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.
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At the start of each new year, it has become customary in many parts of the world to join arms and sing Auld Lang Syne together. Well, perhaps it has become more customary to sing two lines and then mumble what you hope are the words of this fine Burns poem along with the others who share this tribute to friendship. It is a fitting backdrop to reflections on the past year for Universitas 21, reminding us of the intentions set at the Presidential meeting held in Glasgow, Scotland during 2014 and brought to fruition during 2015.

As ever, this last year has been a time for change, with changes in President at Lund, UNSW Australia, Korea University and UBC as well as the retirement of Ian Marshman, the U21 Manager at the University of Melbourne and lynchpin of much of U21’s operations over many years. There have also been changes in the Secretariat team, with new people joining to work with the Researcher Engagement and Student Experience clusters, as well as a new Administration Manager. The most striking change has been the appointment of an Executive Director to lead our academic activities and developments. Professor Eva Wiberg, who is also Deputy Vice Chancellor at Lund University, took up this role on a part-time basis in February 2015 and has been working to build deeper relationships with Presidents ever since. She joined us at our Presidents’ meeting held in Santiago, Chile and outlined an academic vision for the network which has proved the catalyst for much discussion ever since. The seeds of a unifying theme to our work in the area of Future Societies are now sown and will bear fruit over the next year across the broad spectrum of our activities.

Future Societies builds on substantial activity during this year under review, from the inaugural U21 Global Ingenuity Challenge for undergraduate students, where the winning entry from UNSW developed the concept of ‘Project Step City’ to reduce the use of cars in the centre of Sydney, to the concentration on digital futures examined at both the sixth U21 Graduate Research Conference (held at Shanghai Jiao Tong University), and the twelfth U21 Summer School (on ‘Cities and Citizen Engagement in the Digital Age’ held at the University of Glasgow). This has been the result of much work and commitment from many people to bring this about, but Burns’ poem reminds us ‘we’ve wander’d mony a weary fit, sin’ auld lang syne’.

At each new year, other than ruining a great poem through poor singing, it is customary to make a resolution. Flawed though they are, New Year’s resolutions show an intention to change, improve or develop, spurred on by the promise of the new year. So what should our network’s resolution be for this coming new U21 year? Perhaps building on the potential of Future Societies, harnessing the energy of our students and creativity of our staff, and making a difference to those around us is a good place to start, remembering along the way to ‘tak’ a cup o’ kindness yet, for auld lang syne’. While you are doing that, I invite you to refresh yourself by reflecting on our past year, the highlights of which are in the following pages.

Here is to another collaborative year of our network.

Professor Sir David Eastwood
Vice Chancellor, University of Birmingham
Chair of Universitas 21
From the Secretariat

It has been a very busy first year as Executive Director, a role I only took up from 1 February. Initially working only one day a week, and combining this with my role as Deputy Vice Chancellor at Lund University, I spent the first few months getting to know people around our network and how we work. I attended my first AGM in my new role in Santiago de Chile in May 2015 and was able to build on relationships with people I met at previous meetings when I had represented the Vice Chancellor of Lund University – it certainly was a help knowing many people already before taking up this role.

So, what has happened in that time? In July, I increased my time with U21 to 50% time, still working as Deputy Vice Chancellor at Lund University. I organised the Academic Advisory Group, which brings together the academic leads of our three clusters together with leading academics from around our network to help me in developing the academic direction of our network to support the concept of Future Societies – building on our academic strengths and close working relationships in areas which make a difference to the world in which we live.

Another thing which Presidents were very keen on was further raising the profile of our network, both for what we do and what we could do. We have a firm platform for this – for instance, through consultative status with the United Nations Economic and Social Council (ECOSOC) which we were granted in 2010 – but we need to go further and do more. In the past months, I have started a U21 blog, Thinking International, which gives us a platform to engage with international matters other than the U21 website. This will continue to carry information about all our activities, but being a blog means that we can write about things of wider international interest such as the HE environments in countries I visit, or reactions to world events. I enjoy writing for this blog and welcome comments and reactions – let’s really get a dialogue going!

Professor Eva Wiberg  
Executive Director  
Universitas21

The past year has been one of great change in the management of our network. The biggest change, of course, was the appointment of Eva Wiberg as our inaugural Executive Director with the brief to put academic matters at the very heart of our network, building on the academic clusters established in 2013. But there were also major changes within the Secretariat, with two new Cluster Managers and a new Administration Manager.

Ben Griffiths joined us in July as Administration Manager, replacing Clare Noakes, who after nearly 9 years with Universitas 21 moved on to work with the Vice Chancellor of Aston University (UK). Ben comes with a background outside of higher education and is putting his training in journalism to good use as he overhauls our many publications and our website.

Both the Student Experience cluster and the Researcher Engagement clusters have new managers, with Ninna Makrinov replacing Sue Dengate in the former and Christina Mellor joining us on 1 December 2016 to replace Gemma Marakas. Both Ninna and Christina have experience of working and studying at U21 member institutions: Ninna studied at Católica in Chile and is currently completing an MBA with ITESM and Christina’s PhD is from Nottingham. They both worked at the University of Nottingham previously, though not together. After three years with U21, Sue Dengate has taken up a new role at the University of Queensland and so is still in contact with some colleagues around the network: Gemma left the U21 ‘family’ to join the University of Warwick (UK), working in the area of researcher engagement.

Although we were sorry to lose three committed colleagues, we’ve been fortunate to be able to refresh the Secretariat with three such enthusiastic and engaged new faces. The U21 Secretariat is rejuvenated as we move towards the end of our second decade.

Jane Usherwood  
Secretary General  
Universitas 21
Professor Celso Lafer was announced as the recipient of the 2015 Gilbert Medal for Internationalisation awarded by Universitas 21 (U21). 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.

Professor Lafer is Emeritus Professor of the Institute of International Relations at the University of São Paulo, Brazil and President of Fundação de Amparo a Pesquisa do Estado de São Paulo (FAPESP), the state research funding council for São Paulo. He served twice as Brazil’s foreign minister (1991-92 and 2001-02) and also as the commerce minister in 1999. From 1995-98, he was Brazil’s Permanent Representative to the United Nations and to the World Trade Organisation. Professor Lafer is a strong believer in the importance of the internationalisation of higher education, as witnessed by his development of schemes with overseas universities at FAPESP, and in his promotion of English as a key skill for academics and diplomats.

On receiving news of the award, Professor Lafer said: “This award is very important for the international higher education community and it is a distinction for me to have been remembered in this context.” He joins a growing list of stellar international contributors who have been presented with the Gilbert Medal, among them Dr Domenico Lenarduzzi, founder of the Erasmus programme (2014), Dr Jane Knight, Ontario Institute for Studies in Education (2013), and Dr Allan Goodman of the Institute of International Education (2012).

Professor Sir David Eastwood, Chair of the U21 network and Vice Chancellor of the University of Birmingham, one of U21’s founding members, commented: “The Gilbert Medal recognises those whose actions have had a significant impact on international higher education. Celso Lafer more than exemplifies that, having been a major force in Brazilian education and also played a role on both the national and international stages when in government. He is a wonderful example of someone who has made contributions in many facets of the life of his country and beyond, something he continues to do as President of the São Paulo Research Foundation.”

We also presented U21 Awards for Internationalisation, recognising individual efforts which have furthered internationalisation and built relations between U21 members to Dr Rob Forage of UNSW Australia and Professor Stephen Hillier of the University of Edinburgh.

Dr Forage’s award is for his commitment to and leadership in international education, transnational education and English language preparation for both students and teachers. In particular he has shown innovative ways of thinking about foundation programmes, tailoring and adapting them to local communities in places like Thailand, Malaysia and Vietnam, and overcoming significant hurdles to provide educational pathways for overseas students. His work has not only included curriculum development, but also sound educational advice, building relationships with senior government officials and increasing the opportunities for and capabilities of English language learners and teachers wanting to access higher education. Speaking on notification of the award, Dr Forage said “It is a great privilege to be recognised by Universitas 21 in this way. I know it will also have very special meaning to all my colleagues at UNSW and UNSW Global, past and present, who have contributed to more than 60 years of high-quality international education. They have laid very strong foundations on which we are still building.”

Another U21 Award for 2015 was given to Professor Stephen Hillier for his long-term dedication to international education, in particular in relation to the links forged between the University of Edinburgh and the University of Delhi. Over the past fifteen years, Professor Hillier has transformed the way in which the University of Edinburgh has thought about internationalisation, developing a coherent and highly successful strategy. He has established deep academic links with overseas institutions, establishing international centres of excellence at Edinburgh with Russia, China, India, Latin America and in Islamic studies. Most recently, the work to establish the Edinburgh-Delhi link has been of significant value, bringing together pioneering lecture series, symposia, study trips for students of both universities, including the innovative ‘College on Wheels’ initiative alongside more localised interactions between faculty and staff across the two cultures. Professor Hillier commented: “It is a privilege to accept this award. International partnering is in the blood of the the Edinburgh Global team and it is made all the easier through the many exciting opportunities that exist across the U21 network.”

Jane Usherwood, Secretary General of Universitas 21, congratulated both awardees, saying “Both Professor Hillier and Dr Forage have shown that internationalisation is more than just an abstract concept, by putting time, energy and talent into creating higher education openings for students across the world, irrespective of background or nationality, turning potential problems of language, location or circumstance into positive learning experiences, challenges and opportunities. We are delighted to acknowledge the impact of their outstanding work.”

www.universitas21.com/link/GilbertMedal
As a Chilean and Católica alumna, I was pleased to take part in the symposium organised by PUC as part of AGM 2015. The speakers were Felipe Larraín Bascuñan (Chilean Minister of Finance 2010 and 2014 and currently the director of the Latin American Centre for Economic and Social Policies at PUC); José Joaquin Brunner (UNESCO Chair Professor in Comparative Higher Education Policies at Universidad Diego Portales in Chile); Bernabé Santelices (Professor at PUC, who received the Chilean National Award in Natural Sciences); and Pedro Pablo Rosso (President of the Organisation of Latin American Catholic Universities and member of the board of the National Educational Council of Chile). They provided a detailed analysis of the characteristics of higher education in the region.

We were grateful that PUC provided simultaneous translation, which allowed all to access presentations rarely available in English. It also gave an insight to the native English speakers about how it felt to listen to a presentation in a language other than your own, something which many of our U21 partners are used to at each and every meeting. It makes me reflect that although English is a major academic and business language, valuable research is published in many other languages. As an international network, we may be able to tap into resources that go beyond those available for an English-speaking population.

Latin America is a region of contrasts. Geographically it includes countries with climate variations that give rise to the driest desert and the largest forest in the world. Its people are also a mix, with a few indigenous people still surviving as well as the immigration influx, mostly from Europe. This makes Latin America what it is today. From an economic perspective, although situations are varied, most countries share reliance in production of raw materials and exports as well as having great income differences between the rich and the poor.

As a graduate from a Latin American university, I can personally attest to the quality of higher education in the region. In terms of international rankings, there might be room for improvement; only 5 institutions are listed by QS in the top 200 universities of the world and 23 in the top 500. Research requires strengthening and the number of PhDs is low in comparison to OECD countries. Action is being taken to improve this, with many governments investing heavily in human capital and an increase of younger academics that have completed doctoral degrees abroad.

We learned from the seminar that to build and sustain relations with universities in Latin America there is a need to firstly understand the region, its strengths and weaknesses. Then, to find strategies where relationships can be built positively for all involved. Latin America offers access to extraordinary research environments, capable students and committed staff. There is great potential to increase research collaborations and student mobility.

Tal vez debí haber escrito estas reflexiones en mi lengua materna. En nuestro plan original pensábamos tener versiones paralelas, en el espíritu de una traducción simultánea, pero fui incapaz de mantenarme en el límite de palabras solicitadas. Gracias nuevamente a la Católica por recibiros y por haceros sentir en casa. Espero de corazón que al dar la oportunidad de que otros miembros de Universitas 21 conozcan un poco más sobre América Latina generemos las redes para un fructífero trabajo a futuro.

Ninna Makrinov
Student Experience Cluster Manager
Universitas 21
The fourth annual *Universitas 21* ranking of national systems of higher education was published in May 2015. The rankings again attracted much attention in the media internationally. One of the main reasons for initiating the project was to provide benchmarks for countries to gauge their level of performance, particularly against countries at similar levels of development. In several countries the results are being used as input into national policy.

Fifty countries are ranked both overall and in four areas: Resources, Policy Environment, Connectivity and Output. There are 25 measures in total. The Resources module includes data on government and private expenditure and research expenditure. The Environment module is more qualitative. The international evidence is that the best systems allow considerable autonomy to institutions but within a framework of external monitoring and competition. Since the rankings began in 2012 the Environment module has always included measures of external monitoring and institutional autonomy in hiring and governance. In 2015 an additional measure, the financial autonomy of public institutions, was added. Information was obtained by means of a questionnaire, with U21 members assisting for their countries. Information was collected on attributes such as the extent to which government funding was unrestricted as to use, whether institutions could borrow or carry forward surpluses and whether any tuition fees could be charged.

Much recent international focus has been on the degree to which tertiary institutions engage with the rest of society. This has occasioned interest in the Connectivity module of our rankings. The project has expanded its work in institutional engagement with the results published as Gaétan De Rassenfosse and Ross Williams, ‘Rules of Engagement: Measuring Connectivity in National Systems of Higher Education’, Higher Education, 2015, pp. 941-956. This article has further widened interest in the U21 rankings.

The Output measures include research performance and participation rates. Another variable compares unemployment rates of graduates with school leavers. This measure provides an indicator of whether the higher education system meets national needs. In some countries unemployment is higher among graduates, which suggests a need to re-evaluate the system of higher education.

A feature of the rankings is that a measure of efficiency can be obtained by comparing outcomes (Output and Connectivity) with inputs (Resources and Environment). This can be done at the module level or at the level of individual variables. The results show a strong relationship between research performance and expenditure on research. Participation rates are correlated with expenditure, but it does not matter whether the expenditure is public or private. There is evidence that the quickest way to improve national research performance is for governments to target the allocation of research funds.

**OECD Satellite Conference**

An invited paper was presented at a symposium held in Singapore in October 2015 as a satellite event of the OECD Conference on Higher Education Futures. The symposium was jointly sponsored by the Australian Government, the Higher Education Funding Council for England and the European Commission. The paper delivered by Ross Williams was entitled ‘Evaluating National Systems of Higher Education: the U21 Rankings’. The Symposium created further interest in the rankings amongst policy makers in attendance.

**2015 Results Summary**

Overall, the top ten countries were the United States, Switzerland, Denmark, Finland, Sweden, Canada, the Netherlands, the United Kingdom, Singapore and Australia. Longer run trends are now beginning to show up. Comparing the rankings with those of two years ago, the larger movements are correlated with changes in economic circumstances: China, South Africa, Chile and Hungary improving; Ukraine, Serbia, Bulgaria, Greece, Spain and Turkey falling.

A second overall ranking is calculated by looking at how countries rate compared with what is the expected performance at their level of GDP per capita. This is done by fitting regression lines to each data series. Using this adjustment, a number of lower income countries rise up markedly in the rankings: South Africa to 10th, China to 16th and India to 18th.

The full report, data, country snapshots and a web tool allowing comparisons over time are available on the U21 website.

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

www.universitas21.com/link/rankings
In order to help the Executive Director develop and provide stewardship to key strategic academic priorities for our network, Eva Wiberg has brought together the three Academic Leads of our clusters, together with key senior academic colleagues who are involved in U21 activities to provide her with advice and guidance. Although she works also with other groupings, most notably the U21 Managers’ Group, this new group – titled the Academic Advisory Group – is unique in that it provides solely academic input to the development of new projects and the oversight of new areas of activity which she develops. Together with the Managers’ Group providing member insight, this gives a balance to consideration of new developments and also ensures an academic voice from around our network is at the heart of what we do.

The Academic Advisory Group first met face-to-face in September 2015 in Dublin, at the invitation of UCD. Each of the clusters was represented at senior level, with two Academic Leads able to join the meeting. Distance is always a problem, as are the busy diaries of those who work with U21, and so it was agreed that meetings would normally be held virtually, though we recognise that a lot can be produced through intense periods of face-to-face meetings. We shall try to arrange those at times and at places where colleagues will be meeting for other reasons to minimise the time and travel demands on already overly busy people. Professor Chris Ennew also is part of the AAG, as Chair of the Mangers’ Group, but as she was not able to attend in person, she participated virtually via Skype – showing how creative we can be when we need to, and what a difference tools like Skype have made to the world of international collaboration.

By coming together, we are also able to ensure that each cluster is informed at the academic level about what is happening elsewhere – the working relations between the Cluster Managers are very close and there is a flow of information between the clusters. This was enhanced by the opportunity for members of the respective Steering Groups to talk to one another in detail about the synergies between elements of work in each cluster. For instance, at the Dublin meeting there was the opportunity to share learning about work between the Student Experience cluster and the Researcher Engagement cluster in relation to mobility which might further enhance the work in both areas.

At the Managers’ meeting held at the University of Johannesburg in October 2015, Professor Eva Wiberg explained how that group would work with her Academic Advisory Group to suggest, develop and enhance new activities, looking at issues from a variety of perspectives and disciplinary backgrounds would mean stronger, more relevant proposals would be advanced to further enhance the value of the network to our members and provide a solid platform to the application of research to the world of which we are part.

The creation of the Executive Director’s Academic Advisory Group ensures that academic considerations remain at the heart of what we do and allows ideas to be developed which involve all areas of U21’s activities, putting into action those things we espouse - 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.

Jane Usherwood
Secretary General
Universitas 21
Thinking International

The U21 Blog

Towards the end of 2015 the first U21 Blog, Thinking International, was launched as part of plans to continue to expand the reach of the network outwards, via new communication platforms.

Whilst still producing the monthly eBulletin U21:Connect, as well as the quarterly newsletter U21:Discover, the blog has been designed with a view to providing engaging, informative comment and influence on matters of higher education as well as social issues which have resonance beyond the network.

Readers of the blog, available to view at thinking.international, can share, comment and follow the blog by subscribing to receive updates from the network whenever a new article is posted.

The aim of the blog is to be a separate platform from internal U21 publications – ultimately, the blog should be a voice from the network to the wider world. All content is generated from within the network and it is hoped that we can innovate further with content from students to presidents across the globe.

Still in its infancy, the U21 blog continues to gather pace, and we hope that with network-wide input the platform can further grow in 2016.

Ben Griffiths
Administration Manager
Universitas 21

thinking.international
Education Innovation

Cluster Review

Educational Innovation

Innovation is on all of our minds as we enter a phase of heightened experimentation in many aspects of higher education. Our institutions – like many others around us – are experimenting with new ways of using technology to support our educational goals and, indeed, with new educational goals afforded by technological change. The Educational Innovation (EI) cluster was created to add value to our individual institutional efforts to lead educational innovation. The Educational Innovation cluster aims to articulate the leadership challenges, and identify, share and develop strategies for advancing, at scale, the following challenges:

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

We recognise these challenges are multi-faceted and will involve conceptual articulation.

In 2014-15, the EI Steering group membership included Professors Bairbre Redmond, Chair of the Steering Group and Academic Lead for the EI Cluster (University College Dublin), Graeme Aitken (Auckland), Jeff Bale (Birmingham), Simon Bates (University of British Columbia), Susan Bridges (Hong Kong), Frank Coton (Glasgow), Stephen Marshall (UNSW), Asa Lindberg-Sands (Lund). The many contributions of all members of the steering group are deeply appreciated.

Our primary activities in 2014-15 have been to progress projects identified and approved in the programmatic plan for the EI cluster. The EI plan includes an annual conference and a 2015 highlight for the cluster was the U21 Educational Innovation conference hosted by the University of Edinburgh under the leadership of Professor Sue Rigby. Focusing on a theme of “Using the Digital to Capture the International in Teaching & Learning”, 60 delegates from 18 U21 institutions attended the three day event, underlining the strategic significance attached by member universities to contemporary opportunities for educational innovation.

Prior to the conference, all registered participants were polled in order to identify the most pressing teaching and learning issues in their institutions. A summary of those findings was presented at the 2015 EI Conference and a free-ranging discussion ensued, allowing delegates to suggest priorities for the EI Network over the next two years and providing an opportunity to share best practice in these identified areas by colleagues. A detailed report from the conference is presented later in this review. I am delighted to report that the 2016 Educational Innovation conference will be hosted by the University of Birmingham from 26-28 October, using the theme of “Teaching Excellence”.

Another 2014-15 activity worthy of mention was the offering of a U21 Shared Online Course (SOC) (“Critical Thinking in Global Challenges”) to develop curricular opportunities that take advantage of emerging technologies and the global character of the U21 network to create virtual global classrooms in which sustained and meaningful cross-cultural and globally oriented learning experiences can be offered at scale and in ways that complement and support the U21 network’s mobility programs. The SOC, generously shared by the University of Edinburgh, created an opportunity for students from across the U21 network to interact in a short (5-week) extra-curricular activity. A report on this exciting project is provided later in this Review.

Another large undertaking in 2014-15, which is continuing into this year, is a project looking at teaching excellence indicators and policies and procedures at our member institutions for recognising and rewarding teaching excellence. The initial project was led by Professor Graeme Aitken of the University of Auckland and will continue under the leadership of Professor Stephen Marshall of UNSW Australia. More detailed information about the project is available in this publication.

In 2016, we look forward to advancing the network’s EI agenda by further developing initiatives that harness the possibilities of online and blended learning and the research-intensive character of our member universities and by providing opportunities to reflect on and advance our shared strategic goals in the area of educational innovation and teaching excellence in research-intensive universities. Professor Bairbre Redmond (U21 EI Academic Lead), the EI Steering Group and I look forward to working with all U21 members in 2016 to make educational innovation and teaching excellence one of our distinguishing features.

Lavinia Winegar-Gott
U21 EI Cluster Manager & Deputy Secretary General
Universitas 21

www.universitas21.com/link/EI
Hot Button Topics

Prior to the annual EI Conference at the University of Edinburgh in October 2015, a survey was circulated asking participants to identify “hot button” topics in higher education – both at an institutional level and at a U21 level. The results provided a lively, free-ranging discussion among delegates! Issues identified in this survey will guide the work of the EI Cluster in the coming two years.

Current key challenges in our institutions were encouraging effective, evidence-based student learning and developing and rewarding effective teaching excellence in research-intensive universities (55% of respondents), student-facing issues (18%), assessment & feedback (13.5%) and online/learning analytics (13.5%).

Under the broad topic of encouraging effective, evidence-based student learning, the following specific issues were suggested as areas that the U21 EI cluster might focus:

- Monitoring academic quality; interventions to improve quality
- Incentivise and reward innovation and risk-taking in teaching and learning
- Support teaching and learning innovation and widen recognition of evidence-based quality
- Develop U21 standards which could be used for recognising and rewarding effective teaching

Under the broad theme of effective teaching and academic development, specific topics were identified as:

- Effective, rigorous, practice-based teaching and learning professional development for staff
- Incentivise staff take-up of professional development in teaching and learning
- Ensuring (young) academics’ teaching qualifications are recognised and valued

Hot button student-facing issues identified in the survey included:

- Students as co-creators of quality teaching and learning
- Developing a strong culture of academic integrity and honesty
- Moving beyond student evaluations – achieving a more complex view of impact of effective teaching
- Putting employability into the core curriculum

In the final broad theme identified – assessment and online – the survey suggested the following were hot issues for our members:

- Effective and efficient assessment and feedback
- Diversity of assessment, improving feedback and closing the feedback loop
- Learning-oriented assessment and norm referencing
- Effective online and blended approaches
- Ensuring ‘flipping’ results in good pedagogy
- Sharing analytic scales and strategies

We are grateful to all who participated and look forward to working together on these issues over the next few years.

Lavinia Winegar-Gott
EI Cluster Manager & Deputy Secretary General
Universitas 21
El Conference

The 10th annual U21 Educational Innovation Conference was hosted this year by the University of Edinburgh, from 28-30 October. Focusing on a theme of “Using the Digital to Capture the International in Teaching & Learning”, 60 delegates from 18 U21 institutions attended the three day event.

The first afternoon included detailed updates on the U21 SOC (Shared Online Course) and on the U21 Teaching Indicators Project. Prior to the conference, all registered participants were polled in order to identify the most pressing teaching and learning issues in their institutions. A summary of those findings was presented and a free-ranging discussion ensued, allowing delegates to suggest priorities for the EI Network over the next two years and providing an opportunity to share best practice in these identified areas by colleagues. These “hot button” topics are reported in this Review.

Highly engaging and provocative keynotes were given over the final two days of the conference. Professor David White (University of the Arts in London) raised the question “Open Season for Internationalisation?” followed by an intriguing address by Professor Matt Ratto (University of Toronto) on “Technology, Education and Democracy.” Delegates also heard from Professor Belinda Tynan (Open University) on “Platforms and possibilities: Opportunities and barriers for shared digital strategies across borders” and finally from Dr. Agneta Bladh on “Modernisation Challenges for Universities.” Videos from these keynote addresses will be available on the U21 website in the next few weeks.

Participants were treated to a hands-on, hugely interactive afternoon of demonstrations of Wikipedia editing, Google Glass, and Open Resource Development. We also were given a tour of the Royal Dick Veterinary School for a peek at how the school incorporates technology into its instruction, as well as a tour of the supercomputing facilities at the Advanced Computing Facility. An impressive presentation was given in the Centre for Research Collections - Engagement Hub - on Edinburgh’s approach to teaching, digitisation and innovation.

We are grateful to colleagues at the University of Edinburgh for the superb hosting of this “must attend” event and look forward to being at the University of Birmingham for next year’s conference (October 26-28, 2016) where participants will explore the broad topic of what teaching excellence in research-intensive universities means. Save that date!

Lavinia Winegar-Gott
EI Cluster Manager & Deputy Secretary General
Universitas 21
www.universitas21.com/link/EIconferences
U21 Shared Online Course

One of the current educational goals of the network is a focus on improving virtual international mobility of U21 students and developing ways in which they can get a better appreciation of the huge educational network to which they belong. Towards this aim, in the academic year 2014-15 the Education Innovation (EI) Cluster trialed two ‘closed’ iterations (for U21 students only) of an existing MOOC (Massive Open Online Course) from U21’s member, the University of Edinburgh. The course, “Critical Thinking in Global Challenges”, was aimed at an undergraduate level and ran for 5 weeks.

A brief description of the course says: “Critical thinking is the ability to gather and assess information and evidence in a balanced and reflective way to reach conclusions that are justified by reasoned argument based on the available evidence. Critical thinking is a key skill in the information age, valuable in all disciplines and professions.”

The first iteration of the U21 SOC offered students the opportunity to better understand what critical thinking is and to practice and enhance their critical thinking skills. More than 1300 students across nine U21 universities registered for the course. The course used the context of some important global challenges that affect us all, and to which we have no clear “correct” solutions; for example, the risk and spread of serious infectious diseases in epidemics in modern societies, the implications of increasing human population on global resources, energy, environment and climate, and the challenges of human health and wellbeing in the modern world. Possible solutions to global issues such as these are hotly debated and provided the perfect setting to practice recognising and evaluating facts, ideas, opinions and arguments.

The relevant background information for each global challenge was provided to ensure that students could complete the exercises. However, this course was not a course on these global challenges themselves; instead it used the context of these thought-provoking challenges to practice critical thinking.

The course contained lectures, quizzes and exercises. There was an additional final exam for those students wanting to get a certificate of accomplishment.

This was a basic, informal and very pragmatic course, which focused on getting students to think rationally and critically about evidence, and did not attempt to teach logic, reasoning and knowledge in a formal way. Short lectures briefly presented key concepts and definitions, but it was by actually doing and completing ‘real-world’ exercises and quizzes, and discussing them with fellow students across the globe, that our students learned how to think critically about the information that surrounds us.

The second iteration of the course commenced on 9 March 2015, with more than 1,050 students from 17 U21 institutions. A number of our member institutions choose to embed the course in a pre-existing module in this second iteration in order to increase completion rates. Several offered recognition on Supplemental Diplomas for successful completion. We look forward to the next phase of this valuable experiment!

Lavinia Winegar-Gott
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Universitas 21
www.universitas21.com/link/SOC
Early in 2014, the U21 Educational Innovation (EI) 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, recognize 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 an 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, the researchers (Professor Graeme Aitken and Jennifer Tatebe, Faculty of Education, University of Auckland), analysed:

- How teaching is recognized in appointments (for example, the nature of teaching only positions; the prominence given to teaching in appointment policies)
- How teaching is recognized 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 positions 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 Scholarship of Teaching and Learning (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 in 2014 continued in 2015 under the guidance of Professor Graeme Aitken (Auckland), analysing the specific criterial 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.

Lavinia Winegar-Gott
EI Cluster Manager & Deputy Secretary General
Universitas 21
Deans of Education

On April 16, 2015, Professor David Clarke (University of Melbourne) welcomed colleagues to the 18th annual U21 Deans of Education meeting in Chicago, extending a special welcome to Dr. Gerald Sroufe from the American Education Research Association (AERA) directorate and Professors Michael Feuer and Donald Heller, representing the AERA Organisation of Institutional Affiliates (OIA), Heather Hill and Frank Perrone, the two FINE representatives, Lavinia Winegar-Gott, U21 Education Innovation Manager, and Professor Irma Eloff from the University of Pretoria. Twenty six delegates from 14 member institutions, along with five guest participants, attended this year’s meeting.

Particular attention was drawn to the two invited symposia on Research Productivity and Institutional and Rankings offered jointly by OIA and U21 (details below). These symposia gave practical demonstration to the growing connection between U21 and the AERA.

The meeting received updated news of initiatives undertaken within the U21 cluster structure from Lavinia Winegar-Gott and Graeme Aitken, who represents the Deans of Education on the Educational Innovation Steering Group.

FINE (Forum for International Networking in Education) leaders, Heather Hill and Frank Perrone, reported on the forum held on the previous day, April 15, and on initiatives taken by the FINE group over the past 12 months (see separate report in this Review).

Brief reports were provided by each of the 14 participating Schools of Education and by guests, supplemented in several cases by explanatory materials. Several issues of common interest emerged. The topic attracting greatest attention and discussion concerned partnerships between Schools of Education and “laboratory schools” for the purposes of teacher training and research. The level of interest was such as to suggest this would provide a suitable Focus Discussion topic in 2016.

A focus discussion (four presentations followed by discussion) on the topic of “Measuring Our Research Productivity: Measures of Research Productivity and Ranking Processes for Universities and Schools of Education” included presentations on:

- Assessing Research Excellence in REF (Research Excellence Framework). Whose baseline?
- How to Rank the Rankings
- Ranking Education Schools: Rhetoric and Reality
- Research Productivity, Assessment and Ranking: The Hong Kong Case

The presentations made clear the commonality of concerns about the consequences for Schools of Education of the assessment of research productivity using metrics intended for cross-disciplinary application. Similarities in concerns and methods for the measurement of research productivity across institutions were interwoven with local idiosyncrasies in implementation and strategic endeavour.

Open discussion pursued the topic of laboratory schools and it was agreed that this should be proposed as the Focus Discussion topic for 2016’s U21 Deans’ meeting.

Intended initiatives arising from the meeting included:

- Projects arising from the U21 Innovation Grant (eg. “Ideal School” project involving Lund, Dublin, Hong Kong, Johannesburg and Auckland).
- Partnerships with schools to be a focus for the exchange of innovative practice.
- Collaboration to offer U21 symposia on “Internationalising the Curriculum” at AERA, EARLI or ECER in 2016.
- Several Schools of Education committed to continued and possibly increased support for the U21 Forum for International Networking in Education (FINE) research student group.
- Continued sharing of strategies and support with respect to many areas of common interest.

Plans were made for the continuation of many conversations commenced at the meeting involving internationalisation, productivity measures, closer collaborations around specific initiatives, exploration of lab school possibilities by drawing on the experience of other U21 Schools of Education, and interest was also expressed in exploring other forms of partnership with schools.

Lavinia Winegar-Gott
EI Cluster Manager & Deputy Secretary General
Universitas 21

www.universitas21.com/link/education
The Forum for International Networking in Education (FINE) continues to coordinate professional relationships between graduate students and U21 institutions from all over the world.

In April, FINE held three events at the 2015 annual meeting of the American Educational Research Association (AERA) in Chicago. The FINE Forum, held on Wednesday, April 15th, was the flagship event and was attended by 27 postgraduate scholars (and 4 professors) from the US, Canada, Australia, New Zealand and Scotland.

The Forum provided participants with information about pursuing post-doctoral positions within the public university and private business sectors, seeking external research funding, and transitioning into the tenure track. Panel speakers and their associated topics included:

- Radhika Gorur, PhD: “Pursuing a post-doc”
- Juliette Lyons-Thomas, PhD: “Pursuing a career in educational policy”
- Esther Chan, PhD: “Applying for grants and fellowships: How to orchestrate serendipity”
- Jennifer Tatebe, PhD: “Life as an early career academic: Lessons from the ballet”

In addition to a panel session led by representatives from the Deans of Education, post-doctoral students, and early career scholar communities, in the latter part of the forum the FINE Leadership team launched its inaugural UnConference session. The goal of the session was to provide participants with an opportunity to both shape the content and focus of discussion and to leverage the expertise of those present. Amongst the 27 participants who attended, three themes emerged:

- Internationalisation of Education
- Assessment Literacy Education in Pre-service Teacher Education
- Technology in Education

The FINE Dinner was held in the evening of April 15, after the FINE Forum, and was attended by 27 FINE members and three Deans. In addition, two FINE breakfast meetings were held on April 17 and 19 and these were attended by 19 and 17 students respectively, and by an occasional drop-in Dean or two.

The FINE Leadership team conducted a survey of Forum attendees to understand how members define networking relative to the kinds of activities desired, frequency, location and purposes. The data will be used to enhance FINE events, and to locate intersections between the needs of U21 Deans of Education and associated FINE graduate student members.

It is very pleasing to see continued high levels of interest and engagement within the FINE network. For the past four years, our FINE forum event at each year’s AERA conference has consistently been attended by 25-30 FINE members and 3-5 Deans from across the network. We are also equally pleased to report numbers of ‘returning’ FINE members at our events, whom 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.

Heather Hill
FINE Leadership Team

www.universitas21.com/link/FINE
We are now ready to move into the pilot phase for the two U21 signature projects in Initial Teacher Education (ITE) under the “Internationalising the Curriculum” initiative led by The Faculty of Education, HKU. The overarching goals of the initiative are:

- To embed an international perspective in Initial Teacher Education (ITE) programmes reflecting University missions and graduate attributes of ‘global citizenship’ and ‘intercultural competence’;
- To conceive internationalisation projects that build in multiple perspectives within the ‘at home’ curriculum.

By the end of the projects students will:
- Recognise and understand their own cultural and disciplinary backgrounds and consider these perspectives with respect to local, national and international contexts;
- Develop cultural awareness and respect diversity to enable them to act in a socially just and culturally responsible way;
- Enhance their professional understanding through evidence-based interactions with a global online community of peers;
- Negotiate and build professional digital identities through interaction with teaching peers across cultural and linguistic borders using multiliterate modalities and capabilities.

Projects:
A workshop was held on December 11, 2015 to build on the initial incubation workshop in December, 2014 in Hong Kong and the subsequent work undertaken by project teams both virtually and in face-to-face meetings and workshops (April, 2015 AERA, Chicago; October, UNSW). At AERA 2015, the group determined that the two U21 signature projects would be “The Ideal School” (led by Anna Houmann, Lund) and “Lesson Planning” (led by Chris Davison, UNSW). Both projects have made good progress according to their original timelines (see Project Updates below).

“Ideal School” (lead Anna Houmann, Lund)
After the December 2014 meeting in Hong Kong, a Google Drive was initiated to facilitate communication within the project group. An action plan was agreed upon and the first steps have been taken towards launching the project. We have also collected information from all participants about the respective university project leaders, course start/end, course credits, teaching hours, amount of students participating and teachers involved in the course. The initial Swedish course website has been translated into English and shared with the other participants and a Swedish pilot of the “ideal school” was carried out during spring 2015.

Some of the project members also met at the AREA conference in Chicago in April, 2015. Each faculty is now preparing courses, websites, etc. to facilitate the project due to start in spring 2016.

“Lesson Planning” (lead Chris Davison, UNSW)
Following the project meeting at AREA, Chicago in April, 2015, a face-to-face planning meeting was held at UNSW (Oct, 12-16, 2015). (Prof Chris Davison & Dr Leila Morsy Eckert (UNSW), Dr Cheri Chan, HKU).

Meeting outcomes included:
- Shared contextual challenges and possibilities of implementing the peer mentoring pilot in 2016;
- Proposed pilot groups from HKU and UNSW (e.g. 20-30 students) tentatively in May 2016;
- Refined original project specifications for the online task;
- Identified challenges re: a) student engagement on lesson planning outside their context; b) integration into the existing BABEd programme structures.

Ways forward:
1. Engagement: Peer learning before immersion considered useful for the HK English language major students as it will give them insights into what matters (e.g. teaching principles and values) for teachers teaching in the Australian context.
2. Integration: Proposed shared planning & delivery for a joint HKU and UNSW workshop for preservice teachers so students have some common principles and theories prior to critical evaluation with peers online later. Sustainability is an issue and needs to support the online interaction of 6-8 weeks.

Participating U21 universities: The University of Hong Kong (Initiative lead), Lund University (lead “Ideal School”), University of New South Wales (lead “Lesson Planning”), University of Johannesburg, University of Auckland, and University College Dublin.

“Internationalising the Curriculum” initiative updates were reported at the 2015 U21 Educational Innovation Conference in Edinburgh and on the U21 website.

Lavinia Winegar-Gott
EI Cluster Manager & Deputy Secretary General
Universitas 21
Cluster Review
Researcher Engagement

With studies showing that internationally authored research publications have higher citations, and the use of metrics being touted to monitor research outcomes, there is an ever increasing need for researchers to collaborate on an international level. The Researcher Engagement Cluster has, as one of its core principles, the promotion of collaborative research and is bringing people together via a range of events and initiatives to allow collaborations to flourish. The RE Cluster brings together researchers, along with research managers and administrators, to offer global knowledge and experiences which can add value to the support offered at local level. Going forward the RE Cluster will work closely with the Executive Director to support the research opportunities offered through the new thematic approach to U21 activities.

This year the RE Cluster initiated a new event whereby the Deans and Directors of Graduate Schools (DDoS) held a one day workshop to discuss a specific topic in depth and share best practice. Following on from the Supervisor Support and Development Project, headed up by Graduate School colleagues from University College Dublin in 2014, the DDoGS held a workshop on this topic as a pre-meeting to the Research Cluster meetings in Shanghai. A total of 25 delegates attended the workshop, representing 16 members, sharing their experiences and challenges in supervisor support and development. A plenary session led by Tom Jorgenson, Head of Unit at the European University Association, highlighting European perspectives on good practices in supervision was very well received and set the tone for the workshop. A full report of the workshop can be found in the following pages. Following the overwhelmingly positive feedback this will become an annual event held as a pre-meeting in conjunction with the annual Research Cluster meetings.

The Three Minute Thesis (3MT) competition continues to go from strength to strength, this year having our highest participation figures to date with students from 20 member universities taking part. Members taking part for the first time were the National University of Singapore, Tecnologico de Monterrey and the University of Johannesburg. The overall winner, Eamonn Fahy (University of Melbourne), presented research into early detection methods for Glaucoma in a fascinating presentation entitled ‘Catching the Silent Thief of Sight’. By winning the University of Melbourne’s 3MT competition, Eamonn not only gained entry into the U21 3MT but also the Trans-Tasman 3MT competition, which he also won – a truly all round winner! Highly commended was Zoe Lam (University of British Columbia) who presented on ‘Perception of lexical tone by heritage speakers of Cantonese’ and the People’s Choice award went to Carly Muletz Wolz (University of Maryland) for her presentation on ‘Presence of antifungal bacteria associated with salamander resistance to infection by deadly fungal pathogen’. A full report of the competition can be found in the following pages.

This year the Cluster has seen a number of changes within the Steering Group membership. Leaving the Steering Group are Martin Kreiswirth (McGill University) and Paul Tam (University of Hong Kong) who are both stepping down from their respective University roles. We thank them for their contributions to both Steering Group and other Cluster activities and wish them well for the future. New members joining the Steering Group are Mee Len Chye (University of Hong Kong) and John Hepburn (University of British Columbia). We look forward to working with them and hearing their fresh perspectives on research and graduate matters. Finally, this year we said goodbye to Dr Gemma Marakas who had been managing the Cluster since its inception in 2013. We thank Gemma for all her hard work in running the cluster and wish her every success in her new role at the University of Warwick. Taking up the reigns to support the RE Cluster is Dr Christina Mellor who joins us from the University of Nottingham. Chris has several years experience in research administration including managing doctoral students, developing research communities and supporting academics with funding bids so I’m sure we’re in safe hands as we head into 2016.

Research Leaders

The Research Leaders oversee initiatives relevant to independent researchers at all levels, including the Early Career Researcher Workshops which are aimed at those in their first 8 years post PhD and the Researcher Collaboration Group who share knowledge and collaborate on international funding opportunities.

The Research Leaders group meets annually face-to-face and once again by teleconference. Their last meeting was hosted by Shanghai Jiao Tong University from 26-27 March 2015, with 13 members participating across the two meetings. Topics discussed included Managing Technology Transfer, Open Access, Incentivising Collaborations, a debrief on the UK Research Excellence Framework with respect to impact and a proposal for a U21 collaboration on Language Science.

Deans and Directors of Graduate Schools (DDoS)

The DDoGS oversee initiatives relevant to graduate researchers, those who are studying on Masters and PhD programmes, these include the 3 Minute Thesis competition, the Graduate Research Conference, Doctoral Mobility and Joint PhD opportunities.

The DDoGS group also meets face-to-face annually and once again by teleconference. As with the Research Leaders their last meeting was hosted by Shanghai Jiao Tong University from 26-27 March 2015, with 17 members attending across the two meetings. Topics discussed by the DDoGS this year included Diversity and Equity in Doctoral Programmes, Career Paths for Doctoral Candidates, Doctoral Mobility within U21 members, and Internationalising the Doctoral Experience.

Associate Professor Caroline Daley, Dean of Graduate Studies at the University of Auckland is currently chair of this group.

Professor Les Field
Vice President and Deputy Vice Chancellor Research
UNSW Australia

www.universitas21.com/link/RE
Universitas 21
Three Minute Thesis 2015

Fionnna Faly

has been awarded First Place
in recognition of an outstanding presentation on his doctoral thesis.
The third U21 3MT competition was the biggest and (I know I’m biased…) the best so far. Taking the successful format developed by the University of Queensland, Universitas 21 runs a global virtual competition which pits the winners of local, university 3MT competitions against one another to win one of three prizes. Two are chosen by a panel of judges, one by a popular vote via a dedicated website, www.u213mt.com, where the submissions for this year can still be seen.

This year we had 20 of our 25 members participating and submissions covered a wide range of disciplines – by watching the videos, you can learn much about cutting edge research on how to charge your mobile phone more quickly, the use of animals in art, living fossils, Heidegger, diabetes, outside play for children … the list goes on and the breadth of topics covered is an education in itself. Each presenter gets three minutes and – most importantly for those who have experience of ‘death by powerpoint’ – only one slide to explain their research to a non-expert audience. As the winners of this year’s competition have all said, this is tougher than it seems and you really have to think hard both of the key points to get across, but also how to engage with the audience and take them with you as you share your passion.

The People’s Choice award this year went to Carly Muletz Wolz of UMD, the second year a student from there has won this element of the competition: they must be doing something right in developing the presentational skills of their doctoral students (or is it something in the water?). Carly encouraged us to celebrate ‘good’ microbes which are helping woodland salamander survive more lethal microbes in their immediate environment – this has implications beyond the world of the woodland salamander in conservation more widely, including the conservation of humans.

By contrast, Zoe Lam of UBC presented on the perception of lexical tone by heritage speakers of Cantonese. Her presentation was Highly Commended by the judges as she explained this complex topic in a way which engaged even the non-linguists on the judging panel. Without having recourse to aural sources for this presentation, Zoe had to use a visual slide to talk about something you might normally hear, and she did that in a way which enlightened the non-experts.

The overall winner of the U21 3MT competition was Eamonn Fahy of the University of Melbourne, with his presentation on Catching the Silent Thief of Sight, about the early detection of glaucoma. Undiagnosed, this can lead to the loss of sight – by the time glaucoma is diagnosed, the individual has lost some or all of their sight, hence the ‘silent thief’. This is clearly an important public health issue, given the number of people affected – 300,000 in Australia alone, Eamonn said.

His research works towards an early diagnosis, which would make an enormous impact on all those people coping with the loss of sight. Eamonn is something of a 3MT superstar, having won the University of Melbourne’s competition, the Trans-Tasman competition (which pits Australian doctoral students against their colleagues from New Zealand) and now the U21 competition.

All of those who took part in the U21 competition are superstars, and U21 is delighted to be able to give a platform to their work and their enthusiasm for it. With over 2,500 votes cast in the People’s Choice award, and many, many more visits to the website, the U21 3MT is a wonderful opportunity to showcase the very best of the very best presenters from the academy of the future. The videos are still on our website at www.u213mt, even though the voting for the People’s Choice has closed. Go to the site, watch a video when you are next having that coffee break – it’ll be an education just doing that.

Jane Usherwood
Secretary General
Universitas 21

www.universitas21.com/link/3MT
UCD hosted its seventh *Universitas 21* event from 4 to 6 March 2015 with 39 delegates from 15 universities attending the U21 Early Career Researcher Workshop: Innovation & Entrepreneurship.

The conference was opened by Professor Bairbre Redmond, UCD’s Dean of Undergraduate Studies, Deputy Registrar for Teaching & Learning and the UCD *Universitas 21* Manager. Along with a roll call of the universities present, Bairbre also delivered a crash course in ‘cánt as Gaeilge,’ teaching delegates the very important difference between the words slán and sláinte. Dr Gemma Marakas then followed by delivering a short presentation on *Universitas 21*.

The first workshop session, Academic, Commercial and Social Entrepreneurship – viable opportunities for researchers? featured presentations by Dr Antonio Ruzzelli (CEO, Wattics Ltd), Dr Kevin McCarthy (CEO & Founder, Aficionado), Dr Kevin Tsia (Department of Electrical Engineering, University of Hong Kong) and Dr James Cunningham (Director, Whitaker Institute, NUI Galway). Each spoke about their own work and experience in the area of academia and the translation of this work into the entrepreneurial sphere. The session was moderated by Aoibhinn Ní Shuilleabháin of the UCD School of Mathematical Sciences. Delegates and panel members engaged in an open Q&A session during and after the presentations.

After lunch, a session with a difference! Straight Talking Science saw Dr Niamh Shaw, a performer, scientist and engineer and alumnus of ‘Second City Improv’ in the United States, and Patrick Sutton, the Director of the Gaiety School of Acting delivered a lively and informative session on performance. They covered how to deliver your message with impact and brought delegates through the performance of a presentation. Participants were also introduced to games such as ‘bunny bunny’. Delegates were then afforded the opportunity to view each other’s posters on display in the O’Brien Centre for Science. Day two was led by UCD’s Innovation Academy, with Professor Suzi Jarvis and Dr Eileen Diskin heading up a design thinking challenge. This day was organised in conjunction with Dublin City Council which proposed the challenge to design an urban seating solution for Dublin city centre. Participants began the day by taking part in a LEGO Duck Building Challenge and an introduction to design thinking. Delegates were then asked to take to the streets and speak to the Dublin public about seating in the city centre. Some participants used the opportunity to plan in The Queen of Tarts, while others decided to introduce their ducks to some of the sights of the city!

Friday’s session was opened by UCD President Professor Andrew Deeks, who gave participants an overview of research, innovation and entrepreneurship at UCD. His opening address was then followed by a panel discussion entitled Making Friends & Influencing Funders, moderated by UCD’s Vice President for Research, Innovation & Impact Professor Orla Feely. Professor Mark Ferguson (Director General, Science Foundation Ireland and Chief Scientific Adviser to the Government of Ireland), Dr Mary Liz Trant (Head of Skills and Enterprise Engagement, Higher Education Authority), and Martin Hynes (Chief Executive, European Science Foundation), all delivered valuable presentations to the participants about funding bodies and how best to leverage funding.

This was followed by a ‘World Café’ where everyone (delegates and panellists) gathered to discuss the session and come up with ways forward with regard to research, innovation and entrepreneurship. The session was recorded by Eimear McNally, a cartoonist note-taker.

One delegate summed up the whole experience, saying: “I found it really valuable to connect with such a diverse range of disciplines on topics that were not ‘home’ to any of us. It challenged me to think about assumptions that are inherent in my usual approaches and strategies. It also increased my awareness of unintentional bias and how even constructive criticism can inhibit ideas. Seeing what solutions can be offered when all ideas are presented before being considered/debated/improved was thought-provoking. In addition, I now have a better understanding of what U21 has to offer – either as potential interviewees for a case study or as possible research collaborators in the future. Overall the event was challenging (plenty of time spent outside of my comfort zone) but also enjoyable and it will influence my research agenda.”

Claire Redmond
General Manager
UCD Research

www.universitas21.com/link/ECR
The third annual meeting of the U21 Research Collaboration Group was held at the University of Nottingham on 28 and 29 May 2015 with 29 delegates from 15 member universities participating. To open the meeting, U21’s new Executive Director, Professor Eva Wiberg, gave a keynote presentation on work underway to identify unifying themes that complement and enhance current activity, and opportunities to raise the profile of U21 externally. One aspect of this work is the mapping of existing research strengths and priorities of members that the Research Collaboration Group is undertaking.

Professor Ian Noble, Director of Research and Development Strategy for PepsiCo was the second keynote speaker and he reinforced the importance of trust and strong personal connections in establishing successful university-industry partnerships, which must provide mutual value and benefit if they are to be sustainable in the long term. The presentation also prompted discussion of the challenges and opportunities presented by expected ongoing urbanisation of the global population particularly in Asia and Africa over the period to 2050.

The third session saw Martin Kirk from the University of British Columbia and Steven Hardy from the University of Nottingham presenting their initial analysis of collaborative publications data and member core competencies generated using the Elsevier Sci-Val tool.

Complementing the keynote addresses were some lively and thought-provoking discussions, giving members the opportunity to analyse case studies from around the network, whose underpinning mechanisms resulted in successful bi-lateral and multi-lateral partnerships, explore tools for supporting U21 research collaborations, continue to advance the creation of a U21 repository of information on funding opportunities, and share information on internationally-funded mobility schemes. The group plans to meet again at UNSW Australia in 2016.

Warwick Dawson
Director, Research Partnerships
UNSW Australia
Graduate Research Conference
Digital Future

The 2015 U21 Graduate Research Conference was held at Shanghai Jiao Tong University from 9 to 12 June and was a great success. Forty representatives from 14 U21 members attended the conference.

The first day was spent doing 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. Benqian Li, Dean of the School of Media and Design at SJTU, also gave a welcome speech to the delegates.

The conference took place at Shanghai Jiao Tong University’s Minhang campus with a theme of Digital Future and to help focus on this, six keynote speakers were invited to share their insights in this field.

Opening the conference, the first of three speakers was Professor Wenjun Zhang from Shanghai Jiao Tong University speaking on the Future of Broadcast Television in China. He was followed by Professor William H. Dutton from Michigan State University on Multistakeholder Internet Governance, and Baris Gencel, CEO of GWANTS and Chris Jones, Digital Creative of WPP Agency who delivered a talk on Augmented Emotions.

Later in the conference, Professor Terry Flew from Queensland University of Technology and Professor Monroe Price of the University of Pennsylvania both gave splendid lectures on Digital media law, Regulation and Governance: Public Policy and the Future of the Internet and Digital Futures: Changing Conceptions of Speech Regulation respectively.

Alongside the keynote addresses, 30 students orally presented their research findings and ten 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 and one best poster presentations were selected by all the attendees. The best oral presentation awards were given to:
Prasanna Sritharan, University of Melbourne
Prasanta Bhattacharya, National University of Singapore
Kathryn Ann Kaczmarek, University of Maryland
The best poster award went to:
Jochem Jansen, University of Amsterdam

Besides academic research and communication, field trips were arranged as part of the formal proceedings. The student delegates visited YOUZU.COM, one of the most renowned online game companies in China, and experienced the bund and Huangpu River Cruise, the most representative tourist attractions of Shanghai.

Shushu Li
GRC Co-ordinator
Division of International Co-operation & Exchange
Shanghai Jiao Tong University
I was part of a team of three students nominated by the school to attend the U21 Graduate Research Conference in Shanghai, where students presented relevant and beneficial research on emerging topics in digital media. We had three days of student presentations, in the mornings and afternoons. In addition we had a couple of keynote speeches and invited talks from industry. I was very delighted to observe that some of the keynote speakers, namely Professor William (Bill) Dutton and Professor Terry Flew stayed back and participated in all the student sessions, and actively engaged with all of us on the topics we were speaking on. Needless to say, this was really valuable for all the participants. Professor Dutton also blogged about his GRC experience afterwards, on his personal site.

The top three presentations across the sessions were awarded as such based on popular vote by the audience, with all participants included. I was thrilled that my talk about the use of computational approaches to study human behaviour from big data, was judged Best Presentation of the session. Being a computational social scientist, my research lies at the confluence of the social sciences and computer science. In my talk, I tried to emphasize that a lot of the pitfalls in predicting human behaviour (e.g. what would I buy next? what movie would I watch? etc.) stems from our over-emphasis on the data, but a slight apathy towards the data generating process – which, in this case, is an actual human being. So, while computer scientists are adept at building computational models for analysing observable data from social media, they are less aware about the nuances of social psychology that determine how this data is being produced.

On the other side of the spectrum, social scientists are well trained at studying human behaviour, but their current approaches are largely qualitative and/or experimental (e.g. lab studies) which obviously don’t scale well when analysing thousands or millions of users online. My research essentially bridges these two camps. In my presentation, I illustrated using a real-world study that the same computational methods that are currently being used to analyse data could be directly employed to analyse the data producer i.e. to uncover the psychological motivations behind content production. In doing so, I offer social scientists with a viable non-experimental approach to studying human behaviour at a large scale from real-world data that is being generated every second on the Internet. It’s a win-win!

It was a fantastic experience! From the questions that came up in the Q&A sessions, to the post-session chats afterwards, I knew that I was able to successfully convey the key point of my talk. The computer scientists in the crowd were obviously interested in knowing more about specific techniques and modelling approaches that I was using. Others were more curious about understanding how the psychological constructs were being identified and measured. A lot of participants were also quick to point out interesting caveats, or made very helpful suggestions on how I could be doing certain things better.

It wasn’t without its challenges, though. Even before the conference officially started, I had already met fellow participants from sociology, computer science, psychology, law, business, English literature, history, education, and a few other fields I was hearing about for the very first time. Make no mistake, being IS researchers, we are all used to presenting in front of diverse crowds, but this was way more heterogeneous than what I had ever experienced. This meant that I could no longer use my existing presentation slides, which were mainly designed keeping an IS audience in mind. I knew that I had to get the core-point across to as many people as possible, without diluting the seriousness of the research on one hand, and boring them to death with details, on the other. I remember sitting in my hotel room the night before the presentation and cutting down my slide-deck from 35 slides to just 8 slides. By the end of it, I had the smallest slide-deck among all participants! It was a risk that eventually paid off, but I was really nervous about how the talk would be received. The entire atmosphere was extremely congenial and the sole purpose was to learn from, and encourage each other, which made for a truly fantastic experience.

I must thank my department for the nomination and the NUS External Relations Team for the funding to get there. I also want to thank my research mentors, past and present. In particular, I remain indebted to my PhD advisor, Dr Tuan Q. Phan who has been a constant source of energy, ideas and encouragement.

Prasanta Bhattacharya
National University of Singapore

www.univesitas21.com/link/GRC
Researcher Engagement

Supervisor Support Workshop

In 2014, UCD carried out a review of research supervision practices, policies and procedures in five Universitas 21 partner institutions (University of Auckland, University of Queensland, University of New South Wales, University of Melbourne and University College Dublin).

This project was kindly supported by Universitas 21 and UCD International. A major output of this project was to engage the wider U21 community in discussion on local practices in the context of key areas in supervisor support and development. This discussion took place at the International Workshop on Research Supervisor Support & Development held at SJTU on March 25th and 26th of this year. The two day programme, which preceded the U21 DDoGS meeting, included keynote presentations as well as position papers from eight U21 partner Institutions.

The keynote presentations focussed on the following areas:

- The European perspective on good practices in supervision (Dr Thomas Jorgensen, EUA-CDE)
- Re-engineering the higher degree research supervision paradigm- challenges for the future (Prof Laura Poole-Warren, UNSW)
- Professions-based doctorate supervision (Dr Barbara Dooley, UCD)
- Industrial-based doctorate supervision (Dr Phil Hall, University of Nottingham, Ningbo; Prof Stuart Marsh, University of Nottingham, UK)

This workshop was the first of its kind specifically focussing on research supervision practices and supports across the U21 network. Partners learned from the experience of others about local supports available to research supervisors and students, discussed which have been effective and why they have worked (or in some cases not worked), all in the context of each institution. This focussed discussion over the two day period led to debate on the role of the doctorate in modern society and its perception within the broader employment spectrum in which graduates are now engaged (noting again that over 90% of doctoral graduates in Europe do not enter academia).

The question of ‘are we producing too many doctorates’ was explored. If the premise that a doctorate is primarily about tangible research outputs such as publications and theses, then perhaps the answer is ‘yes, we are’. If we look at the output of the doctorate as being a knowledge creator as well as knowledge created, then perhaps we should be asking why are we not producing more?
Cluster Review

Student Experience

We all place considerable value on the quality of the student experience we support in our universities. A network like U21 can add an extra dimension to this by augmenting global opportunities and perspectives. The Student Experience cluster is working to extend the type and range of student mobility and to increase active student engagement in U21 activities. We also recognise that the student experience goes further than mobility alone. Because of this, we work with institutional leaders in student services, careers and employability and international offices, as well as with the students themselves, to create additional opportunities for students to interact across the network. As chair of the U21 SE Steering group, I am pleased to be part of this work.

The SE Steering group has seen some changes during this year. Fiona Docherty (UNSW), Katherine Beaumont (Melbourne), Eluned Jones (Birmingham), Julie Duck (Queensland), and Brendan Mosely (Auckland) have continued to provide their expertise and continued support to the group. We have welcomed Anouk Tso (University of Amsterdam), David Garza ( Tecnologico de Monterrey) and Ninna Makrino (as the new cluster manager). We are certain that the current structure of the group, bringing experience from different aspects of the student experience, will help us meet our goals. Ninna replaced Sue Dengate, who returned to UQ after three years as cluster manager, we thank her for her support in guiding the expertise and being central to the progress we made in that period. We also said goodbye to Wyn Morgan (Nottingham) and Cal Davies (Glasgow); we wish them the best on their new endeavours and are grateful for their contributions to the cluster.

Our programmatic plan recognises the importance of working with students to encourage active engagement with the U21 network. We are currently working closely with Student Leaders at the University of Connecticut, who are organising the third annual meeting of the Student Leaders Group. This follows on from the 2015 meeting, hosted by NUS, where Student Leaders had the opportunity to exchange experiences from their home countries and on the continued operations of their student unions, so as to allow them to understand cultural differences and how these influence student leadership in different parts of the network. At the third Student Summit, hosted by Pontificia Universidad Catolica de Chile, another group of students were given the opportunity to reflect on how students of globally connected universities contribute positively and sustainably to the development of their surrounding communities. One specific example of student community impact is the U21 Social Entrepreneur Corps, organised by UConn, where students work with rural communities in Guatemala.

Other, long-standing, cluster activities continued to demonstrate success in this year. The U21 Summer School took place at the University of Glasgow, with the theme ‘Cities and Citizens in the Digital Age’; and the Undergraduate Research Conference took place at the University of Auckland, with the theme ‘Peoples and Places’. These flagship events have been organised by our members for over 10 years, during which time a great variety of countries and themes have been showcased and students and staff consistently recognised the high quality and value of these opportunities. Our challenge for the future is to share these benefits with a greater number of students and so 2016 will see virtual elements added to these events for the first time.

This year saw the first U21 Global Ingenuity Challenge. The activity, which supports our strong focus on developing scalable network-wide, student-engagement activities, challenges teams of undergraduate students to come up with solutions to a real life problem. This year’s challenge was focused on urban transport solutions and was won by a team from UNSW who came up with an ingenious way of encouraging the people of Sydney to leave their cars behind and walk to help their environment and their own fitness. The team also had the opportunity to participate in the Youth Innovation Competition on Global Governance (YICGG) Conference in Milan, at the invitation of Fudan University. Continuing the virtual theme, we completed a review of the Global Issues Programme (GIP) during this year. This initiative has been offered since 2008 and has provided students the opportunity to participate in virtual mobility. GIP was ahead of its time and is now being restructured in order to better meet the network’s needs in a context in which virtual mobility is becoming increasingly significant. There are many lessons we have learnt from the GIP experience, including that it is possible to coordinate multilateral mobility initiatives between U21 members. During the next year, we will evaluate further opportunities for virtual mobility ahead of the launch of a revised scheme.

Student mobility across the network continues to grow, with a particularly significant increase in short-term mobility over the past years. We keep working closely with the Student Mobility group to support this further. Work has now started on two projects that will allow us to further enhance our mobility offerings. We are working to develop a set of quality standards in student mobility that will reflect our values as a global group of research intensive universities, articulating the intersections of the student experience and mobility with aspects of leadership, academic integration, employability and intercultural understanding. In addition, we are also focusing our attention on short-term mobility, aiming to share best practice and explore ways of sharing information to help members to develop this aspect of their mobility programs. We look forward to continued collaborative working on enhancing the U21 Student Experience in the coming year.

Professor Frank Coton
Vice Principal (Academic & Educational Innovation)
University of Glasgow
www.universitas21.com/link/SE
The U21 Student Mobility Network Meeting was held at the University of Connecticut in Storrs, Connecticut on 21 and 22 May 2015, immediately prior to the NAFSA Conference. Participants from nineteen partner universities were treated to beautiful New England spring weather and got the whole campus experience by staying at the university hotel, attending meetings in a conference room at the UConn Student Union, and receiving a campus tour that included seeing a residence hall and dorm room.

The proceedings were opened with a welcome from Kevin Brennan, Director of Education Abroad and followed by member introductions, updates, and the sharing of best practices. Dan Weiner, Vice Provost for Global Affairs and Yuhang Rong, Assistant Vice Provost for Global Affairs were also on hand to welcome members to the University of Connecticut. The afternoon included several breakout sessions that focused on short-term mobility programmes, credit transfer, student support and marketing student mobility.

Friday morning sessions were designed to introduce participants to UConn resources and support services, including the UConn American English Language Institute and the Center for Students with Disabilities. In addition, Professors Sam Martinez and Glenn Mitoma from UConn’s Human Rights Institute discussed courses and opportunities for students within the U21 network. The meeting concluded with lunch and conversation before members left campus, most of them headed to Boston for the NAFSA meetings.

Dorothea Hast
Assistant Director
Office of Global Affairs: Education Abroad

www.universitas21.com/link/SMN
From 1 - 15th July, staff and students from our U21 partner institutions gathered in Glasgow for the annual Universitas 21 Summer School - a highly successful event which gave delegates a taste of Glasgow’s rich culture and beautiful campus.

The theme of the 2015 U21 Summer School was ‘Cities and Citizens in the Digital Age’, which offered attendees a stimulating and varied programme of seminars and practical experiences, demonstrating how new technologies can be used to support and improve the vital components of a fully functional city, with the overall aim of bringing knowledge, policy and practice closer together.

Cities are complex, dynamic structures: difficult to predict and manage, with everyday issues arising in economic stability, energy security, environmental integrity, independent living, communications, built environment and civic participation.

Understanding how these services combine to produce a city level effect is a challenge. Their sheer complexity and unpredictability makes the policy setting and management of effective, high-functioning, successful cities an increasingly important social and economic priority. Successful cities are those which position themselves to understand systemic behaviours and develop policy and service responses which address the issues these create – an ability to respond and adapt to the changing environment around them.

The U21 Summer School offered a programme of seminars and practical experiences demonstrating how new technologies can be used to support and improve the vital components of a fully functional city. This covered citizen engagement, transportation, energy, big data, protecting vulnerable groups and physical regeneration, with a focus on how key services are increasingly informed and influenced by emerging technologies.

This year’s programme spanned a fascinating range of issues, including community engagement, transportation, connectivity, big data, and physical regeneration, and featured a broad panel of guest speakers, including senior academics and researchers from across the U21 Network, as well as government advisers, public sector stakeholders, and project managers. Key contributors included:

- Clyde Gateway
- IBM
- Scottish government
- Glasgow city council
- Gallery of Modern Art
- Glasgow school of Art
- George Hazel consulting
- Glasgow Centre for population health
- University of Strathclyde
- University of Dundee

The programme consisted of both social and academic aspects and allowed students to fully experience the University’s offerings. Access to all areas of the campus was granted, as well as the opportunity to engage with existing students during campus tours. The social was designed to include visiting some of Scotland’s tourist hotspots such as Edinburgh castle, Loch Lomond and Glengoyne whiskey distillery. A ceilidh hosted in the University Union also helped introduce students to some Scottish traditions as well as an urban masters reception to discuss and explore study options and to hear from students currently partaking in international programmes.

Geraldine Brown
International Networks Co-ordinator
University of Glasgow

Monday 6 July:

I met the other conference participants in the early Monday afternoon. The place for the welcoming was Copthorne Hotel in the very centre of Auckland, where all non-New Zealand participants were accommodated. The students were already very active and excited for the week to come – a great atmosphere! One of the leading organisers, Ross Crosson, welcomed us in Maori – Haere mai – and then in English. We soon learnt that this would be the official way to greet people all through the week – a sign of respect for the first inhabitants of New Zealand. We were divided into groups of 15 people and got a guided tour around the university campus. In the evening there was a welcome reception at the Gus Fisher Gallery with the University of Auckland’s deputy vice-chancellor Jenny Dixon. She talked briefly about the strategic and international work at the university, and especially about the pleasure of being a part of the Universitas 21 network.

Tuesday 7 July:

After a short introduction by Brett Berquist, the new Director International at the University of Auckland, the first keynote speech was held by Richard Faull, professor of anatomy and director of the Centre for brain research, also at the University of Auckland. It was an excellent choice to have him as a first speaker – he had a vast experience in the subject and at the same time he was engaging, outgoing and genuinely interested in the students’ opinions. A morning tea break also marked the start for the first poster session. Four students had ten minutes each to present their work outside the lecture hall, all of which were well received! It was great to see the students’ engagement in each other’s work. After the poster session there was time for the first oral presentations. This was also the start for my own main activity during the week – to evaluate the students’ performance, judging the quality of the oral presentations, the quality and use of visual aids, the factual content and structure, and last but not least the response to questions. And I must say the quality of the presentations was very high.

Wednesday 8 July:

We spent the whole third day of the conference at the Goldie Vineyard at Waiheke Island, a 45 min boat trip from Auckland ferry terminal. As we left the ferry terminal, the rainbow over Auckland called for many selfies! Once on the island, we were blown away by the marvellous setting and surroundings. As the presentations came to finish I was once again impressed by the students’ professional behaviour and attitude. Afterwards, Professor Martin Luck talked about research publication with particular focus on the students. It was a very positive and encouraging speech, and I hope several of the students considered professor Luck’s advice to try to publish their work. During today’s tea breaks and lunch I talked quite a lot with the other staff representatives, and their view of the conference. We agreed upon experiencing a very positive atmosphere, mainly due to the students’ genuine curiosity and the friendly attitude and solid framework set by the organising staff.
Thursday 9 July:

Today’s keynotes dealt with the Pacific Ocean and its people but from different viewpoints. Professor Mike Walker from School of Biological Sciences gave us an introduction to how previous civilisations were able to navigate across the ocean, and how the Polynesians (and later on Europeans) were able to colonise New Zealand. Dr Caroline Vercoe’s speech had a totally different angle. Being a researcher at the School of Humanities, her focus was on art. She gave interesting examples on how New Zealand artists who originally grew up on the Pacific islands have used their art as a protest against their situation in society, but also as a way to describe their origin and their connection to the Pacific Ocean. The student presentations continued also today, and some of them were really excellent. Late in the afternoon we had the official photo session. The day was concluded by the Powhiri – the official Maori welcoming ceremony – at the traditional Waipapa Marae house within the campus area. It was a very special moment which everyone took seriously. The evening ended with light food being served in a nice and spacy building nearby. This was the final part of our official welcoming to New Zealand.

Friday 10 July:

The last day of the conference started with a keynote by Dr Chellie Spiller from the University of Auckland Business School. She talked about “A wayfinders guide to research”. It was an eye-opener to hear about the ancient Maori people’s sensitive view of standing still while the environment is moving around. The second and last keynote by Associate Professor Nicholas Rowe was yet another exciting choice of talks given to us. His speech focused on people’s tactile and aesthetic relationships with each other and their environments, within the frame of the project 5cities5senses carried out in Italy, Palestine, Laos, Australia and Fiji. After the thoughtful keynotes there were a handful of student presentations left, both posters and oral presentations. They were all very good and once again they called for many questions. In the afternoon all participants took the bus for a field trip to Te Uru Waitakere contemporary art gallery and the Piha beach by the gorgeous west coast outside Auckland. The conference officially ended with the conference dinner at the Maritime Room in the harbour of Auckland. The dinner ended with a prize ceremony for the best poster and best oral presentation, with well-deserved winners.
Social Entrepreneur Corps

Summer 2015 marked the fourth year of the Universitas 21 Social Entrepreneurship Corps (SEC) in Guatemala Programme. 13 students from 6 U21 institutions began their 4-week pre-departure introduction in May 2015. They learned about social entrepreneurship and Guatemalan history and culture, through an interactive virtual global classroom platform.

Shortly thereafter, on 28 June 2015, the 13 students from around the world convened in rural Guatemalan villages to embark on their in-country experience. Students hailed from National University of Singapore, University of Birmingham, University of Connecticut, University of Hong Kong, University of Melbourne, and University of Queensland. Students 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 designing a business model for local entrepreneurs to improve in their promotion and awareness campaigns on improved wood burning stoves and high capacity water purification systems and also an implementation model to build strong and long-lasting relationships with schools in rural Guatemala by coordinating and providing different types of services from best practices on water, hygiene and sanitation to vision testing with an new innovative technology. These models aim to build capacity and empower all of our partners in the field by gaining new knowledge and making better informed decisions for themselves, their families and their communities. The students were also able to take action and practically test their theories and redesign where needed, learning from the real world setting.

Summer Spaderna
Assistant Director, Education Abroad
University of Connecticut Global Affairs

www.universitas21.com/link/SEC
How can students of globally connected universities contribute positively and sustainably to the development of their surrounding communities?

We were given an extraordinary opportunity. We were around thirty students, many of us involved in different community programmes, most of us engaged in issues of environmental and social justice and all of us in the same space for three days, with an expectation to produce something of value. During the summit, we were brought to question the ways in which students and universities can contribute to their communities, and discussed the role of Universitas 21 in that process.

There is estimated to be a deficit of around half a million adequate houses in Chile. Un techo para Chile was set up at Pontificia Universidad Católica de Chile in 1997 to address this social issue by encouraging volunteers to work with communities to improve housing. Since then, the initiative has spread to 19 countries all over Latin America and the Caribbean. They are hoping that the government will support the project and increase spending on social housing. However, until then, it is more important that something is done about the issue than who does it.

Simple but ingenious, Algramo buys essential grains and other food items directly from producers, and sells it to local convenience stores in socially deprived areas of Santiago. By cutting out the costs of the various middle men, the final cost of the products to the consumer is decreased by 30-40%. Meanwhile, the owner of the convenience store makes as much, if not more, in profit. Additionally, consumers use and re-use the same containers for the products, lessening their environmental impact.

It was greatly inspiring to learn about the initiatives taking place at the Pontificia Universidad Católica de Chile, and to hear the passion and conviction of the students involved.

Diego Vela is a former student president at the Universidad Católica and one of the leaders of the student movement 2011-13. Chile, often considered a Latin American financial success story, has one of the highest levels of income inequality in the world. This is manifested clearly through the education system, which is private, demand-driven, and the only system in Latin America where even public schools charge high rates for tuition.

The income inequality that already exists in society is reinforced and exacerbated through education. In 2006, 2011-13, and now, students are mobilising to demand education reforms and an upheaval of the neoliberal policies which have constituted the basis of Chilean policy since the dictatorship. Hundreds of thousands of students all across the country are participating in the struggle for social justice through marches, occupations, and creative actions. But what many of us found was that the most valuable opportunity that the summit provided was the chance to talk to each other. At lunch. During breaks. At dodgy bars in Bellavista far too late into the night. Realising the value of personal connections. Vastly different from networking. Personal connections. Realising that we were not there to accumulate contacts to excel at our own agendas. Realising, instead, that it was the shared goals, shared visions, and shared beliefs in social justice that brought us together. And that this in itself created potential.

Student A, from Santiago, was deeply involved in the Chilean student movement. Student A met Student B, involved in a similar student movement in Montréal. They will keep in touch. They will create solidarity videos. They will let each other know what is happening at each end of the American continent.

Students C, D and E from Amsterdam had just been involved in an occupation as a protest against recent cuts against the Humanities faculty at their university. People & Planet at Edinburgh University staged an occupation a few weeks later to demand that the university divests from fossil fuel companies. UNSW Australia is getting in touch with students from both countries, for knowledge and inspiration for its fossil fuel divestment campaign.

At the summit, students were not given much space to discuss their own ideas and projects and learn from each other. But students created this space. We found ways to learn about each other. And we worked on finding ways to make that knowledge extend beyond May 7th. On buses and breaks between events, we collected participants’ contact details and brief summaries of what issues and projects they were involved in or were wanting to get involved in the future. We collated everything and we shared it with each other. We were given an extraordinary opportunity, and are together working towards realising its potential.

Nannie Sköld
University of Edinburgh
Student Leaders Group

The National University of Singapore held the second U21 Student Leaders’ Network (SLN) meeting at the end of February. The meeting served as a platform for student leaders to exchange experiences from their home country and their student unions, so as to allow student leaders to see the cultural differences in how student leadership worked in different countries. As the SLN goes into its second year, the objective of this year’s meeting was also to revisit the focus areas previously discussed at Lund University in the first year and how the SLN had progressed over the year. This was achieved by refining the core values that the SLN will work with and coming up with a more robust interim structure and focus areas for the year ahead.

Associate Professor Anne Pakir, Director of International Relations Office at NUS, started off the meeting with an introduction and background of Universitas 21. She also presented on how the Student Leaders’ Network fits in with U21’s goal of engaging students in the network. After the presentation, many delegates also asked questions and had discussions with Anne Pakir regarding the U21 network.

Bernard Tan, Vice Provost (Undergraduate Education) at NUS started the opening address first by providing a brief background about himself and his leadership perspectives. He provided many interesting personal experiences of his life. Throughout his sharing, he gave engaging short stories to encourage the student delegates on how to be an effective leader and how as student leaders, making decisions plays a role in solving real world problems.

Caelum Davies, Student Representative Student Experience Cluster gave a brief overview of the inaugural U21 SLN meeting and the main issues that were discussed last year. He talked about how SLN was created and he brought up issues such as having student leaders to discuss global issues to solve the problems. As the student representative in the SE cluster, he gave an overview of the 2 projects that the cluster is developing – U21 Global Ingenuity Challenge (online student competition) and the U21 Internship Programme. On top of that, being the only member who had experience in the previous SLN meetings, he shared how the student leaders communicated via Facebook and the effectiveness of communication. He also posed a critical issue that needed to be addressed in this meeting – that not all the students are engaged and involved in the network which set the stage for more discussion.

All of the student leaders felt that despite being in the second year, the SLN was still lacking in terms of the direction that it was taking. There was a lengthy discussion on the reasons behind this. The participants felt that it was crucial to refine the vision of U21 SLN as the previous vision might be out-dated already. Thus, there was a general consensus to tweak the vision to suit potential new challenges that the SLN may face, which now reads:

The U21 Student Leaders’ Network (U21 SLN) is a global network of student leaders that seeks to be a strong and gathered student voice throughout the U21-network. As a student engagement forum the U21 SLN advise the U21 on its work from a student perspective.

The participants agreed that there is great potential for this which is currently unexplored and can benefit all the institutions. Lessons were derived from mistakes made since the previous meeting and it has given the student leaders determination to bring the network forward and not commit the same mistakes again. National University of Singapore Students Union (NUSSU) and the National University of Singapore would like to thank all student leaders who attended the meeting. We look forward to the next meeting which will be held at the University of Connecticut. Until then, we wish the SLN executive committee and all elected representatives all the best in continuing the good work that started at the meeting in Singapore.

Elections took place to choose the executive committee for the coming year, with the University of Connecticut taking on the presidency and also offering to host the 2016 meeting. Lund, Glasgow, McGill, Queensland, SJTU, Nottingham, Amsterdam and Edinburgh are all also represented on the committee.

Alvin Tan
National University of Singapore Students’ Union (NUSSU) Council

www.universitas21.com/link/SLN
The Student Experience Cluster will be working in collaboration with the Educational Innovation Cluster to support multilateral virtual mobility between U21 members. There are limits to the ability to expand physical mobility opportunities at scale, though this will continue to be a life-changing opportunity for many of those who are able to participate. Virtual offerings extend mobility opportunities to students who traditionally do not go abroad, for whatever reason and so may provide a mechanism for many more students to benefit from being part of U21. There is interest from members to increase internationalisation at home and more institutions are now offering fully online courses to their students. A recently completed review of our Global Issues Programme, of which 7 members took part, provides possible directions to inform this project, particularly that it is possible to coordinate multilateral mobility initiatives between U21 members.

The U21 Global Issues Programme (GIP) is currently being reviewed and restructured in order to better meet our students’ needs in a context in which virtual mobility is becoming increasingly significant. The registration of new students to the programme has been suspended. Students who have already registered for GIP will continue to be able to complete their studies; continued support will be provided from Universitas 21 and each member university.

Ninna Makrinov
Student Experience Cluster Manager
Universitas 21

www.universitas21.com/link/GIP
Global Ingenuity Challenge

During April 2015, students from Universitas 21 institutions embarked on a global challenge which aimed to solve one of the world’s most pressing problems: how do we move people around in cities?

Teams based in seven different countries used The University of Nottingham’s online creative problem solving tool, Ingenuity Online, to break down the problem and develop innovative and scalable solutions.

Teams submitted a short video outlining their solutions to a judging panel for the chance to win US$1000 and all their ideas were showcased at the U21 Chile summit and offered support to accelerate their development.

The winning idea was Project Step City, devised by a team of students at the University of New South Wales, Australia. Project Step City would pit pedestrian footfall against volume of traffic in a competition designed to reduce traffic congestion in Sydney’s Central Business District (CBD).

The People’s Choice award, judged by all the participants of this year’s challenge was awarded to the team from The University of Queensland. Their concept is aimed at tackling peak time inner city traffic congestion, based on the idea of introducing a new transport system called POD (personalised optimal delivery system).

Ninna Makrinov
Student Experience Cluster Manager
Universitas 21

www.universitas21.com/link/GIC
The SYICGG Conference in Milan was an incredible experience that will remain a bright point in my memories as long as I live. When my team won the U21 Ingenuity Competition we were elated, but we had no idea that our prize would be to be able to go overseas - to Italy of all places! As an Australian who had never travelled overseas before, the opportunity to travel to a country that I had read about all my life; a country so saturated with history and art - it felt like a dream. With UNSW agreeing to pay the difference between the Ingenuity prize money and the flight, and with assurances of a subsidy from SYICGG when we landed in Milan, this dream became a reality!

And indeed, after a preparation of a team video, and a submission on food security (which forced me to become very knowledgeable about the weaknesses of the Western industrialised food system and the benefits of urban agriculture); I was finally on my way to Italy! Entering Milan for the first time gave chills and an overwhelming sense of joy, and then upon checking into the hotel, who should I meet but the charming SYICGG representatives and fellow competitors from Hong Kong University. Immediately we started chatting and made friends, which was great. The remainder of the day was spent sightseeing in Milan with my father before the conference the next day.

The magnificence of the Milan expo blew me away! I was impressed that SYICGG had managed to get such eminent figures as Enrico Letta and Richard Boucher to speak at the opening event. The World Café was stimulating and fun - I had the opportunity to meet my team for the first time, and hear from countries I had had very little exposure to before such as Romania and Cambodia. Discussing with the panel of experts was not without its frustrations, but when forced to consider multiple angles of the problem of food security, we developed a much greater understanding of the complexity of the issue.

At the end of the second day, the teams were sat huddled together in hotel lobbies, desperately fighting a battle of fatigue in our efforts to prepare a final proposal. While there moments of frustration, the bonds of fellowship we had created were strong enough to keep us focused and good humoured to the point we were able to create a proposal we were truly proud of.

On the last day, after we had presented our proposals, we enjoyed a group dinner where we had the chance to socialise with other groups and create and cement friendships. I would like to thank the Fudan University members in particular for all of their kindness. Finally, after our farewells, we returned to our hotels exhausted, ready for a 4 AM start for an amazing sightseeing tour of Italy - one that would not have been possible without the amazing efforts of SYICGG. Thank you a thousand times!

Laura Athena Walker
UNSW Australia
Having attended the last three YICGG events it is difficult for me to express the amount I have learned from the programme. There is too much for me to tell in all – however, my best advice for those that want to know more is to sign up and join in! YICGG is fantastic, every summer I look forward to it in anticipation. Now as a graduate, I joined the organisation upon becoming an FDU undergraduate student, still only having limited experiences of our own student association. Participating in an academic contest on my own was a dream I never had before then, yet Fudan offered me this chance, and I spent three whole summers at university on this, to which I think no other vacation could meaningfully substitute.

I found that being an organiser of the contest is no easier than being a participant, especially when you are in charge of every academic session, the whole team building as well as drafting the outline summary on each competition and even the main speech! Yet the dedication and effort we put in turned out to be worth it in the end. The second year marked another success, and in this third year, YICGG raised a new challenge upon us; holding the programme in another country!

This year, YICGG focused on the younger generation and their attitudes to food security innovation. We travelled to Milan, Italy, where the World Expo is held and we were challenged to overcome similar problems we have faced in the past, along with emerging problems this year. The best lesson YICGG has taught me is that you need to focus on problem solving, particularly when things go wrong. It is definitely one of the most important parts of my campus life. Making friends, learning skills and interacting with influential people, all of which would only just about account for the highlights of what I treasure about the programme.

Can Zhang
Fudan University
The U21 Health Sciences Group (HSG) continues to generate impactful inter-professional, interdisciplinary initiatives for academics and students. Members are given the opportunity to participate locally, regionally, and globally in projects that aim to enhance the delivery of health science education. The U21 Health Sciences membership includes Dentistry, Health and Rehabilitation Sciences, Medicine, Nursing and Midwifery, Pharmacy and Public Health. Currently there are 16 member institutions, spanning 13 countries with approximately 500 individuals committed to the group’s activities. Additional U21 institutions are warmly invited to join the HSG.

The 2015 U21 HSG annual meeting was hosted in Santiago by Pontificia Universidad Catolica de Chile (PUC) in September. The meeting was attended by more than 155 participants from 16 institutions and focused on the theme: ‘From Public Health to Professionalism: The Challenge of Integration in Health Science Education.’ The keynote presentation, ‘Teaching and Assessing Professionalism and Forming a Professional Identity - State of the Art’ was provided by Dr. Linda Snell, Professor at McGill University and Senior Clinical Educator for the Royal College of Physicians and Surgeons of Canada. Dr. Snell challenged participants to consider what their institutional definition of professionalism is/should be and provided strategies to promote professional behaviors. She also discussed how to introduce assessment modalities for both learners and teachers. Additional speakers from Chile, Korea, Scotland, and Mexico presented challenges and successes within their institutions and countries relating to the integration of professionalism in health science education.

Public Health experts from Chile, Canada, and New Zealand presented methodologies of how to engage health science students in Public Health curricula and emphasized the necessity of its integration into their learning, given that factors relating to Public Health will effect their professional lives and communities. In addition to discipline specific meetings, three inter-professional workshops were organised to provide participants the opportunity to interact and discuss topics such as professional development curriculum, best practices for simulation pedagogy in research and clinical settings, and Faculty Development initiatives. The next U21 Health Sciences Group annual meeting will take place 12-16 September 2016 at the University of Birmingham.

The inaugural Teaching Excellence Award was launched in 2015. Targeted towards junior faculty and aimed to support those on promotion tracks, this award provides teachers an opportunity to develop further international collaborations whilst lending global recognition for previous achievements. Annually, there will be two recipients of the award who are from different institutions and disciplines. They will be supported to attend the HSG annual meeting where they will facilitate a workshop together. Recipients of the 2015 Teaching Excellence Award are Allison Mandrusiak (Physiotherapy, Queensland) and Hong Gao (Medicine, Fudan).

The U21 HS project on Social Media Enabled Health Professional Education which started in 2013 and is led by Dr. Kendall Ho (UBC) and Dr. Jason Last (UCD) advanced greatly this year. The project steering committee, comprised of partnered academics and students from 8 universities and 6 disciplines have completed two papers based on data produced via online surveys and literature reviews. One paper focuses on student attitudes towards the sharing of images on social media while the second explores health educator attitudes towards the use of social media in the health sciences. The co-authors are in the process of submitting the documents to publications.

The group has also created two online resources for academics curious about integrating social media into their teaching. One website is a repository of best practices and examples of social media used in health education. The second is a toolkit which provides practical application for teachers seeking assistance in developing assessments and curriculum through social media.

A video competition was launched to challenge academics and students to illustrate the uses of social media in health education and/or the impact of social media on knowledge sharing. Five outstanding videos were submitted and viewed during the annual meeting in Santiago. The top ranked video was submitted by PUC on the theme: “What is social media and how it is used in education” (created by Cristián Bonilla, Richard Orellana, Angela Rioseco, Daniela Fuentes).

The Steering Committee also hosted a workshop, held in conjunction with the HSG annual meeting in September in which approximately 70 participants attended. During the workshop, a focus group was conducted, the implications of key findings from the papers were discussed and participants were shown how the repository and toolkit could be important assets in their learning/teaching delivery. Two students presented recommended ideas on the development of online professional identities and how social media could be embedded in educational programming. A highly interactive exercise was a debate, led by Tecnologico de Monterrey students. The topic was whether it should be compulsory that health professional schools integrate social media into the curriculum delivery by 2020. There was strong support amongst the workshop attendees that this project continues. In looking forward, the group is exploring synergies with other U21 projects such as the U21 UN Sustainable Development Goals initiative.

September 2015 marked the transition of the UN Millennium Development Goals to the Sustainable Development Goals (SDG’s). This evolution coincided directly with the HSG annual meeting in Santiago where the U21 UNMDG Initiative working group, led by Dr. Derek Chambers (Nottingham) facilitated a workshop. Given the serendipitous timing of the shift to the SDG’s, workshop participants were provided with an overview of the UN’s new strategic direction and were charged with brainstorming ideas on the development of online professional identities and how social media could be embedded in educational programming. A highly interactive exercise was a debate, led by Tecnologico de Monterrey students. The topic was whether it should be compulsory that health professional schools integrate social media into the curriculum delivery by 2020. There was strong support amongst the workshop attendees that this project continues. In looking forward, the group is exploring synergies with other U21 projects such as the U21 UN Sustainable Development Goals initiative.

Additional activities that took place as part of the U21 UNMDG initiative was the 5th annual U21 European UNMDG workshop in at Lund University in June where 50 students participated. Global recognition for this project was given as Nadia D’Alton (UCD) was invited to present on the project outcomes at the “International Educators” conference. While the Global Learning Partnership was deferred due to the earthquake in Nepal, the working group continued to further develop this global health program which will be piloted in April 2016.

Kelly Jacobs
Executive Officer
U21 Health Sciences
http://u21health.org/
2014/15: A Year in Review

- **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

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

- **4 - 6 March**
  Pontificia Universidad Católica de Chile
  Student Summit

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

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

- **5 - 7 May**
  Pontificia Universidad Católica de Chile
  Annual Network Meeting & Presidential Symposium

- **15 April**
  Chicago
  FINE Meeting

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

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

- **26 February - 1 March**
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- **26 - 27 March**
  Shanghai Jiao Tong University
  Researcher Engagement Cluster Meetings

- **5 - 8 May**
  Pontificia Universidad Católica de Chile
  Annual Network Meeting & Presidential Symposium
June
21 - 22 May
University of Connecticut
Student Mobility Network Meeting

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

28 - 29 May
University of Nottingham
Research Collaboration Group Meeting

28 - 30 October
University of Edinburgh
Educational Innovation Conference

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

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

6 - 10 July
Pontificia Universidad Católica de Chile
Health Sciences Group Meeting

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

Sept
6 - 18 July
Guatemala
U21 Social Entrepreneur Corps

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