



Annual Review 2012/13

www.universitas21.com



Universitas 21 Annual Review 2012/13

Page 5	From the Chair
Page 7	Secretariat Update
Page 9	Gilbert Medal & U21 Awards
Page 11	U21 Annual Network Meeting & Presidential Symposium
Page 13	Membership Update
Page 15	U21 Ranking of National Higher Education Systems

Researcher Engagement

Page 17	Cluster Review
Page 19	U21 Three Minute Thesis Competition
Page 21	Research Integrity
Page 23	Early Career Researcher Workshop
Page 25	Graduate Research Conference
Page 27	Joint PhD Programme

Educational Innovation

Page 29	Cluster Review
Page 31	Deans of Education
Page 33	Educational Innovation Conference
Page 35	Position Papers
Page 37	Forum for International Networking in Education

Student Experience

Page 39	Cluster Review
Page 41	Student Mobility Network
Page 43	Summer School
Page 45	Undergraduate Research Conference
Page 47	U21 Social Entrepreneur Corps
Page 49	Student Summit

Collaborations

Page 51	Health Sciences Group
Page 53	UN Millennium Development Goals Initiative
Page 55	International Group
Page 57	Professional Services Forum
Page 59	Human Resources Group



Professor Fred Hilmer, President of UNSW Australia
and Chair of the U21 Network

It is my pleasure to introduce this review of a year in the life of *Universitas 21*, the leading international network of research-intensive universities. Since we were founded in 1997, we have seen a steady growth not only in our network, but also in the perceived importance of the internationalisation of higher education. As we grow older, it is usual to reflect on how the world has changed since we were young – and anecdotally to feel that it was all better “back in the day”. That can’t be said about the world of international higher education.

Universities have always been international in their outlook. From the earliest days, knowledge knew few geographic boundaries. Ideas were shared, and staff and their students travelled to where they might benefit from the best academic interaction – the University of Bologna adopted an academic charter, the *Constitutio Habita*, possibly as early as 1155, guaranteeing a travelling scholar unhindered passage in the interests of education. Since that time, there have inevitably been huge changes, but underlying it all is the value placed on the transmission and sharing of knowledge across boundaries. The challenge now is to take this global attitude to knowledge and discovery into learning and teaching, and the entire student experience. This Annual Review includes some of the ways in which *Universitas 21* has been working collectively to support members’ efforts to internationalise both their educational offerings and experiences for students.

This year, we adopted a new strategic approach, consolidating our activities into three main clusters of activity – Educational Innovation, Student Experience and Researcher Engagement. This builds not only on our successful accomplishments of the past, such as our annual U21 Summer School over the past 10 years, but also identifies new challenges which will add value to all aspects of our universities. We continue to place high emphasis on opportunities for students, both at undergraduate and graduate/doctoral levels, which will enable them to develop skills working with peers, often from different disciplinary traditions and always from different cultural or national backgrounds. We also know that we need to offer a variety of experiences, to bring richness and diversity to a student’s time at university, but we recognise that internationalisation does not just happen outside of the classroom or the laboratory. A survey of our members earlier in the year showed overwhelming support for the idea that we should collaborate on developing and sharing best practices in relation to learning and teaching in a rapidly changing digital environment, and for broadening education and strengthening student experience through a shared focus on global citizenship. We also recognise that at the heart of every activity lies an action by a person – which is why the Researcher Engagement cluster seeks to develop and foster an international outlook in those at the beginning of their academic careers, to enable future faculty to work more easily in cross-boundary and cross-disciplinary teams.

This year we were fortunate to add three new members to our number, extending our membership still further in the United States of America (the University of Maryland and The Ohio State University) and for the first time in South Africa (the University of Johannesburg). This brings our membership to 27 in total, against a membership limit agreed in 2011 of 29. We have no current plans to increase our membership further, instead concentrating on ensuring engagement and consolidation of our current membership, and the development and delivery of innovative programmes organised around our agreed clusters of activity.

This past year has been another busy one, with the promise of more to come in the future, as the plans developed over the past year are refined and brought to air. I encourage you to find out more about us, what we have done and where we are going, in the pages of this Annual Review.

Professor Fred Hilmer AO
President & Vice Chancellor, UNSW Australia
Chair of *Universitas 21*



Photo: Louise Kemp

The UK Secretariat Team (left to right): Gemma Marakas, Tarlok Singh, Jane Usherwood, Clare Noakes



Lavinia Winegar Gott



Lucy Smith



Sue Dengate

For *Universitas 21*, the year starts on 1 November and finishes the following 31 October, so this review of the year misses probably the biggest event of 2013: the death of Nelson Mandela, a great man and a truly international figure who is, in many ways, a symbol of the changes of the 20th century. It seems odd to be writing a review of the past year without mentioning his loss – and without ‘the’ photograph of three world leaders during the memorial service. I shall avoid using the word ‘selfie’ when capturing a snapshot since the last Annual Review.

This year saw a further increase in membership as we welcomed The Ohio State University and also the Universities of Johannesburg and Maryland to our number. This meant we met two objectives relating to membership: to increase our representation in a country which is a major HE player, and to extend our membership into Africa. We now have members on every continent (bar, of course, Antarctica) underlining the global nature of our network. From our origins as a network of 12, we are now truly multi-national and multi-lingual, representing the exciting diversity of higher education around the globe. Of our now 27 members, almost a third joined in the past five years – a sign of our network going from strength to strength and offering something stimulating to support institutional internationalisation.

For the second year, *Universitas 21* made awards in recognition of individual contributions to the internationalisation of higher education. Dr Jane Knight’s work over many years has influenced institutions and practitioners: a worthy recipient of the Gilbert Medal. U21 Awards were presented to Professor Xu Qian of Fudan and to Ms Jennie McGregor of Melbourne. Professor Qian has worked closely with the Health Sciences group in its work to raise an awareness of the UN’s Millennium Development Goals with students, and it was particularly pleasing to be able to recognise the work she has done with health practitioners of the future. This means that her work will indirectly affect the lives of many more people – further indication of the reach of our collaborative activities.

‘Reach’, ‘impact’ and ‘scale’ were bywords in our development of a five-year plan of programmed activities, which was considered and approved by Presidents at their meeting in Vancouver. Building on the focus of previous years and informed by the input of hundreds of practitioners amongst our members, the three main clusters of activity – Educational Innovation, Researcher Engagement and Student Experience – will be working in collaboration to add value and an international perspective to members, to faculty and to our student bodies. For me, a highlight of this year was the first U21 Student Summit in Vancouver, during which the participating students presented a challenge to Presidents about the university of the future – a challenge which was welcomed and which will inform our work in the future. Seeing a real dialogue between so many of those involved in our universities gave a real buzz to the AGM.

Last, but not least, I must thank my colleagues in the Secretariat for their tireless work in bringing all this together. We have three very professional and dedicated Programme Managers in Lavinia Winegar Gott, Gemma Marakas and Sue Dengate, working closely together despite the miles which separate them. Through Tarlok Singh we have exemplary financial management. Clare Noakes spent much of this year on maternity leave and we have been more than fortunate in having Lucy Smith join us to oversee our communications – she has brought a clear eye and bags of enthusiasm. Sometimes it is easy to overlook the work which goes on behind the scenes to make things happen, so I thank you publicly for all the support you give the network. That is as close as we in the Secretariat get to self-publicity, and this time without the aid of a camera!

Jane Usherwood
Secretary General
Universitas 21



Dr Jane Knight receiving her Gilbert Medal from Professor Stephen Toope during a private ceremony in Toronto



(Left to right) Professor Xu Qian and Ms Jenny McGregor with their U21 Awards, presented at the University of British Columbia

Gilbert Medal & U21 Awards

Dr Jane Knight, Adjunct Professor in the Department of Leadership, Higher and Adult Education at the Ontario Institute for Studies in Education, was awarded this year's Gilbert Medal for internationalisation. The medal is named in honour the late Professor Alan Gilbert, the founder of *Universitas 21*, and upholds his work as a lifelong proponent of the benefits of internationalisation. It celebrates some of the core objectives of the U21 network, which aim to increase understanding, trust and partnership between international universities.

One of the most commonly used definitions of the internationalisation of higher education was developed by Dr Knight. It emphasises the academic benefits of integrating international, intercultural and global dimensions into teaching, learning, research and service. It has since become synonymous with supporting academic mobility, research collaboration, international development work, and curriculum advancements, to achieve a worldwide acceptance of the importance of international collaboration in higher education.

Dr Knight's research and professional interests focus on the international dimension of higher education at institutional, system, national and international levels. Her work in over 65 countries of the world with universities, governments and UN agencies, helps to bring a comparative, developmental and international policy perspective to her teaching and research. Furthermore, she is the author of many publications on internationalisation concepts and strategies, quality assurance, institutional management, mobility, cross-border education, education hubs, trade in education services, and capacity building. In the last ten years she has taken a leadership role in working with international teams on regional studies on the internationalisation of higher education in Europe, North America, Asia Pacific, Africa and Latin America for the OECD and the World Bank. She is also the co-founder of the African Network for the Internationalisation of Education.

The network also presented two U21 Awards for internationalisation, recognising individual efforts which further internationalisation and build relations between U21 members. From a shortlist of nominees from around the network, Ms Jenny McGregor from the University of Melbourne and Professor Xu Qian of Fudan University, were unanimously voted to be the two most outstanding candidates.

Ms McGregor's award was primarily for her involvement with Asialink, an organisation which she founded at the University of Melbourne. Under her leadership, Asialink has become Australia's largest non-government centre for the promotion of Australia-Asia relations, with an annual budget of over AU\$10 million and activities spanning education, the arts, leadership, health, and corporate and public programmes. Among the many facets of Asialink's work, of particular note to U21 were the ways in which the organisation works with young Australians, both at school and university level, to instil a real understanding of Asia, developing meaningful and important links, and giving them the potential to go on to flourish in areas of diplomacy, business and government leadership.

Professor Qian was nominated on the strength of her significant contributions to global health education. Her work began with a project entitled "Multidisciplinary Approaches to Reproductive Health in Global Context", which received a high level of funding and formed the basis of Professor Qian's subsequent work in promoting health education, both in China and further afield. U21 was especially impressed with Professor Qian's devising and organisation of a Fudan University summer school focusing on the UN's Millennium Development Goals (MDG) that she began in 2010, and which now incorporates participants from around the U21 network, as well as other students, and gives young medical professionals valuable opportunities to share strategies and experiences for promoting and achieving the health-related MDG in their own region or country.

www.universitas21.com/link/gilbertmedal



Delegates were treated to a performance by the Gamelan Gita Asmara group during the 2013 U21 award ceremony at the University of British Columbia

U21 Annual Network Meeting & Presidential Symposium

The *Universitas 21* Annual Network Meeting and Presidential Symposium was held at the University of British Columbia (UBC) in Vancouver in May 2013. We were lucky enough to have beautiful warm weather, allowing delegates to see the city in the sunshine.

On the evening of 8 May, delegates attended a reception at the Vancouver Convention Centre and heard a performance by Johnny McRae, a local slam poet, who presented his own unique take on issues in higher education. Members of the UBC community were invited to participate in this reception and network with delegates, donors, and university partners.

The Presidential Symposium took place the following day and was attended by all delegates as well as students participating in the inaugural Student Summit, which was taking place at UBC during the same week. The over-arching theme for discussion was: *The Role of Universities in Building the Next Generation of Global Leaders, with a Focus on Student Learning*. Dominic Barton, Global Managing Director of McKinsey & Company (and UBC alumnus) gave a keynote address entitled “Leading in a New Era”, which drew some interesting parallels between higher education and business. He noted the enduring value of higher education, described the five forces of disruption, provided examples of transformative change in other industries, and proposed a path forward. Several Presidents responded to his presentation and the floor was then opened up for general discussion.

Following this talk, the students presented a challenge to the Presidents, which encompassed their discussions and ideas over the previous two days. The students had been asked to create a shared vision of how higher education would look in the future, with reference to teaching methods, the mode of delivery and the nature of the content. Their presentation was professional and thought-provoking, and UBC President Professor Stephen Toope accepted the challenge on behalf of all attending Presidents, concluding the morning session.

The afternoon was dedicated to a “Master Class”, held on the UBC campus. After a traditional Musqueam welcome by Elder Larry Grant, we heard three presentations: Drs Keeling and Hersh of Keeling and Associates presented on “Rethinking Higher Education”, Dr Diana Oblinger of Educause presented on “Game Changers: Technology and Education”, and Professor John Helliwell of UBC presented on “Taking Happiness Seriously”. The presentations were interspersed with open dialogue, and the Master Class finished with a group discussion.

After a short break, we moved to the UBC Museum of Anthropology for the award ceremony. The sun was shining through the great windows and it was a suitable setting for a performance by the Balinese-inspired Gamelan Gita Asmara. The U21 awards were presented to Ms Jenny McGregor from the University of Melbourne and Professor Xu Qian of Fudan University. Dr Jane Knight of the Ontario Institute for Studies in Education and recipient of the 2013 Gilbert Medal had already received her award earlier in the year, and a short video of that presentation was played. At the end of a rather full day, it was time for drinks and dinner at Cecil Green Park House. The donors who had generously supported the event were also invited and given a chance to meet the delegates.

The final day of the event was devoted to the Annual Network Meeting and Annual General Meeting. The day marked some important changes to U21 with the University of Johannesburg, the University of Maryland and The Ohio State University all being admitted as new members. Professor Fred Hilmer of UNSW Australia was also appointed as the new Chair of the network, replacing Professor Hugh Brady of University College Dublin. The event concluded with the University of Glasgow extending their welcome to delegates ahead of the next Annual Network Meeting and Presidential Symposium, which will be held in May 2014.

Jill Lambert
Communications and International Resource Officer
University of British Columbia



University of Johannesburg



The Ohio State University



University of Maryland

Membership Update

The Universities of Johannesburg (South Africa), Maryland (USA) and The Ohio State University (USA) joined the network on 10 May 2013 during the U21 Annual General Meeting, hosted by the University of British Columbia. U21 now has an even greater geographic spread over 17 countries, and will benefit greatly from the inclusion of these three important universities, and the opportunities that these partnerships will create both for new and existing members of the network.

The University of Johannesburg (UJ) is one of the largest multi-campus, residential universities in South Africa. Born from the merger between the former Rand Afrikaans University, the Technikon Witwatersrand, and the Soweto and the East Rand campuses of Vista University in 2005, the University of Johannesburg's unique academic architecture reflects a comprehensive range of learning programmes, leading to a variety of qualifications, from vocational and traditional academic to professional and postgraduate, across the four campuses: Auckland Park Kingsway, Auckland Park Bunting Road, Doornfontein and Soweto.

Professor Ihron Rensburg, Vice-Chancellor and Principal of UJ, said of their new membership: *"The University of Johannesburg constantly reviews and nurtures its evolving identity, roles and contributions. Becoming a member of U21 is an important and exciting aspect of nurturing global excellence networks. At UJ, we recognise that the university is a global institution, requiring global reputation building, and an exchange of students and scholars, especially if we are to solve the grand global challenges. Membership of the U21 family offers this opportunity."*

The University of Maryland (UMD) has grown from its beginnings as a small agricultural school in 1856 to become a globally distinguished research university with more than 37,000 students from over 130 countries around the world. Its faculty is equally international and globally distinguished, including three Nobel Prize laureates. UMD is the largest university in the state of Maryland, and the largest in the Washington Metropolitan Area. It is a member of the Association of American Universities and has recently joined the Big 10 Conference athletic league, along with the associated Committee on Institutional Cooperation (CIC). UMD's proximity to the nation's capital has resulted in strong research partnerships with the Federal government. UMD is committed to educating exceptional students, conducting ground-breaking research, fostering global connections and serving as Maryland's strongest economic engine.

Dr Ross Lewin, Associate Vice President for International Affairs, and U21 Manager at UMD, said of their new membership: *"Maryland believes that only a globally connected university can be a great university, and U21 allows us to develop a set of key partnerships with some of the best universities in the world. We not only look forward to taking advantage of the myriad of opportunities that U21 already has for students, but also to creating new and innovative programming that can only be achieved within a network, and which will prepare our students to succeed as global leaders in the 21st century."*

The Ohio State University (OSU) was founded as a federal land-grant institution in 1870. Its main Columbus campus is one of America's largest and most comprehensive, and is home to 55,000 students. OSU's regional campuses in Lima, Mansfield, Marion, Newark, and the Agricultural Technical Institute in Wooster serve an additional 8,200 students. OSU students select from 14 colleges, 175 undergraduate majors, and 240 master's, doctoral, and professional degree programmes. As Ohio's best and one of the nation's top-20 public universities, OSU is further recognised by the Wexner Medical Center, and by the James Cancer Center and Solove Research Institute, a premier cancer hospital and research centre.

Professor William Brustein, Vice Provost for Global Strategies and International Affairs, and U21 Manager at OSU, said of their new membership: *"The Ohio State University aspires to become a pre-eminent global university where international and multi-cultural perspectives are fully infused into the teaching, research and engagement missions of the institution. We firmly believe that our membership in the U21 network of leading global universities will contribute significantly to achieving our goal."*

www.universitas21.com/member

U21 Ranking of National Higher Education Systems

Now in its second year, the U21 Ranking of National Higher Education Systems was developed by *Universitas 21* as a benchmark for governments, education institutions and individuals. The project aims to highlight the importance of creating a strong environment for higher education institutions to contribute to economic and cultural development, provide a high-quality experience for students, and compete for overseas applicants. The project team is based in the Melbourne Institute at the University of Melbourne.

The 2013 Report was published in May and retains the methodology of the 2012 Rankings. Some 22 desirable attributes are grouped under four broad headings: Resources, Environment, Connectivity and Output. The Resources component covers government expenditure, total expenditure, and R&D expenditure in tertiary institutions; the Environment module comprises a quantitative index of the policy and regulatory environment, the gender balance of students and academic staff, and a data quality variable; the Connectivity component has been extended by including measures of web usage in addition to numbers of international students and research articles written with international collaborators; nine Output variables are included that cover research output and its impact, the presence of world-class universities, participation rates and the qualifications of the workforce. The appropriateness of training is measured by relative unemployment rates.

The project provides separate rankings for the four modules which permits examination of causal relationships. The most interesting relationships, leading to policy advice, are between the input modules (Resources and Environment) and Output. For example, the data show that the best way to increase research performance is to increase government funding for research and development. Participation rates are positively related to funding, but it does not matter whether the funding is public or private. Performance can be hampered by an unduly intrusive policy and regulatory environment.

The country coverage was extended to 50 in the 2013 report by the inclusion of Saudi Arabia and Serbia. Data quality has improved significantly since 2012, in part occasioned by publicity arising from the inaugural Rankings – thus meeting the hope we expressed a year ago.

Overall, the top 10 countries in the 2013 report were found to be, in order of rank: United States, Sweden, Switzerland, Canada, Denmark, Finland, the Netherlands, Australia, Singapore and the United Kingdom. The countries making the top 10 are the same as in the 2012 rankings, except that Singapore has replaced Norway which falls to equal 11th, largely due to a fall in its public expenditure on higher education as a share of GDP.

An advantage of annual rankings is that changes in the relative performance of countries can be measured. With only two years covered to date, changes are not large, but noticeable improvers in 2013 were France and Singapore, two countries where governments have been actively involved in strengthening higher education.

Professor Ross Williams
Melbourne Institute of Applied Economic and Social Research
University of Melbourne

www.universitas21.com/link/u21rankings



Professor Mary Bownes,
Academic Lead for the Researcher Engagement cluster

There are currently many changes taking place within higher education, and several countries are looking explicitly at the impact of research. There is much greater desire to show how universities benefit the wider community, especially in terms of economic development in both research itself, and in the way students are trained.

To face these challenges, the Researcher Engagement cluster draws its direction and expertise from two key strategic groups – the Deans and Directors of Graduate Studies (DDoGS) and the Research Leaders. Since these groups joined forces in 2012, they have worked to identify common methods for the development of postgraduate researchers, post-doctoral researchers, early career researchers and research collaboration across the network.

In order to allow our staff and students to engage with research, global citizenship is crucial. For this we need more opportunities for members to experience different cultures and value what others bring from different disciplines. Not only is the cluster investing in face-to-face interdisciplinary events, it is also exploring the possibility of a virtual researcher community, and is addressing topics such as research integrity, publishing, outreach and international collaboration. We are aspiring to collaborate much more using the complementary research experience of our partners, in order to win more international grant funding and, in the long term, have a greater impact on the world with what we discover.

Professor Mary Bownes,
Senior Vice Principal External Engagement
University of Edinburgh

Research Leaders

The Research Leaders oversee a number of initiatives, including the Research Integrity group, the Early Career Researcher workshop, and the Researcher Collaboration group who share experience on international funding and collaborate on joint bids to support researcher mobility.

The Research Leaders' last face-to-face meeting was hosted by the University of British Columbia from 6-7 May 2013, and was attended by thirteen member universities. The meeting provided a forum to discuss challenges, and share experience and best practice concerning research management and activity. Guest speakers and members presented on a number of themes, including: Open Access, Research Impact, and Metrics, Ethics and Integrity – providing the opportunity for lively discussion over the two-day meeting.

The Research Leaders have recently elected Professor Les Field, Vice-President & Deputy Vice-Chancellor (Research) at UNSW Australia, as their new convenor to oversee activity for the coming years.

Deans and Directors of Graduate Studies

This year the DDoGS championed a new initiative - the U21 Three Minute Thesis competition. The inaugural event involved over 700 PhD students from 17 member universities and is expected to grow next year.

The group met for two days at the University of British Columbia from 6-7 May 2013. Fifteen member universities were represented and a number of delegates led sessions on topics of mutual relevance, including visiting scholar arrangements, the Graduate Research Conference, the U21 Three Minute Thesis competition, and the Joint PhD programme. An additional session focused on The Future of the PhD and Dick Strugnell of the University of Melbourne, Laura Poole-Warren of UNSW Australia and Brian Ford-Lloyd of the University of Birmingham presented their regional perspectives.

Professor Mary Bownes of the University of Edinburgh is the current convenor of this group.

www.universitas21.com/link/re



University of Ulster
Three Minute Thesis 2013
Jamie Gallagher
Biology

Jamie Gallagher receiving his First Place certificate for his winning entry in the U21 Three Minute Thesis Competition

U21 Three Minute Thesis Competition

2013 marked the network's first annual U21 Three Minute These Competition. Originally developed by the University of Queensland in 2008, the Three Minute Thesis (3MT®) challenges doctoral students to communicate the significance of their research to a non-specialist audience in just three minutes.

The response to the competition was very positive and 17 members ran local competitions, the winners of which were asked to prepare a video of their presentation for the virtual final in October. The video entries were then judged online by both a panel of experts and the general public.

The judges awarded Jamie Gallagher of the University of Glasgow First Prize for his presentation entitled "Hot and Powerful" on the subject of nanostructured thermoelectronic materials. Jamie is a member of the Schools of Chemistry and Engineering and his thesis explores the possibility of improving existing thermoelectronic processes to create greater efficiency and usability. Jamie has been awarded a bursary of US\$2,500 to visit a U21 university of his choice in order to benefit his research or on-going career development.

On choosing Jamie, Professor Alan Lawson of the judging panel commented:

"We were impressed by Jamie's ability to communicate complex technical detail, to set it in the context of potential applications, to share the exhilaration of his engagement with the project, and to maintain the interest and understanding of a non-specialist audience in just three minutes."

Jamie said of his award:

"I am utterly delighted to have won the Universitas 21 Three Minute Thesis competition. The entries from around the globe were all extraordinarily good and it is a great honour to be selected. Here at the University of Glasgow we are encouraged to take our research out of the lab and classroom, to share and learn from as many people as possible, and I've had a fantastic experience doing this."

The judges commented on the extremely high quality of all presentations, which made the job of identifying a single winner all the more difficult. They also praised Nellie Linander of Lund University's Faculty of Science for her presentation entitled "Visually Guided Obstacle Avoidance in Flying Insects" which explained her thesis on flight control in bumble bees. She was awarded the distinction of Highly Commended.

In addition to being assessed by a judging panel, the presentations were also available for public viewing through Vimeo, and the presentation that received the most "likes" was awarded the People's Choice prize. The favourite was Lindsey Brinton of the University of Virginia's School of Engineering and Applied Sciences, Biomedical Engineering. Her presentation focussed on the early detection of pancreatic cancer and received 358 likes out of a total of 1,729 received on all videos.

The inaugural U21 3MT competition has proved an excellent opportunity to share the excitement that doctoral students have for their research, and a second competition is now planned for 2014.

www.universitas21.com/link/3mt



Professor Lap-Chee Tsui delivering a talk at the 2012 Research Integrity workshop in Hong Kong

Arising from the discussions at the Research Leaders' Meeting in May 2012, the U21 Workshop on Dealing with Research Misconduct was hosted by the University of Hong Kong (HKU) from 10-11 December 2012. The objective of the workshop was to bring together regional experience and expertise in the areas of preventing research misconduct and promoting research integrity (RI). The workshop was attended by 19 delegates from 12 U21 members, as well as 88 local guests.

On the first day of the workshop, Dr Richard Masterman (Nottingham) and Dr Paul Taylor (Melbourne) shared their universities' experiences in formulating institutional research integrity policies. Professor Klas Malmqvist (Lund), Professor Margaret Hyland (Auckland), and Dr Hui Wang (Singapore) delivered presentations on implementing research integrity training and education programmes for students and staff members. Delegates had a frank and stimulating discussion on all topics of RI, ranging from handling misconduct cases to formulating research-integrity-related policies.

The second day of the workshop was set as a platform to enable a more extensive exchange of views from different stakeholders. As Professor Lap-Chee Tsui, the Vice-Chancellor of HKU, highlighted in his opening address, upholding RI is the foundation for success in all research-intensive institutions and this belief should be disseminated widely and systemically without boundaries of universities and generations of researchers.

In the sessions that followed, Professor Des Fitzgerald (Dublin) presented his views on why it was difficult to determine a threshold for research misconduct; Professor Dick Strugnell (Melbourne) introduced the U21 Global Research Ethics and Integrity Module and other initiatives used at Melbourne for training research students; Dr Margaret Dowens (Nottingham, Ningbo campus) shared her experience of RI education in the special context of China, and two students from HKU, Dr Jessica Peng and Miss Norma Wong, talked about RI from a student perspective.

At the plenary discussion session, Dr Paul Taylor proposed a framework on how a shared U21 system in RI education and handling research misconduct could be worked out in future. The proposal stimulated valuable insights from not only U21 delegates, but also local participants. As the next step, it was agreed that a U21 Research Integrity group be formed to enable on-going discussion and collaboration of U21 member institutions in the area of RI.

In his Closing Remarks Professor Paul Tam, Pro-Vice-Chancellor of HKU, concluded that the valuable inputs made by overseas and local participants in this informative and fruitful workshop would contribute to moving towards a U21 approach to RI. He and Professor Frederick Leung, Director of Education and Development for RI at HKU, would continue to work closely with U21 delegates and stakeholders to strive to foster RI in our research community.

Further to this first workshop, delegates agreed that there was opportunity to develop a U21 approach to research integrity, as a guideline for dealing with multi-institutional and cross-border allegations of research misconduct, and to consider shared training for researchers, including graduate researchers, and some relevant codes of conduct are currently being established. The group is also considering the development of research ethics and integrity training packages for researchers (including graduate researchers).

The University of Melbourne has agreed to lead the work of the Research Integrity group with guidance from Dr Paul Taylor, Director, Office for Research Ethics and Integrity.

Professor Frederick K.S. Leung
Director of Education and Development for Research Integrity
University of Hong Kong

www.universitas21.com/link/rig



Delegates visiting a site incorporating ecological urban design in Shanghai, during the 2012 Early Career Researcher workshop

Early Career Researcher Workshop

The third *Universitas 21* Early Career Researcher workshop was held at Shanghai Jiao Tong University (SJTU) from 5-6th December 2012 on the theme of *Merging Theory into Practice: Ecological Urban Design*, and was attended by 35 participants from 15 members universities.

Ms Liang Guo and Ms Li Shushu from the Division of International Communication and Co-operation at SJTU developed the programme to include:

- Networking opportunities and site-seeing experiences
- Joint group work and academic interactions
- Career development advice from academics
- Keynote speeches
- Opportunities to present and discuss the ECRs' own research via a poster session

The workshop aimed to provide a communication platform for early career researchers to share ideas with fellow researchers across the world. Through field trips and discussions, delegates worked in teams to construct designs of education parks with their understanding of multi-functional and open construction areas. Professor Xing Ruan from UNSW Australia and Professor Thiam Soon Tan from the Singapore Institute of Technology made comments on presentations and gave helpful suggestions to all participants.

SJTU invited a range of experienced academics from four different countries to give lectures at the event on the theme of *Ecological Urban Designs*, encompassing the history, practice and future. The speakers were chosen because of the advice they would be able to give the participants to further their research development.

Feedback was gathered from twenty ECRs to assist future workshops, and the 2012 workshop received an overall approval rating of 3.2 out of 4. The evaluated aspects included the invited speakers sessions, training sessions, networking sessions, event structure, and information preparation. The score of invited speakers varied from 2 to 4, as some talks were deemed not detailed or relevant enough, while others received relatively high evaluations. The programme design received a good score of 3 out of 4, but it was advised that a longer time for discussion and a tighter schedule would be more beneficial. Finally, the networking session and facilities were praised by delegates, receiving a rating of 3.8 out of 4.

Following this evaluation, SJTU and U21 were able to identify the key challenges of the event, and suggest solutions for future workshops:

- In line with the theme of *Ecological Urban Design*, there were several site-seeing spots to visit within the two-day workshop, so it was hard to spare enough time for ECRs to discuss and prepare their final presentations. It may be advisable to design an extended workshop in future.
- Not all speeches during the workshop were relevant or close to the needs of the ECRs. It would be better to collate interests from delegates in advance to make sure that they find them useful.
- Group work was considered to be the most important part of the workshop programme. SJTU separated delegates into several teams in advance according to their field, but from feedback, many ECRs would like to form groups themselves to fulfil a collaborative research programme.

Li Shushu
Coordinator, International Office
Shanghai Jiao Tong University

www.universitas21.com/link/ecrworkshops



A delegate summarising his research work during the 2013 Graduate Research Conference in Dublin

Researcher Engagement

Graduate Research Conference

The fourth Graduate Research Conference took place from 19-22 June 2013 at University College Dublin (UCD), with the theme *Energy: Systems, Solutions and Policy*. The conference attracted more than 70 PhD students and academics from 18 members, and was opened by UCD's U21 Manager, Professor Bairbre Redmond.

The conference was organised around three sub-themes:

1. Energy Systems – Is a smart, interconnected, low carbon energy infrastructure an achievable and desirable goal?
2. Energy Policy – How far should we pursue renewables-based national and global energy policies?
3. Energy Solutions – Which technologies and incentives are required to meet future low carbon energy needs?

A number of keynote speakers introduced each sub-theme, highlighting the multi-disciplinary and holistic nature of many real-world energy-related problems. The introductory talks covered:

- Changing energy consumption patterns and the trend towards a more sustainable future – Professor Peter Lund, Aalto University, Finland
- The European Commission Strategic Energy Technology (SET) plan and Ireland's upcoming Energy white paper – Joe Costelloe, Irish government Minister of State at the Department of Foreign Affairs and Trade
- Sustainability management through carbon capture and storage technologies – Professor Stuart Hazeldine, University of Edinburgh
- The development of a national electric vehicle charging infrastructure – Senan McGrath, chief technology officer, ESB eCars

As part of each theme, a group of 8-10 students presented their research work, aiming to introduce their concept and summarise their conclusions within seven minutes. The review panels consisted of U21 academics and government and industry representatives, who offered advice and guidance to the presenters. A poster session of the student work across all the conference themes also highlighted interests in reversible hydrogen nano-storage solutions and energy production from sewage sludge treatment, amongst others.

Technical visits took place to EirGrid, where students visited the National Control Centre and saw how engineers securely manage and operate the power system, and to SEMO (Single Electricity Market Operator for Ireland) where the students heard about the schedule for generating units and how Ireland plans to meet its 2020 targets of 40% renewable energy penetration. A separate trip also took place to the 747 MW Huntstown power station, which can provide up to 20% of the electrical demand for the Irish power system.

Two workshops encouraged the delegates to consider the commercial potential of their research. Using the Lean Business Model Canvas, the groups framed their business ideas by considering the problem, solution, unique value proposition and potential customers. Some exciting ideas were presented and the workshop highlighted many of the opportunities and obstacles which exist when bringing research to commercialisation. Leading on from this, an overview was given of the EU Marie Curie International Fellowship Programme (2013-18).

Overall the Conference proved to be a great success; many new research links and relationships were formed, and the surprisingly good Irish weather only added to the event.

Dr Damian Flynn
Academic Conference Coordinator
University College Dublin

www.universitas21.com/link/grc



Joint PhD graduate Kamran Kahn with his University of Birmingham supervisor, Professor Adrian Blackledge (left) and external examiner Professor Piet van Avermaet (right)

The first two U21 Joint PhD degree thesis examinations were completed successfully in 2013, marking an important milestone in the progress of the Joint PhD initiative.

Megan Schlotjes

Megan Schlotjes studied at the Universities of Auckland and Birmingham and completed her PhD on “The Risks Associated with Pavement Failure in New Zealand.”

Megan was supervised by Dr Theuns Henning of the School of Civil and Environmental Engineering at Auckland, and Dr Michael Burrow of the School of Civil Engineering at Birmingham.

Dr Burrow said of the experience:

“Megan’s Joint PhD was the very first of its kind for the University of Birmingham with successes on several fronts. It has enabled Birmingham and Auckland to further cement their ties in leading research worldwide in the field of highway engineering. Megan’s work has been ground-breaking in the development of an expert system which marries human expertise and computer modelling to develop a sophisticated process, capable of predicting the structural failure of roads. To achieve this, complimentary expertise in both groups were exploited and built upon. A huge credit for the success of the project is due to Megan who has proved to be an outstanding model student. Dr Henning also deserves a great deal of praise for leading the work and being an exceptional professional in his area.”

Megan said of the initiative:

“I spent 15 months of my studies at the University of Birmingham. Not only did this provide me a hop, skip and a jump to Europe, I also had the support, inputs and perspectives from other academics throughout my PhD journey, which I believe has added significant value to my research and its outputs. The overall experience further enriched both my professional development in the transportation industry and my personal growth.”

Kamran Khan

Kamran Khan studied at the Universities of Birmingham and Melbourne and completed his PhD on “Becoming British: A Migrant’s Journey”.

Kaman was supervised by Professor Adrian Blackledge of the School of Education at Birmingham, and Professor Tim McNamara of the School of Languages and Linguistics at Melbourne.

Professor Blackledge said of the experience:

“Kamran’s examiners wrote in their report that the joint supervision provided ‘an admirable demonstration of the benefits of the link between the Universities of Birmingham and Melbourne’. A key feature of this Joint PhD was the very different but complementary expertise offered by the MOSAIC Centre for Research on Multilingualism at the University of Birmingham, and the School of Languages and Linguistics at the University of Melbourne. The PhD project required expertise in ethnographic research, and in language testing. This relatively rare combination was provided by the Joint PhD arrangement – the MOSAIC Centre offered a high-quality research environment in which to conduct ethnographic study, while Melbourne provided world-leading expertise in language testing.”

Kamran said of initiative:

“The joint PhD was a superb experience. I was able to benefit from two institutions and two supervisors with overlapping yet distinct research interests. The research centres at both locations allowed me to analyse my data in diverse and dynamic ways. The opportunity to meet other doctoral researchers was also enriching, and I have made links with colleagues that are set to continue. I am grateful to Birmingham and Melbourne for this opportunity and I feel proud to have become a part of their alumni.”



Professor Pip Pattison,
Academic Lead for the Educational Innovation cluster

Innovation in higher education is on all of our minds as we enter a phase of heightened experimentation and innovation in many aspects of higher education. Our institutions – like many others around us – are experimenting with new ways of using technology to support our educational goals and, indeed, with new educational goals afforded by technological change. The Educational Innovation cluster was created to add value to our individual institutional efforts to lead educational innovation. It aims to do so by identifying, sharing and developing strategies for:

- Effective and sustainable approaches to learning and teaching in a rapidly changing digital environment (including MOOCs, online and blended learning)
- Broadening the educational experience and strengthening student engagement through a focus on global citizenship
- Strengthening the teaching-research nexus, supported by contemporary scholarship
- Effective virtual and physical learning environments, adaptable to changing learner needs

As current Academic Lead for the EI cluster, I enjoy the invaluable advice, wisdom and support of the EI Steering group and U21 EI Manager, Lavinia Winegar Gott. This year, the EI Steering group membership included Professors Graeme Aitken (Auckland), Madan Chaturvedi (Delhi), Frank Coton (Glasgow), Anna Kindler (UBC), Stephen Marshall (UNSW Australia), Eng Chye Tan (NUS) and Amy B. M. Tsui (Hong Kong). The many contributions of all members of the steering group are deeply appreciated, and I extend particular thanks to the retiring members – Professors Chaturvedi, Kindler, Tan and Tsui – for their sustained contribution to the U21 network through both the EI Steering group and the earlier Teaching and Learning Network.

Our primary activities in 2013 have been to finalise the Programmatic Plan for the EI cluster and to begin the process of putting it into action. We have also taken the first steps in an initiative to develop curricular opportunities that take advantage of emerging technologies and the global character of the U21 network to create virtual global classrooms, in which sustained and meaningful cross-cultural and globally oriented learning experiences can be offered at scale, and in ways that complement and support the U21 network's mobility programmes.

Our first step is to create an opportunity for students from across the U21 network to interact in a short (five-week) extra-curricular activity. The activity will challenge our students to engage in cross-institutional, cross-cultural interactions focused on global challenges. The University of Edinburgh has generously agreed to offer its MOOC, "Critical Thinking in Global Challenges", for this purpose. Developed by Professor Mayank Dutia and Dr Celine Caqueneau and offered through the Coursera platform, the U21 Online Closed Course will be offered to all interested first-year students in participating U21 universities in early November 2014. Professor Sue Rigby of the University of Edinburgh is chairing the Steering group established to oversee the initiative, and we are very pleased that 18 universities have indicated interest in taking part in the initial 2014 trial.

Next year, we look forward to advancing the network's EI agenda by further developing initiatives that harness the possibilities of online and blended learning, and the research-intensive character of our member universities, and by providing opportunities to reflect on and advance our shared strategic goals in the area of educational innovation. The U21 EI Manager, the EI Steering group and I look forward to working with all U21 members in the coming months to make educational innovation one of our distinguishing features.

Professor Pip Pattison
Deputy Vice Chancellor (Academic)
University of Melbourne

www.universitas21.com/link/ei



Delegates at the 2013 Deans of Education meeting in San Francisco

The 14th annual meeting of the Deans of Education group took place on 27 April 2013 in San Francisco, California. The meeting, which was held immediately prior to the annual conference of the American Educational Research Association (AERA), offered colleagues an opportunity to share concerns, recent initiatives and best practice.

With 21 representatives from 13 U21 member universities, the highest number ever represented at this event, Professor David Clarke, convenor of the group, called it *“a most encouraging indication of the value attached to the meeting.”*

New this year was a Deans’ Symposium. Chaired by Professor David Clarke with a theme of *Investigating Innovative Pre-Service Teacher Education in Australia, Scotland and the USA: Metaphors and Models*, this Symposium raised fundamental questions about the nature of teacher education, and the premises on which teacher education programmes are founded. The symposium juxtaposed five research studies into teacher pre-service education conducted in Australia, Scotland and the USA. The designation of pre-service teacher education as “clinical” was both advocated and problematised.

The U21 Deans’ meeting provided an international forum, enabling each programme and each evaluation to be subjected to scrutiny unencumbered by local assumptions or priorities. Presentations included:

- Clinical Practice in a Graduate Pre-Service Teacher Education Programme: Early Impacts - Steve Dinham, University of Melbourne
- Establishing a Baseline to Assess Simultaneous Renewal Between a University and Its Partner Schools - Robin Hands, Neag School of Education, University of Connecticut
- Developing a Clinical Schools Experience - the Politics and Practice of Changing Teacher Education in Scotland - Jim Conroy, University of Glasgow
- Transferable models and metaphors in pre-service practice: What does it mean to be a reflective practitioner? - Eleanor Wilson, Curry School of Education, University of Virginia
- Clinical versus Praxis Approaches to Teacher Education and the Assessment of Pre-service Teachers - Peter Renshaw, University of Queensland

Discussion of each paper, and of the Symposium as a whole, raised significant issues related to alternative models of teacher education and current initiatives across U21 Schools of Education. The meeting had a catalytic role, stimulating a wide variety of subsequent activities, including exchange visits, joint programmes, symposia, papers, special journal issues, research partnerships, and funding applications.

Summing up the annual meeting, Professor Clarke said:

“The record level of representation and the level of constructive interactivity evident, suggest that the annual meeting of the U21 Deans of Education group continues to provide an energetic and constructive forum for the sharing and addressing of challenges across U21 Schools of Education internationally. The perspectives of the observers are also illuminating and illustrate the extent to which U21 is leading the field in providing a forum for this level of international sharing of practices and concerns.”

Speaking about the newly approved programmatic approach to U21 network activity, Professor Clarke emphasised the importance of continued facilitation of the activities of the U21 Deans’ of Education and FINE. *“It is in the collaborative collegiality of these fora that we see the international scholarly community in education carrying out the critical but constructive role historically associated with academia. In this, Universitas 21 is setting the standard for international collaboration and networking.”*

Professor David Clarke
Director of International Centre for Classroom Research
University of Melbourne

www.universitas21.com/link/education



Delegates at the 2012 Educational Innovation Conference in Singapore

The 2012 U21 Educational Innovation Conference was held from 8 -9 November at the National University of Singapore, on the theme: *Transformative Education in the 21st Century*, with a dual focus on enhancing active student engagement and broadening educational experience. The four invited speakers for this two-day event each addressed a particular aspect of these sub-themes:

- Professor Gary Poole, University of British Columbia: Self-direction as a path of transformative learning
- Professor Michael McManus, University of Queensland: New media literacies and personalised learning
- Professor Daniel Bernstein, University of Kansas: Bringing breadth and integration to undergraduate education
- Professor Amy Tsui, University of Hong Kong: Nurturing global citizens in undergraduate education

In the first lecture, the 46 participants were invited to react to the meaning of ‘transformative learning’ and to explore the potential of self-directed learning. Drawing examples from medical education, Professor Poole urged the audience to consider the development of the learner’s self and identity in the transformational process of an engaged learning experience.

The second lecture focused on forms of new media literacies. Like Professor Poole, Professor McManus stressed a focus on personalised learning, enabled by online course content and appropriate learning analytics. Professor McManus shared Queensland’s strategic approach to providing instructors with the necessary support to embrace e-learning platforms and to redesign their courses.

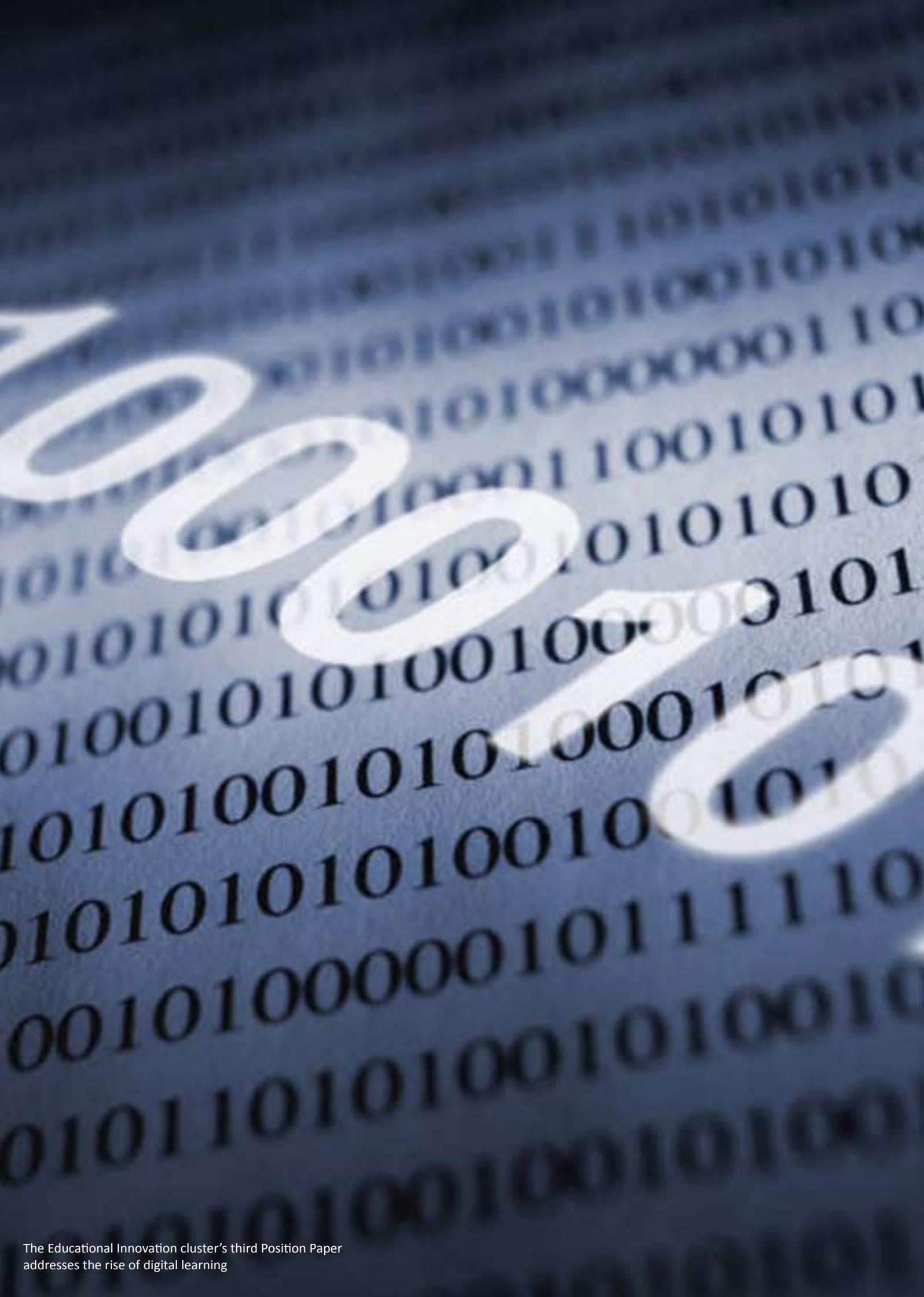
The third lecture took place on the second day of the conference, with examples that drove home the point of integrating various dimensions of learning at the level of individual courses, where specific course activities actively promoted knowledge or skills integration. Professor Bernstein shared several ideas, including the use of rubrics in the assessment of student work and active reflections on teaching.

Finally, Professor Tsui shared the University of Hong Kong’s experience in cultivating global perspectives through experiential learning, which involved a reconceptualisation of the curriculum, from one that compartmentalised classroom learning and extra-curricular learning, to a holistic amalgamation which brought about a total learning experience. Citing examples of experiential learning that focused on doing, as opposed to learning, and on the collaborative and social process of learning where knowledge was co-constructed from the ground up rather than prescribed, Professor Tsui made the links between this form of active learning experience to the cultivation of global citizens, who were equipped with global attributes, such as intercultural awareness, team work and a collaborative spirit.

Each of these lectures was followed by a 90-minute breakout discussion session, where participants were given the opportunity to deliberate over the issues raised in each lecture, and to share experiences from their own institutions. Though the two-day event was packed with discussions and lectures, it was clear from the activity level that all participants were enriched by the exchanges that cut across the sixteen participating U21 institutions.

Associate Professor Huang Hoon Chng
Associate Provost, Undergraduate Education
National University of Singapore

www.universitas21.com/link/eiconferences



In 2011, the Teaching & Learning Network (now the Educational Innovation cluster) embarked on a series of publications, looking at themes that held resonance within the U21 network and beyond.

The third in this series of papers, written by Professor John Morgan of the Department of Curriculum & Pedagogy at the University of Auckland, was published by the cluster in September 2013, and explores the changing impact of digital technology and online learning on modern day universities.

Executive Summary

At the present time, there is much talk about the potential of digital technologies to bring about significant changes in models of teaching and learning in universities. Most notably, the advent of MOOCs (Massive Open Online Courses) has aroused much interest, with influential commentators suggesting that this represents a “killer app” or “game-changer”.

Technological innovations should be understood as only one part of broader moves to “reimagine” the role of universities in a fast-changing economic and cultural environment. Examples of influential accounts of these changes are found in two recent reports:

1. Bokor, Justin (2012). Ernst and Young Australia. *University of the Future*.
2. Barber, Michael & Donnelly, Katelyn & Rizvi, Saad (11 March 2013). Institute for Public Policy Research. *An Avalanche is Coming: Higher Education and the Revolution Ahead*.

Both of these reports assume that the “traditional” public university, which emerged in the aftermath of World War II, is now in terminal decline, and are concerned with “what comes next”. In both accounts, technology plays a potentially disruptive role because it undermines the monopoly on knowledge and content traditionally held by universities.

Although digital technology is a central feature of university life, the role that it plays is contested. For some commentators, digital technology has the potential to contribute to solving the long-term “cost-crisis” faced by universities in providing teaching courses. For others, digital technologies are transforming the everyday life of consumers, academics and students, and are ushering in new sets of relations based on sharing, collaboration and creativity. Still others express concern about the ways in which innovations that have their origins in commercial environments, are set to undermine the slower, more deliberative processes of learning in universities.

The important point is that technological developments are unavoidably linked to broader social imaginaries: our ideas about the role of technology in education are shaped and reshaped by our ideas about what constitutes the “good society”. In this case, it is incumbent on university administrators and academics to openly discuss the opportunities and costs of these developments.

Professor John Morgan
Department of Curriculum & Pedagogy
University of Auckland

www.universitas21.com/link/positionpapers



The FINE Leadership team at the 2013 AERA conference in San Francisco with Professor David Clarke of the University of Melbourne

Forum for International Networking in Education

The Forum for International Networking in Education (FINE) has enjoyed another successful year. Two key priorities were maintaining a high level of exposure at international conferences and the expansion of our U21 FINE representative network. Drawing on the experience of three of our returning Leadership team members (Nancy Njiraini from the University of Glasgow, Juliette Lyons-Thomas from the University of British Columbia and Jennifer Tatebe from the University of Auckland), FINE continued to provide opportunities for academic and professional networking and collaboration.

Our flagship event at the AERA conference in San Francisco in April was well attended, with over 30 students, Professors, and Deans. An international panel of academics and researchers addressed the theme of *Building your career: Doctoral student to Academic*.

Topics included:

- Key moments in the life of the early career researcher
- Early career and work life balance
- Gaming the system: the early career researcher and the university
- Tips on developing your career from an Associate Dean Research perspective

We were very fortunate to be joined by Dr Jerry Sroufe, Director of Government Relations at AERA, who shared his advice on “Navigating the AERA conference”, which was particularly useful for first time attendees. Our forum concluded with guidance from the panel on how to sustain communication with conference contacts. Similar to past years, two Leadership team members then attended the annual Deans of Education meeting at AERA, joining the Deans for dinner. We took this opportunity to share our accomplishments and future plans with the Deans in more detail.

The induction of three new U21 members (the Universities of Johannesburg, Maryland and The Ohio State University) provided an opportunity to search for new FINE student representatives. We are pleased to report that there was high interest in the roles and we have added representatives from Maryland and Johannesburg, with Ohio State expected to put forward a representative soon. We have also had interest from students in joining the Leadership team and are currently exploring a possible appointment.

Another method of connecting our members is through the distribution of our newsletter, the FINE Times, which we continue to issue three times a year. This includes articles written by FINE members, career information, the accomplishments of FINE members, and information about future FINE events.

This year has also been a time of change, FINE now operates as a network of dedicated volunteers fully subsidised by the Deans of Education group, and by the contributions of individual participants. In the future we aim to continue to promote the U21 vision of global citizenship, institutional innovation, student mobility, and wider advocacy for internationalisation amongst emerging academics and researchers.

Juliette Lyons-Thomas
University of British Columbia

Nancy Njiraini
University of Glasgow

Jennifer Tatebe
University of Auckland

FINE Leadership team

www.universitas21.com/link/fine



Professor Frank Coton,
Academic Lead for the Student Experience cluster

The quality of our student experience is of fundamental importance to all our universities. A network like U21 has the potential to add real value to that experience by providing an additional global dimension, and the U21 Student Experience (SE) cluster was formed with this in mind. The cluster works to connect key institutional leaders in student experience, student mobility, careers and employability, and student services from across U21, in order to guide the strategic development of SE activities by promoting collaboration, and sharing good practice and resources with the common objectives of enhancing the student experience. For me it is a great privilege to Chair the SE Steering group and to help shape the future of the U21 student experience.

Secretariat support for the cluster is provided by U21 Student Experience Manager Sue Dengate, and I have a wonderful group of colleagues on the SE Steering group, which comprises Associate Professor Anne Pakir (NUS), Ms Patricia Montaña (Tecnológico de Monterrey), Professor Wyn Morgan (Nottingham), Dr Dudley Doane (Virginia), Associate Professor Julie Duck (Queensland), and has recently been augmented by three new members; Dr Ross Lewin (Maryland), Ms Fiona Docherty (UNSW Australia) and Ms Tora Törnquist (Lund). We are supported in our work by a Consultation group, which provides strong practitioner input and consists of Mr Nigel Cossar (Melbourne), Ms Katherine Beaumont (UBC), Mr Shiro Ashimoto and Mr Yoichi Sato (Waseda), Mr Richard Stenelo (Lund), and Ms Amparo Bravo, (Pontificia Universidad Católica de Chile).

This has been a very interesting and important year for the SE cluster. We have been developing and consulting on the Programmatic Plan that sets the direction for the cluster over the next five years. The plan, which was approved by the U21 Presidents in May, aims to increase the effectiveness and impact of what we do by building on current successes, extending the type and range of student mobility, and increasing active student engagement. An important feature of the plan is a focus on our students as global citizens. In this context, March 2014 will see a workshop hosted by the University of Nottingham Malaysia campus, specifically looking at how U21 can develop activities that support partner organisations in enhancing student engagement with an understanding of global citizenship.

The plan also aims to build on successful activities like the U21 Summer School and Undergraduate Research Conference by adding new student engagement activities, including some of which are led by the students themselves. In fact, a key feature of the plan is the extent to which we hope to encourage students to really become involved in U21, so that rather than simply participating in arranged events or mobility opportunities, the students connect with each other to organise events themselves, just as they do on our own campuses. Lund has already set the pace in this respect by proposing and subsequently organising the first meeting of a new Student Leaders' Network. Tora Törnquist is leading that activity and we were delighted when she also agreed to join our Steering group as our first student member.

Expanding student mobility within the network is central to the Programmatic Plan, and so we will continue to work with the existing Student Mobility Network to develop new, flexible, and virtual opportunities to increase this. We will continue to focus on providing experiences of the highest quality and establishing U21 as a global leader in this area, which we hope to recognise through the development of a U21 quality mark for students undertaking an international study experience within U21.

All of these activities point to exciting times ahead for the SE cluster and for U21. We look forward to working with our U21 colleagues in the coming years to take the plan forward.

Professor Frank Coton
Vice-Principal (Learning and Teaching)
University of Glasgow

www.universitas21.com/link/se



Members of the Student Mobility Network
at their 2013 meeting in St Louis

A focus for the past year has been the development of a five-year Programmatic Plan for the Student Experience cluster. The plan emphasises an increased focus on short-term mobility opportunities for students that will increase overall mobility within the network and add value to the existing suite of programmes. The Student Mobility Network (SMN) has played an active role in the consultation process during the development of the Programmatic Plan, and will be key to the success of future initiatives.

The annual SMN meeting took place in St Louis in May, prior to the NAFSA conference. An enthusiastic group of 32 student mobility staff, representing 22 U21 members, attended the meeting and contributed to lively discussion. Associate Professor Anne Pakir (NUS), a member of the Student Experience Steering group, welcomed the delegates to the meeting and provided an overview of the U21 clusters. Members provided an update on activities in their institution, and seven members delivered presentations, highlighting excellent examples of best practice and new initiatives. One of the newest members to join the network, Lebethe Malefo, informed the group about the Study Abroad scheme at the University of Johannesburg. Caroline Voisine, U21 Health Sciences Executive Officer, also delivered an interesting presentation on the activities of the Health Sciences group, including an update on the proposed 2014 Health Sciences Summer School and the Medical Placement Programme. On the second day, discussion took place about short-term mobility opportunities, both within and outside the U21 network, and members explored the myriad of short-term opportunities available throughout U21 and discussed ways to promote these, enabling an increased flow of students across the network.

Following the meeting, a document outlining the principles of short-term mobility was developed and a survey conducted to identify the barriers to short-term mobility. The Steering group is using these results to discuss current policy across the network and solutions to the perceived barriers.

Members reported an overwhelming increase in the number of students interested in attending the U21 Summer School, Undergraduate Research Conference, and U21 Social Entrepreneur Corps (Guatemala). Interest in short-term opportunities continues to increase. The newly developed U21 webpage detailing Summer School and Scholarship opportunities has been well received by both staff and students across the network.

The Global Issues Programme remains popular with students interested in taking online courses. The newest member to the GIP, the University of Birmingham, will offer courses from January 2014.

The SMN met again at the EAIE conference in September, and the 19 attendees discussed common challenges in international education, and shared ideas and new initiatives regarding international student mobility.

The SMN group will continue to work collaboratively with other groups in the network and is looking forward to another exciting and challenging year ahead.

Sue Dengate
Student Experience Manager
Universitas 21

www.universitas21.com/link/smn



Students engaging in discussion on human rights at the 2013 Summer School in Connecticut

The 2013 U21 Summer School was hosted by the University of Connecticut (UConn) from 7-19 July 2013 on the theme: *Human Rights*. Eighty-seven students from 20 universities attended and the theme generated animated discussion.

Guided by a dozen human rights experts from U21 member institutions, students participating in the two-week session examined key issues in human rights, visited the United Nations and met with major human rights non-government organisations in New York City. They also met with several human rights agencies and activists in Connecticut, including the American Civil Liberties Union, Migrant Farmworkers Health Clinic and Center for Children's Advocacy, Connecticut Fair Housing Center, and Greater Hartford Legal Aid.

Delegates were first asked to negotiate an international human rights treaty to be followed by five fictitious nations represented by the students. At various points, heads shook, eyebrows were raised, and hands pointed to the sky. David Richards, Associate Professor of Political Science and Human Rights at UConn, led the treaty project session with Shareen Hertel, Director of UConn's Graduate Certificate in Human Rights programme, and said of the discussions: *"I love the process, seeing them go through the waves of excitement and frustration, and in the end just being happy that they came up with something...They're going to have to find a way to reach consensus because they have to."* Representing differing attributes of their fictitious nations, it took nearly 90 minutes for the students to agree upon creating a treaty for The Economic Empowerment of All Peoples. The Treaty, which included six articles addressing workers' rights, non-discrimination, and monitoring results was then finalised and presented the following morning.

Visiting agencies in the Hartford region provided a real-world perspective for the students, who in many instances had not previously recognised human rights concerns existing in the United States, a nation generally considered to be a land of opportunity and wealth. Watching a deportation hearing in a courtroom was a pointed example of the current immigration issues being debated in the US. Richard Wilson, Gladstein Professor of Human Rights, Professor of Anthropology and Law, and founding Director of the Human Rights Institute at UConn observed: *"They didn't expect to see that in a country as wealthy as ours, and the challenges in health care, education, and the immigration issue. They saw three people get deported. They were shocked. I told them this would be a gritty experience."*

Faculty who led the U21 students during the sessions said they were gratified to hear them express detailed knowledge of issues in their home countries and an intense interest in human rights. *"We learned that there is a real hunger among young people for some pragmatic education in not just what these ideas are about, but what it really looks like to do human rights work on the ground,"* said Glenn Mitoma, Assistant Professor-in-residence at the Human Rights Institute at UConn. *"We got a tremendous response when they had a chance to interact with human rights practitioners."*

One of the other group projects involved soliciting participants' personal perspectives on human rights, based on the two-week U21 Summer School experience. The responses were anonymous in order to allow students to express themselves without fear of airing any strong opinions.

The passionate interest in human rights demonstrated by the students provided confidence among the faculty that these issues will continue to be addressed in the future. *"What I've been struck by is a very switched-on generation of kids,"* said Professor Wilson. *"I'm happy to hand the world over to them. I think they are well informed, balanced and measured. They've got inquiring minds without being paralysed with cynicism. I'm impressed. That's been the discovery for me – this worldwide group of kids of a certain age who are interested in human rights issues."*

Ken Best
Senior Writer, University Communications
University of Connecticut

www.universitas21.com/link/summerschool



Students making the most of the *I amsterdam* sign during the 2013 Undergraduate Research Conference

Undergraduate Research Conference

The ninth Undergraduate Research Conference was hosted by the University of Amsterdam (UvA) from 8 - 12 July 2013. We were delighted to receive 54 students and 14 staff members from 21 partner universities to explore the multidisciplinary theme - *Urban Challenges: Building Healthy, Smart & Creative Cities for the Future*.

2013 has been a special year for Amsterdam, marked by the re-opening of the Rijksmuseum and the 400th anniversary of the canals, and both were included in the social activities during the conference. We arranged bicycles for everybody for the week, and this proved a great success. Amsterdam is a cycling city and the students had accompanied bicycle rides to every location. The weather was beautiful throughout the week, which was ideal for the social programme, and for exploring Amsterdam.

On Monday afternoon Rector Magnificus, Professor Dymph van den Boom, held an official welcome at the historic Amsterdam Academic Club, followed by a keynote address by Zef Hemel, Professor of Urban and Regional Planning at UvA, on how Amsterdam developed into the dynamic city it is today. This was followed by a dinner buffet and drinks before cycling back to the hotel.

Tuesday started off with speed networking, allowing delegates to get to know one another even better before starting the academic component of the conference. Following this, the students went on a boat sight-seeing trip along the city's canals, and on a walking tour that ended with a picture opportunity at the iconic *I amsterdam* sign, which the participants found very enjoyable. In the afternoon the delegates visited the Rijksmuseum, and the evening ended with a barbecue at the university's Science Park.

The academic part of the conference took place from Wednesday to Friday. We hoped that by now the students had the feeling they were among friends, so that they were more relaxed in their presentations and dared to ask questions, and this indeed was the case. Menno van Dijk, Co-Founder and Managing Director of THNK, the Amsterdam School of Creative Leadership, and Jan Nijman, Professor of Urban Studies and Director of the Centre for Urban Studies, both gave keynote addresses during the conference, which were very inspiring. At the end of each day the students formed groups chaired by the staff members, and provided each other with feedback and comments.

On Wednesday evening the participants went to the restaurant Vijff Vlieghen, a real culinary museum in the historic centre of Amsterdam, where they had dinner under original Rembrandt etchings and admired rare 17th century glassware and antique Delft blue tiles.

On Thursday evening the participants had dinner at the university restaurant Agora and enjoyed a movie night together. This gave the organising committee the opportunity to arrange a meeting with all staff members, and this proved very fruitful, especially for Shanghai Jiao Tong University who will be hosting the next Undergraduate Research Conference in 2014.

The week was wrapped up on Friday afternoon with an awards ceremony for the students. Awards were presented for each day of the academic part of the conference, but it was very difficult to choose the winners due to the extremely high quality of both the oral and poster presentations. A formal closing dinner on Friday evening was held at Krasnapolsky, the oldest restaurant in Amsterdam, where the Rector Magnificus thanked all participants for attending.

We have since received positive feedback from students and staff members and enjoyed the experience of hosting such a great and lively group.

Helena van der Steege
Project Manager, Student Services
University of Amsterdam

www.universitas21.com/link/urc



Students on the 2013 U21 Social Entrepreneur Corps programme in Guatemala

U21 Social Entrepreneur Corps

From 24 June to 21 July 2013, 15 students from 10 *Universitas 21* institutions participated in the second U21 Social Entrepreneurship Corps (SEC) programme in Guatemala. After a four-week pre-departure virtual global classroom schedule that introduced the concept and practice of social entrepreneurship and Guatemalan history and culture, students from universities in Connecticut, Hong Kong, Dublin, Auckland, Edinburgh, Birmingham, Queensland, Melbourne, Singapore and New South Wales arrived in Guatemala to work with SEC field professionals and social entrepreneurs, to help establish new, and grow existing, micro-consignment supported businesses.

The students worked on projects ranging from the promotion of Rocket Stoves (fuel efficient cookers) and table-top water filters, to education programmes focusing on nutritional information, sanitary cooking habits, and efficient cooking techniques using the Rocket Stove and locally-sourced ingredients. The students also provided information about “Soluciones Comunitarias”, the Guatemalan-owned social enterprise through which health-related goods and services are delivered to remote villages via a sustainable micro-consignment programme. The programme helps the villagers, primarily women, develop entrepreneurship skills as a means to promote the well-being of their families and communities.

University of Auckland student Nicola Carroll summed up the scope and impact of the U21 SEC programme: *“Participating in the U21 Social Entrepreneur Corps was an incredible and unforgettable experience. I never thought it possible to accomplish and learn so much in just one month. Along with a group of 14 other students from around the world I got the chance to assist local female entrepreneurs with their micro-consignment campaigns; plan and host nutritional seminars for a governmental organisation which provides education for illiterate women; deliver consulting advice to a local social entrepreneur on his range of community ventures, and even attend a conference which focused on how rural Guatemalan communities were adapting to climate change! Our programme leaders supported us while also allowing us to be autonomous, and as a result I was able to develop skills such as teamwork, leadership, adaptability and problem solving. I would recommend the U21 Social Entrepreneur Corps to all students regardless of their study background, in particular those with an interest in learning more about social development, alternative business models, environmental sustainability or cultural diversity.”*

Planning is underway for the 2014 U21 SEC program in Guatemala. Once again, after completing an online introduction to Guatemala and social entrepreneurship, students will spend several weeks working with indigenous entrepreneurs in the highlands of Guatemala.

Elizabeth Mahan
Executive Director
Office of Global Affairs

Zahra Ali
Communications & Global Partnerships Coordinator
Office of Global Affairs

University of Connecticut

www.universitas21.com/link/sec



A student getting to know her contemporaries during the first Student Summit in Vancouver

Over two days, 44 students from 18 universities across 13 countries met to discuss how our university experiences shape our visions for the future of education, and for the first time ever, students had significant input in the *Universitas 21* Presidential Symposium.

As a team we were asked to complete a task, to come up with a shared vision of how higher education would look in the future, encompassing ideas around teaching methods, mode of delivery and the nature of content. We were then asked to present this in the form of a challenge to the Presidents and Vice-Chancellors of our universities.

After hours of robust discussion, the U21 student representatives developed the following vision of the role and nature of higher education in society:

“Higher education should develop exceptional global leaders, who are equipped with knowledge, skills and character to make a positive impact on society.”

Creativity and innovation were key factors in determining how these elements came together in an overarching vision.

The two-day Summit uncovered how truly diverse our student bodies at U21 institutions are. The students present were leaders of their student governments or demonstrated exceptional ability in their academic endeavours. Key to the Summit’s success were the varying experiences of participants stemming from a difference in university administrative structures, and how those experiences related to student representation and the student voice. We found that students become more engaged with their education when they contribute to forming the framework within which they study. Each student present was able to offer a unique perspective towards a common goal: to improve higher education worldwide.

Forming a consensus among 44 student leaders was no easy feat. We learned as much about ourselves as we did of others - learning to compromise in this sort of environment is certainly a soft skill you can’t learn in the classroom! We soon found that just by facilitating these discussions, the U21 Student Summit demonstrated key facets of whole-person education. This posed some interesting questions about the role of university education, and forced us to reflect on new and emerging technologies in the classroom, and consider which traditional elements should be retained.

The U21 Student Summit was definitely a rewarding experience for us all. We not only enjoyed the privilege of contributing to the dimensions and structure of higher education in the future, but also had the chance to reflect on what learning actually entails. We would like to once again thank all *Universitas 21* member institutions and the University of British Columbia for making this possible.

Can Pöge
University of British Columbia

Rohan Watt
University of Queensland

www.universitas21.com/link/studentsummit

Prof. Patrick Murray

Dean of Medicine

University College Dublin



2013 Health Sciences
Group Meeting 2013



Professor Patrick Murray delivering a talk at the 2013 Health Sciences Group Annual Meeting in Dublin

In the past year the U21 Health Sciences group (HSG) has grown in many diverse and exciting ways, and the group is thrilled to keep welcoming new members each year.

In September 2013, the HSG gathered in Ireland, where University College Dublin hosted the group's 13th annual meeting. The meeting was attended by close to 140 participants from 16 institutions. The core meeting focused on *Clinical Leadership in Healthcare Delivery and Patient Safety*, and the *Digital Revolution and the Era of the e-Patient*. Following the presentations and discussions, Dr Kendall Ho (UBC) and Dr Jason Last (UCD) proposed to lead a new Health Sciences project on social media enabled health professional education. The project received initial funding from the HSG and is now underway. A steering group comprising members from eight universities and six disciplines has been formed, and two workshops have been scheduled to report on their findings in May 2014 at the University of British Columbia, and in September 2014 at Fudan University.

As part of the annual meeting, the UCD School of Nursing, Midwifery and Health Systems carried on the tradition of facilitating a Doctoral Forum. Discussions within the members of the HSG identified the potential to extend this forum from nursing to a broader, more inclusive Health Sciences Doctoral Forum, in order to foster interdisciplinary education and practice. A total of 30 students presented their doctoral studies and integrated reflections on how their work had the potential for interdisciplinary collaboration.

As part of a new initiative for the HSG, the University of Auckland will host the first U21 Health Sciences Summer School in July 2014. The theme of the Summer School will be *Substance Misuse Studies: A Harm Reduction Approach*. The selection committee also awarded the organisation of the 2015 U21 HS Summer School to Tecnológico de Monterrey, and that two-week programme will focus on: *Vulnerability – Low Budget Healthcare*.

In September 2012, 11 Deans of Medicine signed a Letter of Intent under the Delhi Accord on U21 student mobility, to provide clinical placements for U21 medical students. The first students to benefit from the programme will start their placements in early 2014 for periods of four to eight weeks. The programme will be evaluated at the next HSG annual meeting in Fudan in September 2014, but participating universities have already made their 2015 placements available on the HSG website.

Dr Karen Gardner (UBC) and Dr Susan Bridges (Hong Kong) co-hosted the fourth International Peer Review workshop in Seattle on 18 March 2013, on the theme: *Diastemas.net - A Virtual Learning Community*. The University of Hong Kong shared their three-year evaluation results on the project's impact on student learning. Possible diversification of the project to include other areas of dentistry was also discussed, and the meeting included a presentation on the Diastemas.net redesign upgrade that is currently underway. A fifth workshop will take place in March 2014, at the ADEA conference in San Antonio, Texas.

For the second year in a row, the HSG was very pleased to see one of its members receive a U21 Award. Professor Xu Qian from Fudan University received the award for her extensive and continued work in global health education, both at Fudan and in the wider community, particularly as part of the United Nations Millennium Development Goals initiative.

The next U21 Health Sciences group annual meeting will take place from 22-26 September 2014 at Fudan University.

Caroline Voisine
Executive Officer, U21 Health Sciences
University of British Columbia

www.universitas21.com/link/healthsciences



Delegates at the 2013 UNMDG Workshop in Dublin

UN Millennium Development Goals Initiative

In June 2013, the University of Birmingham hosted the third U21 European United Nations Millennium Development Goals (UNMDG) student workshop. Following the successful workshops held in Nottingham (2011) and Lund (2012), the University of Birmingham organised a fantastic workshop and welcomed close to 50 students from Lund, Dublin, Nottingham and Birmingham. Students were from a blend of health sciences professions and worked together on some of the case studies developed by the U21 UNMDG group. The students debated the issues, researching not only the clinical problems but also the cultural and social difficulties that such cases raised. They were then provided with time to prepare presentations to feed back to the larger group. The one-day workshop concluded with a barbecue and everyone reflected on a successful day, which had not only been fun, but had also challenged perceptions of how to work within interprofessional teams. The next U21 European UNMDG workshop will be hosted by University College Dublin from 13-14 June 2014.

For the third consecutive year, the U21 UNMDG group ran a student competition. The competition aimed to raise awareness of the UNMDG and engage students and academics in discussions and debates about the work of the United Nations in their regions. Students were asked to design a poster and create a marketing plan to raise awareness of the UNMDG in their institution. Two prizes of US\$750 were awarded to Ahmad Samir (University of Melbourne) and to Oscar Efrén Zazueta Fierro and César Aguilera Bravo (Tecnológico de Monterrey) who submitted their entry as a team. The money was used by all three winners to attend the U21 UNMDG workshop in Dublin in September 2013.

University College Dublin hosted the 2013 Health Sciences annual meeting in September, and a one-day UNMDG workshop was organised as a pre-event and attended by representatives from 12 universities. The workshop started with a presentation from Dr George Lueddeke who reflected on “Global Healthcare in the 21st Century: Building Health Capacity by Enhancing Health Capability.” He highlighted some of the initiatives currently undertaken by the United Nations and showed that the MDG did a good job in increasing aid spending and improving development policies. Members of the UNMDG group presented the activities undertaken since September 2012 as part of the initiative, such as conference presentations, publications and project developments. Finally, participants focused on defining short-term and mid-term strategies for the group. Dr Derek Chambers from the University of Nottingham was nominated as the new Chair of the UNMDG Strategy Working group, succeeding Dr Manuel Perez from Tecnológico de Monterrey, who has served as Chair since 2010. Fudan University will host the next U21 UNMDG workshop on 22 September 2014.

The U21 UNMDG Student Committee was also active this year and met several times by teleconference to share and discuss examples of UNMDG-related projects in their universities. The students spent some time discussing and developing the U21 Health Sciences Global Learning Partnership, a student-led project that looks at partnering with universities in developing countries to send groups of U21 students and staff to conduct collaborative interprofessional case-based and service learning activities focusing on the UNMDGs. The Health Sciences group has agreed to fund a six month Project Officer position to work on this new initiative.

Caroline Voisine
Executive Officer, U21 Health Sciences
University of British Columbia

www.u21mdg4health.org



Delegates at an International Group Open House event, hosted by the University of Auckland in March 2013

This year, the U21 International group has organised two major Open House events and an annual meeting, which was held at the University of British Columbia in May.

The U21 Open House events followed on from a successful benchmarking exercise in 2012, which saw members who participate in the independent International Student Barometer survey share data in order to identify best practice support for international students. The Universities of Glasgow and Auckland volunteered to host a northern and southern hemisphere event respectively, on the theme of International Student Support during March and April 2013.

Over 100 U21 colleagues attended from 16 member institutions. Session topics included the integration of international and domestic students, induction and orientation programmes, and the management of critical incidents. Such was the success of both events that a proposal from the University of Glasgow to establish a separate Student Services group has been widely endorsed and will commence in 2014.

The International group annual meeting, hosted by the University of British Columbia in May, saw 15 colleagues gather to share the latest international higher education trends and developments across the Americas, Europe, Asia and Oceania. Updates ranged from the impact of visa policy settings in the UK, to the development of the Horizon 2020 programme in Europe; from the development of high profile partnerships such as the NUS-Yale alliance, to the emergence of national marketing bodies like the recently formed "Education NZ". From the Americas, the challenge of supporting international students with limited language proficiency was raised, and an update on improving security in Mexico shared. From colleagues in China, an update on the China Scholarship Council funding programme and government regulation on joint programmes between Chinese and overseas partners was received. Interestingly many members reported on the negative impact of budget cuts on higher education in the UK, USA, Canada and Australia.

A paper on the value of global higher education networks was circulated and productive conversation resulted on how to further promote the U21 network at conferences and events. A discussion was also facilitated on how best to promote student mobility on campus, and centred on two critical elements: the role scholarships play, and the importance of academic champions in encouraging students to spend time overseas.

Guest speaker Daniel Obst, Deputy Vice President of the Institute of International Education also attended, and put forward a number of ways in which the two organisations could collaborate on position papers to advance thinking around a range of topics, from global citizenship to mobility collaboration, within such a multicultural network.

Finally three areas were identified as future agenda items for the group:

1. How to measure the impact of internationalisation
2. Policy and protocol around visits and inward delegations
3. Strategic partnerships – successful models and common pitfalls

Fiona Docherty
Pro-Vice Chancellor (International)
UNSW Australia

www.universitas21.com/link/id



Delegates at the 2013 Professional Services Leadership Forum, hosted by the Universities of Birmingham and Nottingham

Professional Services Forum

The Universities of Birmingham and Nottingham welcomed senior administrative staff from 16 U21 partner institutions to the *Universitas 21* Professional Services Leadership Forum on 14-15 October 2013. Over the course of the forum, there were a wide range of discussions and presentations around the theme of *Building a Sustainable University in a Challenging Global Climate*.

There were a number of interesting case studies where delegates shared their experiences, followed by interactive group discussions. A number of key points and actions emerged from each of the sessions, and some areas of particular interest were around the training and development of professional services staff. It was agreed that a virtual group would be set up to look at a suite of tools around leadership training, constructive leadership styles, and the development of a bank of peer-coaches across the network. Developing more comprehensive staff exchange programmes will also be considered by the group.

Different models of international engagement and partnership working were also showcased at the forum, with much interest centred on the Birmingham-Nottingham strategic partnership, as well as the model of internationalisation used by the National University of Singapore.

Much discussion was also held around the management of the administrative cost base, with examples of shared services that members have successfully introduced, as well as benchmarking approaches to highlight inefficiencies.

Finally, it was evident that most U21 partner institutions are exploring the possibilities of MOOCs and AMDs (alternative modes of delivery). Whilst most have not yet confirmed their business model for this activity, all were in agreement that this was a tool for reputational and pedagogical benefit rather than for financial gain.

Attendees concluded that the forum had been a worthwhile experience and a fantastic opportunity to network and share best practice. Another forum, to be hosted outside of the UK, is expected to take place in 2015.

Vickie Pargetter
Assistant Registrar
University of Birmingham

www.universitas21.com/link/psf



The Human Resources Group's research into Academic Workforce Planning will help to inform the network about models of good practice within higher education

The U21 Human Resources (HR) group is open to all U21 members, and currently includes Auckland, Birmingham, Edinburgh, Glasgow, Hong Kong, Lund, Melbourne, UNSW Australia, Nottingham and UCD.

The key focus of the HR group for 2013 has been the shaping and commissioning of a piece of work on Academic Workforce Planning. In January 2013, U21 awarded the HR group funding for the project - exploring good practice in workforce planning within higher education, and across participating U21 HR partner institutions. The project was also match-funded by members of the HR group. The current chair of the HR group is Jaspal Kaur at the University of Nottingham, but the work on Academic Workforce Planning has been led by the University of Glasgow, with support from the University of Nottingham, and assistance from HR group members at key stages of project development.

The research was commissioned following the HR Network Meeting in July 2012, at which the University of Auckland had presented a workshop on Academic Workforce Planning which stimulated discussion on key issues presenting matters of global concern across our institutions. Based on the workshop, the group agreed to explore models of good practice in order to inform the development of institutional workforce planning strategies over the coming years.

In April 2013, the HR group highlighted the following questions of interest for the research:

- Practical solutions and best practice examples which address Academic Workforce Planning issues
- How to retain key staff the institution wishes to keep
- Leadership planning and talent management
- How to plan for future resourcing needs in response to changing demographic trends
- Establishing appropriate metrics
- Balancing investment at the top
- Support and professional roles within an institution

Potential suppliers were asked to consider four areas for data collection: global demographics; good practice from across the participating HR group universities; good practice from beyond HE; and leadership development and talent management. Following the submission of four proposals, the HR group selected Peter Reilly of the Institute of Employment Studies at the University of Sussex to undertake the research.

The University of Glasgow has held several progress meetings with the consultant and has participated in discussion about the development of themes within the research, the structuring of the report and the following up on case study information. In addition to the full report, an extended summary and a short summary will also be provided with varying degrees of detail according to perceived audience need.

The final draft of the report will be presented to the U21 HR group in February 2014, before more detailed discussion with Presidents and U21 Managers in May 2014. The commissioning of this report has been a major piece of work for the HR group this year, and will add real value to the consideration of Academic Workforce Planning issues by the network and by individual member universities.

Christine Barr
Director of Human Resources
University of Glasgow

www.universitas21.com/link/hr

Universitas 21

The leading global network of research-intensive universities, working together to foster global citizenship and institutional innovation through research-inspired teaching and learning, student mobility, connecting our students and staff, and wider advocacy for internationalisation.



Universitas 21
c/o Strathcona 109
University of Birmingham
Edgbaston
Birmingham
B15 2TT
UK

T +44 (0)121 415 8870 F +44 (0)121 415 8873 E u21@contacts.bham.ac.uk

www.universitas21.com