



Preliminary Water Industry Interaction with Universities Survey

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Executive Summary

The Water Industry Capacity Development (WICD) initiative brings together organisations in the water industry to work on issues surrounding capacity building, training and professional development to ensure that staff skills meet the future needs of the water industry. WICD is funded through subscription by member organisations and funds are used to run a range of activities including investment into WICD priority areas and projects. The *University Courses* project was developed in response to the water industry's need for greater input into university courses, which was voted as one of the highest priorities by WICD Subscribers.

The overall aim of the *University Courses* project is to establish the nature and extent of industry input into university courses and develop a model for engaging industry and tertiary institutions. The specific project objectives are:

1. Identify the nature and extent of industry input into University Courses.
2. Ensure the availability of a range of undergraduate and postgraduate pathways for entry into the water industry.
3. Create multi-disciplinary professional development opportunities for executive and technical professionals in the water industry.
4. Establish a framework/ model for engaging the water sector and tertiary institutions.
5. Facilitate articulation between vocational and higher education.

To adequately address the first objective the project team agreed that some preliminary data were needed in order to develop and implement a more comprehensive follow-up survey. Accordingly a brief on-line survey was implemented to obtain a snap-shot of the interactions currently occurring between WICD member organisations and universities.

Responses were received from 42 individuals representing 34 organisations. Responses indicated that Griffith University interacted with the greatest number of organisations, followed equally by Monash University and the University of Queensland. The majority (two thirds) of these organisations were also located in the same state as the university. Eleven of the 39 Australian universities listed did not have any interactions with the respondent's organisations.

The majority of activities occurring between respondents and universities centre around employing graduates (90%) and offering internships/ cadetships/ vacation employment (81%). Relatively less activity occurs in regard to providing advice on course content (22%) - one of the major subscriber priorities; providing lectures on water topics (33%), or offering prizes and awards (18%). Activities such as offering scholarships, supervising/collaborating with postgraduate students and providing research support also occur less frequently.

Future recommendations include:

- A more comprehensive investigation across the water industry (covering public and private, regional and urban sectors) of higher education requirements to identify and aggregate skills sets and knowledge required over the next 10 years.

- A closer examination of which universities offer courses for the water industry, the nature of these relationships and barriers to responding to industry's needs.
- Identification and review of current models of relationships between the higher education and industry with a view to developing a national approach.
- Establish a pilot model, and if successful, establish a national model, for maintaining sustainable relationships between higher education and the water industry.
- Prepare a project proposal and source funding to undertake this work.

Background

Greater interaction and cooperation between industry and the higher education sector will significantly influence meeting the Australian water industry's professional skill requirements in this time of high demand and an increasingly complex political and social context. A great deal of the highest level of knowledge, expertise and current practices resides within the water industry which needs to be made available and tapped into by the universities. Currently, many aspects of water industry requirements are not adequately addressed by the higher education sector or alternatively, are encompassed in programs that do not necessarily reflect water industry's particular needs. Whilst mapping existing university programs related to the water industry is a basis for industry liaison, there is also a key need to align course content with current and emerging water industry needs and practices and develop new programs to meet current industry requirements.

Industry input into university courses was voted as one of the highest priorities for the water industry by WICD Subscribers. Accordingly, this project has a strong focus on enhancing relationships between the water industry and tertiary institutions nationally to influence the technical content being delivered to ensure graduates are "work ready" to meeting industry expectations in terms of their breadth, depth and currency of knowledge. It also seeks to encourage professional development opportunities for professionals working in the industry or seeking to work in the water industry. There are some examples of cooperative arrangements between industry and universities which can be used as a basis to build on (e.g. there is an industry/ university consultative committee in South Australia to consider the content of the Master of Water Resources Management Program, facilitated through ICEWaRM).

Ultimately, one of the major aims of the project is to establish a sustainable model for developing these relationships that is repeatable in all states/ jurisdictions. This model may well lead to industry contributing to and influencing course content; initiating/ expanding capacity building programs (e.g. scholarships, graduate programs, internships, cadetships and work placements); facilitating work experience, subject matter expertise etc. in collaboration with the tertiary providers to address the subject matter expertise being demanded by industry – a Win Win approach.

Project Objectives

1. Identify the nature and extent of industry input into University Courses.
2. Ensure the availability of a range of undergraduate and postgraduate pathways for entry into the water industry.
3. Create multi-disciplinary professional development opportunities for executive and technical professionals in the water industry.
4. Establish a framework/ model for engaging the water sector and tertiary institutions.
5. Facilitate articulation between vocational and higher education.

Project Team:

The project is led by Angela Murray (International Centre of Excellence in Water Resources Management), who is also a member of the WICD Steering Committee, in collaboration with Stephanie Seddon (Australian Water Association), the WICD Coordinator, and members of the project team: Chris Davis (University of Technology, Sydney), Ross Sampson (formerly of Water Corporation), Nicole Latham (Melbourne Water), Maria Steel (Sydney Water), Peter Bernich (SA Water) and Kerry Devine (Hunter Water).

Aims of the Preliminary Survey

Many organisations have already established close links with universities, particularly in their local regions, fostering activities such as direct involvement in delivering courses, co-supervision of postgraduate students and collaborative research. However the nature and extent to which these relationships exist nationally, and how successful they are, is unclear and largely depends on personal relationships rather than a systematic approach.

To adequately address the first project objective, the project working group agreed some preliminary data in the form of a survey was needed on the nature and extent of interactions between WICD members (as an indicator for the water industry) and universities. As the project is yet unfunded and relies on a voluntary time commitment from the project working group, the survey necessarily needed to be brief and simple to implement.

Survey Methods

To gain an impression of the interactions currently occurring between WICD subscribing organisations and universities, a short seven question *Water Industry Interaction with Universities* survey was constructed by the project group (see the Appendix for a complete list of the survey questions). The survey was set-up using the online survey software Zoomerang™, launched on 18th July 2007 and closed on the 9th August 2007. As the intention was only to get a snap-shot of the interactions currently occurring between WICD subscribing organisations and universities, the survey was not widely advertised. WICD Subscribers were invited via email to participate and the survey, which was also advertised in *AWA News* to extend the reach to include AWA members who are not employees of organisations subscribing to WICD.

Survey Results

The survey received 289 visits (i.e. a visit is only counted the first time a respondent clicks on a survey link from an invitation sent through Zoomerang. The respondent can then click on the link to the survey multiple times but only the one visit is tabulated). There were a total of 43 completed surveys and 15 partial completes; 42 completed surveys were suitable to include in our analysis.

The raw data from each of the survey questions are summarised below. Names of the respondents and names of contacts at various universities have been omitted.

Q1. Details of Respondents

We received completed responses from 42 individuals represented by 34 organisations (one unidentified), mainly water authorities, but also private consulting, government and two education providers (Table 1.). There was a good representation across Australia with ten organisations from N.S.W., seven from Queensland, eleven from Victoria and three Western Australia and one organisation from each of the following: A.C.T., South Australia and Tasmania.

Table 1. Participating organisations, including nature and location of their business and number of staff (respondents) who submitted a response to the survey (n.d. = no data).

Organisation	Nature of Business			Location							No. Respondents
	Water Authorities	Consulting Engineering & Others	Education Provider	WA	QLD	NSW	VIC	SA	TAS	ACT	
[not identified]	n.d	n.d	n.d				X				1
Brown Consulting		X			X						2
Coliban Water	X						X				1
Earth Tech Engineering		X			X						1
Earth Tech		X					X				1
Gold Coast City Council	X				X						1
Gosford City Council	X					X					1
Goulburn Valley Water	X						X				1
Goulburn-Murray Water	X						X				2
Harrison Friedmann & Assoc P/l		X				X					1
Henry & Hymas		X				X					1
Hobart Water	X								X		1
Hunter Water Corporation	X					X					5
International Water Centre			X								1
John Holland Group		X				X					1
Logan Water	X				X						1
Melbourne Water	X						X				1
Memcor Australia		X				X					1
MidCoast Water	X					X					1
National Lifestyle Villages		X		X							1
North East Water	X						X				1
QANTEC McWILLIAM		X				X					1
Redland Shire Council	X				X						1

Table 1. Continued.

Organisation	Nature of Business			Location							No. Respondents
	Water Authorities	Consulting Engineering & Others	Education Provider	WA	QLD	NSW	VIC	SA	TAS	ACT	
SA Water	X							X			1
Sellick Consultants Pty Ltd		X								X	1
South East Water	X						X				1
South Gippsland Water	X						X				1
SunWater	X				X						1
Sustainability Victoria		X					X				1
Sydney Catchment Authority	X					X					1
Systems of Landcare		X		X							1
University of Western Sydney			X								1
Water Corporation	X			X							2
Western Water	X						X				2
Total	19	12	2	3	6	9	11	1	1	1	42

Q2. Does your organisation interact with any of the following Australian universities in relation to water-related courses?

Of the 39 Australian universities listed, six universities had interactions with five or more of the respondents' organisations, and eleven universities had no interactions (Table 2). Griffith University interacted with the greatest number of respondents' organisations, with six out of eight organisations located in Queensland. Griffith University was followed equally by Monash University and the University of Queensland in terms of number of interactions with organisations (6). Similarly, two thirds of the organisations interacting with either Monash University or the University of Queensland were located in the same state as that university.

Table 2. Number of organisations interacting with the Australian Universities (also expressed as percentage of total universities) and campus locations.

University	No. Organisations	Percentage	Campus Locations
Australian Catholic University	0	0%	QLD, NSW, ACT, VIC
Bond University	0	0%	QLD
Central Queensland University	1	1%	QLD, NSW, VIC, New Zealand
Charles Darwin University	0	0%	NT
Charles Sturt University	0	0%	NSW, ACT
Curtin University of Technology	2	3%	WA, NSW, Malaysia
Deakin University	2	3%	VIC
Edith Cowan University	0	0%	WA
Griffith University	8	11%	QLD
James Cook University	1	1%	QLD
La Trobe University	5	7%	VIC
Macquarie University	0	0%	NSW
Monash University	6	8%	VIC, Malaysia, South Africa
Murdoch University	3	4%	WA
Queensland University of Technology	5	7%	QLD
Royal Melbourne Institute of Technology (RMIT)	5	7%	VIC
Southern Cross University	0	0%	NSW
Swinburne University of Technology	3	4%	VIC, Malaysia
The Australian National University	1	1%	ACT
The Flinders University of South Australia	1	1%	SA
The University of Adelaide	1	1%	SA
The University of Melbourne	3	4%	VIC
The University of Notre Dame Australia	0	0%	WA, NSW
The University of Queensland	6	8%	QLD
The University of Sydney	1	1%	NSW
The University of Western Australia	2	3%	WA

Table 2. Continued.

University	No. Organisations	Percentage	Campus Locations
University of Ballarat	0	0%	VIC
University of Canberra	0	0%	ACT
University of New England	0	0%	NSW
University of New South Wales	3	4%	NSW, ACT
University of Newcastle	2	3%	NSW, Singapore
University of South Australia	1	1%	SA
University of Southern Queensland	2	3%	QLD
University of Tasmania	1	1%	TAS
University of Technology, Sydney	2	3%	NSW
University of the Sunshine Coast	0	0%	QLD
University of Western Sydney	2	3%	NSW
University of Wollongong	3	4%	NSW, Dubai
Victoria University	2	3%	VIC

Q3. Please list any international universities that your organisation interacts with in relation to water-related courses.

Three respondents gave details of interactions with the following “international universities” (Table 3) although some of these listed are not actually universities, e.g. ICE WaRM, or alternatively, are the international campus of an Australian university e.g. Monash KL and Monash South Africa.

Table 3. Details of interactions with international universities/ campuses.

Respondent	International University
1	ICE WaRM - this is a joint venture of several Australian Universities.
2	UNESCO-IHE Institute for Water Education - The Netherlands Loughborough University - UK United Nations University, International Network on Water, Environment and Health (UNU-INWEH) - Canada Monash South Africa Monash KL
3	University of Auckland (early stages of interactions)

Q4. How frequently do you interact with universities for the following activities?

The majority of activities occurring between respondents and universities centre around employing graduates (90%) and offering internships/ cadetships/ vacation employment (81%) (Table 4). Very little activity is occurring in regard to providing advice on course content (22%) - one of the major objectives of this project; providing lectures on water topics (33%), or offering prizes and awards (18%). Similarly activities such as offering scholarships, supervising/collaborating with postgraduate students and providing research support, occur less frequently.

Table 4. Frequency respondents interacted with universities for range of activities. Note that for some organisations more than one employee gave a response, refer Table 1. (Top number is the count and the number below is the percent of the total respondents selecting the option).

Activity	Frequency			
	Never	Rarely	Occasionally	Frequently
Discuss employment opportunities	4 10%	9 22%	23 58%	4 10%
Advise on course content	15 38%	16 40%	8 20%	1 2%
Provide lectures on water topics	19 48%	8 20%	11 28%	2 5%
Employ graduates	3 8%	1 2%	17 42%	19 48%
Offer internships/ cadetships/ vacation employment	2 5%	5 12%	14 35%	19 48%
Offer scholarships	17 42%	6 15%	10 25%	7 18%
Offer prizes or awards	16 41%	16 41%	3 8%	4 10%
Display or speak at careers fairs/other	9 22%	8 20%	13 32%	10 25%
Supervise or collaborate with postgraduate students	10 24%	10 24%	17 41%	4 10%
Provide research support/other	11 27%	8 20%	15 37%	7 17%

Q5. For up to three universities with which you interact the most, please provide the following details.

Table 5. Details of the universities and schools/departments within those universities identified by respondents as those they most commonly interact with.

University	School/Department	Main Activity
Curtin University of Technology	Architecture	
	Applied Chemistry	Curtin Water Quality Research Centre (an alliance with Water Corporation, WA)
Deakin University	Science and Technology	Course design and delivery
Flinders University		Course design and delivery
Griffith University	Australian Rivers Institute	
	Civil, Industry Affiliates Programme contacts	
International Centre of Excellence in Water Resource Management		Graduate professional development opportunities/ higher education qualifications
La Trobe University	Engineering	
	Business	Executive management training program
	Engineering	
	Civil Engineering & Physical Sciences (Bendigo campus)	Scholarship for Engineering student liaison; closest non-metro university offering engineering course; first time offer of scholarship to 2nd year students
	Dept Environmental Management & Ecology (Wodonga campus)	Placement of environmental students for course work experience; local university offering environmental science degree; have also employed graduates
Monash University	Library (External Client Services)	Literature Searches
	Arts, Geography, Environmental Science	
Murdoch University	Environmental Technology Centre	
Royal Melbourne Institute of Technology		Research coordination
	Natural Resources Engineering	
	Center for Design	Water & Sustainability Course co-ordinator
	Engineering	
The University of Melbourne	Engineering	
University of New South Wales		Graduate Program in Environmental Management & Policy
University of Newcastle	Engineering	UNISS Scholarships
	Engineering, Business	Careers fairs
	Faculty of Engineering & Built Environment	
		UNISS Scholarships, Engineering working scholarships with industry (excellent program with high calibre students)
	Surveying/ Civil Engineering	Nothing to do with water
	Civil Engineering	

Table 5.1 Continued.

University	School/Department	Main Activity
University of New South Wales	Chemical Sciences and Engineering	Support for co-op program; long standing sponsor for co-op students
University of Queensland	Several	Wastewater treatment
University of South Australia	Chemistry & Natural & Built Environments	Course design and delivery
University of Southern Queensland	Engineering / Surveying	
University of Sydney	Faculty of Engineering & Built Environment	
University of Technology, Sydney	Institute for Sustainable Futures	PhD Industry partner
University of Western Sydney	School of Natural Sciences	
	Engineering (Civil and Environmental)	Career Expos
Victoria University	Sunbury Campus	

Q6. Does your organisation fund a Water Chair at a university?

Of the 34 organisations that responded, three organisations are currently funding a Water Chair at a university:

- Hunter Water funds a Chair of Water Engineering at the University of Newcastle, held by George Kuczera
- SA Water funds a Chair in Water Science at the University of South Australia.
- Water Corporation contributes funding toward a Chair in Water at the Curtin Water Quality Research Centre (Curtin University of Technology); however the position was not filled at the time of the survey.

Memcor Australia informed us that they did have a Water Chair at one time (Johns Hopkins University), but funding was dropped due to budget constraints.

Subsequent to this survey, Veolia Water France announced that they are funding a Chair in Water Recycling at the University of Queensland.

Q7. Do you have any general suggestions or comments about higher education for water?

The following comments were received:

- 1 The Higher Education sector needs to come to the industry with programs that meet both engineering (project management, technical skills) and environmental scientists (projects, application of water and environmental management principles) needs at a post-graduate level. The second target group is non-graduate people needing technical skills in similar areas but without degrees. They have a lot of field expertise but need the theory.
- 2 We are currently establishing contacts at the University of Newcastle. Traditionally we have engaged Civil Engineers. Recently we have found that they are scarce and we need to engage other disciplines and training them in concrete / steel etc. Add on or conversions courses provided by universities would be worth looking at.
- 3 Please call me...
- 4 There would appear to be an underutilised capacity within the water industry to engage with universities in the development of course content and for providing lectures / sessions etc on water industry activities. We mainly interact with universities on research projects and getting research up can be a challenge - the university research interests don't always align with industry priorities and there can be a reluctance to collaborate and bring in the necessary expertise to make a project broader than the academic's particular area of expertise.
- 5 New England University and Macquarie University are two with which I have had association and neither have dedicated water and wastewater treatment courses but are parts of other. They warrant their own subjects.
- 6 As a manager of a water recycling scheme we continue to seek engagement with students and subjects. Issues of timing and support requirements are difficult, but increased engagement of students with management issues is surely a valuable aspect of university training.
- 7 More integration of various university faculties (Science, Economics etc) into water industry related issues.
- 8
 - a) Universities need significant industry input into course design and content (joint advisory arrangements) to ensure relevant and current content and develop courses required by industry.
 - b) Courses may need to be designed specifically for targeted aspects of the water industry even in a thin market.
 - c) Universities need to embrace current practices and technologies in water related courses.
 - d) Universities need to adopt a national collaborative approach to provision of water industry education in a thin market.
 - e) Industry needs to seek greater engagement with universities and provide funding / resource support in targeted areas.
- 9 We have tried in the past to get more involved with the universities, but it seems that you need to have a strong relationship with the academic staff rather than understand the processes and timings of what they are after.
Final year projects have been something that we have tried to support with, but this has been difficult to establish - due to timing, lack of clear information on what the university looks for in these sorts of projects and the level of competence of the students we should base any project proposal on.
- 10 More dialogue and co-ordination must be achieved between the universities and the high schools to encourage students to pick the right technical subjects at high school and be more aware of engineering generally as a career choice.
- 11 From my previous experience in another NSW Department in the water industry, there is greater need for Hydrology and hydrogeology. Aspects of licensing should also be taught.
- 12 Liaison required urgently between the industry and universities.

- 13 More graduates need to take on water and wastewater processes, there is not enough to cover the huge increase in upgrade works required for treatment plants due to recycling pressures.
 - 14 There have been some good collaborative efforts (e.g. ICE WaRM) but these programs require greater flexibility in terms of delivery options.
 - 15 It needs to include hands on experience in the urban and rural sectors.
 - 16 As an industry professional, I would like the opportunity to pass on some of my knowledge in my specialty, but I am not interested in becoming a lecturer. Perhaps universities could invite occasional lectures, similar to AWA lectures, from recognised industry specialists.
Also, I'm not aware how much mentoring is done these days to prepare students for working life (I used to participate in a scheme for women in engineering at Melbourne University), but it be worth encouraging development of mentoring opportunities (particularly from contacts through work experience, which I find may work better than formal schemes).
 - 17 More industry oriented research is required.
 - 18 As one of a handful of farm water planners in the state, I'm wondering where the universities and the students are?
 - 19 Far more interaction with the consumers of higher education - i.e. business and government sector utilities.
-

Discussion and Conclusions

Respondents

The number of organisations that responded from each state largely reflects whether there is one state based authority in that state, as is the case in Western Australia and South Australia, or multiple water authorities. The split across water authorities and consultants does not adequately reflect the numbers employed in these two sectors. More data needs to be collected by sector including catchment authorities and local and state government authorities.

Industry Interactions with Universities

For the universities that scored in terms of interactions with industry, further investigation needs to occur as to whether they offer any programmes and courses for the water industry and their nature. For the universities that did not score, there is a need to establish if they are offering any water-related courses, and if so, do they interact with the industry in regards to these courses.

It is notable that Queensland and Victoria have the largest number of water authorities, which may be linked to the higher number of relationships with universities in those states. To clarify this and gain an understanding of the universities perspective, universities need to be asked the same question, i.e. the nature and extent of their interactions and activities with industry.

Interactions with International Universities

The reasons for industry seeking a universities (or campuses) located overseas should be investigated.

Frequency and Nature of Interactions

These data provide some useful background for a more comprehensive survey. To gain a more complete picture of the extent and nature of the interactions and relationships between universities and industry, a broader range of staff within each organisation needs to be interviewed e.g. technical and research staff, in addition to HR and L&D staff.

The same applies to the universities, as water is a cross disciplinary topic, further investigation needs to cross over faculties and schools/ departments within those faculties i.e. search beyond the civil engineering departments.

Details of University Contacts

Not surprisingly, many of the existing relationships with universities have been established with staff from various engineering schools/departments. The details provided in response to this question, while providing a useful starting point, are often incomplete, indicating that people are not familiar with the structure of the various schools and departments within the universities they are dealing with. This is not really surprising given that staff within those universities probably are not familiar with all of their schools/departments/institutes either! Regardless, it raises the issue of how difficult it is for outsiders to find and get access to relevant staff within universities – the first hurdle to developing relationships.

Industry Funded Water Chairs

Further investigation as to why these organisations fund a Chair and what value they receive for this investment would be worthwhile.

General Comments about Higher Education and Water

A range of interesting comments were provided, with some common threads, including willingness to contribute practical knowledge and expertise. It is clear that industry is starting to feel the effects of the skills shortage, particularly in terms of sourcing graduates with technical training e.g. civil engineers, hydrologists, hydrogeologists. This links to the point made about the need for more coordination between high schools and universities to encourage students to take technical subjects at school.

The difficulty of building relationships and the need for more cross-faculty communication with industry was also highlighted. Most of the interactions that are currently occurring are based on strong relationships with specific individuals within the university.

There is a need from industry's point of view for more comprehensive and/or specialist courses e.g. water treatment, wastewater treatment to fulfil the upcoming demand for these skills.

Future Directions and Recommendations

- A more comprehensive investigation of the water industry's (covering public and private, regional and urban sectors) higher education requirements is needed to identify and aggregate skills sets and knowledge required over the next ten years.
- A closer examination of which universities offer programmes/ courses for the water industry, how they value relationships with the industry, what are their drivers, and barriers to responding to industry's needs.
- Identification and review of current models of relationships between the higher education and industry, looking for strengths and weaknesses with a view to developing a national approach. This may include looking at effective models operating in other countries.
- Establish a pilot model, and if successful, establish a national model, for maintaining sustainable relationships between higher education and the water industry.
- Establish a project to undertake this work and funding.

Appendix



Water Industry Interaction with Universities

1

Please fill in your details below.

Name:	<input type="text"/>
Company:	<input type="text"/>
Location/State:	<input type="text"/>
Phone Number:	<input type="text"/>
Email:	<input type="text"/>
:	<input type="text"/>
:	<input type="text"/>
:	<input type="text"/>
:	<input type="text"/>

2

Does your organisation interact with any of the following Australian universities in relation to water-related courses?

Please select from the list below:

- Australian Catholic University
- Bond University
- Central Queensland University
- Charles Darwin University
- Charles Sturt University
- Curtin University of Technology
- Deakin University
- Edith Cowan University
- Griffith University
- James Cook University
- La Trobe University

- Macquarie University
- Monash University
- Murdoch University
- Queensland University of Technology
- Royal Melbourne Institute of Technology (RMIT)
- Southern Cross University
- Swinburne University of Technology
- The Australian National University
- The Flinders University of South Australia
- The University of Adelaide
- The University of Melbourne
- The University of Notre Dame Australia
- The University of Queensland
- The University of Sydney
- The University of Western Australia
- University of Ballarat
- University of Canberra
- University of New England
- University of New South Wales
- University of Newcastle
- University of South Australia
- University of Southern Queensland
- University of Tasmania
- University of Technology, Sydney
- University of the Sunshine Coast
- University of Western Sydney
- University of Wollongong
- Victoria University

3

Please list any international universities that your organisation interacts with in relation to water-related courses.

4

How frequently do you interact with universities for the following activities?

1 Never 2 Rarely 3 Occasionally 4 Frequently

Discuss employment opportunities

1 2 3 4

Advise on course content

1 2 3 4

Provide lectures on water topics

1 2 3 4

Employ graduates

1 2 3 4

Offer internships/ cadetships/ vacation employment

1 2 3 4

Offer scholarships

1 2 3 4

Offer prizes or awards

1 2 3 4

Display or speak at careers fairs/other

1 2 3 4

Supervise or collaborate with postgraduate students

1 2 3 4

Provide research support/other

1 2 3 4

5

For *up to three* universities with which you interact the most, please provide the following details.

UNIVERSITY 1:

Name of University:	<input type="text"/>
School/Department:	<input type="text"/>
Contact person:	<input type="text"/>
Position:	<input type="text"/>
Email:	<input type="text"/>

Phone Number:

Main activity:

Comments:

:

6

UNIVERSITY 2

Name of University:

School/Department:

Contact person:

Position:

Email:

Phone Number:

Main activity:

Comments:

:

7

UNIVERSITY 3

Name of University :

School/Department:

Contact person:

Position:

Email:

Phone Number:

Main activity:

Comments:

:

8

Does your organisation fund a Water Chair at a university?

If yes, please give details:

9

Do you have any general suggestions or comments about higher education for water?

If yes, please elaborate: