



**Minutes of the U21 Student Mobility Network Meeting
held on 10th September 2012
at University College Dublin, Ireland**

Present:

<i>Ms Jane Usherwood</i>	<i>Universitas 21 (Chair)</i>	<i>Ms Michelle Kofod</i>	<i>UNSW International</i>
<i>Ms Sue Dengate</i>	<i>Universitas 21 (via teleconference)</i>	<i>Ms Gail Armistead</i>	<i>University of Nottingham</i>
<i>Mr Alex Metcalfe</i>	<i>University College Dublin</i>	<i>Ms Katrina Edmunds</i>	<i>University of Edinburgh</i>
<i>Ms Deirdre Healy</i>	<i>University College Dublin</i>	<i>Ms Jan McCreary</i>	<i>The University of Queensland</i>
<i>Ms Eve Brosseau</i>	<i>University College Dublin</i>	<i>Dr Jessica Gallagher</i>	<i>The University of Queensland</i>
<i>Ms Sinead Murphy</i>	<i>University College Dublin</i>	<i>Ms Jasmine Kin</i>	<i>National University of Singapore</i>
<i>Ms Willeke Jeeninga</i>	<i>University of Amsterdam</i>	<i>Ms Chooi Foong Sin</i>	<i>National University of Singapore</i>
<i>Ms Katarina Wingkvist</i>	<i>Lund University</i>	<i>Ms Seonaid Dodds</i>	<i>University of Glasgow</i>
<i>Ms Fanni Faegersten</i>	<i>Lund University</i>	<i>Ms Robyn Wiltshire</i>	<i>McGill University</i>
<i>Ms Lena Jonsson</i>	<i>Lund University</i>	<i>Ms Angela Turton</i>	<i>University of Birmingham</i>
<i>Mr Fredrik Sjo</i>	<i>Lund University</i>	<i>Mr Matt Clulee</i>	<i>University of Birmingham</i>
<i>Ms Agneta Hedberg</i>	<i>Lund University</i>	<i>Ms Andrea Edwards</i>	<i>University of Birmingham</i>
<i>Mr Eric Lo</i>	<i>Hong Kong University</i>	<i>Ms Patricia Montano</i>	<i>Tecnológico de Monterrey</i>
<i>Ms Milane Yeung</i>	<i>Hong Kong University</i>		

Appendices (page 7-8):

A: Item 3: Student Mobility

B: Item 4: Student Experience – overview

C: Item 5: Collaborative Masters Programme

D: Item 12: Exchange Agreements

E: Group photo

1. Welcome by Ms Jane Usherwood (U21 Chair)

Ms Jane Usherwood (JU), U21 Chair, introduced herself to the participants in the meeting and welcomed all to University College Dublin. She also introduced Ms Sue Dengate (SD), U21 Student Experience Manager, who joined the meeting via teleconference from Australia. JU invited Mr Alex Metcalfe, Interim Director of International Affairs, to introduce himself and to speak about UCD, the host university for the meeting. We are grateful to UBC for hosting our 2011 meeting, and to Katherine Beaumont and Carol Zachs for making all the logistical arrangements. We also thank UCD

for hosting this meeting, and Ms Eve Brosseau for making all the arrangements in this instance. It was clarified that this meeting will focus on the 'student experience' cluster of activity and is a follow-up on the work carried out since the U21 meeting in Tecnológico de Monterrey on 23rd -25th May 2012.

2. Institutional Updates and Background to U21

Round table introductions of participants and their universities of origin were reported. Thirteen universities were represented.

Please see details of the presentation attached, delivered by JU.

3. Student Mobility

There has been a 150% increase in students studying abroad in the last approximately 10 years and many barriers to student exchange have been removed.

The Global Issues Programme, (in which University of Nottingham, University of Queensland and Lund University, amongst other members, are heavily involved) comprises a couple of hundred students. The U21 Summer School (established in 2004) is an annual, two-week, interdisciplinary programme which approximately 500 students have participated in to date, and will be held in the University of Connecticut in 2013. The Undergraduate Research Conference is an interdisciplinary, one-week event which involves an estimated 100 students. Students respond positively regarding the interdisciplinary nature of this event, an aspect which requires students to express key concepts to peers from a variety of academic backgrounds in a very transparent manner.

See Appendix A for feedback from University of Queensland (UQ)

4. Student Experience – overview

Looking ahead to the President's meeting at the University of British Columbia in May 2013, all members were asked to look at the 3-5 year horizon plan. SD is currently drawing up 'grand challenges;' crucial areas of collaboration. One of these is the definition of the attributes of the 'global citizen' and the development of programmes to enhance the members' current provision of these attributes. JU expressed recognition of the work various universities present at the meeting have done in this area, but impressed the need to extend the length and breadth of the cultural and academic learning experiences available.

The development of a U21 Undergraduate Student Forum is an initiative to be prioritised, and was very well-received by participants in this meeting. This idea for such a forum was incited by a presentation made by the President of Lund University Student's Union at their last Presidents' meeting. It was reported that this presentation was highly impressive and indicated the lack of a student voice. Presidents agreed that direct communication with students was necessary.

One activity which relates to these 'grand challenges' is forming a definition of the term 'global citizen.' While there were concerns regarding how an agreement on this will be reached across all universities and given the breadth of disciplines to which it is relevant, members concurred that a definition is crucial considering the widespread use of the term. It was agreed that student

perspective is imperative to this and that as such the definition should arise from the Student Forum; how the term evolves post-experience makes for valuable feedback.

5. Collaborative Masters Programme

Opportunities for U21 Masters Programmes are currently being explored; SD is taking the lead on this. The possibility of bundled masters programmes and/or transitions from undergraduate to postgraduate studies within U21 member universities will be discussed further.

SD thanked JU for introducing 'grand challenges' and elaborates on the potential for a collaborative masters and the implications for the student experience. SD spoke with Nigel Cossar (University of Melbourne), who has a programme running with two universities which may serve as a useful model (see appendix C). Following this conversation SD considers the possibility of a masters programme with an internship opportunity worth exploring further. An undergraduate research programme which would introduce a pathway to progression from undergraduate to masters level is proposed for further discussion.

Some questions and concerns relating to how collaboration would function at masters level were raised, largely surrounding the logistical difficulties involved. Furthermore, it was pointed out that it is difficult to introduce mobility to a programme which is generally one year in duration. JU characterised the idea as optional for member institutions; the operational framework of some institutions does not allow for such a programme, and for other universities it may not be of strategic interest. It was stressed that the development of such a programme should be academically-driven, and needed to be approached from a recruitment angle.

6. Learning Outcomes of International Study

Learning outcomes of international study is an important aspect of the student experience and the strategies by which learning outcomes are measured and analysed must be developed. Many member universities have already done some good work on the issue of students considering a study abroad year a 'holiday' rather than a year of study. Ms Gail Armstead (GA) pointed out that the inclusion of cultural learning helps to develop good practice with regards to academic learning. The importance of anecdotal student experience was emphasised, especially with regards to students considering international opportunities which might be available to them as graduates.

SD suggested making use of U21 Alumni networks and engaging with corporate sponsors regarding internships and scholarships. It was also proposed that an undergraduate Student Experience Conference (relating to the U21 Student Forum) be held.

University of Birmingham offers U21 Bursaries for student mobility; it was suggested that a small number of students who had benefited from these bursaries could be selected to act as 'Global Ambassadors.'

7. Working groups

It was discussed that activity cannot be viably progressed by infrequent meetings such as this, particularly considering the lack of regular and consistent participation, e.g. 67% only attend one student mobility network meeting, and no one member has attended all student mobility meetings since their inception. Working groups increase levels of continuity and are more conducive to well-

defined and achieved outcomes. It also allows for some autonomy, rather than member institutions feeling that they must adopt all the same practices. It was suggested that the website could incorporate a method for working groups to report back to this group.

The constitution of the student mobility network was also discussed – specifically, the number of members per institution that comprise the network. Having multiple members per institution was regarded as preferred policy, provided a balance is struck between the inclusion of relevant parties, and over-investing in a particular area. The relevant cluster is also a factor. It was agreed that a policy of ensuring the non-exclusion from any one party from the network, and the inclusion of more than one member per university were preferable.

8. Document Sharing and Best Practice

The Australian government has recently funded a Best Practice in Student Mobility website, which contains approximately 1,000 pages of information, and to which most Australian universities have contributed. It is a model worth considering for our purposes.

“The aims of the Best Practice Guide are to:

- *maximise the benefits, return on investment and outcomes of outbound mobility in Australian tertiary institutions*
- *increase the number of and quality of experience for Australian tertiary students and staff undertaking an outbound mobility opportunity*
- *provide access to high quality, practical tools and case studies that all institutions can use to develop and enhance their mobility programs*
- *assist all tertiary institutions, particularly smaller and/or regional institutions, to generate significant efficiencies in outbound mobility to help increase staff and student participant numbers”*

URL to Best Practice in Student Mobility guide: <http://www.studyoverseas.gov.au/prac.html>

The general consensus was that a web-based sharing resource would be the most useful format, provided it is indexed and searchable. It was suggested that a reference site with case studies, templates and reports would be beneficial; functions such as a review or ‘favourite’ function would also be useful.

Restrictions to the U21 website were also discussed; at the moment, the website is fully accessible, and does not have an intranet. Members largely felt that content sharing would be more conservative if the website was to remain open. The introduction of password-protection/restricted access was discussed but it was pointed out that the content protected would have to be of a standard that made these resources worthwhile. The Educational Innovation stream of U21 has commissioned two reports; one on the internationalisation of the curriculum, and the other on education in China. It has been understood that these will be open and accessible on the website but this is now under debate.

It was generally agreed that reliance on infrequent meetings and a listserv were not necessarily the most efficient means of communication for U21 members, and that an enhanced method of communication and documentation sharing should be derived.

9. Themes of summer programme

The extent to which the programme is discipline-specific was discussed. At Tec de Monterrey, it was decided that reaching as many students as possible, from as many fields of study as possible, was of primary importance and the programme was tailored in respect of this.

In general, it was felt that the multidisciplinary format should be retained; it has been very well-received by students. However, the difficulty of the practical arrangements which accompany this, particularly for lecturers designing the programme, must be considered. Tec de Monterrey was satisfied with the extent to which these challenges were met in the latest programme and is happy to share it with members. It was suggested that a more discipline-specific programme could be broadened by incorporating a diversifying cultural-/language-oriented aspect.

It was noted that at the last SMN meeting in Mexico, a December 1st deadline was agreed for confirmation of the theme and location of the next summer school and research programme.

10. Reflective Tools employed by students and the development/enhancement of attributes/intercultural competences

A virtual format which could link all U21 alumni, and which would be less costly and labour-intensive than a physical format, was proposed. Methods of surveying were critiqued and members widely found that students' ability to articulate their experience in a reflective manner was less proficient/less specific than their expression of their aims during the applications stages. It was suggested that an experience report could be integrated into student applications.

It was also agreed that an examination of the long-term effect of studying abroad is important, and alumni who had completed the programme two or three years ago could provide valuable data. Furthermore, the internationalisation of the curriculum does not necessarily preclude students who did not study abroad, but who did participate in an international programme. Data should be collected on these students' experience also; comparing different control groups might assist with achieving a definition of a 'global citizen.'

It was indicated that the use of social media to dialogue with students is an area which all members are most likely investing in and is a forum which should be collectively considered.

Sharing presentations (for instance, via a specific Dropbox) on this area rather than the formation of a working group was suggested. Inclusions discussed are the reflective tool used by University of Edinburgh (UE) to assess students' employability attributes, and University of Nottingham's presentation on Intercultural Awareness.

11. Student Mobility Software

National University of Singapore (NUS) raised the issue of the difficulty they are having trying to find an IT platform for their incoming applications, which are currently managed by the registry. It then arose that many member university present are, like NUS, are still operating a manual system of counting. UCD, for instance, is operating close to capacity without a system to look at incoming/outgoing student numbers. The possibility of several member universities collaborating in order to leverage the cost and quality of an IT service was positively received. Lund University are about to procure a system but national regulations are proving an obstacle. Furthermore, for UQ, for instance, such an IT system would have to be integrated with the current system centrally used in their university – there may be issues associated with this.

The University of Auckland has recently developed an in-house system based on Sharepoint, which is high quality and low in cost. Other possibilities offered were 'Simplicity' used by UBC and 'Mobility' employed by Edinburgh. University of Glasgow will soon have student mobility data integrated into an Oracle system used by admissions, registry and other units in that university. While this system sometimes experiences problems, it was suggested that this might provide feedback on pitfalls which a new system procured by U21 members could avoid. It was suggested that a working group be developed consisting of members interested in commissioning an IT system.

12. Exchange agreements

It was proposed that restrictions apply to places in graduate rather than undergraduate modules, for which greater availability would be more appropriate. In Lund, for instance, there are agreements at central, faculty and sometimes departmental level in order to maximise availability of modules. Conversely it was stressed that the necessity of more agreements would not be favourable to university governing bodies, and should be avoided if possible.

In the majority of member universities, however, agreements are relatively specialised and there is an increasing trend towards the restriction of module places. It was suggested that departments be informed of the importance of U21 and that maximum possible flexibility in module choice and assessment format be accommodated. It was agreed that this issue required more discussion time at a subsequent meeting.

See appendix D for more detailed feedback from member institutions on this subject

13. Undergraduate research exchange programmes with U21 partners

There is no formal framework to accommodate such exchange at the moment; it was indicated that a working group to formulate guidelines for undergraduate research exchange would be the next step in progressing this. Issues raised associated with this project included the difficulty of achieving a model to suit all member universities, and the problem that for some members, existing institutional framework currently does not facilitate this. It was suggested that participation in this be offered as optional to members, and that it would require academic innovation from the U21 group in order to be successfully introduced in some member universities. It was agreed that this be addressed at a more informal, separate meeting.

NB: It was confirmed that the next Undergraduate Research Conference is to be held in the University of Amsterdam

Date of next meeting:

TBC – it is understood that a working group to arrange meetings/agendas was established in a previous meeting. Auckland (absent at this meeting) to be consulted on this

Appendixes:

A: University of Queensland

UQ are holding a focus group the week commencing 10th September to collect feedback regarding the U21 Social Entrepreneur core and Summer Schools – this feedback could be informative in relation to student experience.

Dr Jessica Gallagher (UQ) reports success in total numbers of applicants, and the calibre of students applying has been very good.

B: UNSW International University

UNSW International has formed a committee which hopes to develop guidelines regarding the internationalisation of the curriculum, which feeds into one of the 'grand challenges' currently under examination. This committee is academically driven, in liaison with the Community of Education and Academic Board.

C: University of Birmingham

The Melbourne-Birmingham-Delhi collaboration features a joint module in which each institution recognises the credit, as opposed to being a truly joint master's programme. It is promoted as a master's programme which includes an enhanced, international study opportunity. Students' study abroad period in a partner university is a module which contributes towards their degree. For further detail on this programme, please see minutes of the U21 Student Mobility Network Annual Meeting held on 26th-27th May 2011 at the University of British Columbia, Vancouver, Canada, item 7/appendix C.

D:

Several members raised issues regarding modular agreements for exchange students.

- Some members (for example National University of Singapore, Hong Kong University) have been experiencing difficulty in meeting the modular demands of incoming international students
- For 2012/13, NUS will implement a policy of limiting allocations to law and business students whose major is in these areas in order to address this issue.
- Other members (for example, the University of Queensland) are experiencing the reverse side of this issue, wherein their outgoing students are sometimes unable to secure modules which are necessary requirements for their course
- For some member universities (such as the University of Queensland), all modules are open and this is not a problem

The issue raised in the agenda by Ms Willeke Jeeninga (University of Amsterdam) regarding student exchange contracts was hereby somewhat addressed, but it was agreed that as this may be largely specific to UA, it could be put aside for the moment

E: Group photo of U21 members present

