Contents

Leadership & Management

Page 5  From the Chair
Page 7  From the Secretariat
Page 9  Gilbert Medal & U21 Awards
Page 11  U21 Symposium
Page 13  U21 Ranking of National Higher Education Systems
Page 15  U21 Ranking Symposium
Page 17  Global Citizenship Workshop
Page 19  Photo Competition

Educational Innovation Cluster

Page 21  Cluster Review
Page 23  EI Conference
Page 25  EI Workshop
Page 27  U21 Shared Online Course (SOC)
Page 29  Deans of Education Group
Page 31  Forum for International Networking in Education (FINE)

Researcher Engagement Cluster

Page 33  Cluster Review
Page 35  Three Minute Thesis Competition (3MT)
Page 37  Early Career Workshops
Page 39  Research Collaboration Group
Page 41  Graduate Research Conference
Page 43  Graduate Research Conference Participant Report
Page 45  Impact Workshop

Student Experience Cluster

Page 47  Cluster Review
Page 49  Student Mobility Network
Page 51  SE Internship
Page 53  Summer School
Page 55  Summer School Participant Report
Page 57  Undergraduate Research Conference
Page 59  Undergraduate Research Conference Participant Report
Page 61  Social Entrepreneur Corps
Page 63  Social Entrepreneur Corps Participant Report
Page 65  Student Summit
Page 67  Student Leaders’ Network
Page 69  Health Sciences Student Events

Collaborations

Page 71  Health Sciences Group
Page 73  Research Universities and their Regions (RUR)

Page 74  2014/15 at a Glance
Professor Sir David Eastwood, Vice Chancellor of the University of Birmingham and current Chair of the U21 network
I assumed the Chair of Universitas 21 in May 2014, part way through this year under review. My predecessor as Chair, Professor Fred Hilmer of the University of New South Wales, had encouraged us to reflect on our network and whether we were reaching our potential together. The period of reflection was useful in helping us focus on what we actually do – and what more we might do – and to seek to see ourselves collectively as others see us. We can easily overlook what we have achieved because of a focus on the next hurdle or challenge, and the process of considering what we have done in enhancing the international experiences for students and staff and developing a more global outlook in many parts of our collective and individual endeavours has been salutary. This annual review is, in part, testimony to this and covers a wide range of activity since November 2013.

However, the exercise is not simply one of self-congratulation. It also focuses on clarifying what more we might do collectively for our universities, our students, our faculty and our staff – and for the world at large. I am minded that being a university is a means to an end, not an end in itself. We are here to study, to explore, to communicate, to challenge, and to be a beacon of something better in a world which is often short-sighted and self-interested.

Cardinal Newman, in his much-quoted text The Idea of a University, said that if a university must have a practical end it was to train “good members of society”. Individually, our member universities are all making a contribution to developing global citizens, with the capacity and capability to add value to the societies of which they are part. Together, we can collaborate to add different perspectives and opportunities on a scale or of a nature which we could not achieve when working in isolation.

This is something of which our students remind us regularly, most recently at the Student Summit held at the University of Glasgow in May 2014 and the preceding workshop on Global Citizenship held at the University of Nottingham’s Malaysia campus in March of that year. The desire by our students to develop a global outlook and make a difference to the world in which we live is evidenced by their participation in U21 activities, where semester exchange increased again (up 6.24% in 2013) and there was an explosion in the take-up of shorter-term opportunities which increased by 91.97% in the same period.

In relation to her experience on the U21 Social Entrepreneur Corps in Guatemala, Maria Barlow from my own university in Birmingham, UK said “Overall, through this experience I had the opportunity to directly serve communities and the organisation, which was really a wonderful experience.” This desire to serve and to learn through doing seems to echo Newman’s idea.

Universitas 21 is not just a conduit for enhancing opportunities for students. The importance of engaging all parts of the academy, most importantly in the area of research, is sine qua non for a group of research-intensive universities. When Universitas 21 was founded 17 years ago, it was agreed that internationalisation was not something which was confined to ‘international offices’ alone, but would be of crucial importance for the internal activities and programmes of universities, including such primary functions as the conceptualisation, design, development and delivery of undergraduate curricula, and the development of research strategies, projects and teams. This focus is as true today as it was then, and our network has structured itself to better support collaboration across our members in these fields.

The following pages show you some of what we have done together over the past year. I invite you to find out more, and to celebrate the ways in which U21 is turning Newman’s vision into Maria Barlow’s reality.

Professor Sir David Eastwood
Vice Chancellor, University of Birmingham
Chair of Universitas 21
The U21 Secretariat Team
Top row: Clare Noakes, Jane Usherwood, Tarlok Singh, Gemma Marakas
Bottom row: Lavinia Winegar, Scott, Sue Dengate
From the Secretariat

To everything there is a season. In many ways, this year marked a season of changes. The front cover of this year’s annual review is just one of the changes in the appearance and content of our publications as we try to reach out yet more to faculty, staff and students at our member universities and our friends beyond. We have redesigned the look of our publications, but we face the same challenge of trying to report on all the many things which are happening around the network while being conscious that busy people are being inundated with information all the time – we want to make Universitas 21 information easy to digest while not losing the message in concerns about the format.

Another big change was in our senior leadership, with Professor Fred Hilmer of UNSW Australia stepping down as Chair after one year and handing over to Professor Sir David Eastwood of Birmingham. Professor Hilmer’s aim during his time leading U21 was to focus our attention on what we did and how we did it, to ask whether we were really doing all we could to add value to our members – and if not, what more we might do. His review over the year was discussed by Presidents at the Annual General Meeting held this year at the University of Glasgow in Scotland. Presidents affirmed their confidence in what we are currently doing, a solid platform of activity approved at AGM 2013 which is starting now to come to fruition. However, they also laid down a challenge, to identify another major project which would provide innovative opportunities, at scale, to address a major issue which universities (and the world more widely) are facing. This rapidly became known as a ‘WOW project’, as those who heard about it might say ‘wow, that’s impressive’. Unfortunately ‘wow’ has a number of connotations – World of Warcraft, Iceland’s most punctual airline (if the publicity is to be believed), an element of Tom Peters’ consultancy offerings… The title might not see in the new year, but the enthusiasm and interest in the concept of the project will, as colleagues around the network have identified a number of innovative new ideas which are in various stages of development. Some are already being delivered within clusters; some suggestions branch into new areas of activity for us. The concept of these projects, whatever we call them, has generated a degree of enthusiasm and excitement around the network and I look forward eagerly to reporting on the delivery next year. Watch this space!

The other major change for us in the Secretariat was Clare Noakes’s return from maternity leave. This was a bittersweet moment, as it was lovely to welcome her back (and marvel at her organisational skills as she juggles two children, a husband who was working away from home and the vagaries of network life), but we were sad to see Lucy Smith go. Lucy worked with us for a year and was a wonderful colleague, full of good ideas and with a keen eye for our publications – we have her to thank for the rebranding of our in-year publications, U21:Connect and U21:Discover. Lucy also oversaw the publication of and publicity for the 2014 U21 Ranking of National Higher Education Systems, working closely with colleagues at the Melbourne Institute.

Whether your knowledge of “To everything there is a season” comes from King Solomon or Pete Seeger, or even The Byrds, the exhortation to “Turn, Turn, Turn” couldn’t be more true for U21 this year.

Jane Usherwood
Secretary General
Universitas 21
Professor Dymph van der Boom, Rektor Magnificus of the University of Amsterdam with Gilbert Medal winner Dr Domenico Lenatuzzi
Gilbert Medal & U21 Awards

Dr Domenico Lenarduzzi, Honorary Director General for the Directorate General of Education and Culture at the European Commission, was awarded the 2014 Gilbert Medal for Internationalisation. The medal is named in honour of the late Professor Alan Gilbert, 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.

Dr Lenarduzzi worked in the European Union executive for over 40 years. He is best known for devising and establishing the Erasmus programme which launched in 1987 and has remained a key strand at the heart of internationalisation in higher education ever since. In its first year the programme sent 3,244 students from 11 countries to study abroad, and during its 27-year history to date, it has enabled over two million European students to learn abroad, and hundreds of thousands of lecturers to teach abroad. Today, with the expansion of the Erasmus mobility scheme to work placements, and both EU and non-EU students now able to participate, the programme sends abroad 230,000 students from 33 countries each year. Virtually every university in the European Union now has an internationalisation policy, and it was the pioneering work of Dr Lenarduzzi that encouraged students and staff to think internationally.

On receiving news of the Gilbert Medal, Dr Lenarduzzi said: “I am very much honoured by this award. I was always convinced about the importance of the mobility, and thus the internationalisation, of higher education ever since. In its first year the programme sent 3,244 students from 11 countries to study abroad, and during its 27-year history to date, it has enabled over two million European students to learn abroad, and hundreds of thousands of lecturers to teach abroad. Today, with the expansion of the Erasmus mobility scheme to work placements, and both EU and non-EU students now able to participate, the programme sends abroad 230,000 students from 33 countries each year. Virtually every university in the European Union now has an internationalisation policy, and it was the pioneering work of Dr Lenarduzzi that encouraged students and staff to think internationally.

Professor Poliakoff’s award is for his long and distinguished career in academia, but most notably for finding innovative ways to popularise science around the world. He is the face of ‘The Periodic Table of Videos’ (www.periodicvideos.com), an award-winning series of short films which have received more than 22 million views on YouTube and in 2011 earned him the Royal Society of Chemistry’s prestigious Nyholm Prize for Education. That same year, Professor Poliakoff was appointed Foreign Secretary and Vice President of the Royal Society – an illustration of the esteem in which he is held by his fellow academics.

On being notified of the award, Professor Poliakoff said “I am delighted to receive this award, which recognises the importance of ongoing global education. Networks such as Universitas 21 are vital for the promotion of shared knowledge and I feel privileged to be recognised by them for my contribution to the internationalisation of chemistry.”

Professor Murdoch was nominated on the strength of his pioneering teaching of human rights law in an international context. A particular focus of Professor Murdoch’s has been the European Human Rights Project, which allows students to plead a case before Judges at the European Court of Human Rights in Strasbourg. This led to the introduction of a programme run by Glasgow for Bosnian law students and subsequently students from Belarus. In 2013, in recognition of this work, he was awarded the Pro Merito Medal of the Council of Europe. Professor Murdoch has also initiated an integrated internationalisation programme offering students the chance to build on their international experience through exchanges; and, most recently, a new bid promoting excellence in the teaching of law through developmental support to staff in partner universities.

Professor Murdoch said of his award: “I am truly grateful to have been granted a U21 award – my work in the human rights field is heavily reliant on education in an international context and it is wonderful that Universitas 21 is acknowledging the importance long-distance learning. Every student should have the opportunity to share their ideas and learn from contemporaries across the world.”

The hand-crafted wood and glass awards were presented at a special ceremony in May 2014 as part of U21’s Annual Presidential Meeting, held at the University of Glasgow.

www.universitas21.com/link/GilbertMedal
U21 Presidents, Managers and Students, brought together at the U21 Symposium to discuss the shape of the university of the future.
U21 Symposium
The shape of the university of the future

For many years, an integral part of the annual series of meetings which makes up the U21 AGM has been a symposium which gives the opportunity to reflect on a matter of wider significance for higher education, something emerging ‘over the horizon’. In 2014, colleagues at Glasgow identified two strands under the theme of The shape of the university of the future: the impact of online learning, and demographic challenges to the academy. Both of these were recurring subjects during the course of the meetings in Glasgow, but the symposium gave space for consideration and reflection, as well as hearing useful external perspectives.

We heard from two external experts. Simon Nelson of FutureLearn gave something of a masterclass in how to present a topic in an engaging way with an entertaining talk drawing on responses to innovative change in the 20th century: some of the pictures he used to illustrate his point will remain with the audience for some time. His main point was that change and adapting to it was nothing new and presented opportunities to grow and enhance for those brave enough to seize them. He used his own organisation as an example of how the opportunities presented by online learning were being embraced in innovative ways including co-operation between many different organisations – something which spoke very much to a network such as ours. His presentation was augmented by practical responses from U21 members, led by Professors Greenaway (Nottingham) and Rensburg (Johannesburg). This gave great food for thought as we learn the lessons from distributed campuses and seek to make the most (and not just the most noise) about the potential of online learning.

The style of the second major presentation was quite different, though its impact and pertinence was no less. Phil Smith is UK and Ireland CEO of Cisco Systems, the worldwide leader in networking for the internet. He is also a graduate of the University of Glasgow, so was an ideal person to talk to us about leadership and talent development. He shared his thoughts and perspectives, influenced by his experience at the helm of a leading technology company, on the impact of changing demographics. Although the exact nature of change is different in many parts of the world – from the ageing populations in some countries through to the youth explosion in others – there will be an impact on all major employers in terms of numbers, but also in terms of expectations. For universities the impact will be two-fold: we employ large numbers of staff at many levels while at the same time recruit and educate students. The challenges in individual countries may differ, but the need to be smart, creative and anticipatory is universal. The obsession with Gen X/Gen Y is now somewhat old hat as we grapple with the expectations of the New Millennials, and Phil Smith shared how Cisco were responding to that. Professors Tan (NUS) and Redmond (UCD) reflected on this, not only from their national perspectives – though Singapore and Ireland are very different in many ways, there are many points of similarity – but also challenged those present to think about how best we might embrace leadership and talent development in this changing world, a topic to which we returned later in the series of meetings when a report commissioned by the HR Group was presented.

The symposium audience is always a challenging one as it is so broad and diverse, ranging from undergraduate students, fresh-faced from the Student Summit, to veteran Presidents and both our external speakers and respondents rose admirably to the challenge of this, so that every person in the room took away at least one learning point or memory; quite an achievement bearing in mind the attractions on offer elsewhere in Glasgow in May 2014. The organising team at the University of Glasgow are to be congratulated on that.

Jane Usherwood
Secretary General
Universitas 21
U21 Ranking of National Higher Education Systems 2014

education
quality
nations
universities
higher
data
research
countries
Universitas 21
international

MELBOURNE INSTITUTE®
of Applied Economic and Social Research
U21 Ranking of National Higher Education Systems

The Universitas 21 Ranking is the only one in the world to assess national higher education systems, and meets a long-standing need to shift discussion from the ranking of the world’s best universities, to the best overall systems in each country. U21 developed the ranking as a benchmark for governments, education institutions and individuals, and 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 help institutions compete for overseas applicants.

The first Ranking report was published in May 2012, with a second following in May 2013. The results of the third annual Universitas 21 Ranking were announced on 15 May 2014. The 2014 report includes the same 50 countries as in the 2013 report, which have again been ranked separately in four areas (Resources, Environment, Connectivity and Output) and overall. The research authors, based at the Melbourne Institute of Applied Economic & Social Research, University of Melbourne, looked at 24 measures across these four areas, allowing them to create a very detailed picture of the higher education system in each country. New for 2014, this data has also been compared against the values expected at each country’s level of economic development, to create a second and separate set of ranking results.

2014 Overall Results Summary

The main ranking compares a country’s performance against the best in the world on each measure. Overall, the top ten countries in rank order are: the United States, Sweden, Canada and Denmark (joint third), Finland, Switzerland, the Netherlands, the United Kingdom, Australia and Singapore. This list contains the same countries as in the 2013 Ranking, but the order has changed a little. The relative nature of the ranking is exemplified by Switzerland, which has fallen three places even though its score remained constant. The largest changes in ranking since last year are an improvement of eight places by China, a rise of five places for Hungary, and a fall of seven places for Ukraine.

2014 Adjusted Overall Results Summary

In this new auxiliary ranking, countries are scored on how they perform on each of the 24 measures relative to countries at similar stages of economic development as measured by GDP per capita. Using this approach, the top ten countries using the adjusted data are, in rank order: Sweden, Finland, Denmark, Serbia, New Zealand, the United Kingdom, Canada, China, Portugal and the Netherlands. As expected, the biggest changes occasioned by allowing for income levels occur at both extremes. Serbia, South Africa, India and China all rise by over 25 places in the ranking. Conversely, four high income countries (Singapore, Norway, the United States and Hong Kong SAR) fall markedly in the ranking. A noticeable feature is that several lower income countries show significant improvements in the Connectivity measure ranking, an activity that is likely to be most beneficial to economic growth.

The full report, figures and a web tool allowing comparison of countries and measures over the past three years are available on the U21 website.

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

www.universitas21.com/link/rankings
Ian Marshman of the University of Melbourne welcoming delegates to the U21 Rankings Symposium in Shanghai
The U21 Symposium National Systems of Higher Education: Criteria for Evaluation was held in Shanghai, from 6 to 7 November 2013. It was attended by over 50 delegates from universities (both academics and students), ministries of higher education, international agencies and higher education planning bodies. The symposium followed on from the biennial conference on World Class Universities (WCU-5) organised by the Centre for World Class Universities at Shanghai Jiao Tong University, which also managed the local arrangements for the symposium. There was considerable synergy between the two conferences as several speakers at WCU-5 discussed aspects of the U21 Ranking of National Systems of Higher Education. Attendees at the symposium expressed strong support for ranking national systems of higher education. The value of national rankings was summed up by Professor Ihron Rensburg, Vice Chancellor of the University of Johannesburg: “They inform choices and decision making, enhance accountability and drive improvement. On the other hand, the more narrowly-focused international rankings of universities cover institutions that enrol only a few percent of students and emphasis on the elite research-intensive universities can distort the higher education system.”

Jan Sadlak, doyen of ranking and President of the IREG Observatory commented that “the U21 ranking has now entered the world of rankings” and noted that it was listed as one of the “main global ranking systems” by the Canadian publication University Affairs. Adam Tyson, Head of Higher Education Unit at the European Commission, said in support of the U21 ranking that “as policy-makers this is exactly the type of ranking we have been looking for”. Common themes that arose in the U21 presentations were the need to take levels of economic development into account when looking at the efficacy of national systems and the value of examining relationships between the various indicators used in the U21 ranking.

Professor Ross Williams from the University of Melbourne and Professor Christine Ennew, Provost of the University of Nottingham Malaysia Campus looked at how the output from national systems is related to the input of resources and the national policy settings. In broad terms the U21 data show that both determinants matter, although Professor Ennew suggested that other factors, such as the school system and the legacy of past investment, contribute to the output of research, teaching and training. Professor Williams argued that the unemployment rates of graduates compared with school leavers provides a test of whether higher education is producing graduates that meet national needs.

Professor Rensburg explained the important role that higher education institutions play in economic development. But he went on to argue that the existing rankings favour well established systems of higher education and ignore the competing national development priorities in the Global South and East, and the size of the education task in these countries. He argued for rankings which classified countries in groups based on factors such as income levels and system size. John Douglass from the University of California, Berkeley argued that ‘flagship universities’ should have a profile much wider than the criteria used in the various world rankings of universities.

Research performance must be supplemented by excellence in education, regional and international engagement and knowledge transfer. These dimensions are precisely what the U21 ranking aims to capture. Benoit Millot, formerly of the World Bank, examined the relationship between the various international rankings of universities and the U21 ranking of systems. He too argued the need for measures of quality of teaching, student performance and value added.

Measures of research co-operation between universities and industry were presented by Robert Tijssen of Leiden University. The results of this large project were presented for the first time at the symposium. For U21 universities taken as a group, six per cent of research publications had co-authors with a business affiliation. Professor Tijssen reported preliminary results on splitting the jointly-authored papers between domestic and international partners. Stamenka Uvalic-Trumbic and John Daniel argued that the ability of institutions to adapt to change was an important attribute that could be measured by, for example, the willingness to move to new teaching (MOOCs) and accreditation modes.

Overall, the attendees praised the U21 initiative as meeting an important need. A number of very useful suggestions were made for extending the work, most noticeably on teaching quality and student performance.

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

www.universitas21.com/link/rankingsymposium
Two student delegates presenting their ideas of what a global citizen could or should be, as part of the 2014 workshop.
Global Citizenship Workshop

“Am I agile?”

‘Global Citizenship’ is a term we come across more and more in relation to university missions or graduate attributes and outcomes, but one which most of us would struggle to define in anything but the broadest terms. We might describe a global citizen as someone with particular qualities of ethical awareness, perhaps a commitment to sustainable environmental practices or support for those less privileged than ourselves, intercultural sensitivity and a critical awareness of current affairs, maybe a more than usual sense of obligation to making the world a better place. Were we asked what role universities might take in the fostering of these qualities, we’d most likely struggle still more, and I suspect many of us would point to extracurricular or co-curricular outreach projects rather than anything at the core of our assessed and accredited teaching. And if we were pressed to articulate how global citizenship impacts on student employability and careers, or what perspectives of recruiters from industry, government or the NGO sector could have on the matter, very few of us would have anything to say at all. For 50 or so delegates from across the U21 network, the U21 Global Citizenship Workshop at the University of Nottingham Malaysia Campus in Kuala Lumpur, which took place on 13 and 14 March 2014, changed all that.

It was a unique event, and an extremely successful – and provocative – one. For a start, there was a special alchemy in the unusual combination of participants. Undergraduates and postgraduates mixed with colleagues from professional services concerned with careers and employability, student experience or exchange and mobility, along with academics from a variety of disciplines, very senior management (two Provosts, several PVCs, a former Vice Chancellor), and, for the second day, a high-level panel representing international employers and recruiters. The format was highly discursive and interactive, and many delegates remarked on the energy and openness of discussions – particularly the students, who felt that this was all too rare an opportunity to sit as equals with such a broad array of institutional stakeholders. A key message from the event was the feeling that strong student representation radically and very positively enhanced the event, and should be built into future event formats more frequently. Not as a mere formality, but on the basis of real trust, engagement and collaboration.

We explored an impressive array of projects which demonstrated the ways in which, on the ground, U21 enables us to realise projects which would not otherwise be possible. To give two examples: on the first day, a keynote presentation from Derek Chambers, Chair of the U21 Health Sciences Group’s United Nations Millennium Development Goals group, demonstrated how, for some disciplines, there is a powerful and effective overlap within the curriculum of all the primary elements we had associated with global citizenship. On the second day, colleagues from a multi-institution UK survey presented data relating to employability and careers which explored the impact of internationalisation on students’ career options and employability, but also the distance still to travel in understanding and articulating the issues in this area.

The impact of the distinctive group dynamic was above all apparent at the lively roundtable discussion around global citizenship and employability. Following presentations from our invited guests (including the Malaysian government’s advisor on employment, and the Australian government’s Education Counsellor), which went some way to outlining the qualities, skills and capabilities top employers seek in graduate recruits, one student delegate expressed her frustration with the difficulty in relating her achievements and aspirations to the generic language of the panel. ‘Am I agile?’ she wondered. ‘Am I self-aware, resilient and active?’ More to the point, was the very aspiration to ‘Global Citizenship’ in fact something too onerous an aspiration for an ‘ordinary’ student?

Those generalised attributes that we associate with the term were, in fact, attributes that top employers expect of all graduates. U21 universities are probably all confident that these are capabilities we nurture in our students – but one overwhelmingly question was, nonetheless, how we might do more to foster better awareness in those students of their attainment of these aptitudes. The disconnect between our institutional language, the language of employers, and the discourse of our students, can be glaring. In this respect, one further significant conclusion from the event was that we might do well to move beyond the very term, Global Citizenship to a less portentous, more pragmatic, language. What is certain is that the dynamism and drive of the Kuala Lumpur attendees, which were also evidenced in the wealth of proposals for follow-up activities captured in the ‘wrap-up board’ indicates that the U21 network, in and of itself, provides a unique and valuable platform for the exploration of these issues – both in the event itself, and in the research and activities that will follow.

Dr Sean Matthews
Head of School, School of Modern Languages and Cultures
University of Nottingham Malaysia Campus

www.universitas21.com/link/gcworkshop
The winning photos, taken by Tomi Adedeji (top), Li Jiaying (left) and Md Mahbubul Alam (right)
The U21 photo competition closed at the end of October and after much deliberation, the judges decided upon a winner, two runners up and four further 'highly commended' photos.

This year’s competition had a deliberately vague brief: submit a photo which represented working worldwide in the realm of academia. Over 85 photos were submitted, and a wide variety of interpretations of the brief were shown, making the judging quite difficult, but eventually Tomi Adedeji, a student at the University of Nottingham was named the winner.

Speaking on the competition, Jane Usherwood, Secretary General of Universitas 21 and the chair of the panel, commented: "I was very impressed by the diversity of the photos entered into the competition. A number of shots were excellent in quality and skill, and several had great impact and really reflected the theme of the competition, ‘working worldwide’. But Tomi’s photo, although a simple idea, captures what so many academics are doing these days – finding ways to communicate without clocking up the airmiles or having to actually be face-to-face with someone."

Taking the two second place prizes were Md Mahbubul Alam of the University of Queensland and Li Jiaying of Fudan University. Both photos captured the diversity of nationality and different ways of bridging international boundaries to achieve a common goal – whether in promoting an event, as in Mahbubul’s photo or making new friends through a shared international experience as in Li Jiaying’s. Both paid tribute to their experiences, Li Jiaying commenting: "Due to my voluntary experience, I have learned that literally do not judge a book by its cover, because everyone, even a child, has a story to tell as long as you are willing to listen." Mahbub added "This will inspire me to continue working with a global perspective and I am grateful to my university for informing me about the competition".

Four further photos were awarded a ‘highly commended’, either for the style of photo, or for the work portrayed in the image and the impact it had. These awards went to James Healy (UCD), Tianjiao Jiang (Fudan), Chen Xiang (Fudan) and Rowena Langan (Queensland).
8 events in five global locations
231 staff actively involved in one or more event
1,346 students enrolled on U21 Shared Online Course
4 internal cross-cluster initiatives
7 new or developing projects
5 external interactions or collaborations
Cluster Review

Educational Innovation

Much of how any individual academic opts to structure their teaching, and the learning outcomes that they want their students to experience, is informed by their own individual research and disciplinary practice. This is allied to academics’ levels of understanding of the impact of different teaching and assessment approaches on student learning and other pedagogic principles. However, the U21 Education Innovation Cluster plays an important role in working with network members to explore other complex, interconnected factors which dictate the parameters within which universities design and deliver their teaching. These include pressures from national higher education performance and quality assurance metrics, the considerable influence of global university rankings, the value placed on pedagogic scholarship and the ever-present debate around the most effective balance to be achieved between teaching and research. In recent years, under Professor Pip Pattison’s leadership, the EI Cluster has also recognised the need to develop effective and sustainable approaches to learning and teaching in a time of fast-paced digital change.

It was my great privilege to take over as Chair and Academic Lead of the Education Innovation Cluster in June 2014, when Professor Pip Pattison moved to the University of Sydney. I acknowledge Professor Pattison’s major contribution not only to Universitas 21 but also to international higher education. I also want to thank her for her leadership of the EI Cluster, in particular her development of its programmatic plan, and to wish her well in her new post. As the new Academic Lead, my job has been made a good deal easier by the advice, experience and support of the EI Steering Group and the U21 EI Manager, Lavinia Winegar-Gott. In 2014 the EI Steering group membership included Professors Graeme Aitken (Auckland), Frank Coton (Glasgow), Stephen Marshall (UNSW), Jeff Bale (Birmingham) and Dr Asa Lindberg-Sand (Lund). I note the retirement of Professor John Simon (Virginia) from the group, thanking him for his work, and I welcome new members Professors Sue Rigby (Edinburgh) and Simon Bates (UBC).

The previous work of the cluster was further developed during 2014 in a number of directions. Under the direction of Professor Stephen Marshall, UNSW Australia hosted this year’s EI Conference on Personalised Learning, allowing delegates from 17 network institutions to explore the value of offering students tailored learning experiences, made possible largely through increased digital capacity. Two aspects of the conference were particularly memorable. The first was the inclusion of the student voice in the discussions of personalised learning and delegates were able to hear the well-considered views of students on the topic from around the network, both on video and in person. The other was a debate on learning analytics in higher education, now made increasingly possible as universities increase the amount of online data collected on student performance via management information systems. The lively discussions that took place on the capacity, ethics and potential of learning analytics suggested that this is a debate that will need to be revisited in 2015.

For the first time in 2014 the EI Conference was preceded by two half-day pre-conference workshops, which were very well-attended (see page 26). Work started at the first pre-conference workshop will continue in 2015 under the guidance of Professor Graeme Aitken, analysing the specific criteria to judge excellence in teaching used by a number of network partners with the aim of setting out high-level U21 standards in the area.

The second workshop, Virtual Mobility and Shared Learning across U21, advanced work begun in 2013 on the implementation of a version of the University of Edinburgh MOOC Critical Thinking in Global Challenges, offered only to U21 undergraduate students. Professor Sue Rigby is chairing the steering group established to oversee the initiative. The Edinburgh team will analyse the participation and completion rates and user feedback from the first iteration of our Shared Online Course (SOC) in November 2014 and subsequent findings will inform the second run of the online course in February 2015 where some network partners may embed the SOC as part of specific modules. I very much appreciate the work of Professor Rigby and her team work in sharing their online initiative across the U21 network, thus allowing the EI Cluster to explore aspects of effective and sustainable approaches to digital learning and teaching and allowing U21 students to ‘meet’ each other through a virtual shared learning environment. The EI Cluster is also working in association with the U21 Student Engagement Cluster on other new approaches to develop virtual mobility for U21 students and I am confident that 2015 will see new initiatives in this space.

We look forward to working with all U21 members in 2015 to ensure that the development of contemporary and effective approaches world-class student learning remains one of hallmarks of Universitas 21.

Professor Bairbre Redmond
Deputy Registrar, Teaching & Learning
University College Dublin

www.universitas21.com/link/EI
Delegates enjoying a networking break during the EI Conference
EI Conference
Personalised Learning

UNSW Australia was pleased to host the 2014 U21 Educational Innovation Conference on Personalised Learning. The annual EI Conference provides a key opportunity for those in positions of leadership across the U21 network to come together, share ideas, challenges and opportunities for driving high-quality student learning in research-intensive universities. The choice of this year’s conference topic, “Personalised Learning”, was timely in that it allowed us to explore and discuss the value and impact of offering students tailored learning experiences, largely made possible through the greater use of educational technology. It also provided an effective bridge between the 2012 and 2013 conference debates on the overall challenges of online learning to a focus on the student experience, and how technology can adapt educational opportunities to respond to different learning and life styles.

The conference began with a keynote address given by Professor Simon Bates, Academic Director, Centre for Teaching, Learning and Technology at the University of British Columbia. His session, entitled, Personalised Learning: Implications for curricula, staff and students, challenged participants to consider just how personalised their own undergraduate learning experience was compared with the learning experience of current undergraduate students in their own institutions. He then presented a brief overview of some of the challenges he believes we face in three areas: the curricula that form our programmes of study, the faculty who design and deliver them, and the students who are the recipients.

The second keynote address was delivered by Professor Simon Buckingham Shum, Director Connected Intelligence Centre, University of Technology, Sydney. In his talk, Personalised Learning: The role of data and learning analytics in the personalisation of learning, he considered personalisation through the lens of learning analytics and raised questions around what is being logged and analysed, to create what kind of learner model, based on what assumptions? Who gets to design, and see, the personalised feedback? If personalisation can be delivered via an adaptive (MOOC?) platform, then what is the university adding? Ultimately, what kinds of personal growth could/should we aim to catalyse?

Professor Eric Grimson, Chancellor for Academic Advancement, Massachusetts Institute of Technology gave the third of the conference’s keynote addresses. His talk, Personalised Learning: Developing institutional capacity for the personalisation of learning and the implications for the development of institutional infrastructure, focused on the challenges for institutions of higher learning stemming from the advent of digital educational tools that support immediate feedback, enable new modes of communication, allow students flexibility in scheduling, and provide opportunities to mine massive data sets to create more personalised learning experiences. His engaging talk and overview of strategies introduced at MIT sparked much lively debate in the subsequent plenary and group discussion sessions about what institutions can do both individually and together to personalise student learning.

A new dimension to this year’s conference was the inclusion of two elements aimed at introducing and integrating U21 students’ voices into delegates’ deliberations. The first of these elements came in the form of a twenty-minute video of students from more than a dozen U21 universities sharing their views as to what personalisation of learning means to them, and what they believe universities can do to develop a more personalised learning experience for their students. The second was in the form of a panel of four students from different cultural and educational backgrounds: U21 Summer School students from the Universities of Nottingham and Edinburgh, a UNSW Australia international student from India and a UNSW Australia 4th year Medicine student. Together, they provided useful insights into their individual learning experiences, perceptions of university life, and ideas for new avenues that educational institutes could consider regarding personalised learning. Delegates were enthralled by this particular session and the conversation could have very easily been extended.

Professors Stephen Doughty and Wyn Morgan of the University of Nottingham led two concluding group and plenary discussion sessions that focused on What strategies might our individual institutions follow to provide a more personalised learning experience? and What might the U21 Educational Innovation Cluster and the wider U21 network do to support individual institutions to develop, implement and evaluate their “personalised learning” strategies?

Following her reflections on a number of the conference’s key themes, Professor Bairbre Redmond formally closed the conference and thanked Professor Sue Rigby for offering to host the 2015 Conference at the University of Edinburgh.

Professor Stephen J Marshall
Director, Learning and Teaching @ UNSW
UNSW Australia

www.universitas21.com/link/EIconferences
to someone; to learn. 2 tr & intrans

professionally, especially by experience had to

desirability or oth
Early in 2014, the U21 Educational Innovation Steering Group commissioned a research paper which sought to understand the messages that research-intensive universities communicate about the importance and value of teaching, and how they define, recognise and reward teaching quality. While it is acknowledged that the internal and external influences on policy development as it relates to teaching differ by jurisdiction (for example, the differing approaches to counting teaching-only staff in research assessment exercises) the aim was to develop a discussion paper for the EI pre-conference workshop in October that set out possibilities for the ways in which teaching can be given prominence in research-intensive universities. The workshop was held on 22 October in Sydney. The discussions at this workshop addressed one of the EI Cluster’s strategic priorities, that of strengthening the teaching-research nexus, supported by contemporary scholarship.

Using documents and web links provided by U21 member institutions, Professor Graeme Aitken and Dr Jennifer Tatebe of the University of Auckland analysed:

- how teaching is recognised in appointments (for example, the nature of teaching-only positions; the prominence given to teaching in appointment policies);
- how teaching is recognised in promotion policies (for example, promotion opportunities for teaching-only positions; promotion on teaching excellence);
- the place of the Scholarship of Teaching and Learning (SoTL) – the extent to which this is included in considerations of teaching excellence;
- the standards/criteria that are used to define teaching quality (particularly in promotion policies);
- the nature of awards for teaching;
- the nature of initiatives to support and advance teaching (for example, fellowships).

The paper raises a number of matters for further discussion, including:

- To what extent does the growing prevalence of teaching ‘streams’ or teaching-focused position formalise existing divisions between research and teaching?
- Where teaching streams extend to the highest level (Professor), is it possible to have the same level of international refereeing of promotions? Would there be value in the U21 network establishing a pool of senior academics who are demonstrably leaders of teaching who could act as referees for teaching-focused promotion applications?
- Is there an advantage in more detailed language being developed in promotion policies and standards to describe desired teaching and learning characteristics?
- With growing encouragement for academic publications about teaching and learning and/or SoTL, what value does a coherent SoTL strategy add to research-intensive universities?
- Teaching and the teaching-research nexus is mentioned after research in most policy documents. Does this sequencing unintentionally contribute towards the privileging of research over teaching? How might the aspiration be strengthened through greater integration and articulation in policy documents related to research, teaching and promotion?
- What forms of recognition of teaching are the most salient and impactful in raising the status of teaching and teaching-related knowledge in research-intensive universities?

The paper is designed to inform discussion and the potential development of further policy and practice associated with the recognition of teaching, and related teaching and learning initiatives within U21 member institutions. By identifying current policies, procedures and approaches to acknowledging teaching within the academy, along with recommendations for future strategies, we hope this background paper will initiate discussions within the U21 community about the value and recognition of teaching. Work started at the October pre-conference workshop will continue in 2015, analysing the specific criteria to judge excellence in teaching used by a number of network partners with the aim of setting out high-level U21 standards in the area.

Professor Graeme Aitken  Dr. Jennifer Tatebe
Dean of Education  Lecturer
University of Auckland  University of Auckland

www.universitas21.com/link/EIpositionpaper4
The U21 SOC enables students to have an international learning experience without the need to travel.
U21 Shared Online Course

Critical Thinking in Global Challenges

In late 2013, colleagues within the U21 Educational Innovation Cluster began a discussion about whether development of a collaborative online U21 educational initiative would be of potential interest to a large number of our students. The aim was to use the global nature of the network to create a distinctive educational experience for our students, and thereby augment our existing efforts in student mobility and elsewhere to develop the skills for global citizenship. We focused initially on global citizenship because it features so strongly in our shared educational vision for U21 and sought to create an experience that is effective, sustainable over time and sufficiently scalable in each of our institutions to permit quite broad participation by our students. We also recognised that we were looking for something that fits within our distinctive contexts and the constraints and opportunities that come with them – no easy task!

However, the University of Edinburgh’s Critical Thinking in Global Challenges, offered through Coursera, fitted the bill! The course was selected because it develops skills that should be useful for all students – recognising and evaluating facts, ideas, opinions and arguments, and does so in the context of a set of global issues in which it is important to understand distinctive cultural and regional perspectives.

Critical Thinking in Global Challenges is an introductory course, which provides our students with the opportunity to understand what critical thinking is and to practise and enhance critical thinking skills, while offering an excellent opportunity for valuable cross-institutional and cross-cultural interaction around thought-provoking challenges with fellow students in world-class research-intensive universities. The course focuses on some important contemporary international global challenges affecting us all including:

- Human health and wellbeing
- Infectious diseases
- Increasing population

The first iteration of the U21 SOC begins on 1 November 2014 and by the end of our reporting year (October 2014) we had 1,346 students from nine U21 institutions signed up for the course. Eighteen U21 universities have indicated they are interested in participating in the initiative in at least one of the three instances in which the course will have run during the two year project. Data and outcomes will be analysed when the course finishes in early December. That analysis will provide information necessary for developing and evolving the course to enable appropriate evaluation and improvement in future iterations.

We are very grateful to colleagues at the University of Edinburgh who have so generously shared the course and local technical expertise as we rolled out this initiative.

Lavinia Winegar-Gott
Educational Innovation Cluster Manager
Universitas 21

Workshop: Virtual Mobility & Shared Learning Across U21

On 22 October, Amy Woodgate and Sue Rigby from the University of Edinburgh led a workshop aimed at U21 educational innovators in advance of running the U21 Shared Online Course (U21 SOC) on Critical Thinking in Global Challenges. Thirty-four participants from 17 U21 universities engaged in the workshop, which was held in Sydney in advance of the annual U21 Educational Innovation Conference at UNSW Australia.

The purpose of the session was twofold: firstly, to introduce members of the network to the practicalities of setting up and running a MOOC; and secondly, to explore the barriers and enablers related to running distance education across the network. Universities within the network are at a wide range of stages in their development of online learning, and this was a chance to learn from others and to listen to the wide range of views around this mode of delivery. High levels of engagement with the topic ensured that the workshop was useful and will allow more universities to take part in the second iteration of the U21 SOC, which will run from early February to mid-March 2015.

Professor Sue Rigby
Vice Principal Learning & Teaching
University of Edinburgh

Amy Woodgate
Project Manager
University of Edinburgh

www.universitas21.com/link/SOC
Teaching teachers to teach is key to the next generation of students, researchers — and teachers.
The U21 Deans of Education group met in Philadelphia on 3 April 2014, the group’s fifteenth annual meeting. Holding the meeting on the morning immediately prior to the commencement of the annual conference of the American Educational Research Association (AERA) has proved very effective. Fourteen U21 Schools of Education were represented at this year’s meeting, a high point in attendance, suggesting that the U21 Deans of Education meeting continues to be seen as a valuable forum for networking between Schools of Education internationally. After initial seed funding from U21, the Deans’ group is now fully self-funding and also subsidises the U21 Forum for International Networking in Education (FINE) research student group, which meets on the afternoon of the day prior to the commencement of AERA and has done so since 2007. There is a happy synergy between the two meetings, with some Deans contributing to the FINE meeting and representatives of the FINE leadership group presenting a report on research student matters to the U21 Deans’ meeting.

The Deans’ roundtable discussion provided useful updates on developments, initiatives and concerns arising during 2014. Several issues of common interest emerged, particularly the growing international emphasis on accountability measures of research productivity. Discussion was sufficiently animated to suggest that measures of research productivity would be a suitable topic for the Deans’ Focus Discussion in 2015.

This year, the Focus Discussion centred on Character Education and The contribution, role and relevance of Schools of Education in the contemporary university. Position papers were presented and both topics were unpacked with vigour. The growing attention being paid to Character Education or Civics and Citizenship was noted and discussed in relation to the obligations of Schools of Education to address this trend in pre-service teacher education programmes. The additional and related issue of professionalism was raised by Professor Sugrue (Dublin) and discussed with interest.

A symposium by members of the Deans group with the title Clinical approaches to teacher education: Connecting research in Ireland, the USA, Scotland and Australia was on the AERA programme on 4 April. This symposium was a direct consequence of the Focus Discussion from a previous U21 Deans’ meeting. Presenters at the symposium were Ciaran Sugrue (Dublin), Ellie Wilson (Virginia), Jim Conroy (Glasgow), Larissa McLean Davies & Field Rickards (Melbourne), and the discussant was Linda Darling-Hammond (Stanford).

For several years, the Deans’ meeting has also been attended by Dr Jerry Sroufe, AERA Director of Government Relations. This useful connection between the U21 Deans’ group and AERA has recently led to the invitation for representatives of the U21 Deans of Education group to participate in a pre-conference forum on research productivity, hosted by the AERA Organisation of Institutional Affiliates.

A number of consequent actions were identified by meeting participants. These clustered around several of the topics raised during the meeting: Clinical Teacher Education; Character Education; The Role of Schools of Education; Professionalism in Education; Research Productivity Measures; Doctoral (and other) Student Exchange; International Collaboration; and Distance Learning. Each of the participating Schools of Education expressed interest in pursuing several of these topics in various collaborative combinations.

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

www.universitas21.com/link/education
Networking forums can be the bedrock of early research career paths.
FINE
Forum for International Networking in Education

The U21 Forum for International Networking in Education (FINE) continues to engage students from U21 institutions through meetings at conferences, newsletter and email communication and through our FINE rep network.

In April, FINE held three events at the 2014 annual meeting of the American Educational Research Association (AERA) in Philadelphia. The FINE Forum, held on 2 April, was the flagship event and was attended by 27 postgraduate scholars and four professors from the US, Canada, Scotland, Australia, New Zealand and Hong Kong. The forum provided participants with information about pursuing different academic pathways. Guest speakers discussed topics such as how to Navigate the AERA conference as a postgraduate student, becoming an academic, Minion, Manager, Mentor and Maniac, considerations of seeking an academic position in a different context, the international postdoc search, and non-cognitive factors in academic and professional success. These topics were complemented by an interactive, collaborative activity in which participants shared their tips, suggestions and questions about the various phases of the PhD process. Guest speakers helped to facilitate these small group discussions which included the proposal phase, working with data, writing up, publishing, international collaboration and networking to align with FINE’s goals, and the job search.

In addition to the Forum, FINE also held breakfast meetings between on 4 and 6 April each attended by 25 FINE members and Deans of Education from UBC, Lund and Glasgow.

U21 postgraduate FINE scholars were also well represented as AERA presenters. Our FINE members presented in symposia, paper sessions, roundtables and posters with some FINE scholars presenting multiple papers. The strong showing of accepted papers demonstrates the high level of scholarship by U21 postgraduate students that translates into strong potential for future research connections within the U21 network.

We have also invested significant effort in recruiting U21 FINE representatives. We currently have 19 active U21 FINE representatives. Our presence at international conferences and the distribution of our newsletter are critical to the recruitment of more FINE representatives.

We would like to thank the U21 Deans of Education group for actively assisting us to identify postgraduate students suited for the FINE representative role. In light of the retirement of three long-standing Leadership team members, we have put in place a more formal transition plan. The plan involves one-on-one mentoring via Skype to help new Leadership team members learn their role, and exiting members staying on for two to three months to cover the period of transition.

Finally, FINE has continued to produce a newsletter, The FINE Times. In the past academic year, we have produced three issues and distributed them to U21 Education students worldwide. The newsletter, which is in its sixth year of circulation, often features new FINE members, provides updates on past and upcoming events, a career section, and other topics relevant to students interested in international networking.

It is very pleasing to see continued high levels of interest and engagement within the FINE network. For the past three years, our FINE forum event at the AERA conference has consistently been attended by around 30 FINE members and three to five Deans from across the network. We are also equally pleased to report findings of ‘returning’ FINE members at our events who we are seeing year after year, and sometimes at different international conferences.

We would also like to formally acknowledge our deep gratitude and thanks to the U21 Deans of Education group for supporting our FINE activities throughout the year.

Dr Jennifer Tatebe
University of Auckland
On behalf of the FINE Leadership Team
www.universitas21.com/link/FINE
32

9

events in nine global locations

118

graduate students involved in activity

131

staff actively involved in one or more event

2,311

votes in the U21 3MT competition worldwide

4

new global research projects

4

external interactions or collaborations
Cluster Review
Researcher Engagement

As a network of research-intensive universities, our members share a number of common goals, not least understanding the importance placed on international collaboration, managing research and encouraging high impact publications. One principle at the core of the Researcher Engagement Cluster's agenda is ensuring that colleagues at an early stage of their career have the opportunity to build networks and enhance skills to progress their careers and become leaders of the future. The RE Cluster brings together senior research representatives for international collaboration to provide global, cross-disciplinary expertise which can add value to the provision offered locally for researchers, and to the mechanisms which support them.

This year, we initiated two new projects, which were of key importance throughout the membership – Supervisor Support and Development and Research Impact. Across the network, the quality of supervision of higher degree research students is recognised as one of the key elements for successful research training. Sharing best practice about the support and development that can be provided to supervisors will be an invaluable tool to improve supervisor development across U21 and to provide better outcomes for the postgraduate student cohort. Likewise, communicating the impact of research to our respective governments, to the general public and to the other stakeholders who fund the research effort has become exceptionally important over recent times. Some of our UK members have had the experience of preparing for the Impact assessment under the UK REF and the Research Impact project allowed members from across the network to learn from the experience of our UK colleagues as well as exchange views on different approaches to communicating research impact in different parts of the network. Our activity in these two areas are reported in the following pages.

This year, the cluster welcomed some new representatives to its steering group which oversees all activity – Professor Pat O’Shea, Vice President for Research, University of Maryland and Professor Gavin Schaffer, Director of Graduate Studies, University of Birmingham. Each brings with him regional and operational knowledge which will help broaden the outlook of our cluster. I look forward to working with them alongside our existing steering group members, ably supported by the hard work of RE Cluster Manager Dr Gemma Marakas, in the coming years.

Deans & Directors of Graduate Studies (DDoGS)

The second group which leads initiatives within the RE Cluster are the Deans and Directors of Graduate Studies, and in some cases their associated colleagues who have responsibility for graduate programmes, experience and mobility. Within the scope of U21, the DDoGS oversee the Graduate Research Conference, the U21 3MT competition, the newly initiated Supervisor Support & Development Project and Doctoral Mobility Project which will progress into 2015.

The group meets annually face-to-face and once again by teleconference. Their last meeting was hosted by Pontificia Universidad Católica de Chile from 2 to 4 April 2014 with a teleconference in November and 15 members participated across the two meetings. Topics which were discussed amongst the group throughout the year were Facilitating (or enabling) doctoral student exchanges, internships for doctoral candidates, and Integrity and ethics.

Associate Professor Caroline Daley, Dean of Graduate Studies, University of Auckland took the chair at the 2014 meetings and will convene the group for the coming years.

Research Leaders

The Research Leaders’ Group is formed by senior university staff, most often PVC/DVC Research, who have overall responsibility for research, research staff, collaborations, impact and connections with industry. This group has oversight for a number of core initiatives within the cluster; the Researcher Collaboration Group, Early Career Researcher Workshop and workshops which tackle current HE challenges, such as the Research Impact Workshop.

The group also meets annually face-to-face and once again by teleconference. Their last meeting was hosted by Pontificia Universidad Católica de Chile from 2 to 4 April 2014 with a teleconference in November and 16 members participated across the two meetings. Topics which were discussed amongst the group throughout the year were Fostering entrepreneurship & innovation, Monitoring and incentivising research performance, Engagement with industry, and Managing intellectual property. Professor Les Field, Vice President and Deputy Vice Chancellor, UNSW Australia is the chair of this group.

www.universitas21.com/link/RE

Professor Les Field
Vice President and Deputy Vice Chancellor Research
UNSW Australia
Amy Marquardt receiving her U21 3MT certificate from Professor Charles Caramello, Dean of the Graduate School, University of Maryland.
After years of research, months of planning and hours of practice, two PhD students from the U21 network have been awarded prizes for just three minutes’ work. The U21 Three Minute Thesis competition (3MT) saw over 800 entries from PhD candidates around the world, all trying to explain their research and its importance to an audience of non-specialists in three minutes.

The 2014 competition resulted in Amy Marquardt from the University of Maryland and Bevan Main from the University of Melbourne being awarded first and second place respectively, with Amy scooping the People’s Choice award as well.

The competition, originally devised by the University of Queensland, invited students from around the Universitas 21 network to enter local events at their home university, the winners of which went through to the worldwide final. Seventeen U21 member universities took part this year and the research topics presented ranged from the ancient Demotic language to spinal cord repair to the design of wind turbines. The winning presentation by Amy Marquardt was entitled “Novel protective coatings for silver alloy cultural heritage objects using atomic layer deposited metal oxide barrier films” and outlined her research into and development of an almost invisible yet highly-protective coating for silver objects in museums and galleries, enhancing the protection and reducing the damage caused by current methods.

On hearing the news of her award, Amy, a PhD candidate in materials science and engineering at the University of Maryland, said: “Competing in the 3MT was one of the most challenging presentations I have ever given. Conveying my research in three minutes was much harder than I expected, but also a lot of fun. I have learned how to explain complex ideas in a non-technical way, an incredibly useful skill when working in an interdisciplinary field. The competition allowed me to explain why I’m excited about my research to a broad audience, hopefully sparking their interest in a topic they never considered. The 3MT gave me an incredible platform to convey my passion for my work.”

The judges, an international panel convened by Associate Professor Caroline Daley of the University of Auckland and current chair of the U21 Deans & Directors of Graduate Studies group, were impressed with Amy’s transparency and succinctness in explaining her research. Phil Baty, Editor at large for Times Higher Education and member of the panel, commented: “The quality of entries was high, and all the shortlisted videos together offered a wonderful snapshot of the rich array of exciting and potentially groundbreaking research taking place in universities across the world. So picking a winner was tough, but one did stand out for the clarity of the proposition, and the engaging nature of the delivery.”

The general public clearly agreed, voting Amy’s presentation into first place in the People’s Choice competition, held online in early October. Securing just over a fifth of all the votes cast, Amy was the clear winner, with entrants from Virginia, Edinburgh and Hong Kong vying for second, third and fourth places. As part of her People’s Choice prize, Amy will have the opportunity to work with 99Scholars to have her presentation turned into an animated video – an innovative way to share the presentation online and via social media.

The Edinburgh presenter, Emma Hodcroft, was also very favourably considered by the judging panel, only just beaten to the Highly Commended prize by Bevan Main of the University of Melbourne with his presentation entitled The impact of type-1 interferon signalling in Parkinson’s disease detailing his work on discovering new targets to slow Parkinson’s disease progression. Bevan, a student of Pharmacology and Therapeutics in the Faculty of Medicine, Dentistry and Health Sciences at Melbourne was very pleased to be given the prize, commenting: “This year’s Universitas 21 3MT competition was a fantastic opportunity for me to share the importance of my Parkinson’s disease research with an international audience. All of the entries from around the world were of an exceptional standard, and I am honoured to have been recognised for the exciting work we are doing here at the University of Melbourne. It has been a fantastic experience and I would recommend it to all those in the early stages of their research careers.”

Dr Gemma Marakas
Researcher Engagement Cluster Manager
Universitas 21

www.universitas21.com/link/3MT
One of the Q&A sessions at the December 2013 ECR Workshop
Early Career Workshops

Innovative Technologies

The first Early Career Research workshop of the U21 year was entitled Innovative Technologies: From Research to Impact on Society and was held on 2 and 3 December 2013 at Tecnológico de Monterrey, Campus Santa Fe.

This workshop brought together more than 50 young researchers from around the network. The main objective of the meeting was to increase research capacity in researchers and to develop skills associated with their careers in academia, and also to generate synergies and collaborative projects between different academic disciplines.

The topics covered in this workshop were:

- The role of government in early career researchers (Manuel Sandoval)
- New indicators of innovative knowledge in the academic Institutions: the scientific knowledge appropriation from the market as symptom of social impact (Félix de Moya)
- Research development strategies for early career faculty (Anne Geronimo)
- Strategies for international collaboration & networking (Gemma Marakas)
- Intellectual Property in collaborative research (Daniel Barr)

The workshop also included four roundtable sessions to promote participation between the attendees in order to explore opinions and experiences. In addition, Early Career Researchers were able to present their latest research papers in two sessions, in which they introduced their work to the other participants, supported with a poster.

Finally, attendees participated in an exercise in which each one had to generate a project idea from their particular discipline to present to the group and identify potential candidates that could contribute to the project. Twenty-five project ideas and forty-four project contributions were generated.

The Future of International Higher Education

The University of Nottingham Ningbo China (UNNC) hosted a second ECR workshop on the future of international higher education.

Over 60 people attended the workshop, primarily coming from the Asia-Pacific and Australia/New Zealand regions.

The guest speakers and attendees were all from U21 partner institutions in Australia (University of Queensland and University of Melbourne), New Zealand (University of Auckland), Singapore (National University of Singapore) and mainland China (Shanghai Jiao Tong and UNNC). Additionally, Hong Kong University’s Professor Rui Yang, a leading expert on international education, delivered the keynote speech. Most of the attendees were either Early Career Researchers (ECRs) or PhD students, and there was much networking, especially among the latter.

After Professor Fintan Cullen of UNNC’s welcome to the delegates, the workshop was kick-started by a thought-provoking speech by Professor Rui Yang on the need for east Asian universities to develop pedagogic and administrative models which draw heavily on cultural and intellectual resources from their own countries rather than solely from the so-called ‘west’. This was followed by two sessions in which invited speakers from U21 universities presented on Virtual learning and education (Shen Wei from Shanghai Jiao Tong University and Paula de Barba from the University of Melbourne) and on The future of higher education (Yuan Gao from the University of Melbourne and Rose Martin from the University of Auckland).

The afternoon was devoted to three simultaneous breakout sessions on Virtual learning and education, Entrepreneurship and education and Equality of education, led respectively by NUS’s Stephen Wee Hun Lin, UNNC’s Felix Arndt and the University of Queensland’s Edobor Michael Erhabor. These sessions were all well-attended and contained some lively discussions, some of which were stimulated by the morning presentations.

It was a very productive day, with the benchmarking discussion inspired by Yuan Gao’s paper being particularly timely for the planning process that is presently taking place at UNNC and had resonance around this region of the network.

Professor Fintan Cullen
Dean of Faculty of Arts and Education
University of Nottingham Ningbo China
International collaborations can lead to high-quality and high-impact research outcomes.
Research Collaboration Group
Funding, Facilitating & Fostering Research

The Research Collaboration Group (RCG) was an initiative that arose from the 2012 Research Leaders’ meeting at Lund University. The initial purpose of the RCG was to share knowledge on funding streams that are available for international collaboration and also provide the opportunity to facilitate researcher mobility and collaboration by jointly applying to funding bodies. The group held its first workshop at the University College Dublin in August 2013. This workshop attracted nine people from eight member institutions. Since that point, interest in the group has grown with 23 members putting colleagues in touch to collaborate on this initiative.

2014 RCG workshop: Funding, Facilitating & Fostering Research

The 2014 RCG workshop was hosted by the University of Maryland, College Park on 7 and 8 April 2014 with theme Funding, Facilitating & Fostering Research. The programme was developed to include a panel presentation from US Federal Agencies (Office of Science and Technology Policy – The White House, Department of State, Office of Naval Research, National Science Foundation, National Institutes of Health), an international roundtable discussion about funding opportunities and parameters for U21 joint collaborations, case study presentations from various institutions on international collaboration and a presentation on US funding opportunities. The second day included two site visits, the first to the National Oceanic & Atmospheric Administration (NOAA) and the second to National Aeronautics & Space Administration (NASA) Goddard. There were 30 delegates who attended from 18 member institutions.

Since that meeting, the convenor and co-convenor for the group have been Denise Clark from the University of Maryland, College Park and Warwick Dawson from UNSW Australia. Work led through the University of Maryland has further developed the expectations and deliverables of the RCG which will provide focus over the coming years:

- Our vision is to enable new and stronger international collaborations in areas of strength that ultimately lead to high-quality and high-impact research outcomes.

To enable continuity and strengthening of relationships within the group, member representatives will be senior leadership who can commit to new initiatives as representatives for their universities and also to attending one face-to-face meeting each year. The annual RCG meeting will be aligned with a major international conference to ensure maximum value; members will rotate hosting the meeting.

Terms of reference:
- Identify areas of research strength for collaboration and relevant international funding opportunities.
- Identify opportunities for knowledge transfer and training in research administration.
- Target one collaborative project per research area per year for submission to external funding agencies and review annually; each project to be led and championed by a member.

Initial (2014/2015) projects include:
- Languages – University of Maryland lead
- Food Security – University of Nottingham lead
- Public Health – University of Queensland lead

Denise Clark
Associate Vice President for Research Administration
University of Maryland

www.universitas21.com/link/RCG
Delegates listening attentively at the 2014 GRC
The 2014 U21 Graduate Research Conference was held at the University of Auckland from 30 June to 4 July 2014. The theme – Celebrating Ageing Research – struck some as ironic, given the average age of the conference participants, but it was clear from the oral presentations, posters and the discussions that took place during the conference that graduate students throughout the network are right to celebrate their research on ageing. Over the course of the conference 31 students gave oral presentations and 11 presented posters.

A keynote speaker opened each of the first three days of the meeting. First to present was Professor Merryn Gott, who embraced the theme of celebrating ageing with a presentation that challenged stereotypes and created new images of ageing. Merryn concluded by showing a video of The Zimmers and their wonderful rendition of My Generation.

After such an upbeat beginning, the graduate student presenters discussed pole-walking and older adults, health system reforms and ageing, ageing muscles, residential aged care facilities, and skeletal mineralisation, bone health and ageing. The interdisciplinary nature of the conference was apparent from topics covered on day one, and continued over the course of the conference.

The first day concluded with a second keynote address given by Sir Peter Gluckman, the New Zealand Prime Minister’s Chief Science Advisor. As such, Sir Peter has been instrumental in developing the country’s National Science Challenges, one of which is concerned with Ageing Well.

Associate Professor Susan St John, co-director of the University of Auckland’s Retirement Policy and Research Centre, opened day two of the conference, discussing her work on the economics of ageing. Students then discussed their work on the ‘costs’ of ageing, before others spoke about ageing bodies and where older people live. The final keynote was given by Dr M Fabiana Kubke, who revisited the ageing brain.

The posters presented also reflected the interdisciplinary nature of the conference. They showcased work from the fields of biomedical engineering, engineering, health, management, medicine and medical sciences, nutrition, public health and policy, and pharmacy. Jacomien Feilzer from the University of Amsterdam won the poster competition for her work (with Guus van Loon, who gave an oral presentation) on Senior Nutrition: Contributing to the Prevention of Malnutrition.

Alongside the oral and poster presentations, the attendees also worked on a group project. In their conference bags they found a piece of paper that told them who was in their group and the topic on which they had to present on the final day of the conference. These presentations could be no longer than ten minutes, could be accompanied by up to five power point slides, and were expected to reflect the diverse fields of research, experiences, cultures and perspectives of the group members. The topics ranged from impacts of an ageing population, technology and ageing, and intergenerational issues in ageing, to questions as to whether better wealth was leading to better health, and whether hospitals are the best places to deliver health services. Although there was a (small) prize for the winning group, the real success of the group project was its role in bringing together participants from a range of institutions, countries and disciplines.

Participants were also brought together during two field trips to labs in the University of Auckland where research on ageing is undertaken. The ageing brain is a focus at the Centre for Brain Research in the Faculty of Medical and Health Sciences, while in the Robotics Laboratory in the Faculty of Engineering designs intelligent robotic assistants to improve the quality of older people’s lives.

At the end of the conference all the participants voted for the person they considered had contributed the most to the conference. Andrew Watt from Melbourne, who presented on The dementia epidemic: investigating diagnostic and therapeutic strategies for Alzheimer’s disease and Chris Gaffney from Nottingham, who posed the question Do worms hold the secret to why ageing muscle fails?, were both presented a small prize for being joint best contributors.

Overall, the conference was both enjoyable and successful. The participants were generous in the questions and comments at the end of each presentation, embraced the social events (a reception on the first night and a dinner on the final evening), and clearly enjoyed the opportunity U21 and their home institutions provided.

Associate Professor Caroline Daley
Dean of Graduate Studies
University of Auckland

www.universitas21.com/link/GRC
Guus and Jacomien enjoying some free time in New Zealand after the 2014 GRIC
We are Masters students from the Faculty of Science at the University of Amsterdam and were selected for the 2014 Graduate Research Conference, organised by the University of Auckland, on the theme ‘Celebrating Ageing Research’. This was a perfect fit with our study on the prevention of malnutrition among elderly, in which we are investigating the possibilities of protein-enriched dairy products to prevent malnutrition among elderly.

The strong interdisciplinary character of the conference resulted in interesting questions subsequent to Jacomien’s (winning!) poster presentation and my oral presentation. Ethical discussion regarding the desirability of prolongation of life, technical questions on sarcopenia in elderly and critical questions on our collaboration with the industry gave rise to interesting new insights for the continuation of our study.

Another part of the conference that was highly valuable was the group work with other international researchers. These meetings taught me more about the multiple differences between European, Chinese and American ways to deal with dependent elderly. Surprisingly, these discussions also provided useful insights into the differences within European healthcare systems and showed me how (over) focused our project was on solutions for the Dutch system only.

The visits to both a neuroscience and a robotic lab were also very interesting and it was great to see what kind of research is conducted in Auckland. I was happily surprised by the possibilities regarding use of robots to increase efficiency in healthcare, for instance for distribution of drugs or entertainment of (older) patients. I was also amazed by the size and the efficiency of the University of Auckland’s Human Brain Bank.

The GRC was an excellent opportunity to put some of our new skills in to practice and was really complementary to our education - not only because of the topics addressed at the conference, but also because the participants were from such a wide variety of backgrounds. The different cultures, countries and disciplines encouraged a range of different useful responses for our project and demanded good use of our newly-improved soft skills.

We are very grateful for the opportunity to participate in the conference and for the chance to present our research project in an international and interdisciplinary setting. It was a wonderful learning experience in which we gained unexpected new insights about our own research project.

Guus van Loon & Jacomien Feilzer
Systems Biology & Bioinformatics Students
University of Amsterdam

www.universitas21.com/link/GRC
Publication of research is an important step towards creating impact.
In August, U21 Research Leaders and representatives of Australian government and research offices met to discuss the increasing need across the world for methods of assessing impact of research in our universities. Many governments and research sponsors have expectations that the research they fund will deliver economic, social and/or cultural impacts. In the past, these expectations have been more implicit than explicit. But universities in many countries have staked their claims for increased funding on their pivotal role in delivering economic growth through research and its impact on innovation, and funders are now expecting the sector to deliver. In the UK the assessment of impact has resulted in a component of the current research assessment exercise (REF2014) being dedicated to the assessment of the impact delivered by past research. One fifth of the final research performance score is based on this impact assessment component, and a recent report to Government has proposed that in the next exercise the weighting for impact be increased to 25%. The UK has tended to lead other countries in their approach to research assessment so there is a strong probability that many U21 members may find themselves subject to impact assessment in future.

A discussion was held as to the ‘purpose’ of an impact measurement system and who the metrics were ‘for’. Following the debate it was agreed that there were multiple stakeholders, each with their own specific requirements and agendas in regards to research impact, the key stakeholders being: university leadership, university researchers, industry and government. There are three key elements to the role of universities in any innovation ecosystem. These relate to the university role in driving research outputs, engagement and impact. An effective, overall, research impact measurement system needs to take into account all three elements. An effective system should assess, reward and drive quality and excellence in the creation of research outputs. Most countries are doing this well. Engagement, via knowledge exchange channels, is the flow of knowledge between research bases and research users. Engagement is necessary, but not sufficient to create impact. Maximising engagement increases the probability of impact. The stronger and closer the engagement relationships, the more potential there is for impact. Understanding, incentivising and rewarding engagement increases the potential of the system for all parties. Universities control the engagement channels and should be encouraged to optimise and improve them. Impact results from research, or has a contribution from research, and importantly can only be delivered by research users. It is important to note that universities don’t control impact directly. Impact could be a legitimate measure if universities could demonstrate how their engagement led to the impact. Most countries have developed effective measurement systems for the research outputs and impact sides of the innovation ecosystem. Most, however, have not been effective in measuring engagement.

In the past ten years, the UK has been measuring and rewarding engagement activities. This has led to a culture change in universities to further drive more engagement and thus more impact. With this in mind, the U21 workshop participants concluded that

- Research impact results from the performance of a number of actors within an innovation ecosystem. These include university leadership, university researchers, industry and government.
- In the context of a university, the innovation ecosystem has three important elements relevant to impact creation – research outputs, engagement and impact.
- The assessment of the quality of research is well understood around the world and generally considered to be effective.
- Universities do not create impact directly. It is the research users who primarily create the impact. Universities do, however, contribute to impact through the quality of the engagement they have with the research end users.
- Assessment, understanding and management of engagement is a vital precursor to impact measurement and must form part of any complete research impact assessment system.
- There are well-understood flaws in the impact assessment approach. However the UK view is that impact assessment is here to stay. Therefore it is better that we positively engage to optimise the process.
- Maximising engagement increases the probability of effective research impact.

This area is one in which we can learn greatly from colleagues around the network and an issue on which U21’s Research Leaders continue to collaborate and share experiences.

Steve Brodie
Open Innovation Manager at NewSouth Innovations
UNSW Australia
events in nine global locations

staff actively involved in one or more event

students participated in one or more event

internal cross-cluster initiatives

new or developing projects

external interactions or collaborations
Cluster Review

Student Experience

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. The U21 Student Experience Cluster was formed with this in mind. The cluster works to connect key institutional leaders in student experience, student mobility, careers and employability, student services and students from across U21 universities in order to guide the strategic development of SE activities, promote collaboration, and share good practice and resources with the common objectives of enhancing the student experience in research-intensive universities. For me it is a great privilege to chair the U21 SE Steering Group and to help shape the future of the U21 student experience.

This year has seen some changes in the membership of the SE Steering Group. We have said goodbye to Anne Pakir (NUS), Patricia Montaño (Tecnológico de Monterrey), Dudley Doane (Virginia), Ross Lewin (Maryland) and Tora Törnquist (Lund). We owe a debt of gratitude to all of these individuals for the support they have given the cluster over the last few years. We have also added a number of new members who bring a broad range of expertise that will allow us to strengthen our engagement with practitioner groups across the network. The new members, Eluned Jones (Birmingham), Brendan Mosely (Auckland), Katherine Beaumont (UBC), Liang Guo (SJTU) and Cal Davies (Glasgow), join our continuing group of Wyn Morgan (Nottingham), Julie Duck (Queensland) and Fiona Docherty (New South Wales). It is really great to be associated with such a dedicated and talented group of individuals along with Secretariat support for the cluster from U21 Student Experience Cluster Manager Sue Dengate.

This year, in addition to advancing our programmatic plan, we have had a strong focus on developing scalable network-wide activities that will increase student engagement and opportunity within the network. We have been scoping a student internship programme for the network that builds on and extends current internship activity within the partner institutions. Given the level of enthusiasm for this amongst U21 partners, we hope to launch the scheme in the coming year. A second activity that we have been shaping is a student incubator scheme in which students teams will compete globally to incubate business ideas aimed at addressing some of the world’s grand challenges. Again, we hope to issue invitations to participate in this activity in the coming months.

A key feature of our programmatic plan is the extent to which we hope to encourage students to really become involved in U21 to the extent that rather than simply participating in arranged events or mobility opportunities, the students connect with each other to organise events; just as they do on our own campuses. Earlier this year, we held a two-day workshop at the University of Nottingham’s Malaysia campus aimed at exploring our current understanding and approach towards promoting global citizenship within the student body. It specifically addressed the question of how a global university network like U21 could develop activities that support partner organisations in enhancing student engagement with an understanding of global citizenship. Importantly, there was strong student participation in the event and the outcomes are now being used to inform cluster activities and to provide focus for the fledgling Student Leaders’ Network that is due to hold its second meeting in Singapore in early 2015.

Student mobility within the network continues to increase and we continue to work with the existing Student Mobility Network to develop new, flexible, non-traditional short-term and virtual opportunities to both augment the already successful Undergraduate Research Conference and the U21 Summer School and to ensure mobility continues to increase. It is important that we provide experiences of the highest quality and establish U21 as a global leader in this area. To this end, a key area of focus in the coming year will be the development of a U21 quality mark for students undertaking an international study experience within U21.

We look forward to working with our U21 colleagues in the coming years to further enhance the U21 student experience.

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

www.universitas21.com/link/SE
Travel, as well as virtual mobility, gives students an unparalleled opportunity to gain a different perspective on study, life and the world in general.
It has been an extremely busy year for the staff responsible for student mobility across the network with 3539 students taking advantage of exchange opportunities in partner institutions. There was a huge increase in students taking part in short-term mobility programmes with 924 students participating in a broad range of innovative and challenging short-term programmes. The network is looking to increase this number dramatically again over the coming years. This was a major focus of discussion at the annual Student Mobility Network meeting in San Diego in May.

An enthusiastic group of 27 staff, representing 19 members, spent two days networking, sharing experiences and discussing ways to strengthen their relationships and build further opportunities into their bilateral agreements.

Patricia Montaño, a member of the Student Experience Steering Group from Tecnológico de Monterrey, welcomed members to the meeting and encouraged staff to draw on their individual experiences to help build more opportunities for students, both on campus and for students who study abroad.

A new session was added this year for the newcomers to the network – U21 101: Introduction to the U21 network. Seven members joined the introductory session. Discussion included current U21 membership; history of the network; communication channels: U21 website; and the U21 clusters (including programmatic plans) and collaborative groups. Members at this session discussed the various channels that they use to communicate to their students. This discussion continued with the wider audience in the afternoon, with some excellent examples of promotional activities shared with the group.

Members’ institutional updates, such as changes to procedures and student services, staff changes and changes in student policy, were shared prior to the meeting. An opportunity to discuss these changes with the group brought lively discussion. This also provided an opportunity to share innovative practices.

Discussions concentrated on new activities and opportunities available in member institutions, including the Study Asia Summer Programme at Edinburgh, and opportunities for Professional Development. Members delivered presentations on good practice taking place in their institutions. These included a course equivalency database at McGill; International Staff Week, a collaborative event held annually at Amsterdam and Lund; new hybrid agreements and promotion at UNSW Australia; and Sustainability of International Education at UBC.

There was a lively ‘speed-dating’ session where members had an opportunity to speak with new counterparts. Willeke Jeeninga, Amsterdam, provided an update on the U21 European Group meeting. Members discussed a range of topics around mobility. Half a day was dedicated to discussion around strategic priorities in the network and group discussions around innovative projects for the network.

The group came up with their own ‘wow’ projects for the network. These included internships online, internships with U21 partners and industry partners, with some great examples of collaboration provided throughout the discussion. Some innovative ideas around the proposed U21 Incubator project were also put forward. Enhancing student mobility proved a popular topic – scholarship schemes, peer ambassadors, research exchange, inclusion of mobility in all academic programmes, short courses taught between two geographically close institutions, and examples of service learning programmes.

Another opportunity for staff to meet occurred during the European Association for International Education (EAIE) Conference in September in Prague. A small but enthusiastic group met for lunch and shared their U21 experiences.

Sue Dengate
Student Experience Cluster Manager
Universitas 21
www.universitas21.com/link/SMN
Internships can open a number of pathways to students starting out on their careers.
SE Internship

A few months ago, the notion of a U21 network-wide internship scheme was only a suggestion. Although the project still has a very long way to go, a basic outline of what the programme could look like is beginning to emerge.

There are a number of great reasons why this programme should be created but of course, there are a few obstacles that will need to be negotiated if it is to become a reality. The premise of the programme is quite simple and very complex at the same time – to create more opportunities for students within the U21 network to enhance their university experience. Those involved in forming this programme have decided that creating a network-wide internship scheme could be one of the best ways to do this. The hope is that U21 can introduce a programme which gives students the essence of a study abroad experience by travelling to a university in another country, combined with the opportunity to participate in an internship which will offer the chance to gain transferable skills for the future.

The programme is designed to be accessible to as many students as possible and increase outward mobility. More students are travelling abroad to pursue opportunities than ever before but those who do so are still in the minority among their peers. It is clear that some students still are reluctant to take on both the physical and psychological barriers which they see between themselves and certain opportunities. This is especially apparent with regard to opportunities which are located overseas. The U21 Internship Programme hopes to break down some of these barriers and create a worthwhile, international experience which will attract students who may have ordinarily been hesitant in applying. As with any project, in order to get the idea off the ground, research was conducted to find out how it could work. This has been my role over the last month.

The first step was to find out what was already on offer at the member institutions. Many U21 members have responded to the requests for information and the data gathered has been invaluable in establishing potential models that could form the basis of a network-wide internship programme. The research stage has just concluded and a report based on the findings, outlining recommendations on how the programme could function, has been presented to the U21 Managers and is now being developed further by the SE Steering Group. Each type of programme which offers opportunities to students has its merits and its potential flaws. Given the diverse nature of university campuses across the network, it is difficult to create a situation where one model fits all.

Despite this, there are ways that can allow for this programme to work. The aim is at least to inspire those within the U21 network who are able to make the programme a reality.

Martin Bain
SE Cluster Intern
University of Edinburgh
Delegates at the Summer School overcoming fears and embracing new experiences, both inside and outside the classroom.
Over two weeks in July, more than 100 of the U21 network’s brightest students and staff visited UNSW Australia for what was a highly successful U21 Summer School 2014.

The product of a fruitful collaboration between UNSW International and UNSW Built Environment, the Summer School explored the theme *Shaping the Future City* through an integrated series of lectures, workshops and excursions stimulating active discussion among the group of highly enthusiastic students and staff. In April 2013 the theme was chosen as a way of showcasing UNSW’s expertise in the area as well as the university’s location in arguably one of the most beautiful cities in the world. The theme also enabled significant collaboration across faculties and ensured relevance to students and staff from a wide range of disciplines, interests, knowledge and capabilities. The plan for designing and delivering the academic programme was approached as if planning a two-week intensive elective course intended to introduce a diverse audience of undergraduate students to key issues and thinking about cities in the 21st century.

The overarching theme was elaborated to address five sub-themes:

- The Connected City
- The Inclusive City
- The Resilient City
- The Healthy City
- The Beautiful City

This provided a means of broadening the discussion from the physical aspects of ‘shaping’ a city to the social and political considerations. Students identified a stream to concentrate on while working with a group of five or six others from different institutions and disciplinary backgrounds. Students were also asked to reflect on the realities of urbanisation facing their own cities and countries, as they heard from industry professionals, key UNSW academics and a number of academics from other U21 institutions.

Comprising 118 students and 15 staff members from 23 member institutions, the group’s academic and cultural diversity was highly effective in provoking intellectually stimulating discussion and fostering global citizenship amongst participants. An exciting programme of social activities also allowed participants to enjoy opportunities to network with peers and explore some of Sydney’s most celebrated landmarks. Our own opportunities to interact with students and staff over the two weeks made it clear that the Summer School was a great success. We were also thrilled to see from feedback that 90% of participants described their overall experience as either ‘excellent’ or ‘very good’. Many participants also wrote to thank us personally.

UNSW extends a huge thank you to the U21 Secretariat and all participants for making this event such a success. We’d also like to wish our friends at the University of Glasgow all the very best for what will no doubt be another exciting Summer School in 2015.

Fiona Docherty
Pro-Vice Chancellor International
UNSW Australia

www.universitas21.com/link/summerschool
Visiting new cities, learning different ways of life and embracing international diversity and collaboration are all a part of the U21 Summer School experience.
After what had been a 30-hour flight, over what I counted to be 13 countries, we finally arrived in Sydney some 16,000km away from Dublin (four of us without our luggage!). Without much time to make sense of the nine hours we had gained and the reversal of the seasons, the long anticipated U21 ‘Shaping the Future City’ Summer School began.

After a few hours of confused sleep, I quickly began meeting more students than I could remember names. This unique gathering of like-minded individuals from 24 universities created a shared sense of excitement - and any cultural barriers were quickly overcome by semi-intellectual discussions of our respective cities and our visions for those of the future. We all became friends immediately!

The programme was tremendously well co-ordinated - everyday a different theme related to ‘Shaping the Future City’ was introduced and explored by remarkably well-informed and articulate guest speakers from a multiplicity of backgrounds (professors and professionals). The themes covered included: inclusive, connected, beautiful, resilient and healthy. After each speaker gave a presentation, the floor would be opened up for a Q&A session. This allowed us to ask any burning questions or, in instances, even challenge the speakers. In the afternoons, to help consolidate the morning discussions, relevant visits around Sydney had been organised according to each theme. This included a visit to the Sydney town hall, an architectural walking tour, a visit to the New South Wales Fire Services Headquarters and even a trip to the Taronga Zoo.

Sydney (or ‘Eora’, the name given by the Australian Aborigines for the Sydney Basin) proved to be a truly exemplary city, almost perfectly suited for discussing the ‘five themes’. In many ways the city can be seen as a laboratory for innovative ideas in urban design, planning and development, which is mirrored by its progressive 2030 blueprint to create a green/global/connected city.

As part of the Summer School we were divided into groups of five and told to present creatively on an assigned theme. My group was assigned the theme of ‘connectivity’. Together we conceptualised what we referred to as a ‘light touch architectural intervention’ to connect cities better socially.

Looking back, not a single minute was wasted; even our free time was filled up with adventures around Sydney’s vibrant neighbourhoods and scenic landscapes. All in all, the Summer School was a truly unforgettable, invaluable and eye-opening experience. I cannot help but recognise the unique dynamics that were realised in bringing students together from all corners of the globe. Aside from the lifelong friends I have made, the Summer School has helped mature my knowledge and further fuelled my desire to work at the heart of international planning efforts.

Thanks to everyone who made this special educational experience possible!

Conrad Richardson
University College Dublin

www.universitas21.com/link/summerschool
Learning about new cultures and trying out local customs helps break the ice at the U21 URC.
The 2014 U21 Undergraduate Research Conference was held at Shanghai Jiao Tong University from 7 to 11 July and was a great success. Sixty-four representatives from 18 U21 members attended the conference.

The first day was spent with some interesting ice-breaking activities, enabling the participants to get to know each other and create a friendly atmosphere for the more formal and demanding days ahead. A series of team-building games helped the participants get to know each other quickly. The conference proper, which took place on both Xuhui and Minhang campuses of Shanghai Jiao Tong University, began the following day. It took as its theme Food safety: from farm to table and to help focus on this, three keynote speakers were invited to share their insights in this field.

Dr Masami Takeuchi from the Food and Agriculture Organization of the United Nations (FAO) gave a keynote address on Taking food safety to the corners of the world. Professor Karl R Matthews from Rutgers, The State University of New Jersey spoke on Food Safety: How regulations in the United States affect China and Associate Professor Chunlei Shi from Shanghai Jiao Tong University delivered a talk on Facing challenges to food safety.

Alongside the keynote addresses, 29 students orally presented their research findings and 27 students shared their research through poster sessions. Students discussed their research, posed questions, sought solutions and took the opportunity to embrace this peer review and use it to enhance their work.

At the end of the conference, as has become custom, the three best oral presentations and three best poster presentations were selected by all the attendees. The best oral presentation awards were given to:

- Caj Christie, University of Queensland, Paraquat and Parkinson’s Disease
- Erin McCaffrey, University of Maryland, Attention Deficit Hyperactivity Disorder: neural and behavioral effects of Tartrazine in spontaneously hypertensive rats
- Andrew Blackie, UNSW Australia, The global, trade and political implications of food security

The best poster awards went to:

- Phyo Khaing, University of Birmingham, Is there a relationship between whole fat milk consumption and ischaemic heart disease?
- Jiayun Liu, Fudan University, Study on the association between diet, nutrient and attention deficit hyperactivity disorder
- Zyra Mae Oliman, Lund University, Less food waste by adding value to vegetable supply chain in developing countries

On the last day of the conference, once the formal proceedings had come to an end, the student delegates visited Hangzhou, one of the most renowned and prosperous cities in China.

Jianzhen Zheng
Division of International Cooperation & Exchange
Shanghai Jiao Tong University

www.universitas21.com/link/URC
Phyo Khaing of the University of Birmingham receives her prize for giving one of the best URC presentations.
The conference commenced on 7 July in the afternoon with an ice-breaking activity at the Xuhui campus. This included a variety of games and teamwork activities, which enabled us to get comfortable with each other. As my room-mate and I got on extremely well together, I immediately became very good friends with her colleagues from the University of Melbourne as well.

The second day was more official and it consisted of oral presentations. As the theme was ‘Food Safety’, a lot of other students had a Science background related to food. Being the only medical student, it was an eye-opening experience for me as I learnt about topics such as international trade laws regarding food, laboratory grown meat and the effects of pesticides. In the evening, the university kindly arranged to take us to the Shanghai theatre to watch an amazing acrobatics show. This was a brilliant opportunity for students to bond and discuss their research. We also had similar opportunities to make friends on free evenings, which allowed us to travel together in groups to have dinner.

The next two days included poster presentations during breaks and lunch. I was stationed by my poster throughout these times and it was an absolute delight to have a crowd of interested students and staff asking questions about my research and also receiving ideas and feedback from them. This boosted my confidence in many aspects. For instance, my presentation skills have certainly improved and it gave me a lot of practice in avoiding medical jargon. Prior to the poster session, we were each given three flower stickers to stick on our favourite posters, whereas for oral presentations, we voted for three of our favourite presentations of the day using slips.

On 10 July, after a short round of oral presentations, there was an award ceremony in the afternoon. I was pleasantly surprised at the end when my name was announced for the best poster prize, and I felt very happy to win such an award whilst representing the University of Birmingham at an international level.

The next day consisted of an excursion to the beautiful city of Hangzhou, which is a few hours away from Shanghai by bus. Hangzhou is renowned for its scenic lakes, and we were fortunate enough to get a free boat ride on the famous West Lake. Despite the intense heat, the scenery was breath taking and it was interesting to see the pagodas as well. Later in the evening, I headed off to Pudong airport to catch the flight back home.

I loved every second of my adventure. As I reflect back on my experience, I have undoubtedly become more mature, independent and confident in my own abilities. Even though it seemed a bit scary at first, I managed to make a lot of lifelong friends and it feels incredible to have experienced the modern Chinese culture. I am forever grateful to the University of Birmingham for awarding me with such an opportunity like this.

Phyo Khaing
University of Birmingham

www.universitas21.com/link/URC
Teaching locals of low-tech, high-effective solutions is part of the SEC participants’ activity in Guatemala.
Summer 2014 marked the third year of the Universitas 21 Social Entrepreneurship Corps (SEC) in Guatemala Programme.

On 26 May, 11 students from seven U21 institutions began their four-week pre-departure introduction to social entrepreneurship and Guatemalan history and culture, through an interactive virtual global classroom platform. Shortly thereafter, on 22 June, the students from around the world convened in rural Guatemalan villages to embark on their in-country experience.

Students hailed from Fudan University, National University of Singapore, University of Birmingham, University of Connecticut, University of Hong Kong, University of Maryland and UNSW Australia. They worked with SEC field professionals and social entrepreneurs to help cultivate new and nurture existing micro-consignment supported businesses.

The students worked on a diverse set of projects, which included carrying out a feasibility study of business opportunities for local women; providing guidance to local entrepreneurs and proposing strategies to improve the micro-consignment model; and creating an educational and motivational documentary for Guatemalan youth highlighting the Guatemalan culture and the opportunities available to them.

The projects helped build capacity and develop entrepreneurship skills within the local communities, while providing students with the opportunity of the practical application of knowledge and skills, learned in the classroom, in a real world setting.

Zahra Ali
Communications & Global Partnerships Coordinator
University of Connecticut

www.universitas21.com/link/SEC
Sumia and her fellow SEC participants exploring the architecture and culture in Guatemala.
I am a planner. I like to know what my schedule looks like for the day, week, and month ahead of time. It is safe to say that my colour co-ordinated iCalendar and three agendas - which have every obligation, assignment or errand I need to run - are my most dear possessions. Whether it is breaking my next day down by minutes, planning my academic and extracurricular goals, or revising my extensively researched one-, three- or five-year plan, I am always looking ahead. However, I would not attribute all success to being obsessed with planning ahead or meticulously spending hours researching every opportunity out there that would benefit my career goals. I believe that being flexible, trusting yourself and going into everything with an open mind and open heart is essential to success.

This summer I had the experience of a lifetime, when I spent five weeks living and interning abroad for U21 Social Entrepreneur Corps in Guatemala. The first thing that I could tell you about my decision to study abroad and work in Guatemala, is that I did not plan for it. I have no prior Spanish-speaking experience; I was planning on travelling to Rishikesh, India with UConn Empower in the upcoming winter and also had applied to two competitive public health research internships for the summer. It was not something that I had included in my four-year plan at UConn. I simply read an email from the Honors programme asking for applications from students who wanted to study abroad in Central America for a four-week programme smack in the middle of summer. Interested in seeing if the programme would be beneficial to one of my UConn Empower members, I asked if students needed to have prior Spanish speaking experience. Before I knew it, I was nominated by the UConn Honors Programme Department for the U21 programme and having a Skype interview with one of the founders of the Social Entrepreneur Corps.

Throughout the entire application process and months leading to my trip to Guatemala, my time and mind was filled with ruminating thoughts of self-doubt, anxiety, fear, and curiosity all at the same time. This trip was not a part of ‘my plan’. I did not know anyone applying for or going on the trip, I would have to live with strangers in a homestay, and I knew nothing about Central America.

I had travelled to Cusco, Peru and Bamenda, Cameroon before with student organisations that I helped found (UConn Medical Humanitarian Society and UConn Empower), but it was an experience that I had gone through with my friends. Before college, I had never thought I would be able to make an impact in a global setting, but Cameroon and Peru had not only been rewarding experiences of personal growth, but taught me that in order to make a difference in the world I would have to stay open-minded and step outside of my comfort zone. I felt that this was an opportunity that I had to take and everything would work itself out. I had to go to Guatemala, because as Eleanor Roosevelt once said, "You must do the thing you cannot do."

Travelling and working in Guatemala this summer was an unforgettable, exhilarating and enriching experience. I learned more in four weeks at Soluciones Comunitarias than I did over the last three years. During my time in Guatemala, I made new friends from all over the world, met amazing mentors and got to have a short taste of the challenges of international development work. I am happy that I did not ‘plan’ to go to Guatemala because there was no way that I could expect how much impact it would have on my life. Being prepared and aware of all opportunities is important; however, it’s important to go into college and life understanding that you always end up exactly where you need to be. I needed to experience Guatemala and U21 to understand more about my career, goals, and even myself.

Sumia Hussain
University of Connecticut

www.universitas21.com/link/SEC
Global citizenship is something of relevance to all students, whether studying - and subsequently working - at home or abroad.
Student Summit

The 2014 Summit offered a stimulating and varied programme of speakers and workshops, and promoted shared learning and participation from across the network’s universities, cultures and geographical locations. Member universities were invited to send up to three students to attend the Summit and in total, 42 students from 20 universities attended the Summit.

In order to achieve the goal of producing a challenge to the Presidents, the Student Summit was organised to allow the students to hear from a number of presenters and to have time to produce a presentation to the Presidents. The first two days of the Student Summit began with talks from people who gave the students differing perspectives on the effectiveness of their studies and on life and work after university. These talks were followed by time for the students to work together to create the challenge.

Dr Vicky Gunn introduced students to the summit theme by presenting a talk, Locating your inner dragon, on developing global leadership skills and vision. Matt Fountain talked about his social enterprise start-up business, the Freedom Bakery, which trains ex-prisoners ready for employment on their release. U21 Student Experience Manager Sue Dengate, and Hugh Roberts (UoG student) summarised outcomes from the recent U21 Global Citizenship and U21 Student Leaders’ Network events. The second day featured presentations from Professor Sue Rigby, Vice Principal for Learning and Teaching at the University of Edinburgh; Austin Lally, CEO of Global Braun, who spoke about global leadership; and Kevin Cullen, of UNSW Australia, who spoke about the importance of innovation in careers of the future.

Being able to hear the voices and opinions of every student was of utmost importance in constructing a challenge that represented all the students, not just a few. To that end the students were split into seven groups of six and then spent day one identifying one vignette which they all agreed either highlighted good practice or areas in which the universities could improve when preparing students for future employment in a globalised world. The steps the students used were in the form of questions, and in three stages:

Stage One: Global Citizenship

- What is a global citizen?
- What attributes do you associate with being a global citizen?
- What do YOU need to become a global citizen?

Stage Two: Global Challenges

- What are the issues facing a globalised world?
- What are the jobs that will make a difference?
- What do YOU need to be able to get the jobs that will make a difference?

Stage Three: Global Careers

- What does your university already do to prepare you for these jobs?
- Where are the gaps, or what could be improved?
- What do YOU need them to do to fill the gaps or do better?

The aim of day two was to create a presentation to support the delivery of the challenge to the Presidents at the Presidential Summit the following day. Each group was asked to confirm between them the details of the vignette they wanted to use and then to create a script and three PowerPoint slides to use for their part of the presentation. At the same time, one member of each group volunteered to leave their group and form the co-ordinating team. The remit of this eighth team was to write the introductory and concluding slides and scripts, to co-ordinate the other teams and to order their vignettes in a manner that worked to challenge the Presidents.

The final challenge the students created was a multi-faceted piece that reflected the vignettes each group felt were most important to them. It was delivered on day three to the Presidents and other senior university representatives by one member of each team, plus three members of the co-ordinating group. Following the presentation, an action plan was developed by U21 Managers and Student Summit participants, for implementation across the network.

The Summit offered a stimulating and varied programme of speakers and workshops, and promoted shared learning and participation from across the network’s universities, cultures and geographical locations.

Sarah Ward
International Networks Co-ordinator
University of Glasgow

www.universitas21.com/link/studentsummit

Sarah Ward
International Networks Co-ordinator
University of Glasgow

www.universitas21.com/link/studentsummit
Working and learning together can equip students well for that first step into the unknown on leaving university.
Lund University hosted the inaugural meeting of the U21 Student Leaders’ Network (U21 SLN) at the end of February 2014. Twenty-seven representatives from 14 institutions gathered to form one of the largest international student leaders’ networks. In line with the U21 theme of global citizenship, important student issues were discussed and important bonds were forged across continents. The meeting resulted in the decision to establish a student network with an interim organisational structure until a statute can be introduced. In conjunction with this decision a shared vision for the U21 SLN was agreed upon:

The U21 Student Leaders’ Network (U21 SLN) is a global network of student leaders that seeks to be a strong and united student voice throughout the U21 network. As a student engagement forum, the U21 SLN will give Universitas 21’s activity a student perspective.

The U21 SLN aims to enhance the work of U21, with focus on education, student representation and the student experience. The U21 SLN aims to:

- Have student representation in the U21 Student Experience Cluster and the U21 Education Innovation Cluster to give a student perspective and quality assure the education and student experience projects within the U21 Network
- Suggest new ideas for education, student mobility and student experience projects
- Work to strengthen student involvement and student representation within the U21 network

The U21 SLN is also a forum for collaboration between student leaders where the student leaders gain a global perspective on their work that can enhance the student involvement at their home institutions.

To lay the foundation for the discussions, the delegates had the opportunity to listen to key people from the past and future. Among them were Frank Coton, who gave a much-appreciated presentation about U21 which inspired a vivid discussion on how the network could develop its work on student-relevant issues. Jo Odds, a student representative from the former U21 Student Network (active between 1998 and 2004) spoke about her experiences from that time. She shared exciting best practices and recommended that the delegates should keep a focus on the important discussions on U21 issues, rather than the structure of the Student Leaders’ Network.

Karin Frydenlund held a session about intercultural communication. Through laughter, a card game with questionable rules and a presentation she gave the delegates new perspectives on the challenges of working across borders which were very useful in the following discussions. Furthermore, the meeting provided formal and informal opportunities for the delegates to share experiences from the work at their home institutions. The delegates found that many of the current challenges for the students, as well as for the student organisations, were the same throughout the global arena – for example work with flipped classroom experiences, student economy and diversity within the student body.

The next meeting of the U21 SLN is to be hosted by the students of the National University of Singapore in early 2015. Until then a steering group will co-ordinate the activities and flow of information throughout the global network of students. Some of the focus areas for the coming year will be on becoming a collaboration partner to the Student Experience Cluster, discussing the possibility of student representation within the Education Innovation Cluster and forming statute for the SLN.

Lund University and Lund University Student Unions’ Association are very excited about the outcomes of the meeting and want to thank all delegates for their participation. We look forward to the continued growth of student participation within the network and the exciting developments that will follow.

Tora Törnquists and Nicolai Slotte
Lund University

www.universitas21.com/link/SLN
Anthony Tuckett advising medical students on the Pearls and Pitfalls of undertaking a PhD
Health Sciences Student Events

Fourth U21 European UNMDG Student workshop – University College Dublin

On 13 and 14 June 2014, Dr Martin McNamara (Dean of Nursing, Midwifery and Health Systems) and Ms Nadia D’Alton (Health Sciences Programme Office Director), as members of the U21 UNMDG Strategy Working Group, were pleased to host the fourth U21 European UNMDG student workshop at University College Dublin. Forty-five health sciences students from across Europe, representing a range of disciplines including medicine, nursing, midwifery, physiotherapy, dentistry, pharmacy and public health, attended the workshop. The students engaged in group-based case studies and delivered group presentations at the end of the workshop. Two keynote speakers also presented on the day: Dr George Lueddeke, Educational Consultant in Higher and Medical Education, delivered a presentation on Global health today and tomorrow: towards a new world view and Dr Victor M Mukonka, a UCD PhD student presented on Community intervention trial in Zambia to improve institutional deliveries.

First U21 Health Sciences Summer School

The first U21 Health Sciences Summer School ran from 7 to 18 July 2014 and was hosted by the University of Auckland on the theme of Substance misuse studies: A harm reduction approach. The Summer School, which saw participation from 26 students from nine health disciplines and 14 institutions, focused on the issue of substance misuse and its consequences from a public health perspective. A harm reduction philosophy underpinned the programme, which is one which accepts that many people are unable or unwilling to be abstinent, and puts in place interventions which reduce harm to the individual, the community and society. The Summer School took an interprofessional learning approach, with students learning in multi-professional teams. The programme also included a focus on cultural issues in the context of substance misuse and harm reduction interventions, and the need for a culturally competent health workforce.

U21 Medical Clinical Placement Programme

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 started their placements early 2014 for periods of four to eight weeks. During the period January to November 2014, 17 medical students from nine institutions had benefited from the programme by undertaking a clinical placement abroad. International managers in faculties of medicine met in Shanghai in September to evaluate the first year and discuss strategies to increase the number of participants in future years. Placements for 2015 are already being offered for medical students and the Nursing group is about to launch a placement programme based on a similar model.

U21 Health Sciences Doctoral Student Forum

The U21 Health Sciences Doctoral Student Forum ran over two afternoons on 22 and 23 September. This was the second year that the forum was multi-disciplinary after a successful event in Dublin in 2013. A total of 15 students from five institutions and eight disciplines participated in the forum. Students were asked to focus their presentations on the research challenges they faced and the innovative solutions in response to those challenges. The research challenges for which the students provided solutions included ethical issues associated with data collection, recruitment and sample size or data analysis issues associated with the use of a secondary data. For the first time this year, two international reviewers gave feedback to the students after their presentations and initiated questioning. As part of the forum, two masterclasses were also presented to participants: Pearls and Pitfalls of undertaking a PhD by Dr Anthony Tuckett (University of Queensland) and Writing a scientific paper by Dr Yiwei Chu (Fudan University).

Caroline Voisine
Executive Officer
U21 Health Sciences

www.universitas21.com/link/healthsciences
Dr Derek Chambers presenting on the work the U21 Health Sciences group has been doing in relation to the UN’s Millennium Development Goals.
Health Sciences Group

The U21 Health Sciences Group has had another successful year of diverse and exciting opportunities for academics and students. The group is growing year after year and had 16 active member universities in 2014.

The U21 HSG annual meeting was hosted by Fudan University in September 2014. The meeting was attended by more than 100 participants from 17 institutions and focused on the theme Health education and health reform: a global challenge. Dr Lincoln Chen, President of the China Medical Board gave a keynote presentation on Transforming health professional education in the 21st century. He presented the current global challenges and their implications on health policies and health professional education and made some recommendations in terms of instructional and institutional design. Additional speakers presented some aspects of health education reform in their countries including Chile, South Africa, Singapore and South Korea. A session was also dedicated to e-learning as a revolution. Speakers from Birmingham, Melbourne and Fudan presented the implications of online delivery for health professional education and clinical supervision as well as some examples of blended learning. Three interdisciplinary workshops were also organised during the meeting and provided participants with a great opportunity to interact with each other and discuss ‘hot topics’ such as MOOCs in the health sciences, the integration of simulation pedagogy in health sciences and bringing the humanities in the health sciences curriculum.

Following the U21 HSG annual meeting at UCD in 2013, Dr Kendall Ho (UBC) and Dr Jason Last (UCD) started a new U21 HS project on Social Media (SoMe) Enabled Health Professional Education with the aim of identifying and recommending strategies to integrate and harmonise social media into the full spectrum of health professional education by looking at current best practices in education, existing educational policies, and literature. A team of academics and students from eight universities and six disciplines is leading the project. A U21 Social Media for Education in Health workshop took place on 23 September with about 30 participants from 12 institutions. During the workshop, the co-chairs presented the outputs of the project so far including presentations at conferences, the draft framework document Towards a Social Media in Health Professional Education including recommendations for educational practice and policy development, two draft publications and an online survey, the findings of which will be analysed as part of the second phase of the project. The students involved in the steering committee presented their findings of the literature review and participated actively in the discussion with the audience on the recommendations of the framework document. The group also discussed its direction for 2014-15 and agreed on a number of actions such as involving more U21 institutions in the project, run a U21 SoMe forum in 2015 and create an online repository of good practices and examples of social media use for education in health.

A good number of activities also took place as part of the U21 UNMDG initiative this year. In February, the group posted an online submission to The world beyond 2015 – is higher education ready?, an international campaign from the Association of Commonwealth Universities (ACU) to raise awareness of how higher education can and should respond to global challenges beyond 2015. The article is titled Improving knowledge of the MDGs among university health professional students and summarises the work that the group has been doing since 2008. Dr Derek Chambers, Chair of the U21 UNMDG initiative, was also a speaker at the U21 Global Citizenship Workshop in Malaysia and presented the activities of the group and how it engenders a much greater understanding of global citizenship and global responsibility within students and faculty. A fourth U21 European UNMDG workshop took place at University College Dublin in June with 45 health sciences students (see Student Experience section, page 69). Finally, a UNMDG workshop took place in Shanghai as a pre-event of the U21 HSG annual meeting. Members of the U21 UNMDG initiative presented updates on the activities of the group since September 2013. An important part of the day was dedicated to discussion about future activities and the role of the U21 UNMDG initiative after 2015. A list of priorities was established for the year to come including the completion of a publication, the cross-referencing of graduate attributes to see how the UNMDG case studies can be used to enhance their development, the completion of the online case studies, and the promotion and evaluation of the first pilot of the U21 Health Sciences Global Learning Partnership.

Caroline Voisine
Executive Officer
U21 Health Sciences
www.universitas21.com/link/healthsciences
Breakout groups enable delegates to have small, focused and intensive discussions.
Research Universities and their Regions (RUR)

The main activity of the U21 RUR network on the topic of Research Universities and their Learning Cities was a workshop held at the University of Hong Kong on 21 November 2013, and hosted by Professor Mark Bray. The workshop followed the 11th conference of the Pascal International Observatory, Cities Learning Together – Local communities in the sustainable and healthy learning city which was hosted by the Hong Kong Institute of Education directly prior to the meeting. This led to the welcome participation of colleagues from non-U21 organisations in the U21 workshop.

Delegates attended from the University of Glasgow, Hong Kong University and UBC as well as collaborating universities and cities from outside the network, including the University of Catania, the cities of Cork and Helsinki, Simon Fraser University and the University of Tampere.

The workshop examined the contributions of universities to the development of learning cities both within and beyond their own location, and their collaboration with other universities in doing so. It sought to explore the particular role of U21 universities in supporting health and environmental development in the context of their cities, and all colleagues in U21 were invited to propose examples of good practice for discussion at the workshop.

Some practical suggestions that emerged from discussion include the following:

- Using Finland as an example, ‘platforms for collaboration’ can be established to provide an ongoing working relationship between groups of universities and their cities/regions. Similarly in Shanghai government-funded research and training centres have been established to link university expertise to public and business development.
- The potential benefits of university staff being placed within public bodies for specific tasks and projects, was highlighted with Helsinki cited as an example.

From Glasgow, examples of training the drug and alcohol workforce and building leadership in public education, were used to illustrate the need and potential for university expertise being applied to organisational and senior leadership development within the public and business sectors.

A full report of the event has been posted on the RUR website at http://rur.pascalobservatory.org.

During 2014 in addition to a number of exchanges electronically between members plans have been developed to contribute to the 2015 U21 undergraduate summer school to be held in Glasgow on the theme of Cities and citizens in the digital age.

Professor Michael Osborne
Convenor U21 RUR Network
University of Glasgow

www.universitas21.com/link/RUR
2014/15 at a glance

- **17 - 18 December**
  University of Hong Kong
  International Peer Review in Education Workshop

- **25 - 26 March**
  Shanghai Jiao Tong University
  Research Supervisor Support & Development Workshop

- **26 February - 1 March**
  National University of Singapore
  Student Leaders’ Network Meeting

- **4 - 6 March**
  University College Dublin
  ECR Workshop: Innovation & Entrepreneurship

- **26 - 27 March**
  Shanghai Jiao Tong University
  Researcher Engagement Cluster Meetings

- **5 - 7 May**
  Pontificia Universidad Católica de Chile
  Student Summit

- **15 April**
  Chicago
  FINE Meeting

- **16 April**
  Chicago
  Deans of Education Meeting

- **15 April**
  Chicago
  FINE Meeting

- **5 - 8 May**
  Pontificia Universidad Católica de Chile
  Annual Network Meeting & Presidential Symposium
2014/15 at a glance

June

21 - 22 May
University of Connecticut
Student Mobility Network Meeting

9 - 12 June
Shanghai Jiao Tong University
Graduate Research Conference: Digital Futures

28 - 29 May
University of Nottingham
Research Collaboration Group Meeting

June - 26 July
Guatemala
U21 Social Entrepreneur Corps

July

1 - 15 July
University of Glasgow
Summer School: Cities and Citizen Engagement in the Digital Age

6 - 18 July
Tecnológico de Monterrey
Health Sciences Group Summer School

6 - 10 July
University of Auckland
Undergraduate Research Conference: Peoples and Places

August

21 - 25 September
Pontificia Universidad Católica de Chile
Health Sciences Group Meeting

September

October

28 - 30 October
University of Edinburgh
Educational Innovation Conference

October

28 - 30 October
University of Nottingham
Research Collaboration Group Meeting

Online Competition
U21 3MT Competition
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.