students interviewed, however, this conversion process used to harmonise different assessment systems in the partner institutes continues to create considerable confusion and misunderstanding within the student body. This problem was previously noted in the 2008 Peer Review Report. The Peer Review Team was informed of several apparent inconsistencies with the conversion process in which the students believed that they had been disadvantaged. They considered that a good mark at university X or Y appears to be reduced when converted through the ECTS system to the Ghent scale. The Management Board is aware of the continuing need to address this ongoing issue, as indicated to the students in the information provided to them on the student’s website. The Management Board is encouraged to resolve this source of student concern, at their earliest opportunity, and to present to the students a justified, transparent and clearly documented process of assessment which could be defended with the rigour of a formal appeal by a student against the assessment process.

The Review Team read ten Master theses. They were impressed by the broad range of topics covered, across the supply chain, and international focus was clearly reflected by the topics chosen for case studies. Furthermore, a comparative analysis from developing to developed countries was evident, with a good match between thesis promoters and topic areas. Marking was consistent, fair and robust; discriminating well between strong and weak students. The marks awarded were considered to be at least similar to those in the reviewers’ parent universities. The reviewers noted, however, that in the theses made available to them, the full range of marks had not been used. Furthermore, they could find little or no evidence of collaboration with external stakeholders.

The Peer Review Team noted that students were able to take a range of compulsory and optional courses, appropriate to their educational needs and interests. The Peer Review Team was not convinced that the Management Board was fully aware that each student had actually achieved the learning outcomes, given the extent of student choice. A further cohort analysis is encouraged to reveal whether all learning outcomes had been achieved by all students.

4.2.4 Guidance in the Learning Process: Are students given guidance of their progress on the programme? How do you ensure the quality of the guidance across the partner universities?

Local guidance and monitoring of student performance is offered at each partner institution and coordinated by the central team in Ghent. Consistency is provided by the input by student representatives in the Management Board to ensure that the student experience is considered appropriately. The introduction of the common general entrance module at Ghent in semester 1 for all students, has allowed the administrative team to develop a consistent and detailed approach to student guidance at each stage of their studies, from the choice of courses to guidance on the Master thesis. The Management Board may wish to formalise this practice by encouraging each student to develop their individual Personal Development Plan, which records their personal achievements and highlights learning needs. This is seen as good practice elsewhere in the higher education sector.

The Management Board meets three or four times each year for two or three days with a different partner university acting as host. The team is supported by the secretariat based in Ghent. The agenda of each meeting follows standard items, with variations at different times of year and the minutes are published on the internet for access to both staff and students. The progress of individual students and their mobility choices, are monitored at these meetings.

4.3.1 Staffing:

The information listed in the Self Assessment Report, see Annex 5, Tables 12, and on the IMRD website demonstrated that the teaching staff was suitably qualified, invariably at PhD level. The Peer Review Team members were able to confirm that the staff had published relevant papers and articles in the international press. There was evidence of staff exchanges between the partner universities and of joint research underpinning the programme. There were also three Visiting Scholars each year of international standing, funded for three-month periods by the Erasmus mobility scheme.

Annex 5, Tables 4 and 5 demonstrate the significant number of staff potentially involved in the delivery of the degree programmes. Clearly, not all the staff listed contribute to the degree programme of each student due to electives and selection of advanced modules. In Annex 5, Tables 12 the contribution of each member of staff in terms of full time equivalent (FTE) is shown. The FTE figures were updated by the IMRD Administration Team from those presented in the Self Assessment Report following the Peer Review visitation. The figures are based on the staff contribution in hours to course delivery, thesis supervision, contribution to the management board and general coordination as a percentage of a 220 day working year. The FTE contribution at first sight seems high, but we recognise that the staff will have to deliver the course irrespective of whether or not IMRD-ATLANTIS students are in attendance. The FTE contribution of the programme coordinators is significant, at around 25 FTE, and for the overall programme coordinator at Ghent University, at 50 FTE. This demonstrates the commitment made at each partner institution in ensuring the success of the IMRD-ATLANTIS programme.

The central secretariat at Ghent consists of two full-time and one part-time person, with fluent English, and experience in international project management. Student evaluations from 2004 to 2010 reveal that 92% of respondents rated the level of teaching, guidance, support and counselling as very good or good.

4.3.2 Facilities: Does the availability of facilities affect student choice of study track?

The Peer Review Team was unable to comment about specific facilities in the partner universities. Discussions with staff and students revealed that appropriate library and IT facilities were available, and student evaluations have rated facilities as largely good or very good. Choice of study track seemed to be influenced more by academic options than by available facilities.

Students have access to different Virtual Learning Environments, depending on the location of study, such as Minerva (at Ghent), Moodle (at Humboldt) and Blackboard (at Wageningen and in the USA). Appropriate training is given, if required. Video-conferencing is becoming increasingly used, such as for thesis defence when a jury member is in a third country, or for guest lecturers to offer seminars.

4.3.3 Resource Allocation: Are the resources adequate to deliver the programme?

Yes. Erasmus Mundus provides 30,000 Euro for each cohort, eight scholarships each year for non-EU students, worth 8,000 Euro and four for EU students, worth 4,000 Euro. These sums cover all fees, organisational costs and personal insurance costs. The programme coordinator and administrators are provided from core funding. Half of the tuition fees paid by students are allocated to each partner university, according to student numbers, and partly used to fund local administrative staff.

Non-EU students receiving Erasmus Mundus scholarships are well funded. The scholarship adequately covers all the costs of the programme and individual mobility. Conversely, EU students lack such funding and have to rely on private funding or apply for local scholarships. An increasing number of self-funding students are enrolling on the programme. A hardship fund is also in operation at Ghent to support individual cases.

4.3.4 Interactions with External Organisations:

Academic staff in the partner universities enjoy academic collaborations with their counterparts in many international universities and operate exchange arrangements. The Peer Review Team noted only occasional contacts with industry and non-governmental organisations, largely on a research basis. The Management Board has, since 2009, appointed an additional coordinator for external relations to strengthen these contacts and to establish formal links, especially to develop opportunities for internships and graduate employment.

4.4.1 Student selection

The Self Assessment Report describes in detail the operational procedures used for making an applications to the IMRD-ATLANTIS programme and for the selection of

students. The strategy of the Management Board is to pursue the best candidates, with command of the English language and at least a good Bachelor degree. In fact, most enrolled students already have a Master degree in a related discipline. In Annex 5, Tables 6 and 7 set out the number of application received and the number of students admitted for the various cohorts. For the IMRD programme, the number of applications far exceeds the number finally admitted by a factor of more than 10. In contrast for the Atlantis programme the number of admissions nearly matches the number of valid applications. The wide diversity of the country of origin of the students taking the degree programmes is demonstrated in Annex 5, Table 8.

4.4.2 Student Progression from Application to Graduation: How do you identify students at risk?

The Peer Review Team noted that highly effective local and central procedures are in place to monitor student progression. A student file is made for each student and the marks are discussed at each Management Board meeting. Progress is noted and acted upon. Local administrators discuss performance with each student and, in the case of failure or under-achievement, warnings are issued, which may result in the discontinuation of the scholarship if no improvement is noted after two semesters. These funds are then redistributed to students on the reserve list or to those with financial difficulties. Extenuating circumstances, such as health issues, are fully taken into account when monitoring student progress.

4.4.3 Completion Rates: Do you consider the current completion rates a problem?

The Review Panel noted high completion rates, see Annex 5 Table 11. Thus, on average, 86% of IMRD students graduated after two years, and 96% after three years, with a drop-out rate of 9%. US students taking the Atlantis programme were taking longer to graduate. When compared to students co-attending national courses, the IMRD-ATLANTIS cohorts presented higher average marks and overall success rates. The Management Board were of the view that this was primarily due to the high standards and criteria used for student selection. They noted that those receiving the lowest marks in the evaluative application were those who performed the weakest on the programme. The previous professional experience and age of some students was also considered to influence the high completion rate. Interestingly, students awarded the highest grade had an average age of 36.25 years, whilst those awarded a pass were, on average, 29.6 years old.

4.4.4 Employability: Are you tracking the employment prospects of alumni?

Six cohorts have now graduated from the IMRD programme, from 2006 to 2011, and a survey was completed in 2011 to monitor the employability destinations of graduates. Of 100 respondents, 29% have started a PhD programme, 14% are working in non-governmental organisations, 13% in universities, 11% in government roles, 11% in private organisations, 7% are employed by the UN, 4% are in cooperatives, 1% internship and 9% are unemployed. Of the 29 students who have started a PhD programme, 18 are being taken worldwide and 11 in the IMRD-

ATLANTIS partner institutions. The high employment rate in a diversity of positions, in addition to the PhD programmes, demonstrates the value of the IMRD degree programme in meeting the needs of employers.

4.5.1 Pre-induction and Selection Arrangements? Do language skills, or a lack of them, restrict student choice?

Initial selection of students is achieved collectively by the Management Board and each partner university receives information on each candidate. The selection process is transparent according to agreed criteria and the best students are offered places. Competence in English and a good Master degree are principal markers for selection.

The Peer Review Team noted that there had been 2,445 applicants since 2005, of whom 208 had been admitted, with an enrolment of only 18 in 2011. The 2011 ratio of applicants to enrolments is 20.9 to 1. Applications are received from a wide range of countries and continents. An additional call for EU applicants is issued, though the number remains low, most likely due to financial reasons and specifically a lack of dedicated scholarships.

A systematic analysis of student performance according to continent of origin was not noted by the Peer Review Team. Such information may be of value to the Management Board in monitoring student progress and their support needs.

4.5.2 Administrative Support: How are administrative activities within the consortium managed?

The Programme Coordinator and Central Administrators are based in Ghent and provide the academic and administrative foci for the programme. They are in regular contact with the local coordinators in each partner university who help with visas and local arrangements. The introduction in 2009 of the common Entrance Module at Ghent has eased the integration of both EU and non-EU students

4.5.3 Induction Arrangements: How are students from different cultural backgrounds brought together? Are local arrangements appropriate and consistent?

IMRD-ATLANTIS students are welcomed at each university by the local secretariat. Cultural events were mostly organised by the students themselves. Some inter-cultural activities were organised by academic staff who invited both local and IMRD-ATLANTIS students to join in. The students noted that there were non-obligatory lectures on local history and culture offered to all foreign students at Ghent. Starting their studies at a common location serves to reinforce a common IMRD-ATLANTIS identity.

Students receive a steady flow of detailed information regarding all aspects of the programme. The dedicated Course Handbook and the website www.imrd.ugent.be provide useful information for students prior to their arrival. Students are also in regular contact via a dedicated Facebook page.

4.5.4 Welfare Support Services: Are additional services provided for mobile international students?

IMRD-ATLANTIS students have the same access to services in each university as other international students.

The Erasmus Mundus programme offers to all scholarship holders medical insurance, accident cover and assistance in cases of lost documentation, such as travel tickets and passport. Students are, however, advised to take out additional cover for theft and personal insurance. Scholarships are paid monthly into Euro accounts.

Administrative support teams and academic tutors in each partner university are also available to resolve personal and academic problems, as and when they occur. Guidance is given on personal safety and advice on local situations to avoid.

4.5.5 Cultural and Social Needs: Are international students left to their own devices?

Each partner University is familiar with the needs of international students and promotes a multi-cultural study and social environment. It is the responsibility of the student representatives to organise local excursions and social activities.

Surveys have revealed that the quality of life in the different partner universities is judged as good to excellent.

4.5.6 Financial Information and Support: Is financial advice and support provided for international students?

Once selected, prospective students are given detailed information relating to fees, living costs and scholarships available. The non-EU students reported that their annual Erasmus Mundus allowance provided sufficient funds to meet all costs and personal mobility whilst studying. For the full two year programme this covers 16,000 € for fees, a mobility allowance of 8,000 € and living costs of 1000 € each month. On the other hand, self-funded EU students reported personal financial difficulties and the need to apply for national grants to support their studies. In cases of hardship, students can follow an established procedure enabling them to apply for a partial waiver of tuition fees or student fees.

4.6.1 Institutional Environment:

The University of Ghent has a long experience of managing international programmes. The university has eleven international programmes at postgraduate level under the Erasmus Mundus banner. Thus, international programmes are fully embedded within the organisation and administration of the institution. The consolidation of Erasmus Mundus programmes endows the university with the economics of scale to provide a high level of international student support.

The IMRD-ATLANTIS programme is regarded as a “flagship of internationalisation” amongst the partner institutions.

4.6.2 Decision-making Process: What processes are in place for the division of responsibilities amongst the Management Team?

The Rector of each partner university has signed a contract for the IMRD-ATLANTIS programme, delegating authority for decision-making to the International Management Board. The Consortium Agreement (2010) details the organisation, administration and responsibilities, as agreed by all partners. The Board meets formally three or four times each year and members remain in regular contact via telephone, video-conference and email. The Board consists of at least one member from each university with both management and quality assurance responsibilities. Student representatives are also in attendance. Amendments are adopted when a proposal is unanimously carried. Meetings focus on curriculum issues, student selection and recruitment, preference for the location of the second year, course evaluation, student feedback and the progress of the new and continuing cohorts is noted. Other topics are discussed as and when necessary, with assessment as a recurring theme. Minutes are circulated widely for discussion and decisions are communicated to the highest authority in each partner university.

The Peer Review Team was shown copies of agreed minutes recording the business of the Management Board during 2011-2012. They encourage the Board to issue an Action Plan with timed actions by key, named personnel. This may ensure that there is an explicit process of continuous enhancement in operation.

4.6.3 Quality Assurance and Enhancement Systems: What is your process for reflecting on the quality and standards of the programme? How does your system of quality assurance and enhancement work?

Quality management exists at two levels. The first is the responsibility of each partner university to assess the quality of its own courses. Each partner university allows students to evaluate their course and the staff teaching them. The local coordinator analyses feedback and acts accordingly. The outcomes of this internal monitoring are also shared with the Management Board.

At the second level, the Management Board assesses the overall quality of the programme, using student feedback, both orally via the student representative on the Board and in documentation. Actions taken following student comments were noted by the Peer Review Team.

Review by external stakeholders has been a feature of the programme, with reviews by EAALS in 2008, EMQA in 2010 and EAALS again in 2012. The Management Board has responded positively to the recommendations following each external review.

The Peer Review Team noted that there existed detailed feedback forms for student evaluation of the programme, but no forms or formal opportunities for staff to offer feedback on the programme and the student performance.

4.6.4 Inclusion of the Student Voice: Are students involved in the decision-making processes of the programme?

Yes. Elected local student representatives are members of the Management Board and are encouraged to comment on various aspects of the programme both formally

in questionnaires and informally to both academic and administrative staff. As such they are able to inform and influence the decision-making process via a dedicated agenda item at each meeting of the Board. Whilst there does not appear to be a formal Course Committee attended by both staff and students, the students themselves expressed their general satisfaction with the programme in questionnaires and in discussion with the Peer Review Team.

The Management Board might wish to consider introducing a formal process of training for an incoming IMRD-ATLANTIS student representative.

4.6.5 Appeals: Have there been any particular issues or recurring themes for appeals by international students?

Appeals related to individual courses are dealt with locally utilising local procedures. The Management Board does not intervene in local issues where the student is bound by the procedures of the institution where a course was delivered. Appeals are therefore considered according to national arrangements.

Students are able to appeal against their overall results to the central coordinating secretariat and the procedure to be followed is described in the Student Handbook. General complaints are resolved by the Programme Coordinator. It is the intention that all disagreements shall be dealt with in a conciliatory manner by the Programme Coordinator, with a final and binding decision to be made by the Management Board.

Hitherto, only four minor appeals have been lodged, in which three cases involved the correction of mistakes and the fourth followed a personal complaint that was subsequently withdrawn.

A standard electronic procedure for detecting plagiarism is available to scan all student work, including the Master thesis.

4.6.6 Ethics/Equal Opportunities:

Each partner university has written guidelines on equal opportunities, enshrining the rights of each student. Enrolment statistics show an equal division of students according to gender. IMRD applies positive discrimination towards students from least developed countries, female students and disabled persons. There was no evidence of any recorded equal opportunity issues with the IMRD programme mentioned to the Peer Review Team.

4.6.7 Staff Development: Is there a staff development programme for staff contributing to the programme? Are new staff trained to deliver courses to international students?

The Peer Review Team noted no development of this issue since 2008. As a consequence, the relevant paragraph from the 2008 Report is repeated below.

“No. Discussions revealed that staff development issues have taken low priority in the development of the programme. The Review Team was informed that there was no IMRD policy on pedagogy and staff development for academic staff contributing

to the programme. There was no evidence of staff meetings or conferences to share pedagogic approaches and good practice, based on their experience of teaching on the programme. Intercultural training for staff and students was considered to be unnecessary, given the international activities of the academic staff involved in the programme. On the other hand, there was evidence of local staff training and development at Humboldt and Wageningen, though on a voluntary basis.”

5 Outcomes of the Review

5.1 General Observations

The Self Assessment Report, as a critical and evaluative document, was helpful to the Review Team. It addressed each Benchmark and Specific Indicator in the Framework Document, often with sufficient detail to inform and guide the Peer Review Team in their selection of questions for each meeting. In some instances, however, the report contained generalised statements, unsupported by evidence. Helpful, supporting details were often provided in the detailed annexes to the report and at the IMRD website, www.imrd.ugent.be.

The academic staff involved in the programme are well qualified, almost all having a PhD. There was considerable evidence of research expertise underpinning the Master theses.

The Peer Review Team noted and acknowledged the helpful and constructive tone evident in each meeting in response to their questions. Answers were invariably candid, relevant and pragmatic. It was evident that the partners are committing considerable time and energy into the operation and evolution of this successful Master programme. Indeed, there was evidence of enhancement in the wish of the Management Team to continually reflect, improve and refocus the IMRD-ATLANTIS programme.

Inevitably, the Peer Review Team focussed its questions to the Programme Team located in Ghent. It should be noted, however, that sufficient comments and observations were provided by representatives of the other universities present to allow for a fair overview of the partnership strengths and weaknesses. In addition, the students were able to reflect and comment about their experiences at all the partner universities and their case studies in Slovakia and Italy. It may be helpful for a future Peer Review Team visit to be held at another of the partner universities.

In the evidence-based view of the Peer Review Team, the IMRD-ATLANTIS programme operates to internationally acceptable and appropriate intended learning outcomes. The teaching and learning environment at the University of Ghent provides suitable resources for the students to achieve their learning outcomes. The curriculum is equivalent to international Master programmes elsewhere, and the graduates are highly employable or can proceed to further study.

Table 1 presents a summary of the outcomes of the Review, indicating where evidence has been provided to show that each benchmark has been achieved, with an overview of areas of good practice and recommended for enhancement.

In conclusion, the Peer Review Team expressed Broad Confidence in the quality and standards of the International Master in Rural Development and Agricultural Economics, IMRD-ATLANTIS programme, as viewed from an international perspective. The Team recognised the commitment of time, energy and resource into making the programme into a success. They considered it to be an impressive model for an international Master programme.

The Peer Review Team identified the following features of good practice and recommendations for further consideration.

5.2 Good Practice

1. Students and staff are supported by an efficient and effective central administration at Ghent University which ensures the smooth running of the IMRD-ATLANTIS Programme. The administrators both support and coordinate the programme, offering helpful guidance to staff and students, at all times.
2. The Master Thesis is the jewel in the IMRD-ATLANTIS crown. Students are supported with excellent guidance and preparation, with a clear and transparent assessment process, led by the Master Jury.

The Review Team read ten Master theses. They were impressed by the broad range of topics covered, across the supply chain, and international focus is clearly reflected by the topics chosen for case studies. Furthermore, a comparative analysis from developing to developed countries was evident, with a good match between thesis promoters and topic areas. Marking was consistent, fair and robust; discriminating well between strong and weak students. The marks awarded were considered to be at least similar to those in the reviewers' parent universities. The reviewers noted, however, that in the theses made available to them, the full range of marks had not been used. Furthermore, they could find little or no evidence of collaboration with external stakeholders.

3. The academic programme has an overall emphasis on interdisciplinarity, based on detailed academic knowledge and understanding, and relevant case-studies, supporting knowledge into practice.

5.3 Issues: Recommendations for Enhancement

1. Whilst recognising that the Management Board has addressed many of the recommendations made in the 2008 review regarding the need for enhancement of the Quality Assurance process, the Peer Review Team considered that there remained room for improvement through a clearly defined process for the continuous review, analysis, and updating of an action plan. Accordingly, the Peer Review Team recommend that at each meeting of the Management Board the Action Plan is reviewed, and updated with timed actions by key, named personnel. Such a transparent and rigorous process will demonstrate that the IMRD-ATLANTIS programmes are under continuous review with actions taken to ensure ongoing enhancement. It is also suggested that there should be an annual report of the Quality Assurance process which is distributed to all staff, students and relevant stakeholders.

2 The Peer Review Team noted that students were able to take a range of compulsory and optional courses, appropriate to their educational needs and interests. The Peer Review Team were not convinced that each student had actually achieved all the listed programme learning outcomes, given the extent of student choice. A cohort analysis should be undertaken to demonstrate that all learning outcomes had been achieved by all students. This could be achieved by placing the onus on each student to demonstrate that s/he has achieved the learning outcomes through the development of a Personal Development Plan.

3. That the Management Board becomes increasingly strategic and pro-active, using a risk-based analytical approach to resolve the future funding challenges and direction of the programme. They are urged to consider a different resource model to ensure the future sustainability of the IMRD-ATLANTIS programmes.

4. That a programme of staff development is initiated, especially for new staff, to aid their familiarity with the teaching, learning and assessment strategies and for interacting effectively with mature, international students. This could also serve as a refresher programme for existing staff. A joint workshop involving staff from all partners could be used to showcase and share existing good pedagogic practice internationally.

5. That the Management Board recognises and strengthens the roles of and benefits to each partner university in this international consortium, to overcome the perceived criticism voiced by some non-EU, third country partners in the IMRD programme of a Europe-only, one-way benefit.

6. Issues relating to assessment

6.1. The Peer Review Team acknowledges that learning outcomes have now been included, both for the overall programme and also for individual modules. Further details how each learning outcome is to be assessed are not, however, explicitly provided. The team recommends that clear guidance is added to each course/module descriptor, to include a matrix of assessment modes. For example, knowledge and understanding might be assessed by examination, in-class test, written assignment, seminar presentation, etc. Such transparency will serve to further guide the students, allowing them to be sure what is expected of them to pass or to gain a good mark.

6.2. Given the use of the ECTS grading system, the Peer Review Team has confidence in the procedure used for harmonising the marks the students are awarded resulting from the different grading scales of the partner institutions.

In the eyes of a number of the students interviewed, however, this conversion process used to harmonise different assessment systems in the partner institutes continues to create considerable confusion and misunderstanding within the student body. This problem was previously noted in the 2008 Peer Review Report. The Peer Review Team was informed of several apparent inconsistencies with the conversion process in which the students believed that they had been disadvantaged. They considered that a good mark at university X or Y appears to be reduced when converted through the ECTS system to the Ghent scale. The Management Board is

aware of the continuing need to address this ongoing issue, as indicated to the students in the information provided to them on the student's website. The Management Board is encouraged to resolve this source of student concern, at their earliest opportunity, and to present to the students a justified, transparent and clearly documented process of assessment which could be defended with the rigour of a formal appeal by a student against the assessment process.

7. The Peer Review Team acknowledges that progress has been made since 2008 in interactions with stakeholders. They encourage further active engagement, including additional internships and international case-studies. The linkage of a case-study approach to the master thesis, via an internship, was stated to be highly attractive to the students met by the team, and is recommended for active consideration by the Management Board.

Furthermore, since the staff teaching on the IMRD-ATLANTIS Programme have well established personal and research networks, the team considered that there is a need to actively and formally consult both national and international stakeholders on the evaluation and future development of the programme. This would also ensure that future developments meet the career aspirations and employment opportunities of the students.

Andrew Cobb

Antonio Sanchez Barrera

Guy Garrod

Simon Heath

Peter Lloyd

Maria Wurzinger

Table 1: Summary of the Review Outcomes

Categories	Benchmarks	Evidence of Verification	Good Practice	Recommendations
1. Needs, Aims and Learning Outcomes	1.1 Mission Statement 1.2 Aims and Learning outcomes 1.3 Needs of stakeholders	✓ ✓ ✓		Further develop input from stakeholders
2. Educational Process	2.1 Curriculum planning 2.2 Teaching and learning 2.3 Assessment of learning outcomes 2.4 Guidance in the learning process	✓ ✓ ✓ ✓		Link more clearly assessment methods to individual learning outcomes. Issue clear guidance to students on the conversion of assessment grades between partners. Consider introducing personal development planning.
3. Educational Resources and	3.1 Staffing	✓ ✓	A well resourced and administered programme, taught by	

Categories	Benchmarks	Evidence of Verification	Good Practice	Recommendations
Partnership	<p>3.2 Facilities</p> <p>3.3 Resource allocation</p> <p>3.4 Interactions with external organisations</p>	<p>✓</p> <p>✓</p>	experts in the field, including visiting scholars.	<p>Improve links with stakeholders for enhanced contributions to the degree programme, e.g. extension of internships</p>
4. Student Selection and Progression	<p>4.1 Student selection</p> <p>4.2 Progression from application to graduation</p> <p>4.3 Completion rates</p> <p>4.4 Employability</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	Clear and effective processes for application and selection.	<p>Continue to monitor all alumni to gather data on employability and to provide feedback in the development of the IMRD-ATLANTIS degree programmes</p>

Categories	Benchmarks	Evidence of Verification	Good Practice	Recommendations
5. Student Support	5.1 Pre-induction and selection 5.2 Administrative support 5.3 Induction arrangements 5.4 Welfare support services 5.5 Cultural and social needs 5.6 Financial information and support	✓ ✓ ✓ ✓ ✓ ✓	Excellent local and central student support.	Develop a more pro-active “buddy” system
6. Quality Management and Enhancement	6.1 Institutional environment 6.2 Decision-making process 6.3 Quality assurance and enhancement systems 6.4 Inclusion of the “student voice”	✓ ✓ ✓ ✓	A strong and effective international environment to support the degree programme Students are included in all stages of the decision-	Consider greater involvement of the third country partners in the IMRD programme Develop a more strategic, risk-based approach in view of the future funding challenges Introduce Internal QA Action Plan with timed actions by named personnel.

Categories	Benchmarks	Evidence of Verification	Good Practice	Recommendations
	6.5 Appeals 6.6 Ethics and equal opportunities 6.7 Staff development	✓ ✓ X	making process.	Introduce an IMRD-ATLANTIS staff development programme to underpin pedagogic developments and exchange good practice between partners.

Annex 1 The Peer Review Panel Members

Professor Andrew H Cobb (Panel Chair)

Andrew Cobb was formally Dean of Academic Affairs and Director of Research at Harper Adams, the leading, specialist, land-based University in the UK, delivering higher education degree programmes in the fields of agriculture, land management and agricultural engineering. He is currently an independent Consultant, advising, assessing and auditing higher education in the UK and EU.

Andrew Cobb is an internationally recognised researcher and educator in the applied plant sciences, especially in relation to the post-harvest physiology of potatoes and the modes of action of agrochemicals. He also has extensive experience of teaching plant sciences to mature students and work-based learners via the delivery of Open University courses and Summer Schools in the UK.

He has been Chair or a member of quality assurance review and validation panels at several Universities and Colleges since 1987. He has been a Specialist Reviewer for Organismal Biosciences (1998-2000) and Institutional Auditor for universities since 2003 on behalf of the UK's Quality Assurance Agency (QAA). He recently participated in a QAA audit of the higher education provision of 18 UK Universities delivered in Singapore.

He was actively involved in the development of the European Accreditation Agency for the Life Sciences (EAALS) by participating with the working teams in the EU funded QUALITY project. He was Chair of the Peer Review Teams for the evaluation of the Erasmus Mundus Masters in European Forestry and International Master in Rural Development. He is Chair of the EAALS Board.

Antonio Sanchez Barrera: Agricultural Engineer, MSc in Food Technology

Antonio Sanchez Barrera is a Double Degree MSc student in Food Chain Systems at Cranfield University at the same time that he is finishing his Master Program as Agronomic Engineer at Technical University of Madrid in Spain, specialising in Food Engineering. Additionally, he has been graduated as Agricultural Engineer by Castile La Mancha University in Spain specialising in Crops, Animal Husbandry and Rural Engineering in 2009. From 2009 until 2011, he has got involved actively in the International Association of Agricultural Students (I.A.A.S), being the Events and Funding Coordinator at the Spanish Committee, leading The I International Seminar regarding the Sustainability within the Mediterranean Region. Through this membership, Antonio has got involved in several international events such as International Congresses in Indonesia and F.Y.R. of Macedonia and other seminars at European Level. As a volunteer initiative, he got involved in European Championship in Food Innovation, Trophelia 2011, being the finalist in the Spanish final.

During his track record, he has received different ways of teaching due to his high education in four different universities: University of Castile La Mancha and Technical University of Madrid in Spain, Cranfield University in the United Kingdom and Royal Institute of Technology in Sweden. Additionally, he has worked in different

companies within the field of agriculture such as agro-business, winery, ornamental seedlings production and genetics.

Mr Guy Damian Garrod (Subject Specialist)

Guy Garrod is Reader in Environmental Economics, School of Agriculture, Food and Rural Development, University of Newcastle.

He has extensive practical and theoretical experience in the fields of environmental economics and rural development both in the UK and overseas. This includes 15 years experience of teaching on undergraduate and masters degrees in rural development, countryside management and rural studies. His specialist areas include environmental valuation, policy appraisal, landscape assessment and local rural development. Recent research studies have included work on seven large EU projects as well as major research projects for DEFRA and the Forestry Commission.

Since 200 he has been Director of the Centre for Rural Economy at the University of Newcastle, one of Europe's most respected rural research institutes. He also coordinates the Northern Rural Network, an interactive learning network with over 1,200 members in the rural north of England, bringing together academics, practitioners and policy makers to share experience and disseminate research and good practice.

He has acted as an external examiner at various European Universities and has been involved in internal subject reviews at Newcastle, as well as being part of a previous EAALS accreditation team.

Dr Simon B Heath (EAALS Executive Secretary)

Dr Simon Heath is an independent Consultant working to develop a European dimension in teaching and learning in higher education in disciplines relating to the life sciences and the rural environment. He received his PhD from the University of Reading, UK. He has been working with the Association for European Life Science Universities (ICA) since 1998. Currently he is the part-time Secretary General of ICA. He led the development of the European Accreditation Agency for the Life Sciences (EAALS) which has a focus on the accreditation of European international degree programmes. He acts as the Executive Secretary of EAALS.

Formerly he was a senior lecturer in the Department of Agriculture and Director of the Centre for Computer Based Learning in Land Use and Environmental Sciences (CLUES) at the University of Aberdeen where he holds an Honorary position.

Professor Peter Lloyd (Quality Assurance specialist)

Peter Lloyd is the Owner/Managing Director of *Peter Lloyd Associates*. He is a former Professor of Urban Geography in the University of Liverpool. His 40 year career as an academic geographer saw him teaching and researching in the Universities of Queensland, Manchester and finally Liverpool where he was Head of the Department of Geography and Dean of the Faculty of Social and Environmental Studies. He was appointed as a Technical Director with Ecorys UK Ltd (ECOTEC) from

2005 until October 2011 when he retired to return to academic work and limited private consultancy.

Peter has been a long-standing expert advisor to the European Commission. In the early years as an academic he contributed to the development of a wide range of programmes for Regional Policy and Local Development and Employment (REGIO); and the Social Economy, Employment, Skills and Inclusion (EMPL). Later as Director of the Economic Policy Division of ECOTEC/Ecorys he managed a series of EU-wide thematic reviews and policy evaluations across the fields of local development and employment and skills.

In the last years of his time with Ecorys and under the terms of the Framework contract with DG EAC Peter returned to his academic roots – co-directing a series of evaluations under the broad banner of the Erasmus programmes. These included: 1) *A Feasibility study on the Pilot Action "Erasmus for Young Entrepreneurs"* which led to a major new initiative; 2) *Good practice in Quality Assurance for Erasmus Mundus Master Courses*. This involved an in depth study of good practice across a selection of Master Courses including on-site visits to more than 30 coordinating institutions and partners. A set of web tools and processes was designed to facilitate active self-evaluation and shared learning. This now exists under the internationally recognised banner of *EMQA (Erasmus Mundus Quality Assessment)*. 3) *Impact Assessment and Ex Ante Evaluation of the Programme for International Cooperation on Higher Education and Human Resources post-2013 [Erasmus Mundus+]*. This was designed to assist EAC to realise the ambition of the Council of Ministers for the EU to become a “world-leading knowledge economy” by developing an enhanced Erasmus Mundus programme (EM+) post-2013.

Since leaving Ecorys Peter continues to pursue his long-standing lines of academic and professional interest in the social economy and social finance: local and regional development: skills and employment policy and self-assessment approaches to raising quality in Higher Education.

Dr Maria Wurzinger (Subject Specialist)

Dr Maria Wurzinger is a senior scientist at the Division of Livestock Sciences, Department of Sustainable Agricultural Systems, BOKU-University of Natural Resources and Life Sciences, Vienna, Austria. Since November 2009 she is also deputy director of the CDR-Centre for Development Research, BOKU.

She holds a degree in animal breeding. Her research focus is on sustainable breeding strategies for smallholders in developing countries. She integrates animal breeding strategies in the context of the production systems. Modelling of production systems is used to do an impact assessment of different intervention strategies at farm, but also at regional level. Identification of farmers’ innovations, structural constraints for improving livelihoods and possible strategies to overcome them are investigated.

She is collaborating in different research projects with ILRI-International Livestock Research Centre and ICARDA-International Centre for Agricultural Research in the Dry Areas.

She is involved in teaching at Bachelor, Masters and PhD level and she is supervising Masters and Doctoral students.

She has been the coordinator of an EU-funded project within the ALFA program. The main objective of the project was the reform and design of Masters programs “Animal science” in seven Latin American universities. She also participates in two projects, one in Nicaragua and one in Ethiopia, which have as a main goal the institutional capacity development of universities.

As the only Austrian scientist she joined as co-author the IAASTD- International Assessment of Agricultural Knowledge, Science and Technology for Development. She worked for the sub-global assessment for CWANA-Central West Asia and North African region.

She is currently involved in two projects, one in Ethiopia and one in Nicaragua, with the aim of developing and improving higher education at universities through institutional strengthening.

Annex 2 Timetable of the Review

19 th September	0900	Private meeting of the Peer Review Team at Hotel
		Informal meeting with the Management Board and other contributors to the programme
20 th September	19.00	
	08.45	Courtesy meeting with Ghent university senior management
	09.00	Meeting with the IMRD-ATLANTIS Management Board
	10.00	Meeting with those responsible for Quality Assurance
	10.45	Private meeting of the Panel
	11.15	Meeting with representatives of the technical and support staff, responsible for the day-to-day management and the student counselling of the program and student support
	12.00	Informal meeting with IMRD-ATLANTIS students and alumni in two groups, over lunch
	13.30	Meeting with UGhent academic and central staff responsible for the first common module and Ghent specialist modules
	14.15	Meeting with teaching staff and administrators from EU partner institutions, not including Ghent staff, responsible for other modules and thesis supervision
	15.00	Private meeting of the Panel
21 st September	16.00	Meeting with staff from ATLANTIS and non-EU partners
		Video-conference with student representative
	09.00	Private meeting of the Peer Review Team to finalise the overall findings and outcomes of the Review

- 14.00 Meeting with the Management Board and administrators to provide oral feedback and report on the findings of the review
- 15.00 Peer Review Team Depart

Annex 3 Questions to the students

1. Why have you come to this degree programme and/or country?
2. Was the background information sent to you before arrival about the degree programme and the university both accurate and helpful?
3. Was the induction process helpful?
4. Has the course lived up to your expectations?
5. Did your previous knowledge, understanding and skills allow you to follow this degree programme?
6. Is the course delivery and workload acceptable?
7. Is the balance between lectures, seminars and self learning appropriate?
8. Do you know how you are assessed?
9. What teaching methods are used?
10. How do you rate the staff, both academically and for personal support?
11. What do you do if you have a problem, academic or pastoral?
12. How can the degree programme be improved? What have been the best 3 aspects and the worst 3 aspects?
13. Would you recommend this course to others?
14. How do you manage financially?
15. How do you assess your career prospects, after completing the course?

Annex 4 Summary of students' responses to the questions

1 Why have you come to this degree programme and/or country?

Application was positively influenced by the international reputation of the IMRD-ATLANTIS programme and the experience of the partner universities in these disciplines. It also provided a varied programme and an opportunity for student mobility in Europe and elsewhere.

Most of the students found out about the programme from existing or former students, or from the internet. The IMRD website offered useful information and provided guidance for applicants.

2 Was the background information sent to you before arrival about the degree programme and the university both accurate and helpful?

All information sent prior to arrival and on the internet was comprehensive and helpful. The Facebook page developed by IMRD-ATLANTIS alumni was the most informative, especially regarding accommodation in Ghent and elsewhere.

3 Was the induction process helpful?

Generally, yes. Students were met by local coordinators who were helpful. Visa and immigration issues were complex and often problematic. Perhaps Ghent could issue joining information earlier, to avoid these delays? Processes and procedures were explained well at induction.

4 Has the course lived up to your expectations?

Mostly, yes. There was concern expressed by some students that classes could be more active, with less use of Powerpoint presentations. All considered that the case-study was highly relevant.

Some students expected more links with stakeholders in developing countries. Generally, however, the expected links with international companies and institutions was not met.

5 Did your previous knowledge, understanding and skills allow you to follow this degree programme?

Although coming from different educational, cultural and national backgrounds, the students have had sufficient skills and knowledge to progress with the programme. Everything was clear and had been well presented to them.

Prior knowledge of French was essential for study in Rennes.

6 Is the course delivery and workload acceptable?

Students reported that semester 1 was hard, as they had to learn how to study in a new environment. Year two workloads were acceptable. Students noted that the

teaching methods were more lecture-based at Ghent, whilst there was more independent study at Humboldt.

Is the balance between lectures, seminars and self learning appropriate?

Generally, yes. Students noted differing teaching styles and approaches at each university, including a combination of articles and assignments, which enriched their learning. They reported a reasonable balance between theory and practice-based teaching. Some expressed the view that there were too many theoretically-based lectures delivered by Powerpoint. All were impressed by the case-study approach and the suggestion of a case-study in a developing country, or in China, by one student was unanimously supported. The need for more collaborative opportunities with stakeholders for their thesis was also strongly supported.

8 Do you know how you are assessed?

The process for assessments is clear at each location to the majority of students. The means by which marks were converted to a central ECTS system in Ghent, however, was unclear and a source of considerable confusion and concern. Thus, students who had been awarded a top mark in one partner university (eg 1 in Humboldt) was converted to an 18/20 in Ghent. Similarly, an A grade in the USA appeared to be reduced at Ghent. It therefore appeared impossible to be awarded full marks and so students felt disadvantaged. Furthermore, the students stated that they were not informed about, nor sufficiently understood, the conversion process.

10 How do you rate the staff both academically and for personal support?

Staff were considered to be very friendly, supportive, knowledgeable and helpful. The students considered that they could approach academic staff with their academic problems.

11 What do you do if you have a problem, academic or pastoral?

Both academic and administrative staff were effective and helpful. Tutors are accessible; student needs and opinions are listened to. They were satisfied with their representation on the Management Board and that their views were taken seriously. Indeed, the IMRD student representative was used to promote communication between the students and the staff. Non-academic problems were solved by local coordinators.

Perhaps students could give feedback during the programme, rather than at the end, so that they could be aware of responses to their comments.

12 How can the degree programme be improved? What have been the best 3 aspects and the worst 3 aspects?

Best aspects

Student mobility and the international experience.

The case-study, linking theory into practice.

Programme and academic staff diversity.

Professional networking.

Worst aspects

Confusion with marks conversion.

Insufficient time to learn new languages; how to fit it in to a busy programme.

Lack of partnerships with international organisations, eg FAO.

Lack of internships related to Master thesis study.

13 Would you recommend this course to others?

Unanimously, yes.

14 How do you manage financially?

Fine, no specific financial problems were reported by non-EU students. Funding is adequate for those with Erasmus Mundus scholarships. Accommodation in Ghent and Wageningen was much more expensive than in Berlin.

Hardship funds are available at Ghent and can be applied for. The possibility of self-funding, without central financial support, was not considered to be a viable option.

15 How do you assess your career prospects, after completing the course?

Good. 5 of the 13 students present wished to study further for a PhD. Others who had just graduated had jobs lined up.



Annex 5 Table of Contents of Basic Information for the IMRD – ATLANTIS Degree Programme provided by the degree programme co-ordinator

Table 1: Schematic overview of the IMRD Curriculum

Table 2: Schematic overview of the ATLANTIS Curriculum

Table 3 Learning outcomes and relationship with the Dublin descriptors and the European Qualifications Framework (EQF)

Table 4 IMRD course structure 2012-2013 and staff contribution

Table 5 ATLANTIS course structure 2012-2013 and staff contribution

Table 6 IMRD Intake of first-year students

Table 7 ATLANTIS (Entrance module at Ghent University for EU students, at University of Arkansas or University of Florida for US students)

Table 8 Diversity of the Students who started the programme in each cohort

Table 9 Student mobility of last graduated cohort IMRD

Table 10: Student mobility of last graduated cohort ATLANTIS

Table 11: student success rate IMRD + ATLANTIS

Table 12: Core lecturers of IMRD–ATLANTIS degree programme in the participating universities in the current session 2012-2013

Table 1 Schematic overview of the IMRD Curriculum

1 st YEAR IMRD	GENERAL ENTRANCE MODULE 30-35 ECTS Ghent University, English		
	ADVANCED MODULE I 15-36 ECTS		
	Rural Economics and Management Ghent University, English/Dutch	Institutional and Resource Economics Humboldt University, English/German	Third Country (TC) Partner Institutions

It is not possible to choose HUB in sem 2 AND 3, only one advanced module can be taken at HUB

2 nd YEAR IMRD	CASE STUDY 10 ECTS		
	Slovak University of Agriculture/Pisa University, English		
	ADVANCED MODULE II 15-36 ECTS		
	Sustainable Agriculture and Rural Development Agrocampus Oost, English/French	Rural Sociology and Development Wageningen University English/Dutch	Institutional and Resource Economics Humboldt University English/German
	Third Country (TC) Partner Institute		
	MASTER THESIS 30 ECTS One of the previously visited Host Institutes		

Table 2 Schematic overview of the ATLANTIS Curriculum

1st YEAR ATLANTIS	GENERAL ENTRANCE MODULE 30-40ECTS					
	Rural Economics and Management Ghent University, English/Dutch		Arkansas University, English		Florida University, English	
	ADVANCED MODULE I 10-40ECTS					
	Rural Economics and Management Ghent University, English/Dutch	Institutional and Resource Economics Humboldt University, English/German	EU Policies related to the Public Sector Nitra University, English	Agriculture Durable et Développement Rural Agrocampus Ouest, French	Arkansas University, English	Florida University, English

2nd YEAR ATLANTIS	CASE STUDY 10ECTS					
	Nitra University, Pisa University					
	ADVANCED MODULE II 10-40ECTS					
	Institutional and Resource Economics Humboldt University, English/German	EU Policies related to the Public Sector Nitra University, English	Agriculture Durable et Développement Rural Agrocampus Ouest, French	Rural Economics and Management Ghent University, English/Dutch	Arkansas University, English	Florida University, English
	MASTER THESIS 30ECTS One of the previously visited Host Institutes					

Table 3 Learning outcomes and relationship with the Dublin descriptors and the European Qualifications Framework (EQF)

	On a successful completion of the programme, students are, due to their high level academic and multi-disciplinary training and multi-cultural experience, able to:	Dublin descriptor 2 nd cycle	Eur. Qualifications Framework (EQF) level 7
1	understand different socio-economic concepts, theories and multi-disciplinary approaches with respect to rural economies and rural development;	Knowledge and understanding	Specialised knowledge and ability to apply and extend: advanced knowledge
2	apply theories and methodological approaches to characterise and analyse the economic and social problems of rural areas, food and agricultural chains, natural resource management, national and international agriculture;	Knowledge and understanding	Specialised knowledge and ability to apply and extend: advanced knowledge and creative use
3	have profound insights in different rural development realities, and compare rural development issues, approaches and policies within an international context; Specific for the ATLANTIS track: comparison between rural economies and agricultural policies in EU/US.	Knowledge and understanding	Specialised knowledge and ability to apply and extend: advanced knowledge and creative use
4	design and implement adequate instruments, methods, models and innovative tools to analyse, evaluate and solve problems related to agriculture, food chain and natural resource- management, and to rural development and countryside stewardship;	Apply knowledge and understanding,	Specialised knowledge and ability to apply and extend: constructive and innovative use of standard methods
5	design, implement and monitor national and international agro-food policies, rural institutions and rural development programmes;	Apply knowledge and understanding	Specialised knowledge and ability to apply and extend: constructive and innovative use of standard methods

	On a successful completion of the programme, students are, due to their high level academic and multi-disciplinary training and multi-cultural experience, able to:	Dublin descriptor 2 nd cycle	Eur. Qualifications Framework (EQF) level 7
6	construct innovative tools and instruments for the (multifunctional) development of rural areas;	Apply knowledge and understanding	Scientific competence: demonstrate creativity
7	design and assess research in the domain of rural development, formulating a problem statement and operationalizing objectives and research questions within an adequate research plan;	Formulate judgments	Scientific competence: design research
8	select and apply appropriate research methods and techniques to collect and analyse data from literature and empirical research in the domain of rural development;	Formulate judgments	Scientific competence: Select and apply appropriate techniques
9	critically reflect on topical rural development issues, and on ethical and value driven aspects of research and intervention strategies;	Formulate judgments	Societal competence: awareness of relation between research – society and integrate ethics/values in actions
10	work in an integrated internationally composed team dealing with rural development and food production challenges, interacting respectfully with diverse others and developing a global perspective;	Apply knowledge and understanding	Collaboration and communication: collaboration in multidisciplinary environment
11	dialogue and professionally interact with different actors and stakeholders of the socio-professional world (food sector, NGOs, rural organisations, rural administration, universities and research institutes);	Communication skills	Collaboration and communication: professional communication skills
12	effectively and appropriately use good language, communication and behavioural skills in different language and cultural environments;	Communication skills	Collaboration and communication: professional

	On a successful completion of the programme, students are, due to their high level academic and multi-disciplinary training and multi-cultural experience, able to:	Dublin descriptor 2 nd cycle	Eur. Qualifications Framework (EQF) level 7
			communication skills – other language/culture
13	communicate convincingly (written, oral, using appropriate tools) about (own) research findings and project results and their underpinning rationale;	Communication skills	Collaboration and communication: professional communication skills
14	Self-Directed Learning: work independently, take initiative, and manage a project through to completion;	Learning skills	Professional competence: independently deal with research and complex problems
15	design and plan own learning processes based on continuous reflection (individually and in discussion with others) upon personal knowledge, skills, and attitudes and functioning;	Learning skills	Intellectual competence: attitude of lifelong learning, show continuous willingness to develop new ideas and processes
16	Independently perform scientific research in the domain of rural development. Give proof of a clear international orientation.	Formulate judgments	Professional competence

Table 4 IMRD course structure 2012-2013 and staff contribution

Overall Requirements							
General conditions for the overall programme, including course work (I), case study/internship (II) & master thesis (III): 1 obtain min. 120 ECTS (max 132) over 2 academic years, 80 credit units courses; 2 study at min. 2 EU institutes other than the one where the last degree was obtained; 3 start with General Entrance module at UGent; 4 case study and master thesis are compulsory; 5 students may be required to take a number of key courses in the advanced modules; students will be guided in their course choice by the local IMRD coordinator; 6 course selection needs to be approved each semester by the local IMRD coordinator and the IMRD – MB; 7 exceptions on course lists, modules, or mobility on approval of the Management Board only; 8 non-EU students may spend max. 3 months in a TC Partner institute (only for course modules- max 15 ECTS); 9 EU-students can spend max. half of their programme in a TC partner institute.							
1. COURSE LIST - 2012-2013							
Conditions for course work: Subscribe min. 80 ECTS from no less than 3 and no more than 5 modules from the following list (General Entrance, Adv I and Adv II modules are obligatory, language and elective courses as well as internships are optional).							
General Entrance Module - Ghent University	Subscribe to no less than 30 and no more than 35 ECTS form the following list, with 20 ECTS with reference oblig.						
Ghent University, Belgium							
Contact = total hrs. lecture, practical work, ... Study time = total study time for the student (including courses, practical work, integration of course work, examination)		(ECTS)					

Course title	Lecturer	ECTS	Ref	Sem	Contact	Study time	Language
Applied Rural Economic Research Methods	Jeroen Buysse (Ghent University), Wim Verbeke (Ghent University)	5	oblig	1	60	135	English
Rural Development and Agriculture	Marijke D'Haese (Ghent University), Guido Van Huylenbroeck (Ghent University)	5	opt	1	60	135	English
Food Marketing and Consumer Behaviour	Wim Verbeke (Ghent University)	5	oblig	1	60	135	English
Agricultural and Rural Policy	Guido Van Huylenbroeck (Ghent University), Jeroen Buysse (Ghent University)	5	oblig	1	60	135	English
Development Economics	Marijke D'Haese (Ghent University)	5	opt	1	60	135	English
Micro-economic Theory and Farm Management	Guido Van Huylenbroeck (Ghent University)	5	oblig	1	60	135	English
Applied Statistics	Olivier Thas (Ghent University)	5	opt	1	60	125	English
Advanced module I (FEB - JULY)	Subscribe to no less than 15 and no more than 36 credit units from 1 institution from the following list.						
Ghent University, Belgium	Rural Economics and Management						
General course list	Subscribe to 15-30 ECTS, 8 oblig.						
Sociological Perspectives on Rural Development	Joost Dessein (Ghent University)	5	oblig	2	60	135	English
Scientific Communication on Rural Development	Guido Van Huylenbroeck (Ghent University)	3	oblig	2	30	75	English
Agricultural Economics of Developing Countries	Marijke D'Haese (Ghent University)	4	opt	2	45	120	English
Rural Project Management	Marijke D'Haese (Ghent University)	5	opt	2	60	135	English

Course title	Lecturer	ECTS	Ref	Sem	Contact	Study time	Language
Econometrics	Jeroen Buysse (Ghent University)	4	opt	2	45	120	English
Economics and Management of Natural Resources	Guido Van Huylenbroeck (Ghent University)	4	opt	2	45	120	English
Advanced Marketing and Agribusiness Management	Wim Verbeke (Ghent University)	5	opt	2	60	135	English
The European Union's International Development Policy	Fabienne Bossuyt (Ghent University)	5	opt	2	45	150	English
Courses related to the dissertation topic	Upon approval of the Management Board.						
Humboldt University of Berlin, Germany	Institutional and Resource Economics						
General course list	Subscribe to 18-36 ECTS.						
Environmental and Resource Economics II (Valuation and Instruments)	Konrad Hagedorn (Humboldt University - Berlin)	6	obl/opt	2	90	180	English
Cooperation and Co-operatives	Markus Hanisch (Humboldt University - Berlin)	6	obl/opt	2	60	180	English
Advanced Empirical Methodology for Social-Ecological Systems	Dimitrios Zikos, Ilona Otto-Banaszak (Humboldt University - Berlin)	6	obl/opt	2	60	180	English
Land and Water Management	Insa Theesfeld, Christian Schleyer (Humboldt University - Berlin)	6	opt	2	90	180	English
Institutions and Instruments of Development Co-operation	Matthias Weiter (Humboldt University - Berlin)	6	opt	2	60	180	English
Economics of Human Development	Tilman Brück (Humboldt University - Berlin)	6	opt	2	60	180	English
International Forest Use and Management	Klaus Günther-Dieng (Humboldt University - Berlin)	6	opt	2	60	180	English

Course title	Lecturer	ECTS	Ref	Sem	Contact	Study time	Language
Project Management – Applied to Natural Resource-based Sectors and Development Programmes	Philipp Grundmann, Marco Hartmann	6	opt	2	60	180	English
Courses related to the dissertation topic	Upon approval of the Management Board.						
Third Country Partner Institute	University of Pretoria, South Africa University of Agricultural Sciences, Bangalore, India Nanjing Agricultural University, China ESPOL, Ecuador China Agricultural University, China						
Content and course list	Upon approval of the Management Board. Course lists are made available at the start of the academic year.						
Advanced Module II (SEP - JAN)	Subscribe to no less than 15 and no more than 36 credit units from 1 institution from the following list.						
Agrocampus Ouest, France	Sustainable Agriculture and Territorial Development						
General course list	Subscribe to 15-36 ECTS						
Exploring Environmental Issues	Ivan Bernez (Agrocampus Ouest - France), Blandine Lemerrier	6	opt	3	180		French/ English
Sustainable Agriculture and Food	Christian Mouchet (Agrocampus Ouest - France), M. Diaz	3	opt	3	90		French/ English
Management of Resources and Environmental Amenities. The Role of Stakeholders, "Concertation" and Mediation	Jean Eudes Beuret (Agrocampus Ouest - France)	3	opt	3	90		English
Qualitative Methods in Rural Development	Jean.Eudes Beuret (Agrocampus Ouest - France), Cathérine Darrot	3	opt	3	90		English
Social Sciences and Territorial d-Development. Theoretical Approaches	Jean Eudes Beuret (Agrocampus Ouest - France)	3	opt	3	90		French

Course title	Lecturer	ECTS	Ref	Sem	Contact	Study time	Language
Technical and Social Changes in Agriculture	Guy Durand (Agrocampus Ouest - France)	3	opt	3	90		French
Public Policies and Rural Development in Europe	Catherine Darrot (Agrocampus Ouest - France)	3	opt	3	90		English
Social and Solidarity Economy and Fair Trade	Jean Eudes Beuret (Agrocampus Ouest - France), Guy Durand	2	opt	3	60		French
Seminar: Multidisciplinary Approaches in Environmental Issues	Christian Walter (Agrocampus Ouest - France)	3	opt	3	90		English
Other courses / international seminar	Guy Durand, Christian Walter (Agrocampus Ouest - France)	3	opt	3	90		FrenchEnglish
Courses related to the dissertation topic	Upon approval of the Management Board.						
Humboldt University Berlin, Germany	Institutional and Resource Economics						
General course list	Subscribe to 15-36 ECTS.						
Institutional Economics and Political Economy I (Basics and Application)	Konrad Hagedorn, Andreas Thiel (Humboldt University - Berlin)	6	obl /opt	3	60	180	English
Environmental and Resource Economics III (Environmental Institutions and Organisations)	Konrad Hagedorn, Andreas Thiel (Humboldt University - Berlin)	6	obl /opt	3	90	180	English
Human-Environmental Systems Interaction	Maja Schluter	6	obl /opt	3	60	180	English
Environmental Management and Information Systems	Wolfgang Bokelmann (Humboldt University - Berlin)	6	opt	3	60	180	English
Environmental Sociology and Environmental Policy	Fritsw Reusswig, Stefan Sieber	6	opt	3	60	180	English

Course title	Lecturer	ECTS	Ref	Sem	Contact	Study time	Language
Biodiversity and Conservation Management	Gatzweiler, Schleyer, Plieninger, Mann	6	opt	3	60	180	English
Climate and Energy Management	Philipp Grundmann, Ilona Otto-Banaszak, Insa Theesfeld	6	opt	3	60	180	English
The Role of Gender for Sustainable Resource Management	Christine Bauhardt (Humboldt University - Berlin)	6	opt	3	60	180	English
Courses related to the dissertation topic	Upon approval of the Management Board						
Wageningen University, The Netherlands	Rural Sociology and Development						
General course list	Subscribe to 15-36 ECTS, 15 oblig.						
Sociological Theories of Rural Transformation	Leontine Visser	6	opt	3	36	180	English
Sociology in Development: towards a critical Perspective	Pieter de Vries, Van der Haar, Dirk Roep, Jan van Tatenhove	6	opt	3	42	180	English
Capita Selecta Agricultural and Rural Innovation Processes	Jan Schakel	3	opt	3	24	90	English
Theory and Practice of Development	Gerard Verschoor	6	opt	3	42	180	English
Understanding Rural Development: Theories, Practices and Methodologies	Han JSC Wiskerke	6	opt	3	48	180	English
Integrated Natural Resource Management in Organic Agriculture	Lijbert Brussaard	6	opt	3	72	180	English
Introduction to the Sociology of Knowledge and Development	Alberto Arce	4	opt	3	52	120	English
Innovation Management and Cross-Disciplinary Design	Cees Leeuwis	6	opt	3	54	180	English

Course title	Lecturer	ECTS	Ref	Sem	Conta ct	Study time	Language
Capita Selecta Rural Development Sociology	Gerard Verschoor	2	opt	3	8	90	English
Research Design & Research Methods	Dr. Giel Dik	6	opt	3	48	180	English
Gender and Natural Resources	Margreet Zwarteveen	6	opt	3	24	180	English
Courses related to the dissertation topic	Upon approval of the Management Board.						
Third Country Partner Institute:	University of Pretoria, South Africa University of Agricultural Sciences, Bangalore, India Nanjing Agricultural University, China ESPOL, Ecuador China Agricultural University, China						
Content and course list	Upon approval of the Management Board. Course lists are made available at the start of the academic year.						
Language courses							
Max. 10 ECTS during the entire programme.							
Additional elective courses at partner or other institutions.							
Exceptions to the general conditions concerning course lists, modules, and mobility only upon approval by the Management Board.							
INTERNSHIP in professional or TC PARTNER INSTITUTE							
Subscribe to max. 12 ECTS from the following list; subject to approval by the IMRD Management board.							
Internship 6 ECTS							
Internship 12 ECTS							
2. Case study :Pisa, Nitra - 10 ECTS (JULY - AUGUST)							

Course title	Lecturer	ECTS	Ref	Sem	Contact	Study time	Language
Subscribe to no more than 10 ECTS from the following list. Subject to approval by the MB							
CASE STUDY PISA	Francesco Di Iacovo (Pisa Università - Italy)	10			300	300	
CASE STUDY NITRA	Anne Bandlerova (Slovak University of Agriculture - Slovakia)	10			300	300	
3. Master dissertation - 30 ECTS							
The master dissertation can be taken at one of the partner EU institutions where you previously followed a module (option for EU-students to develop the M.Sc. thesis in a TC-partner university)							
MASTER DISSERTATION		30			900	900	

Table 5 ATLANTIS course structure 2012-2013 and staff contribution

Overall Requirements	
<p>Overall Requirements General conditions for the overall programme, including course work, case study/internship & Master thesis:</p> <ol style="list-style-type: none"> 1 obtain min. 120 ECTS (max 66 ECTS/yr) over 2 academic years; 2 equivalent period of study with approx. same amount of ECTS on each side of the Atlantic (min. 40 ECTS on each side); 3 study at min. 2 EU & 1 US inst.; 4 EU-students start at UGent, US-students at a US institute; 4 case study and master thesis are compulsory; 5 students may be required to take up a number of key courses in the advanced modules; students will be guided in their course choice by the local IMRD coordinator; 6 course selection needs to be approved each semester by the local IMRD-ATLANTIS coordinator and the IMRD- ATLANTIS– MB; 7 exceptions on course lists, modules, mobility on approval of the Management Board only. 	
COURSE LIST - 2012-2013	

Conditions for course work: subscribe min. 80 ECTS from no less than 3 and no more than 5 modules from the following list.	
General Entrance Module	Subscribe to no less than 30 and no more than 40 ECTS form the following list.
Ghent University - Belgium	Subscribe to no less than 30 and no more than 35 ECTS form the following list, with 20 ECTS with reference oblig.

Course	Lecturer	ECTS	Ref	Sem	Contact	Study time	Language
Applied Rural Economic Research Methods	Jeroen Buysse (Ghent University), Wim Verbeke (Ghent University)	5	oblig	1	60	135	English
Rural Development and Agriculture	Marijke D'Haese (Ghent University), Guido Van Huylenbroeck (Ghent University)	5	opt	1	60	135	English
Food Marketing and Consumer Behaviour	Wim Verbeke (Ghent University)	5	oblig	1	60	135	English
Agricultural and Rural Policy	Guido Van Huylenbroeck (Ghent University), Jeroen Buysse (Ghent University)	5	oblig	1	60	135	English
Development Economics	Marijke D'Haese (Ghent University)	5	opt	1	60	135	English
Micro-economic Theory and Farm Management	Guido Van Huylenbroeck (Ghent University)	5	oblig	1	60	135	English
Applied Statistics	Olivier Thas (Ghent University)	5	opt	1	60	125	English
University of Arkansas, USA	Subscribe to no less than 30 and no more than 40 ECTS form the following list, with 18 obligatory.						
Agricultural Business Management	Michael Popp (University of Arkansas)	9	opt	1		270	English

Course	Lecturer	ECTS	Ref	Sem	Contact	Study time	Language
Agricultural Finance	Bruce Ahrendsen (University of Arkansas)	9	opt	1		270	English
Agricultural Marketing Theory	Rudy Nayga (University of Arkansas)	9	oblig	1		270	English
Domestic and International Agricultural Policy	Eric Wailes (University of Arkansas)	9	opt	1		270	English
Econometrics I	Bruce Dixon (University of Arkansas)	9	opt	1		270	English
Financial Management in Agriculture	Bruce Ahrendsen (University of Arkansas)	9	opt	1		270	English
Quantitative Methods for Agribusiness	Lanier Nalley (University of Arkansas)	9	oblig	1		270	English
Basis Trading: Applied Price Risk Management	Andrew McKenzie (University of Arkansas)	9	opt	1		270	English
Seminar	Steve Halbrook (University of Arkansas)	3	opt	1		90	English
University of Florida, USA	Subscribe to no less than 30 and no more than 40 ECTS from the following list, 18 obligatory.						
Economic Analysis in Small Farm Livelihood Systems	Peter Hildebrand (University of Florida)	9	opt	1		270	English
Economics of Agribusiness Decisions	Timothy Taylor (University of Florida)	9	opt	1		270	English
Agricultural Financial Management	Richard Weldon (University of Florida)	9	opt	1		270	English
Microeconomic Principles/Analysis	Richard Kilmer (University of Florida)	9	oblig	1		270	English
Public Policy & the Agribusiness Firm	John Vansickle (University of Florida)	9	oblig	1		270	English
Food Wholesale & Retail Marketing	Allen Wysocki (University of Florida)	9	opt	1		270	English
Economic Development in Agriculture	Maria Del Pilar Useche (University of Florida)	9	opt	1		270	English

Course	Lecturer	ECTS	Ref	Sem	Contact	Study time	Language
Management Strategies for Agribusiness Firms	James Sterns (University of Florida)	9	opt	1		270	English
Organizational Behavior in Business	James Sterns (University of Florida)	9	opt	1		270	English
Agribusiness Risk Management	Richard Weldon (University of Florida)	9	opt	1		270	English
Advanced module I	Subscribe to no less than 10 and no more than 40 ECTS from 1 institution from the following list.						
Ghent University - Rural Economics and Management							
General course list	Subscribe to no less than 10 and no more than 40 ECTS, with 8 obligatory.						
Sociological Perspectives on Rural Development	Joost Dessein (Ghent University)	5	oblig	2	60	135	English
Scientific Communication on Rural Development	Guido Van Huylenbroeck (Ghent University)	3	oblig	2	30	75	English
Agricultural Economics of Developing Countries	Marijke D'Haese (Ghent University)	4	opt	2	45	120	English
Rural Project Management	Marijke D'Haese (Ghent University)	5	opt	2	60	135	English
Econometrics	Jeroen Buysse (Ghent University)	4	opt	2	45	120	English
Economics and Management of Natural Resources	Guido Van Huylenbroeck (Ghent University)	4	opt	2	45	120	English
Advanced Marketing and Agribusiness Management	Wim Verbeke (Ghent University)	5	opt	2	60	135	English
The European Union’s International Development Policy	Fabienne Bossuyt (Ghent University)	5	opt	2	45	150	English
Courses related to the dissertation topic	Upon approval of the Management Board.						

Course	Lecturer	ECTS	Ref	Sem	Contact	Study time	Language
Humboldt University of Berlin - Institutional and Resource Economics							
General course list	Subscribe to no less than 10 and no more than 40 ECTS.						
Environmental and Resource Economics II (Valuation and Instruments)	Konrad Hagedorn (Humboldt University - Berlin)	6	obl/opt	2	90	180	English
Cooperation and Co-operatives	Markus Hanisch (Humboldt University - Berlin)	6	obl/opt	2	60	180	English
Advanced Empirical Methodology for Social-Ecological Systems	Dimitrios Zikos, Ilona Otto-Banaszak (Humboldt University - Berlin)	6	obl/opt	2	60	180	English
Land and Water Management	Insa Theesfeld, Christian Schleyer (Humboldt University - Berlin)	6	opt	2	90	180	English
Institutions and Instruments of Development Co-operation	Matthias Weiter (Humboldt University - Berlin)	6	opt	2	60	180	English
Economics of Human Development	Tilman Brück (Humboldt University - Berlin)	6	opt	2	60	180	English
International Forest Use and Management	Klaus Günther-Dieng (Humboldt University - Berlin)	6	opt	2	60	180	English
Project management – Applied to Natural Resource-based Sectors and Development Programmes	Philipp Grundmann, Marco Hartmann	6	opt	2	60	180	English
Courses related to the dissertation topic	Upon approval of the Management Board.						
Agrocampus Ouest, France - Agriculture durable et développement rural							
General course list	Subscribe to no less than 10 and no more than 40 ECTS.						

Course	Lecturer	ECTS	Ref	Sem	Contact	Study time	Language
Connaissance et gestion des milieux	Jacques Haury (Agrocampus Ouest - France)	6	opt	2		180	Français
Gestion de la production et des espaces ruraux	Guy Durand (Agrocampus Ouest - France)	4	opt	2		120	Français
Outils de l'ingénierie	Christian Walter (Agrocampus Ouest - France)	4	opt	2		120	Français
ACTE (analyse de concepts ayant trait à l'environnement) + poster	Christian Walter (Agrocampus Ouest - France)	7	opt	2		210	Français
Cours d'ouverture ou de transversalité	Christian Walter (Agrocampus Ouest - France)	6	opt	2		180	Français
Langues	Carol Novak (Agrocampus Ouest - France)	4	opt	2		120	Français
Courses related to the dissertation topic	upon approval of the Management Board						
SLOVAK UNIVERSITY OF AGRICULTURE NITRA SLOVAKIA - EU Policies related to the Public Sector							
General course list	Subscribe to no less than 10 and no more than 40 ECTS						
Theory and Organization of EU Public Administration	Eleonóra Marišová, Monika Gubáňová (Slovak University of Agriculture – Slovakia)	6	opt	2		180	English
Cohesion Policy	Pavol Schwarcz (Slovak University of Agriculture – Slovakia)	6	opt	2		180	English
EU legislation	Eleonóra Marišová (Slovak University of Agriculture – Slovakia)	6	opt				English
Project Management	Ivan Takáč (Slovak University of Agriculture – Slovakia)	6	opt	3		180	English
Rural Development	Mária Fáziková (Slovak University of Agriculture - Slovakia)	6	opt	3		180	English

Course	Lecturer	ECTS	Ref	Sem	Contact	Study time	Language
Courses related to the dissertation topic	Upon approval of the Management Board.						
University of Arkansas, USA							
Basis Trading: Applied Price Risk Management	Andrew McKenzie (University of Arkansas)	9	opt	2		270	English
Agricultural Prices and Forecasting	Bruce Dixon (University of Arkansas)	9	opt	2		270	English
Agribusiness Entrepreneurship	Daniel Rainey (University of Arkansas)	9	opt	2		270	English
Agribusiness Strategy	Michael Thomsen (University of Arkansas)	9	opt	2		270	English
Agricultural and Environmental Resource Economics	Jennie Popp (University of Arkansas)	9	opt	2		270	English
Agricultural and Rural Development	L. Lanier Nalley (University of Arkansas)	9	opt	2		270	English
Economics and Public Policy	Daniel Rainey (University of Arkansas)	9	opt	2		270	English
Seminar	Steve Halbrook (University of Arkansas)	3	opt	2		90	English
University of Florida, USA							
Farming Systems Research-Extension Methods	Peter Hildebrand (University of Florida)	9	opt	2		270	English
Quantitative Methods in Agribusiness	Timothy Taylor (University of Florida)	9	opt	2		270	English
Strategic Agribusiness Human Resources Management	Allen Wysocki (University of Florida)	9	opt	2		270	English

Course	Lecturer	ECTS	Ref	Sem	Contact	Study time	Language
Agricultural Finance	Michael Gunderson (University of Florida)	9	opt	2		270	English
Agricultural Marketing	Richard Kilmer (University of Florida)	9	opt	2		270	English
Natural Resource Economics	Carmen Carrion-Flores (University of Florida)	9	opt	2		270	English
Elements of Econometrics	Carmen Carrion-Flores (University of Florida)	9	oblig	2		270	English
Math Programming for Economic Analysis	Thomas Spreen (University of Florida)	9	opt	2		270	English
International Agricultural Policy & Trade	Andrew Schmitz (University of Florida)	9	opt	2		270	English
International Agribusiness Marketing	James Sterns (University of Florida)	9	opt	2		270	English
Survey Research Methods	Lisa Ann House (University of Florida)	9	oblig	2		270	English
Applied Welfare Economic & Public Policy	Andrew Schmitz (University of Florida)	9	opt	2		270	English
Agribusiness Risk Management	Richard Weldon (University of Florida)	9	opt	1		270	English
Research Strategies	Lisa Ann House (University of Florida)	9	opt	1		270	English
Advanced Module II	Subscribe to no less than 10 and no more than 40 ECTS from 1 institution from the following list.						
Universiteit Gent, Belgium - Rural Economics and Management							
General course list	Subscribe to no less than 10 and no more than 40 ECTS						

Course	Lecturer	ECTS	Ref	Sem	Contact	Study time	Language
Applied Rural Economic Research Methods	Jeroen Buysse (Ghent University), Wim Verbeke (Ghent University)	5	oblig	1	60	135	English
Rural Development and Agriculture	Marijke D'Haese (Ghent University), Guido Van Huylenbroeck (Ghent University)	5	opt	1	60	135	English
Food Marketing and Consumer Behaviour	Wim Verbeke (Ghent University)	5	oblig	1	60	135	English
Agricultural and Rural Policy	Guido Van Huylenbroeck (Ghent University), Jeroen Buysse (Ghent University)	5	oblig	1	60	135	English
Development Economics	Marijke D'Haese (Ghent University)	5	opt	1	60	135	English
Micro-economic Theory and Farm Management	Guido Van Huylenbroeck (Ghent University)	5	oblig	1	60	135	English
Applied Statistics	Olivier Thas (Ghent University)	5	opt	1	60	125	English
Courses related to the dissertation topic	Upon approval of the Management Board.						
Agrocampus Ouest, France							
General course list	Subscribe to no less than 10 and no more than 40 ECTS.						
Exploring Environmental Issues	Ivan Bernez (Agrocampus Ouest - France), Blandine Lemerrier	6	opt	3	180		French/English
Sustainable Agriculture and Food	Christian Mouchet (Agrocampus Ouest - France), M. Diaz	3	opt	3	90		French/English
Management of Resources and Environmental Amenities. The Role of Stakeholders, "Concertation" and Mediation	Jean Eudes Beuret (Agrocampus Ouest - France)	3	opt	3	90		English

Course	Lecturer	ECTS	Ref	Sem	Contact	Study time	Language
Qualitative Methods in Rural Development	Jean Eudes Beuret (Agrocampus Ouest - France) , Cathérine Darrot	3	opt	3	90		English
Social Sciences and Territorial Development. Theoretical Approaches	Jean Eudes Beuret (Agrocampus Ouest - France)	3	opt	3	90		French
Technical and Social Changes in Agriculture	Guy Durand (Agrocampus Ouest - France)	3	opt	3	90		French
Public Policies and Rural Development in Europe	Catherine Darrot (Agrocampus Ouest - France)	3	opt	3	90		English
Social and Solidarity Economy and Fair Trade	Jean Eudes Beuret (Agrocampus Ouest-France), Guy Durand	2	opt	3	60		French
Seminar: Multidisciplinary Approaches in Environmental Issues	Christian Walter (Agrocampus Ouest - France)	3	opt	3	90		English
Other courses / international seminar	Guy Durand, Christian Walter (Agrocampus Ouest - France)	3	opt	3	90		English/ French
Courses related to the dissertation topic	Upon approval of the Management Board.						
Humboldt University of Berlin, Germany							
General course list	Subscribe to no less than 10 and no more than 40 ECTS.						
Institutional Economics and Political Economy I (Basics and Application)	Konrad Hagedorn, Andreas Thiel (Humboldt University - Berlin)	6	olb/opt t	3	60	180	English
Environmental and Resource Economics III (Environmental Institutions and Organisations)	Konrad Hagedorn, Andreas Thiel (Humboldt University - Berlin)	6	olb/opt t	3	90	180	English
Human-Environmental Systems Interaction	Maja Schluter	6	olb/opt t	3	60	180	English

Course	Lecturer	ECTS	Ref	Sem	Contact	Study time	Language
Environmental Management and Information Systems	Wolfgang Bokelmann (Humboldt University - Berlin)	6	opt	3	60	180	English
Environmental Sociology and Environmental Policy	Fritsw Reusswig, Stefan Sieber	6	opt	3	60	180	English
Biodiversity and Conservation Management	Gatzweiler, Schleyer, Plieninger, Mann	6	opt	3	60	180	English
Climate and Energy Management	Philipp Grundmann, Ilona Otto-Banaszakm Insa Theesfeld	6	opt	3	60	180	English
The Role of Gender for Sustainable Resource Management	Christine Bauhardt (Humboldt University - Berlin)	6	opt	3	60	180	English
Courses related to the dissertation topic	Upon approval of the Management Board.						
SLOVAK UNIVERSITY OF AGRICULTURE NITRA SLOVAKIA - EU Policies related to the Public Sector							
General course list	Subscribe to no less than 10 and no more than 40 ECTS.						
The Sustainable Baltic Region	Dušan Húska (Slovak University of Agriculture - Slovakia)	4	opt	2		120	English
Operation Research - Optimum Programming	Peter Fandel (Slovak University of Agriculture- Slovakia)	6	oblig	2		180	English
International Law	Eleonora Marišová (Slovak University of Agriculture - Slovakia)	6	opt	2		180	English
Courses related to the dissertation topic	Upon approval of the Management Board.						
University of Arkansas, USA							
General course list	Subscribe to no less than 10 and no more than 40 ECTS.						
Agricultural Business Management	Michael Popp (University of Arkansas)	9	opt	3		270	English

Course	Lecturer	ECTS	Ref	Sem	Contact	Study time	Language
Agricultural Finance	Bruce Ahrendsen (University of Arkansas)	9	opt	3		270	English
Agricultural and Rural Development	L. Lanier Nalley (University of Arkansas)	9	opt	3		270	English
Agricultural Marketing Theory	Rudy Nayga (University of Arkansas)	9	opt	3		270	English
Domestic and International Agricultural Policy	Eric Wailes (University of Arkansas)	9	opt	3		270	English
Econometrics I	Bruce Dixon (University of Arkansas)	9	opt	3		270	English
Financial Management in Agriculture	Bruce Ahrendsen (University of Arkansas)	9	opt	3		270	English
Quantitative Methods for Agribusiness	L. Lanier Nalley (University of Arkansas)	9	opt	3		270	English
Seminar	Steve Halbrook (University of Arkansas)	3	oblig	4		90	English
Basis Trading: Applied Price Risk Management	Andrew McKenzie (University of Arkansas)	9	opt	4		270	English
Agricultural Prices and Forecasting	Bruce Dixon (University of Arkansas)	9	opt	4		270	English
Agribusiness Entrepreneurship	Daniel Rainey (University of Arkansas)	9	opt	4		270	English
Agribusiness Strategy	Michael Thomsen (University of Arkansas)	9	opt	4		270	English
Agricultural and Environmental Resource Economics	Jennie Popp (University of Arkansas)	9	opt	4		270	English
Agricultural and Rural Development	L. Lanier Nalley (University of Arkansas)	9	opt	4		270	English

Course	Lecturer	ECTS	Ref	Sem	Contact	Study time	Language
Economics and Public Policy	Daniel Rainey (University of Arkansas)	9	opt	4		270	English
Courses related to the dissertation topic	Upon approval of the Management Board						
University of Florida, USA							
General course list	Subscribe to no less than 10 and no more than 40 ECTS						
Economic Analysis in Small Farm Livelihood Systems	Peter Hildebrand (University of Florida)	9	opt	3		270	English
Elements of Econometrics	Carmen Carrion-Flores (University of Florida)	9	obl/opt t	3		270	English
Economics of Agribusiness Decisions	Timothy Taylor (University of Florida)	9	opt	3		270	English
Agricultural Financial Management	Richard Weldon (University of Florida)	9	opt	3		270	English
Organizational Behavior in Business	James Sterns (University of Florida)	9	opt	3		270	English
Agribusiness Risk Management	Richard Weldon (University of Florida)	9	opt	3		270	English
Public Policy & the Agribusiness Firm	John Vansickle (University of Florida)	9	opt	3		270	English
Food Wholesale & Retail Marketing	Allen Wysocki (University of Florida)	9	opt	3		270	English
Economic Development in Agriculture	Maria Del-Pilar Useche (University of Florida)	9	opt	3		270	English
Management Strategies for Agribusiness Firms	James Sterns (University of Florida)	9	opt	3		270	English
Farming Systems Research-Extension Methods	Peter Hildebrand (University of Florida)	9	opt	3		270	English

Course	Lecturer	ECTS	Ref	Sem	Contact	Study time	Language
Strategic Agribusiness Human Resources Management	Allen Wysocki (University of Florida)	9	opt	3		270	English
Agricultural Finance	Michael Gunderson (University of Florida)	9	opt	3		270	English
Agricultural Marketing	Richard Kilmer (University of Florida)	9	opt	3		270	English
Natural Resource Economics	Carmen Carrion-Flores (University of Florida)	9	opt	3		270	English
International Agricultural Policy & Trade	Andrew Schmitz (University of Florida)	9	opt	3		270	English
International Agribusiness Marketing	James Sterns (University of Florida)	9	opt	3		270	English
Applied Welfare Economic & Public Policy	Andrew Schmitz (University of Florida)	9	opt	3		270	English
Survey Research Methods	Lisa Ann House (University of Florida)	9	opt	3		270	English
Courses related to the dissertation topic	Upon approval of the Management Board.						
Language courses							
Max. 10 ECTS							
Additional elective courses at partner or other institutions.							
Exceptions to the general conditions concerning course lists, modules, and mobility, only upon approval by the Management Board							
INTERNSHIP in professional or TC PARTNER INSTITUTE							
Subscribe to max 12 ECTS from the following list; subject to approval by the IMRD Management Board.							

Course	Lecturer	ECTS	Ref	Sem	Contact	Study time	Language
Internship 6 ECTS							
Internship 12 ECTS							
Case study (Pisa, Nitra)							
Subscribe to no more than 10 ECTS from the following list. Subject to approval by the faculty							
CASE STUDY PISA	Francesco Di Iacovo (Pisa University - Italy)	10				300	English
CASE STUDY NITRA	Anna Bandlerova (Slovak University of Agriculture- Slovakia)	10				300	English
Master dissertation							
The master dissertation can be taken at one EU or one US institution.							
MASTER DISSERTATION at one EU or one US Institution		30				900	English

Table 6 IMRD Applications and Admissions of first-year students

Cohort 20xx to 20xx	Number of applicants			Number of admissions		
	Total	Female	Male	Total	Female	Male
Session(11-13)	(557) 377	81	296	(104) 18	(32) 9	(71) 9
Session(10-12)	(461) 337	76	261	(184) 21	(43) 11	(141) 10
Session (9-11)	(361) 305	82	223	(106) 20	(29) 9	(77) 11
Session (8-10)	403	103	300	(161) 33	(45) 15	(116) 18
Session (7-9)	411	115	296	(129) 36	48	81
Session (6-8)	374	109	265	(129) 45	48	81
Session (5-7)	238	82	156	(129) 35	48	81
Session (4-6)	n/a	n/a	n/a	12	5	7

(Application incomplete) complete

(academically accepted) admitted to the course

Table 7 ATLANTIS Applications and Admissions of first year students (either taking the Entrance module at Ghent University for EU students, at University of Arkansas or University of Florida for US students)

	Number of applicants			Number of admissions		
	Total	Female	Male	Total	Female	Male
Session N (10-12)	(10) 7	(5) 3	(5) 4	(8) 6	(3) 2	(5) 4
Session N-1 (9-11)	(15) 11	(6) 4	(9) 7	(11) 7	(5) 3	(6) 4
Session N-2 (8-10)	(8) 5	(4) 3	(4) 2	(7) 5	(3) 2	(4) 2

(EU+US) EU

Table 8 Diversity of the Students who started the programme in each cohort

	2011- 2013	2010- 2012	2009 - 22011	2008 - 2010	2007- 2009	2006- 2008	2005- 2007	2004- 2006	Total
Albania	1				1				2
Algeria						1		1	2
Argentina						1		1	2
Australia				1					1
Bangladesh	1	2	1	2	1	1	2	1	11
Belgium	1		1	(1+1) 2		3	1		7+1
Bosnia-Herzegovina		1							1
Bolivia					1		2		3
Brazil		1	1						2
Bulgaria						1	1		2
Cambodia				1	1	2			4
Cameroon	1	3	1	5	2	2	1		15
Canada		1				1			2
China		2	2	1	4	2	2		13
Chile					1		1		2
Colombia				1	1				2
Congo, The Democratic Republic of					1				1
Croatia				1					1
Ecuador	1	1	1	1	1		1		6
Eritrea	2								2
Ethiopia	3	1	1		1			1	7

	2011- 2013	2010- 2012	2009 - 22011	2008 - 2010	2007- 2009	2006- 2008	2005- 2007	2004- 2006	Total
France		1		4	1	2	2		9+1
Germany	1	(2+2) 4	1	1	1	2			7+3
Ghana			1	3	1				5
Greece		1						1	2
Haiti					2		1		3
Honduras						1			1
India	1	1	1	1	8	9	5		26
Italy		1	(1+1) 2			1			3+1
Iran				1					1
Kyrgyz Republic (Kyrgyzstan)	1								1
Macedonia		1							1
Malawi				2		1			3
Malaysia						1	1		2
Mexico	2	1			1		2	1	7
Moldavia							1		1
Mongolia	1			1					2
Morocco								1	1
Nepal			1	1		1	1	1	5
Nicaragua			1				1		2
Nigeria				1	1	1	1		4
Pakistan				1		1	2		4
Philippines				1		1			2
Peru						1		1	2
Poland			2						2

	2011- 2013	2010- 2012	2009 - 22011	2008 - 2010	2007- 2009	2006- 2008	2005- 2007	2004- 2006	Total
Romania	1								1
Serbia and Montenegro			1						1
Slovak republic		2	3	2					7
Spain		(2+1) 3	1	1	1	1	1		6+2
Tanzania				1					1
Thailand						1	3		4
Uganda			3						3
Ukraine							1	1	2
United States	4	2	4	3					13
Uzbekistan			1			1			2
Venezuela						1			1
Vietnam						1			1
Zambia			1					1	2

Table 9 Student mobility of last graduated cohort IMRD

First name	Last name	Entrance Module 1 SEM	Adv. Module I 1 SEM	Adv. Module II 1 SEM	Master Thesis 1 SEM	Case Study 1 month
Jarilkasin	ILYASOV	UGent	HUB	WUR	WUR	Nitra 2010
Matheus Alves	ZANELLA	UGent	HUB	Rennes	HUB	Nitra 2010
Adriana Patricia	SANTOS ORDOÑEZ	UGent	UGent	Rennes	UGent	Pisa 2010
Rosine	TCHATCHOUA DJOMO	UGent	HUB	WUR	WUR	Nitra 2010
Emmanuel Joseph	MENSAH	UGent	HUB	Rennes	Rennes	Nitra 2010
Roland	MUGUMYA	UGent	UGent	HUB	UGent	Pisa 2010
Samuel	TUMWESIGYE	UGent	UGent	Rennes	UGent	Nitra 2010
Xiaoxi	WANG	UGent	UGent	HUB	HUB	Pisa 2010
Joseph Frumancio	MWANZA	UGent	HUB	Rennes	UGent	Nitra 2010
Md. Akhtarul	ALAM	UGent	UGent	HUB	HUB	Pisa 2010
Francisco Alfredo	REYES ROCHA	UGent	HUB	WUR	WUR	Pisa 2010
Lan	XU	UGent	UGent	HUB	UGent	Pisa 2010
Kanchan	JOSHI	UGent	UGent	HUB	HUB	Pisa 2010
Bhavya Venkatesh	KODIGEHALI	UGent	UGent	HUB	HUB	Pisa 2010
Degytnu Tilahun	GUDETA	UGent	UGent	HUB	HUB	Nitra 2010
Nevena	KOKOVIC	UGent	UGent	HUB	HUB	Pisa 2010
Rachel	DELEFORTRIE	UGent	HUB	WUR	UGent	Pisa 2010
ISAAC	SENYONDO	UGent	UGent	WUR	UGent	postpone
Uwe	GREWER	UGent	HUB	Rennes	Rennes	Pisa 2010
Mariaeleonora	D'Andrea	UGent	UGent	WUR	WUR	Pisa 2010

Table 10 Student mobility of last graduated cohort ATLANTIS

First name	Last name	Entrance Module 1 SEM	Adv. Module I 1 SEM	Adv. Module II 1 SEM	Master Thesis 1 SEM	Case Study 1 month
Matej	Mikle - Barat	UGent	HUB	Arkansas	Arkansas	Pisa 2010
Filippo	Simonato	UGent	HUB	Florida	Pisa	Pisa 2010
Juan	Tur Cardona	UGent	HUB	Arkansas	Arkansas	Pisa 2010

First name	Last name	Entrance Module 1 SEM	Adv. Module I 1 SEM	Adv. Module II 1 SEM	Master Thesis 1 SEM	Case Study 1 month
Mariá	Majerhoferová	UGent	HUB	Arkansas	Arkansas	Pisa 2010
Zuzana	Petrikova	UGent	HUB	Arkansas	Arkansas	Pisa 2010
Pawel	Grzelak	UGent	HUB	Florida	UGent	Pisa 2010
Malgorzata	Szczupska	UGent	HUB	Florida	UGent	Pisa 2010
Lane	Abraben	Florida	Florida	UGent	Florida	Nitra 2010
Misti	Sharp	Arkansas	Arkansas	HUB	Arkansas	Nitra 2010
Elizabeth	Baker	Arkansas	HUB	HUB	Arkansas	Nitra 2010
Brock	Carpenter	Arkansas	Arkansas	HUB	Arkansas	Nitra 2010

Table 11 student success rate IMRD + ATLANTIS

Cohort	First year of the master degree programme		Second year of the master degree programme			
	# students	# students who passed the examination or admitted to 2nd year	# students	# students with a Msc. after 2nd year	# students awarded a Msc. degree after an extra 3rd year	
2010-2012	(21+8) 29	(21+8) 29	(21+8) 29			29
2009-2011	(20+11)31	(19+9) 28	(19+9) 28	(19+6) 25	(20+8) 28	28
2008-2010	(33+7) 40	(29+7) 36	(29+7) 36	(27+3) 30	(29+6) 35	35
2007-2009	34	32	32	28	31	31
2006-2007	43	40	40	36	40	40
2005-2007	35	31	31	26	30	31
2004-2006	12	11	11	9	10	10

(IMRD+**ATLANTIS**) Total

Table 12 Core lecturers of IMRD–ATLANTIS degree programme in the participating universities in the current session 2012-2013

Ghent University

Lecturer	Title	Contribution to the programme (FTE as &)	Gender	Academic degree(s)	Academic field/discipline	Extra: courses given
Jeroen Buysse	Professor	19	M	PhD.	Agricultural and environmental policy analysis	Applied Rural Economic Research Methods, Agricultural and Rural Policy, Econometrics
Guido Van Huylenbroeck	Professor	50	M	PhD.	Agricultural economics and rural environmental economics	Scientific Communication on Rural Development, Economics and Management of Natural Resources, Rural Development and Agriculture, Agricultural and Rural Policy, Micro-economic Theory and Farm Management
Wim Verbeke	Professor	24	M	PhD.	Agro-food marketing and consumer behavior	Food Marketing and Consumer Behaviour, Advanced Marketing and Agribusiness Management, Applied Rural Economic Research Methods
Marijke D'Haese	Professor	42	F	PhD.	Rural development economics	Rural Development and Agriculture, Development Economics, Agricultural Economics of Developing Countries, Rural Project

Lecturer	Title	Contribution to the programme (FTE as &)	Gender	Academic degree(s)	Academic field/discipline	Extra: courses given
						Management,
Olivier Thas	Associate Professor,	11	M	PhD.	Applied quantitative and qualitative research	Applied Statistics
Joost Dessein	Guest Professor	11	M	PhD.	Social sciences	Sociological Perspectives on rural Development
Fabienne Bossuyt	Phd candidate	11	F	MA.	External relations and international power of the EU, EU trade relations	The European Union's International Development Policy

Humboldt University of Berlin

Lecturer	Title	Contribution to the programme (FTE)	Gender	Academic degree(s)	Academic field/discipline	Extra: courses given
Tilman Brück	Prof.	16	M	PhD.		Economics of human Development
Konrad Hagedorn	Prof.	47	M	PhD.	Social sciences applied to rural development, international institutions, policies and organisations	Environmental and Resource Economics II (Valuation and Instruments), Institutional Economics and Political Economy I (Basics and Application), Environmental and Resource Economics III (Environmental

Lecturer	Title	Contribution to the programme (FTE)	Gender	Academic degree(s)	Academic field/discipline	Extra: courses given
						Institutions and Organisations)
Markus Hanisch	Prof.	16	M	PhD.	Rural development and planning	Cooperation and Co-operatives; Advanced Empirical Methodology for Social-Ecological Systems
Insa Theesfeld	Prof.	16	F	PhD.		Land and Water Management
Christian Schleyer	Dr.	0	M	PhD.		Land and Water Management
Christine Bauhardt	Professor	16	F	PhD.	Rural development and planning	The Role of Gender for Sustainable Resource Management
Matthias Weiter	Honorar professor	16	M	PhD.		Institutions and Instruments of Development Co-operation
Andreas Thiel	Prof.	16	M	PhD.	Economics	Institutional Economics and Political Economy I (Basics and Application), Environmental and Resource Economics III (Environmental Institutions and Organisations)
Fritz Reusswig	Study Researcher	16	M	PhD.	Sociology	Environmental Sociology and Environmental Policy
Stefan Sieber	Senior Researcher	0	M	PhD.	Agricultural science	Environmental Sociology and Environmental Policy
Insa Theesfeld	Senior Researcher	0	F	PhD.	Agricultural economics	Climate and Energy Management, Land and Water Management

Lecturer	Title	Contribution to the programme (FTE)	Gender	Academic degree(s)	Academic field/discipline	Extra: courses given
Ilona Otto-Banaszakm	Research fellow	0	F	PhD.	Agricultural economics	Climate and Energy Management
Philipp Grundmann	Senior Researcher	30	M	PhD.	Agricultural Eco-nomics	Project management – Applied to Natural Resource-based Sectors and Development Programmes, Climate and Energy Management
Marco Hartmann	Research fellow	0	M	PhD.	Agricultural sciences	Project management – Applied to Natural Resource-based Sectors and Development Programmes
Klaus Günther-Dieng	Prof.	16	M	PhD.	Law and Political science	International Forest Use and Management
Wolfgang Bokelmann	Prof.	19	M	PhD.	Functioning of technological, agronomic and ecological systems, Social sciences applied to rural development	Environmental Management and Information Systems
Maja Schluter	Senior Researcher	16	F	PhD.	Biology	Human-Environmental Systems Interaction

Lecturer	Title	Contribution to the programme (FTE)	Gender	Academic degree (s)	Academic field/discipline	Extra: courses given
Leontine Visser	Prof.	13	F	PhD.	Rural development sociology	Sociological Theories of rural Transformation
Pieter de Vries	Prof.	3	M	PhD.	Rural development	Sociology in Development: towards a critical Perspective
Van der Haar	Prof.	3	M	PhD.		Sociology in Development: towards a critical Perspective
Dirk Roep	Prof.	5	M	PhD.	Rural sociology	Sociology in Development: towards a critical Perspective
Jan van Tatenhove	Prof.	5	M	PhD.	Marine governance	Sociology in Development: towards a critical Perspective
Han JSC Wiskerke	Prof.	13	M	PhD.	Rural sociology	Understanding Rural Development: Theories, Practices and Methodologies
Jan Schakel	Assist. Prof.	19	M	PhD.	Science and Society	Capita Selecta Agricultural and Rural Innovation Processes -
Gerard Verschoor	Prof.	17	M	PhD.	Rural development sociology	Theory and Practice of Development , Capita Selecta Rural Development Sociology
Lijbert Brussaard	Prof.	11	M	PhD.	Soil	Integrated Natural Resource Management in Organic Agriculture -
Alberto Arce	Senior Lecturer	9	M	PhD.	Rural development	Introduction to the Sociology of

Lecturer	Title	Contribution to the programme (FTE)	Gender	Academic degree (s)	Academic field/discipline	Extra: courses given
					sociology	Knowledge and Development
Cees Leeuwis	Prof.	11	M	PhD.	Communication science	Innovation Management and Cross-Disciplinary Design
Magreet Zwarteveen	Assistant Prof.	11	F	PhD.	Irrigation and water management /Gender studies	Gender and Natural Resources
Dik Giel		12	M	PhD.	Rural development sociology	Research Design & Research Methods

Institut Supérieur des Sciences Agronomiques, Agroalimentaires, Horticoles et du Paysage (Agrocampus Ovest)

Lecturer	Title	Contribution to the programme (FTE)	Gender	Academic degree (s)	Academic field/discipline	Extra: courses given
Ivan Bernez	Prof.	7	M	PhD.		Exploring Environmental Issues
Blandine Lemerrier	Prof.	7	F	PhD.		Exploring Environmental Issues
Christian Mouchet	Prof.	3	M	PhD.	International institutions, policies and organisations, Rural development and planning, Social sciences applied to rural	Sustainable Agriculture and Food

Lecturer	Title	Contribution to the programme (FTE)	Gender	Academic degree(s)	Academic field/discipline	Extra: courses given
					development	
M. Diaz	Prof.	3		PhD.		Sustainable Agriculture and Food
Jean.Eudes Beuret	Prof.	21	M	PhD.	Rural development and planning	Management of Resources and Environmental Amenities. The Role of Stakeholders, "Concertation" and Mediation; Qualitative Methods in Rural Development; Social sciences and territorial development. Theoretical approaches; Social and Solidarity Economy and Fair Trade
Cathérine Darrot	Prof.	9	F	PhD.		Qualitative Methods in Rural Development, Public Policies and Rural Development in Europe
Guy Durand	Prof.	28	M	PhD.	International institutions, policies and organisations, applied quantitative and qualitative research methods, functioning of technological, agronomic and ecological systems, rural	Technical and Social Changes in Agriculture, Social and Solidarity Economy and Fair Trade, International seminar, Gestion de la production et des espaces ruraux

Lecturer	Title	Contribution to the programme (FTE)	Gender	Academic degree(s)	Academic field/discipline	Extra: courses given
					development and planning	
Christian Walter		25	M	PhD.	Functioning of technological, agronomic and ecological systems or rural development and planning	Seminar: Multidisciplinary Approaches in Environmental Issue, International Seminar, Outils de l'ingénierie, ACTE (analyse de concepts ayant trait à l'environnement) + poster, Cours d'ouverture ou de transversalité
Jacques Haury		6	M			Connaissance et gestion des milieux
Carol Novak		4	M			Langues

University Pisa

Lecturer	Title	Contribution to the programme (FTE)	Gender	Academic degree(s)	Academic field/discipline	Extra: courses given
Francesco Di Iacovo	Prof.	25	M	PhD.	Agricultural economy and rural development	Case study
Gianluca Brunori	Prof.	10	F	PhD.	Agricultural Economics and Agro-food economics	Case study

Slovak University of Agriculture

Lecturer	Title	Contribution to the Programme (FTE)	Gender	Academic degree(s)	Academic field/discipline	Extra: courses given
Ivan Takáč	Ing., PhD.	7	M	PhD.	European policies	Project Management
Mária Fáziková	Assoc. Prof.	6	F	PhD.	Regional economics and policy; Rural development; Economics of regional development	Rural Development
Peter Fandel	Assoc. Prof.	6	M	PhD.	Operation research - Optimum programming	Operation Research - Optimum Programming
Pavol Schwarcz	Assoc. Prof.	6	M	PhD.	Common agricultural policy and cohesion policy of the EU	Cohesion Policy
Anna Bandlerova	Prof.	25	F	PhD.	Rural development policy; agricultural land market; transformation of the agricultural sector in SR and Central EU countries; cooperatives acting in the field of agriculture.	Coordinator Case Study
Dušan Húska	Prof.	4	M	PhD.	Public administration	The Sustainable Baltic Region
Eleonora	JUDr.	14	F	PhD.	Law	Theory and

Marišová						Organization of EU Public Administration, EU Legislation, International Law
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Escuela Superior Politécnica del Litoral, Ecuador (ESPOL)

Lecturer	Title	Contribution to the programme (FTE)	Gender	Academic degree(s)	Academic field/discipline	Extra: courses given
Paul Herrera	Prof.	22	M	Dr.	Agricultural economics, research methods, environmental conflicts	Conflict prevention and Cooperation in Environmental Resources, Research methods for measuring social demands
Ramón Espinel	Prof.	4	M	Dr.	Development economics, institutional economics, biodiversity and agricultural systems, rural finance	Agriculture and rural development in Ecuador (FIMCP)
Juan Dominguez	Dr.	8	M	Dr.		Natural resource management (FIMCP), Analysis of social projects
Rodolfo Paz	Ing.	6	M	Msc		Sustainable Development
Paola Almeida	Dr.	6	F	Dr.		Geographic Information Systems
Juan Blum	Dr.	4	M	Dr.		Environmental auditing

University Pretoria

Academic field/discipline	Extra: courses given	Contribution to the programme (FTE)	Gender	Academic degree(s)	Academic field/discipline	Extra: courses given
JF Kirsten	Prof.	23	M	PhD.		Political Economy of Agricultural Policy, Institutional and behavioural Economics
Eric Mungatana	Prof.	14	M	PhD.		Agricultural Project Planning and Appraisal, Advanced production Economics
André Louw	Prof.	8	M	PhD.		Agribusiness Management, Agricultural Project Planning and Appraisal;
Rashid Hassan	Prof.	6	M	PhD.		The Economics of Natural Resources
C. Blignaut	Prof.	6	F	PhD.		Agricultural Finance and Risk Management

Nanjing Agricultural University (Nanjing Nongye Daxue, NAU)

No students yet

Lecturer	Title	Contribution to the programme (FTE)	Gender	Academic degree(s)	Academic field/discipline	Extra: courses given
Shi Xiaoping	Prof.	0.03	M	PhD	Land resource management	Sustainable Natural Resource Use in rural China
Shi Song	Assoc. Prof.	0		PhD		A Glimpse of Chinese Culture
Aijun Liu	Assoc. Prof.	0		PhD		Market Research
Yao Hong		0				Short-term Spoken

Lecturer	Title	Contribution to the programme (FTE)	Gender	Academic degree(s)	Academic field/discipline	Extra: courses given
						Chinese
Jiang Haidong		0	M	PhD		Planning of Construction and Development in rural China – 农村建设与发展规划
Yan Yin		0	M	PhD		Rural Tourism Development in China
Siming Wang	Prof. Dr.	0	M	PhD.		Rural Tourism Development in China

University of Agricultural Sciences, GKVK, Bangalore (UASB)

Lecturer	Title	Contribution to programme (FTE)	Gender	Academic degree(s)	Academic field/discipline	Extra: courses given
M.G. Chandrakanth	Professor	18	M	PhD.	Production economics, natural resource and environmental economics, economic theory	1. Production Economics 2. Mathematical Economics 3. Natural Resource and environmental economics 4. Agricultural Policy
T.N. Prakash	Professor	6	M	PhD.	Natural resource and environmental economics, agricultural marketing	1. Natural Resource and environmental economics, 2. Agricultural marketing and price analysis
B.V. Chinnappa Reddy	Professor	15	M	PhD.	Agricultural finance, Natural resource and environmental economics	1. Econometrics 2. Natural resource and Environmental Economics 3. Optimization techniques,

Lecturer	Title	Contribution to programme (FTE)	Gender	Academic degree(s)	Academic field/discipline	Extra: courses given
						4. Seminar,
K.B.Umesh	Professor	10	M	PhD.	Economic theory, natural resource and environmental economics, institutional economics	1. Microeconomic theory and applications 2. Institutional economics and Evolution of Economic thought,
P.S. Srikanthamurthy	Associate Professor	3	M	MSc(Ag)	Agricultural finance, agricultural marketing Agricultural policy	1. Agricultural Finance and project management 2. Agricultural policy
Nanjunda Gowda	Professor (Retd)	0	M	MA (Econ)	Economic theory, development economics	Macro economic policy analysis
B. M. Shashidhara	Professor	3	M	PhD.	Cooperation	Management of cooperatives
M.R.Girish	Assistant Professor	6	M	PhD.	Agricultural marketing	Agricultural marketing and price analysis, Time Series analysis;
CP Gracy	Professor	0	F	PhD.	Agricultural finance, agricultural marketing	Techniques in Market research
Murudaiah Shivamurthy	Professor	11	M	PhD.	Agricultural extension and rural development, gender issues	1. Entrepreneurship development and management in extension, 2. Development perspectives of Extension education, 3. Diffusion and adoption of innovations
B. Krishnamurthy	Professor	6	M	PhD.	Agricultural extension and rural development,	1. Entrepreneurship development and management in extension

Lecturer	Title	Contribution to programme (FTE)	Gender	Academic degree(s)	Academic field/discipline	Extra: courses given
					gender issues	2. Diffusion and adoption of innovations 3. Gender sensitization for development
H.Chandrasekar	Professor	11	M	PhD.	Developmental economics, statistics, econometrics	1.Multivariate analysis 2.Statistical Methods
KN Ganeshaiah	Professor	0	M	PhD.	Genetics and plant breeding, ecology and environment	Remote sensing and GIS applications in biodiversity conservation
A.S. Devakumar	Associate Professor	6	M	PhD.	Forestry and environmental science	1.Environmental Policy, law and international convention, 2.Global climate change and environment

University of Arkansas

Lecturer	Title	Contribution to the Programme (FTE)	Gender	Academic degree(s)	Academic field/discipline	Extra: courses given
Andrew McKenzie	Prof.	5	M	PhD.	Price risk management, futures markets	Basis Trading: Applied Price Risk Management
Daniel Rainey	Associate Prof.	12	M	PhD.	Public finance, economic development	Agribusiness Entrepreneurship, Economics and Public Policy
Michael Thomsen	Prof.	5	M	PhD.	Commodity and security price analysis, market	Agribusiness Strategy

Lecturer	Title	Contribution to the Programme (FTE)	Gender	Academic degree(s)	Academic field/discipline	Extra: courses given
					responses to information, food policy, economics of producing and marketing horticultural food crops	
Jennie Popp	Prof.	5	F	PhD.	Natural resource management, agricultural production	Agricultural and Environmental Resource Economics
L. Lanier Nalley	Assistant Prof.	13	M	PhD.	International agricultural policy, the economics of public plant breeding, international development	Quantitative Methods for Agribusiness, Agricultural and Rural Development
Steve Halbrook	Prof.	2	M	PhD.	Agricultural law and marketing	Seminar
Michael Popp	Prof.	7	M	PhD.	Risk management, agribusiness, farm management	Agricultural Business Management
Bruce Ahrendsen	Prof.	24	M	PhD.	Agricultural finance, financial management, production economics, agribusiness	Agricultural Finance, Financial Management in Agriculture
Rudy Nayga	Prof.	5	M	PhD.	Food economics, agribusiness marketing	Agricultural Marketing Theory
Eric Wailes	Prof.	11	M	PhD.	Grain	Domestic and

Lecturer	Title	Contribution to the Programme (FTE)	Gender	Academic degree(s)	Academic field/discipline	Extra: courses given
					marketing, international trade, economic outlook	International Agricultural Policy
Bruce Dixon	Prof.	10	M	PhD.	Applied econometrics, agricultural finance	Econometrics I, Agricultural Prices and Forecasting

University Florida

Lecturer	Title	Contribution to the Programme (FTE)	Gender	Academic degree(s)	Academic field/discipline	
R. Jeffrey Burkhardt	Graduate Coordinator/Prof.	21	M	PhD.	Agriculture and natural resource ethics and policy	Agriculture and natural Resource Ethics and Policy, Food and resource Economics
Peter Hildebrand	Prof. Emeritus	10	M	PhD.	Agricultural economics	Economic Analysis in Small Farm Livelihood Systems, Farming Systems Research-Extension Methods
Timothy Taylor	Prof.	8	M	PhD.	Agricultural economics	Economics of Agribusiness Decisions, Quantitative Methods in Agribusiness
Richard Weldon	Prof ; Undergraduate Coordinator	13	M	PhD.		Agricultural Financial Management, Agribusiness Risk Management

Richard Kilmer	Prof.	8	M			Microeconomic Principles/Analysis, Agricultural Marketing
John Vansickle	Prof.	5	M	PhD.	Economics	Public Policy & the Agribusiness Firm
Allen Wysocki	Prof.	10	M	PhD.		Food Wholesale & Retail Marketing, Strategic Agribusiness Human Resources Management
Maria Del-Pilar Useche	Faculty staff	5	F	PhD.	Agricultural and applied economics	Economic Development in Agriculture
James Sterns	Associate Prof.	13	M	PhD.	Agricultural economics	Management Strategies for Agribusiness Firms, Organizational Behavior in Business, International Agribusiness Marketing
Michael Gunderson	Assistant Prof.	5	M	PhD.	Agricultural economics	Agricultural Finance
Carmen Carrion-Flores	Assistant Prof.	10	F	PhD.	Economics	Natural Resource Economics, Elements of Econometrics
Thomas Spreen	Prof.	3	M	PhD.	Agricultural economics	Math Programming for Economic Analysis
Andrew Schmitz	Lecturer	10	M	PhD.	Economics, D.litt. Agricultural economics	International Agricultural Policy & Trade, Applied Welfare Economic & Public Policy
Lisa Ann House	Prof. and Director, Florida Agricultural Market Research Center	7	F	PhD.	Agricultural economics	Survey Research Methods, Research strategies
Charles Adams	Prof.	0	M	PhD.	Food and resource economics	

