

***Universitas 21***  
**Meeting No. 10 of the U21 Deans of Education Group**

**April 13, 2007**

**Chicago, U.S.A.**

**Participants:**

David Clarke, Melbourne  
Harold Burbach, Curry School, Virginia  
Mavis Haigh, Auckland  
Jim Conroy, Glasgow  
Ian Menter, Glasgow  
Jim O'Brien, Edinburgh  
Roger Slee, McGill  
Gerry Postiglione, Hong Kong  
Christine Hall, Nottingham

Radhika Gorur, Melbourne (doctoral student)  
Dadong Hou, McGill (doctoral student)

**MEETING REPORT**

**1. Introductions**

Point of order: Two student representatives from the U21 doctoral group participated in the meeting with the permission of those present. The student representatives contributed to the report on the Doctoral Students' Networking Forum and to several other items on the agenda. The meeting endorsed the inclusion of two student representatives in future meetings of the Deans of Education group. This decision is set out in more detail below.

**2. Reception of Report of Previous Meeting – accepted**

**3. Business Arising from Previous Meeting**

*Items were resequenced due to participant availability*

**3.1 U21 at the AERA conference – the U21 Doctoral Students Networking Forum**

A report of the doctoral student forum is attached as Appendix A.

The key issues discussed by the meeting were those raised in the report, that is:

- Communication – both regarding this event and in general regarding Universitas 21. U21 Education items appear in the U21 Newsletter and on the U21 Deans of Education webpage. Each Faculty or School of Education should ensure that items relating to forthcoming U21 Education activities should be circulated to academic staff and research students through local channels as well. One of the consequences of the convening of the doctoral students' forum and the presence

of two student representatives at the Deans' meeting may be that a U21 doctoral student network is established to facilitate communication with (and among) the U21 research student community. A key role was identified for Associate Deans (Research and/or Graduate Studies) (however this position is named at each institution), who would replace the Deans as the main informational conduit regarding U21 research student matters.

- Code of Practice for doctoral-level education – see the attached report. The meeting endorsed this initiative in-principle as a useful way to: (i) identify similarities and differences in institutional practices, and (ii) move toward consistency of practice and, hopefully, heightened effectiveness, among U21 Schools of Education.
- Support for student attendance at doctoral student fora – the meeting endorsed the suggestion that a bottom-line level of support of one additional night's accommodation costs could be provided by the student's home institution for a student attending an officially designated U21 doctoral students forum.
- Other ways to support doctoral student exchanges – strong in-principle support for any and all such initiatives, later agenda items (below) represent a strong move in this direction. Several suggestions for possible initiatives were made, including: (i) an online student conference, (ii) online international web-based communication (in the form of an online message board), to be coordinated by a student from the Curry School of Education, University of Virginia, (iii) student-organised local research conferences (such as already occur at Hong Kong, McGill, Glasgow and Melbourne) with students from other U21 Schools of Education being involved as reviewers of submitted papers, (iv) a U21 booth at local postgraduate research conferences in each institution (possibly supported by an informative video), and (v) a U21 Educational Research Journal (with a high level of student involvement, as for the Harvard Educational Review).
- Proposal to go forward from the Dean's meeting to the meeting of Presidents of U21 – the meeting developed a proposal for funding to support the forthcoming activities of the doctoral students' group during the next 12 months (below).
- Radhika Gorur (Melbourne) volunteered to assist in coordinating student participation in the implementation of the items above.

3.2 *Nottingham/Auckland initiative – and Internationalising Higher Degrees in Education*  
Mavis Haigh and Chris Hall reported the completion of a subject/unit/course to be taken by students from either Nottingham or Auckland universities as a key element in either a postgraduate certificate or to be taken, for example, by students from Nottingham who are up-grading from a postgrad cert to a masters degree. The subject is specifically designed to be taken by both local and overseas higher degree students. It was not clear at this stage, whether further work was required on a formal masters degree, since procedures were already in place at all universities for the recognition of study undertaken elsewhere. The meeting was reminded of the extensively minuted discussion of higher degrees in education that occurred at the last meeting in Geneva. The relevant item from that meeting provides the best outline of the four-stage developmental process. This process, as outlined, was again endorsed by the meeting and is therefore reproduced below (overpage).

Two specific issues were raised related to the internationalising of higher degrees in education at U21 institutions:

### ***1. Memoranda of Understanding (MOUs) among U21 institutions***

The work by Auckland and Nottingham on a collaboratively offered and developed unit of work suggested that academics from different U21 universities working collaboratively to develop jointly delivered and subscribed programs are no better off regarding the procedures that must be followed than would be the case if the collaborating institutions were not members of U21. It was felt by the meeting that after several years of existence the U21 consortium had yet to develop the sort of simple and efficient protocols that would favour collaborative course development among U21 partners over partnerships with non-U21 institutions.

### ***2. Standardised fees for study by U21 students at other U21 universities***

It was proposed that the U21 consortium of universities develop a standardised fee structure for students from one U21 institution who undertake study at another U21 institution. It may be appropriate to put a limit on how many units might be taken under this fee structure, but the development of such a standardised fee structure would address some of the concerns arising from the Auckland/Nottingham work.

#### *Item "Part 2" from U21 Deans of Education meeting, Geneva, September 11/12, 2006*

The meeting identified (and endorsed) a four-stage approach to the development in the long-term of an international program of U21 higher degrees in Education.

The four stages are:

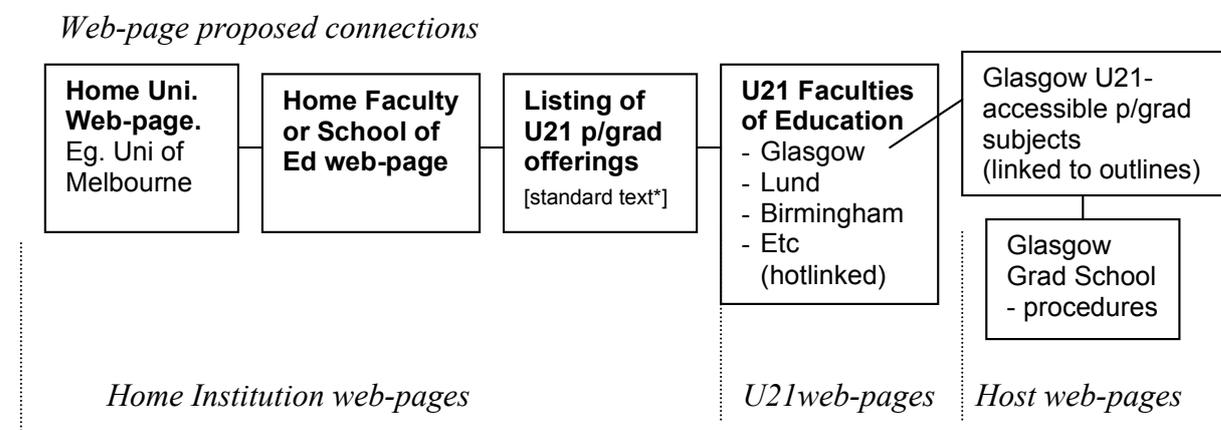
1. Encouragement for the undertaking of overseas study at other U21 universities (undertaken by any mode) into existing higher degrees in education.
2. The development and accreditation at each institution of a MEd (International) with the structural inclusion of a prescribed minimum of 25% overseas content and a maximum of 50% of overseas content (undertaken by any mode).
3. The development and local accreditation of collaboratively delivered courses, such as a MEd (International School Leadership) or a MEd (International Curriculum) – such courses could be collaboratively delivered by two or more U21 Faculties of Education.
4. The development and accreditation of a badged U21 higher degree in Education – marketable as such.

Any program of internationally recognised higher degree studies would raise certain issues that would need to be addressed:

- a. Fees – the student should pay the fees required by the institution offering the subject being taken. It is possible that this will cause anomalies, where a student is recipient of a fee-remission scholarship from the home institution, but is required to pay fees to a host institution. In such cases, payment may be required from the home institution to the host institution for any such subject costs.
- b. Accreditation and recognition of work done at another institution. The nature of U21 membership is such that any higher degree study undertaken at one U21 university should be recognised as of an appropriate level for the equivalent degree at another U21 university. Equivalences can then be determined on a case-by-case basis, according to the fraction of the relevant degree that each completed subject (course of study) represents.
- c. Inter-institutional research supervision – since co-supervision is common practice and procedures already exist to accommodate this mode of supervision, cross-institutional supervision between U21 universities should be possible, with the transfer of the appropriate supervisory fee on a pro-rata basis.

It was recommended that immediate action should be taken to promote Stage One and the means by which this might be carried out was the subject of further discussion leading to the following:

It was agreed to employ a common structure and text across websites (consistent with local conventions). The diagram below sets out the agreed connections between web-pages.



Jim Conroy (Glasgow) provided a standard text to be included on each Faculty/School of Education website (as set out below).

### **U21 Partnership Arrangements for Faculties of Education**

*Universitas 21* is a strategic alliance of some 20 major international universities. It has as a central objective, the cultivation of a capacity to engage creatively with globalisation. Today, ecology, environment, trade and conflict are global concerns. A sensitive and sensible response to such changing patterns of association and understanding increasingly needs itself to be global. For some years now, Deans and other senior colleagues in Education Faculties in the network have been meeting regularly to explore and develop collaborative research and teaching initiatives.

Over the next few years we are initiating a number of innovative and exciting collaborations, which we believe will be of interest and benefit to our current and future students. We are beginning this process by offering postgraduate students the unparalleled opportunity to undertake part of their studies with any one of our participating partners. This will allow students to experience postgraduate education in at least two world leading institutions. Moreover, it will provide access to leading scholars across the globe. Some courses may be accessed online while others may require a period of residency in the partner institution. At this stage we intend offering as much flexibility as possible. Students enrol in their home institution but where they access a module or course they will pay the appropriate fee to the host institution. To find out more about our partners involved in this initiative have a look at *[website or hotlink]*.

Glasgow are in the process of reconstructing their website along these lines and this will provide a model for other U21 Schools of Education.

- 3.3 *Proposal for a conference on global issues in Education*  
Hal Burbach (Virginia) reported that after two very successful joint conferences with the University of Edinburgh and Shanghai Jiao Tong University in Shanghai, the Curry School of Education, University of Virginia, would like to expand and involve other interested U21 Universities in planning for a conference focused on global educational issues. It is intended that a planning meeting of interested schools/colleges of education be proposed to the Presidents or Managers of U21 for support.

***Proposal for funding***

The meeting strongly supported this initiative and confirmed that they would send representatives to such a planning meeting. *Communication with Professor Burbach subsequent to the meeting indicated that the Curry School, University of Virginia, would submit a separate application for funding for this initiative to the forthcoming Presidents of U21 meeting.*

- 3.4 *Research-mapping database* - Roger Slee (McGill) reported that a student has been employed to explore U21 institution websites (or by any other means) and to collect information about each university's research strengths. This work is presently underway.
- 3.5 *U21 Deans of Education webpage* – A U21 Deans of Education web-page has been established (<http://www.universitas21.com/educationgroup.html>). The format and contents of the webpage met with general approval.
- 3.6 *Prioritisation of U21 Research Partnerships* – The meeting confirmed endorsement of the proposal that applications for research funding should prioritise the inclusion of U21 researchers as research partners. Since the last meeting, one such invitation for collaborative submission had been extended (ironically, by UBC, who now appear to be leaving the U21 consortium). It was agreed that the Deans should pursue any and all such partnership opportunities.
- 3.7 *U21 Conference prior to ECER* – It was proposed that a one-day U21 conference “Research in Education and Educational Research” be held immediately prior to the 2007 conference European Educational Research Association (EERA). It was felt that this proposal had been supplanted for the moment by the Virginia initiative on Global Issues in Education. Such a conference as that proposed would be usefully informed by the research mapping exercise, once completed. The proposal was therefore put on-hold.

**4. Proposal for U21 Presidents' Meeting**

At the invitation of Jane Usherwood, Secretary General, Universitas 21, the Deans of Education group was invited to prepare a submission for funding for an initiative to be undertaken by the U21 Deans of Education group. This submission would be considered by the forthcoming U21 Presidents' Meeting to be held in McGill. It was decided that the potential value of the U21 Doctoral Students in Education Network warranted this being put forward as the initiative most worthy of such support.

The following Proposal is therefore put forward:

### ***Proposal for funding***

1. U21 Research Student networking activities to be coordinated by a core group of academics and students. Initially, the academic representatives would be Lynn McAlpine (McGill), David Clarke (Melbourne) and David Thompson (Birmingham). The student representatives would be drawn from those attending the meeting in Chicago and from other interested doctoral students, at least at the level of one student representative per U21 institution. Radhika Gorur (Melbourne) volunteered to act as a key communication link among U21 research students – initially communicating directly with and through Associate Deans (Research/Graduate Studies) but later possibly directly with students. It is anticipated that over time the Core Group would be organised primarily by students with a small number of academics serving in an advisory capacity only. In the short-term, once membership of the Core Group is established, members would need to communicate via email and teleconference and funds would be required for the teleconference component.

***Support of US\$2400 is sought for costs associated with four such teleconference meetings over the next 12 months (May, 2007, to April, 2008, inclusive).***

2. Pre-conference fora need not be organised by U21 for the two major European conferences: The annual European Conference on Educational Research (ECER) and the biennial conference of the European Association for Research in Learning and Instruction (EARLI). Both of these conferences have well-developed pre-conference meetings for research students and young researchers. It is only necessary for U21 Schools of Education to encourage their students to take part in such pre-conference events. However, given the success of the Chicago initiative, it was felt that a U21 Doctoral Student Dinner should be held whenever possible at major international conferences attended by students from many U21 institutions. These conferences would include: AERA, ECER, EARLI and conferences such as the Australian Association for Research in Education (AARE). Support for attendance would come from the home institution and would follow current practice for attendance at any conference. Such social events could be subsidised by U21 or jointly subsidised by participating U21 Schools of Education. Funding required would be unlikely to exceed US\$1000 in each instance and application would need to be made annually, subject to demonstration of evident value. ***For the purposes of this proposal a request is made for U21 support of US\$1000 for such doctoral student events at both the EARLI conference in Budapest in August, 2007, and the ECER conference in Ghent, in September, 2007.***
3. The annual conference of the American Educational Research Association (AERA) has no such general pre-conference event for research students and, given the support of those who attended this year's doctoral students' forum, it was felt that a need clearly existed for such a pre-conference gathering to be convened by U21. For that reason, a second AERA pre-conference forum (and associated activities: breakfasts and reception attendance) was proposed and endorsed, with the additional provision of teleconference facilities for those students unable to attend in person, but eager to participate. Funding components would be: Venue, catering, teleconference facility, and the subsidy of one night's student accommodation for participants (this last to be met by the student's home institution). ***On the basis of the 2007 experience and anticipating at least 100% growth in the number of attending students, support of US \$5000 is sought for this event.***

This report contains several requests for U21 support.

Listed in order of priority, these are:

1. Teleconference costs for the Doctoral Student Core Group during 2007/8 – US\$2400
2. Venue, catering and accommodation subsidy for the Issues in Global Education conference – application to be submitted separately by the University of Virginia.
3. Venue, catering and teleconference costs for the 2008 AERA Doctoral Students Networking Forum – US\$5000
4. Catering costs for a U21 Doctoral Students Dinner at each of the EARLI and ECER conferences in 2007 – US\$1000 each.

**5. Schedule next meeting**

The feeling of the meeting was that these meetings of the U21 Deans of Education group continued to provide an important forum for the sharing of best practice and of major challenges and concerns. Further, the group was developing a record of success in promoting academic staff exchange, student exchange, research collaboration, intellectual contribution to the community (two AERA symposia and one ECER symposia presented and one special issue of a research journal), and now international networking among doctoral students in education. The next meeting of the U21 Deans of Education group is likely to be immediately prior to the ECER conference in Ghent (to be confirmed). It is also proposed that the meeting include a teleconference component to maximise participation from as many U21 institutions as possible.

**Meeting closed at 4:45 pm**

David Clarke  
April 16, 2007

## **Appendix A: Report on U21 AERA doctoral forum activities – Chicago, April, 2007**

At last year's AERA meeting of the U21 Deans, it was agreed to explore opportunities for doctoral networking at this year's AERA. A small committee, mostly students, was formed which communicated electronically to develop a proposal, which was endorsed in September at the Deans' meeting at ECER in Geneva. Funds were obtained to support the initiative. Ultimately, a survey was distributed to students identified as coming to AERA. The results of this survey were used to plan the events described below.

### A. Sunday pre-conference meeting and dinner

1. An afternoon session was held in the Marriott from 1 to 5 pm with the following goals:
  - Introduction to U21
  - Networking amongst participants
  - Sessions on a) navigating AERA including networking and b) linking publishing and career development
2. It was attended by 5 PhD students (four from Melbourne and one from UBC) and 4 academics (Melbourne, Deakin (ex-Melbourne doctoral student), two from McGill)
3. Students felt that the session was valuable and worthwhile repeating
4. It was decided that permission should be sought from the Deans for two student representatives to attend the Friday afternoon Deans' meeting to report on the forum and to assist with any questions about the recommendations below.
5. **Action points for Deans' consideration with rationale**
  - *Communication regarding these events if they are to continue should be through the equivalent of the Associate Deans, Graduate Studies – Rationale: A principal difficulty experienced by the planning committee and reported by the students was the lack of information reaching students about the planned activities. It was felt that U21 was virtually invisible at the level of the students and that more could be done to raise awareness of its existence and activities.*
  - *Establish a working group of academics and doctoral students to draft a code of practice for doctoral education in U21 Schools of Education, which would explicitly address amongst other things supervision and authorship – Rationale: This resulted from discussion about the taken-for-granted practices that students experience around a) supervisory relationships and b) authorship. Given a lack of clarity about the 'rules' and the inherent power relationships between students and academics, it is difficult for students to pose questions or to challenge practices that are creating difficulties for them. Having a code of practice about the supervisory relationship that made explicit some of the roles and responsibilities of both parties would help students and model good doctoral pedagogies for new academics. It was felt that, while individual universities might have their own codes of practice, these were not necessarily well communicated to students and also that it would be advantageous if U21 Schools of Education could have a common code of practice in relation to these matters.*
  - *If the doctoral student fora are to continue, provide funding to students to cover hotel costs for one night prior to the start of the conference – Rationale: Students who wanted to come could not afford to pay the additional night's accommodation.*
  - *Explore other ways to promote doctoral student exchanges – Rationale: Students reported that the networking activities were fruitful and wondered whether other opportunities could be developed, e.g., student exchanges between universities.*
6. Proposal to be put to the Dean's Meeting on Friday

- It was decided that a proposal should be prepared for submission to U21 (and consideration by the Deans' meeting on Friday) in relation to funding subsequent doctoral students meetings, prior to the ECER conference in Ghent, Belgium, this September, and prior to next year's AERA meeting in New York. This proposal follows this report.

#### B. Breakfast meetings

1. Two breakfast meetings were held (7 a.m. on Tuesday and Thursday) with these goals:
  - Continue networking
  - Enable students who hadn't arrived on the Sunday to participate
2. The breakfasts were attended by 8 PhD students (Melbourne, McGill) and 4 academics (Deakin, Melbourne, McGill, and Gothenburg)
3. Students were very positive about the interactions and several made independent arrangements to meet.

#### C. UBC/McGill Reception

1. The UBC/McGill Reception on Monday night was successfully used as a de facto U21 Reception and provided a further opportunity for U21 doctoral students to make contact.

Lynn McAlpine  
David Clarke  
April 13, 2007